

# MARYMOUNT

CALIFORNIA UNIVERSITY

MARYMOUNT CALIFORNIA UNIVERSITY is an independent, Catholic, coeducational and residential university that offers a liberal arts program that leads to Associate, Bachelor's and Master's degrees.

MARYMOUNT CALIFORNIA UNIVERSITY CATALOG  
2014-2015

In accordance with requirements of DVB Circular 20-76-84, Appendix P, this is to certify that this school catalog is true and correct in content and policy.

Revised July 2014

The Catalog is periodically updated. For the most current version, please refer to our website:  
[www.MarymountCalifornia.edu](http://www.MarymountCalifornia.edu)

MARYMOUNT CALIFORNIA UNIVERSITY is accredited by the WASC Senior College and University Commission (985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510-748-9001), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education.

Marymount California University is a member of the:

- American Association of Collegiate Registrars and Admissions Officers
- Association of American Colleges
- Association of Catholic Colleges and Universities
- Association of Independent California Colleges and Universities
- California Intersegmental Articulation Council
- Council of Independent Colleges
- Hispanic Association of Colleges and Universities
- Institute of International Education
- National Association of Colleges and Employers
- National Association of Independent Colleges and Universities
- National Association of Intercollegiate Athletics
- National Association of Student Financial Aid Administrators
- National Association of Student Personnel Administrators
- Pacific Association of Collegiate Registrars and Admissions Officers
- The College Board
- Western College Association

## Catalog 2014-2015

This Catalog constitutes a statement of the University's policies, offerings and learning resources. It, along with the Student Handbook, is a definition of the agreement that exists between the individual student and the University community. The reader is directed to:

- Student Handbook issued by the Office of Student Development Services.
- Schedule of Classes and any official addenda for each term issued by the Office of the Registrar.
- Publications issued by the Admission Office.
- Publications issued by the Residential Life Office.
- [www.MarymountCalifornia.edu](http://www.MarymountCalifornia.edu)

The provisions of this Catalog are subject to change without notice and do not constitute an irrevocable contract between any student and Marymount California University.

**Students must meet the degree requirements (general education and major/minor) of the catalog under which they matriculated or may select a later catalog for a year in which they are enrolled. *Changing to a later catalog must be requested in writing through the Office of the Registrar.* Statements in the catalog are for informational purposes and should not be considered as the basis of a contract between students and the university. Other than the degree requirements, students must adhere to the academic requirements, policies and procedures in place in the current catalog. Such requirements include but are not limited to course prerequisites, minimum grades for transfer work, tuition and fees, honors, probation and dismissal requirements, etc. Information regarding any changes in degree programs, graduation requirements, or academic policies will be made available via the Marymount website.**

Marymount California University  
30800 Palos Verdes Drive East  
Rancho Palos Verdes, California 90275-6299

Telephone: (310) 377-5501  
Fax: (310) 377-6223  
[www.MarymountCalifornia.edu](http://www.MarymountCalifornia.edu)

## **Family Educational Rights and Privacy Act (FERPA) of 1974**

At Marymount California University, all academic records of students who enroll are kept in accordance with the provisions of the Family Educational rights and Privacy Act of 1974, as amended. Copies of this Act are available to students in the Library and the Academic Affairs Office, Student Development Services Office, and the Registrar's Office during normal working hours.

## **Campus Non-Discrimination Policy**

Marymount California University does not discriminate on the basis of race, color, national origin, ancestry, sex, age, marital status, religion, creed, disability, medical condition (cancer related or genetic characteristics), genetic information, veteran's status, citizenship status, sexual orientation, gender, gender identity, gender expression or other characteristic protected by federal, state or local law. This non-discrimination policy covers admission, employment, and University programs and activities. For more information regarding our non-discrimination policy and sexual misconduct and gender policy, please refer to the Anchor Handbook.

## **Title IX**

Title IX of the Education Amendments of 1972 ("Title IX") is a federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities.

For inquiries related to gender discrimination, including sexual harassment, sexual and interpersonal misconduct, and sexual assault, please contact the University's Title IX Coordinator:

Mr. James Reeves  
Sr. Vice President, Finance and Administration  
Marymount California University  
30800 Palos Verdes Dr. East  
Rancho Palos Verdes, CA 90275  
Email: [JReeves@MarymountCalifornia.edu](mailto:JReeves@MarymountCalifornia.edu)  
Telephone: (310) 303-7330

You may also contact the U.S. Department of Education's Office for Civil Rights at 1 (800) 421-3481.

## **Drug-Free Campus and Workplace Policy**

The unlawful possession, manufacture, distribution, use, sale or gift of alcohol or other illicit drug is prohibited in and on any Marymount property, or as part of any University activity. This includes being under the influence of alcohol and/or any illicit drug. Illicit drugs include (but are not limited to) marijuana, cocaine, heroin, amphetamines, barbiturates, LSD, PCP and substances typically known as "designer drugs" or "club drugs." Illicit drugs also include prescription drugs, except for the use of medication in accordance with the instructions of a licensed physician.

Possession of paraphernalia associated with the use, possession or manufacture of illicit drugs is also prohibited. Any employee or student who violates this policy is subject to disciplinary action up to and including termination of employment, expulsion from the University, referral for prosecution, and/or referral to an appropriate evaluation or rehabilitation program.

Information regarding the health risks associated with the use or abuse of drugs and/or alcohol, or assistance dealing with these issues is available from Counseling Services, the Human Resources Department or the Marymount Intranet. Additionally, educational programs are offered during the academic year by Student Development Services. The full text of the Drug-Free Campus and Workplace policy is available from the above sources.

## **ADA/504 Policy**

Marymount California University is committed to making all programs and services accessible to qualified individuals with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

Marymount California University prohibits any discrimination on the basis of disability. This applies to any aspect of the University's operation including but not limited to admissions, academic requirements, financial aid, housing or any other school-administered program or service.

Any individual who has questions or concerns regarding accessibility to any facility, program or service should contact:

Ruth Proctor, ADA/504 Coordinator; Cecilia Hall 218  
30800 Palos Verdes Drive East  
Rancho Palos Verdes, CA 90275  
(310) 303-7367  
RProctor@MarymountCalifornia.edu

Marymount California University has a process for addressing issues regarding the requirements of Section 504 of the Rehabilitation Act and the ADA. For further information please contact the ADA/504 Coordinator.

Individuals are encouraged to attempt to resolve grievances using the University process. However, individuals have the right to file any grievance directly to the Office for Civil Rights (OCR). Complaints filed with the OCR must be filed within 180 days from when the incident occurred.



Dear Students:

We look forward to your enrollment at Marymount California University, and we invite you to review this catalog as you consider the many curricular, co-curricular and extracurricular offerings that we provide for our students. We are proud of the educational opportunities we have provided to thousands of students, and we look forward to working with you to ensure that you fulfill your potential and attain your academic goals.

With our board, faculty, staff, alumni, and donors, I share the responsibility for sustaining an educational tradition that is inspired by the social justice mission of the Religious of the Sacred Heart of Mary and a liberal arts experience that fosters consideration of what it means to be human.

Our faculty and staff are here to assist and mentor you throughout your Marymount journey, and I am certain they want to hear about your hopes and dreams. We need to be responsive to your individual goals and aspirations, so I encourage you to dialogue with your professors and advisors during your time at Marymount.

While this catalog contains very valuable information about Marymount, our website may provide additional up-to-date information of interest to you. Please consider these two resources as you proceed through your academic program, and know that our community is ready and able to support and challenge you as you fulfill our degree requirements. Please stop by my office if you have any questions or concerns about Marymount. We want to make sure we meet your needs and expectations.

Michael S. Brophy, Ph.D., M.F.A.  
President of Marymount California University

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# Marymount California University Mission Statement

## **Mission**

Marymount California University is a Catholic institution that welcomes students of all faiths and backgrounds into a quality, values-based education. We foster a student-centered approach to learning that promotes the development of the whole person. Inspired by the Religious of the Sacred Heart of Mary, we challenge our students to pursue lives of leadership and service.

## **Vision**

Marymount California University empowers its students through an educational program that develops principled thinkers in the Catholic liberal arts tradition. We promote an open and welcoming campus that builds skills for lifelong learning. We assist students to reach their goals in higher education. We strive to graduate students who embody the virtues of integrity, respect for human dignity, and commitment to justice.

## **Core Values**

### **Tradition**

Rooted in the Catholic intellectual and faith tradition, we educate and challenge students to think critically and to grow spiritually.

### **Openness**

We welcome freedom of inquiry and diversity of experience within a community of educators and learners who seek truth, moral wisdom and global understanding.

### **Integrity**

We strive for academic and professional excellence in an educational experience that builds character and values the whole person.

### **Service**

We encourage our students to seek a more just world and to lead lives of compassionate service to others.



## **Institutional Student Learning Outcomes (ISLOs)**

- I. Effective written, verbal, and digital presentation skills
- II. Analysis using relevant conceptual, quantitative, and technology tools
- III. Evaluation of competing options and reflection on values to support reasoned and ethical decision-making
- IV. Recognition of multiple perspectives and global awareness
- V. Experiential learning and collaborative skills for personal, social, civic, and global responsibility



# The University

## Catholic Heritage and History of Marymount California University

Marymount California University was established in 1968 as a two-year institution of higher education by the Religious of the Sacred Heart of Mary (RSHM). In 1975 the RSHM transferred responsibility for the University to a lay Board of Trustees. The RSHM provides a legacy to the University, through which their charism and education tradition inspires the institution's mission.



# Academic Calendar

## FALL SEMESTER 2014

Aug. 2014						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 25 First day of fall semester classes
- 29 Last day to add or drop fall semester and first 8-week term classes

SEPT. 2014						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 1 Labor Day Holiday - University is closed
- 26 Last day to withdraw from a first 8-week term class

OCT. 2014						
S	M	T	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 6-10 Midterm Exams
- 10 Last day of first 8-week term classes
- 13-14 Fall Break - no classes
- 15 First day of second 8-week term classes
- 17 Last day to add or drop second 8-week term classes
- 27 Registration begins for spring and summer 2015

Nov. 2014						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- 14 Last day to withdraw from a fall semester class
- 21 Last day to withdraw from a second 8-week term class
- 25 Classes end 5 p.m.
- 26-28 Thanksgiving Holiday - University is closed

DEC. 2014						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 5 Last day of fall semester and second 8-week term classes
- 8-12 Final Exams

## SPRING SEMESTER 2015

### JAN. 2015

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 12 First day of spring semester classes
- 16 Last day to add or drop spring semester and first 8-week term classes
- 19 Martin Luther King, Jr. holiday - University is closed

### FEB. 2015

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

- 13 Last day to withdraw from a first 8-week term class
- 16 President's Day holiday - University is closed
- 17 Service Day - no classes
- 23-27 Midterm Exams
- 27 Last day of first 8-week term classes

### MAR. 2015

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 2 First day of second 8-week term classes
- 6 Last day to add or drop second 8-week term classes
- 16-20 Spring Break
- 30 Registration begins for summer and fall 2015 and spring 2016

### APR. 2015

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 2 Holy Thursday - University closes at 5 p.m.
- 3 Good Friday - University is closed
- 6 Easter Monday - University is closed
- 10 Last day to withdraw from a spring semester class
- 17 Last day to withdraw from a second 8-week term class

### MAY 2015

S	M	T	W	Th	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 1 Last day of spring semester and second 8-week term classes
- 4-8 Final Exams
- 8 Commencement Mass
- 9 Commencement ceremony and reception

## SUMMER SESSION 1 (THREE WEEKS)

MAY, 2015						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### May

- 18 First day of summer session 1 classes
- 19 Last day to add or drop a summer session 1 class
- 25 Memorial Day observed - University is closed
- 29 Last day to withdraw from a summer session 1 class

### June

- 5 Last day of summer session 1

JUNE, 2015						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## SUMMER SESSION 2 (FIVE WEEKS)

### May

- 18 First day of summer session 2 classes
- 19 Last day to add or drop a summer session 2 class
- 25 Memorial Day observed - University is closed

### June

- 12 Last day to withdraw from a summer session 2 class
- 19 Last day of summer session 2

JULY, 2015						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## SUMMER SESSION 3 (FIVE WEEKS)

### June

- 22 First day of summer session 3 classes
- 23 Last day to add or drop a summer session 3 class

### July

- 3 Independence Day observed - University is closed
- 17 Last day to withdraw from a summer session 3 class
- 24 Last day of summer session 3

AUG, 2015						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## SUMMER SESSION 4 (EIGHT WEEKS)

### June

- 15 First day of summer session 4 classes
- 16 Last day to add or drop a summer session 4 class

### July

- 3 Independence Day observed - University is closed
- 22 Last day to withdraw from a summer session 4 class

### August

- 7 Last day of summer session 4

## SUMMER SESSION 5 (FIFTEEN WEEKS)

### **MAY. 2015**

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### **May**

- 11 First day of summer session 5 (internships)
- 15 Last day to add or drop a summer session 5 class
- 25 Memorial Day observed - University is closed

### **July**

- 1 Last day to add or drop an internship or practicum
- 3 Independence Day observed - University is closed
- 24 Last day to withdraw from a summer session 5 class

### **JUNE. 2015**

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### **August**

- 21 Last day of summer session 5

## SUMMER SESSION 6 (TWELVE WEEKS)

### **May**

- 18 First day of summer session 6
- 19 Last day to add or drop a summer session 6 class
- 25 Memorial Day observed - University is closed

### **July**

- 3 Independence Day observed - University is closed
- 10 Last day to withdraw from a summer session 6 class

### **August**

- 5 Last day of summer session 6

### **AUG. 2015**

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

# Academic Calendar

## FALL SEMESTER 2015 *(Subject to Change)*

Aug. 2015						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 24 First day of fall semester classes
- 28 Last day to add or drop fall semester and first 8-week term classes

SEPT. 2015						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 7 Labor Day Holiday - University is closed

OCT. 2015						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 2 Last day to withdraw from a first 8-week term class
- 5-9 Midterm Exams
- 9 Last day of first 8-week term classes
- 12-13 Fall Break - no classes
- 14 First day of second 8-week term classes
- 16 Last day to add or drop second 8-week term classes
- 26 Registration begins for spring and summer 2016

Nov. 2015						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 13 Last day to withdraw from a fall semester class
- 20 Last day to withdraw from a second 8-week term class
- 24 University closes at 5 p.m.
- 25-27 Thanksgiving Holiday - University is closed

DEC. 2015						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 4 Last day of fall semester and second 8-week term classes
- 7-11 Final Exams

## SPRING SEMESTER 2016 *(Subject to Change)*

### JAN. 2016

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 11 First day of spring semester classes
- 15 Last day to add or drop spring semester and first 8-week term classes
- 18 Martin Luther King, Jr. holiday - University is closed

### FEB. 2016

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

- 12 Last day to withdraw from a first 8-week term class
- 15 President's Day holiday - University is closed
- 16 Service Day - no classes
- 22-26 Midterm Exams
- 26 Last day of first 8-week term classes
- 29 First day of second 8-week term classes

### MAR. 2016

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 4 Last day to add or drop second 8-week term classes
- 21-25 Spring Break
- 24 Holy Thursday - University closes at 4:15 p.m.
- 25 Good Friday - University is closed
- 28 Easter Monday - University is closed

### APR. 2016

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 1 Last day to withdraw from a spring semester class
- 4 Registration begins for summer and fall 2016 and spring 2017
- 15 Last day to withdraw from a second 8-week term class
- 29 Last day of spring semester and second 8-week term classes

### MAY 2016

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 2-6 Final Exams
- 6 Commencement Mass
- 7 Commencement ceremony and reception



(Subject to Change)

**SUMMER SESSION 1 (THREE WEEKS)**

MAY, 2016						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**May**

- 16 First day of summer session 1 classes
- 17 Last day to add or drop a summer session 1 class
- 27 Last day to withdraw from a summer session 1 class
- 30 Memorial Day observed - University is closed

**June**

- 3 Last day of summer session 1

JUNE, 2016						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**SUMMER SESSION 2 (FIVE WEEKS)**

**May**

- 16 First day of summer session 2 classes
- 17 Last day to add or drop a summer session 2 class
- 30 Memorial Day observed - University is closed

**June**

- 10 Last day to withdraw from a summer session 2 class
- 17 Last day of summer session 2

JULY, 2016						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**SUMMER SESSION 3 (FIVE WEEKS)**

**June**

- 20 First day of summer session 3 classes
- 21 Last day to add or drop a summer session 3 class

**July**

- 4 Independence Day holiday - University is closed
- 15 Last day to withdraw from a summer session 3 class
- 22 Last day of summer session 3

AUG. 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**SUMMER SESSION 4 (EIGHT WEEKS)**

**June**

- 13 First day of summer session 4 classes
- 14 Last day to add or drop a summer session 4 class

**July**

- 4 Independence Day holiday - University is closed
- 22 Last day to withdraw from a summer session 4 class

**August**

- 5 Last day of summer session 4

(Subject to Change)

**SUMMER SESSION 5 (FIFTEEN WEEKS - INTERNSHIPS)**

MAY. 2016						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**May**

- 9 First day of summer session 5 (internships)
- 10 Last day to add or drop a summer session 5 class

**July**

- 1 Last day to add or drop an internship or practicum
- 4 Independence Day holiday - University is closed
- 22 Last day to withdraw from a summer session 5 class

JUNE. 2016						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**August**

- 19 Last day of summer session 5

**SUMMER SESSION 6 (TWELVE WEEKS)**

**May**

- 16 First day of summer session 6
- 17 Last day to add or drop a summer session 6 class

**July**

- 4 Independence Day holiday - University is closed
- 15 Last day to withdraw from a summer session 6 class

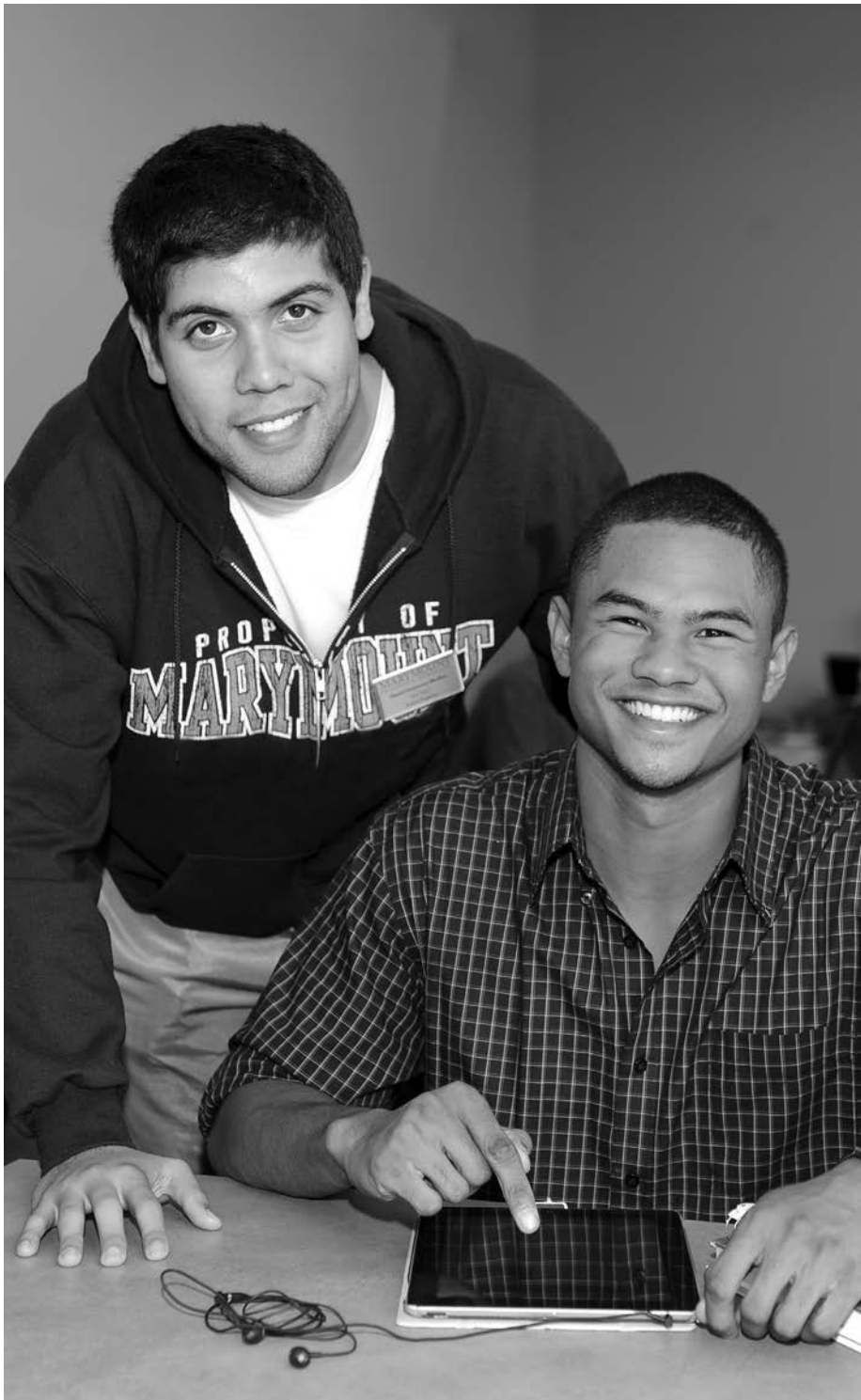
**August**

- 5 Last day of summer session 6

JULY. 2016						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUG. 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			





# Academic Degree Programs

Degree program learning outcomes represent embedded versions of the Institutional Student Learning Outcomes (ISLOs) at the level and in the disciplines appropriate to each degree. Each degree ensures achievement of learning outcomes via a coherent curriculum, robust assessment, and student reflection that forms a foundation for lifelong learning and the creation of meaning. (*See ISLOs listed on page iii and degree specific learning outcomes and curriculum under Academic Degree Requirements*)

Degree programs are enriched and supplemented by options that include study abroad, service learning, internships, field practicum and independent study.

## UNDERGRADUATE DEGREE PROGRAMS

The academic programs are a product of the Marymount California University “mission, vision and values” statements and represent a belief in the value of the liberal arts and cross-disciplinary programs appropriate to our students and faculty. There are also programs and courses that emphasize learning through field work and through individual investigation and experience.

Marymount offers the following undergraduate degree programs:

- Associate in Arts
- Associate in Science
- Bachelor of Arts in Business
- Bachelor of Arts in Liberal Arts
- Bachelor of Arts in Media Studies
- Bachelor of Arts in Psychology

Undergraduate degree programs are comprised of a common liberal education core plus degree-specific requirements. Each degree program also offers a choice of concentrations or emphases. (*see Academic Degree Requirements*)

All Bachelor degree programs culminate in a senior capstone project. (*See Capstone descriptions under course numbers 497-498 in corresponding disciplines*)

## GRADUATE DEGREE PROGRAMS

- Master of Business Administration
- Master of Science in Community Psychology
- Master of Science in Leadership and Global Development

# Experiential Learning

## Global Studies 241 (1-2 units)

Students studying abroad in a partner or affiliate program take this course to supplement their overseas curriculum. This course is also open to international students studying in the U.S. The course involves engagement in culturally appropriate experiences shaped by experiential learning and competency theory. See course listing section for course description.

## Independent Study (1-12 units)

INDEPENDENT STUDY (295, 395, 495 courses) An independent study answers the need for individual research and expression in special areas of interest that are NOT included in the regular course offerings. It provides training for life-long learning by providing experience in selecting a study project, mastering the necessary library and research techniques for assembling data and devising suitable means of evaluation. In independent study the student has the responsibility for planning, implementing, and presenting the project, where applicable. The faculty sponsor approves the project, meets with the student several times in the term, and evaluates the final results.

INDEPENDENT STUDY (595 graduate courses): Individual practice-based research under the direction of a faculty member. A written research report is required.

## Internships (1-12 units)

INTERNSHIP (291, 391, 491 courses): Intended for students who want to participate in supervised, off-campus, practical experience. An internship is a partnership between the student, Marymount and a company/organization. The student will work closely with a faculty mentor and the Career Services Office to develop appropriate learning outcomes and to identify an organization/company offering a comprehensive experience focused on a specific area of interest in a structured work environment under the supervision of a faculty mentor.

INTERNSHIP (591 course): Intensive graduate practice-based research experience in a community or organizational setting. Requires a pre-approved, graduate research plan with Program Chair approval.

*Internship Participation Requirements:* Good academic standing; application through Career Services and consent from Faculty of Record. Registration must be completed by mid-term of a semester.

## Internship/Practicum & Senior Capstone Combination

INTERNSHIP/PRACTICUM & SENIOR CAPSTONE (491 or 496 and 497 or 498) Prerequisites: Senior standing; registration in 497 or 498; proposal of individual Capstone Project, with faculty mentor approval; Internship offer from a company/organization or practicum on-campus experience. Registration must be completed by mid-term of a semester.

Students with senior standing can combine their Capstone Project with an Internship component. This option is designed to allow seniors to connect with an organization/company to apply the Capstone Project as well as commit to working at the organization. The experience is closely guided by a faculty mentor and leading to the completion of a presentation, aligned with the institutional student learning outcomes. A satisfactory evaluation from an on-site supervisor will also be required. This combination includes research, analysis, and reflection on a topic chosen in partnership with the faculty advisor and Program Chair and completed under the guidance of a faculty mentor with regularly scheduled meetings with the on-site supervisor. Capstone students can choose a practicum or internship to combine with their capstone project.

## **Practicum (1-6 units)**

PRACTICUM (296, 396, 496 courses): Provides the opportunity for students to participate in an on-campus experience with a Marymount faculty member, department or office. The focus of the practicum is related to Student Learning Outcomes (SLOs) developed between the student and the Faculty of Record.

PRACTICUM (596 course): Intensive graduate practice-based research experience in an on-campus setting. Requires a pre-approved, graduate research plan with Program Chair approval.

*Practicum Participation Requirements:* Available for all class levels; in good academic standing; application through Career Center and consent from Faculty of Record. Registration must be completed by mid-term of a semester.

## **Prior Learning**

Marymount California University recognizes that college-level learning takes place both in and out of the classroom. Proving prior learning outside of the classroom is called Prior Learning Assessment (PLA) and students at MCU have many avenues available to demonstrate their learning.

Students who believe that previous training (i.e. previous career or life experience) is equivalent to a course's student learning outcomes may request a portfolio review by petition of a specific course's credit. In addition, credit may be awarded for military service and through CLEP and DSST exams. Unit limits apply (see policy on page 65).

## **Service Learning**

Service is a key component in the University's mission statement and Institutional Student Learning Outcomes. Anchored by the core principles of the Religious of the Sacred Heart of Mary, our Marymount community makes a concerted effort to reflect the RSHM call to "respond to the needs of our time and to work with others in action for evangelical justice." Each year Marymount students, faculty and staff perform hours of service in the greater Los Angeles community in order to support others while applying what they learn to the classroom curriculum. This powerful form of educational collaboration benefits all involved.

The Marymount Service Learning Program serves as a resource that assists faculty in integrating mission-related service projects into the classroom curriculum. This creates dynamic classroom communities focused on helping students apply the core educational concepts to the real world in a meaningful way. Marymount students make a world of difference as they learn and grow.

## Education Abroad and Faculty-Led Study Travel Programs

Studying overseas provides a unique opportunity which can open up fresh perspectives on international political, economic and social issues, interpersonal and intercultural relationships, and career choices.

Marymount's education abroad and faculty-led study travel programs directly support our emphasis on encouraging students to recognize and develop multiple perspectives and global awareness.

Students are encouraged to participate in education abroad and faculty-led study travel programs in many academic fields in almost every part of the world. All regularly enrolled Marymount students who will be of sophomore, junior or senior standing during the time abroad with a minimum 2.5 GPA are eligible to apply. Students studying abroad through Marymount-approved programs are enrolled in a full course of study at the host institution, but receive Marymount credit. Financial Aid is applicable and additional scholarships are available. (Fall and spring terms only).

- **Marymount California University Partner and Affiliate Programs** are offered through links between the University and overseas institutions around the world. Education Abroad Programs offer students a unique opportunity for immersion in another culture and country. Students can take intensive language programs or classes in English taught by local professors alongside local students and fully integrate into the host-university and culture. Courses taken through these education abroad programs may fulfill degree requirements or serve as electives. Courses taken on these programs will be reflected as Marymount courses on the Marymount transcript. All students participating in a partner or affiliate program complete an experiential learning course, GS 241, while abroad. Students interested in education abroad are encouraged to plan their course of study with their academic advisor and meet with the staff in the Office of International Education.
- **The London Semester program** was established in 1988 as a fall semester-abroad program with Regent's College in London, England. The primary aim is to provide opportunities for international education experience to students through study, research and cultural activities. Selected qualified students with a Marymount cumulative GPA of 2.5 or higher, engage in coursework for academic credit. A listing of approved courses that Marymount students may take while at Regent's College is published annually.
- **Other destinations:** Marymount California University offers support to several other semester long destinations. Other programs include: Rome



through John Cabot University, Cardiff Wales through Cardiff Metropolitan University, and Cyprus through the University of Nicosia. In addition, students can choose these destinations through any of our education abroad partners: Paris France, Florence Italy, Geneva Switzerland, Cha'am Thailand, Vienna Austria, Seville Spain, Paros Island Greece, Shanghai China, Dubrovnik Croatia, Leiden Netherlands, and Tokyo Japan. Destinations other than these are possible as well. Students should inquire with the Office of International Education or [ddraper@marymountcalifornia.edu](mailto:ddraper@marymountcalifornia.edu).

- **Summer Session in London** began in summer 2007 with Marymount faculty in residence at Regent's College in London, England. Marymount students earn up to five units while taking courses with Marymount and Regent's College faculty.
- **Faculty-led Study Travel Courses** are offered at various times throughout the year. Students study and travel with a team of faculty members on a predetermined itinerary. Tours and cultural excursions supplement faculty lectures and assignments throughout the course. Students can earn academic credit for the courses.





# Undergraduate Academic Degree Requirements

## MARYMOUNT LIBERAL EDUCATION CORE (MINIMUM 36 UNITS)

This core provides a common foundation for all AA, AS and BA Marymount degrees.

### 1. Skills Core (12-13 units)

Development of the reading, writing, listening, speaking and analytical thinking skills necessary to communicate with confidence, clarity, sensitivity, efficiency and precision.

**One course from each of the following:**

*Expository Writing:* 3 units

English 112

*Analytical Writing:* 3 units

English 114

*Speech:* 3 units

Communication Arts 105, 125, 130, 145, 200, 250 or  
Speech 105, 125, 130, 145, 200, 250

*Logical Thinking:* 3-4 units

Computer Science 183 or above, Math 060, 090 (not 090I)  
or above, Philosophy 130, Anthropology/Psychology/Sociology 235  
or Business 220

### 2. Humanities Core (13-15 units)

A focus on the world condition in which the primary purpose is to assist the student with discovering and developing his/her/humanity as a person, and thus with developing the knowledge, wisdom and values that emphasize why and how this humaneness ought to be critically applied to personal, social, vocational, environmental and spiritual life.

**One course from each of the following:**

*The Art of Being Human:* 1-3 units

Interdisciplinary Studies 117, 117H or ID217 by placement

*Literature:* 3 units

English 120 through 260

*Philosophy:* 3 units

Philosophy course

*Religion:* 3 units

Religion course

*Fine Arts:* 3 units

AM 101 through 271

Art 104 through 231

Communication Arts 110, Music 100 through 116, 185

Theater 100 through 121, 185

3. **Natural Sciences Core (3-5 units)**

A focus on the world condition in which the primary purpose is to assist the student with appreciating quantitative empirical methodologies and developing skills for the systematic analysis of data, from which natural phenomena and the behavior of living organisms can be described and explained.

**One course:**

*Natural Sciences:* 3-5 units  
Any Science course, Anthropology 110, Geography 108

4. **Behavioral and Social Sciences Core (6 units)**

A focus on the world condition in which the primary purpose is to assist the student with appreciating the application of both quantitative and qualitative empirical methods to the description and explanation of human behavior.

**One course from each of the following:**

*Behavioral/Social Sciences:* 3 units  
Anthropology (except 235), Economics, Education 110, 140, 220, Geography, Political Science, Psychology (except 235), Sociology (except 235)

*History:* 3 units  
Any History course

5. **Physical Health Core (2-5 units)**

An appreciation for the knowledge and good habits associated with the development of healthful lifestyles.

**One course from each of the following:**

*Health Education:* 1-3 units  
Any Health course, Physical Education 104, or Psychology 230

*Physical Education:* 1-2 units  
Any Physical Education course

6. **Cross-Cultural/Cross-Disciplinary**

**(This is a course requirement; not a unit requirement). Students must earn 2-3 units in a CC/CD course to meet graduation requirements, unless the graduation requirement was met by another course.**

An appreciation for the value of understanding diverse cultures and diverse disciplinary methodologies.

One course from the designated list on page 12

## **Requirements for the Associate in Arts and Associate in Science Degrees**

Marymount California University, incorporated under the laws of the state of California and empowered by these laws to grant academic degrees, confers the Associate in Arts or Associate in Science degree upon candidates who fulfill the following conditions:

1. Earn a minimum of 60 units; no more than 3 units of developmental coursework may be applied to the 60 unit minimum.
2. Complete the Marymount liberal education core requirements as outlined in preceding pages.
3. Meet all concentration requirements if applicable. AA students may opt for a concentration. AA concentrations are comprised of a minimum of 9 units of coursework. AS students must complete a concentration. AS concentrations are comprised of a minimum of 18 units. Concentration sheets are available in the Advising and Career Center and at [www.MarymountCalifornia.edu](http://www.MarymountCalifornia.edu)
4. Achieve a minimum cumulative grade point average of 2.00 in all work attempted.
5. Satisfy the residency requirements.
  - a. Earn a minimum of 30 units at Marymount; no more than 3 units of developmental coursework may be applied to the 30 unit minimum.
  - b. Once matriculated, a student may transfer in a maximum of 7 units from another institution.

## Requirements for the Bachelor of Arts Degrees

Marymount California University, incorporated under the laws of the state of California and empowered by these laws to grant academic degrees, confers the Bachelor of Arts degree upon candidates who fulfill the following conditions:

1. Earn a minimum of 120 units; no more than 3 units of developmental coursework may be applied to the 120 unit minimum.
2. Complete the Marymount liberal education core requirements as outlined in preceding pages.
3. Meet all program requirements including Senior Capstone.
4. Achieve a minimum cumulative grade point average of 2.00 in all work attempted.
5. Satisfy the residency requirements.
  - a. Minimum of 30 units completed at Marymount. No more than 3 units of developmental coursework may be applied to the 30 unit minimum.
  - b. Once matriculated, a student may transfer in a maximum of 7 units from another institution.
  - c. Capstone successfully completed through Marymount with a grade of C or higher (497 and 498, 6 units).

### Important Notes to the Student

1. Students may participate in the Associate degree commencement ceremony if they have completed a minimum of 53 units and have no more than 2 non-sequential degree requirements left to fulfill.

Students may participate in the Bachelor's degree commencement ceremony if they have completed a minimum of 113 units and have no more than 2 non-sequential degree requirements left to fulfill.

2. No course can fulfill more than one Liberal Education Core course requirement, except for the CC/CD "Themed Course" required for graduation. This course may be simultaneously used to fulfill a Liberal Education Core course requirement. **(Please see the list of CC/CD "Themed Courses" on page 12.)**
3. For any course that satisfies a specific degree requirement, the corresponding cross-listed course will also satisfy the same requirement.

4. Four or five unit courses with a compulsory, built-in lab may not be split between the general education core and concentration areas. However, a three-unit course with a one-unit optional lab (3+1) may be split between the general education core and the concentration area.
5. Up to 15 units of Marymount coursework taken as a non-degree student may be considered and applied toward a Marymount BA degree.

### **Continuous Enrollment**

Students who did not file an application for degree completion and who did not submit an approved leave-of-absence form and did not maintain continuous enrollment at the University are bound by the graduation requirements of the current year catalog. If a student is within seven units of degree completion, they do not need to re-apply with the Office of Admission. Students who do not meet the degree requirements and are missing more that seven units will be required to re-apply with the Office of Admission in order to return to Marymount.



COURSES THAT SATISFY THE CROSS-DISCIPLINARY (CD)  
AND CROSS-CULTURAL (CC) CORE THEME REQUIREMENT

Students must earn 2-3 units in a CC/CD course to meet the degree requirement.

**Cross-Disciplinary (CD): Courses study topics that are relevant to two or more academic disciplines (fields of study)**

ART 185

AM 202

AS 200

CAR 148

ECO 135

EDU 130, 140

ENG 117, 140, 170

GS 135

HIS 135

ID 107, 123, 123H, 126, 133, 142, 146, 147, 148, 149, 185

MUS 112, 185

PHI 150

PSY 123, 123H

REL 142, 144, 210

SCI 170

SOC 140

THE 110, 185

**Cross-Cultural (CC): Courses compare two or more distinct cultures either across nations (international) or within the United States (domestic)**

AM 211 (formerly Art 107)

ANT 120, 140

ART 108

CAR 140

ECO 135

ENG 104, 250, 260

FRE 200, 201

GEO 100, 120

GS 135

HIS 135, 270

ID 180, 191

JPN 200, 201

POL 220

PSY 280

REL 130, 130H

SOC 100, 100H, 125, 175, 250

SPA 200, 201

**Note:** ID 117 does not fulfill the CC/CD requirement.



# **BACHELOR OF ARTS IN BUSINESS DEGREE PROGRAM**

*Business at Marymount: “Create Value for Self and Society”*

## **Program Mission**

The Marymount California University Business Program offers a flexible curriculum that emphasizes learning by doing, effective communication, decision-making through analysis, and the creation of value for self and society. True to our global perspective and our Catholic heritage, we seek to promote respectful collaboration and ethical relationships, and are committed to providing students a program that is relevant, individualized, and supportive.

## **Program Learning Outcomes**

After completion of the Business Core courses, one concentration, and a capstone project, students will be able to:

1. Read financial statements, interpret business news, use appropriate business and economic terminology, prepare effective management reports, and deliver convincing verbal and digital presentations.
2. Use economic and business concepts, models, and quantitative data to interpret, analyze, and plan.
3. Evaluate competing options and reflect on ethical implications to support management decisions.
4. Recognize and articulate the perspectives of multiple constituencies in a global context with a focus on the creation of value.
5. Apply conceptual tools to management situations and collaborate to meet joint project goals.

## **A Solid Business Core**

Core business and foundation courses in Accounting, Economics, Management, Marketing, Business Law and Finance are supplemented by distinctive Marymount classes that promote interdisciplinary approaches to Business. These include Perspectives on Global Development, Management for Sustainability, and Business Ethics.

## **A Choice of Concentrations and/or Emphasis**

### ***Entrepreneurship***

The Entrepreneurship concentration allows students to learn through a case-study approach in a seminar setting, with guest speakers from both successful and struggling organizations. Students have the opportunity to critique one another’s business plans, laying the foundation for the development of their own capstone project.

### ***Global and Community Development***

The Global and Community Development concentration was developed to provide its students with a broad-based education focused on the skills and abilities to successfully engage in bringing improvements to their community, which can be defined to include everything from one's own neighborhood to the world. This program will start by understanding how one identifies the needs within the defined community. It will include understanding the role of both NGO's and social entrepreneurs as community change agents. It is our expectation that each of our students in this concentration will be involved in some form of Community Development internship or practicum during their program.

### ***Management***

The Management concentration was developed to provide our students with a solid understanding of this field of business. There are three components within this concentration. The first is focused on the traditional components of planning, organizing, staffing, controlling, and directing. The second component introduces and familiarizes our students with the field of leadership. Finally, each of our students will be exposed to some of the newest cutting-edge theories that cross the spectrum of management.

### ***Marketing***

Modern marketers are required to demonstrate robust problem solving skills and have the ability to communicate cross-functionally—whether it be in a start-up entrepreneurial environment or a large, complex organization. The Marymount marketing concentration is designed to address the needs of the modern marketplace.

The curriculum begins with a study of business and marketing principles, builds on a set of related analytical methods, and develops the students' ability to work with diverse stakeholders to create value and build strong customer relationships.

### ***Operations & Systems Management***

This concentration has been developed to meet the needs of those students who recognize the importance of an organization's effective oversight of its "value-adding" activities (the creation and delivery of the things customers pay for and the services clients rely on) and have a desire to incorporate this understanding within their professional career path. This concentration starts by establishing a solid understanding behind the creation and evolution of the more traditional planning and control tools and practices that have been used since the 1940's. Once this solid foundation has been established, the students will be introduced to the latest evolution of the tools and practices within the broad field of Operations & Systems Management. These new sets of tools and practices are based upon what is commonly referred to as systems-thinking. Within the field of Operations these new tools and practices are called the Theory of Constraints, within Human Relations they are called Requisite Organization, and within Organizational Behavior they are referred to as a Learning Organization.

### ***Accounting Emphasis***

The Accounting emphasis has been designed to provide students with the requisite number and variety of accounting classes needed to meet the current academic requirements for the CPA examination. While a large portion of these courses will be classroom based, the Taxation and Auditing courses will involve some exposure to the ‘real-world’ issues facing today’s accountants.

### **A Capstone that Opens Doors**

Every BA student completes a senior capstone project through Marymount. Capstone students are enrolled in 497-498 level courses. Enrollment in any 497-498 capstone requires senior standing and approval of the corresponding Program Chair. Satisfactory completion of the capstone is based on successfully demonstrating attainment of all institutional student learning outcomes and program learning outcomes. Capstone students have multiple opportunities as detailed in the syllabus to receive guidance and feedback before final evaluation.



## Business BA Required Courses

<b>LIBERAL EDUCATION CORE REQUIREMENTS: GE (Minimum 36 lower division units)</b> One course must be taken in each area. NOTE: Only 3 developmental units may be applied to any degree.	
<b>ANALYTICAL WRITING:</b> ENG 114	
<b>BEHAVIORAL/SOCIAL SCIENCE:</b> ANT (NOT 235)/ECO*/EDU (NOT 125, 130)/GEO/POL/PSY (NOT 235)/SOC (NOT 235)	
<b>EXPOSITORY WRITING:</b> ENG 112	
<b>FINE ARTS:</b> AM 100-271; Art 104-231; CAR 110; MUS 100-116, 185; THE 100-121, 185	
<b>HEALTH EDUCATION:</b> HED 100, 130, 150, 170/PED 104/PSY 230	
<b>HISTORY:</b> ANY HIS*	
<b>LITERATURE:</b> ENG 120 THROUGH 260	
<b>LOGICAL THINKING:</b> CS 183, 195, 196, 210, PHI 130, MTH 60 or higher, ANT/PSY/SOC 235 OR BUS 220*	
<b>NATURAL SCIENCES:</b> ANT 110/GEO 108/ANY SCI	
<b>PHILOSOPHY*</b>	
<b>PHYSICAL EDUCATION</b>	
<b>RELIGIOUS STUDIES</b>	
<b>SPEECH</b>	
<b>THE ART OF BEING HUMAN:</b> ID 117 OR ID 217 (by placement)	
<b>CROSS-CULTURAL/CROSS DISCIPLINARY†</b>	
†CROSS-CULTURAL/CROSS-DISCIPLINARY: May be double counted with one other Liberal Education Core Requirement.	
*Course taken for Liberal Arts Education may also be used to satisfy Business degree.	
<b>BUSINESS PREPARATION REQUIREMENTS</b>	
<b>ACCT 151</b> (formerly BUS 151): Financial Accounting I (4 units)	
<b>ACCT 201</b> (formerly BUS 201): Managerial Accounting (3 units)	
<b>BUS 110:</b> Introduction to Business (3 units) for students matriculating F11 or after	
<b>BUS/PHI 240:</b> Business Ethics (3 units)	
<b>BUS 260:</b> Business Law (3 units)	
<b>ECO/GS/HIS 135:</b> Perspectives on Global Development (3 units)	
<b>ECO 220:</b> Microeconomics (3 units)	
<b>ECO 221:</b> Macroeconomics (3 units)	
<b>MTH 270:</b> Introductory Statistics (4)	
<b>REQUIRED BUSINESS CORE COURSES</b>	
<b>BUS 300</b>	Principles of Management (3 units)
<b>BUS 301</b>	Management for Sustainability (3 units)
<b>BUS 350</b>	Principles of Marketing (3 units)
<b>BUS 360</b>	Business Information Systems (3 units)
<b>BUS 380</b>	Corporate Finance (4 units)
<b>BUS 497-498</b>	Capstone 1 and 2 (3 each)
<b>CONCENTRATION: (3 classes) and/or EMPHASIS (6 classes): Students must choose at least 1 from the 6 areas</b>	
Concentration 1: Entrepreneurship	Concentration 4: Operations & Systems Management
Concentration 2: Management	Concentration 5: Global and Community Development
Concentration 3: Marketing	Emphasis 1: Accounting
<b>UNIT TOTALS</b>	
TOTAL NUMBER OF UNITS TO GRADUATE MUST EQUAL 120+	

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## Business BA Required Courses

Business students are encouraged to choose more than one concentration/emphasis or add business electives to their program. Two or more concentrations will be offered each year in a multi-year rotation. One concentration is required.

ENTREPRENEURSHIP	
<b>BUS 315</b>	Entrepreneurship I (3)
<b>BUS 316</b>	Entrepreneurship II (3)
<b>BUS 415</b>	Entrepreneurship for Social Change (3)
MANAGEMENT	
<b>BUS 461</b>	Management & Organizational Leadership (3)
<b>BUS 462</b>	Managerial Problem-solving (3)
Select your third course from the electives listed below	
<b>BUS/PSY 325</b>	Organizational Behavior (3)
<b>BUS 425</b>	Introduction to Requisite Organizations (3)
MARKETING	
<b>BUS 452</b>	Marketing Analysis and Forecasting (3)
<b>BUS 454</b>	New Product Development (3)
<b>BUS 456</b>	Integrated Marketing Communications (3)
GLOBAL AND COMMUNITY DEVELOPMENT	
<b>ECO 302</b>	California in the Global Economy (3)
Select two courses from the electives listed below	
<b>BUS 415</b>	Entrepreneurship for Social Change (3)
<b>ECO 300</b>	Business, Government, and Society (3)
<b>ECO/GS 400</b>	People, Profit, Planet (3)
<b>ECO 410</b>	Economics of Population, Energy and Resources (3)
<b>ECO 420</b>	Economic Systems and Innovation (3)
OPERATIONS & SYSTEMS MANAGEMENT	
Required:	
<b>BUS 401</b>	Operations Management (3)
<b>BUS 402</b>	Integrative Quality Management (3)
Select your third course from the electives listed below	
<b>BUS 403</b>	Theory of Constraints (3)
<b>BUS 460</b>	Project Management (3)
ACCOUNTING EMPHASIS (All 6 courses must be completed)	
<b>ACCT 351</b>	Intermediate Accounting I (3)
<b>ACCT 352</b>	Intermediate Accounting II (3)
<b>ACCT 353</b>	Federal Income Taxation I (3)
<b>ACCT 354</b>	Federal Income Taxation II (3)
<b>ACCT 453</b>	Auditing (3)
<b>ACCT 454</b>	CPA Exam Preparation and Review (3)

Marymount 07.22.14



# BACHELOR OF ARTS IN LIBERAL ARTS DEGREE PROGRAM

## **Program Mission**

The Marymount California University BA in Liberal Arts degree will enable students to design an interdisciplinary program in preparation for a variety of careers and graduate programs. Liberal Arts majors will work with their advisor to select courses and combine areas of emphasis from Accounting, American Studies, Arts & Media, Behavioral Sciences, Biomedical Sciences, Business, Criminal Justice, Global Studies, Music, Performing Arts and Psychology for a powerful learning experience. Research, reflection, and capstone experiences will provide students with the opportunity to earn a degree that provides a breadth of learning and the opportunity to apply critical thinking and research in different disciplines.

## **Program Learning Outcomes**

After completion of the Liberal Arts core, two areas of emphasis, and an interdisciplinary capstone project, students will be able to:

1. Utilize the vocabulary and thought patterns of at least two different academic disciplines.
2. Apply the analytic methodology of at least two disciplines to an issue.
3. Select the most appropriate disciplinary approaches to the understanding of an issue.
4. Recognize and analyze the ethical implications of a given issue, and, where appropriate, articulate a personal position.
5. Engage in collaborative study of an issue with representatives of various disciplines.

**Students combine two Areas of Emphasis out of the following options. The minimum upper division unit requirements are listed for each emphasis.**

### *Accounting (25 units, 18 upper division)*

The Accounting emphasis has been designed to provide students with the requisite number and variety of accounting classes needed to meet the current academic requirements for the CPA examination. While a large portion of these courses will be classroom based, the Taxation and Auditing will involve some exposure to the “real-world” issues facing today’s accountants.

### *American Studies (24 units, at least 15 upper division)*

Interdisciplinary focus on United States history and culture. Choice of courses includes US History; Race, Ethnicity and Gender; Religion in America; Music

in America; American Literature; Business, Government and Society; Aging in America; Food in America.

***Arts & Media*** (24 units, 9 units of theory, 15 units of studio courses)

Flexible exposure to the arts, with a mix of lecture and studio classes ranging from Art History to Drawing, Design, and Digital Media.

***Behavioral Sciences*** (15 units- 3 upper division)

This emphasis is only available for Biomedical Sciences students.

This emphasis is the study of human behavior for preparation for the MCAT exam and preparation for graduate pre-professional programs in the medical field. The emphasis includes a variety of courses in Psychology, Psychobiology and Sociology.

***Biomedical Science*** (64 units- 36 lower division, 28 upper division)

This pre-professional emphasis provides students with a strong background in life sciences and physical sciences. It is intended to serve as preparation for graduate study in medical programs and related health fields. Courses include General Chemistry, Organic Chemistry, Physics, Calculus, General Biology, Biochemistry, Microbiology, Cell Biology, Genetics, and Molecular Biology.

***Business*** (25 units, including at least 9 units upper division)

Strong emphasis on fundamental concepts in Accounting and Economics, grounding in ethical and global perspectives, and a flexible choice of upper division Business courses. Choices include Marketing, Entrepreneurship, Management for Sustainability, Communication and Leadership, The Art of Negotiation, California in the Global Economy, Finance, among others.

***Criminal Justice*** (24 units – 12 upper division)

Students study and research issues and problems related to Criminal Justice with a view to developing civic understanding and an ethical framework for a life of compassionate service to others and society within this wide-ranging field.

***Global Studies*** (24 units, at least 15 upper division)

Interdisciplinary approach to develop awareness and understanding of global issues, with courses ranging across World Geography; Perspectives on Global Development, World Religions; Peace and Conflict Studies; Roots, Folk and World Music; California in the Global Economy; Topics in Global Health; Water; and Energy.

***Music*** (24 units – at least 4 upper division)

The Music emphasis offers students a broad spectrum of academic opportunities in music. Courses are offered in performance, theory, composition, history, ethnomusicology, recording arts, and music business.



***Performing Arts (24 units – at least 3 upper division)***

The Performing Arts emphasis provides study in dance, music, and theater. Emphasis is on students' consideration and development of their own personal aesthetic values within an historical and eclectic framework.

***Psychology (25 units, at least 9 units upper division, one unit of practicum)***

Foundation in the study of human behavior, with courses in a variety of areas including General Psychology, Research Methods, Social Psychology, Psychobiology, Child and Adolescent Development, Organizational Behavior, and Intercultural Psychology.

Note: Students are encouraged to work with their academic advisor and refer to the schedule of classes for specific course selection.

**A Capstone that Opens Doors**

Every BA student completes a senior capstone project through Marymount. Capstone students are enrolled in 497-498 level courses. Enrollment in any 497-498 capstone requires senior standing and approval of the corresponding Program Chair. Satisfactory completion of the capstone is based on successfully demonstrating attainment of all institutional student learning outcomes and program learning outcomes. Capstone students have multiple opportunities as detailed in the syllabus to receive guidance and feedback before final evaluation.



## Liberal Arts BA Required Courses

<b>LIBERAL EDUCATION CORE REQUIREMENTS: GE (Minimum 36 lower division units)</b> One course must be taken in each area. NOTE: Only 3 developmental units may be applied to any degree.		
<b>ANALYTICAL WRITING:</b> ENG 114		
<b>BEHAVIORAL/SOCIAL SCIENCE:</b> ANT* (NOT 235)/ ECO*/ EDU* (NOT 125, 130)/ GEO*/ POL*/ PSY* (NOT 100, OR 235)/ SOC* (NOT 235)		
<b>EXPOSITORY WRITING:</b> ENG 112		
<b>FINE ARTS*:</b> AM 100-271; Art 104-231; CAR 110; MUS 100-116, 185; THE 100-121, 185		
<b>HEALTH EDUCATION:</b> HED 100, 130, 150, 170/ PED 104/ PSY 230		
<b>HISTORY*</b>		
<b>LITERATURE:</b> ENG 120 THRU 260		
<b>LOGICAL THINKING:</b> BUS 220, CS 183, 195, 196, 210, PHI 130, MTH 60 or higher, ANT/ PSY/ SOC 235*		
<b>NATURAL SCIENCES:</b> ANT 110*/GEO 108/ANY SCI*		
<b>PHILOSOPHY*</b>		
<b>PHYSICAL EDUCATION</b>		
<b>RELIGIOUS STUDIES*</b>		
<b>SPEECH</b>		
<b>THE ART OF BEING HUMAN:</b> ID 117 OR ID 217 (by placement)		
<b>CROSS-CULTURAL/CROSS DISCIPLINARY†</b>		
†CROSS-CULTURAL/CROSS-DISCIPLINARY: May be double counted with one other Liberal Education Core Requirement.		
<b>REQUIRED CORE COURSES FOR ALL LIBERAL ARTS BA MAJORS</b>		
<b>COLLEGE LEVEL MATH:</b> See box below (and individual emphasis sheets) for specific Math requirement.		
<b>INFORMATION LITERACY:</b> ID 230 (formerly ID 130) (1 unit)		
<b>PHILOSOPHY:</b> PHI 300 or 400* LEVEL (3 units)		
<b>RELIGION:</b> REL 300 or 400* LEVEL (3 units)		
<b>ID 497:</b> Capstone 1 (3 units)		
<b>ID 498:</b> Capstone 2 (3 units)		
<b>AREA OF EMPHASIS: CHOOSE 2 OUT OF 11</b>		
<b>1. ACCOUNTING</b>	25	Statistics recomm.
<b>2. AMERICAN STUDIES</b>	24	Statistics required
<b>3. ARTS AND MEDIA</b>	24	Any college level Math
<b>4. BEHAVIORAL SCIENCES</b> (can only be combined with Biomedical Sciences)	15	See Biomedical Sciences
<b>5. BIOMEDICAL SCIENCES</b>	64	Calculus I & II
<b>6. BUSINESS</b>	25	Statistics recommended
<b>7. CRIMINAL JUSTICE</b>	24	Statistics required
<b>8. GLOBAL STUDIES</b>	24	Statistics required
<b>9. MUSIC</b>	24	Any college level Math
<b>10. PERFORMING ARTS</b>	24	Any college level Math
<b>11. PSYCHOLOGY</b>	25	Statistics required
<b>UNIT TOTALS</b>		
TOTAL NUMBER OF UNITS TO EARN BA: <b>120</b> . Only 3 developmental units may be applied to degree. Your transcript will calculate units and your degree audit will show credit placement.		
*Courses with asterisks may fill both a Liberal Ed. Core and a lower division emphasis requirement. Up to 3 courses from the Liberal Ed. Core may apply to an emphasis. One course <b>may not</b> be applied to more than one emphasis. Upper division Philosophy & Religion core may be used in one area of emphasis.		

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## Liberal Arts BA Required Courses

<b>EMPHASIS 1: ACCOUNTING</b>	
<b>College Level Math</b>	Statistics recommended (4)
<b>Required:</b>	
<b>ACCT 151</b>	Financial Accounting (4)
<b>ACCT 201</b>	Managerial Accounting (3)
<b>ACCT 351</b>	Intermediate Accounting I (3)
<b>ACCT 352</b>	Intermediate Accounting II (3)
<b>ACCT 353</b>	Federal Income Taxation I (3)
<b>ACCT 354</b>	Federal Income Taxation II (3)
<b>ACCT 453</b>	Auditing (3)
<b>ACCT 454</b>	CPA Exam Preparation and Review (3)

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## Liberal Arts BA Required Courses

EMPHASIS 2: AMERICAN STUDIES	
<b>Required:</b>	
<b>AS 200</b>	Introduction to American Studies (3)
<b>ANT/PSY/SOC 235*, or MTH 270*</b>	One College-level Statistics course (4)
<b>Select a minimum of 6 units from the following:</b>	
<b>EDU/SOC 140*</b>	The Home, the School, the Community (3)
<b>ENG 230 or 231 or 260*</b>	Survey of American Lit. I or II or the Lit. of American Ethnic Groups (3)
<b>GIS 250 + 255</b>	Intro. to GPS and Remote Sensing + Intro to GIS (4)
<b>GS 220</b>	Intro. to Sustainability (3)
<b>HIS 120* or 121*</b>	US History I or US History II (3)
<b>HIS 270* or 275*</b>	History of Women in the US or US Ethnic History (3)
<b>ID 185</b>	Backstage with the Arts (3)
<b>MUS 101* or 112</b>	Music in America or American Musical Theatre (3)
<b>POL 100* or 110*</b>	American Institutions or Intro. to Pol. Science (3)
<b>REL 142* or 144* or 225*</b>	Rel. in America I or II or Rel. & Society (3)
<b>SOC 100* or SOC 250*</b>	Intro. to Sociology or Race, Ethnicity, Gender and Class in the US(3)
<b>15 upper division units from the following: Check the Catalog for course prerequisites.</b>	
<b>ANT/GEO/SOC 320</b>	Human Migration (3)
<b>AS 333</b>	Food in America (3)
<b>BUS/CAR 332</b>	Multicultural Communication (3)
<b>CJ 355</b>	Homeland Security, Terrorism & Criminal Justice (4)
<b>CJ 361</b>	Terrorism in the US: A Pre/Post 9-11 Review (4)
<b>ECO 300</b>	Business, Government, and Society (3)
<b>ECO/GS 302</b>	California in the Global Economy (3)
<b>ECO/GS 410</b>	Economics in Population, Energy and Resources (3)
<b>ENG 304</b>	The American Novel (3)
<b>ENG 310</b>	American Catholic Authors of the 20 <sup>th</sup> Century (3)
<b>GEO 310</b>	California Geography (3)
<b>GS 330</b>	Climate Change (3)
<b>GS 405A</b>	Global City: Los Angeles (3)
<b>HIS 330</b>	Latin America & the Latino Experience (3)
<b>MUS 310</b>	Roots, Folk & World Music (3)
<b>PHI 310</b>	Philosophy of Film (3)
<b>PHI 315</b>	Ethics in America: the Pursuit of Happiness (3)
<b>PHI 320</b>	American Philosophy (3)
<b>PHI 330</b>	Postmodernism (3)
<b>PHI 385</b>	Philosophy of Science (3)
<b>POL/SOC 310</b>	Demography (3)
<b>PSY 380</b>	Applied Intercultural Psychology (3)
<b>REL 342</b>	Religion in American Popular Culture (3)
<b>REL 345</b>	Religion in Digital Media (3)
<b>REL 350</b>	American Catholics & Slavery: 1789-1866 (3)
<b>SOC 315</b>	Aging in America (3)
<p>*Courses with asterisks may fill both a Liberal Ed. Core and a lower division emphasis requirement. Up to 3 courses from the Liberal Ed. Core may apply to an emphasis. One course <b>may not</b> be applied to more than one emphasis. Upper division Philosophy &amp; Religion core may be used in one area of emphasis.</p>	

## Liberal Arts BA Required Courses

EMPHASIS 3: ARTS & MEDIA	
<b>Required:</b>	
<b>College Level Math</b>	Any course: MTH 105 or higher (3-4)
<b>Theory Courses:</b>	
<b>AM 105*</b> (or AM 100 if completed prior to F12)	Intro to Arts & Media Methodology (3) or Fundamentals of Arts and Media (3)
<b>AM 201*</b>	West. Civilization Art Since the Renaissance (3)
<b>1 from the following:</b>	
<b>AM 202</b>	History of Film (3)
<b>AM 212</b>	Television & Film Production (3)
<b>AM 221</b>	History of Graphic Design (3)
<b>AM 301</b>	Contemporary Art (3)
<b>AM 304</b>	History of Multimedia (3)
<b>Studio Courses REQUIRED:</b>	
<b>AM 111</b>	Drawing 1 (3)
<b>AM 120 or AM 121</b>	Digital Foundations (3) or Digital Color (3)
<b>1 from the following:</b>	
<b>AM 122</b>	Video Production Methods I (3)
<b>AM 132</b>	Film Production Methods I (3)
<b>AM 141</b>	Digital Page Layout (3)
<b>AM 151</b>	Digital Photography (3)
<b>1 from the following:</b>	
<b>AM 204</b>	Website Designs 1 (3)
<b>AM 213</b>	Digital Video Motion Graphics (3)
<b>AM 222</b>	Video Production Methods 2 (3)
<b>AM 232</b>	Film Production Methods 2 (3)
<b>AM 241</b>	Digital Photography & Imaging (3)
<b>AM 251</b>	Digital Publication Design (3)
<b>AM 252</b>	Digital Video Editing 1 (3)
<b>1 from the following:</b>	
<b>AM 242</b>	Digital Audio Production & Editing (3)
<b>AM 261</b>	Digital Typography (3)
<b>AM 271</b>	Digital Illustration (3)
<b>AM 311</b>	Digital Advertising Design (3)
<b>AM 312</b>	Digital Video Editing 2 (3)
<b>AM 321</b>	Digital Package Design (3)
*Courses with asterisks may fill both a Liberal Ed. Core and a lower division emphasis requirement. Up to 3 courses from the Liberal Ed. Core may apply to an emphasis. One course <b>may not</b> be applied to more than one emphasis. Upper division Philosophy & Religion core may be used in one area of emphasis.	

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## Liberal Arts BA Required Courses

### EMPHASIS 4: BEHAVIORAL SCIENCES

This emphasis can only be paired with Biomedical Sciences.

#### Required Courses:

<b>PSY 150*</b>	General Psychology (3)
<b>PSY 123*</b>	Psychobiology (3)
<b>SOC 100*</b>	Introduction to Sociology (3)

One course from the following (PSY or SOC) must be upper division.

#### Choose one course from:

<b>PSY 220</b>	Human Lifespan Development (3)
<b>PSY 228</b>	Abnormal Psychology (3)
<b>PSY 337</b>	Cognitive Processes (3)
<b>PSY 345</b>	Social Psychology (3)
<b>PSY 370</b>	Psychology of Health & Wellness (3)

#### Choose one course from:

<b>SOC 175*</b>	Modern Social Problems (3)
<b>SOC 250*</b>	Race, Ethnicity, Gender, Class in the US (3)
<b>SOC 310</b>	Demography (3)
<b>SOC 315</b>	Aging in America (3)

The Behavioral Sciences emphasis was designed to accompany Biomedical Sciences. Beginning 2015, the MCAT will include questions in the Behavioral Sciences. If your goal is to apply to Medical School, this area of emphasis is recommended with Biomedical Sciences.

\*Courses with asterisks may fill both a Liberal Ed. Core and a lower division emphasis requirement. Up to 3 courses from the Liberal Ed. Core may apply to an emphasis. One course **may not** be applied to more than one emphasis. Upper division Philosophy & Religion core may be used in one area of emphasis.

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## Liberal Arts BA Required Courses

EMPHASIS 5: BIOMEDICAL SCIENCES	
Lower Division Required:	
SCI 220*	General Chemistry I (5)
SCI 221*	General Chemistry II (5)
SCI 240*	General Biology I (4)
SCI 241*	General Biology II (4)
SCI 230*	Physics I (5)
SCI 231*	Physics II (5)
MTH 130*	Calculus I (4)
MTH 131	Calculus II (4)
Upper Division Required:	
SCI 315	Organic Chemistry I (5)
SCI 316	Organic Chemistry II (5)
SCI 320	Biochemistry (3)
SCI 330	Biology of Microorganisms (4)
SCI 340	Cell Biology (3)
SCI 350	Genomics (3)
SCI 380	Molecular Biology (5)
<p>These courses need to be taken in the following sequence: SCI 220/221, MTH 130/131 (preferably freshman year); SCI 240/241/315/316 (preferably sophomore year); SCI 320/330 (junior); SCI 340/350/380 (senior). SCI 230/231 can be taken either sophomore or junior year preferably. If starting in SCI 115 (Fundamentals of Chem.) SCI 220/221 (Gen. Chem.) should be taken in summer if the intent is to graduate in 4 years.</p>	
<p>The Behavioral Sciences emphasis was designed to accompany Biomedical Sciences. Beginning 2015, the MCAT will include questions in the Behavioral Sciences. If your goal is to apply to Medical School, Behavioral Sciences is the recommended second area of emphasis.</p>	
<p>*Courses with asterisks may fill both a Liberal Ed. Core and a lower division emphasis requirement. Up to 3 courses from the Liberal Ed. Core may apply to an emphasis. One course <b>may not</b> be applied to more than one emphasis. Upper division Philosophy &amp; Religion core may be used in one area of emphasis.</p>	

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## Liberal Arts BA Required Courses

EMPHASIS 6: BUSINESS	
Required:	
<b>BUS 110 #</b>	Introduction to Business (3 units) <b>required for students matriculating F11 and after</b>
<b>ACCT 151 #</b>	Financial Accounting (4) ##
<b>BUS/PHI 240 or BUS 260 #</b>	Business Ethics (3) or Business Law (3)
<b>ECO 220* or 221 #</b>	Micro or Macroeconomics (3)
<b>ECO/HIS/GS 135 #</b>	Perspectives on Global Development (3)
<b>College Level Math</b>	One College-level Statistics course recommended (4)
# All 5 of these courses must be completed before taking most of the upper division course options.	
3 Upper Division courses from the following:	
<b>BUS 300</b>	Management (3)
<b>BUS 301</b>	Management for Sustainability (3)
<b>BUS 315</b>	Entrepreneurship I (3)
<b>BUS 316</b>	Entrepreneurship II (3)
<b>BUS/PSY 325</b>	Organizational Behavior (3)
<b>BUS/CAR 330</b>	Business Communication and Leadership (3)
<b>BUS/CAR 331</b>	The Art of Negotiation (3)
<b>BUS/CAR 332</b>	Multicultural Communication (3)
<b>BUS 350</b>	Principles of Marketing (3)
<b>BUS 360</b>	Business Information Systems (3)
<b>BUS 380</b>	Corporate Finance (4)
<b>BUS 401</b>	Operations Management (3)
<b>BUS 402</b>	Integrative Quality Management (3)
<b>BUS 403</b>	Theory of Constraints (3)
<b>BUS 415</b>	Entrepreneurship for Social Change (3)
<b>BUS 425</b>	Introduction to Requisite Organizations (3)
<b>BUS 452</b>	Marketing Analysis and Forecasting (3)
<b>BUS 454</b>	New Product Development (3)
<b>BUS 456</b>	Integrated Marketing Communications (3)
<b>BUS 460</b>	Project Management (3)
<b>ECO 300</b>	Business, Government and Society (3)
<b>ECO 302</b>	California in the Global Economy (3)
<b>ECO/GS 400</b>	People, Profity, Planet (3)
<b>ECO 410</b>	Economics of Population, Energy and Resources (3)
<b>ECO 420</b>	Economic Systems and Innovation (3)
## or BUS 150 and 200/200AB	
*Courses with asterisks may fill both a Liberal Ed. Core and a lower division emphasis requirement. Up to 3 courses from the Liberal Ed. Core may apply to an emphasis. One course <b>may not</b> be applied to more than one emphasis. Upper division Philosophy & Religion core may be used in one area of emphasis.	

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## Liberal Arts BA Required Courses

EMPHASIS 7: CRIMINAL JUSTICE	
REQUIRED:	
<b>CJ 101</b>	Intro to Criminal Justice (3)
<b>CJ 121</b>	Concepts of Criminal Law (3)
<b>CJ 141</b>	Legal Aspects of Evidence (3)
<b>CJ 181</b>	Criminal Investigations (3)
<b>CJ 311</b>	Criminal Justice Administration (4)
Required:	
<b>College Level Math</b>	One College-Level Statistics course (4)
Choose 2 courses from the following:	
<b>CJ 301</b>	Strategic Communications: Literacy Skills for the Public Safety Professional (4)
<b>CJ/PHI 331</b>	Ethics & Professional Responsibility in Criminal Justice (4)
<b>CJ 355</b>	Homeland Security, Terrorism & Criminal Justice (4)
<b>CJ 361</b>	Terrorism in the US: A Pre/Post 9-11 Review (4)
<b>CJ 362</b>	Transnational Crimes & Comparative Criminal Justice Systems (4)

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## Liberal Arts BA Required Courses

EMPHASIS 8: GLOBAL STUDIES	
<b>Required:</b>	
<b>ECO/HIS/GS 135*</b>	Perspectives on Global Development (3 units)
<b>ANT/PSY/SOC 235 or MTH 270</b>	One College-level Statistics course (4)
<b>Minimum 6 lower division units:</b>	
<b>ANT 120* or GEO 100*</b>	Cultural Anthro. or Cultural Geography (3)
<b>ANT 200</b>	Applied Anthropology (3)
<b>GEO 120*</b>	World Regional Geography (3)
<b>GIS 250 + 255</b>	Intro. to GPS and Remote Sensing + Intro to GIS (4)
<b>GS 220</b>	Introduction to Sustainability (3)
<b>ID 107</b>	Introduction to Peace and Conflict Study (2-3)
<b>ID 180 or ID 191</b>	Comparative Culture or Western Culture (2-3)
<b>POL 110* or POL 220* or POL 240*</b>	Intro to Pol. Sci or Comparative Govt. or International Relations (3)
<b>PSY 280*</b>	Intercultural Psychology (3)
<b>REL 130*</b>	World Religions (3)
<b>SCI 140* or SCI 160* or SCI 170*</b>	Plants & Civilization (4) or Marine Biology (4) or Ecology of Humans (3)
<b>Language 200 or above</b>	(4 units)
<b>15 upper division units (5 classes):</b>	
<b>ANT/GEO/SOC 320</b>	Human Migration (3)
<b>CAR 301</b>	International Journalism (3)
<b>BUS/CAR 332</b>	Multicultural Communication (3)
<b>CJ 362</b>	Transnational Crimes & Comparative CJ Systems (4)
<b>ECO/GS 302</b>	California in the Global Economy (3)
<b>ECO/GS 400</b>	People, Profit, Planet (3)
<b>ECO/GS 410</b>	Economics of Population, Energy and Resources (3)
<b>ECO 420</b>	Economic Systems and Innovation - <i>formerly ECO 301</i> (3)
<b>ENG 340</b>	Literature of Global Empire (3)
<b>GS 330</b>	Climate Change (3)
<b>GS 405A</b>	Global City: Los Angeles (3)
<b>GS 405B</b>	Global City: London (3)
<b>HIS 330</b>	Latin America & the Latino Experience (3)
<b>MUS 310</b>	Roots, Folk, and World Music (3)
<b>PHI 330</b>	Postmodernism (3)
<b>PHI 385</b>	Philosophy of Science (3)
<b>POL/SOC 310</b>	Demography (3)
<b>PSY 380</b>	Applied Intercultural Psych (3)
<b>REL 310</b>	Catholic Social Teaching (3)
<b>REL 330</b>	Religion, Peace, and War (3)
<b>SCI 300</b>	The Thirsty Planet: The Science and Politics of Water (3)
<p>*Courses with asterisks may fill both a Liberal Ed. Core and a lower division emphasis requirement. Up to 3 courses from the Liberal Ed. Core may apply to an emphasis. One course <b>may not</b> be applied to more than one emphasis. Upper division Philosophy &amp; Religion core may be used in one area of emphasis.</p>	

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## Liberal Arts BA Required Courses

EMPHASIS 9: MUSIC	
<b>Required:</b>	
<b>One College-Level Math course. If Math is required for your 2nd area of emphasis, another course is not required.</b>	
<b>Required:</b>	
<b>MUS 105*</b>	Music Fundamentals (3)
<b>MUS 115*</b>	Music Theory & Musicianship I (4)
<b>MUS 116*</b>	Music Theory & Musicianship II (4)
<b>MUS 210</b>	Music Business (3)
<b>2 units from the following:</b>	
<b>MUS 155</b>	Choral Ensemble (1) Repeatable unit
<b>MUS 164</b>	Jazz Ensemble (1) Repeatable unit
<b>A minimum of 8 units from the following (at least 4 units upper division):</b>	
<b>MUS 101</b>	Music in America (3)
<b>MUS 112</b>	History of the American Musical Theatre (3)
<b>MUS 165</b>	Applied Music I (1-2 each) (1st semester)
<b>MUS 166</b>	Applied Music II (1-2 each) (2nd semester)
<b>MUS 215</b>	Music Theory & Musicianship III: Form and Analysis (4)
<b>AM 242</b>	Digital Audio Production and Editing (3)
<b>MUS 265</b>	Applied Music III (1-2 each) (3rd semester)
<b>MUS 266</b>	Applied Music IV (1-2 each) (4th semester)
<b>MUS 301</b>	Social History of Popular Music (3)
<b>MUS 310</b>	Roots, Folk, and World Music (3)
<b>MUS 365</b>	Applied Music V (1-2 each) (5th semester)
<b>MUS 366</b>	Applied Music VI (1-2 each) (6th semester)
<b>MUS 410</b>	Music in Film, Television, and Multi-Media (3)
<b>MUS 450</b>	The Art of Music Performance & Pedagogy (3)
<b>MUS 465</b>	Applied Music VII (1-2 each) (7th semester)
<b>MUS 466</b>	Applied Music VIII (1-2 each) (8th semester)
*Courses with asterisks may fill both a Liberal Ed. Core and a lower division emphasis requirement. Up to 3 courses from the Liberal Ed. Core may apply to an emphasis. One course <b>may not</b> be applied to more than one emphasis. Upper division Philosophy & Religion core may be used in one area of emphasis.	

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## Liberal Arts BA Required Courses

EMPHASIS 10: PERFORMING ARTS	
<b>Required:</b>	
<b>One College-Level Math course (4). If a Math course is required for your 2nd area of emphasis, another is not required here.</b>	
<b>Required Theory Courses:</b>	
<b>THE 110*</b>	Introduction to Theatre (3)
<b>THE 120</b>	Introduction to Acting I (3)
<b>THE 121</b>	Introduction to Acting II (3)
<b>THE 310</b>	Theatre, History and Culture (3)
<b>Studio Courses (a minimum of 12 units selected from):</b>	
<b>MUS 165</b>	Applied Music I (1-2 each) (1st semester)
<b>MUS 166</b>	Applied Music II (1-2 each) (2nd semester)
<b>MUS 265</b>	Applied Music III (1-2 each) (3rd semester)
<b>MUS 266</b>	Applied Music IV (1-2 each) (4th semester)
<b>MUS 365</b>	Applied Music V (1-2 each) (5th semester)
<b>MUS 366</b>	Applied Music VI (1-2 each) (6th semester)
<b>MUS 465</b>	Applied Music VII (1-2 each) (7th semester)
<b>MUS 466</b>	Applied Music VIII (1-2 each) (8th semester)
<b>PED 160 or PED 161</b>	Intro to Dance Forms I (1) or Intro to Dance Forms II (1)
<b>THE 170 or THE 174</b>	Beginning Play Production I Tech (1-3) or Beginning Play Production I/ Acting/Directing (1-3) <b>All students with Performance emphasis must take 3 units of Play Production I.</b>
<b>THE 271 or THE 275</b>	Beginning Play Production II Tech (3) or Beginning Play Production II Acting/Directing (3)
<b>THE 372 or THE 376</b>	Advanced Play Production I Tech (3) or Advanced Play Production I Acting/Directing (3)
<b>THE 473 or THE 477</b>	Advanced Play Production II Tech (3) or Advanced Play Production II Acting/Directing (3)
<b>AM 400</b>	Directing for Film, TV and Theater (3)
<b>MUS 155 or MUS 164</b>	Choral Ensemble (1) or Jazz Ensemble (1)
<p>*Courses with asterisks may fill both a Liberal Ed. Core and a lower division emphasis requirement. Up to 3 courses from the Liberal Ed. Core may apply to an emphasis. One course <b>may not</b> be applied to more than one emphasis. Upper division Philosophy &amp; Religion core may be used in one area of emphasis.</p>	

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## Liberal Arts BA Required Courses

EMPHASIS 11: PSYCHOLOGY	
Required:	
<b>PSY 123 or PSY 335</b>	Psychobiology or Physiological Psychology (3 units)
<b>PSY 150</b>	General Psychology (3)
<b>ANT/PSY/SOC 235 or MTH 270</b>	One College-level Statistics course (4)
<b>ANT/PSY/SOC 240</b>	Research Methods (3)
A minimum of 12 units from the following: (at least 9 units must be Upper Division)	
<b>PSY 200</b>	Child Psychology (3)
<b>PSY 205</b>	Child and Adolescent Development (3)
<b>PSY 210</b>	Adult Development and Aging (3)
<b>PSY 220</b>	Human Life-Span Development (3)
<b>PSY 222</b>	Psychology of Gender (3)
<b>PSY 228</b>	Abnormal Psychology (3)
<b>PSY 230</b>	Drug Use and Abuse (3)
<b>PSY 280</b>	Intercultural Psychology (3)
<b>PSY 291/391/491 or PSY 296/396/496</b>	Psychology Internship or Psychology Practicum (1-3 units)
<b>PSY 310</b>	Positive Psychology (3)
<b>BUS/PSY 325</b>	Organizational Behavior (3)
<b>PSY 328</b>	Personality Theory (3)
<b>PSY 330</b>	Forensic Psychology (3)
<b>PSY 336</b>	Learning Theory (4)
<b>PSY 337</b>	Cognitive Processes (3)
<b>PSY 340</b>	Foundations of Counseling (3)
<b>PSY 345</b>	Social Psychology (3)
<b>PSY 370</b>	Psychology of Health and Wellness (3)
<b>PSY 380</b>	Applied Intercultural Psychology (3)
<b>PSY 385</b>	Psychological Perspectives of the Arts (3)
<b>PSY 400</b>	Community Psychology (3)
<b>PSY 410</b>	Motivation and Emotion (3)
<b>PSY 430</b>	Psychology's Perspective of Film (3)
<b>PSY 440</b>	Psychology's Perspective of Literature (3)
<b>PSY 450</b>	Psychology of Place (3)
<b>PSY 460</b>	Psychology of Creativity (3)
<b>PSY 470</b>	Sports Psychology (3)
<b>REL 370</b>	Contemplative Practice and Mental Health (3)
*Courses with asterisks may fill both a Liberal Ed. Core and a lower division emphasis requirement. Up to 3 courses from the Liberal Ed. Core may apply to an emphasis. One course <b>may not</b> be applied to more than one emphasis. Upper division Philosophy & Religion core may be used in one area of emphasis.	

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# BACHELOR OF ARTS IN MEDIA STUDIES DEGREE PROGRAM

## **Program Mission**

The Bachelor of Arts (BA) major in Media Studies offers a sophisticated four-year educational experience to prepare the next generation of fine artists, graphic designers, filmmakers, video artists, graphic designers, filmmakers, video artists, animators, and interactive artists for rewarding careers in a myriad of visual arts industries. The major is designed to allow students to choose from one of several programs of study that share many common courses to create both a Multidisciplinary and Interdisciplinary educational experience. The major will provide students with a traditional theoretical education in Arts & Media studies while also providing hands on training in state-of-the-art digital studios including Apple Macintosh workstations, Adobe Creative Suite and Avid Media Composer software.

## **Program Learning Outcomes**

After completion of the Media Studies program in one area of emphasis and senior capstone project, students will be able to:

1. Use critical thought to analyze and critique professional and academic forms of art and design.
2. Discuss and write about creative design and media elements in historical and contemporary context to visual culture.
3. Research and develop visual planning strategies for creative solutions related to adaptive design competence and will learn basic business practices and professional standards of various digital media industries.
4. Demonstrate the ability to design and create professional level artwork using industry standard digital technologies including Apple Macintosh and Avid, Autodesk, Maya 3D, and Adobe Creative Suite software applications.
5. Exhibit leadership and self-promotion capacity skills related to visual art and media design.
6. Demonstrate outcomes of their design and/or multimedia creative skills projects with a Senior Exhibition of the best work during their academic career.

## **A Choice of Concentrations**

### ***Animation & Motion Graphics (AM-AMG)***

This program also focuses on the Television & Film industries but is specifically designed for the aspiring animator and special effects artist. Emphasis is placed on

traditional art & design theory coursework as well as digital studio courses with industry standard design and animation software.

### ***Arts & Media Interdisciplinary (AM-AMI)***

The Arts & Media Interdisciplinary concentration offers students the opportunity to develop individualized cross-disciplinary research within Arts & Media. The Arts & Media Division houses several departments Fine Arts (AA), Media Studies (BA), Music (AA), and Theater (AA). Core classes are Media Studies centered while allowing students to create specialized concentration coursework drawing from all Arts & Media Division courses, visual arts and performing. Students will apply key concepts, theoretical knowledge, and technical abilities from the entire division. Program Chair approval required.

### ***Digital Art & Design (AM-DAD)***

The Digital Art & Design program primarily focuses on fine art, photography, digital art and graphic design for printed media. This is a foundational program that provides students with a liberal education in Digital Arts & Media with a traditional theoretical background in art history and design.

### ***Digital Video & Film Production (AM-DVFP)***

The Digital Video & Film program is designed to prepare students for creative careers in the Television and Motion Picture industries. Traditional media studies theory course are coupled with digital production studio environments to provide students with a well-rounded education in industry standards as well as contemporary digital production skills.

### ***Media Studies General (AM-MSG)***

The General Media Studies concentration allows students to develop their own individual course of study within Media Studies. Students may select from a variety of Media Studies (AM) classes in history, theory and studio gaining a general disciplinary knowledge. Program Chair approval required.

### **Senior Year**

#### **Capstone Project**

Media Studies seniors go through a yearlong capstone project, which includes creating a cohesive body of work, one-person art show, artist talk, and written thesis. Additionally, students will complete promotional material: business cards, resume, website, artists statement, artist biography, and demo reel.



## Media Studies BA Required Courses

<b>LIBERAL EDUCATION CORE REQUIREMENTS: GE (Minimum 36 lower division units)</b> One course must be taken in each area. NOTE: Only 3 developmental units may be applied to any degree.	
<b>ANALYTICAL WRITING:</b> ENG 114	
<b>BEHAVIORAL/SOCIAL SCIENCE:</b> ANT (NOT 235)/ECO/EDU (NOT 125, 130)/GEO/POL/PSY (NOT 100, 235, OR 285)/SOC (NOT 235)	
<b>EXPOSITORY WRITING:</b> ENG 112, THE 100-121, 185**	
<b>FINE ARTS:</b> AM 100-271; Art 104-231; CAR 110; MUS 100-116, 185; THE 100-121, 185**	
<b>HEALTH EDUCATION:</b> HED 100, 130, 150, 170/PED 104/PSY 230	
<b>HISTORY</b>	
<b>LITERATURE:</b> ENG 120 THROUGH 260	
<b>LOGICAL THINKING:</b> CS 183, 195, 196, 210/PHI 130/MTH 60 OR ABOVE (NOT 90I), ANT/PSY/SOC 235; BUS 220	
<b>NATURAL SCIENCES:</b> ANT 110/GEO 108/ANY SCI	
<b>PHILOSOPHY</b>	
<b>PHYSICAL EDUCATION</b>	
<b>RELIGIOUS STUDIES</b>	
<b>SPEECH</b>	
<b>THE ART OF BEING HUMAN:</b> ID 117 OR ID 217 (by placement)	
<b>CROSS-CULTURAL/CROSS DISCIPLINARY†</b>	
†CROSS-CULTURAL/CROSS-DISCIPLINARY: May be double counted with one other Liberal Education Core Requirement. ** Note: AM and/or ART classes listed may double as 'Core Courses for all Media Studies' concentrations.	
<b>REQUIRED CORE COURSES FOR ALL MEDIA STUDIES BA MAJORS (27 units)</b>	
<b>AM 105</b>	Introduction to Arts & Media Methodology (3 units) (Replacing AM 100 - Fundamentals of Arts and Media F12)
<b>AM 120</b>	Digital Foundations (3 units)
<b>AM 151</b>	Digital Photography (3 units)
<b>AM 204</b>	Website Design I (3 units)
<b>AM 241</b>	Digital Photography & Imaging (3 units)
<b>AM 304</b>	History of Multimedia (3 units)
<b>AM 350</b>	Junior Research and Conceptual Development (3 units)
<b>AM 497</b>	Arts & Media Senior Seminar (3 units)
<b>AM 498</b>	Arts & Media Senior Project & Exhibition (3 units)
<b>Students Have A Choice Of One (1) of Six (6) Concentrations in Media Studies.</b>	
<b>CONCENTRATIONS: (36 units)</b>	
1. Animation & Motion Graphics (AM-AMG)	
2. Digital Art and Design (AM-DAD)	
3. Digital Video & Film Production (AM-DVFP)	
4. Media Studies General (AM-MSG)	
5. Arts & Media Interdisciplinary (AM-AMI)	
6. Web Design & Interactive Media (AM-WDIM)	

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## Media Studies BA Required Courses

### ANIMATION & MOTION GRAPHICS (AM-AMG)

#### CONCENTRATION 1: ANIMATION & MOTION GRAPHICS (AM-AMG) (36 units)

##### REQUIRED THEORY: Choose 3 History/Theory (9 units)

AM 101	Western Civilization Art to the Renaissance (3)
AM 102	History of Broadcast Media (3) <u>required</u>
AM 201	Western Civilization Art Since the Renaissance (3)
AM 211	Asian Art and Architecture (3)
AM 221	History of Graphic Design (3) <u>required</u>

##### REQUIRED STUDIO: (27 units)

AM 111	Drawing (3)
AM 203	Digital 3d Modeling (3)
AM 213	Digital Video Motion Graphics (3)
AM 231	Three Dimensional Design (3)
AM 252	Digital Video Editing 1 (3)
AM 271	Digital Illustration (3)
AM 303	Digital 3d Animation 1 (3)
AM 314	Interactive Motion Graphics (3)
AM 403	Digital 3d Animation 2 (3)

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## Media Studies BA Required Courses

### DIGITAL ART & DESIGN (DAD)

#### CONCENTRATION 2: DIGITAL ART & DESIGN (DAD) (36 units)

##### REQUIRED THEORY: Choose 3 History/Theory (9 units)

AM 101	Western Civilization Art to the Renaissance (3)
AM 201	Western Civilization Art Since the Renaissance (3)
AM 211	Asian Art and Architecture (3)
AM 221	History of Graphic Design (3) <u>required</u>
AM 301	Contemporary Art (3)

##### REQUIRED STUDIO: (27 units)

AM 111	Drawing (3)
AM 131	Painting (3)
AM 141	Digital Page Layout (3)
AM 231	Three Dimensional Design (3)
AM 251	Digital Publication Design (3)
AM 261	Digital Typography (3)
AM 271	Digital Illustration (3)
AM 311	Digital Advertising Design (3)
AM 321 or AM 203	Digital Package Design (3) or Digital 3d Modeling (3)

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## Media Studies BA Required Courses

### DIGITAL VIDEO & FILM PRODUCTION (AM-DVFP)

CONCENTRATION 3: DIGITAL VIDEO & FILM PRODUCTION (AM-DVFP) (36 units)	
REQUIRED THEORY: Choose 3 History/Theory (9 units)	
AM 102	History of Broadcast Media (3)
AM 112 (CAR/ENG 118)	Introduction to Journalism (3)
AM 202	History of Film (3)
AM 212	Television & Film Production Business Practices (3) <u>required</u>
AM 302	Scriptwriting (3) <u>required</u>
REQUIRED STUDIO: (27 units)	
AM 122	Video Production Methods 1 (3)
AM 132	Film Production Methods 1 (3)
AM 213	Digital Video Motion Graphics (3)
AM 222	Video Production Methods 2 (3)
AM 232	Film Production Methods 2 (3)
AM 242	Digital Audio Production & Editing (3)
AM 252	Digital Video Editing 1 (3)
AM 312 or AM 400	Digital Video Editing 2 (3) or Directing for Film, TV & Theatre (3)
AM 314	Interactive Motion Graphics (3)

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## Media Studies BA Required Courses

### MEDIA STUDIES GENERAL (AM-MSG) Note: Program Chair approval required

CONCENTRATION 4: MEDIA STUDIES GENERAL (AM-MSG) (36 units)	
REQUIRED THEORY: Choose 3 History/Theory from Media Studies (AM) 1 course must be Upper Division = 9 units	
AM	
AM	
AM	
REQUIRED STUDIO: Choose 9 Studio classes from Media Studies (AM) only At least 3 courses must be Upper Division = 27 units	
AM	
AM	
AM	
AM	
AM	
AM	
AM	
AM	
AM	

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## Media Studies BA Required Courses

### ARTS AND MEDIA INTERDISCIPLINARY (AM-AMI)

Note: Program Chair approval required

#### CONCENTRATION 5: ARTS AND MEDIA INTERDISCIPLINARY (AM-AMI) (36 units)

**REQUIRED THEORY: Choose 3 History/Theory from AM, Art, MUS or THE**  
1 course must be Upper Division = 9 units

<b>Media Studies (AM)</b>	
<b>Music</b>	
<b>Theatre</b>	
<b>Art</b>	

**REQUIRED STUDIO: Choose 9 Studio classes from AM, Art, MUS or THE**  
At least 3 courses must be Upper Division = 27 units

<b>AM, ART, MUS, THE</b>	
<b>AM, ART, MUS, THE</b>	
<b>AM, ART, MUS, THE</b>	
<b>AM, ART, MUS, THE</b>	
<b>AM, ART, MUS, THE</b>	
<b>AM, ART, MUS, THE</b>	
<b>AM, ART, MUS, THE</b>	
<b>AM, ART, MUS, THE</b>	
<b>AM, ART, MUS, THE</b>	
<b>AM, ART, MUS, THE</b>	

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## Media Studies BA Required Courses

### \*WEB DESIGN & INTERACTIVE MEDIA (AM-WDIM)

#### CONCENTRATION 6: WEB DESIGN & INTERACTIVE MEDIA (AM-WDIM) (36 units)

**REQUIRED THEORY: Choose 3 History/Theory (9 units)**

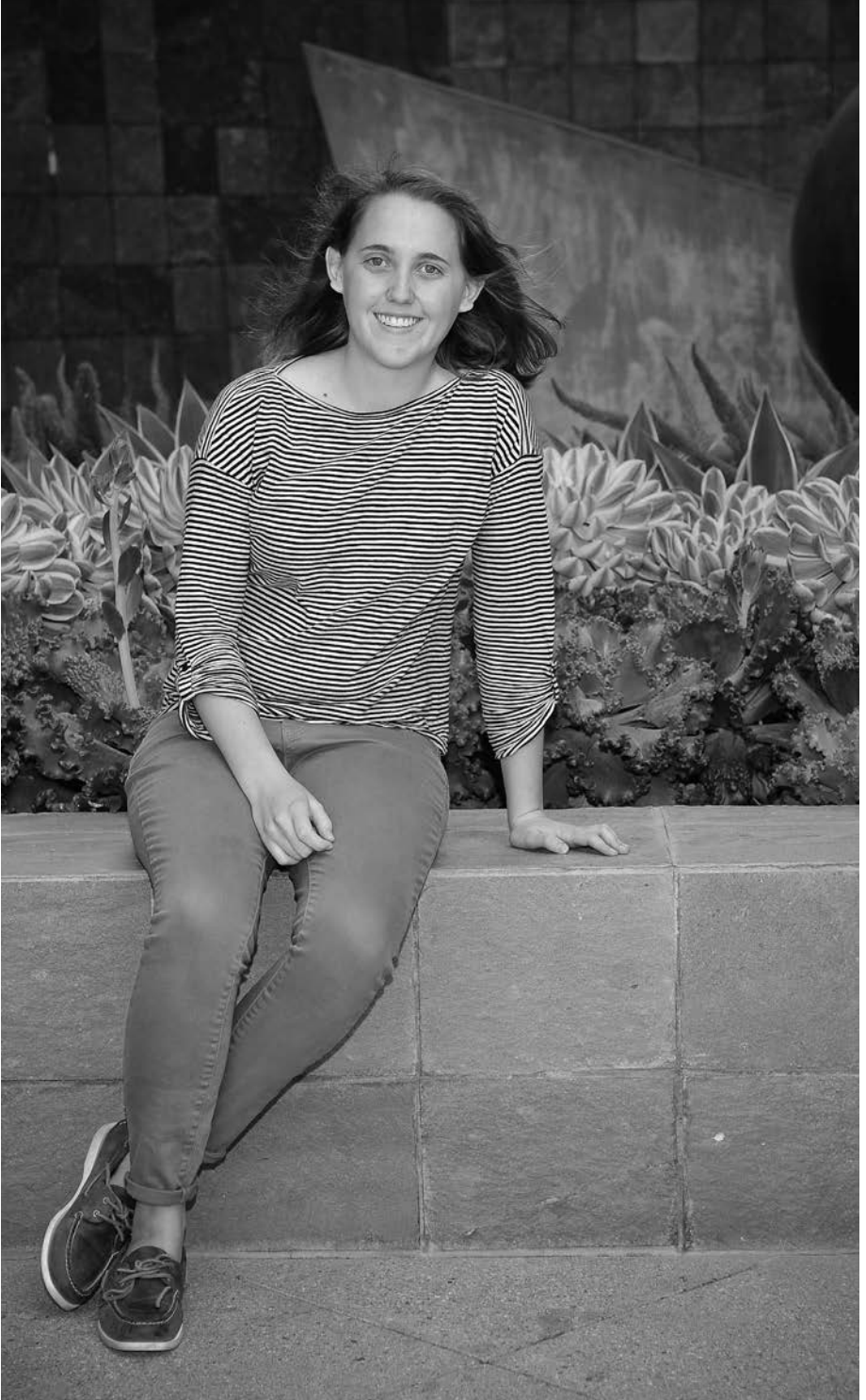
<b>AM 101</b>	Western Civilization Art to the Renaissance (3)
<b>AM 104</b>	Introductory HTML & PHP Programming (3) <u>required</u>
<b>AM 201</b>	Western Civilization Art Since the Renaissance (3)
<b>AM 221</b>	History of Graphic Design (3) <u>required</u>
<b>AM 301</b>	Contemporary Art (3)

**REQUIRED STUDIO: (27 units)**

<b>AM 111</b>	Drawing (3)
<b>AM 141</b>	Digital Page Layout (3)
<b>AM 213</b>	Digital Video Motion Graphics (3)
<b>AM 214</b>	Website Design 2 (3)
<b>AM 252</b>	Digital Video Editing 1 (3)
<b>AM 261</b>	Digital Typography (3)
<b>AM 271</b>	Digital Illustration (3)
<b>AM 314</b>	Interactive Motion Graphics (3)
<b>AM 324 or AM 334</b>	Interactive Website Design (3) or Website Technologies (3)

**\*Note: Web Design & Interactive Media is temporarily on hold.**

*Marymount 03.11.13*



# **BACHELOR OF ARTS IN PSYCHOLOGY DEGREE PROGRAM**

## **Program Mission**

The mission of the psychology program is to promote awareness and understanding of self and others through a rigorous, well-rounded curriculum. The program provides exposure to the major concepts and research findings in psychology and gives balanced consideration to explaining human behavior from multiple theoretical perspectives. Students will receive rigorous training in quantitative and qualitative research methodology that will teach them to ask and answer questions of the world around them according to the scientific method. The program takes a holistic approach to the field that embraces diverse dimensions of the self, including cognitive, social, emotional, physical, ethical, and spiritual elements, and it examines these personal dimensions across the different stages of life. The program aspires to forge interdisciplinary connections with other fields of study. Through a combination of coursework and experiential learning opportunities, psychology majors will leave Marymount with a solid foundation that is appropriate for graduate study or for working within a vast array of occupations, both in psychology and across other disciplines.

## **Program Learning Outcomes**

The student who graduates with a BA in psychology will be able to:

1. Produce sound, integrated arguments (written and oral) based on scientific reasoning and empirical evidence.
2. Utilize technology to locate information, manage and analyze data, and communicate.
3. Apply basic research methods in psychology, including research design, data analysis, and interpretation.
4. Describe the major concepts, theoretical perspectives, and empirical findings represented in the general content domains of psychology, including learning, cognition, biological basis of behavior, development, and individual differences.
5. Explain human behavior using the major contemporary perspectives of psychology, including behavioral, biological, cognitive, psychodynamic, and sociocultural.
6. Evaluate the quality, objectivity, and credibility of evidence of research findings.
7. Apply an ethical orientation to hypothetical dilemmas encountered in the classroom, as well as to real scenarios occurring within psychological contexts and when conducting research.

8. Identify the variety of the psychological experience (one's own and that of others) as related to socioeconomic class, race, ethnicity, cultural background, gender, and sexual orientation.
9. Identify and develop skills and experiences relevant to achieving selected career goals.
10. Identify one's personal, sociocultural, and professional values.
11. Demonstrate the ability to collaborate effectively.

### **A Capstone that Opens Doors**

Every BA student completes a senior capstone project through Marymount. Capstone students are enrolled in 497-498 level courses. Enrollment in any 497-498 capstone requires senior standing and approval of the corresponding Program Chair. Satisfactory completion of the capstone is based on successfully demonstrating attainment of all five institutional student learning outcomes and program learning outcomes and requirements as outlined in the capstone syllabus. Capstone students have multiple opportunities as detailed in the syllabus to receive guidance and feedback before final evaluation.



## Psychology BA Required Courses

<b>LIBERAL EDUCATION CORE REQUIREMENTS: GE (Minimum 36 lower division units)</b> One course must be taken in each area. NOTE: Only 3 developmental units may be applied to any degree.	
<b>ANALYTICAL WRITING:</b> ENG 114	
<b>BEHAVIORAL/SOCIAL SCIENCE:</b> ANT (NOT 235)/ECO/EDU (NOT 125, 130)/GEO/POL/*PSY (NOT 100 or 235)/SOC (NOT 235)	
<b>EXPOSITORY WRITING:</b> ENG 112	
<b>FINE ARTS:</b> AM 100-271; Art 104-231; CAR 110; MUS 100-116, 185; THE 100-121, 185	
<b>HEALTH EDUCATION:</b> HED 100, 130, 150, 170/PED 104/*PSY 230	
<b>HISTORY:</b> ANY HIS	
<b>LITERATURE:</b> ENG 120 THROUGH 260	
<b>LOGICAL THINKING:</b> CS 183, 195, 196, 210, PHI 130, MTH 60 or higher, *ANT/PSY/SOC 235	
<b>NATURAL SCIENCES:</b> ANT 110/GEO 108/ANY SCI	
<b>PHILOSOPHY</b>	
<b>PHYSICAL EDUCATION</b>	
<b>RELIGIOUS STUDIES</b>	
<b>SPEECH</b>	
<b>THE ART OF BEING HUMAN:</b> ID 117 OR ID 217 (by placement)	
<b>CROSS-CULTURAL/CROSS DISCIPLINARY†</b>	
†CROSS-CULTURAL/CROSS-DISCIPLINARY: May be double counted with one other Liberal Education Core Requirement.	
<b>REQUIRED</b>	
300 OR 400 level PHILOSOPHY OR RELIGIOUS STUDIES COURSE (3 units)	
<b>REQUIRED PSYCHOLOGY CORE COURSES (46 units)</b>	
<b>PSY 150</b>	General Psychology (3 units)
<b>PSY 220</b>	Human Lifespan Development (3 units)
<b>PSY 228</b>	Abnormal Psychology (3 units)
<b>PSY 235</b>	Intro to Statistics for the Study of Behavior or MTH 270 (4 units)
<b>PSY 240</b>	Research Methods for the Study of Behavior (3 units)
<b>PSY 280</b>	Intercultural Psychology (3 units)
<b>PSY 328</b>	Personality Theory (3 units)
<b>PSY 335</b>	Physiological Psychology (3 units)
<b>PSY 336</b>	Learning Theory (3 units)
<b>PSY 337</b>	Cognitive Processes (3 units)
<b>PSY 345</b>	Social Psychology (3 units)
<b>PSY 348</b>	Writing for the Social and Behavioral Sciences (3 units)
<b>PSY 350</b>	Junior Seminar in Psychology (3 units)
<b>PSY 497</b>	Psychology Capstone I (3 units)
<b>PSY 498</b>	Psychology Capstone II (3 units)
*Courses with asterisks may fulfill both a Liberal Education core and Psychology requirement. Three courses of Liberal Education core/GE may apply to the Psychology Core or Elective areas.	

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## Psychology BA Required Courses

PSYCHOLOGY ELECTIVES: Choose 15 units, no more than 6 units from 200-level courses and no more than 3 units of 296/396/496.	
<b>PSY 200 or 205</b>	Child Psychology or Child Adolescent Development (3)
<b>PSY 210</b>	Adult Development & Aging (3)
<b>PSY 222</b>	Psychology of Gender (3)
<b>PSY 230</b>	Drug Use & Abuse (3)
<b>PSY 310</b>	Positive Psychology (3)
<b>PSY 325</b>	Organizational Behavior (3)
<b>PSY 330</b>	Forensic Psychology (3)
<b>PSY 340</b>	Foundations of Counseling (3)
<b>PSY 370</b>	Psychology of Health & Wellness (3)
<b>PSY 380</b>	Applied Intercultural Psychology (3)
<b>PSY 385</b>	Psychology's Perspective on the Arts (3)
<b>PSY 400</b>	Community Psychology (3)
<b>PSY 410</b>	Motivation and Emotion (3)
<b>PSY 415</b>	Tests & Measurements (3)
<b>PSY 430</b>	Psychology's Perspective on Film (3)
<b>PSY 440</b>	Psychology's Perspective on Literature (3)
<b>PSY 450</b>	Psychology of Place (3)
<b>PSY 460</b>	Psychology of Creativity (3)
<b>PSY 470</b>	Sports Psychology (3)
<b>PSY 291/391/491 or PSY 296/ 396/496</b>	Psychology Internship or Psychology Practicum (1-3 units)
UNIT TOTALS	
TOTAL NUMBER OF UNITS TO GRADUATE MUST EQUAL 120+	

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## **Advancement Certificate (AC)**

Undergraduate degree-seeking students preparing for an AA, AS, or BA degree will be awarded a Marymount Advancement Certificate (AC) after successful completion of 24 units of college courses\*, with a minimum of 18 units completed at Marymount.

Successful completion is defined as Marymount cumulative GPA of 2.0 or higher.

Courses must include:

- ID 117 The Art of Being Human or ID 217 Academic Development
- ENG 112 College Composition - or equivalent
- QUANTITATIVE REASONING: one MATH course (MATH 60 or higher, 3 or more semester units)

ID 117 and ID 217 are foundational college courses that develop students' self-efficacy through introduction to university resources, research and educational planning.

College Composition develops students' writing competencies as they relate to context and purpose, content development, writing conventions, research sources and evidence, and the writing process. These skills are essential to successful degree progress in any university major.

Mathematics courses develop students' quantitative and analytical reasoning necessary for more advanced university study in a variety of fields, including business, social science, and science. Skills include mathematical representation, identification of assumptions and problem-solving.

Students select their remaining courses on the basis of their educational goals, referring to degree requirements, the class schedule and available advising resources.

\* Developmental courses ENG 106, ENG 108, MATH 50 or ESL do not count toward the AC.

\* MATH 60 meets the Quantitative Reasoning requirement and counts toward the AC.

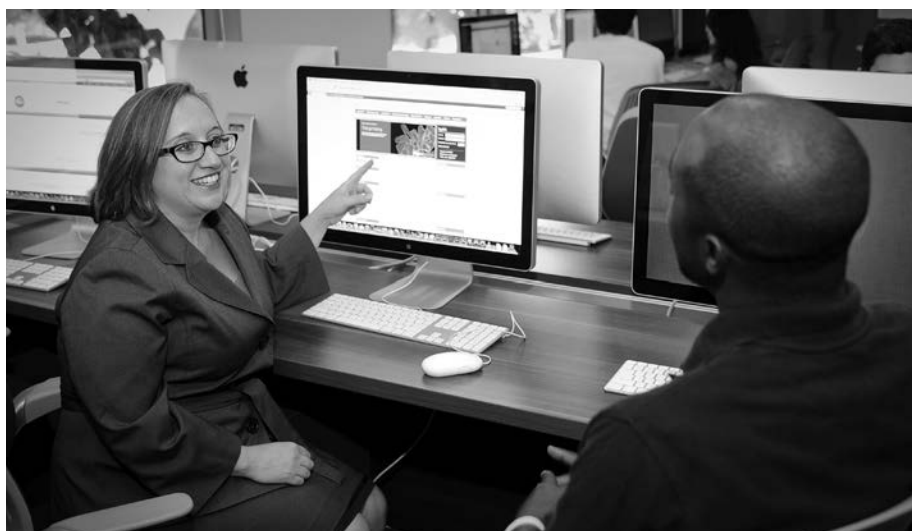
# Marymount Graduate Programs

Every Marymount graduate program seeks to prepare students for professional and leadership roles by equipping them with:

- A rigorous array of quantitative, qualitative and participatory approaches to research and analysis to prepare for professional practice and doctoral study.
- Appreciation for the complexities of organizational and community dynamics.
- Principles for ethical and cross-cultural leadership.
- Skills applicable to both private and public organizational settings.
- A community of practice for case-based and collaborative learning.
- Direct practice-based research experience with faculty mentoring.

## Flexibility

- Classes are offered evenings, weekends, and online.
- More than half of the program will be offered at a distance.
- A year is defined as three semesters: Fall + Spring + Summer.
- Each program offers an integrated BA-Master's path for eligible students.
- Continuously enrolled full-time BA students may take up to 9 units of graduate courses in their senior year.
- Eligible students who start their graduate work in their Senior year may be able to complete the Master's degree requirements in three additional semesters of full-time study plus one research term after BA conferral.
- Academic Advising supports careful educational planning.



# MASTER OF BUSINESS ADMINISTRATION DEGREE PROGRAM (MBA)

## **MBA Program Mission**

Marymount California University's MBA program prepares students for effective, ethical leadership in our global, interconnected economy. MBA students develop conceptual, analytical, applied, and interpersonal skills within an interdisciplinary community of practice to recognize, interpret, present, and lead business solutions to societal and organizational challenges.

## **Curriculum**

The curriculum includes a solid business foundation in accounting, finance and marketing to be applied in an initial fieldwork exploration course involving real world business challenges. The program also includes study in areas such as strategy, leadership, economic planning, statistics, professional practice and ethics. The program concludes with a two semester fieldwork project where students write a fieldwork report and deliver a professional presentation of their fieldwork experience.

All MBA courses are designed to emphasize the critical competencies, knowledge and skills necessary for success in today's business world. Master's level courses are taught by highly accomplished and accessible professors who share a passion for student learning.

## **MBA Program Learning Outcomes (PLOs)**

1. Develop a personal leadership philosophy by reflecting on leadership theories and attributes, and acquiring the leadership skills and abilities necessary to motivate others toward common goals.
2. Demonstrate a consistent evidence-based decision making approach using rigorous analysis and interpretation of business data with appropriate tools and techniques.
3. Identify, define, research, and analyze an organizational problem or question, leading to a sustainable business plan or set of actionable recommendations that balances ethical, economic and other considerations.
4. Integrate global, cultural, technical and economic considerations into analysis of business opportunities.
5. Utilize peer feedback to support a spirit of inquiry, reflection, mutual respect, and quality improvement within a community of practice.

## Master of Business Administration (MBA) Curriculum (36 credit units)

**NOTE: All courses must be passed with a grade of B or higher**

### **Marymount Leadership Core (8 units)**

<b>ID 530</b>	Leadership (3)
<b>CD 500*</b>	Professional Practice and Ethics (4)
<b>GIS 500</b>	Geospatial Analytics Lab (1)

### **MBA Foundations (18 units):**

<b>ACCT 501</b>	Accounting and Finance for Managers (3)
<b>BUS 550*</b>	Market Strategy (3)
<b>BUS 550L*</b>	Market Research and Analytics Lab (1)
<b>BUS 561*</b>	Organizational Strategy and Planning (3)
<b>BUS 512*</b>	Business Writing and Communication (1)
<b>ECO 520</b>	Economics for Planning (3)
<b>BUS 597</b>	Fieldwork: Exploration (1)
<b>BUS 640</b>	Statistics, Decision-making and Modeling (3)

### **MBA Electives (4 units from the following):**

<b>BUS 515</b>	Innovation Management (2)
<b>BUS 535</b>	Global Entrepreneurship and Economic Development* (2)
<b>BUS 560</b>	Organizational Systems (3)

### **MBA Field Project (6 units):**

<b>BUS 697*</b>	Research Seminar I: Project proposal (3)
<b>BUS 698**</b>	Research Seminar II: Presentation (3)

\* Online/Distance

\*\*BUS 697 is a prerequisite for BUS 698.

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# **MASTER OF SCIENCE IN COMMUNITY PSYCHOLOGY DEGREE PROGRAM**

The Community Psychology program at Marymount is an interdisciplinary program exposing students to theory, research, and practice to address complex social issues and promote social justice. Students interested in understanding, assessing, and influencing human behavior to increase quality of life are well-suited to pursue this applied field of inquiry. A social ecological framework is used to assess and address social issues (e.g., homelessness, obesity, drug abuse, school drop-out, and violence) to ensure comprehensive social action. Coursework in prevention science, community intervention and social change, participatory and action research methodologies, needs assessment, and organizational change and development will equip students to work in non-profit organizations, service organizations, research centers, academia, and various levels of government.

## **MS in Community Psychology Program Learning Outcomes (PLOs)**

1. Demonstrate rigorous social scientific analysis of subject matter using relevant qualitative, quantitative, and geospatial tools, concepts, and techniques.
2. Incorporate psychological, ecological, and systems level understanding into holistic, sustainable community development processes.
3. Design effective organizational assessments, participate in program planning and development, and conduct empirical evaluation of programming.
4. Apply community psychology principles and techniques to improve well-being and effectiveness at individual, organizational, and community levels.
5. Demonstrate professional ability to contribute in diverse social and cultural contexts, with diverse organizations, and with consideration of ethical implications of one's actions.
6. Facilitate group processes that empower and encourage civic engagement.

## MS in Community Psychology Curriculum (46 credit units)

**NOTE: All courses must be passed with a grade of B or higher**

<b>Common Graduate Leadership Core (16 units)</b>	
<b>ID 530</b>	Leadership (3)
<b>CD 500</b>	Professional Practice and Ethics (4)
<b>PSY 540*</b>	Research Methods (4)
<b>ID 545</b>	Leadership as Storytelling (4)
<b>GIS 500</b>	Geospatial Analytics Lab (1)
*Prerequisite: undergraduate Statistics course	
<b>Community Psychology Courses (18 units):</b>	
<b>PSY 600</b>	Community Intervention & Social Change (3)
<b>PSY 610</b>	Psychological Science & Public Policy (3)
<b>PSY 630</b>	Prevention (3)
<b>PSY 640</b>	Organizational Development & Consultation (3)
<b>PSY 650</b>	Human Diversity & Cultural Competence (3)
<b>PSY 660</b>	Program Evaluation (3)
<b>Field Research (12 units) Fieldwork &amp; Seminar courses are co-requisites</b>	
<b>ID 647</b>	Fieldwork I (3)
<b>ID 648</b>	Research Seminar I: Project Management (1)
<b>ID 657</b>	Fieldwork II (3)
<b>ID 658</b>	Research Seminar II: Writing & Presentation (1)
<b>ID 667</b>	Fieldwork III (3)
<b>ID 668</b>	Research Seminar III: Mentoring (1)
ID 647 & 648 are prerequisites for ID 657 & 658; ID 657 & 658 are prerequisites for ID 667 & 668	

*Marymount 07.21.14*

# MASTER OF SCIENCE IN LEADERSHIP & GLOBAL DEVELOPMENT (LGD) DEGREE PROGRAM

Marymount's Leadership and Global Development (LGD) program prepares graduates for leadership and consulting roles in business, governmental and not-for profit settings. The unique character of the program derives from the conjoining of local and international concerns. The Leadership and Global Development (LGD) program provides students with:

- conceptual frameworks through which to understand community dynamics and theories of leadership
- social science research methods to apply to organizational problems and questions
- cultural and ethical competencies to support effective leadership in human communities
- modern tools with which to interpret and present data
- direct experience with individual and collaborative practice-based action research
- opportunities to reflect on their roles as participants, observers, and leaders
- preparation for doctoral study

## MS in LGD Program Learning Outcomes (PLOs)

1. **Conceptual Framework:** Define, discuss, and accurately use concepts, terms and skills established in the program as necessary for understanding leadership and global development in global and local contexts.
2. **Analytical Rigor:** Demonstrate clear, rigorous social scientific analysis of subject matter using relevant qualitative/quantitative/geospatial tools, concepts, and techniques.
3. **Ethical Compass:** Identify, evaluate, and discuss competing methods and approaches to understanding, researching, and carrying out community development. Reflect on the ethical implications and leadership outcomes of action research.
4. **Perspective:** Identify and articulate diverse perspectives of/on leadership and global development posited by interested constituencies, and connect perspectives to motives, goals and cultural assumptions.
5. **Responsiveness:** Locate through study, experience and reflection forms of LGD practice, and demonstrate professional ability to contribute in diverse social/cultural contexts, with diverse organizations, as a professional responsibility.



## MS in LGD Curriculum (46 credit units)

**NOTE: All courses must be passed with a grade of B or higher**

<b>Common Graduate Leadership Core (16 units)</b>	
<b>ID 530</b>	Leadership (3)
<b>CD 500</b>	Professional Practice and Ethics (4)
<b>PSY 540*</b>	Research Methods (4)
<b>ID 545</b>	Leadership as Storytelling (4)
<b>GIS 500</b>	Geospatial Analytics Lab (1)
*Prerequisite: undergraduate Statistics course	
<b>Community Development Foundations (9 units)</b>	
<b>CD 535</b>	Community Development Theory & Practice (3)
<b>CD 575</b>	Community Design and Land Use Planning (3)
<b>CD 550</b>	Community Ethnography (3)
<b>Electives (9 units from the following)</b>	
<b>BUS 560</b>	Organizational Systems - Theory & Practice (3)
<b>ECO 520</b>	Economics for Planning (3)
<b>EDU 540</b>	Comparative Education Systems (3)
<b>ID 580</b>	Cross-Cultural Leadership (3)
<b>MCR 501</b>	Conflict Analysis, Negotiation and Management (3)
<b>MCR 502</b>	Mediation Theory and Practice (3)
<b>PSY 640</b>	Organizational Development & Consultation (3)
<b>Field Research (12 units) Fieldwork &amp; Seminar courses are co-requisites</b>	
<b>ID 647</b>	Fieldwork I (3)
<b>ID 648</b>	Research Seminar I: Project Management (1)
<b>ID 657</b>	Fieldwork II (3)
<b>ID 658</b>	Research Seminar II: Writing & Presentation (1)
<b>ID 667</b>	Fieldwork III (3)
<b>ID 668</b>	Research Seminar III: Mentoring (1)
ID 647 & 648 are prerequisites for ID 657 & 658; ID 657 & 658 are prerequisites for ID 667 & 668	

*Marymount 07.21.14*



# Academic Policies

The academic requirements and policies of Marymount California University are published in this official Catalog and in *The Anchor*, the student handbook. It is the student's responsibility to understand and act in accordance with these requirements and policies. The student's advisor and other campus personnel will make every effort to assist students in compliance with campus regulations, but the ultimate responsibility lies with the student.

## The Academic Calendar

The Academic Calendar at Marymount is comprised of two 16-week semesters, fall and spring, and varying length Summer Sessions. Fall semester begins in late August and ends before the Christmas break. Spring semester starts in early January and extends until early-May. Some semester classes are offered in accelerated or expanded term lengths. Academic Advisors and the Registrar's Office can help students interpret the class schedule.

Summer Sessions are an excellent opportunity for regularly enrolled university students, high school graduates, high school students who have completed their sophomore year, students from other colleges and universities, and community residents to gain university credit in a nurturing atmosphere that is unique among institutions of higher learning.

**Graduate** programs are year-round. The graduate year is comprised of three terms: fall and spring terms are 16-weeks each; summer terms are 12 weeks. Graduate students may enter the program in fall, spring, or summer.

## Academic Integrity

We take it as self-evident that the University is a moral community with ethical convictions. Academic integrity is essential to collegial pursuit of truth and knowledge and gives the University community credibility. The principles of academic integrity demand the commitment of all persons of the University. Academic dishonesty is viewed at the University as a serious offense and will not be tolerated.

The University expects the highest standards of integrity from its students in the performance of academic assignments. Moreover, the University requires the cooperation of its students in creating a university-wide environment that is conducive to everyone's learning. Creating this conducive environment includes but is not limited to:

- arriving and departing class on time;
- attending class regularly;
- being prepared for class work and class discussion;
- participating in discussions in a way that does not discriminate against or harass peers or professors, and that respects the free inquiry of others;
- refraining from disruptive behavior (e.g., talking, noises from electronic devices, coming and going during class, sleeping during class);

- refraining from attending class under the influence of alcohol or illegal substances; and
- adhering to specific classroom standards set forth by the professor.

Academic dishonesty usually refers to forms of cheating that result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work that is not their own.

Dishonesty in work, whether it is in quizzes, laboratory work, term papers, examinations, etc., is regarded as a serious offense and may result in failure in the course and dismissal from the University. Anyone who willfully assists another in the breach of integrity is held equally responsible and subject to the same penalty.

Academic dishonesty is any act of cheating, fabrication, plagiarism, abuse of resources, forgery of academic documents, dissimulation, or sabotage, and any act of aiding and abetting academic dishonesty. The University assumes the academic integrity of its students. In cases where academic integrity is in question, the following definitions and policies will apply:

1. Cheating is using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples of cheating are: copying homework, copying someone else's test, using an unauthorized "cheat sheet," etc.
2. Fabrication is the falsification or invention of any information or citation in any academic exercise such as: making up a source, giving an incorrect citation, misquoting a source, etc.
3. Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications and rephrasing do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.
4. Dissimulation is the disguising or altering of one's own actions so as to deceive another about the real nature of one's actions concerning an academic exercise. Examples include: fabricating excuses for such things as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested), etc.
5. Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material that is necessary for academic work. Abuse includes: hiding library materials, removing non-circulating material from the library, hiding or stealing another person's textbook, notes or software, failure to return library materials when requested by the library, defacing library materials, etc.
6. Forgery of academic documents is the unauthorized changing or construction of any academic document such as: changing transcripts, changing grade books, changing grades on papers which have been returned, forging signatures, etc. Other examples include: completion of an application for any academic program that omits or falsifies any requested

information. Such violations can result in the revocation of the application, even if approval was previously granted on the basis of fabricated information.

7. Sabotage is the damaging or impeding of the academic work of another student. Sabotage includes: ruining another student's lab work, moving pointers or microscope slides during a laboratory practical exam, destroying another student's term paper, etc.
8. Aiding and abetting academic dishonesty are knowingly facilitating any act defined above.

Refer to the student handbook, *The Anchor*, for details of violation procedures.

**Graduate** programs at Marymount prepare students to take positions of responsibility and leadership within their communities and professions. Certain programs require supervised, off-campus experience in which students are expected to conduct themselves as professionals-in-training. Students are expected to abide by the standards and codes that govern their professions, as well as to demonstrate the meaning and value of ethical conduct personal honesty, and professional integrity. Behavior in violation of ethical or professional standards of the field and/or Marymount constitutes grounds for dismissal from the program.

## **Academic Probation**

Academic Probation carries a serious warning to the student that his/her academic record is unsatisfactory and continued failure to improve this record may result in dismissal from the institution. A student will be placed on probation for the following reasons:

- Any undergraduate student whose term or cumulative GPA at Marymount drops below 2.00 and/or any graduate student whose term or cumulative GPA at Marymount falls below 3.0
- Any student who does not make satisfactory progress toward completion of the degree

Undergraduate students on Academic Probation may be limited to 12 to 13 semester credits each term they are on probation. If a student falls below in the subsequent semester, they will be placed in an Extended Probation status.

Additionally, students will be expected to consult with Academic Affairs or Program Chairs for guidance and assistance regarding methods of improving their academic status. Terms of probation are explicitly stated in the probation letter sent to the student.

## **Academic Renewal**

Inasmuch as past performance does not always accurately reflect a student's ability, Marymount has established a policy of academic renewal without course repetition. Academic renewal shall apply to Marymount graduation eligibility only.

Under the following circumstances, Marymount may disregard previously recorded coursework taken at any college including Marymount in computation of the GPA:

1. The student has demonstrated academic ability by earning a GPA of 2.00 or higher in the last 30 units, or a GPA of 3.00 or higher in the last 15 units of graded work at Marymount.
2. At least two years have elapsed since the most recent substandard work was completed.
3. Academic renewal will apply to all courses in the renewal semester, including courses with passing grades.
4. Course work disregarded may not be used to meet degree requirements.

Marymount will act upon only one petition to disregard substandard semesters. The permanent record (transcript) shall be annotated in such a manner that all grades assigned remain legible, ensuring a true and complete academic history.

## Acceptance of Transfer Credit

Marymount accepts college-level academic work completed at **regionally accredited** institutions. Coursework that is technical or vocational in nature is not accepted. Developmental course credit may be applied if the course is comparable to a MCU course. Courses used for certification programs may be petitioned for review for possible credit. To earn a degree, students must satisfy all Marymount requirements for that degree.

For **undergraduate** degrees, Marymount accepts a maximum of 90 units of courses passed with a C or better from regionally accredited institutions. Grades of CR/P/S will earn credit if it can be verified that a minimum grade of C or 72% was received. A limit of 3 developmental units may be applied if the course is comparable to a Marymount course. Developmental coursework may be used for placement. Marymount accepts college coursework completed in high school.

For **graduate** degrees, up to 9 units of graduate coursework may be transferred in from another regionally accredited institution.

All official transcripts for undergraduate and graduate course work must be submitted to the Office of Admission at the time of application or as soon as coursework is completed. Course placement is determined on the basis of transcripts received by the end of the Add/Drop period. In some cases a syllabus may also be needed in order to evaluate transferability.

Marymount accepts online courses from regionally accredited institutions if the course is accepted toward a degree at that institution. Courses that primarily require classroom participation such as science labs, physical education and public speaking courses may not be taken online.

Up to 9 units of Marymount graduate coursework taken as a non-degree student may be considered and applied toward a Marymount graduate degree. Up to 15 units of Marymount coursework taken as a non-degree student may be considered and applied toward a Marymount BA degree.

Once matriculated, a student may transfer in a maximum of 7 units of coursework completed at another regionally accredited institution. Students must

complete a transfer course permission form prior to enrollment. Students must adhere to Marymount's course sequencing and prerequisites. Official transcripts must be sent to the Registrar's Office upon completion of coursework. The acceptance of courses by MCU does not guarantee the acceptance of coursework by any other institution.

Courses taken through an Office of International Study approved study abroad program are considered Marymount courses.

For students who transfer into the Bachelor of Arts degree programs, IGETC or CSU certification will be accepted in lieu of the Marymount lower division Liberal Education Core Requirements. Students who are partially certified (maximum of two courses remaining) may complete the remaining two courses at Marymount to meet the lower division Liberal Education Core Requirements. Certification must be received before the end of the first term of attendance; otherwise, students are required to complete the Marymount Liberal Education Core. Some lower division coursework may still be required to complete major requirements and/or prerequisites. ID 217 is required of all transfer students entering with 30 or more units.

Coursework completed at non-U.S. institutions of higher education that are recognized by the appropriate agency (Ministry or Department of Education) in that country may be submitted for evaluation of credit. All documents must be certified by the appropriate educational authorities and be accompanied by certified English translations. It should be noted that differences in national systems of higher education often make it difficult to establish equivalencies and grant credit.

The official Marymount transcript reflects all Marymount and transfer coursework. Marymount term and Marymount cumulative GPAs reflect grades earned while enrolled at Marymount.

## **Accommodations for Students with Disabilities**

Students with documented disabilities who believe that their disability prohibits them from meeting specific university requirements may petition for a *Course Waiver* or *Substitution Based on Disability*. (This process is outlined in *A Handbook for Students with Disabilities*.) It is highly recommended that students meet with the Coordinator of Disability Resources prior to requesting a petition. Petitions are available through the Registrar and should be filed with the Coordinator of Disability Resources. Documentation of disability must be available. Such petitions will be considered on the basis of the student's disability and fundamental curricular requirements.

## **Adding/Dropping Courses**

After students have registered for classes, there is a short period when they may change their schedules (generally during the first week of the semester and by designated dates for accelerated terms) without penalty. Classes that have been dropped do not appear on transcripts. The exact deadline for adding and dropping classes is published in the Academic Calendar. Students may not enroll for a term after the Add/Drop deadline has passed.

**Graduate** students are responsible for initiating and completing add/drop adjustments within the timeline specified each semester. These adjustments may be

made only with the approval of the Registrar. Enrollment adjustments may affect academic progress toward degree completion and/or financial aid status. It is the student's responsibility to investigate the impact of registration adjustments on his/her academic progress and available funding.

## **Audit**

Auditing allows a student to attend a class to absorb the course information without turning in assignments, taking exams, receiving a grade and earning unit credit. Laboratory, physical education, studio arts, performing arts and courses taken during a study abroad semester are not available for audit because they require and are graded on participation. Students may request permission to audit a class by filing an Academic Petition to Audit in the Registrar's Office and paying the fees prior to registration. Priority in class enrollment is given to students taking the course for credit. No academic credit is given for an audit, but it will be recorded on the student's permanent record. Once the semester has begun, a student will not be permitted to change enrollment to receive credit for the course.

A student enrolled for credit may elect to change to Audit if the audit petition is filed prior to the end of the third week of the semester; however, no refund will be given for the change. The petition to change to an Audit will only be granted if the instructor, advisor and Academic Affairs believe there is a compelling reason to grant the change. Students who audit a course are subject to regular attendance requirements. Failure to do so rescinds the Audit and permits the instructor to assign a "W." A student may not apply for Credit by Examination after auditing a course.

## **Capstone**

Every BA student completes a senior capstone project through Marymount. Capstone projects, experiences, and deliverables will vary across programs and students, allowing for a very individualized culminating experience in each BA program.

1. The Marymount Capstone is a student project. It is meant to be a year-long senior project that demonstrates mastery of the Program Learning Outcomes through an original project, a tangible deliverable, and a presentation. The deliverable must include a written project description, context, and reflection.
2. All Marymount BA students complete a Capstone project. While conducting their project, students are enrolled in 497, then 498 in their program (AM 497-498, BUS 497-498, ID 497-498, or PSY 497-498). Each program is responsible for structuring and administering its 497-498 experience, as long as it ensures meaningful opportunities for capstone students to collaborate and reflect on their work together, either within or across fields. Frequency and forms of collaboration may vary. Each 497-498 sequence is coordinated by an instructor of record.



3. A grade of C- or lower in the Capstone courses (497 & 498) will be recorded as No Credit (NC).

## **Class Attendance**

To ensure enrollment in a class, students are expected to attend the first class meeting, and attend subsequent class sessions through final exam week regularly and punctually. Attendance and other course requirements are set by the instructor. Students will be informed of these requirements at the beginning of each course. Accumulation of an inordinate number of absences generally results in a grade of “F” for that class. Refer to individual course outline or syllabus for attendance requirements.

Students may not attend a course in which they are not officially registered for by the end of the add/drop period.

## **Class Standing**

Freshman: 0-29 units\*

Sophomore: Completion of 30-59 units\*

Junior: Completion of 60-89 units\*

Senior: Completion of 90 or more units\*

\* up to 3 developmental units can be included

Graduate: Completion of a Bachelor’s degree

## **Commencement**

Participation in Commencement is open to all students who will earn an Associate degree, Bachelor’s degree or Master’s degree in that academic year (defined as fall through summer). Students who have satisfactorily completed all degree requirements since the previous ceremony are invited to participate in the current year’s Commencement ceremony.

Participation in Commencement does not confer a degree or release a student from his or her obligation to satisfactorily complete curricular or other academic program requirements. Please refer to the Marymount website for additional information regarding financial obligation, ability to walk short requirements and so forth.

## **Continuous Enrollment**

Students who are continuously enrolled at Marymount may elect to follow the degree requirements in the catalog for their semester of matriculation, or in subsequent catalogs by petition. However, students may not mix requirements from different catalogs.

A student who is unable to complete coursework and must withdraw during a term is required to submit a withdrawal form and will receive grades of “W” for that term’s courses.

**Graduate** students are expected to enroll continuously until program requirements are complete, defined as a minimum of 3 units per academic term, including summer term.

## Course Load

The normal course load for undergraduate students for fall and spring semesters is 12 to 18 units. To enroll in more than 18 units in one semester, prior approval must be obtained via academic petition under the following guidelines:

Students wishing to enroll in more than 18 units must request approval of the Associate Dean of Academic Affairs. Students must provide a rationale for the request including an outline of the proposed schedule and plan for managing the work load.

Students will be charged extra tuition for each unit over 18. Students accepted on academic qualification, or who are on probation may be limited in units during the probationary term.

### Credit Limit Matrix – Undergraduate

Term Length	Full-time Units	Max Units*
32 weeks	24	36
16 weeks	12	18
12 weeks	9	14
8 weeks	6	9
5 weeks	4	6
3 weeks	3	4

\*Schedules above these credit limits may be considered by petition.

Full time status for **undergraduates** is defined as enrollment in 12 or more units per semester and 24 or more units per academic year. Students carrying fewer than 12 units are classified as part-time students.

Full time status for **graduate** students is defined as:

- a) enrolled in 9 or more units of coursework; or
- b) enrolled in a research semester; or
- c) enrolled in remaining coursework to complete the Master's degree requirements.

International students are expected to be enrolled in a full-time course of study.

## Course Numbering System

- 100: Lower Division
- 200: Lower Division
- 300: Upper Division
- 400: Upper Division
- 500: Graduate
- 600: Graduate

## Course Repetition

**Undergraduate** course work in which a student receives a grade of C- or lower may be repeated for credit. A course in which a student receives a grade of C or higher may not be repeated for credit, with the exception of PED courses and others as noted in the Catalog. The most recent grade for the course repeated will be used in calculating the GPA. The permanent record (transcript) shall be annotated in such a manner that original grades remain legible. Policies on repeated course work at other institutions may differ from Marymount policy.

**Graduate** students must earn a grade of B or higher in every graduate course. A graduate course in which a student earned less than a grade of B may be repeated.

## Course Substitution

Students who believe that a course may be appropriate to their program and that this course could substitute for a specified course requirement may request consideration of substitution by petition.

Students with documented disabilities who believe that their disability prohibits them from meeting specific college requirements may petition for a *Substitution Based on Disability*. It is highly recommended that students meet with the Coordinator of Disability Resources prior to requesting a petition. Petitions are available through the Registrar and should be filed with the Coordinator of Disability Resources. Documentation of disability must be available. Such petitions will be considered on the basis of the student's disability and fundamental curricular requirements.

## Courses Taught at High Schools

1. High School students may be eligible to take college-level courses through Marymount.
2. A university transcript will be issued to the student upon completion. Units may be applied toward a Marymount degree.
3. College level courses offered on high school campuses must be taught by faculty approved by the Office of Academic Affairs and the respective Chair according to the standards for adjunct faculty at Marymount. High school faculty will be mentored by a Marymount faculty member in the corresponding division.
4. Each course offered must use the Marymount California University syllabus for that course.
5. Changes in texts and/or readings for courses must be approved by the respective Marymount Program Chair.
6. All course prerequisites must be clearly stated and adhered to on the course outline/syllabus.

7. The faculty must provide evidence of evaluation and assessment of the student learning outcomes as stated on the course syllabus.
8. When necessary, testing of the students to assess a placement level must be offered.
9. Taking college coursework in high school may impact both athletic and financial aid eligibility.

## Course Waiver

Students who believe that previous training (i.e. previous course work, career or life experience) has sufficiently prepared them in a certain area may request a waiver by petition of a specific course requirement for subject credit only, not unit count. The student will be required to justify the request to the faculty member with final approval by the Program Chair. A waiver of a specific course requirement does not reduce the total number of units required for the major or the degree.

Students with documented disabilities who believe that their disability prohibits them from meeting specific college requirements may petition for a *Course Waiver Based on Disability*. It is highly recommended that students meet with the Coordinator of Disability Resources prior to requesting a petition. Petitions are available through the Registrar and should be filed with the Coordinator of Disability Resources. Documentation of disability must be available. Such petitions will be considered on the basis of the student's disability and fundamental curricular requirements.

## Credit by Examination

1. A student wishing to receive credit by examination must complete an academic petition requesting the exam and explain a rationale for the request.
2. The petition is approved or denied by the Chair of the division for the course or courses in question and approval rests with Academic Affairs. The individual department will decide whether or not to grant a student's request to create credit by examination tests.
3. The exam must be completed prior to the add/drop deadline if the course for which credit is being earned is needed as a prerequisite course for that semester.
4. Laboratory, physical education, studio arts and performing arts courses are not available for credit by examination because these courses require and are graded on performance and participation.
5. There is a \$400 charge per exam regardless of course unit credit. These fees must be paid before the test is administered and they are non-refundable.

6. A maximum of 15 units of coursework may be taken for credit by examination. Units earned will count toward graduation requirements.
7. No letter grade is assigned. Acknowledgment for credit by examination is noted by a CR (credit) grade. If a student does not successfully pass the examination, a notation of NC (no credit) will be made on the transcript.
8. Students may not challenge a course that is a prerequisite to or which sequentially precedes a course or courses already completed. (For example, a student who takes MTH 110 could not request credit by examination for MTH 105).
9. A student cannot take credit by examination for any course for which he/she has received a W, I, C- or below, or AU grade on a college-level transcript at Marymount or elsewhere. (All official transcripts must be received by the Associate Registrar and Transfer Evaluator before the academic petition can be issued and the examination is taken).

## **Credit for Military Service**

Students who provide documentation of a DD214 with honorable discharge or documentation of current active military service will be awarded 3 units of elective credit per full year equivalent of active-duty military service for a maximum of 15 units. Health and Physical Education requirements will be waived. In addition, subject credit for American Council on Education (ACE) credit transcript recommendations may be considered by petition.

## **Credit for Prior Learning**

Marymount California University recognizes that college-level learning takes place both in and out of the classroom. Proving prior learning outside of the classroom is called Prior Learning Assessment (PLA) and students at MCU have many avenues available to demonstrate their learning. Unit limits apply.

Examples of credit for prior learning include:

- Evaluation of transfer credit (90 units maximum)
- AP or IB exams (30 units combined maximum)
- CLEP and DSST exams (30 units combined maximum)
- MCU credit by examination (15 units maximum)
- Portfolio review (30 units maximum)
- Course waiver (no units granted)
- Military service (15 units maximum)
- Prerequisite waiver (no units granted)

## **Credit Hour**

Students earn academic credit measured in semester units.  
An academic hour is defined as 50 minutes.

### **Undergraduate courses:**

- 1 semester unit = a minimum of 15 hours of “class time or direct faculty instruction” plus a minimum of 30 hours of out-of-class student work per academic term, for a total of 45 hours of student time on task per semester unit.
- Non-classroom credit-bearing academic activities, such as laboratory work, studio work, internships and field practica, require an amount of work at least equivalent to that required for classroom-based units as identified in the syllabus. For example: science laboratories = 45 hours per academic term per unit of credit; studio art classes = 30 hours per academic term per unit of credit; internships and practica = 60 hours per academic term per unit.
- As courses that make use of new or mixed modalities, quality and content will be ensured through reasonable equivalencies, clear learning outcomes, and evidence of student achievement.

### **Graduate courses:**

- 1 semester unit = a minimum of 15 hours of “class time or direct faculty instruction” plus a minimum of 45 hours of out-of-class student work per academic term, for a total of 60 hours of student time on task per semester unit.
- Non-classroom credit-bearing academic activities, such as laboratory work and field projects, require an amount of work at least equivalent to that required for classroom-based units as identified in the syllabus.
- As courses make use of new or mixes modalities, quality and content will be ensured through reasonable equivalencies, clear learning outcomes, and evidence of student achievement.

## **Credit/No Credit**

Certain courses may be taken on a CR/NC (Credit/No Credit) basis. The student selecting this option must file a petition signed by the instructor and the appropriate Program Chair before the end of the third week of the semester. Courses taken through an Office of International Study approved study abroad program are not eligible for CR/NC (Credit/No Credit). All Internship (291, 391, 491, 591) and Practicum (296, 396, 496, 596) courses will be graded as CR/NC.

A student earning a CR grade will receive unit credit, but these units will not be calculated into the GPA. No more than 12 lower division units may be taken for CR/NC (Credit/No Credit), with a maximum of 4 units in any one semester/term, with the exception of Internship or Practicum courses. A CR grade in an undergraduate course denotes a grade of C (72%) or higher. A CR grade in a graduate course denotes a grade of B (80%) or higher. All upper division coursework must be taken for a grade with the exception of Internships or Practica, or as specified in a syllabus.

**Note:** English 106 and 108 are offered for a grade of A, A-, B+, B, B-, C+, C or No Credit (NC). All other courses in the English Division must be taken for a letter grade. Math 50 and 60 are offered for a grade of A, A-, B+, B, B-, C+, C or No Credit (NC). Capstone courses (497, 498) are offered for a grade of A, A-, B+, B, B-, C+, C or No Credit (NC).

## **Dean's List**

To qualify for the Dean's List, undergraduate students must, in any one semester, complete a full-time class load of 12 or more units of college-level course work with a GPA of 3.50 or higher. No course can be graded C- or lower, and students who receive an incomplete for any course are not eligible for the Dean's List.

Students are also acknowledged at graduation for scholarly achievement. They will be listed in the commencement program based on their overall GPA. The categories are: highest distinction—3.9 to 4.0 GPA, high distinction—3.7 to 3.89 GPA, and distinction—3.5 to 3.69 GPA.

## **Degree Conferral and Conferral Dates**

Although a student may have completed all degree program requirements, graduation is not automatic. Students who are ready to graduate must apply for Degree Conferral in order to identify the semester in which they expect to complete their degree requirements by filing the application for Degree Completion with the Office of the Registrar.

The Office of the Registrar will begin assessing the candidates' eligibility for degree conferral in conjunction with Academic Advising and the Academic Department once all student grades have been submitted by the faculty. The official conferral dates each year are as follows: the final day in which all degree requirements have been met for the fall semester, spring semester, or varied summer semesters with the last summer semester conferral date falling on the final weekday in August.

Candidates for degree conferral must submit their application to the Office of the Registrar for their conferral date by deadline. Please refer to the Marymount website for updated conferral deadline dates. Once a degree is conferred, you cannot add, edit or alter the degree with emphases, majors, minors and/or concentrations.

## **Diploma**

No diplomas are released to any student who has not completed all academic program requirements, who has an unpaid balance to Marymount, or who has not completed the required Financial Aid exit interview. Diplomas are mailed out approximately 12 weeks after the date of conferral of the degree. This allows time for confirmation from the Office of the Registrar that all degree requirements have been met. Under no circumstances will a diploma be released prior to the conferral date.

## **Dismissal**

Dismissal from Marymount may occur for academic or disciplinary reasons. Academic Dismissal terminates a student's relationship with the institution.

## Undergraduate

**Undergraduate** students will be dismissed for the following reasons:

- Any student whose term or cumulative GPA at Marymount has not reached at least 2.00 for two consecutive semesters is subject to Academic Dismissal from the institution and/or
- Any student who does not make satisfactory progress toward completion of the degree

Students who wish to appeal an academic dismissal must demonstrate both extraordinary circumstances explaining the unsatisfactory academic performance and likelihood of success if allowed to continue at Marymount. If a student's appeal is approved, the student will return from the dismissal on an extended probation status. Terms of extended probation are explicitly stated in the letter sent to the student.

Students who have been awarded financial aid or Veteran's Administration benefits for the coming semester are advised that academic dismissal carries with it the cancellation of any financial aid or benefits. Students who are reinstated in an extended probation status may be reconsidered for financial aid at that time. However, reinstatement does not necessarily mean that financial aid will be available for that semester or any future semester. Please consult with the Financial Aid department for further explanation.

## Graduate

**Graduate** students are expected to abide by the regulations set forth by Marymount and the written policies and procedures of their respective programs. The University reserves the right to dismiss a student at any time for unsatisfactory academic performance or for conduct detrimental to the University or to the welfare of other members of the Marymount community. Program Chairs also reserve the right to dismiss a student if it is determined that the student's conduct is unprofessional or is not consistent with the Code of Ethics of his or her intended profession (see *Academic Integrity*).

## External Exams

A maximum of 30 units may be earned through a combination of CLEP and DSST exams. Credit cannot be earned for CLEP and DSST on the same topic. A maximum of 30 units may be earned through a combination of IB coursework, IB diploma and AP exams. Credit cannot be earned for AP and IB exams on the same topic.

## Advanced Placement (AP)

Marymount gives credit to students who have completed Advanced Placement (AP) examinations with a score of 3, 4, or 5. Students must submit official AP scores from the College Board to the Registrar's Office to receive appropriate course credit. Students with scores of 3 or higher in English and/or 3 or higher in Calculus AB or BC are exempt from placement testing in the respective subject area. Students with a 4 or higher in Statistics are exempt from Math placement testing. For course credit, refer to the Advanced Placement scores table: <http://marymountcalifornia.edu/priorlearning/ap>.



## **College Level Examination Program (CLEP)**

Marymount accepts College Board's CLEP exams with scores of 50 or higher. To view the listings of exams accepted for course and elective credit, please go to the CLEP table: [www.marymountcalifornia.edu/priorlearning/clep](http://www.marymountcalifornia.edu/priorlearning/clep). Students must submit official CLEP scores from the College Board to the Registrar's Office to receive appropriate course credit.

## **DSST**

Marymount accepts scores from Prometric's DSST exams and has identified course and elective credit equivalents. To view scores required to earn course and elective credit, please go to the DSST exam table: <http://marymountcalifornia.edu/priorlearning/dsst>. Students must submit official DSST scores from Prometric to the Registrar's Office to receive appropriate course credit.

## **International Baccalaureate (IB)**

Students who complete an IB diploma with a score of 30 or higher will receive 30 semester units toward their MCU degree. Students will be placed into ENG 112 and college-level Math (105, 107, 109, 270 or PSY 235). Students wishing to place into higher levels of Math may sit for the placement exam.

Academic credit is awarded for individual IB Higher Level exams with scores of 4 or higher. Credit is granted upon receipt of official documents from the International Baccalaureate Organization (IBO).

Credit will be evaluated as a Marymount comparable course, as satisfying a Liberal Education Core requirement or for elective credit. For course credit, refer to the IB course equivalencies table: <http://marymountcalifornia.edu/priorlearning/ib>.

## **Final Examinations**

Final examinations in all courses may be required at the discretion of each instructor. Final examinations may not be taken at other than scheduled times. During the last five class days of the fall and spring semesters, no field trips or student activities other than study sessions may be scheduled. Students are expected to take their exams at the pre-assigned time and date. Students should not plan to travel until after the posted exam periods.

## **Grade Disputes**

The burden of proof, in cases of disputed grades, rests with the student. The procedure for students to challenge a grade is as follows: The student requests a review by the instructor. Every effort should be made to resolve the matter at this level.

In response to an instructor's academic evaluation that the student disagrees with, the student is entitled to four levels of appeal after review by the instructor:

1. An appeal to the instructor's Program Chair. If the student is not satisfied with the instructor's response, the student may appeal in writing to the Program Chair responsible for the course in question. Such an appeal must be received by the Program Chair by the end of the following semester

(excluding summer) after the student has received the disputed grade or evaluation. The Program Chair will review the matter and then provide a written decision to the student.

2. An appeal to the Program Dean. If the matter is not satisfactorily resolved after meeting with the Program Chair, the next level of appeal is to the Program Dean.
3. An appeal to the Associate Dean of Academic Affairs. If the student is not satisfied with the Program Chair's response, the student may appeal in writing to the Associate Dean of Academic Affairs regarding the course in question and including all materials submitted to and received by the instructor and Program Chair. Such an appeal must be received by the Associate Dean by the end of the following semester (excluding summer) after the student has received the disputed grade or evaluation. The Associate Dean will review the matter and then provide a written decision to the student.
4. An appeal to the Provost. The final level of appeal rests with the Provost. If the student is not satisfied with the Associate Dean's decision, the student may submit all of the above materials, along with an explanation of the reason for the student's dissatisfaction with the decision, to the Provost. The Provost will review the action and render a decision.

## Grading System

Grade	Interpretation of Grade	Quality Points Earned
A	Excellent/Good	4.00
A-		3.70
B+		3.30
B		3.00
B-	Average	2.70
C+		2.30
C		2.00
C-		1.70
D+	Substandard	1.30
D		1.00
D-		.70
F		0.00
IN	Incomplete	0.00
W	Official Withdrawal	0.00
CR	Credit	0.00
	(Undergraduate C or higher, Graduate B or higher)	
NC	No Credit	0.00
NG	Not Graded	0.00
AU	Audit	0.00

## **Incomplete Grades**

An incomplete grade may be given when a student is at a grade level of C or higher and has completed 80% of the course for the semester up to the time of an extended absence due to circumstances entirely beyond the control of the student. Appropriate documentation to verify the reason for the absence must be presented by the student. The student must petition his or her faculty member for the incomplete grade and also must complete the appropriate forms in the Registrar's Office.

If a student meets the above criteria, the instructor will assign an incomplete to the student and identify the default grade. An "IN" is recorded on the student's transcript and will be changed upon the completion of the work, which must be submitted by a specified date or time, normally before the midterm of the following semester. If the work is not completed the incomplete will revert to the default grade.

It is the student's responsibility to apply for an incomplete and to make arrangements with the instructor to complete the assigned coursework.

Students receiving an incomplete grade in a sequential class must complete all coursework before enrolling in the next level of the class.

Students who receive an incomplete grade are not eligible for the Dean's List.

## **Institutional Review Board (IRB)**

All Marymount California University faculty, staff and students conducting research involving human subjects must submit their research protocol to the Marymount Institutional Review Board (IRB) for review and approval prior to commencing the project.

In order to assist investigators in deciding whether a planned activity constitutes research involving human subjects, the following federal definitions of research and human subject are provided:

- Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.
- Human subject means a living individual about whom an investigator (whether professional or student) conducting research obtains:
  1. data through intervention or interaction with the individual, or
  2. identifiable private information.

## **Leave of Absence**

A student who wishes to take a leave of absence from Marymount California University must submit a Leave of Absence request before separating from the University. Students forfeit the opportunity to petition for a leave of absence if one has not been submitted to the Registrar prior to the start date of the next academic term following their departure. Students on leave will maintain their academic standing in place at the time of the start of the leave of absence. Students dismissed from Marymount are not eligible for a leave of absence. Any leave of absence paperwork filed before the dismissal will be void.

Submitting a leave of absence request will enable the student to maintain continuous enrollment and academic status for up to two semesters. A leave of absence will be granted for a maximum of one academic year. Special circumstances

(beyond the student's control) may occasionally call for a longer leave, which may be granted through an academic petition to Academic Affairs. A maximum of two leaves of absence may be requested during a student's enrollment.

Students on a leave of absence must contact Academic Affairs to initiate the process of return to the curriculum. Any outstanding health requirements, transcripts and/or account balances must be cleared prior to registering for classes.

Official transcripts of all coursework taken while away from Marymount must be submitted to the Registrar's Office upon completion of coursework. Course placement is determined on the basis of transcripts received by the end of the Add/Drop period.

Students who break their continuous enrollment without filing a leave of absence request or whose leave of absence has expired must reapply for admission to Marymount and will be subject to the degree requirements as stated in the catalog for their term of readmission. Return to Marymount after a break in status is not guaranteed.

## Minors

Any area of emphasis defined in the Liberal Arts BA program (except Behavioral Sciences) may be added to another Bachelor degree as a minor. The minor may not be the same discipline as the degree. For example, a student earning a BA in Psychology may not minor in Psychology. A minor added to the Liberal Arts BA means completion of a third emphasis, since the Liberal Arts BA itself requires two emphases. Courses may not be applied to more than one area of emphasis. A minor consists of a minimum of 24 units.



## Placement

Placement in English and Math is determined on the basis of incoming college transcripts, AP scores, and PSAT/SAT/ACT scores. PSAT/SAT/ACT scores are considered valid for 2 years. In the absence of recent PSAT/SAT/ACT or AP scores or previous college-level courses in English and Math, students will be placed in the lowest course in the sequence.

	<b>ENG 112</b>	<b>ENG 108</b>		
<b>PSAT Writing Score</b>	52 or higher	Below 52 or no recent score		
<b>SAT Writing Score</b>	520 or higher	Below 520 or no recent score		
<b>ACT English Score</b>	23 or higher	Below 23 or no recent score		
	<b>No Reading course</b>	<b>ENG 106</b>		
<b>PSAT Reading Score</b>	44 or higher	Below 44 or no recent score		
<b>SAT Critical Reading Score</b>	440 or higher	Below 440 or no recent score		
<b>ACT Reading Score</b>	18 or higher	Below 18 or no recent score		
	<b>Math 110 or 120</b>	<b>College-level Math 105, 107, 109, 115, 270, BUS 220, ANT/PSY/SOC</b>	<b>Math 60</b>	<b>Math 50</b>
<b>PSAT Math Score</b>	Above 68	53 through 68	43 to 52	Below 43 or no recent score
<b>SAT Math Score</b>	Above 680	530 through 680	430 to 529	Below 430 or no recent score
<b>ACT Math Score</b>	31 or better	23 to 30	17 to 22	Below 17 or no recent score

Notes:

1. ACT English without writing component
2. Existing *Accuplacer* cutoffs remain in effect.

### Change of Level

Students placed according to the chart above who have not passed the appropriate AP exam or completed a college-level mathematics or English class may request to take the *Accuplacer* placement test as a method to change placement level. *Accuplacer* scores are valid for up to two semesters. Requests to change placement level must be made prior to the start of the semester. Any change of level must be completed by the end of the Add/Drop period for that semester.

### Placement Policies

1. In cases where multiple test scores are reported, the highest score is chosen in each section.
2. In the case of incoming transfer students for whom complete transcripts have not been received prior to the start of the semester, placement will be

according to the chart above. Transcripts received subsequently will override the above placements up to the end of the Add/Drop period for that semester.

3. Scores from recent *Accuplacer* testing from another institution are interpreted in the context of Marymount courses by Academic Affairs. Additional testing may be required.
4. *Accuplacer* scores will be released to any prospective student who requests them. Once a student has matriculated to Marymount, the *Accuplacer* scores will be considered part of the student's academic record and policies regarding release of records will be applied.

## **Prerequisites**

Many courses have prerequisites. These are intended to ensure that students enrolling in a class have the appropriate content and skill preparation to be successful in the class. For many lower division courses, the prerequisites also ensure comparability with articulated courses at transfer institutions. Prerequisites must have been completed prior to the start of class, and with a C or better unless otherwise specified. Any exception or waivers of prerequisites need to occur by formal petition, with approval from both the instructor and the corresponding Program Chair. Final grades for prerequisite courses taken at another college must be received prior to registration.

## **Registration**

All tuition and housing fees must be paid and Health Center clearance secured before students may attend classes. The dates of registration are listed in the Academic Calendar. Students must follow registration procedures as established by the Registrar. Students not officially registered by the add/drop date will not be allowed to remain in classes.

Students with outstanding health requirements, transcripts and/or account balances will not be allowed to register for a subsequent term at Marymount.

Any course that does not have a sufficient number of students may be cancelled.

## **Residency Requirement (for degree-seeking students)**

To earn a Marymount BA degree, students must complete a minimum of 30 units toward their degree while enrolled at Marymount. No more than 3 units of developmental course work may be applied to the 30-unit minimum. Once matriculated, a student may transfer in a maximum of 7 units. BA students must also complete their capstone while enrolled at Marymount.

Up to 9 units of graduate coursework may be transferred in from a regionally accredited institution. This includes graduate courses prior to enrollment. All other units must be earned at Marymount.

## **Satisfactory Degree Progress**

Undergraduate students must maintain a GPA of 2.0 or higher and make reasonable progress toward their degree.

Graduate students must maintain a GPA of 3.0 or higher and earn a grade of B or higher in every graduate course. A graduate course in which a student earned less

than a B may be repeated, in which case the higher of the grades will be computed in the Marymount GPA.

Academic standing will be reviewed by Academic Affairs after each grading period. Students whose grade point average falls below 2.0 for undergraduates and 3.0 for graduates will be placed on academic probation. Students who continue on probation after two successive semesters will be dismissed from the program.

Graduate students placed on academic probation must meet the Program Chair to develop an academic plan. Failure to develop such a plan will jeopardize continuance in the program.

## **Second Bachelor's Degree**

A student who has earned a Bachelor's degree from a regionally accredited institution may earn a second Bachelor's degree by completing the degree-specific requirements of the second BA plus ID 217. Such a student is granted senior class standing. The residency requirement applies.

## **Sequential Courses**

Certain elements of the curriculum require courses to be taken in sequence. Courses taken out of sequence may be accepted as elective credit by Marymount but may not fulfill the Liberal Education core requirements. Final grades for prerequisite courses taken at other colleges must be received prior to registration via an official transcript for the next course in a sequence.

## **Student Transcripts**

A student may request transcripts by completing a written application. Official copies are \$5.00 (unofficial copies are \$1.00 each). The fee for same-day service is \$10.00. The fee should accompany the written request. Transcripts cannot be released without the student's signature and until all fees to the University have been paid and holds are cleared. Please consult the Marymount website for instructions on how to order transcripts.

## **Time to Degree**

Graduate students must complete the program of study *within 4 calendar years* from the date of acceptance.

Students who fail to complete the program within the prescribed period must file a petition for extension with the Program Chair. Recommendations concerning program extensions will be made by the Program Chair to the Provost, who communicates the final decision to the student. In all cases, it will be necessary to repeat coursework that falls outside the four-year limit for degree completion. Students who fail to enroll in courses for a period of two years or more will be required to apply for readmission to the graduate program. Students readmitted in this way will be bound by program requirements in effect at the time of readmission.

## **Total Unit Limitation**

Marymount places no limit on the total number of units a student may accumulate while enrolled. However, most four-year colleges/universities limit the

number of units a student may transfer in. Therefore, each student is responsible to work closely with his/her academic advisor to establish and complete a program of study at Marymount that will enable the student to accumulate an optimal number of units relative to degree and/or transfer goals.

## **Transcript Holds**

Transcripts will be placed on hold when there is an outstanding obligation to the University. These obligations include but are not limited to: an outstanding balance due the University; outstanding library or other loaned instructional materials; outstanding parking violations; missing transcripts; and incomplete sanctions imposed as a result of violations of the University's Student Code of Conduct and Academic Integrity Policies. This hold will remain until the account balance is paid in full and/or until the obligation has been satisfied.

## **Wait-listing a Course**

Classes at Marymount have limited enrollment. The University does not maintain wait lists. Students who try to preregister for a class that has reached its limit will need to register for another section of the same course or for a comparable course. Students are encouraged to work closely with their academic advisor for help in selecting courses that meet their degree objectives.

## **Withdrawing from a Course**

After the add/drop deadline, a student may withdraw from a course until the established deadline to withdraw, published by the Registrar. Students are responsible for initiating and completing withdrawal requests through the Registrar's office. Appeals to this policy are made in writing and submitted with supporting documentation to the Registrar. Appeals are reviewed by the Registrar and forwarded to Academic Affairs for final resolution. A course from which a student has withdrawn will remain on the transcript with a grade of "W." A grade of "W" does not affect the student's GPA.

For undergraduate students, if the unit load drops below 12, athletic eligibility, health insurance, financial aid, F1 Visa and residential status may be jeopardized. Students considering withdrawing below 12 units must consult with their advisor.

## **Withdrawal from the University**

A student who wishes to completely withdraw from the University must secure a withdrawal form from the Registrar and obtain the specified signatures. The completed form must be returned to the Registrar by the last day of the semester prior to finals week. Only then does the withdrawal become official. Failure to follow the prescribed procedure will result in an "F" for all courses in progress. Please refer to page 221 for the schedule of refunds. A student who withdraws from the University during a term will receive grades of "W" for that term's courses. In keeping with the refund schedule on page 221, a student who leaves the University during the add/drop period will receive a grade of "W" for all coursework registered. However, grades already recorded (e.g. for half-semester classes) will remain on the transcript. Withdrawal from



the University does not relieve the student from any account balance that remains. Please reference the Schedule of Refunds for refund policy and amounts.



# Admission

Marymount California University welcomes applicants who are committed to learning, receiving holistic educational development, and who can benefit from the University’s educational programs. Admission to Marymount is a highly personalized process that weighs past academic performance with current academic potential.

Careful consideration is given to the selection of applicants. While Marymount California University takes into consideration all academic and social achievements, the greatest emphasis is placed upon the applicant’s grades and the quality of academic preparation.

All applicants (domestic and international) are subject to the same educational standards for admission into their academic program. International students are required to demonstrate that they have achieved the necessary degree needed for admission from an educational institution that is recognized by the appropriate agency (Ministry or Department of Education) for the degree granting country.

We receive many qualified applications, so we urge you to apply as early as possible. Admission is offered on a rolling basis. Please note the following dates:

## **Undergraduate Freshman Application Deadlines:**

Applications for the Fall Semester (beginning in August)

February 1 ..... Priority consideration deadline\*

March 1 ..... Regular consideration deadline\*\*

Applications for the Spring Semester (beginning in January)

October 15 ..... Priority consideration deadline\*

November 15 ..... Regular consideration deadline\*\*

\*This is also the deadline for merit scholarship eligibility.

## **Undergraduate Transfer Application Deadlines:**

Applications for the Fall Semester (beginning in August)

February 1 ..... Priority consideration deadline

March 1 ..... Regular consideration deadline\*\*

Applications for the Spring Semester (beginning in January)

October 15 ..... Priority consideration deadline

November 15 ..... Regular consideration deadline\*\*

\*\* Applications received after this date will be considered on a space available basis.

**Graduate Application Deadlines:**

Applications for the Fall Semester (beginning in August)  
May 1 ..... Priority consideration deadline  
July 15 ..... Regular consideration deadline\*\*

Applications for the Spring Semester (beginning in January)  
October 15 ..... Priority consideration deadline  
November 15 ..... Regular consideration deadline\*\*

Applications for the Summer Semester (beginning in May)  
February 1 ..... Priority consideration deadline  
May 15 ..... Regular consideration deadline\*\*

\*\* Applications received after this date will be considered on a space available basis.



# Undergraduate Admission and Application Procedures

## Freshmen Admission

Although not required for admission consideration, Marymount strongly recommends the completion of the following college preparatory curriculum pattern:

- 4 years of English,
- 3 years of Mathematics (Algebra 1, Geometry and Intermediate Algebra),
- 2 years of History/Social Sciences,
- 2 years of Natural Science,
- 2 years of Foreign Language and
- 1-2 years of Academic Elective courses.

Priority consideration for admission and merit scholarship is given to applicants that submit the following documents by the stated deadlines.

1. A completed admission application accompanied by a non-refundable application fee of \$50.00 or an official College Board Fee Waiver form. Official fee waiver forms are distributed by high school counselors.
2. An official high school transcript.
3. Official college and/or university transcripts, if applicable.
4. Standardized testing results from any of the following: SAT I (Scholastic Assessment Test), SAT II Subject Tests, ACT (American College Test), and/or TOEFL\* (Test of English as a Foreign Language), if applicable.

All Undergraduates students are encouraged to provide the following documents for admission consideration:

- An academic letter of recommendation from a teacher, counselor or advisor.
  - Applicants not currently enrolled in studies may submit an employer or personal reference.
- Personal statement, essay or writing samples.
- Interviews may be requested of some candidates.

## **International Admission (Freshmen and Transfer)**

English language proficiency must be demonstrated prior to enrollment at the University. Proof of English language proficiency may be established in one or more of the following ways:

1. A minimum TOEFL score of 61 (internet-based test); or
2. A minimum IELTS score of 6; or
3. SAT Critical Reading score of 440 or higher and SAT Writing score of 390 or higher; or
4. ACT English score of 15 or higher and ACT Reading score of 18 or higher; or
5. Advanced Placement score of 3 or higher in English Composition and Literature or English Language and Composition; or
6. College preparatory English language curriculum (non-ESL) where English is the language of instruction for a minimum of 3 years; or
7. Successful completion of an Intensive English Program designed to prepare students for academic college-level instruction; or
8. Placement into English curriculum offered at Marymount through prior college or university coursework or placement exams.

If English language proficiency is not verified prior to enrollment at Marymount, the student may enroll in developmental or English as a Second Language (ESL) coursework or the student's application may be deferred to a future term until English language proficiency can be demonstrated.

### **SPECIAL NOTE TO INTERNATIONAL APPLICANTS**

If admitted, international applicants will be required to certify that they possess sufficient funds to cover all tuition, fees, transportation, and living expenses for the first year of their studies at Marymount. A Statement of Financial Support for the purpose of verifying the amount and source of funds available for undergraduate study will be forwarded to international applicants upon admission to graduate study. The required financial verification must be provided before a visa can be issued.

## **Transfer Admission**

The Office of Admission expects all transfer applicants to have completed or have in progress at least one English composition course and one college level mathematics course. Applicants that have not completed or are currently enrolled in English composition and college level mathematics may still apply for admission.

The lack of English composition and college level mathematics will be taken into consideration for admission.

### Major Preparation Suggestions:

Transfer applicants interested in Business should try to complete the following courses:

- Microeconomics
- Macroeconomics
- Financial Accounting
- Managerial Accounting
- Statistics

Transfer applicants interested in Psychology should try to complete the following courses:

- General Psychology
- Statistics

Transfer applicants interested in Biomedical Science should try to complete the following courses:

- One year of General Biology
- One year of General Chemistry
- One semester of Calculus

### **Marymount Transfer Admission Guarantee**

Marymount provides a guarantee transfer admission option to all transfer applicants. This guarantee sets a minimum standard of admission for all Bachelor's degree programs and allows for automatic awarding of transfer scholarships. Note: returning Marymount students who have not obtained an Associate Degree at least two years prior to application for admission or those who are in poor academic standing are not eligible for guarantee admission.

- Completion of college-level composition, or equivalent, with a grade of C or higher
- Completion of college-level mathematics with a grade of C or higher
- Cumulative 2.75 GPA in transferable courses
- Completion of 24 transferable units

For the most current information on admission processes and deadlines, please visit our website at: <http://www.MarymountCalifornia.edu/admission>

### **Graduate Admission**

Marymount California University offers three Master's programs: Master of Science in Community Psychology (CP); Master of Science in Leadership and Global Development (LGD); and Master of Business Administration (MBA). Applicants for admission to graduate study must apply for acceptance into a

specific graduate program and work towards a specific advanced degree. A general requirement for admission is that an applicant should hold the degree of Bachelor of Arts, Letters, Philosophy, or Science (or an acceptable equivalent) from a regionally accredited academic institution or equivalent.

Each applicant's file is comprehensively evaluated by the Office of Graduate Admission based on academic subject preparation, scholarship, letters of recommendation, and examples of previous work. A critical evaluative question is whether the applicant's academic objectives can reasonably be satisfied by a particular graduate program on this campus.

## APPLICATION PROCEDURES

### **How to Apply**

Prospective students should apply online using the application for Graduate Admission available at <http://MarymountCalifornia.edu/graduate-program-application-form>. Detailed instructions are included in the electronic application. For additional information, e-mail [graduateadmission@MarymountCalifornia.edu](mailto:graduateadmission@MarymountCalifornia.edu) or call (310) 303-7311.

The mandatory application fee is \$50.00 (\$60.00 for international students) and is not refundable. Payment instructions are provided in the electronic application as well as on the graduate program website.

### **When to Apply**

For all graduate programs, applications should be completed and submitted by the stated deadline. Program deadlines are published on the graduate program website [www.MarymountCalifornia.edu/graduate-programs](http://www.MarymountCalifornia.edu/graduate-programs). In order to process applications in time for the applicant to receive full consideration, letters of recommendation, and official transcripts must be received before the published deadlines. Applicants should consult the Office Graduate Admission for more detailed information.

## REQUIRED SUPPORTING DOCUMENTS

### **Letters of Recommendation**

Prospective students are encouraged to submit at least one letter of recommendation to support their application. The reference letter(s) should speak to the applicant's academic or professional strengths. Although this documentation is not required, it may help inform the Admission Committee regarding the applicant's likelihood of success in the graduate program. The recommendation letter(s) may be sent electronically to [graduateadmission@MarymountCalifornia.edu](mailto:graduateadmission@MarymountCalifornia.edu).

### **Domestic Academic Records**

Domestic applicants should request that official transcripts be sent to the Office of Graduate Admission. One complete set of official records covering all postsecondary academic work attempted, regardless of length of attendance, is required. One official set of transcripts must also be submitted by applicants who attended or graduated from Marymount. Applicants with academic work in progress must complete their undergraduate degree programs before the intended date of enrollment at Marymount and must submit evidence of degree conferral before officially enrolling.

## **International Academic Records**

Official records from international institutions should be sent directly to the Office of Graduate Admission. Records of academic study from international institutions must be official, bearing the original signature of the Registrar and the seal of the issuing institution. Applicants should not send the original of an academic record which cannot be replaced; they should obtain instead properly certified copies. Unless academic records and diplomas are issued in English by the institution, the official records in their original language must be submitted with an authorized, complete, and exact English translation. International academic records must be in duplicate and include all subjects or courses taken on a yearly basis, together with the units of credit or time allotted to each subject each term or year and the marks or ratings in each subject or examination passed. In all cases the institutional grading scale or other standard of evaluation, including maximal passing and failing marks and definition of grades between them, should appear on official records or as an official attachment. Official evidence of degree conferral must also be supplied, together with evidence of rank in class if available.

## **Demonstration of English Language Proficiency for Admission**

Applicants whose primary language is not English are required to demonstrate proficiency in English for admission consideration. A student may receive a waiver to the Test of English as a Foreign Language (TOEFL or TOEFL iBT) requirement for purposes of admission to a Marymount graduate program if the student completed all of the requirements for their high school diploma, bachelor's degree, or an advanced degree in a country where the primary and/or dominant language is English, and where English was the language of instruction of the school where the requirements were completed. The TOEFL/TOEFL iBT requirement may be waived for admission purposes only.

Proficiency in English may be demonstrated by passing one of two standardized, internationally administered tests: TOEFL (the Test of English as a Foreign Language), or IELTS (International English Language Testing System). The applicant should take one of these tests at the earliest available date to ensure that the scores are reported in time to meet application deadlines. Applicants will not be admitted provisionally if they lack an acceptable proficiency score or have not yet taken an acceptable proficiency examination.

The TOEFL is administered by Educational Testing Service (ETS), <http://www.ets.org>. The minimum score required for admission consideration is 550 for the paper-based test; for the TOEFL iBT, the minimum required overall score for admission consideration is 79. TOEFL and TOEFL iBT scores that are two years old or older are not acceptable. Results of institutional (non-ETS) administrations of the TOEFL or TOEFL iBT are not acceptable.

English language proficiency may also be demonstrated by passing the Academic Modules of the International English Language Testing System (IELTS) examination (<http://www.ielts.org>). The minimum requirements for admission consideration are an overall score of 6.0, with a score of no less than 6.0 on any individual module. IELTS test scores that are two years old or older are not acceptable.



## SPECIAL NOTE TO INTERNATIONAL APPLICANTS

If admitted, international applicants will be required to certify that they possess sufficient funds to cover all tuition, fees, transportation, and living expenses for the first year of their studies at Marymount. A Statement of Financial Support for the purpose of verifying the amount and source of funds available for graduate study will be forwarded to international applicants upon admission to graduate study. The required financial verification must be provided before a visa can be issued.

### **Admission and Registration**

A formal notice of the admission decision is sent to each applicant as soon as possible after the application and complete records are received, and after the graduate admission committee has made a recommendation. The official notification will be mailed well in advance of the beginning of the semester for which application has been made.

Admission to graduate standing does not constitute registration for classes. A student is not officially registered for classes until the entire registration procedure is completed each semester, including payment of tuition, Student Services fees, and other university fees, and enrollment in courses. Information on registration dates and procedures will be mailed to newly admitted students prior to the registration cycle. Extensive information for newly admitted students is available online at <http://www.MarymountCalifornia.edu/graduate-programs>.

Applicants that wish to defer admission to a later academic semester (up to a maximum of two semesters after the original semester of admission), must notify the Office of Graduate Admission in writing. All requests for admission deferral must also be approved by the Office of Admission, in addition to the academic program to which the applicant was admitted.

### **Master's Graduate Program Admission Requirements**

1. A Bachelor's degree from a regionally accredited institution
2. Applicants must meet program-specific course requirements:
  - a. MS in Community Psychology: completion of 3 or more units of an undergraduate Statistics course\* from a regionally accredited institution with a grade of C or higher; Completion of 6 units in Psychology or other social or behavioral science.
  - b. MS in Leadership and Global Development: completion of 3 or more units of an undergraduate Statistics course\* from a regionally accredited institution with a grade of C or higher.
  - c. MBA: completion of college level Financial Accounting\* and completion of 3 or more units of an undergraduate Statistics course\* from a regionally accredited institution with a grade of C or higher.

3. Submit complete application by posted due date

\* Offered every semester at Marymount.

### **BA- Master's Admission Pathway Requirements**

The BA-MS Pathway programs in Community Psychology and Leadership & Global Development and the BA-MBA Pathway program consider only Marymount students who are classified at Junior level class standing by the February 1st application deadline. Undergraduates enrolled in any Marymount BA program are eligible to apply for a BA- Master's Pathway program if they have earned a cumulative Marymount GPA of 3.0 or higher and meet the program requirements. Only BA- Master's Pathway applicants that received at least a grade of C or higher in all required courses will be reviewed for admission.

1. Admission requirements for the BA-MS Pathway: Community Psychology
  - a. Completion of General Psychology.
  - b. Completion of college-level Statistics.
  - c. Completion of Psychology Research Methods.
2. Admission requirements for the BA-MS Pathway: Leadership & Global Development
  - a. Completion of Perspectives on Global Development.
  - b. Completion of college-level Statistics.
3. Admission requirements for the BA-MBA Pathway:
  - a. Completion of Financial Accounting.
  - b. Completion of college-level Statistics.
4. BA- Master's Pathway application must be accompanied by a proposed Educational Plan showing courses remaining to complete both the BA and the Master's degrees. Please work with a Program Advisor.

### **Provisional Admission**

Graduate applicants that are deemed to be deficient in academic preparation can be offered probationary admission.

Applicants admitted on probation are required to successfully complete one required prerequisite course as identified in their admission letter within their first semester.

## **Early University Entry**

Students who complete the equivalent of the eleventh grade at a U.S. high school educational program are eligible to apply for full-time, degree-seeking status as an Early University Entry student. Applicants must be 16 years of age by the official date of full-time enrollment.

In addition to the regular Freshmen admission process, Early University Entry students are required to submit at least one letter of reference that indicates that the applicant is mature, highly motivated, and prepared for a challenging academic environment.

## **Part-time Admission**

Part-time students seeking enrollment will be admitted on a space available basis.

## **Non-degree Seeking Students/Continuing Education**

Students who wish to enroll in courses pertaining to their personal interest and who have not been admitted into a degree seeking program would be considered a non-degree student.

To be enrolled as a non-degree seeking student, you must:

- Complete the non-degree enrollment form and state that you are a non-degree seeking student.
- Understand that acceptance in this category does not constitute acceptance to a degree granting program.
- Have sufficient educational background to qualify for the course or courses in which enrollment is sought.
- Accept personal responsibility for the applicability of credits earned while registered in this category.
- Understand that students in this non-degree category cannot be considered for federal or state financial aid.

A non-degree student may register for no more than 7 credits each semester and may complete a maximum of 32 credits at Marymount California University, 15 of which can count toward a MCU degree. Upon completion of 32 credits, the student must either be admitted as a degree seeking student at Marymount California University or submit a letter of appeal to continue as a non-degree student. Any deviations from the admission policy or credit limits need the approval of the Admissions Committee.

Transient status allows students from another college or university to enroll at MCU for one semester, with the purpose of transferring that coursework back to their home institution. If you wish to enroll for more than one semester as a transient student, you must reapply each semester. Transient Students must have a minimum cumulative grade point average of 2.0 and be considered in good academic standing at their home institution and follow the non-degree enrollment process above. In addition, a Request for Verification of Enrollment Form from the college/university where you are currently enrolled confirming that you are a student in good standing will need to be submitted.

# Academic Advising and Career Services

## Mission Statement

The mission of the Marymount Advising and Career Services office is to provide a high quality, caring, student centered advising experience that promotes the educational, career, and personal development of each student.

## Vision Statement

The vision of the Advising and Career Services office at Marymount is to develop men and women with maturity, intellectual curiosity, and the skills to succeed. We strive to help students learn to take a proactive role in the academic and career advising process, through hands-on experience, actively participate in experiential education opportunities and thereby empowering themselves to become capable of making informed decisions regarding their future.

## Values

Academic and career advising at Marymount reflects the university's commitment to student learning, experiential learning, persistence, and success by:

- Promoting an ethical, intentional, and respectful partnership between students and their academic and career advisors.
- Striving to provide vital information and connections that lead to successful achievement of degree and career goals.
- Promoting an intentional teaching-learning and experiential education process; one that assists the student to learn critical thinking skills, problem solving skills, and decision making skills.
- Developing intentional partnerships where academic and career advisors and potential employers are accessible, knowledgeable, and take a personal interest in the student.

## Goals

Resources and programs offered through the Office of Advising and Career Services enhance students' ability to explore educational goals. The advising program, through respectful partnership between students, academic advisor, and the Office of Advising and Career Services, strives to:

- **Assist** students to develop critical thinking, problem solving, and reflective decision making skills.
- **Teach** students to use these critical thinking skills to evaluate potential short and long-term outcomes of their choices, including selection of an academic major.

- **Educate** students about Marymount academic policies, procedures, programs, and support services.
- **Advise** students in the development of a realistic education plan.
- **Develop** relationships with external educational and professional communities to achieve successful transitions between Marymount and other institutions and organizations.

## **Student Learning Outcomes of Advising and Career Services**

### **Cognitive Elements**

1. Students will know where to access the general education requirements for Marymount.
2. Students will know where to access the preparation for major (concentrations) requirements (AA/AS) and major degree requirements for the Marymount BA.
3. Students will know where to access university educational policies and procedures.
4. Students will know where to access university support services and activities.
5. Students will know how and where to access information about internships/practicum and career planning resources.

### **Skills Elements (Behavioral)**

1. Students will be able to research and create a realistic education plan, selecting appropriate courses required for degree attainment.
2. Students will know how to register for appropriate classes meeting their degree requirements and education plans.
3. Students will be able to develop the technical skills to access their Marymount student portal and websites for information regarding policies, procedures, deadline dates, degree requirements, activities & programs, and contact with advisors.
4. Students will be able to run an electronic degree audit and apply for degree conferral.
5. Students will be able to identify and participate in appropriate internships and career planning activities.

## Affective Elements

1. Students will appreciate the development of personal goals based on their skills, abilities, aptitudes, interests, and practical experiences in partnership with their academic and career advisors.
2. Students will feel empowered by learning to make decisions based on research and critical thinking.
3. Students will appreciate being able to access information about graduation requirements, major requirements, internships/practicum, careers, and graduate education.
4. Students will value their decisions and accept the consequences of their choices.
5. Students will understand that, ultimately, they are responsible for their academic and career success.

## Career and Internship Services

### Career Advising

The primary mission of the Career Services and Internship office at Marymount California University is to provide opportunities for career exploration in order to assist students in developing their career plans. To fulfill this mission, career services will provide career counseling, resources, strategies, programs, workshops/webinars, job search and interview preparation, self-assessment tools, graduate school information, and recruiting activities.

### Internship/Practicum Coordination

Internships and practica are structured learning experiences in a work setting that involve a partnership between a student, Marymount California University, and a particular company/organization. In an internship/practicum, a student will bridge and strengthen the connection between education and career. Through the involvement in an internship/practicum experience, the student will develop career development skills and strategies in the ***four major career management areas***:

- **Self-Assessment** - access to tools and resources to connect student interests and traits to majors, occupations, industries and companies.
- **Professional Credentials** - access to workshops/webinars to develop professional resumes, cover letters and interview skills.
- **Networking** - introducing a comprehensive approach to one of the most important ingredients in establishing a successful career. Students will connect with alumni, social networks and partnered employers to create a lasting career network.
- **The Job Marketplace** - introduce leading edge strategies and resources to navigate the complex terrain of companies and organizations to identify appropriate employers and culture to achieve a thriving career.

# Academic Advising Services

Academic Advising is supported through three primary channels:

1. **First Year Seminar (ID 117)**

All freshmen enroll in ID 117, a seminar focused on foundations for university success, including educational planning. First year academic advising is supported through the seminar course. The instructor is the students advisor and provides year-long advising support. The focus is developmental in nature and helps students identify tools and approaches to self-assessment, academic planning, course selection, university engagement, and experiential learning.

**Academic Development: Transitioning to MCU (ID 217)**

It assists students in planning their MCU experience and accessing MCU's resources to achieve their academic goals.

2. **Faculty Advisors**

All continuing full-time students are assigned a faculty advisor within their declared BA major after freshman year. The faculty advising relationship helps students explore and further refine their educational and career objectives, and offers opportunities for guidance and mentoring. Faculty advisors hold weekly office hours.

3. **Advising Center**

The Advising Center serves all Marymount students by providing resources, workshops, appointments, and walk-in help in the areas of educational planning, transfer credit, study abroad, internship placement, and career development services.

## Transfer Advising

For acceptance of incoming transfer credit, see page 58. Students considering transfer to another four-year institution are advised to access the catalogs and web sites of the colleges and universities for which they plan to apply. Developmental courses in English (106, 108) and Mathematics (50, 60, 90) do not generally transfer. Marymount maintains articulation agreements with many institutions. Please refer to our website for updated information.

## **Articulation Agreements**

### **Independent Colleges and Universities**

Marymount has articulation agreements, general education transfer worksheets and transfer partnerships with many independent colleges and universities. Some of these colleges and universities include:

California Lutheran University	St. Mary's College of California
Chapman University	University of the Pacific
Loyola Marymount University	University of Redlands
Mount St. Mary's College	University of San Diego
Notre Dame de Namur University	University of San Francisco
Occidental College	University of Southern California
Pacific Oaks College	(articulation history)
Pepperdine University (Seaver College)	Whittier College

Marymount's policy is to develop and maintain articulation agreements with regionally accredited not-for-profit colleges and universities. Students should obtain a copy of the school catalog and consult with their advisor and the Advising and Career Services staff in preparation for transfer to one of these colleges and universities.

### **Out-of-State Colleges and Universities**

Students interested in transfer to colleges and universities outside of California should obtain copies of catalogs for schools of interest and consult with their advisor and Advising Services as soon as possible after entrance into Marymount.

### **University of California, California State University System, and Independent Transfer**

Marymount California University enjoys a rich tradition of articulation (transfer) agreements with four-year colleges and universities. Our students have successfully transferred to and completed BA programs at University of California campuses, California State Universities, USC and many other private institutions, both in and out of state. Students who enroll at MCU with personal goals to transfer are able to access Advising Services for specialized assistance with the transfer process.

Many lower division general education courses fulfill UC/CSU requirements. Students are eligible for transfer to CSU and UC after the completion of 60 transferable units and by meeting admission requirements of each institution. Acceptance at a transfer institution is dependent on the admission policies of the transfer institution. Their admission requirements may change without notice to MCU.

Marymount does not certify IGETC or CSU GE. Certification is not a condition of acceptance. The UC competitive student will complete 60 transferable units, lower division general education coursework, preparation for major coursework, and maintain a 3.50, or higher, grade point average.

We recommend that students work closely with the Advising staff to access resources and formulate their educational plans.



# Learning Resources

**Learning Resources** include Information Technology, the Library, and the Learning Center, all of which support the curriculum, aid independent study and enrich the university experience.

## Information Technology

### Got Tech?

The Marymount Got Tech website is where the Information Technology department provides all of the documentation and support services you'll need. Here you will find information about campus computers, my.MarymountCalifornia.edu, printing, e-mail, Wi-Fi, accounts and technical support. Here you can also download the Marymount app for iPhone and Android devices.

You can access the Got Tech page by visiting: [www.MarymountCalifornia.edu/gottech](http://www.MarymountCalifornia.edu/gottech)

### Technical Support

The Information Technology provides many different ways to contact the staff for technical support. We are available by e-mail, phone, live chat and offer a Help Desk system in which you can track and monitor your submitted tickets. All of this information can be found on the GotTech page at [www.MarymountCalifornia.edu/gottech](http://www.MarymountCalifornia.edu/gottech)

Contacting Support: (Please include your contact information)

Email: [support@MarymountCalifornia.edu](mailto:support@MarymountCalifornia.edu)

Phone: (M-F: 8 a.m.-5 p.m.) (310) 303-7268 (x7268 from Campus)

Website: <http://support.MarymountCalifornia.edu>

### Student Account Logins

You will be emailed an account activation email and login information when you have been admitted to the college. Be sure to remember this. It is your key to accessing all services offered by Marymount California University.

Should you forget your password, please visit our Gottech site at [www.MarymountCalifornia.edu/gottech](http://www.MarymountCalifornia.edu/gottech)

### Student E-Mail

Once admitted, students are required to use their Marymount assigned email account for all campus communication. This email account is a tool for you to communicate with faculty and staff and for Marymount to communicate with you. You can access your email via web browser by visiting: <http://webmail.MarymountCalifornia.edu>

For information about using Marymount's Email with your iPhone, iPad or Android device, please visit the GotTech site at [www.MarymountCalifornia.edu/gottech](http://www.MarymountCalifornia.edu/gottech)

## **Printing**

Marymount offers a wireless and campus wide printing solution that we call PrintSpot. You have the ability to print wirelessly from anywhere and pick up your jobs at any marked PrintSpot machine.

A valid Marymount ID Card is required for campus printing.

Additional information about this service can be found at the Got Tech website at [www.MarymountCalifornia.edu/gottech](http://www.MarymountCalifornia.edu/gottech)

## **Marymount Anywhere**

Marymount AnyWARE is a service the university provides to access software that Marymount owns, without having to install it on your computer. No more purchasing software for your class, or figuring out how to install it. You can run it from any internet connected computer – from anywhere in the world.

You can learn more about this service by visiting:

<https://remote.MarymountCalifornia.edu>

## **my.MarymountCalifornia.edu**

*my.MarymountCalifornia.edu* is your access to Marymount's LMS (Learning Management System). Students are expected to use *my.MarymountCalifornia.edu* (<https://my.MarymountCalifornia.edu>) to access their courses, syllabi, course content, assignments, calendars, student activities, gradebooks, ePortfolio, and more. You'll also be able to e-mail your instructors and advisors from your MyMarymount classlists.

Through MyMarymount, students are also able to link out to the Student Portal (<https://estudents.MarymountCalifornia.edu>) for registration, schedules, tuition payments, financial aid, finalized grades, course evaluations, etc.). Students can also link out to the Shuttle Bus schedule, and to Marymount's online digital library.

*my.MarymountCalifornia.edu* can be accessed from any device with an internet connection and a web browser (including laptops, iPads and tablets). Certain features of the LMS can also be accessed via the MyMarymount App, available for free download from the Apple Store (iPhone/iPad/iTouch), or for Droid devices from Google Marketplace.

For help logging-in please see our tutorials at: [www.MarymountCalifornia.edu/gottech](http://www.MarymountCalifornia.edu/gottech) or you can request help by email: [support@MarymountCalifornia.edu](mailto:support@MarymountCalifornia.edu)

Reminder – to login to *my.MarymountCalifornia.edu*, you must be a current or admitted Marymount student with a valid username and password.

## **Technology Assistance**

Marymount IT professionals are available to provide help with connecting to services provided by Marymount (Marymount AnyWARE, Marymount email, etc.).

Support is a higher level of assistance which pertains to but is not limited to, virus removal, computer malfunctions, technical issues with software or services not provided by Marymount. The Marymount IT Department does not support any devices not owned by the university.

Instructional labs provide a state-of-the-art environment by utilizing virtual computing. The media labs offer iMacs and MacPro to support the digital arts programs.

Wireless Internet Connectivity is provided across the campus including the Student Center, the Cafe and in every classroom. Students use their network login to gain access to the wireless network.

## **LAPTOP REQUIREMENT**

### **Student Laptop Program**

In an effort to prepare our students for a mobile technology workforce and to enhance the student's experience within the campus community, Marymount California University has adopted a laptop requirement. Owning your own laptop will open endless possibilities for connecting to the Internet, your Marymount e-mail account, Marymount's Learning Management System (LMS), instant messaging, not to mention the ability to take on-line courses, take notes in class, participate in in-class note-taking, on-line discussion groups, conduct research, and have access to course registration, class schedules, course syllabi and more.

### **Laptop Purchasing**

Software:

Microsoft and Adobe software available

<http://www.uscollegebuy.com/s.htm>

### **Dell Laptop Discounts**

Up to \$650 savings!

Up to \$1000 savings when comparing to a similar MacBook

<http://www.marymountcalifornia.edu/gottech>

### **Apple Discounts**

Pricelist attached

<http://www.marymountcalifornia.edu/institutional-technology/online-discounts>

## LAPTOP SPECIFICATIONS

### General Recommendations for students all students (Not BA specific)

#### Recommended Laptop Configuration

[Use as a Guide]

Features	Windows 7	Windows 8	Apple
<b>Operating System</b>	<b>Windows 7 Professional or Home</b>	<b>Windows 8</b>	<b>Mac OS X 10.7 or later</b>
<b>Processor</b> (computer clock speed)	Core-i3 or Higher		Core-i3 or Higher
	2 GHz+		2 GHz+
<b>Memory</b> (RAM)	4 GB		6 GB
<b>Hard Drive</b> (storage space)	Minimum 120 GB		
<b>Removable Storage</b>	USB Flash drive <sup>1</sup>		
<b>Wireless</b> (internal)	IEEE 802.11a/b/g/n, IEEE 802.11a/b/g or IEEE 802.11b/g <sup>2</sup>		
<b>Optical Drive</b>	CD/DVD-RW Combo		
<b>Software</b>	Microsoft Office 2007 or 2010		Office 2011 for Mac
	Microsoft Security Essentials		Sophos
<b>Virus Protection</b>	<a href="http://windows.microsoft.com/en-us/windows/security-essentials-download">http://windows.microsoft.com/en-us/windows/security-essentials-download</a>		<u>(download free from U-M)</u>
<b>Warranty</b>	3-yr labor & parts (complete care)		
<b>Printer</b>	Laserjet or Inkjet		

1 A 16GB flash drive is recommended for backing up your important data.

2 Most newer laptop computers are equipped with a built-in IEEE 802.11a/b/g/n, IEEE 802.11a/g/b, or IEEE 802.11b/g wireless network card.

## **Apple Related Recommendations**

Operating system: 10.7 or later.

Processor: Core i3 or higher

RAM: 4 GB or higher

Warranty: AppleCare

## **Media Studies recommended hardware and software**

### Hardware

MacBook Pro, 15 inch

2.7GHz quad core Intel i7 with Retina Display

16 GB 1600 MHz Memory

768 GB Flash Storage

Apple USB Superdrive (for burning DVDs)

USB 3.0 or Thunderbolt External Hard Drive min 1TB

### Software

Adobe Creative Cloud – Academic Avid Media

Avid Media Composer 7

Microsoft Office Suite 2011

Maya 2014 (for Animation students)

### Support

AppleCare Protection Plan for MacBook Pro

## **Web Design recommended hardware and software**

### Hardware

MacBook Pro, 15 inch

2.4 GHz quad core Intel i7 with Retina Display

8 GB 1600 MHz Memory

512 GB Flash Storage

USB 3.0 or Thunderbolt External Hard Drive min 500 GB

### Software

Adobe Creative Cloud

Microsoft Office Suite 2011

### Support

AppleCare Protection Plan for MacBook Pro

## **Business Studies Recommended Hardware**

Operating System: Windows 7 x64 or Windows 7 x86

Processor: Core iX - Series (i3, i5, i7)

Storage: 250Gb HDD or larger

Display: 15 inch or larger

Optical Drive: DVD+RW/CD-RW Drive

Wireless: 802.11b/g/n Wifi Receiver

## Laptop Support Policy

Marymount supports problematic connections between laptop computers and the Marymount network. Within this framework, the Institutional Technology helpdesk staff support a core set of hardware and software relating to network connectivity for computers meeting **ALL** of our requirements.

Please note: Marymount helpdesk staff support connectivity only. We do not provide support for applications, operating systems, hardware or other issues. Our helpdesk support technicians will make every effort to support connectivity for any English version of Windows 7, Windows Vista/XP Professional and Mac OSX. For further technical assistance, contact your notebook vendor.

- **Supported Laptop Computer**  
Any Windows compatible PC such as IBM, Dell, Compaq, Toshiba or Sony Mac laptops.
- **Supported Laptop Adapters**  
Any make or model such as Linksys, D-Link or Cisco or Mac Airport.
- **Supported Wireless Adapters**  
Any make or model that supports 802.11b, 802.11g or 802.11n wireless networking standard. Manufacturers include Linksys, D-Link, Cisco, IBM, Intel.
- **Supported Operating Systems (English Versions Only)**  
Windows 7, Windows 8.1, Windows Vista or Mac OSX.
- **Unsupported Operating Systems (Including any non-English OS Version)**  
Windows XP, Windows 95/98/ME, Linux, Windows NT, Windows 3.1, DOS, or any Windows Server Edition.

Marymount Technology staff will NOT provide the following service:

- Data backup and retrieval (we can recommend data retrieval companies).
- Hardware repair and depot (shipping and receiving) service.
- Connectivity with home or work wired and wireless networks.
- Support for third party peripherals (e.g. PDAs, cell phones, digital cameras, MP3 players, etc.). We will give our best effort to assist with connecting to Marymount webmail using cell phones and PDAs.

Students with a laptop meeting the Minimum Configuration will receive Basic Support. Basic Support provides “best-effort” assistance to access basic Marymount resources including webmail, wireless network, web applications and printing to Marymount networked printers. The quality of the wireless access depends on the quality and condition of the wireless card. ITS will not provide hardware assistance, including assistance to repair broken, disabled or faulty computers or computer components.

## Learning Center

**The Learning Center**, at the Oceanview campus, offers support services that enhance the educational experience of our students through supportive and individualized learning assistance. The Learning Center serves students of all levels, including those with disabilities. The goals of the Learning Center are to improve



students' learning efficiency, to enhance accessibility to the curriculum, to increase students' confidence, to foster independent learning, to improve retention, and support the University's Mission.

As part of student tuition, the Learning Center supports all students by providing tutoring in a wide variety of disciplines. Students may also access materials to improve study skills and time management, and faculty and peer tutors are available to assist students individually in these areas. The Peer Partner Program is designed to help students stay on track by meeting with a peer mentor on a weekly basis throughout the semester. Students are welcome to use the Learning Center and The Commons for both collaborative and independent study.

Students with disabilities (attention, learning, physical, and sensory) access support services in the Learning Center through the Coordinator of Disability

Resources. The Coordinator receives and evaluates documentation, and determines eligibility for services. Students request reasonable accommodations (e.g., extended-time for testing, note takers, and alternate text format) through the Coordinator, who serves as a liaison between students and faculty by request.

The Mariner Academic Strategies & Techniques (MAST) Program is a value-added program designed for highly motivated students who will benefit from an intensive mentoring model of support. MAST students at the Oceanview campus will meet with a learning specialist on a weekly basis to concentrate on cognitive learning skills, guided study, goal setting, assistive technology, and self-advocacy. This fee-based program extends over two sixteen-week semesters.

The Learning Center's Mariner Academic Assistance Program (MAAP) is a fee-based program at the Oceanview campus which provides consistent tutorial support in a particular subject area (math, English, or reading). Students select the level of support they need (two, three, or four appointments per week) with faculty tutors. These standing appointments are exclusively reserved, and student-tutor interaction covers course content, discipline concepts, discipline-specific vocabulary, and study strategies appropriate for mastery of the coursework. Students enroll in MAAP for one semester to address a particular course/area of study.

The Learning Center, at the Oceanview Campus, is staffed by the Director, the Coordinator of Disability Resources, the Interim Coordinator of Mentoring Programs, and MAST Learning Specialists. Adjunct faculty tutors are available in math, reading, and English. The professional staff is augmented by well-qualified and trained peer tutors and mentors.

## **Library**

**The Marymount California University Library** provides resources and services to support the curricular needs of the university community. Professional librarians strive to foster an appreciation for inquiry through the library's Information Literacy instructional program and personalized one-on-one research assistance. Students acquire lifelong skills for academic and personal information seeking by learning to find, evaluate, select and use information efficiently and effectively.

The Library provides an easily accessible print and electronic collection that supports the research needs of the university community and represents the diversity of the human experience. As of Spring 2014, the physical collection includes more than 24,000 books and 100 print periodical subscriptions. Digital access to over 85,000 e-books, 40,000 scholarly journals, newspapers and magazines, along with streaming media, is available through the library's 55 research databases. The online library is available 24/7 from any computer with an Internet connection through the library's website. The Library also offers a free interlibrary loan service to facilitate access to materials not owned by Marymount.

In addition, the Library provides students with a dedicated campus study space that includes computing, Wi-Fi, wireless printing and copying services.



# Marymount Courses

<b>Discipline</b> .....	<b>Abbreviation</b>
ACCOUNTING .....	ACCT
AMERICAN SIGN LANGUAGE.....	ASL
AMERICAN STUDIES .....	AS
ANTHROPOLOGY .....	ANT
ART .....	ART
ARTS & MEDIA.....	AM
BUSINESS.....	BUS
COMMUNICATION ARTS .....	CAR
COMMUNITY DEVELOPMENT .....	CD
COMMUNITY SPECIAL PROGRAMS .....	CSP
COMPUTER SCIENCE .....	CS
CRIMINAL JUSTICE .....	CJ
ECONOMICS .....	ECO
EDUCATION.....	EDU
ENGLISH .....	ENG
ENGLISH AS A SECOND LANGUAGE.....	ESL
FRENCH.....	FRE
FORENSIC SCIENCE INVESTIGATIONS .....	FSI
GEOGRAPHIC INFORMATION SYSTEMS .....	GIS
GEOGRAPHY .....	GEO
GLOBAL STUDIES .....	GS
HEALTH EDUCATION .....	HED
HISTORY.....	HIS
INTERDISCIPLINARY STUDIES .....	ID
ITALIAN.....	ITA
JAPANESE .....	JPN
MATHEMATICS .....	MTH
MEDIATION & CONFLICT RESOLUTION .....	MCR
MUSIC .....	MUS
PHILOSOPHY .....	PHI
PHYSICAL EDUCATION .....	PED
POLITICAL SCIENCE .....	POL
PSYCHOLOGY.....	PSY
RELIGIOUS STUDIES .....	REL
SCIENCE.....	SCI
SOCIOLOGY.....	SOC
SPANISH .....	SPA
SPEECH.....	SPE
STUDY ABROAD.....	SA
THEATRE ARTS .....	THE

## **Legend:**

### **Directed Study (catalog course unit value)**

A directed study is a course that appears in the Marymount catalog but is NOT being offered in the semester or session the student wishes to take it. The student may register and receive credit for such a course by working independently under the supervision of a faculty sponsor and with approval of Academic Affairs. In a directed study the faculty member shares the responsibility with the student, generally planning readings and/or projects and meeting with the student regularly to ensure that minimum contact hours and content requirements are met. Information, applications and hour requirements are available in the Registrar's Office and Academic Advising Services.

### **Independent Study 295, 395, 495 (1-12)**

Individual research under the direction of a faculty member in areas not an integral part of any regular course. Written report is required.

### **Independent Study 595 (1-12)**

Individual practice-based research under the direction of a faculty member. A written research report is required. Program Chair approval required.

### **Internships 291, 391, 491 (1-12)**

Prerequisite: Consent of Faculty of Record and completion of Internship Application.

A supervised off-campus practical experience in a community, company or institutional setting. Application of core concepts in an academic field with a Faculty of Record.

### **Internships 591 (1-12)**

Intensive post-baccalaureate practice-based research experience in a community or organizational setting. Requires a pre-approved, post-baccalaureate research plan with Program Chair approval.

### **Practicum 296, 396, 496 (1-6)**

Prerequisite: Consent of Faculty of Record and completion of Practicum Application.

Student participates in an on-campus experience with a Marymount faculty member, department or office. Focus of the practicum is related to Student Learning Outcomes (SLOs) developed between the student and the Faculty of Record.

### **Practicum 596 (1-6)**

Intensive post-baccalaureate practice-based research experience in an on-campus setting. Requires a pre-approved, post-baccalaureate research plan with Program Chair approval.

**Selected Topics 290, 390, 490 (1-3)**

Topics of special interest selected for intensive study. Topics to be announced.

**Selected Topics – ID 590 (1-3) ★★★★★** Prerequisite: Instructor consent; graduate standing. Topics of special interest selected for intensive study. Topics to be announced in schedule of courses.

**Service Learning - ID 192, 292, 392, 492, 592 (1-8)**

Service Learning provides the opportunity for students to apply core academic concepts to real world applications through participation in a related service project conjoined with a focused reflection process directed by an instructor of record. The reflection process can be completed in a variety of mediums, but must address pre-determined student learning outcomes. The parameters of each project must be determined before students register through completion of an application. The number of units granted must conform to the university's credit hour policy. The project must be approved by the instructor of record and the corresponding Program Chair and by the Director of Service Learning.

**Study Abroad – SA 100, 200, 300, 400**

Courses that appear as SA on a transcript are courses taken while abroad that are not comparable to any other course in the Catalog. Some have been predetermined to satisfy degree requirements. Others may satisfy degree requirements by petition. Others will be elective units. Unit value varies and will be designated on the transcript.

## Accounting (ACCT)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

### **ACCT 151 – Financial Accounting (4) ★★★** Prerequisite: English 106

Introduction to financial accounting of the corporate entity including recording, analyzing, and summarizing transactions, adjusting entries, closing process, inventory flow assumptions, depreciation, stocks, bonds, installment notes, intangibles, and uncollectible accounts. (Formerly BUS 151)

### **ACCT 201 – Managerial Accounting (3) Prerequisite: ACCT 151 with a grade of C or higher.**

Introduction to managerial accounting. Managerial accounting topics and concepts, cost-volume-profit analysis, contribution margin, capital budgeting, flexible budgets and profit planning, standard costs and variance analysis, decision making, responsibility accounting, job order costing and process costing. (Formerly BUS 201)

### **ACCT 351 - Intermediate Accounting I (3) ★★★★★** Prerequisite: ACCT 201

Professional level accounting. A comprehensive examination of financial accounting and reporting. Topics include conceptual framework, preparation and presentation of financial statements, revenue recognition, cash, receivables, inventory, plant assets, intangible assets and current liabilities.

### **ACCT 352 – Intermediate Accounting II (3) ★★★★★** Prerequisite: ACCT 351

Professional level accounting. Part two of the intermediate accounting sequence. Topics include bonds, long-term liabilities, construction contracts, leases, pensions, deferred income taxes, stockholders' equity, earnings per share, investments, and statement of cash flows.

### **ACCT 353 – Federal Income Taxation I (3) ★★★★★** Prerequisite: ACCT

201 Introduction to federal income taxation as applied to individuals and sole proprietorships. Topics include but are not limited to: filing status, gross income, deductions, exemptions, depreciation, employee expenses, non-taxable exchanges, property transactions.

### **ACCT 354 – Federal Income Taxation II (3) ★★★★★** Prerequisite: ACCT 353

Federal income taxation as applied to partnerships, corporations, estates and trusts. Topics include corporate tax returns, gift and estate taxes, trusts, and S-corporations.

### **ACCT 453 – Auditing (3) ★★★★★** Prerequisite: ACCT 352 and ACCT 354

This course examines financial statement auditing theory and practice. Topics include

auditing standards, audit evidence, internal control, auditors' reports, professional ethics, sampling, accountants' liability, and audit programs.

**ACCT 454 – CPA Exam Preparation and Review (3) ★★★★★★** Prerequisite: All upper division ACCT courses or approval of Program Chair. This course is intended to prepare students to take the CPA (Certified Public Accountant) exam. The content of all four parts of the exam (FAR, REG, AUD and BEC) is covered along with test taking strategies and actual test questions from previous exams.

**ACCT 501 – Accounting and Finance for Managers (3)** Prerequisite: Graduate or Senior standing. Provides students with a basic understanding of accounting and finance theory, concepts and tools to assist in the management of organizations and/or entrepreneurial ventures. The course is designed to allow students to view accounting as an information tool for managers and finance as a discipline to assure fiduciary success. Specific applications include balance sheet and income statement preparation and understanding, cash flow analyses, financing alternatives including cost of funds analysis, and what types of accounting systems best fit certain types of organizations or ventures.

**ACCT 290, 390, 490 - Selected Topics (1-3).**  
**ACCT 295, 395, 495 - Independent Study (1-12).**

## American Sign Language (ASL)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**ASL 100 – Elementary Sign Language I (3) ★** Basic course to develop receptive, expressive and conversational skills in finger-spelling and ASL symbols for use in functional settings. Course includes basic information about the deaf community and culture.

**ASL 101 – Elementary Sign Language II (3)** Prerequisite: ASL 100 with a grade of C or better, or satisfactory score on the placement test, or credit by examination. Continues the development of ASL vocabulary and more complex linguistic features. Emphasis is on receptive skills and secondarily expressive and conversational skills. Student will continue to learn about the deaf community as well as learn about the physiology of hearing.

**ASL 290, 390, 490 - Selected Topics (1-3).**  
**ASL 295, 395, 495 - Independent Study (1-12).**

## American Studies (AS)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**AS 200 – Introduction to American Studies (3) ★★★★★** This course provides students with an introduction to interdisciplinary considerations of the depth, pluralism, and complexity of American culture. Through the study of literature, historical writing, music, art, film, architecture, and political economy in the United States, American Studies 200 will reflect on various themes in American culture.

**AS 333 – Food in America (3) ★★★★★** This course will examine various ethnic influences and history on food in America as well as food and gender; the politics of food; food preferences and beliefs by culture, geographical region, and religion; effects of globalization on food choices; environmental threats to foods and food production; and nutrition and the American diet. Research, discussion and student participation will be emphasized.

**AS 290, 390, 490 - Selected Topics (1-3).**

**AS 295, 395, 495 - Independent Study (1-12).**

## Anthropology (ANT)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**ANT 110 – Biological Anthropology and Archaeology (3) ★★★** Prerequisite: English 106. Introduction to methods and theories of physical anthropology and archaeology; human origins, adaptations and evolution, and contemporary variations within and between human populations; a survey of the development of prehistoric cultures in major regions around the world.

**ANT 120 – Cultural Anthropology (3) ★★★** Prerequisite: English 106. The concept of culture and the evolution of cultural systems. The relevance of the concept of culture to modern life with a framework for understanding the theories, methods and applications of anthropology as a discipline.

**ANT 140 – Intercultural Communication (3) ★★★** A course which examines the role of communication in a multicultural context. Through lectures and problem solving exercises, students explore ways in which cultural differences impact the communication event. It will enhance intercultural awareness and communication competency to facilitate the student's ability to function more effectively in a pluralistic society. (Same as Communication Arts 140)

**ANT 200 – Applied Anthropology (3) ★★★** Recommended preparation: Ant, Soc, Econ or His. Introduction to application, including international development, law, health and medicine, cultural resource management, environment, industry, business, NGOs, advocacy and public policy. Prepares students to become effective, skilled professionals.

**ANT 235 – Introduction to Statistics for the Study of Behavior (4) ★★★**  
Prerequisite: C or higher in MTH 60 or 90. Application of descriptive and inferential statistical techniques for summarizing research data in the behavioral sciences including levels of measurement, frequency distributions, central tendency, variability, normal distributions, Central Limit Theorem and applications of a variety of statistical tests. (Same as Psychology 235 and Sociology 235). Comparable to BUS 220 and MTH 270.

**ANT 240 – Research Methods for the Study of Behavior (3) ★★★** Prerequisite: C or higher in ANT 235 or MTH 270. An introduction to scientific inquiry and research in the social sciences, including experimental and non-experimental designs. Includes data collection strategies, hypothesis testing, analyzing tests of measurement and use of computer aids. (Same as Sociology 240 and Psychology 240)

For students planning to major in the behavioral/social sciences, Statistics is the first component of a recommended two-course sequence and should be followed by ANT 240/PSY 240/SOC 240

**ANT 310 – Roots, Folk and World Music (3) ★★★★★** Prerequisite: One behavioral/social science course. A cross-cultural survey of indigenous, traditional, and “world” music genres. The course emphasizes the varying socio-cultural contexts of music—who performs, for whom, at what times and places, with what message or purpose. The course will also discuss essential features of music, such as rhythm, melody, harmony, and instrumentation. Same as MUS 310

**ANT 320 – Human Migration (3) ★★★★★** Prerequisites: At least one prior course in behavioral/social science, and in history. An overview of past, present, and projected future patterns of human migration from local to national and global levels, and their social, cultural, economic, political, and environmental impacts. (Same as GEO/SOC 320)

**ANT 290, 390, 490 – Selected Topics (1-3).**

**ANT 295, 395, 495 – Independent Study (1-12).**

## Arts & Media

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**AM 100 – Fundamentals of Arts & Media (3) ★★★** Class hours: 3 lecture. This art appreciation course improves the human ability to understand the language and cultural functions of art and media. It presents methods for analyzing, criticizing and evaluating various art forms and their content. The vocabulary of art and media criticism is emphasized. (Formerly Art 104)

**AM 101 – Western Civilization Art to the Renaissance (3) ★★★** Class hours: 3 lecture. This history course surveys the painting, sculpture and architecture of Western civilization from prehistoric times to the Renaissance. Analysis, evaluation and the interpretation of major themes in the development of the visual arts in Western Culture are explored. (Formerly Art 105)

**AM 102 – History of Broadcast Media (3) ★★★** Class hours: 3 lecture. This course examines the history of Radio and Television in the 20th Century. The course explores the development of broadcast media technologies as well as the evolution of the content of these medium including the news, entertainment genres, sports and advertising. (Replaced CAR 100)

**AM 104 – Introductory HTML & PHP (3) ★★★** Class hours: 3 lecture. Students learn the basics of reading and writing HTML. Basic hand coding skills are acquired using Adobe Dreamweaver. Students will also learn introductory PHP scripting skills. Website administration methods and server technologies are also explored.

**AM 105 – Introduction to Arts & Media Methodology (3) ★★★** Class hours: 3 lecture. This class explores theories of Arts and Media. Topics will include film, animation, interactive media, and graphic design. Students research and analyze these art forms through diverse verbal and written projects.

**AM 111 – Drawing 1 (3) ★** Class hours: 2 lecture; 4 laboratory. An introductory drawing class for Arts & Media and Non Art Majors emphasizing the principles of visual forms using a variety of traditional and nontraditional drawing tools and media. Emphasis is placed on visual literacy and vocabulary of the elements and principles of design. \$150.00 lab fee required. (Formerly Art 110)

**AM 112 – Introduction to Journalism (3) ★★★★★** This course introduces the student to the art of journalism. Students explore the different writing styles of radio, television and newspaper reporting. Students examine the social and political forces



that shape the news and that have defined journalism during the 20th century. Students will also examine the legal and ethical issues related to the profession. Internet journalism and blogging are also discussed. (Same as CAR/ENG 118)

**AM 120 – Digital Foundations (3) ★** Class hours: 2 lecture, 4 laboratory  
A digital design class, which explores elements and principles of Art and Design using media disciplines: video, animation, graphic design, website design. \$225.00 lab fee required.

**AM 122 – Video Production Methods 1 (3) ★** Class hours: 2 lecture, 4 laboratory.  
ENG (Electronic News Gathering) style digital video production methods using portable cameras, basic field lighting techniques and audio recording. Students learn the pre-production and post-production process of creating videos including the development of production outlines, scripts and editing to create an original short video. Emphasis is placed on technical proficiency with basic portable video equipment. \$275.00 lab fee required. (Same as ART/CAR 175)

**AM 131 – Painting (3) ★** Class hours: 2 lecture, 4 laboratory. An introductory course in painting for Arts & Media and Non Art Majors using a variety of painting techniques emphasizing color theory and image composition using opaque media. Approaches to painting different subject matter are explored. \$150.00 lab fee required. (Formerly ART 130)

**AM 132 – Film Production Methods 1 (3) ★** Class hours: 2 lecture, 4 laboratory.  
This course introduces the student to film making production methods using high-definition digital video cameras, basic field lighting and audio recording techniques. Students will learn the standard pre-production, production and post-production process of creating short films including the development of film scripts and storyboards to create individual short films. Emphasis is placed on creative expression in visual storytelling. \$275.00 lab fee required. (Same as ART/CAR 173)

**AM 141 – Digital Page Layout (3) ★** Class hours: 2 lecture, 4 laboratory. Print design course in the preparation of digital mechanicals for common layout designs. Students learn to prepare digital mechanicals for designs with Adobe Creative Suite. Traditional commercial printing and digital printing industry standards and vocabulary are emphasized. \$200.00 lab fee required. (Formerly Art 120)

**AM 151 – Digital Photography I (3) ★** Class hours: 2 lecture, 4 laboratory  
Beginning photography course introduces students to creative use of DSLR & HDLSLR cameras. Basic photographic vocabulary, history and styles are covered. Course emphasizes creative photography using manual camera settings, exposure, various lenses and accessories. Effective use of lighting is covered for studio, interior, exterior and natural settings. Students explore photographic genre and styles including: portrait, landscape, still life, commercial and fine art photography. Use

of various photographic methods, use of digital printers and printing papers will be incorporated. \$250.00 lab fee required.

**AM 201 – Western Civilization Art Since the Renaissance (3) ★★★** Class hours: 3 lecture. This history course surveys the painting, sculpture and architecture of Western civilization from the Renaissance through the 19th Century. The course explores the religious, philosophical, social and political ideas that have influenced artists and art movements throughout this period. (Formerly Art 106)

**AM 202 – History of Film (2-3) ★★★** This course surveys the evolution of filmmaking in the 20<sup>th</sup> and 21<sup>st</sup> centuries. The course exposes students to a wide range of film genres and explores how the cultural, political and ideological values have influenced filmmakers and the art of filmmaking. Critical analysis of film scriptwriting, cinematography, direction, acting and style are emphasized. (Same as CAR/ID 148)

**AM 203 – Digital 3d Modeling (3) ★** Class hours: 2 lecture, 4 laboratory. Students will gain a basic proficiency in Autodesk Maya 3D. Emphasis will be placed on principles of 3d design techniques for illustration and animation. The Autodesk Maya relationship to peripheral software such as Adobe Photoshop and After Effects will also be explored. \$200.00 lab fee required.

**AM 204 – Website Design 1 (3) ★** Prerequisite: AM 120 or 121; Class hours: 2 lecture, 4 laboratory. Introduces students to Adobe Dreamweaver to create basic Web page layouts. Students learn the basics of HTML, CSS and Adobe Photoshop to prepare photography and create graphics for Websites. Emphasis is placed on technical proficiency, content development and design style. Basic Internet vocabulary and industry standards are covered. \$200.00 lab fee required.

**AM 211 – Asian Art & Architecture (3) ★★★** Class hours: 3 lecture. This history course surveys the painting, sculpture and architecture of Non-Western cultures including China, Japan, India and Southeast Asia. The course explores how the ideals, values and religious beliefs of Non-Western cultures have influenced the art and artists of Asia. (Formerly Art 107)

**AM 212 – Television & Film Production Business Practices (3) ★★★** Class hours: 3 lecture. Students learn to develop production treatments and budgets for commercials, music videos, animations, series pilots, documentaries, and independent and feature films. Students will explore the different roles and responsibilities of executives and professionals in the television and film industries and develop promotional materials and distribution plans.

**AM 213 – Digital Video Motion Graphics (3) ★** Prerequisite: AM 120 or 121; Class hours: 2 lecture, 4 laboratory; Students learn to create motion graphics using Adobe After Effects and its peripheral support applications, Adobe Photoshop, Adobe Illustrator and Apple Sound Edit Pro. Students will learn how to integrate

2d and 3d graphics, video, text and sound to create engaging animations. Emphasis placed on the original design solutions and technical proficiency. \$250.00 lab fee required.

**AM 214 – Website Design 2 (3) ★** Prerequisite: AM 204; Class hours: 2 lecture, 4 laboratory. Studio course covers intermediate through advanced design and production methods for developing and publishing CSS Websites with Adobe Dreamweaver software. Students generate custom CSS code for Website and incorporate dynamic media into Web pages. Students learn how to generate dynamic content for Web pages with XML and acquire basic PHP scripting skills. Website promotion and SEO will also be explored. \$150.00 lab fee required.

**AM 221 – History of Graphic Design (3) ★★★** Class hours: 3 lecture. This history of typography, graphic design and illustration. Students will acquire foundational knowledge of the history of design beginning with the early forms of writing and graphic designs such as cuneiform and illuminated manuscripts. Examines how these early forms of design evolved over time into the various disciplines that have become the foundations for visual communications in contemporary times.

**AM 222 – Video Production Methods 2 (3) ★** Prerequisite AM 122 or CAR 175; Class hours: 2 lecture, 4 laboratory. Advanced video production methods including studio cameras, studio lighting techniques and studio audio recording. Students learn professional studio procedures for the pre-production, production and post-production process to create a full-length video or studio television pilot by working in teams that share roles and responsibilities. Emphasis on teamwork and developing technical proficiency with studio video production equipment. \$275.00 lab fee required.

**AM 231 – Three Dimensional Design (3) ★** Class hours: 2 lecture, 4 laboratory. A studio course in the elements and principles of visual order as they relate to three-dimensional forms for Arts & Media and Non-Art students using a variety of media and construction techniques. Explores the relationship between form and meaning in the visual arts. \$150.00 lab fee required. (Formerly ART 125)

**AM 232 – Film Production Methods 2 (3) ★** Prerequisite: AM 132 or CAR 173; Class hours: 2 lecture, 4 laboratory. This course provides the student the opportunity to create a more ambitious short film from concept to creation by working in teams. Student teams choose a subject of mutual interest and develop a production treatment and script for the film. Students share different production responsibilities and learn how to direct and coordinate a film crew, talent and equipment. Students then edit their film into a finished short feature for critique. \$275.00 lab fee required. (Formerly ART/CAR 174)

**AM 241 – Digital Photography & Imaging (3) ★** Class hours: 2 lecture, 4 laboratory. Intermediate course explores how to use Adobe Photoshop for the retouching, manipulation and composition of digital photographs. Students prepare

photography for print, web and video applications. Students explore photographic image editing and manipulation methods including selection and masking techniques. Emphasis on technical proficiency and creative expression. Resolution standards and digital color models are also covered. \$250.00 lab fee required. (Formerly ART 117)

**AM 242 – Digital Audio Production & Editing (3) ★★★** Class hours: 2 lecture, 4 laboratory. This studio course provides an overview of various methods of audio recording for video, film and multimedia projects. Students learn the basics of digital recording and monitoring methods using field and studio audio equipment. Students learn how to record voice over talent, announcers and performers in the field and sound booth settings. Students also learn how to record sound effects and create basic music theme soundtracks with Apple Garage Band software. \$225.00 lab fee required. (Formerly ART 176, same as CAR 176)

**AM 251 – Digital Publication Design (3) ★** Prerequisite: AM 141 or ART 120; Class hours: 2 lecture, 4 laboratory. Print design to prepare digital mechanicals for editorial and publication designs intended for commercial printing applications. Students prepare special printing effects with Adobe Creative Suite software including die cutting, embossing and spot varnishing for different types of designs. Traditional commercial printing and digital printing industry standards and vocabulary are emphasized. \$200.00 lab fee required.

**AM 252 – Digital Video Editing 1 (3) ★** Class hours: 2 lecture, 4 laboratory. Students acquire basic digital video production skills. Students will learn how to log and capture, and edit digital video. Students learn the basics of Avid Media Composer, to create narratives and commercial video content. Students learn how to compose titles and motion graphics and develop multiple audio tracks. \$225.00 lab fee required.

**AM 261 – Digital Typography (3) ★** Class hours: 2 lecture, 4 laboratory. This intermediate studio course provides the student with in-depth knowledge of the history, design and application of Typography in communication arts. Students will learn how to effectively use Type for a variety of graphic design applications with Adobe Creative Suite Software. Vocabulary of Typography is emphasized. \$200.00 lab fee required.

**AM 271 – Digital Illustration (3) ★** Prerequisite: AM 111 or ART 110; Class hours: 2 lecture, 4 laboratory. This intermediate course explores Adobe Illustrator software for creating illustration and graphic designs. Students create spot illustration, technical illustration, logos and info-graphics. Technical standards for the print industry are examined. Emphasis is placed on the principles of two-dimensional design and illustration style. (Formerly Art 121) \$200.00 lab fee required.

**AM 301 – Contemporary Art (3) ★★★** Class hours: 3 lecture. This history course surveys the painting, sculpture and architecture of contemporary art from the 20th

and 21st Centuries. Analysis, evaluation and the interpretation of major themes in the development of the visual arts in Western Culture are explored. The course explores the philosophical, social and political ideas that have influenced contemporary artists and art. (Formerly Art 109).

**AM 302 – Scriptwriting** (3) ★★★★★ Prerequisite: AM 122 or AM 132 or AM 303  
Class hours: 3 lecture. This course introduces the student to the craft of scriptwriting as a tool for communication and the expression of creative ideas in film and broadcast media. Students acquire the basic knowledge of the vocabulary, methods and styles of scriptwriting for different genres of media. (Formerly CAR/ENG 119).

**AM 303 Digital 3d Animation 1** (3) ★ Prerequisite: AM 203. Introduction to 3d computer generated animation for fields in cinema, games, graphic design, and interactive media. This course explores the 12 principles of animation, camera set-up and operation, lighting, animating using key-frame, set driven keys, graph editor, nonlinear, and path techniques. Students learn the basics of modeling, UV texture mapping, animation, staging, and editing using Autodesk Maya 3D, Adobe Photoshop and Adobe After Effects. \$225.00 lab fee required.

**AM 304 – History of Multimedia** (3) ★★★ Prerequisite: AM 102 or AM 112 or AM 202 or AM 221; Class hours: 3 lecture. Explores how traditional forms of media including radio; film, photography and television evolved and have begun to converge into new digital forms of media in contemporary times. Students learn the history of the personal computer and the World Wide Web to understand the evolution of digital technologies as a catalyst for new and emerging media.

**AM 311 – Digital Advertising Design** (3) ★ Prerequisite: AM 261; Class hours: 2 lecture, 4 laboratory. Advanced digital design studio course provides the student experience in creating creative advertising designs for a variety of printed applications. Students will learn how to effectively combine typography, illustrations and photography to create compelling advertisements with Adobe Creative Suite software. \$200.00 lab fee required.

**AM 312 – Digital Video Editing 2** (3) ★ Prerequisite: AM 252; Class hours: 2 lecture, 4 laboratory. This course provides the student with advanced digital video production techniques. Students will learn to use Avid Media Composer to create sophisticated animations, promotional and documentary video content. Emphasis will be placed on developing individual editing style and creative expression. \$225.00 lab fee required.

**AM 314 – Interactive Motion Graphics** (3) ★ Prerequisite: AM 120 or 121; Class hours: 2 lecture, 4 laboratory. Advanced digital studio course provides students with the ability to create interactive motion graphics for Websites and Multimedia projects using Adobe Flash. Students learn how to make sophisticated vector graphic animations with basic action scripting and a variety of interactive graphic elements. Emphasis is placed on technical proficiency. \$200.00 lab fee required.

**AM 321 – Digital Package Design (3) ★** Prerequisite: AM 251; Class hours: 2 lecture, 4 laboratory. Advanced studio course in prototype package designs for original brands and consumer goods. Students will design a brand and it's related packaging for three types of products: hard goods, soft goods and luxury goods. Students will research competitive brands and packaging solutions for a target market. Students will explore various materials and methods for creating their original package designs. \$200.00 lab fee required.

**AM 324 – Interactive Website Design (3) ★** Prerequisite: AM 214; Class hours: 2 lecture, 4 laboratory. Advanced digital studio course provides the student with technical and creative skills in the creation of interactive Websites using Adobe Flash & Adobe Dreamweaver. Students will learn how to plan, and develop an interactive graphic Website using original graphic designs and custom action scripting. Emphasis is placed on technical proficiency. \$150.00 lab fee required.

**AM 334 – Website Technologies (3) ★** Prerequisite: AM 214; Class hours: 2 lecture, 4 laboratory. Advanced course covers various technologies for Website development. Students learn how to add sophisticated functionality to Websites with various coding and server technologies including PHP, Javascript, MySQL, Content Management Systems (CMS). Server administration and management is also covered. Emphasis is placed on technical proficiency. \$150.00 lab fee required.

**AM 350 – Junior Research and Conceptual Development (3) ★★★★★** Class hours: 2 lecture, 4 laboratory Students create a series or body of work. Students learn research methods and conceptual development skills unique to media studies. \$300.00 lab fee required.

**AM 400 – Directing for Film, TV and Theater (3) ★★★** Prerequisites: AM 122 or AM 132 or AM 303 or THE 174 Class hours: 2 lecture, 4 laboratory. Advanced course building directing skills for performance, script, character development, and camera direction. Emphasis is placed on lecture/studio lab course work and project presentations. Assignments give the student director skills and techniques to employ in directing actors, auditioning, and acting for the camera, directing camera and production crew in-studio and on location. Basic vocabulary, techniques, procedures, and techniques for directing are covered. \$175.00 lab fee required.

**AM 403 – Digital 3d Animation 2 (3) ★** Prerequisite: AM 303 Class hours: 2 lecture, 4 laboratory. Advanced techniques in digital 3d modeling and animation as it applies to cinema, games and interactive media. Students learn Autodesk Maya 3D and peripheral applications to design and create sophisticated environments, particle systems and animated characters for animation. Students will be versed in composite techniques with Adobe After Effects. \$225.00 lab fee required.

**AM 497 – Arts & Media Senior Seminar (3) ★★★★★** Prerequisite: Senior class standing, and approval of AM Program Chair. This Senior Seminar provides students with an overview of the business practices and standards of industries related to

Digital Arts & Media, including television, film, photography, graphic design, animation and the Internet. The course also provides students with fundamental knowledge in self-promotion, including resume and cover letter writing, portfolio development and interviewing skills. Students will learn various methods for promoting themselves to potential employers including electronic resumes, online career tools, promotional reels, and portfolio development. \$300.00 lab fee required.

**AM 498 – Arts & Media Senior Project & Exhibition (3) ★★★★★★**

Prerequisite: Successful completion of AM 497, Senior class standing, and approval of AM Program Chair. This capstone studio course provides students with the unique opportunity to develop their own coursework in the form of a senior project that reflects the culmination of their education experience as an art, design or media production project. From concept to creation, students' work with faculty in their respective area of focus to produce an original professional art, design or media project for public exhibition. \$300.00 lab fee required.

**AM 290, 390, 490 - Selected Topics (1-3).**

**AM 291, 391, 491, 591 - Internship (12).**

**AM 295, 395, 495, 595 - Independent Study (1-12).**

**AM 296, 396, 496, 596 - Practicum (1-6).**

# Art

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**Art 108 – World History of Architecture (3) ★★★** Prerequisite: Completion of English 106. Survey of architecture from birth of civilization to the present. It is an examination of the cultural, economic, and political influences on the development of architecture. Course will familiarize students with architectural periods, styles, and characteristic design elements.

**Art 111 – Drawing Techniques II (3)** Prerequisite: AM 111 or Art 110. Class hours: 2 lecture, 4 laboratory. Continuation of drawing emphasizing creative and experimental approaches to non-traditional media and subject matter. \$150.00 lab fee required.

**Art 131 – Beginning Painting II (3)** Prerequisite: AM 131 or Art 130. Class hours: 2 lecture, 4 laboratory. Continuation of painting, emphasizing creative and experimental approaches to subject matter and technique with additional opportunities for personal expression. \$150.00 lab fee required.

**Art 171 – Fundamentals of Photography II (3)** Prerequisite: AM 151 or Art 170. Class hours: 2 lecture, 4 laboratory. Continuation of photography emphasizing creative and experimental approaches to subject matter and technique, with additional opportunities for personal expression. Issues of traditional black-and-white and color photography and electronic imaging will be explored aesthetically and technically. Students produce and discuss their creative portfolios, demonstrating understanding of importance of content, subject and individual style. Students use various 35mm, medium format 120 mm, 4 x 5 large format, and digital cameras, lighting, filters, experimental materials, and digital tools and materials. \$150.00 lab fee required.

**Art 185 – Backstage with the Arts (2-3) ★★★** Theoretical and practical aspects of visual and performing arts through a combination of lecture, discussion, and media presentations, and the direct experience of exhibits and performances. (Same as ID/MUS/THE 185)

**Art 221 – Life Drawing I (3)** Class hours: 2 lecture, 4 laboratory. ★ Introduction to drawing the human form from a live model, with emphasis on proportion, structure, anatomy and its expressive design. Includes exploration of various methods approaches, using a variety of traditional and non-traditional drawing media. \$150.00 lab fee required.



**Art 223 – Life Drawing II (3)** Prerequisite: Art 221. Class hours: 2 lecture, 4 laboratory. Course focuses on using the human figure as an element in composition, reinforces the skills and concepts used in Life Drawing I. Students develop further visual, verbal and technical skills necessary to representation of the figure. Work with live models, developing ability to draw figure perceptually and expressively. Designed to develop the student’s portfolio. \$150.00 lab fee required.

**Art 224 – Life Drawing III (3)** Prerequisite: Art 223. Class hours: 2 lecture, 4 laboratory. Students focus their particular interest in the human figure in longer term exercises and development of a personal figurative direction. Experimentation with creative and critical issues developing an awareness of some of the conceptual issues associated with the figure. Portfolio development. \$150.00 lab fee required.

**Art 230 – Intermediate Painting I (3)** Prerequisite: Art 131. Class hours: 2 lecture, 4 laboratory. Exploration of painting beyond the basics, with emphasis on personal vision and painting as a problem–solving process. Research, discussions and critiques encourage personal creative growth. Portfolio development. \$150.00 lab fee required.

**Art 231 – Intermediate Painting II (3)** Prerequisite: Art 230. Class hours: 2 lecture, 4 laboratory. Continuation of painting focusing on personal approaches to contemporary fine arts issues. Concentrates on inventive use of ideas, concepts and materials. Portfolio development. \$150.00 lab fee required.

## Business (BUS)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**BUS 110 – Introduction to Business (3) ★★★** The course examines the functions, objectives, organization and structure of business in a market economy and in a global context, including relationships among business, government, and the consumer. Course modules include business organization and management; pricing and distribution; human resources; accounting; financial management and investment; and the nature, causes and implications of international trade and multi-national business organizations.

**BUS 130 – Personal Finance (3) ★★★** Financial planning covering family budgeting, investments, housing, insurance, taxation, estate planning, credit and its use, job selection, planning for retirement, and installment buying.

**BUS 215 – Retail Merchandising (3) ★** Store management and merchandising, organization, personnel, sales promotion, display, buying, pricing, handling of merchandise, inventory turnover, and control methods.

**BUS 240 – Business Ethics: Theories, Values and Case Studies (3) ★★★★★**

This course critically analyses the essential role of ethics in the American-Global business community. Topics for analysis include: the current ethical conditions in the business community; defining business; defining ethics; the necessary connection between business and ethics; the purpose/s of work; fair profits and wages; capitalism and its critics; global business practices; power and justice; corporate and employee responsibilities; business, sustainability, and the environment; ethics and global business relations. (Same as PHI 240, replacing PHI 140)

**BUS 260 – Business Law (3) ★★★** Law and its relationship to business. Concepts and cases involving the legal system, disputes, resolution, torts, contracts and other areas of commercial law.

**BUS 270 – Small Business Management (3) ★★★** The factors involved in organizing, planning and running a small business. Problems of small firm growth and survival: sources of capital, legal problems, personnel, insurance, risks, financial problems, business taxes, product development, inventory control, purchasing, pricing, marketing and merchandising.

**BUS 300 – Principles of Management (3) ★★★★★** Prerequisite: BUS 110. A survey course that explores the art and science of organizational management, the class will examine classic theories, modern theories and applications. Students will learn to assess management activities as they apply to ethics, multiculturalism, social responsibility, and group dynamics. The class will introduce the concepts of scalable management principles as applied to small companies or multi-national corporations and will include techniques to evaluate the organization's environment and plan appropriate structures, processes and controls.

**BUS 301 – Management for Sustainability (3) ★★★★★** Prerequisite: BUS 300. The course examines what we mean by sustainability, how businesses as agents of change can integrate sustainability into strategic planning, and how they can recognize opportunity and build success by doing so. Topics include organizational culture and incentives, systems thinking, sustainable strategies and policy, innovation, efficiency, stakeholder engagement, partnerships, cradle to cradle design, product development, product life cycle assessment, environmental accounting, product declarations, management metrics, sustainability targets, training, and promotion. The class works collaboratively on a case study that benefits a local project or organization.

**BUS 315 – Entrepreneurship I (3) ★★★★★** Prerequisites: ACCT (BUS) 151 and 201, BUS 110, BUS 240 or 260, ECO/GS/HIS 135 and ECO 220 or 221/221H, and knowledge of computer technology and Microsoft Office applications.

Recommended pre- or corequisite: BUS 300. The course will set the framework for the principles and practices necessary for the formation and development of a new enterprise. In addition, students will learn what investors look for when assessing a business opportunity.

**BUS 316 – Entrepreneurship II (3) ★★★★★** Prerequisite: BUS 315. A project-based course that will emphasize the hands-on business practices which are the major components of a full-cycle development of an idea into a successful enterprise. Students will refine their entrepreneurial skills and develop a business plan.

**BUS 325 – Organizational Behavior (3) ★★★★★** A study of performance, behavior and group formation as it impacts organizational effectiveness. Students examine the social, psychological and theoretical factors that influence the management of groups and individuals in work settings. Topics include leadership, communication, power, organizational culture and politics. (Same as PSY 325)

**BUS 330 – Business Communication and Leadership (3) ★★★★★**  
Prerequisites: CAR/SPE 105 and BUS 300 or consent of instructor. Explores the role of communication in achieving organizational goals. Examines theories and practices of communication in public and private businesses. Emphasizes techniques to enhance understanding of organizations as cultures. Additionally, provides opportunity to practice communicating within the organizational structure through interviews, resumes, memo's letters and presentations. (Same as CAR 330)

**BUS 331 – Art of Negotiation: Theories and Communication Strategies (3) ★★★★★**  
Prerequisite: CAR/SPE 105. The course explores historic business/labor conflicts and the role of communication in the success or failure of those negotiations. Further, the application of conflict resolution theories and methods are emphasized with specific focus upon the role of initiator, responder and mediator. (Same as CAR 331)

**BUS 332 – Multicultural Communication (3) ★★★★★** Prerequisite: Completion of Liberal Education Core Speech requirement. The course examines the relationship between culture and communication with emphasis given to cultural norms and values, variances in contexts, psychological influences, linguistic and nonverbal variables. Additionally, methods for identifying potential cultural miscommunication and processes for resolving them through communication are also explored. (Same as CAR 332)

**BUS 350 – Principles of Marketing (3) ★★★★★** Prerequisite: ACCT (BUS) 151 and BUS 110 and BUS 240 or 260 and ECO/GS/HIS 135 and ECO 220. A foundation course in marketing theory and applications. Topics covered will include consumer research, product development, positioning, branding, market segmentation, pricing, communication, promotion, and distribution, with emphasis on the firm's own planning and strategic context.

**BUS 360 – Information Systems for Management (3) ★★★★★** Prerequisite: ACCT (BUS) 151, BUS 110, BUS 240 or 260, ECO/GS/HIS 135 and ECO 220 or 221/221H. Recommended corequisite: BUS 300. Recommended: knowledge of computer technology and Microsoft Office applications. An intensive and in-depth study of the rapidly evolving field of Business Information Systems. Students will analyze the role of technological, economic and market forces that have changed the US from a manufacturing industrial country to an information and service provider country. Emphasis is on identifying opportunities and understanding the challenges for startup businesses and the important role that user-friendly Business Information Systems play in the success of these startup companies.

**BUS 380 – Corporate Finance (4) ★★★★★** Prerequisites: ACCT (BUS) 201, and BUS 110, and BUS 240 or 260, and ECO 220 or 221, and ECO/GS/HIS 135, and BUS 220 or MTH 270. Familiarity with Excel is recommended. This course introduces concepts and techniques of financial analysis with emphasis on corporate finance, although the financial principles explored in the course are useful for small business and personal financial decisions. Topics include financial statement analysis, corporate valuation, the time value of money and net present value, capital structure, and project analysis. These techniques can be applied to financial management in both the profit and non-profit sectors.

**BUS 401 – Operations Management (3) ★★★★★** Prerequisites: BUS 300. This course examines the detailed functions, planning, processes & practices used to effectively oversee / manage the ‘value-adding’ activities within a business. This includes a solid overview of the history and evolution of said processes & practices, including an introduction to the Theory of Constraints which is a proven systems-based tool for more effectively managing ‘value-adding’ activities. From here, the students will be exposed to other systems-based processes and practices for other aspects of organizational management. These include: models and practices developed by: Senge, Jaques, Wheatley, Deming, Oshry, Kilmann, and others. It is the overall goal of this class to provide the student with a solid understanding of the traditionally accepted approached to Operations Management and then introduce them to a more holistic and sustainable set of tools and practices.

**BUS 402 – Integrative Quality Management (3) ★★★★★** Prerequisites: BUS 300. This course examines the history and evolution of the Total Quality Management movement. It will provide the student with an awareness of the past and present changes within the field of quality (control and management) and provide them with a solid familiarization of the philosophy, tools and practices within the TQM arena.

**BUS 403 – Theory of Constraints (3) ★★★★★** Prerequisite: BUS 401  
This course will introduce the students to the proven systems-based tools for Operations (DBR) and Projects (CC), the logic-based processes for developing insights into problems and setting the strategic plans for an organization (Thinking Process) and prepare them for taking the certification exams in these fields. In

addition, they will develop hands-on skills in the use of these tools through the completion of a class project (individually or in a small group). This class will also expose the student to other systems-based processes and practices that are in use in other aspects of organizational management. These include: models and practices developed by: Senge, Jaques, Wheatley, and others. It is the goal of this class to provide the students with a solid understanding of the tools within the systems-based business paradigm so they can become a principle figure, someone who leads/assists the organizational transition to the new systems-based paradigm.

**BUS 415 – Entrepreneurship for Social Change (3) ★★★★★** Prerequisite: BUS 315 or ECO 300 or ECO 400. Social entrepreneurship is an emerging field which asserts that the problems of the world cannot be solved by governments or economic markets. To make real changes, entrepreneurs must act as stewards of their communities and undertake ventures which add social value. This interdisciplinary course is targeted to those students who believe they may seriously consider a social entrepreneurial opportunity early in their careers, although the skills developed will benefit any career direction. This course will include a field project with significant social service value-added.

**BUS 425 – Introduction to Requisite Organizations (3) ★★★★★** Prerequisites: BUS 300. This course is designed to introduce basic Requisite Organization concepts and principles, and provides a foundation for understanding how Requisite Organization will affect their careers, their values, and the future of society. Requisite Organization, developed by the late Dr. Elliott Jaques, is a theory of management and work that describes the necessary conditions to develop a trust-inducing managerial system that can be sustained through time. The system provides for business effectiveness, the opportunity for all employees to use their full capability as employees, and creates conditions that allow all employees to work together in an honest and straight-forward manner.

**BUS 452 – Marketing Analytics and Forecasting (3) ★★★★★** Prerequisite: BUS 300 and BUS 350 and BUS 220 or MTH 270. Applications of quantitative techniques, qualitative analyses, and software modeling for the optimization of marketing decision-making and market predictions. Students will learn empirical applications of market data analysis, pricing optimization, market forecasting, channel optimization, segmentation, perceptual mapping, return on promotion, OLAP, and market response models.

**BUS 454 – New Product Development (3) ★★★★★** Prerequisite: BUS 350. This course will use readings, case analysis and projects to examine the processes, tools, and best practices used in developing new products and services. Topics include concept identification, market feasibility, technical feasibility, financial feasibility, new product adoption, and life-cycle management.

**BUS 456 – Integrated Marketing Communications (3) ★★★★★** Prerequisite: BUS 350. An overview of the components and tactics involved in creating an

integrated marketing communications strategy. This course is designed for students who will become decision makers in profit or non-profit organizations which engage in advertising, public relations, promotions, Internet marketing, point-of-purchase materials, media and client communications. Special attention will be placed on effectiveness and measurable results, and the role communication plays in the marketing environment.

**BUS 460 – Project Management (3) ★★★★★** Prerequisite: ACCT (BUS) 151 and BUS 110 and ECO/GS/HIS 135 and BUS 240 or 260 and ECO 220 or 221/221H, and BUS 220 or MTH 270. Introductory project management. Topics include organizing and managing project teams, planning, scheduling and cost management. Emphasis on developing and organizing team projects from conception to conclusion.

**BUS 461 – Management and Organizational Leadership (3) ★★★★★★** Prerequisite: BUS 300. A comprehensive study of the concepts, strategies, and skills inherent in the process of personal/professional transformation that is often the foundation of organizational leadership. Students will examine the various factors and classical and contemporary theories and styles of leadership, with their applications in a variety of professional global and local settings. Topics include models of leadership styles and techniques, organizational change agents, motivating personnel, decision-making and problem solving, ethics, interpersonal relationships, conflict resolution, and power.

**BUS 462 – Managerial Problem-solving (3) ★★★★★★** Prerequisite: BUS 300 This class is designed to provide the student with an in-depth overview of the two primary approaches used by managers to solve problems. The course will introduce the most common quantitative (financial and statistical) and qualitative tools and processes used to frame and resolve managerial problems. Students will also develop an understanding of which approach works best with which type of problem.

**BUS 497 & 498 – Business Capstone (3 each) ★★★★★★** Prerequisite: Senior class standing, and approval of Business Program Chair. Senior year capstone experience guided by a faculty mentor and leading to the completion of a project, a portfolio and a presentation. Includes research, analysis, and reflection on a topic chosen in partnership with the faculty advisor and Program Chair and completed under the guidance of a faculty mentor. Examples of projects include individual research, the formulation of a business plan for a start-up, the development of a strategic or operational plan for an existing business or non-profit, or a social entrepreneurship initiative. BUS 497: Selection, approval, and planning of an individual business capstone project. BUS 498: Completion and presentation of an individual business capstone project. BUS 497 is a prerequisite for BUS 498. \$150.00 lab fee required per course.

**BUS 512 – Business Writing and Communication (1)** Prerequisite: Graduate or Senior standing. This course covers a variety of technical and business writing styles for effective business communication. Writing fundamentals are emphasized,

applied to common forms of communication such as business letters, emails, memoranda, formal reports and proposals. Students will also learn the style and strategy for creating and repurposing content for Web 2.0+ platforms, such as blogs, microblogs and social networking sites.

**BUS 515 – Innovation Management (2)** Prerequisite: Graduate or Senior standing. This course discusses various approaches and processes of innovation and how it is managed in startups and larger enterprises. Enabling processes and inhibitors for creativity and innovation are identified. Some topics of intellectual property law such as copyrights and patents are discussed. Emerging trends in innovation management will be discussed.

**BUS 535 – Global Entrepreneurship and Economic Development (2)** Prerequisite: Graduate or Senior standing. Entrepreneurship is an integral part of economic change and growth. The course explains how economic conditions and incentives affect entrepreneurship, and how the actions of entrepreneurs in turn affect the broader economy. Entrepreneurship is viewed as an economic development strategy and entrepreneurs as agents of change and innovation. The course draws from recent theoretical insights and empirical findings to show how economics can contribute to our understanding of entrepreneurship.

**BUS 550 – Marketing Strategy (3)** Prerequisite: Graduate or Senior standing. This course covers fundamental marketing principles with a focus on effective marketing strategies in a digital era characterized by significant transformation from information technology. Markets of today require thinking globally but acting locally. They are also highly connected, participatory, and green, tooled to empower individuals and turn individual actions into massive market forces. In a way, the course re-conceptualizes the role of traditional marketing principles to explain the modern marketing actions fueled by the globalization, advanced technology, far-reaching connectivity, and unprecedented social presence.

**BUS 550L – Marketing Research and Analytics Lab (1)** Prerequisite: Graduate or Senior standing. This course takes an experiential learning approach to leveraging social networks, search engine marketing and social media platforms to promote an organization's brand or objectives. Students will work with real-world tools, scenarios and data. The course helps prepare students for work in marketing, consulting, and brand management in both B2C and B2B commerce. Students interested in entrepreneurship will find the course useful, as new businesses often rely on digital marketing to promote their brand and connect with consumers and investors.

**BUS 560 – Organizational Systems – Theory & Practice (3)** Prerequisite: Graduate or Senior standing. The course provides our students with a solid foundation and understanding of the broad field of Organizational Systems. This includes not only recognizing the inter-dependence within and across the organization's departments, functions, and divisions but recognizing the impact of

their interactions across an industry. This course will also take a look into how the organizations decisions and actions.

**BUS 561 – Organizational Strategy and Planning (3)** Prerequisite: Graduate or Senior standing. This course discusses the complexities of managing an organization from the perspective of the CEO or COO. The course is framed by the strategic management process, which includes setting goal setting, approaches to resource allocation, competency development toward competitive advantage and strategy execution. Students will learn how to develop a sustainable, values-based strategy based on internal organizational capabilities and external market opportunities in a competitive global marketplace.

**BUS 597 – Fieldwork: Exploration (1)** Prerequisite: Graduate standing. Students are introduced to the process of conducting fieldwork in an organization. The course discusses elements of action research and the process of scholarly inquiry. Students will learn how to gain access to an organization, identify and explore organizational challenges and gather evidence toward a business problem and solution. Prior coursework in marketing, accounting and finance, and entrepreneurship or organizational systems will be utilized. Students will deliver a final presentation and report of their findings as a business plan or fieldwork report.

**BUS 640 – Statistics, Decision-making, and Modeling (3)** Prerequisite: Graduate or Senior standing; undergraduate statistics course from a regionally accredited institution. This is a graduate level business research course that incorporates and links statistical analysis, related research methods, decision making and modeling for different assumptions & scenarios. It integrates a number of analytical methods and applies them to a variety of business problems. Topics include hypothesis testing, Analysis of Variance (ANOVA) and topics in regression analysis and forecasting. Students are expected to use Excel, SPSS or STATA and learn how to incorporate statistical results into sample reports.

**BUS 697 – Research Seminar I (3)** Prerequisite: Graduate standing and chair approval. This course is the first of two research seminar courses integrating all prior coursework into a capstone experience. In this course, students will gain access to an organization, investigate an organizational problem, and develop a proposal for a business plan solution. Students will gather evidence and co-create a resolution with a client organization and its key stakeholders. Students will deliver a final presentation and report their findings as a business plan proposal. The BUS 697-698 sequence is generally taken in final two semesters of program.

**BUS 698 – Research Seminar II (3)** Prerequisite: BUS 697. This course is the second of two research seminar courses integrating prior coursework to a capstone experience. In this course, students implement the project proposal created in the first seminar, BUS 697. The course reinforces skills developed in applied/action research and provides guidance for the action research process. The aims of the project will vary depending on the client organization's needs, but students should draw upon all



prior coursework to develop a comprehensive business solution. Students deliver a final presentation and report their findings as a business plan, case study, fieldwork or similar report. The course culminates in a professional presentation of the student's research project.

**BUS 290, 390, 490 - Selected Topics (1-3).**

**BUS 291, 391, 491, 591 - Internship (12).**

**BUS 295, 395, 495, 595 - Independent Study (1-12).**

**BUS 296, 396, 496, 596 - Practicum (1-6).**

## Communication Arts (CAR)

★ Open to students of any ESL/English level

★★ Placement in ENG 104 or higher

★★★ Placement in ENG 108 or higher

★★★★ Placement in ENG 112 or equivalent

★★★★★ Completion of ENG 112 or equivalent

★★★★★★ Completion of ENG 114 or equivalent

**CAR 101 – Introduction to Communication Studies (3) ★★★** Introductory course to the vast field of Communications. Theories, strategies and methods covered will provide students with an initial understanding of concepts as they relate to intercultural, interpersonal, organizational communication, public speaking and small group discussion. Students will acquire a knowledge of the academic background, the practice and the processes of the field of communication.

**CAR 105 – Fundamentals of Speech (3) ★★★** (Formerly SPE 110) An introductory course in public speaking that focuses on communication skills, including organization of ideas, research, critical thinking and audience adaptability. (Same as SPE 105)

**CAR 110 – Introduction to Theatre (3) ★★★** Exploration of the creative elements of theatre art: playwriting, acting, directing, scenic design, lighting and costume design. Analysis of major plays in production. (Same as THE 110)

**CAR 118 – Introduction to Journalism (3) ★★★★★** This course introduces the student to the art of journalism. Students explore the different writing styles of radio, television and newspaper reporting. Students examine the social and political forces that shape the news and that have defined journalism during the 20th century. Students will also examine the legal and ethical issues related to the profession. Internet journalism and blogging are also discussed. (Same as AM 112/ENG 118)

**CAR 125 – Small Group Discussion (3) ★★★** Basic principles and techniques of discussion. Relationship of discussion to democratic processes and contemporary society, including a study and practice of critical thinking, and problem-solving techniques in various group discussion settings. (Same as SPE 125)

**CAR 130 – Interpersonal Communication (3) ★★★★★** This course focuses on learning the theory and practical skills needed to improve the quality of interpersonal communication including social cognition, social rules, coding the message, conflict resolution and critical thinking skills. (Same as SPE 130)

**CAR 140 – Intercultural Communication (3) ★★★** A course that examines the role of communication in a multicultural context. Through lectures and problem-solving exercises, students explore ways in which cultural differences impact the communication event. It will enhance intercultural awareness and communication competency to facilitate the student's ability to function more effectively in a pluralistic society. (Same as ANT 140)

**CAR 145 – Communication Structures (3) ★★★** An examination of the structures underlying both verbal and visual modes of communication in modern society. Emphasis is placed on a study of comparable features in the various media used in the art of expression. Contemporary media will be investigated against a background of standard patterns of communication. (Same as SPE 145)

**CAR 148 – History of Film (2-3) ★★★** This course surveys the evolution of filmmaking in the 20th and 21st centuries. The course exposes students to a wide range of film genres and explores how the cultural, political and ideological values have influenced filmmakers and the art of filmmaking. Critical analysis of film scriptwriting, cinematography, direction, acting and style are emphasized. (Same as AM 202/ID 148)

**CAR 173 – Film Production Methods 1 (3) ★** Class hours: 2 lecture, 4 laboratory. This course introduces the student to traditional film production methods including the use of handheld 16mm film cameras, basic field lighting techniques and audio recording. Students will learn how to go through the pre-production, production and post-production process of creating short films including the development of film scripts and storyboards to create and edit an individual short film. Emphasis is placed on creative expression in the art of filmmaking. Lab fee required. (Same as AM 132)

**CAR 174 – Film Production Methods 2 (3) ★** Prerequisite: AM 132 or ART/CAR 173 Class hours: 2 lecture, 4 laboratory. This course provides the student the opportunity to create a more ambitious short film from concept to creation by working in teams. Student teams choose a subject of mutual interest and develop a production treatment and script for the film. Students share different production responsibilities and learn how to direct and coordinate a film crew, talent and equipment. Students then edit their film into a finished short feature for critique. Lab fee required. (Same as AM 232)

**CAR 175 – Video Production Methods 1 (3) ★** Class hours: 2 lecture, 4 laboratory. ENG (Electronic News Gathering) style digital video production methods using portable cameras, basic field lighting techniques and audio recording. Students learn the pre-production and post-production process of creating videos including

the development of production outlines, scripts and editing to create an original short video. Emphasis is placed on technical proficiency with basic portable video equipment. Lab fee required. (Same as AM 122)

**CAR 176 – Digital Audio Production & Editing (3) ★** Class hours: 2 lecture, 4 laboratory. Prerequisite: AM 122 or ART/CAR 175; This studio course provides an overview of various methods of audio recording for video, film and multimedia projects. Students learn the basics of digital recording and monitoring methods using field and studio audio equipment. Students learn how to record voice over talent, announcers and performers in the field and sound booth settings. Students also learn how to record sound effects and create basic music theme soundtracks with Apple Garage Band© software. Lab fee required. (Formerly ART 176, same as AM 242)

**CAR 200 – Oral Interpretation (3) ★★★** Analysis, theory and practice of oral interpretation of prose, verse and grammatic dialogue, with attention to effective delivery. (Same as SPE 200)

**CAR 250 – Argumentation and Debate (3) ★★★★★** Prerequisite: Car/Spe 105. An examination of the fundamentals of logical thinking, the analysis of propaganda, research techniques and the uses of evidence. Principles and techniques of effective group discussion, argumentation and debate. (Same as SPE 250)

**CAR 260 – Forensics (1) ★★★** (Formerly SPE 291) Concentrated training and instruction for the enhancement of public speaking skills, critical and analytical thinking, and literary analysis for the purpose of participating in either individual and/or team intercollegiate speaking activities. (Same as SPE 260)

**CAR 301 – International Journalism (3) ★★★★★★** This class focuses on the unique challenges of portraying foreign cultures in reporting. International journalism is a critical component in all facets of reporting, and this course develops an understanding of the complexities inherent in communications with foreign cultures. Students examine international journalists' work, explore how they strive to connect cultures in media conversations and coverage, and generate writing that connects the world through writing and reporting. The course covers practical approaches to journalism today.

**CAR 330 – Business Communication and Leadership (3) ★★★★★★** Prerequisites: CAR/SPE 105 and BUS 300 or consent of instructor and ENG 114. Explores the role of communication in achieving organizational goals. Examines theories and practices of communication in public and private businesses. Emphasizes techniques to enhance understanding of organizations as cultures. Additionally, provides opportunity to practice communicating within the organizational structure through interviews, resumes, memo's letters and presentations. (Same as BUS 330)

**CAR 331 – Art of Negotiation: Theories and Communication Strategies (3)**

★★★★★ Prerequisite: CAR/SPE 105 The course explores historic business/ labor conflicts and the role of communication in the success or failure of those negotiations. Further, the application of conflict resolution theories and methods are emphasized with specific focus upon the role of initiator, responder and mediator. (Same as BUS 331)

**CAR 332 – Multicultural Communication (3) ★★★★★★ Prerequisite:**

Completion of Liberal Education Core Speech requirement. The course examines the relationship between culture and communication with emphasis given to cultural norms and values, variances in contexts, psychological influences, linguistic and nonverbal variables. Additionally, methods for identifying potential cultural miscommunication and processes for resolving them through communication are also explored. (Same as BUS 332)

**CAR 290, 390, 490 – Selected Topics (1-3).**

**CAR 295, 395, 495 – Independent Study (1-12).**

## **Community Development (CD)**

★ Open to students of any ESL/English level

★★ Placement in ENG 104 or higher

★★★ Placement in ENG 108 or higher

★★★★ Placement in ENG 112 or equivalent

★★★★★ Completion of ENG 112 or equivalent

★★★★★★ Completion of ENG 114 or equivalent

**CD 500 – Professional Practice and Ethics (4) Prerequisite:** Graduate or Senior

standing. This course provides a basis for understanding one’s professional role and how to follow guidelines for success, taking into consideration questions of conscience, ethics, and values, as well as the tensions between community engagement, advocacy and participatory research, and specialized expertise. It will introduce concepts, tools, and skills needed to perform in diverse professional environments.

**CD 535 – Community Development Theory & Practice (3) Prerequisite:** Graduate

or Senior standing. The course introduces students to theories, debates and practical strategies regarding the sustainable development of less advantaged communities. Students gain an enhanced understanding of the complexities of community, development, sustainability, and participation. They critically analyze “community” as a set of social relations, as a local economy, as a built and natural environment, and as political organization. The course assumes communities have assets and obstacles, and that central to improving community life are communication, organization, inclusion, information and professional expertise. Examines concerns of economic opportunity, institutions, habitation, conflict, security, lack of specific skills and resources that impact livelihood potential; examines organizational efforts

to improve communities have their own characteristics, whether community-based, religious, governmental, NGO or others.

**CD 550 – Community Ethnography (3)** Prerequisite: Graduate or Senior standing. Introduces the ideas and techniques of field-based ethnography, including ethnographic accounts in conjunction with community members. Evolving from the participant-observation model of cultural anthropology, the course teaches students how to see, hear, record, document, and elicit information from community members, and how to weave this material together with other qualitative, quantitative, and geospatial material to create a holistic account of a community, village, or neighborhood. The course provides concrete training in writing and other kinds of graphical representations of social reality, using ethnographic techniques, accounts, maps, photos, charts and tables, and serves as a foundational course for the doing of graduate level field work.

**CD 575 – Community Design and Land Use Planning (3)** Prerequisite: Graduate or senior standing. The course provides a framework for analyzing the planning and design issues that a real estate developer will encounter as part of any project. Students will learn to evaluate site for development potential, identify those factors that will influence its design and begin to understand the effect that zoning laws and community stakeholders have on the built environment. The course will include all major real estate product types. The course will teach basic drafting skills such as drawing to scale and the 1-hour lab each week will require a drawing assignment.

**CD 290, 390, 490 – Selected Topics (1-3).**

**CD 295, 395, 495 – Independent Study (1-12).**

## **Community Special Programs (CSP)**

**CSP 297 Seminar Courses: (1-3)** A course for high-school students; each section focuses on a topic in the arts or humanities, social or natural sciences.

### **Notes:**

- 1. A maximum of 4 CSP units will apply toward graduation at Marymount, but will not fulfill general education requirements.**
- 2. Transferability for college credit varies from institution to institution and from department to department. Unit limitations may apply.**

## Computer Science (CS)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**CS 180 – Introduction to Computers (3) ★** Computer literacy, including an introduction to computer hardware, capabilities and limits of computers, the Internet, data transmission, and impacts of computing; use of productivity tools, including word processors, presentation programs, spreadsheets, databases and communications programs. Laboratory exercises give students hands-on experience with productivity tools.

**CS 183 – Computer Information Systems (3) ★★★★★** Lecture and Laboratory. Prerequisites: MTH 60 or 90, and CS 180 or another Introduction to Computers course or consent of instructor. The analysis, design, implementation, development and ongoing management of computer-based information systems; related software, hardware and networking issues for business and industry; end-user customization of applications and interfaces; and selection of information, via query and scripting languages. Programming languages and fundamentals of programming. Computer issues in the workplace and society.

**CS 195 – Programming and Problem Solving (3) ★★★** Lecture and Laboratory. Prerequisites: MTH 60 or 90; prior experience with basic programming concepts recommended. Elements of good programming design, style, documentation and efficiency. Methods for debugging verification. Fundamental techniques for solving problems using C++ programming language. Principles and use of object-oriented programming, including overloading, data abstraction, templates, inheritance and polymorphism.

**CS 196 – Introduction to Java Programming (3) ★★★** Prerequisite: Completion of MTH 60 or 90; prior experience with basic programming concepts recommended. This course is an introduction to the Java programming language and the Object-Oriented Programming paradigm (OOP). Students will write programs to solve problems in business, mathematics and other subjects, working with character strings, arrays, functions and procedures. Java browser applets will also be covered.

**CS 210 – Introduction to C Programming Language (3) ★★★** Prerequisite: Completion of MTH 60 or 90 or consent of the instructor. Fundamentals of the C programming language and its application to problem solving. Topics include structured programming techniques, variable types, control statements, built-in and

user-coded procedures and functions, arrays, pointers, full handling, and use of the C library.

**CS 290, 390, 490 – Selected Topics (1-3).**

**CS 295, 395, 495 – Independent Study (1-12).**

## **Criminal Justice (CJ)**

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**CJ 101 – Introduction to Criminal Justice (3) ★★★** This course is a study of the history and philosophy of administration of justice in the United States. The course will include a survey of law enforcement, the judiciary, and corrections. Topics include crime theory, role expectations and their inter-relationships, punishment, rehabilitation, ethics, education, and training.

**CJ 121 – Concepts of Criminal Law (3) ★★★★** This course examines the historical development and philosophy of law, including the provisions as set forth in the US Constitution, and its application to the criminal justice system. Topics covered in the course will include legal research, case law, crime classifications, crimes against persons, crimes against property, and crimes against the state.

**CJ 141 – Legal Aspects of Evidence (3) ★★★★** This course covers the legal aspects of evidence with the origins, development and philosophy of the constitutional and procedural considerations which affect arrest, search, and seizure. Topics covered in the course include types of evidence, governing rules of admissibility, judicial decisions and interpreting individual rights, and case studies viewed with respect to application in a criminal process from arrest through trial.

**CJ 151 – Introduction to Emergency Management (3) ★★★★** This course introduces the student to the fundamental aspects of emergency management. It examines the roles and responsibilities of government and non-profit agencies when responding to disasters and emergencies with emphasis on man-made, natural, and technological events most likely to affect the United States. The course emphasizes the four concepts of emergency management: preparedness, mitigation, response and recovery; and the role of the Federal Emergency Management Agency (FEMA).

**CJ 181 – Criminal Investigations (3) ★★★★** This course covers the fundamentals of criminal investigation. Topics covered in the course include crime scene search techniques and recording a crime scene; collection and preservation of physical evidence; modus operandi processes; sources of information; interview and interrogation; follow-up investigation techniques, and court preparation.

**CJ 251 – Communications for Crisis Situations (3) ★★★★★** This communications course covers a wide ranging set of skills for writing, speaking, and presenting information in a clear and concise manner especially during an emergency or disaster when internal and external communication is critical. It is designed to cover several areas to foster a real world application to a crisis situation. Some of the topics covered are models of communication, technology as a tool, social and multi-media applications, and developing communication procedures for emergency plans by utilizing ICS, NIMS and California’s SEMS.

**CJ 301 – Strategic Communication: Literacy Skills for the Public Safety Professional (4) ★★★★★** Prerequisite: CJ 101 This course presents techniques for clearly communicating information during incidents, emergencies, or crisis situations. The course is primarily developed for the public sector for areas such as Criminal Justice, Emergency Management, Fire Service, Homeland Security, and other fields. It focuses on developing the student’s ability to organize information and present it in written, oral, and presentation formats through research, development, writing, and public presentations. Emphasis is placed on applying writing and group presentation skills to professional activities in the public and private sectors.

**CJ 311 – Criminal Justice Administration (4) ★★★★★** Prerequisite: CJ 101 This course is designed to provide students with the basic philosophy, principles, and organizational structures available for administrators of the police, the courts, and corrections. The course develops a set of principles and practices used to organize and develop the operational deployment of the personnel, define their functions and roles within the criminal justice system. The course will examine the police, the courts, and corrections aspects separately and will not advocate a single or “best” management or organization style.

**CJ 331 – Ethics and Professional Responsibility in Criminal Justice (4) ★★★★★** Prerequisite: CJ 101 This course examines the philosophical and theoretical basis of ethics within the criminal justice profession throughout the US. It explores professional standards and professional conduct and analyzes and evaluates ethical dilemmas through case studies, research, and discussion. The roles of the organizations within the criminal justice system including police, corrections, prosecution and defense are each reviewed independently, and as a larger system. Same as PHI 331.

**CJ 355 – Criminal Justice, Homeland Security and Terrorism (4) ★★★★★** Prerequisite: CJ 101 This course examines the relationship between the historical and contemporary goals of terrorism, the United States homeland security efforts, including the Department of Homeland Security, and selected aspects of the United States criminal justice systems within the background of the larger global community.

**CJ 361 – Terrorism in the United States- Pre/Post 911Review (4) ★★★★★** Prerequisite: CJ 101 Case studies of terrorism incidents within the United States are reviewed with the presidential directives, presidential declarations, policy statements, and laws relating to terrorism which were in force and preceded the incidents; and those new laws that were derived from the incidents, such as the USAPATRIOT Act.



### **CJ 362 – Transnational Crimes and Comparative Criminal Justice Systems**

(4) ★★★★★ Prerequisite: CJ 101 This course presents an examination of selected criminal justice agencies around the world and their efforts to combat transnational criminal issues. The political, social, and economic environments are studied in relation to varying criminal justice practices. Topics will include the role of international law, the international criminal courts, the United Nations, and Interpol.

**CJ 290, 390, 490 – Selected Topics (1-3).**

**CJ 295, 395, 495 – Independent Study (1-12).**

## **Economics (ECO)**

★ Open to students of any ESL/English level

★★ Placement in ENG 104 or higher

★★★ Placement in ENG 108 or higher

★★★★ Placement in ENG 112 or equivalent

★★★★★ Completion of ENG 112 or equivalent

★★★★★★ Completion of ENG 114 or equivalent

**ECO 135 – Perspectives on Global Development (3) ★★★★★** This course provides a comparative, multi-disciplinary overview of concepts, methods, and theories of development and growth. Global disparities in wealth, power and quality of life are analyzed, and alternative approaches to development are examined. (Same as GS/HIS 135)

**ECO 220 – Microeconomics (3) ★★★★★** Prerequisite: C or higher in MTH 60 or 90 or equivalent placement. Essential principles of economic analysis from the viewpoint of choices to be made by individual economic units. Scarcity; supply, demand and elasticity; opportunity costs; cost theory; price and output determination under various market structures and factor markets; government regulation; comparative advantage; international trade. Application of economic theory to current economic problems.

**ECO 221 – Macroeconomics (3) ★★★★★** Prerequisite: C or higher in MTH 60 or 90 or equivalent placement. Essential principles of economic analysis from the viewpoint of the aggregate economy. Market systems; macroeconomic equilibrium; national income accounting; money and financial institutions; competing economic theories; business cycles, including recession, unemployment and inflation; the role of government in developing and implementing fiscal and monetary policies; international trade and finance. These topics are developed and discussed in relationship to current economic problems and issues.

**ECO 221H – Macroeconomics - Honors (3) ★★★★★** Prerequisite: C or higher in MTH 60 or 90; 3.3 GPA or consent of instructor. Essential principles of macroeconomic theory (scarcity, production possibilities, GDP, inflation, unemployment, money and financial institutions, fiscal and monetary policy, deficits)

taught for Honors students with an interdisciplinary emphasis on policy applications and historical interpretation.

**ECO 300 – Business, Government and Society (3) ★★★★★** Prerequisite: C or higher in ECO 220 or ECO/GS/HIS 135. The business firm as agent of wealth creation and change operates within a society's political, institutional, and cultural context. This course examines the interactions between business, government, and society from historical, conceptual and philosophical perspectives.

**ECO 301 – Comparative Economic Systems (3) ★★★★★** Prerequisite: C or higher in ECO 220 or 221. Exploration of historical and current institutions of free market and planned economies, including the European welfare state, the Soviet economy, liberalization models in Russia and Eastern Europe, the Chinese model, and views about the role of government in the United States economy. The course also examines the changing roles of international economic institutions, including the World Bank, the International Monetary Fund, the World Trade Organization, multinational corporations, and supply chain distribution networks. Replaced by ECO 420 Fall 2011.

**ECO 302 – California in the Global Economy (3) ★★★★★** An examination of key California industries including agriculture, energy, education, arts and media, manufacturing, tourism, services, and trade in a regional and global context. Topics include natural and human resources, diversity, migration, innovation, physical infrastructure and transportation, the regulatory and tax environment, and the international flow of goods, ideas and capital. Same as GS 302.

**ECO 400 – People, Profit, Planet (3) ★★★★★** Prerequisite: Senior standing. An interdisciplinary approach to the challenges of meeting human needs in a socially responsible and environmentally sustainable manner. The course expands on classical economic models by integrating consideration of a triple bottom line of profitability, social equity, and physical sustainability in the broader context of resources, systems, and values. Same as GS 400.

**ECO 410 – Economics of Population, Energy and Resources (3) ★★★★★** Prerequisite: upper division standing. This course will examine the historical trends of population economics and the future implications for energy and resource policy. It will examine aspects of local, national and global markets for resources, and resource management. Particular emphasis will be placed on the demand and supply of fossil fuels, nuclear power and renewable energy. Private-sector and public-sector solutions will be debated. Same as GS 410.

**ECO 420 – Economic Systems and Innovation (3) ★★★★★** Prerequisite: C or higher in ECO 220 or 221, or consent of instructor. This course explores the evolving relationship between open markets and economic management by the state, with particular emphasis on the shifts in the 20th century, their corresponding theoretical underpinnings, and current models. The focus is on how these shifts interact with innovation, economic growth, and vulnerability to shocks, and what lessons we can draw as the world confronts current challenges and opportunities. Readings and class

discussion are supplemented by case studies from different countries and economic models. Replacing ECO 301 beginning Fall 2011.

**ECO 520 – Economics for Planning (3)** Prerequisite: Graduate or Senior standing  
The course supports effective planning by presenting a resource framework and relating the use of economic indicators to interpret a community's economic context at the global, national, regional, local, and project level. Students study the interplay of these economic contexts through a collaborative case study project.

**ECO 290, 390, 490 - Selected Topics (1-3).**

**ECO 295, 395, 495 - Independent Study (1-12).**

## Education, Early Childhood (EDU)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**EDU 110 – Foundations of Education (3) ★★** An exploration of all aspects of various early childhood education programs, including their history, philosophy, theorists, teaching techniques, curriculum, equipment and staffing. Includes observation and field work as a teacher's aide.

**EDU 125 – Curriculum and the Young Child (3) ★★** This course explores the curriculum offered in Early Childhood Education programs. Teaching techniques and materials in all areas of curriculum, including music, art, language development, science, dramatic play, and fine and gross motor development. Includes observation and field work.

**EDU 130 – Children's Literature (3) ★★★** Prerequisite: ENG 106. A brief survey of the history of books for children; criteria for the selection of children's books; representative authors, illustrators and titles for the reading interests and needs of children of preschool, primary, intermediate and pre-adolescent levels; methods of stimulation and presentation of reading material; evaluation and critical analysis of series books, television, reference materials, puppetry, and poetry. (Same as ENG 117)

**EDU 140 – The Home, The School, The Community (3) ★★★** Prerequisite: ENG 106. Examines contemporary issues in education and their effect on the child and family. A study of the variety and pattern changes in family life and of the influence of family, church, school and peers upon the development of a child. (Same as SOC 140.)

**EDU 220 – Child Development (3) ★★★★★** A study of the social, emotional, physical and cognitive growth of child’s development at the prenatal, infancy, preschool and school–age levels. (Same as PSY 200.)

**EDU 310 – The Exceptional Child and the Inclusive Early Childhood Education Program (1) ★★★** Recommended prerequisite: Associate Teacher Permit on the Child Development Permit Matrix or equivalent education and experience. This course will expand the toolkit of early childhood educators for managing problem behaviors and recognizing the importance and impact of early intervention. Students will enhance their knowledge of medical and behavioral conditions, refine assessment skills and expand their strategies for providing the best possible outcome for children and their families.

**EDU 320 – Transitional Kindergarten (1) ★★★** Recommended prerequisite: Teaching certificate, or enrollment in a degree program, or Child Development Permit, or equivalent education and experience. This course will provide participants with lesson planning tools, and guidelines for creating an optimum environment. An overview of various observation and assessment tools designed for young children will be provided, along with instruction on utilizing these tools in effective curriculum development and implementation. Participants will learn specific strategies for managing challenging behaviors, as well as practical examples of classroom activities ideally suited to the young learner.

**EDU 510 – Unit Planning for Common Core: English Language Arts (2)**  
Prerequisite: a BA degree and a base level of knowledge of the Common Core State Standards. Unit planning, lesson design, and instructional strategies will look very different in classrooms aligned to the Common Core State Standards (CCSS). This course will introduce teachers and administrators to a unit map template that represents key components in unit design. Participants will begin the process of creating unit maps for targeted units of study aligned to the CCSS. Additionally, participants will see the connections between the unit map, effective lesson design, and engaging instructional strategies.

**EDU 511 – Unit Planning for Common Core: Mathematics (2)** Prerequisite: a BA degree and a base level of knowledge of the Common Core State Standards. Unit planning, lesson design, and instructional strategies will look very different in classrooms aligned to the Common Core State Standards (CCSS). This course will support teachers, and administrators in beginning their transition to the Common Core State Standards (CCSS) in Mathematics, using current classroom materials. Participating teams will collaboratively design a unit of instruction built around the CCSS, incorporating CCSS mathematical practices and content shifts, MARS assessments, and a variety of formats for lesson design.

**EDU 512 – Integrating Technology and Common Core State Standards (2-4)**  
Prerequisite: a valid California teaching credential. This course will give teachers and administrators the tools they need to effectively integrate technology into

everyday instructions, to enable students to attain proficiency in the use of common technology tools as required by CCSS assessments, and make full use of the technology available in many classrooms. The target audience will be K-12 teachers and administrators.

**EDU 513 – Integrating the Arts and Common Core State Standards (3)**

Prerequisite: a valid California teaching credential. This course will give teachers and administrators the tools they need to effectively integrate Visual and Performing Arts activities designed to promote creativity, critical thinking, problem solving, and speaking and listening into everyday instruction and thus address the creative elements of the Common Core State Standards. The target audience will be K-12 teachers and administrators.

**EDU 514 – Project-Based Learning and Common Core State Standards (3)**

Prerequisite: a valid California teaching credential. Project-Based Learning (PBL) is in perfect alignment with many of the Common Core State Standards. This course will give teachers and administrators the tools they need to engage their students in meaningful tasks that address many of the new Common Core State Standards. “Learning by Doing” as defined by John Dewey in 1897 will be the focus of student-centered project design, implementation, assessment, and standards alignment. The target audience will be K-12 teachers and administrators.

**EDU 540 – Comparative Education Systems (3)** Prerequisite: Graduate or Senior standing. One of society’s most important functions is to educate its citizens. K-12 schooling, whether public or private, is arguably one the most effective mechanisms to create and reproduce culture. Literacy and numeracy are taught to children the world over, but differing educational systems also reflect and inculcate values that vary from culture to culture. In this course, we will explore differing educational systems in various regions of the world, as well as the growing trend toward international education. The relationship of learner-teacher-subject-parent, and the impact these learning systems have on the creation of a nation’s culture, will be explored.

**EDU 290, 390, 490 - Selected Topics (1-3).**

**EDU 295, 395, 495 - Independent Study (1-12).**

## English (ENG)

Marymount requires that students complete at least the following sequence of English courses: ENG 112, 114, and 120 or above. Some incoming students may be required to begin their English sequence in ENG 108 and/or ENG 106.

Incoming students are placed into the sequence of required English courses according to their completion of equivalent courses at another regionally accredited institution; ACT, PSAT or SAT scores; Advanced Placement (AP) Examination scores; or the Accuplacer English placement tests. Students placed based on ACT, PSAT or SAT scores may request to take the appropriate Accuplacer placement test as a method to request a change of placement level according to the Placement Policy (see page 73).

To progress from one level to the next in the composition sequence (ENG 108, 112, 114) a grade of at least a C in the previous level is required. A grade of C or higher in ENG 114 is required for enrollment in a literature course (ENG 120 or above). Concurrent enrollment in ENG 114 and an English literature course (ENG 120 and above) may be requested by petition if the student earns a grade of A in ENG 112.

ENG 106 may be taken concurrently with ENG 108 or ENG 112. Students who are required to take ENG 106 must successfully complete the course before beginning ENG 114.

### **ENG 104 – English Fundamentals: Cross-Cultural Perspectives (3)**

Prerequisite: Placement test results. Typically taken concurrently with ENG 105 or 106. This is an entry-level course which emphasizes improvement of writing skills, including grammar and sentence structure, punctuation, paragraph and short essay development. The course offers students a chance to discuss and write about a variety of academic topics from a cross-cultural perspective. Effective fall 2012, this course is retired and the learning outcomes will be folded into ENG 108 Lab sections.

**ENG 105 – Developmental Reading I (3)** Extensive work to build vocabulary and comprehension skills. Vocabulary is taught through contextual analysis and the study of word elements. Mature reading materials are employed to teach main and subordinate idea differentiation, inferential comprehension, and study techniques. Placement in course is determined by placement exam score or exit exam score/grade in a previous Marymount reading course. Students who attain a qualifying score on the proficiency exam and a B+ or better in this course may be exempt from ENG 106. Effective fall 2012, this course is retired and the learning outcomes will be folded into ENG 106.

**ENG 106 – Developmental Reading II (3)** Placement in course is determined by placement exam score or by exit exam score/grade in ENG 105 or equivalent. Continued or advanced work to enhance vocabulary and comprehension skills. Advanced college vocabulary is taught through contextual analysis and the study of word elements. Higher level critical reading/thinking skills, such as distinguishing

fact from opinion, interpreting figurative language, recognizing propaganda and evaluating arguments, are taught using college level reading materials.

**ENG 108 – Introduction to College Composition (4)** Prerequisite: Accuplacer placement test or ACT/PSAT/SAT score. Corequisite: ENG 106 if indicated by placement test. A structural approach preparing the student for the writing of college essays: definition of a thesis, selection and development of supporting details, and effective organization. Review of grammatical principles, paragraph construction, revision strategies and editing techniques. All sections include an additional hour of work each week outside the class meeting times, usually in a digital environment, for additional support; assignment to individual competencies within these materials is generally based on instructor recommendation or placement test results. To ensure adequate preparation for ENG 112, all ENG 108 students must write an exit essay that is graded by the English faculty and constitutes 20% of the student’s final grade.

**ENG 112 – College Composition I: Expository Writing (3)** Prerequisite: Placement or grade of C or higher in ENG 108. Corequisite: ENG 106 if indicated by placement test or other criteria. Presentation of the key elements of an essay: thesis statements, topic sentences, outlining, paragraphing, sentence-combining, introductions and conclusions. A variety of approaches to the essay-writing task, including enumeration, definition, comparison/contrast, etc. The course examines the process of documented writing and requires its application in the form of a limited research paper or documented essay.

**ENG 114 – Analytical Reasoning and Composition (3)** Prerequisite: Grade of C or higher in ENG 112, completion of ENG 106 if indicated by placement test results or other criteria. Presentation of the key elements of critical analysis, with a focus on written response to culturally diverse college-level readings. Refinement of the use of quotations, summary, paraphrase, logical reasoning and argumentation to support clearly defined thesis statements. The course includes the preparation and writing of an extended research paper or documented essay requiring application of the process examined in ENG 112.

**ENG 115 – Creative Writing (3)** Prerequisite: Grade of C or higher in ENG 112. The writing of poems and short stories and the study of published models of verse and fiction aimed at the acquisition of professional techniques in formal writing.

**ENG 116 – Introduction to Language and Linguistics (3)** Prerequisite: Grade of C or higher in ENG 112. An exploration of origins of language and how it works: sounds, symbols, structures, language acquisition, animal and machine language. Includes discussions of psycholinguistics, sociolinguistics, historical linguistics and language change.

**ENG 117 – Children’s Literature (3) ★★★** See EDU 130. This course does not fulfill the English literature requirement.

**ENG 118 – Introduction to Journalism (3) ★★★★★** This course introduces the student to the art of journalism. Students explore the different writing styles of radio, television and newspaper reporting. Students examine the social and political forces that shape the news and that have defined journalism during the 20th century. Students will also examine the legal and ethical issues related to the profession. Internet journalism and blogging are also discussed. (Same as AM112, CAR 118)

**ENG 120 – Introduction to Literature (3)** Prerequisite: Grade of C or better in ENG 114. A survey of literature by genre and/or chronology with the principal emphasis on representative works from English and American literature. Short stories, poetry, and at least one play and one novel are studied in critical detail.

**ENG 125 – Literature and Film (3)** Prerequisite: Grade of C or higher in ENG 114. This course applies the principles of literary criticism and aesthetic analysis to the study of film and literature. Topics include the function of narrative in film, the relationship between the verbal and the visual image, and film as an effective medium for literary themes.

**ENG 130 – Introduction to the Novel (3)** Prerequisite: Grade of C or higher in ENG 114. A study of the novel as a literary form. Representative British and American novels are studied to demonstrate the scope, techniques and various forms of the genre.

**ENG 130H – Introduction to the Novel–Honors (3)** Prerequisite: 3.3 GPA or consent of instructor. Recommend Prerequisite: Grade of B or higher in ENG 114. A study of the novel as a literary form influenced by various historical, philosophical and socio-cultural developments. Students are expected to work with both primary and secondary sources. Scope of course may include representative works from American, British, European and Third World literature as determined by the instructor. Primary aim of the course is to demonstrate the scope, techniques, formal qualities and diversity of the novel as a literary genre.

**ENG 140 – Introduction to Drama (3)** Prerequisite: Grade of C or higher in ENG 114. A survey of dramatic works from the perspective of literature. Various types and forms of the drama as well as the artistic concerns of the dramatist are examined through selections from the history of the theatre.

**ENG 150 – Introduction to Shakespeare (3)** Prerequisite: Grade of C or higher in ENG 114. Selections from the comedies, histories and tragedies with an overview of Shakespeare's life and times.

**ENG 160 – Introduction to Poetry (3)** Prerequisite: Grade of C or higher in ENG 114. A study of the structure and content of poetry; meter and versification; attention to the various forms and techniques employed by the poet; interpretation and criticism of representative long and short poems.



**ENG 170 – Survey of the Short Story (3)** Prerequisite: Grade of C or higher in ENG 114. An examination of the scope and variety of short fiction, ranging from the parable and fable to the contemporary short story with focus on the elements and evolution of the literary genre.

**ENG 175 – Women in Literature (3)** Prerequisite: Grade of C or higher in ENG 114. A study of the portraits and images of women in all types of literature: poetry, fiction, drama and song composed by both men and women. A study of the language that controls the perception of women in general and affects the individual woman's self-image.

**ENG 208 – Survey of British Literature I (3)** Prerequisite: Grade of C or higher in ENG 114. A survey of British Literature from the Anglo-Saxon period to the mid-18th Century, with special emphasis on the development of English culture as it relates to and is reflected in the literature of the period.

**ENG 210 – Survey of British Literature II (3)** Prerequisite: Grade of C or higher in ENG 114. An introduction to the achievements of major British writers from the late 18th century to the present day, including novels, short stories, essays, poetry and dramas with a focus on the development of British literature and its relationship to various aspects of national life and international identity: from empire to commonwealth.

**ENG 220H – Survey of Literature, Honors (3)** Prerequisite: 3.3 GPA or consent of instructor. Recommend Prerequisite: Grade of B or higher in ENG 114. An overview of English and American literature from the Middle Ages to the present from a variety of approaches – psychological, historical and thematic – designed to challenge the student to significant research and analysis of substantive literary selections.

**ENG 230 – Survey of American Literature I (3)** Prerequisite: Grade of C or higher in ENG 114. This course is a survey of American literature from the Colonial period to the Civil War, 1865, including works from the Colonial Period (1588-1765), the New Republic (1765-1829), and the American Renaissance (1829-1865).

**ENG 231 – Survey of American Literature II (3)** Prerequisite: Grade of C or higher in ENG 114. This course is a survey of American literature from the late 19th century to the present, including works from the Age of Realism (1865-1914), the Modern Age (1914-1945), and the Postmodern Age (1945-present).

**ENG 240 – Roots of Western Literature (3)** Prerequisite: Grade of C or higher in ENG 114. An in-depth examination of some of the seminal works of Western literary tradition. Emphasis on the Greek and Roman myths; readings from the poets and playwrights of antiquity.

**ENG 250 – Comparative Literature (3)** Prerequisite: Grade of C or higher in ENG 114. An examination of significant trends and themes in world literature by means of comparing and contrasting selected works from the literature of at least two countries. The focus varies from genre study, such as the novel to examination of a movement (e.g., Romanticism) or a particular theme (e.g., “The Journey”). Beginning Fall 2010 replaced by ENG 302.

**ENG 260 – The Literature of American Ethnic Groups (3)** Prerequisite: Grade of C or higher in ENG 114. This course is designed to expose students to the literature of America’s major ethnic groups: African American, Hispanic American, Asian American, Native American and European American. The cultural diversity of the selections will provide not only a rich literary experience but also prepare students for the cross-cultural experiences that are inevitable in modern American life.

**ENG 302 – Comparative Literature (3) ★★★★★** Prerequisites: A grade of C or higher in ENG 120 or higher. An examination of major trends and themes in world literature by comparing and contrasting selected literary works that transcend language and culture. The focus may vary and may cover a specific era such as the modern times or a specific movement such as Romanticism.

**ENG 310 – American Catholic Writers (3) ★★★★★** Prerequisites: Completion of a lower division religion course and an elective literature course. This course examines American Catholic writers of the 20th Century, with an emphasis on Fiction, Drama, and Film. Students will learn how the author’s Catholic beliefs influence the characters, themes, and situations of the literary work, and understand how belief systems give unique perspectives on various aspects of American culture and society.

**ENG 340 – Literature Of Global Empire (3) ★★★★★** Prerequisites: a lower division history or a lower division geography course and a lower division literature course. An introduction to literature written by authors from colonizing nations about the colonial experience, and by authors of nations that have experienced colonization. The course is organized around recurrent themes in Colonial and Postcolonial literature—First and Third World places and identities, power and subordination, assimilation and resistance, belonging and exile, along with social, cultural and historical contexts for the peoples of Europe, Africa, India, Southeast Asia, Australia, and the Caribbean.

**ENG 290, 390, 490 – Selected Topics (1-3).**

**ENG 292 – Publication Productions (1-3).**

**ENG 295, 395, 495 – Independent Study (1-12).**

## English as a Second Language (ESL)

### ESL 150 – Intensive Workshop in English as a Second Language (1-4)

Prerequisite: Placement exam and consent of the instructor. A workshop in all of the basic communication skills: reading, writing, listening and speaking. Instruction is individualized to the extent possible. If taken for less than four units, this course may be repeated for credit; however, the total number of credit units given may not exceed four. This course may also be audited.

### ESL 295, 395, 495 – Independent Study (1-12).

## Forensic Science Investigations (FSI)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

### FSI 200 – Fundamentals of Forensic Science Investigations (3) ★ Prerequisite:

Sophomore standing. A comprehensive course that studies the fundamentals and applications of the forensic sciences and, within it, crime scene management. The design of this course is both academic and practical. Topics include *Management of Crime Scenes*, *Medicolegal Death Investigation*, *Crime Scene Reconstruction*, *Impression Evidence*, *DNA Evidence*, and *Ethics and Forensic Science*.

### FSI 241 – Ethics in Forensic Science (3) ★ Prerequisite: Sophomore standing.

This course explores the role of the forensic investigator as a moral progenitor and propagator. Students explore the forensic investigator from the moral lenses of a scientist, as a law enforcer, and as a member of the academic discipline of forensic science. The course explores both historical and current issues of ethical dilemmas and expectations of forensic scientists, investigators, and trainers/educators. A practical focus is placed in exploring each student's ethical foundations and growth. An academic approach focuses on philosophical paradigms of past and present in dealing with normative ethics of humankind.

### FSI 301 – Forensic Death Investigations (3) ★ Prerequisite: FSI 200. This course

explores the role that science plays in the medicolegal investigation of death. The course explores both historical and current death investigation and administrative legal issues relating to death investigation. A practical focus is placed on time of death estimation, blunt and sharp force trauma, gunfire injuries, thermal death, asphyxia and drowning deaths, electrical and lightning deaths, and vehicular accident injuries.

**FSI 302 – Forensic Fingerprint Evidence (3) ★** Prerequisite: FSI 200. This course covers the theory and comparison methodology of fingerprint individualization. The course explores the anatomical concepts underlying the biological uniqueness and persistence of friction ridge skin as well as classification techniques, analysis and comparison methods. Realizing that skill is developed through a combination of theory, apprenticeship and practical application, this course incorporates all three elements utilizing book reading, video tutorials and practical application of concepts.

**FSI 303 – DNA Evidence and Crime Solving (3) ★** Prerequisite: FSI 200. DNA is the genetic source code of life. It determines the physical characteristics of a person, as well as the internal processes that are essential for daily life and the continuance of future generations. Even though the vast majority of a person's genetic code has no function, modern science and technology has developed a way for it to be useful in aiding those in law enforcement. This course is designed as an in-depth look into Deoxyribonucleic acid and how it pertains to human identity.

**FSI 304 – Forensic Photography Techniques (3) ★** Prerequisite: FSI 200. This course is designed for the photographer with a working knowledge of the camera and basic knowledge of crime scene photography. This class will give a basic review and overview of crime scene photography and deals with advanced technical photographic techniques used in crime scene documentation.

**FSI 401 – Forensic Behavioral Analysis (3) ★** Prerequisite: FSI 301. This course explores the role that behavioral science plays in the criminal investigation process. The course explores both historical and current issues of analyzing serial crimes and serial offenders. A practical focus is placed exploring recurring patterns of serial crimes, drawing meaning from observations of crime scenes, time-line investigations, geographic observations and conclusions, and common analysis of serial crimes such as murder, rape, arson, robbery, cult and unorthodox religious based crimes, and hate and bias crimes. An academic approach focuses on psychological and sociological explanations of serial criminals such as environmental, personality, or psychological motives.

**FSI 402 – Forensic Anthropology: The Identification of Human Remains (3) ★** Prerequisite: FSI 301. This course will provide an overview of the techniques used by forensic anthropologists in the examination of crime scenes and the identification of human remains, stages of human decomposition, forensic entomology, forensic odontology and the forensic anthropologist in human rights cases.

**FSI 490 – Special Topics (3, 6, 9) ★** Prerequisite: FSI 301 or permission of the administrator. Course content is designed by Songer Institute staff based on needs of the profession, in coordination with specific agencies, or in cooperation with institutions of higher learning.

## French (FRE)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**Note:** Speakers of French with native-like fluency will not receive credit for courses except with advance approval from the instructor and department.

**Note:** Each four-unit language course is comparable to one year of a high school language course in the same language.

**FRE 100 – Elementary French I (4) ★★★** Basic course to develop comprehension, speaking, reading and writing skills. Essential structure of the French language and practical vocabulary. Laboratory work is required weekly.

**FRE 101 – Elementary French II (4) ★★★** Prerequisite: FRE 100 with a grade of C or better, or satisfactory score on the placement test, or credit by examination. Continues the study of basic grammar, structures, idioms and vocabulary. Emphasis is placed on speaking and reading skills. Laboratory work is required weekly.

**FRE 200 – Intermediate French I (4) ★★★** Prerequisite: FRE 101 with a grade of C or better, or satisfactory score on the placement test, or credit by examination. Continues the study of French grammar with readings in French for continued growth in vocabulary, speaking and writing skills. Course includes composition work and selected readings on the geography, customs and culture of France in order to stimulate intercultural awareness.

**FRE 201 – Intermediate French II (4) ★★★** Prerequisite: FRE 200 with a grade of C or better, or satisfactory score on the placement test, or credit by examination. Course includes the study of a wide variety of readings with occasional grammar review as preparation for more advanced work in literature. A continuation of the study of French civilization and culture as a vehicle for intercultural comparison and contrast forms an integral part of the coursework.

**FRE 290, 390, 490 – Selected Topics (1-3).**

**FRE 295, 395, 495 – Independent Study (1-12).**

# Geographic Information Systems (GIS)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**GIS 250 – Introduction to GPS and Remote Sensing (1) ★★★★★** Prerequisites: ENG 106 and MTH 60 or 90. Co-requisites: ENG 112 and GIS 255. Recommended Preparation: College level Natural Science course. An introduction to the Global Positioning System (GPS), a satellite-based technology for determining location, and its relation to the larger field of remote sensing. The course includes a brief history of GPS and remote sensing, a survey of GPS applications, field experience in the use of GPS devices, and an overview of the uses of GPS and remote sensing in conjunction with maps and Geographic Information Systems (GIS) (see GIS 255). Formerly GEO 250

**GIS 255 – Introduction to GIS (3) ★★★★★** Prerequisites: ENG 106 and MTH 60 or 90. Co-requisites: ENG 112 and GIS 250. An introduction to Geographic Information Systems (GIS), a computer-based technology for creating and manipulating spatial models. The course will provide a brief history of GIS, and survey its applications in business, regional planning, environmental research, and other areas; provide practice in data input from web/software, keyboard, and GPS sources; and introduce data management, analysis, and interpretation exercises in diverse applications. Formerly GEO 255

**GIS 500 – Geospatial Analytics Lab (1)** Prerequisite: Graduate or upper division standing. Recommended pre-requisite or co-requisite: PSY 540 Research Methods and Assessment. An introduction to the fundamentals of Geographic Information Systems (GIS) including concepts and skills in spatial reasoning and geospatial thinking. Involves hands-on experience working with map scales, coordinate systems, spatial data sources and accuracy, data structures, map features and attributes, map overlays, application of databases, creation of charts and graphs and presentation of data in map layouts. Focus is on community-related and business applications and the various ways in which GIS can be used in spatial query, problem analysis and decision-making support. Tools include ArcGIS and Community Analyst.

**GIS 290, 390, 490 – Selected Topics (1-3).**

**GIS 295, 395, 495 – Independent Study (1-12).**

# Geography (GEO)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**GEO 100 – Cultural Geography (3) ★★★** Examination of the cultural factors that condition the way people perceive, organize and use their habitats. General geographic concepts; settlement patterns, economic, religious, linguistic and political geography; and population dynamics.

**GEO 108 – Physical Geography (3) ★★★** Physical Geography is the study of planet Earth as a system of interrelated parts, exploring its major subsystems – land, water and air – and their interactions. Topics include weather and climate, the hydrologic cycle, land forms, soils, and vegetation.

**GEO 108H – Physical Geography Honors (3) ★★★★★** Prerequisite: 3.3 GPA or consent of instructor. This course studies the planet Earth as a system of interrelated parts, exploring its major subsystems – lithosphere, hydrosphere, atmosphere, biosphere – and their interactions. Topics include: weather and climate, geomorphology – including tectonic and gradation forces, soils, and vegetation. An extensive research project will explore the man-land relationship (man as caretaker or consumer).

**GEO 108L – Physical Geography Lab/Field Study (1) Co- or Prerequisite: GEO 108** and permission of instructor for weekend field trips. Directed application of methods of field study and analysis in physical geography. Lab fee required.

**GEO 120 – World Regional Geography (3) ★★★★★** Prerequisite: ENG 106. The basic concepts and fundamentals of both physical and cultural geography are used for an interpretation of the geographic regions of the world. These regions include the Americas; Europe and the former Soviet Union; Africa and the Middle East; Asia and the Pacific Islands.

**GEO 280 – Topics in Regional Geography (1-3) ★★★** Designed to study a wide range of topics related to geography, allowing for concentrated exploration of a specific geographic region.

**GEO 310 – California Geography (3) ★★★★★** Prerequisite: Science and Social/Behavioral Science and CC/CD Liberal Ed core (GE) requirements. A survey of California's physical and human geography, highlighting the regional and local distribution of resources, risks and opportunities, key geographical concepts including location, place and interaction, along with GIS applications, are applied

both to California's internal differentiation and to its changing relationships in the US and the Pacific Rim. Also emphasizes in-depth analysis of local communities such as Lake County, the Los Angeles Basin and San Pedro.

**GEO 320 – Human Migration (3) ★★★★★** Prerequisites: At least one prior course in behavioral/social science, and in history. An overview of past, present, and projected future patterns of human migration from local to national and global levels, and their social, cultural, economic, political, and environmental impacts. (Same as ANT/SOC 320)

**GEO 290, 390, 490 – Selected Topics (1-3).**

**GEO 295, 395, 495 – Independent Study (1-12).**

## Global Studies (GS)

★ Open to students of any ESL/English level

★★ Placement in ENG 104 or higher

★★★ Placement in ENG 108 or higher

★★★★ Placement in ENG 112 or equivalent

★★★★★ Completion of ENG 112 or equivalent

★★★★★★ Completion of ENG 114 or equivalent

**GS 135 – Perspectives on Global Development (3) ★★★★★** This course provides a comparative, multi-disciplinary overview of concepts, methods, and theories of development and growth. Global disparities in wealth, power and quality of life are analyzed, and alternative approaches to development are examined. (Same as ECO/HIS 135)

**GS 220 – Introduction to Sustainability (3) ★★★★★** Prerequisites: ENG 106 and MTH 60 or 90. Recommended preparation: prior college science course. A survey of the theory and practice of sustainability, addressing human impacts on Earth's natural and human resources through resource consumption, waste and pollution. Coverage includes philosophical rationales, scientific underpinnings, and applied measures to reduce unsustainable practices in business operations, public administration, household management, and other enterprises.

**GS 241 - Reflective Experiential Sojourn (1-2) ★** The course requires students who are encountering first hand a culture other than their own to engage in guided reflection on the experience. The course is open to international students studying in the U.S. as well as any student studying in a MCU-approved program outside of the U.S. May be repeated for credit.

**GS 302 – California in the Global Economy (3) ★★★★★** An examination of key California industries including agriculture, energy, education, arts and media, manufacturing, tourism, services, and trade in a regional and global context. Topics include natural and human resources, diversity, migration, innovation, physical



infrastructure and transportation, the regulatory and tax environment, and the international flow of goods, ideas, and capital. (Same as ECO 302)

**GS 330 – Climate Change (3) ★★★★★★** Prerequisite: One college level Science course. A consideration of climate change in relationship to human behavior. The course provides a general overview of the evidence for and against global warming, including discussion of greenhouse gases and their sources, Earth’s carbon cycle, natural and unnatural trends in atmospheric chemistry and climate change, effects of atmospheric changes, mitigation strategies, and political responses.

**GS 400 – People, Profit, Planet (3) ★★★★★★** Prerequisite: Senior standing. An interdisciplinary approach to the challenges of meeting human needs in a socially responsible and environmentally sustainable manner. The course expands on classical economic models by integrating consideration of a triple bottom line of profitability, social equity, and physical sustainability in the broader context of resources, systems, and values. (Same as ECO 400)

**GS 405 – Global City (3) ★★★★★★** Prerequisite: Junior / Senior standing preferred. A critical study of significant global cities of the world which examines the urban development, history, culture, politics, economics, environment, art, architecture, spatial analysis, resources , and relationships with other cities within globalization. **405A Global City: Los Angeles** - The city of Los Angeles will be studied through the works of scholars, filmmakers, and even the city itself as classroom for various onsite observations. **405B Global City: London** - The city of London as a uniquely globalized and post-colonial city will be studied through the works of scholars, artists, and filmmakers.

**GS 410 – Economics of Population, Energy and Resources (3) ★★★★★★** Prerequisite: upper division standing. This course will examine the historical trends of population economics and the future implications for energy and resource policy. It will examine aspects of local, national and global markets for resources, and resource management. Particular emphasis will be placed on the demand and supply of fossil fuels, nuclear power and renewable energy. Private-sector and public-sector solutions will be debated. (Same as ECO 410)

**GS 290, 390, 490 - Selected Topics (1-3).**

**GS 295, 395, 495, 595 - Independent Study (1-12).**

## Health Education (HED)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**HED 100 – First Aid and CPR (1) ★★★** A study of Community CPR and Basic First Aid techniques and procedures. Emphasis on practical skills and assessing emergencies in the home, school and community. American Red Cross certifications may be earned.

**HED 130 – Human Sexuality (2-3) ★★★★★** An analysis of human sexual behavior from the physiological, sociological and psychological points of view.

**HED 150 – Concepts in Health Education (1-2) ★★★** Contemporary health knowledge intended to develop proper attitudes and behavior. Topics selected from: nutrition, fitness, drug and alcohol use and abuse, stress, chronic diseases, acquaintance rape, death and dying, self-esteem, and lifestyle diseases.

**HED 170 – Fitness for Life (1-2) ★★★** A combination of physical assessments, classroom lectures, daily walking and/or physical activities to promote optimal wellness. (Same as PED 170)

**HED 290, 390, 490 – Selected Topics (1-3).**

**HED 295, 395, 495 – Independent Study (1-12).**

## History (HIS)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**HIS 100 – Western Tradition I (3) ★★★★★** Prerequisite: ENG 106. The emergence of European culture and the development of western society from the neolithic era to the Enlightenment. Emphasis on the political, economic, social, religious and intellectual events that had an impact on the maturation of European traditional culture.

**HIS 101 – Western Tradition II (3) ★★★★★** Prerequisite: ENG 106. Emergence of modern European culture and the development of western society from the Age

of Absolutism to the present. Emphasis on political, economic, social, religious and intellectual events that had greatest impact on the maturation of modern Europe.

**HIS 110 – World History I (3) ★★★** Students are introduced to the world’s regions and civilizations as interconnected entities from the antiquity to 1500. Students will examine the fundamental economic, social, political, and ideological elements of human culture in historical context. Students are also introduced to the ideas and accomplishments of significant men and women in each period and region.

**HIS 111 – World History II (3) ★★★** Students are introduced to the world’s regions and civilizations as interconnected entities from 1500 to the present. Students will examine the fundamental economic, social, political, and ideological elements of human culture in historical context. Students are also introduced to the ideas and accomplishments of significant men and women in each period and region.

**HIS 120 – History of the United States I (3) ★★★** Prerequisite: ENG 106. Survey of the political and social history of the United States from colonial times to 1865. Special emphasis on the constitutional development of the nation and on the development of American national characteristics.

**HIS 121 – History of the United States II (3) ★★★** Prerequisite: ENG 106 or equivalent. Survey of the political, social and institutional changes in the history of the United States since the Civil War. Emphasis on economic growth and the international role of the United States.

**HIS 125 – History of the United States Since 1945 (3) ★★★** Prerequisite: ENG 106 or equivalent. Survey course that examines and analyzes the development of the United States from 1945 to the present. Attention is given to the political, social, intellectual, cultural and economic changes in American society.

**HIS 135 – Perspectives on Global Development (3) ★★★** This course provides a comparative, multidisciplinary overview of concepts, methods and theories of development and growth. Global disparities in wealth, power, and quality of life are analyzed, and alternative approaches to development are examined. (same as ECO/ GS 135)

**HIS 200 – Twentieth Century Europe (3) ★★★** A study of the political, social, economic and intellectual trends in Europe from 1900 to the present. Emphasis on ideologies, political systems and social transformations during the Imperial Age, the Russian Revolution, the two World Wars and the era of super-power confrontation.

**HIS 201 – History of England (3) ★★★** A political and social history from the Tudor period to modern times. Development of parliamentary democracy, impact of the industrial revolution, expansion and decline of the empire, and creation of the modern welfare state.

**HIS 210H – Western Heritage, Honors (3) ★★★★★** Prerequisite: 3.3 GPA or consent of instructor. A critical survey of Western culture from the 17th century to the present based on analysis of primary sources, literature and film documentaries. Emphasis on social structures, political ideologies, economic systems, revolutionary movements, imperialism and modern warfare.

**HIS 220 – The United States in the Twentieth Century (3) ★★★★★** Prerequisite: English 106. An historical survey of the major movements and events of the 20th century to provide insight into those forces primarily responsible for shaping the present United States.

**HIS 220H – The United States in the Twentieth Century – Honors (3) ★★★★★** Prerequisite: 3.3 GPA or consent of instructor. An historical survey of the major movements and events of the 20th century to provide insight into those forces primarily responsible for shaping the present. United States.

**HIS 270 – Ethnic History of the United States (3) ★★★★★** This course surveys the history and current conditions of a range of ethnic groups in the United States, examining the distinctive features and contributions of different ethnic groups and cultures, as well as the range of variations in relations between ethnic groups and in their particular perspective on the institutions of the wider society. The history of issues interconnecting race, class, and politics is addressed to provide greater context for understanding various current issues in ethnic relations.

**HIS 275 – History of Women in the United States (3) ★★★★★** A survey of the expanding roles of women in American society since colonial times. Examination of the values, expectations and contributions of women from various social classes and ethnic groups.

**HIS 320 – Environmental History (3) ★★★★★★** Prerequisite: At least one course in U.S. History with coursework in World History, life sciences, and anthropology or sociology recommended. An overview of human impacts on the environment—local, national, and global—from prehistoric times to the present. The course also addresses changing perceptions of nature, and the historical emergence of modern environmental quality issues and mitigation strategies at local, national, and global levels.

**HIS 330 – Latin America and the Latino Experience (3) ★★★★★★** History of Latin America, with special emphasis on Mesoamerica, from before European contact up to the present. Explores the history of relations between Latin America and the US, with an emphasis on the development of Latino/Hispanic communities in the US, the development of Chicano and Diaspora identities, the role of US-Mexico border, and the role of Mexican heritage in US cultural diversity. Combining archaeology, ethnohistory, history, anthropology, cultural studies, political science,

global and ethnic studies, this course provides an in-depth foundation in the origins of, and evolution of, the Latino experience in America.

**HIS 290, 390, 490 – Selected Topics (1-3).**

**HIS 295, 395, 495 – Independent Study (1-12).**

## **Interdisciplinary Studies (ID)**

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**Note:** These courses (with the exception of ID117) fulfill the CC/CD requirement.

**ID 107 – Introduction to Peace and Conflict Studies (2-3) ★★★★★** Prerequisite: ENG 106. A survey of the causes, consequences and alternatives to conflict, from interpersonal to international levels. The course integrates perspectives, theories and issues from different disciplines and incorporates cross-cultural comparisons.

**ID 117 – The Art of Being Human (2-3) ★** A critical examination of the liberal arts and sciences for the purpose of acquiring the base skills, knowledge and values for personal, social and physical well-being.

**ID 117H – The Art of Being Human - Honors (3) ★★★★★** A critical examination of the liberal arts and sciences for the purpose of acquiring the basic skills, knowledge, and values for personal, social and environmental well-being. In this honors course, students will integrate their learning by actively participating in research, evaluation and integration of a focused honors study topic culminating in a project showcased at our fall honors symposium.

**ID 123 – Psychobiology: Mind, Brain and Behavior (3) ★★★★★** Prerequisite: PSY 150 or 150H. This course is designed to integrate psychological and biological approaches to explaining human consciousness and behavior. The interrelationship between mental experiences and the brain's neurochemical activities will be explored with respect to the following topics: sensation and perception; cognition; drives; emotions; social behavior; altered states of consciousness; mental health and mental illness. (Same as PSY 123)

**ID 123H – Psychobiology: Mind, Brain and Behavior - Honors (3) ★★★★★** Prerequisite: PSY 150/H, 3.3 GPA or consent of instructor. This course is designed to integrate psychological and biological approaches to explaining human consciousness and behavior. The interrelationship between mental experience and the brain's neurochemical activities will be explored with respect to the following topics: sensation and perception; cognition; drives; emotion; social behavior; altered states

of consciousness; mental health and mental illness. The course will also offer many opportunities to analyze the most current research in this area. (Same as PSY 123H)

**ID 126 – The Compleat Naturalist: Interdisciplinary Approaches to the Natural World (1-3) ★★★** A survey of how the sciences and humanities bear on our perception, understanding and response to a designated natural region and its distinctive features. The course integrates extensive field activities to interconnect natural history, the history of human adaptations, and both philosophical and artistic responses to the region. (126A-Southern California; 126B-Costa Rica; 126C-Ecuador)

**ID 133 – Dynamics of Leadership (1-3) ★★★** The purpose of this course is to provide the student with an intensive opportunity to analyze responsibilities and commitments in the context of leadership. This course explores theories and styles of leadership in order to understand the changing nature of leadership today and examines the ethics of leadership using current topics.

**ID 135 – Perspectives on Global Development (3) ★★★** This course provides a comparative, multidisciplinary overview of concepts, methods and theories of development and growth. Global disparities in wealth, power, and quality of life are analyzed, and alternative approaches to development are examined. (same as ECO/HIS 135, replaced by GS 135 Fall 2010)

**ID 142 – Religion in America I (3) ★★★** A study of the origins/importance of religion in America from pre-European contact to Civil War. Topics include: Native American religions, colonial powers, interaction with natives, Revolutionary and Federalist period, religious movement, utopian communities, rise of abolition and fight against slavery and religion and civil war. (Same as REL 142)

**ID 146 – Mysteries in Literature and Film (2-3) ★★★** Exploration of the mystery genre as it appears in literature and film. Emphasis on the elements of the mystery genre, including plot, characterization and tone.

**ID 147 – Literature and Psychology (2-3) ★★★** A study of psychology applied to an appreciation and understanding of selected writings.

**ID 148 – History of Film (2-3) ★★★** This course surveys the evolution of filmmaking in the 20th and 21st centuries. The course exposes students to a wide range of film genres and explores how the cultural, political and ideological values have influenced filmmakers and the art of filmmaking. Critical analysis of film scriptwriting, cinematography, direction, acting and style are emphasized. (Same as AM 202/CAR 148) 1

**ID 149 – Fairy Tales and Folklore (2-3) ★★★** This course explores the values and lessons in fairy tales and folk stories from around the world. Analysis of stories will incorporate a variety of interpretive perspectives, including psychological,

anthropological, feminist and humanist. Stories will be contrasted according to cultural differences as well as differences between print and film versions.

**ID 180 – Comparative Culture (2-3) ★★★** The study of a non-Western culture; the nature and interrelations of society, character and culture. The socio-cultural system of a country or area; cross-cultural communication and understanding. (180A – Japan; 180B – China; 180D – The Middle East; 180E – Kenya; 180F – Soviet Union)

**ID 185 – Backstage with the Arts (2-3) ★★★** Theoretical and practical aspects of visual and performing arts through a combination of lecture, discussion, and media presentations, and the direct experience of exhibits and performances. (Same as ART/MUS/THE 185)

**ID 191 – Western Culture (1-3) ★★★** A study of the culture and sub-cultures of Europe and the Americas, including their social systems, history, economy, religion and art. (191B – The Heritage of Britain; 191C – Mexico; 191E – The Iberian Peninsula; 191F – Scandinavia; 191G – France; 191I – Greece and Italy; 191K – Mesoamerica; 191L – Italy; M – Mediterranean Cultures)

**ID 217 – Academic Development: Transitioning to MCU (1) ★★** Prerequisite: by placement. The course is required of students transferring to MCU with 30 or more transfer units. It assists students in planning their MCU experience and accessing MCU's resources to achieve their academic goals.

**ID 230 – Information Literacy (1) ★★★★★** Learn to construct a research strategy and use research resources for academic and career endeavors. Examine information technology's impact on the individual and society. (Formerly ID 130)

**ID 279 – Study Travel (1) ★★★** Prerequisites: Completion of appropriate prerequisite course (1-3 units) with a C or above or concurrent enrollment in a companion (2-3 unit) course in preparation for the study component, completion of application for study-travel, and instructor's permission to travel. ID 279 is a companion course which is attached to other courses in the Marymount Catalog in order to enhance the curriculum and provide additional opportunities to meet student interests and needs. May be repeated for credit as long as the travel destination is not repeated. A maximum of 4 units will count towards graduation.

**ID 317 – Dynamics of a Successful Work Experience (1) ★★★★★★** Prerequisite: Junior standing, second semester. Juniors interested in combining their Senior Capstone Project with an Internship will benefit from this class. Assistance will be given in identification of a potential company/organization to connect with the Capstone Project. This course will support the development of the capstone project, leading to successful completion of the requirements as well as enhancing the experience.

**ID 430 – Leadership Seminar (3) ★★★★★** Prerequisite: Upper division standing, record of co-curricular participation, 2.5 GPA The course offers upper division students opportunities to reflect on leadership, through readings, presentation, discussion, and drawing on the experiences of guest speakers and students themselves in a variety of contexts.

**ID 497 – Liberal Arts Capstone I (3) ★★★★★** Prerequisite: senior standing, and approval of Liberal Arts Program Chair. Seminar under the leadership of a designated instructor and in collaboration with other students preparing their capstone project, in which the student will develop a research plan related to both the student's areas of emphasis and select a mentor or mentors under whose guidance the research will be conducted. \$150.00 lab fee required.

**ID 498 – Liberal Arts Capstone II (3) ★★★★★** Prerequisite: Approval of Liberal Arts Program Chair and successful completion of ID 497. Continuation of Capstone I in which, under the leadership of a designated instructor and in collaboration with other students completing their capstone project, the student completes the research plan developed in ID 497. The project will culminate in an oral and/or audio-visual and written presentation. \$150.00 lab fee required.

**ID 530 – Leadership Seminar (3) ★★★★★** Prerequisite: senior or graduate standing. The course offers graduate students and qualified upper division students opportunities to reflect on leadership, through readings, presentation, discussion, and drawing on the experiences of guest speakers and students themselves in a variety of contexts. Includes a practice-based research project.

**ID 545 – Leadership as Storytelling (4) Prerequisite: Graduate or Senior standing** Students will review relevant literature on leadership attributes, organizational behavior, and modern communication techniques. Readings, case studies, and field experiences prepare students to develop a leadership messaging plan to a business or organization. Special emphasis is placed on interviewing leaders in the field and reviewing the most current trends in integrated media campaigns.

**ID 580 – Cross-Cultural Leadership (3) Prerequisite: Graduate or Senior standing.** Cross-cultural leadership explores effective leadership across cultures and its impact on international business leadership and management. The impact of culture on concepts of leadership, values, expectations, and patterns of communication will be examined, both to demonstrate the importance of cultural sensitivity in global management and to assist students in developing their own strategies for effectively communicating and negotiating with individuals from other cultures. The course will also examine a variety of ethical and evolving multiethnic workplace issues, and discuss appropriate management styles for multicultural organizations. Students will learn effective ways to research specific cultures and communications styles in order to prepare themselves for cross-cultural encounters and assignments in other cultures.



**ID 647, 657, 667 – Fieldwork** (3 course sequence, 3 units each)

Prerequisite for ID 647: Graduate standing- Co-requisite: ID 648

Prerequisite for ID 657: PSY 540 and ID 647- Co-requisite: ID 658

Prerequisite for ID 667: ID 657 - Co-requisite: ID 668

Students will apply their knowledge and skills and develop professional expertise within the community. Via their work with community partners, students will contribute to building and maintaining community partnerships.

**ID 648, 658, 668 - Research seminar** (3 courses, 1 unit each)

Prerequisite for ID 648: Graduate standing - Co-requisite: ID 647

Prerequisite for ID 658: ID 648 - Co-requisite: ID 657

Prerequisite for ID 668: ID 658 - Co-requisite: ID 667

Topics will be offered to address student professional development needs. Example seminars include writing, career development, mentoring, and project management and presentation.

**ID 290, 390, 490, 590 - Selected Topics (1-3).**

**ID 291, 391, 491, 591 - Internship (12).**

**ID 192, 292, 392, 492, 592 - Service Learning (1-8).**

**ID 295, 395, 495, 595 - Independent Study (1-12).**

**ID 296, 396, 496, 596 - Practicum (1-6).**

## Italian (ITA)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**Note:** Speakers of Italian with native-like fluency will not receive credit for courses except with advance approval from the instructor and department.

**Note:** Each four-unit language course is comparable to one year of a high school language course in the same language.

**ITA 100 – Elementary Italian Language and Culture I (4) ★★★** Course includes basic elements of Italian grammar with work in the oral and written language, phonetics, vocabulary building, conversation and reading. Lab work required weekly.

**ITA 101 – Elementary Italian Language and Culture II (4) ★★★** Prerequisite: Italian 100 with a grade of C or higher, or a satisfactory score on the placement test, or credit by examination. Course includes a review of Italian 100 grammar, including the study of the subjunctive. Simple readings and composition in Italian are part of the coursework. Lab work required weekly.

## Japanese (JPN)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**Note:** Speakers of Japanese with native-like fluency will not receive credit for courses except with advance approval from the instructor and department.

**Note:** Each four-unit language course is comparable to one year of a high school language course in the same language.

**JPN 100 – Elementary Japanese I (4) ★★★** The course develops competence in elementary spoken Japanese and the practical skills required to use the modern Japanese language as well as the study of Hiragana and Katakana.

**JPN 101 – Elementary Japanese II (4) ★★★** Prerequisite: JPN 100 with a grade of C or better, or satisfactory score on the placement test, or credit by examination. Continuation of JPN 100 with emphasis on speaking, vocabulary, reading, grammar, speech patterns and cultural knowledge. Continues the study of hiragana and katakana and introduces the kanji writing systems; geography and aspects of Japanese customs and manners are included.

**JPN 200 – Intermediate Japanese I (4) ★★★** Prerequisite: JPN 101 with a grade of C or better, or satisfactory score on the placement test, or credit by examination. Continuation of JPN 101; course includes drill to increase proficiency in dialogue, intermediate level readings on various topics related to contemporary Japanese life and culture to increase reading proficiency and stimulate cross-cultural awareness, and exercises in written composition utilizing hiragana, katakana and kanji.

**JPN 201 – Intermediate Japanese II (4) ★★★** Prerequisite: JPN 200 with a grade of C or better, or satisfactory score on the placement test, or credit by examination. Continuation of JPN 200; course includes instruction in the spoken language to increase verbal fluency, a continuation of study of the written language incorporating readings on topics related to Japanese life and culture and exercises in written composition using kiragana, katakana and kanji. Intercultural awareness is emphasized throughout the course.

**JPN 290, 390, 490 – Selected Topics (1-3).**

**JPN 295, 395, 495 – Independent Study (1-12).**

## Mathematics (MTH)

All math courses: open to students of any English level

**NOTE ON COURSE SEQUENCING:** Students who place into developmental math courses (MTH 50/60) must complete the appropriate sequence of courses before enrolling into a college-level math course, e.g., MTH 105. Also, students must meet the respective course prerequisites before continuing on into the next course in the math sequence. MTH 50 and 60 are offered for a grade of A, A-, B+, B, B-, C+, C or No Credit (NC).

**MTH 50 – Elementary Algebra** (3) A course in basic algebra, including a brief review of pre-algebra topics, a study in equation solving, exponents, scientific notation, polynomials, factoring, linear inequalities, word problems, literal equations, rational expressions, complex fractions, radicals, fractional equations and quadratic equations.

**MTH 60 – Fundamentals of Algebra** (4) Prerequisite: MTH 50 or by placement (see Catalog section on Placement). This course covers graphing linear equations, rational, exponential and logarithmic expressions, fractional exponents, quadratic equations, completing the square, radicals, functions, complex numbers, absolute value equations and inequalities, parabolas, and systems of linear equations.

**MTH 105 – College Algebra** (4) Prerequisite: C or higher in MTH 60 or 90, or sufficient score on the placement exam. This course includes functions and transformations, systems of equations, matrices and determinants, theory of polynomial equations, complex numbers, study of functions (polynomial, rational and irrational), and their graphs, sequences and series.

**MTH 107 – Liberal Arts Mathematics** (3) Prerequisite: C or higher in MTH 60 or 90, or sufficient score on the placement exam. An elementary introduction to mathematics, emphasizing the deductive process and concepts of contemporary mathematics.

**MTH 109 – Trigonometry** (3) Prerequisite: C or higher in MTH 60 or 90, or sufficient score on the placement exam. This course introduces circular and trigonometric functions. Topics include graphing, equations, identities, laws of sines and cosines, complex numbers and DeMoivre's theorem.

**MTH 110 – Pre-calculus** (4) Prerequisite: C or higher in MTH 109, or sufficient score on the placement exam. Prior to 2010: MTH 105 with a grade of C or higher, or math placement equivalent. Study of rational functions, conic sections, quadratic inequalities, induction, the Binomial Theorem, trigonometry and vectors.

**MTH 115 – Finite Mathematics** (4) Prerequisite: C or higher in MTH 60 or 90, or sufficient score on the placement exam. This course includes the study of functions,

logarithmic and exponential functions, systems of linear equations, matrices, linear programming and the simplex method, set theory, the mathematics of finance, elementary probability and combinatorics, Markov chains, and game theory.

**MTH 120 – Calculus for Managerial Life and Social Sciences (4)** Prerequisite: C or higher in MTH 105, 110 or 115, or sufficient score on the placement exam. A study of calculus to include functions, derivatives, optimization problems, graphs of functions, integration of functions of one variable, functions of several variables, partial derivatives, Lagrange multipliers, double integrals, and application problems that involve concepts from the managerial, life and social sciences. The emphasis is on problem-solving techniques.

**MTH 130 – Calculus I (4)** Prerequisite: C or higher in MTH 110, or sufficient score on the placement exam. Study of limits, differentiation and integration of algebraic and trigonometric functions, applications of the derivative and the definite integral, and curve sketching.

**MTH 131 – Calculus II (4)** Prerequisite: C or higher in MTH 130. Differentiation and integration of several transcendental functions, methods of integration, analytic geometry, polar coordinates, parametric equations, indeterminate forms, improper integrals, and infinite series.

**MTH 132 – Calculus III (4)** Prerequisite: C or higher in MTH 131. Analytic study of vectors, lines, planes, surfaces and curves. This course also studies partial differentiation, multiple integration, Green's Theorem, surface integrals and Stokes' Theorem.

**MTH 220 – Differential Equations and Linear Algebra (4)** Prerequisite: C or higher in MTH 131. Recommended preparation: MTH 132. This course consists of a study of first-order ordinary differential equations, systems of linear equations, matrices, determinants, vector spaces, linear transformations, linear ordinary differential equations having second (or higher) order, Laplace transforms, eigenvalues, eigenvectors, systems of linear differential equations and applications.

**MTH 270 – Introductory Statistics (4)** Prerequisite: C or higher in MTH 60 or 90, or sufficient score on the placement exam. An introductory course in probability and statistics. It includes calculation and analysis of statistical parameters with hand-held calculator and with statistical software for personal computers. Topics include sampling, measures of central tendency and variability, probability distribution, normal and binomial distributions, confidence intervals, hypothesis testing. Application of a variety of statistical tests, including the sign test, z-test, t-test, chi-square analysis of variance, linear regression and correlation, and non-parametric tests. Comparable to ANT/PSY/SOC 235 and BUS 220.

**MTH 290, 390, 490 – Selected Topics (1-3).**

**MTH 295, 395, 495 – Independent Study (1-12).**

## **Mediation & Conflict Resolution (MCR)**

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**MCR 501 – Conflict Analysis, Negotiation, and Management (3)** Prerequisite: Graduate or Senior standing. An introduction to Mediation and Conflict Resolution studies, with focus on different root causes and perceptions of conflict. Conflict analysis is examined as foundation for successful conflict management and effective action, including prevention, limitation, negotiation, resolution and transformation of conflict situations.

**MCR 502 – Mediation Theory & Practice (3)** Prerequisite: Graduate or Senior standing. The field of Mediation as an Alternative Dispute Resolution (ADR) is rapidly growing throughout all areas of employment and many professions. There are innumerable ways of incorporating “mediation” principles and techniques into daily practices to enhance productivity, improve interpersonal and international relationships, provides for conflict healing and peace building. This course consists of learning techniques of mediation based in dispute resolution theory, with lectures, small group exercises, and role-playing designed for diverse cultural backgrounds, for students who want to acquire a strong foundation in mediator skills. Course training is highly focused on practice of mediation not only between the disputants and but also between the disputants and a neutral third party.

**MCR 290, 390, 490 – Selected Topics (1-3).**

**MCR 295, 395, 495 – Independent Study (1-12).**

## Music (MUS)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**MUS 100 – Music Appreciation (3) ★★★** Basic course for the music or non-music major. Development of perceptive listening skills through an exploration of the parameters of music and a study of the history and literature of music from the Middle Ages to the present.

**MUS 101 – Music in America (3) ★★★** Basic course for the music or non-music major. Survey of music in the United States with emphasis on folk, country, blues, jazz, rock, musical theatre and popular traditions.

**MUS 105 – Music Fundamentals (3) ★★★** Beginning music theory course for the general student as well as music major. Covers music terminology, rhythm, pitch, notation, meter, key signatures, scales, chords and keyboard layout.

**MUS 112 – History of the American Musical Theatre (3) ★★★** A survey of the history of the American musical theatre will be presented beginning with the influence of the European operetta to the minstrel show of the 19th century through to the present day.

**MUS 115 – Music Theory & Musicianship I (4) ★★★** Prerequisite: completion of MUS 105 or consent of instructor. Designed for the music major but open to others with consent of instructor. Introduction to basic music theory and musicianship, including terminology, melodic and rhythmic notation, intervals, scales, diatonic harmony, cadences, and the principals of voice leading. Covers the techniques of sight-singing, rhythmic training, melodic dictation, interval and chordal ear-training and keyboard fundamentals.

**MUS 116 – Music Theory & Musicianship II (4) ★★★** Prerequisite: MUS 115 Designed for the music major but open to others with consent of instructor. Continuation of MUS 115. Diatonic harmony, including nonharmonic tones, basic modulations and dominant seventh chords. Ear-training with compound rhythms, chromatic harmony, minor scales and triads in all inversions.

**MUS 155 – Choral Ensemble (1) ★** Open by audition or with the consent of the instructor. Rehearsal and performance of music of all periods of music history as well as pop literature. May be taken for four semesters of credit.

**MUS 164 – Jazz Ensemble (1) ★** This course is designed to give the student the experience of participating and performing in a jazz ensemble. The ensemble will perform literature from a variety of jazz genres and will learn historically relevant facts about jazz and jazz artists. Improvisation will be taught and explored by the ensemble players.

**MUS 165 – Applied Music I (1-2) ★★★** First semester of private applied lessons. Fifteen private lessons per semester on an instrument, voice or composition. Open to all students regardless of experience. One half-hour lesson per week earns one unit credit; one one-hour lesson per week earns two units. A = Piano B = Voice, C = Guitar, D = Strings, E = Winds. \$300.00 lab fee required per unit.

**MUS 166 – Applied Music II (1-2) ★★★** Prerequisite: MUS 165. Second semester of private applied lessons. Fifteen private lessons per semester on an instrument, voice or composition. One half-hour lesson per week earns one unit credit; one one-hour lesson per week earns two units. Music Performance Emphasis majors are recommended to take one-hour lessons for 2 units. A = Piano, B = Voice, C = Guitar, D = Strings, E = Winds. \$300.00 lab fee required per unit.

**MUS 185 – Backstage with the Arts (2-3) ★★★** Theoretical and practical aspects of visual and performing arts through a combination of lecture, discussion, and media presentations, and the direct experience of exhibits and performances. (Same as ART/ID/THE 185)

**MUS 210 – The Music Business (3) ★★★★★** This course surveys the music business with emphasis on distribution of recorded music, music publishing, performance right societies, record companies, agents, personal managers and contracts.

**MUS 215 – Music Theory & Musicianship III: Form and Analysis (4) ★★★** Prerequisite MUS 116. Continuation of MUS 116; Combines the study of chromatic harmony, voice leading and aural skills with the fundamental analysis of scores to determine the unity of form and content in selected compositions.

**MUS 265 – Applied Music III (1-2) ★★★** Prerequisite MUS 166. Third semester of private applied lessons. Fifteen private lessons per semester on an instrument, voice or composition. One half-hour lesson per week earns one unit credit; one one-hour lesson per week earns two units. Music Performance Emphasis majors are recommended to take one-hour lessons for 2 units. A = Piano, B = Voice, C = Guitar, D = Strings, E = Winds. \$300.00 lab fee required per unit.

**MUS 266 – Applied Music IV (1-2) ★★★** Prerequisite: MUS 265. Fourth semester of private applied lessons. Fifteen private lessons per semester on an instrument, voice or composition. One half-hour lesson per week earns one unit credit; one one-hour lesson per week earns two units. Music Performance Emphasis majors are



recommended to take one-hour lessons for 2 units. . A = Piano, B = Voice, C = Guitar, D = Strings, E = Winds. \$300.00 lab fee required per unit.

**MUS 301 – Social History of Popular Music (3) ★★★★★★** Prerequisite: Junior or Senior standing. This course will study popular music in the United States, with some focus on other influential countries, in order to understand significant social, economic and cultural transformations during the 20th and 21st centuries. Emphasis on tracing important developments through popular music in technology, business, social life, and popular cultures as well as discussion on its affects towards socio-economic issues.

**MUS 310 – Roots, Folk and World Music (3) ★★★★★★** Prerequisite: One behavioral/social science course. A cross-cultural survey of indigenous, traditional, and “world” music genres. The course emphasizes the varying socio-cultural contexts of music—who performs, for whom, at what times and places, with what message or purpose. The course will also discuss essential features of music, such as rhythm, melody, harmony, and instrumentation. (Same as ANT 310)

**MUS 365 – Applied Music V (1-2) ★★★★★★** Prerequisite: Junior or Senior standing; Prerequisite MUS 266. Fifth semester of private applied lessons. Fifteen private lessons per semester on an instrument, voice or composition. One half-hour lesson per week earns one unit credit; one one-hour lesson per week earns two units. Music Performance Emphasis majors are recommended to take one-hour lessons for 2 units. A = Piano, B = Voice, C = Guitar, D = Strings, E = Winds. \$300.00 lab fee required per unit.

**MUS 366 – Applied Music VI (1-2) ★★★★★★** Prerequisite: Junior or Senior standing; MUS 365. Sixth semester of private applied lessons. Fifteen private lessons per semester on an instrument, voice or composition. One half-hour lesson per week earns one unit credit; one one-hour lesson per week earns two units. Music Performance Emphasis majors are recommended to take one-hour lessons for 2 units. A = Piano, B = Voice, C = Guitar, D = Strings, E = Winds. \$300.00 lab fee required per unit.

**MUS 410 – Music in Film, TV and Multi Media (3) ★★★★★★** Prerequisite: Junior or Senior standing. This course examines music in film, television, and media such as video games for expressive purposes. Focuses on fundamental music sound design and film concepts including terminology and historical survey.

**MUS 450 – The Art of Music Performance & Pedagogy (3) ★★★★★★** Prerequisite: Junior or Senior standing. Combines the study of the art of successful music practice, performance skills, and music pedagogical techniques. Students will research, develop, and engage in such activities and topics as technique building, musicianship, collaborative performing skills, and stage presence from both a practical and pedagogical perspective.

**MUS 465 – Applied Music VII (1-2) ★★★★★** Prerequisite: Junior or Senior standing; MUS 366. Sixth semester of private applied lessons. Fifteen private lessons per semester on an instrument, voice or composition. One half-hour lesson per week earns one unit credit; one one-hour lesson per week earns two units. Music Performance Emphasis majors are recommended to take one-hour lessons for 2 units. A = Piano, B = Voice, C = Guitar, D = Strings, E = Winds. \$300.00 lab fee required per unit.

**MUS 466 – Applied Music VIII (1-2) ★★★★★** Prerequisite: Junior or Senior standing; MUS 465. Eighth semester of private applied lessons. Fifteen private lessons per semester on an instrument, voice or composition. One half-hour lesson per week earns one unit credit; one one-hour lesson per week earns two units. Music Performance Emphasis majors are recommended to take one-hour lessons for 2 units. A = Piano, B = Voice, C = Guitar, D = Strings, E = Winds. \$300.00 lab fee required per unit.

**MUS 290, 390, 490 – Selected Topics (1-3).**

**MUS 295, 395, 495 – Independent Study (1-12).**

## **Philosophy (PHI)**

★ Open to students of any ESL/English level

★★ Placement in ENG 104 or higher

★★★ Placement in ENG 108 or higher

★★★★ Placement in ENG 112 or equivalent

★★★★★ Completion of ENG 112 or equivalent

★★★★★★ Completion of ENG 114 or equivalent

**PHI 100 – Contemporary Moral Issues (3) ★★★** A critical examination of controversial moral problems confronting contemporary society. Topics may include: abortion, capital punishment, environmental ethics, sexual morality, euthanasia, affluence and poverty, business ethics, censorship, gun control, discrimination, nuclear war, and genetic engineering.

**PHI 110 – Ethics (3) ★★★** Concerned with the justification for how/why we treat each other and the environment. The focus is on the question of the good life, the development of moral character, the relative merits of ethical principles, and the ethical assumptions of the student and of modern society.

**PHI 120 – Introduction to Philosophy: History of Philosophy (3) ★★★** Selected major philosophies from the four great historical periods and their developmental influences into the 21st century. Ancient Philosophy (Buddha, Confucius, Socrates, Plato, Aristotle); Medieval Philosophy (St. Augustine, St. Thomas Aquinas); Modern Philosophy (Descartes, Locke, Berkeley, Hume, Kant); Contemporary Philosophy (James, Ayer, Wittgenstein, Sartre, 20th Century Science).

**PHI 121 – Introduction to Philosophy: Issues of Philosophy (3) ★★★★★** Several important topics in philosophic thought: Appearance vs. Reality, Knowledge vs. Skepticism, Freedom vs. Determinism, God vs. Naturalism, Mind-Body Relationship, Self-Identity, Justice and the State, Pluralism and the Common Good, Ethics and the Good Life.

**PHI 130 – Logic – Critical Thinking (3) ★★★★★** A foundation course in formal and informal logic. Topics include the functions and forms of language, symbolizing ordinary language, deductive logic, inductive logic, informal fallacies, and the scientific method. Emphasis is on appreciating the value of sound/cogent reasoning and unambiguous communication.

**PHI 145 – Philosophy of Religion (3) ★★★★★** A study of issues raised by religious faith: proofs for existence of God, the problem of evil, atheism, free will, existence/immortality of the soul, and why there are so many religions.

**PHI 150 – Human Nature and Values (3) ★★★★★** The major ideologies and philosophies defining the meaning of human nature and their consequent values and philosophies of life: Hinduism, Buddhism, Confucianism and Christianity; the teachings of Plato, Aristotle, Aquinas, Descartes, Darwin, Huxley, Marx, Freud, Skinner and Sartre; scientific reductionism; cybernetics.

**PHI 220H – Introduction to Philosophy: Honors Philosophy (3) ★★★★★**  
Prerequisite: 3.3 GPA or consent of instructor. This course is an intensified, introductory examination of the major figures and major issues in the history of philosophy. The central theme of the course is “meaning and the human condition.” Emphasis is placed upon articulation of primary source readings, research and critical thinking. Readings will include works that address the perennial philosophical questions from metaphysics (what is real?), epistemology (what can we know?), and ethics (character and what ought we to do?).

**PHI 240 – Business Ethics: Theories, Values and Case Studies (3) ★★★★★** This course critically analyses the essential role of ethics in the American-Global business community. Topics for analysis include: the current ethical conditions in the business community; defining business; defining ethics; the necessary connection between business and ethics; the purpose/s of work; fair profits and wages; capitalism and its critics; global business practices; power and justice; corporate and employee responsibilities; business, sustainability, and the environment; ethics and global business relations. (Same as BUS 240, replacing PHI 140)

**PHI 305 – Philosophy of Art-Aesthetics (3) ★★★★★★** Prerequisite: C or higher in one lower division Philosophy course. Introduces the student to the basic philosophical questions about art: what is the nature of art and artistic endeavor? How do we discern the difference between art and non-art? What, if anything, makes good art different from bad art? What role ought art to play in human life?

The course involves a study of key concepts involved in the artistic endeavor: taste, beauty, imagination, creativity, representation, expression, and metaphor.

**PHI 310 – Philosophy of Film (3) ★★★★★** Prerequisite: C or higher in one lower division Philosophy course. Introduces students to the basic contemporary philosophical questions about film: what is the nature of art and artistic endeavor? What is film and how does film fit into this picture? What, if anything, makes good film different from bad film? What role ought the cinema play in human life and society? The main theories developed in contemporary philosophy of film are presented and rigorously analyzed through conceptual analysis and case studies.

**PHI 315 – Ethics in America: the Pursuit of Happiness (3) ★★★★★** Prerequisite: C or higher in one lower division Philosophy course. Recommended: one lower division American History or Economics course. The Declaration of Independence defined “The American Dream” as “life, liberty and the pursuit of happiness.” This search defines us as a people. References to “happiness” are everywhere: advertisements promise to help consumers attain it, musicians sing about it, politicians invoke it in an effort to gain public support. But what is it? In this course, we will explore interpretations of American understandings of happiness in shaping the national moral character, and critically examine the ethical choices people have made and do make “to be happy.”

**PHI 320 – American Philosophy (3) ★★★★★** Prerequisite: C or higher in one lower division Philosophy course. A critical examination of the most influential ideas in United States history that have contributed to the development of a distinctive American Philosophy and so, an American Way of Life. Philosophers and ideas to be considered include: Edwards/Puritanism; Jefferson/American Government; Emerson/Thoreau: Transcendentalism; Pierce/James: Pragmatism; Dewey/Experimentalism; Whitehead/Process Philosophy; Quine/Scientific Empiricism; Searle/Analytic-Linguistic Philosophy.

**PHI 330 – Postmodernism (3) ★★★★★** Prerequisite: C or higher in one lower division Philosophy course. A critical examination of the people and ideas that have shaped the development of a distinctive emerging postmodern philosophy and the movement’s influence on American and Global thought. The course will also contrast the features of modern thought with more traditional philosophy. Philosophers and ideas to be considered include: Descartes, Derrida, de Certeau, Foucault, Lyotard, Post-Structuralism, Deconstructionism and Social Constructionism.

**PHI 360 – Philosophy of Psychology (3) ★★★★★** Prerequisite: C or higher in one lower division Philosophy course. The course considers the nature and purpose of the academic discipline of Psychology and the philosophical questions to which the discipline gives rise. These include: the relationship between perception and reality, the nature of consciousness and personal identity, the validity

of psychological methodologies, the relationship of traditional philosophical psychology and the modern discipline of psychology, professional psychological ethics.

**PHI 380 – Biomedical Ethics (3) ★★★★★** Prerequisite: C or higher in one lower division Philosophy course. Recommended preparation: lower division Science class. This course is an introduction to biomedical ethics. The first part of the course provides an introduction to basic ethical theory, which is intended to serve as a background aid for thinking through the particular issues discussed in the remainder of the course. Specific topics to be discussed include confidentiality and truth-telling in the doctor/patient relationship, medical experimentation and informed consent, abortion, treatment decisions for seriously ill infants, physician assisted suicide, and health care reform.

**PHI 385 – Philosophy of Science (3) ★★★★★** Prerequisite: C or higher in one lower division Philosophy course. Studies the nature of science: its assumptions, practices, concepts and argument forms. Topics include: the nature of science vs. non-science, the nature of scientific explanation and theory, the nature of scientific progress and the role of theory in scientific progress and research, ethical principles in research, and the relationship of science to other fields of knowledge.

**PHI 290, 390, 490 – Selected Topics (1-3).**

**PHI 295, 395, 495 – Independent Study (1-12). Prerequisite: Two courses in Philosophy with a grade of B or better in each course.**

## Physical Education (PED)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

### AQUATICS

**PED 100 – Beginning Swimming (1) ★** Students will learn proper breathing and stroke techniques for freestyle, breaststroke, backstroke and elementary backstroke with emphasis on safety, technique and conditioning.

**PED 101 – Intermediate/Advanced Swimming (1) ★** Course includes strokework on the following: freestyle, backstroke, breaststroke, and butterfly with emphasis on conditioning. Students must have some swimming ability.

**PED 104 – Lifeguard Training (1) ★** Development of skills needed to become a lifeguard. Emergency rescue and resuscitations related to aquatics. Students must have at least intermediate swimming ability. Red Cross Lifeguard Training card will be issued upon successful completion of this course. This course fulfills either Physical Education or Health Education requirement.

**PED 149 – Surfing (1) ★** This course is designed for students who are proficient in basic surfing skills. Students will work to improve overall conditioning and technique, learn safety skills and enhance relationship skills with other ocean athletes. Class will meet at Torrance Beach.

### TEAM SPORTS

**PED 121 – Basketball (1) ★** Development of fundamental skills, history, rules and strategies of the game. Open to players of all levels.

**PED 122 – Soccer (1) ★** Development of basic soccer skills, including passing, dribbling, trapping and shooting. Emphasis on strategies and game play. Open to players of all levels.

**PED 124 – Softball (1) ★** Instruction in batting and fielding with emphasis on game play and rules. Open to players of all levels.

**PED 125 – Volleyball (1) ★** Development of basic skills, including serve, pass, set and spike. An emphasis on game play, rules and strategy. Open to players of all levels.

**PED 126 – Flag Football (1) ★** This course is designed for students to learn the strategies, fundamentals and rules of flag football. Instruction will focus on offensive and defensive skills and execution.

**PED 128 - Lacrosse (1) ★** Instruction, practice, conditioning and strategies in the game of Lacrosse.

## **INDIVIDUAL SPORTS**

**PED 141 – Beginning Tennis (1) ★** Development of beginning level skills, including groundstrokes, serve, volley, overhead and lob. Instruction in history, rules, etiquette, terms and basic strategies of the game.

**PED 142 – Intermediate Tennis (1) ★** Prerequisite: Minimum of B in Beginning Tennis or with instructor’s permission. Development of intermediate level skills, including topspin and slice groundstrokes, serving techniques, net play, and strategies.

**PED 143 – Advanced Tennis (1) ★** Prerequisite: Minimum of B in Intermediate Tennis or with instructor’s permission. Development of advanced skills, including approach shots, topspin and slice lobs, overhead, and strategies.

**PED 144 – Jogging (1) ★** Development of running skills and cardiovascular fitness. Open to runners of all levels.

**PED 146 – Golf (1) ★** Development of golf skills including basic swing and approach shots. Course concentrates on proper use of clubs; history, course etiquette, rules, terms and basic strategies.

**PED 147 – Self Defense (1) ★** Instruction in the basics of self defense and how to be prepared physically and mentally for an emergency situation. Course concentrates on basic kicks, blocks and punches as well as escape from front and back attacks.

**PED 148 – Yoga (1) ★** An overview course in yoga with instruction on alignment of postures. Students will improve flexibility, muscle tone and general well-being and learn deep-breathing stress reduction techniques. Open to students of all fitness levels.

**PED 150 – Samurai Swordsmanship (1) ★** Techniques from classical samurai sword arts Kenjutsu and Batto-ho. Students will practice with the bokken (wooden samurai sword) to learn solo techniques, two-person forms, samurai etiquette and philosophy. Traditional sword techniques will be combined with unarmed techniques to improve agility, coordination, personal security awareness, muscle tone, and reflexes. Students will learn Japanese language terms as they apply to the practice of these arts.

## DANCE

**PED 160 – Introduction to Dance Forms I (1) ★** An introduction to dance including jazz, ballet, modern and contemporary dance. Open to dancers of all levels.

**PED 161 – Introduction to Dance Forms II (1) ★** Prerequisite: Minimum of B in Introduction to Dance Forms I or with instructor's permission. Continuation of Introduction to Dance Forms I with an emphasis on jazz and composition dance.

**PED 162 – Beginning Step Aerobics (1) ★** This step class focuses on a cardiovascular workout, plus added benefits of muscle conditioning, yoga and basic health information. Open to students of all fitness levels.

**PED 163 – Power Step Workout (1) ★** An advanced step exercise workout designed to build cardiovascular fitness. Included in course—muscle conditioning, yoga and basic health information.

## FITNESS FOR LIFE

**PED 170 – Fitness for Life (1-2) ★★★** Fitness for Life is a combination of physical assessments, classroom lectures, daily walking and physical activities to promote optimal wellness. (Same as HED 170)

## INTERCOLLEGIATE ATHLETICS

**PED 182 – Women's Tennis (1-2) ★** Prerequisite: Instructor's approval. Instruction and competition in the advanced skills of the game.

**PED 183 – Men's Tennis (1-2) ★** Prerequisite: Instructor's approval. Instruction and competition in the advanced skills of the game.

**PED 184 – Women's Intercollegiate Soccer (1-2) ★** Prerequisite: consent of instructor. Instruction, practice, conditioning and strategies in the advanced skills of the game. Course includes competition in the NAIA conference.

**PED 185 – Men's Intercollegiate Soccer (1-2) ★** Prerequisite: consent of instructor. Instruction, practice, conditioning and strategies in the advanced skills of the game. Course includes competition in the NAIA conference.

**PED 186 – Intercollegiate Golf (1-2) ★** In this course, students will continue to develop their golfing skills while competing at the intercollegiate level. Additionally, the objectives of this course include mastering the rules of golf and golfing etiquette.

**PED 188 – Women's Intercollegiate Cross Country (1-2) ★** Prerequisite: approval of coach. Intercollegiate cross country participation. Learning the rules and



regulations of intercollegiate cross country and the training techniques and theory of running cross country.

**PED 189 –Men’s Intercollegiate Cross Country (1-2) ★** Prerequisite: approval of coach. Intercollegiate cross country participation. Learning the rules and regulations of intercollegiate cross country and the training techniques and theory of running cross country.

**PED 190 - Women’s Intercollegiate Track & Field (1-2) ★** Prerequisite: consent of coach Intercollegiate Track & Field participation required. Learning the rules and regulations of intercollegiate track & field and the training techniques and theories of competing in intercollegiate track & field.

**PED 191 – Men’s Intercollegiate Track & Field (1-2) ★** Prerequisite: consent of coach Intercollegiate Track & Field participation required. Learning the rules and regulations of intercollegiate track & field and the training techniques and theories of competing in intercollegiate track & field.

**PED 290, 390, 490 – Selected Topics (1-3).**

**PED 295, 395, 495 – Independent Study (1-12).**

## Political Science (POL)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**POL 100 – American Institutions (3) ★★★★★** Studies the philosophical foundations, structures and functioning of the US political system, both at a Federal and State level, with special attention to the State of California.

**POL 110 – Introduction to Political Science (3) ★★★★★** Basic concepts of political science and contemporary political analysis. This course considers the major terms, concepts, functions and institutions related to the processes of politics.

**POL 220 – Comparative Government (3) ★★★★★** Government institutions, constitutional principles and political problems in a selected variety of major national states – including modern France, Great Britain, the former Soviet Union and Germany.

**POL 240 – Introduction to International Relations (3) ★★★★★** This course develops critical thinking skills through observation, analysis and evaluation of competing theories concerning international politics and the specific challenges facing decision-makers. Topics include international conflict and cooperation, economic development, and global environmentalism.

**POL 310 - Demography (3) ★★★★★★** Prerequisite: At least one course each in behavioral/social science, history, and statistics (with consent of the instructor, statistics may be a corequisite) An overview of the field of demography and its relevance in today's world. After introducing basic concepts and methods in demography, the course surveys applications of demographic tools and data at local, state, national, and international scales, with an emphasis on their value in addressing current needs and future planning. (Same as SOC 310)

**POL 290, 390, 490 – Selected Topics (1-3).**

**POL 295, 395, 495 – Independent Study (1-12).**

## Psychology (PSY)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**PSY 123 – Psychobiology: Mind, Brain and Behavior (3) ★★★★★** Prerequisite: PSY 150. This course is designed to integrate psychological and biological approaches to explaining human consciousness and behavior. The interrelationship between mental experiences and the brain’s neurochemical activities will be explored with respect to the following topics: sensation and perception; cognition; drives; emotions; social behavior; altered states of consciousness; mental health and mental illness. (Same as Interdisciplinary 123)

**PSY 123H – Psychobiology: Mind, Brain and Behavior - Honors (3) ★★★★★** Prerequisite: PSY 150/H, 3.3 GPA or consent of instructor. This course is designed to integrate psychological and biological approaches to explaining human consciousness and behavior. The interrelationship between mental experience and the brain’s neurochemical activities will be explored with respect to the following topics: sensation and perception; cognition; drives; emotion; social behavior; altered states of consciousness; mental health and mental illness. The course will also offer many opportunities to analyze the most current research in this area. (Same as ID 123)

**PSY 150 – General Psychology (3) ★★★★★** Survey of various fields within the discipline of psychology, such as perception, memory and personality, and how each of these fields contributes to understanding and improving human behavior.

**PSY 150H – General Psychology – Honors (3) ★★★★★** Prerequisite: 3.3 GPA or consent of instructor. Survey of various fields within the discipline of psychology, such as perception, memory and personality, and how each of these fields contributes to understanding and improving human behavior.

**PSY 200 – Child Psychology (3) ★★★★★** A study of the social, emotional, physical and cognitive growth of child’s development at the prenatal, infancy, preschool and school-age levels. (Same as EDU 220)

**PSY 205 – Child and Adolescent Development (3) ★★★★★** This course is designed to explore major concepts, theories, issues, research findings, and application in the field of child and adolescent development, ranging from conception through adolescence.

**PSY 210 – Adult Development and Aging (3) ★★★★★** This course is a multidisciplinary exploration of the biological, psychological, and social domains

of the lives of adults. Includes theoretical perspectives on changes in the adult experience beginning in the second decade of life.

**PSY 220 – Human Life-Span Development (3) ★★★★★** Prerequisite: ENG 106, PSY 150/150H. This course investigates major concepts, issues and methods in the study of human development, from conception through death, with emphasis on the following aspects of development: physical, perceptual, cognitive, language, moral, personality (social and emotional) and atypical.

**PSY 222 – Psychology of Gender (3) ★★★★★** This course examines the biological and social context in which women and men express gendered behaviors. Research and scholarship provide the material for a critical review and an overall picture of gender from a psychological perspective, while emphasizing cross-cultural and diversity perspectives of gender.

**PSY 228 – Abnormal Psychology (3) ★★★★★** Prerequisite: Completion of PSY 150/150H. This course investigates major psychological disorders, treatment modalities, and various theories of psychopathology. Emphasis is placed on diagnosis, treatment and prevention.

**PSY 230 – Drug Use and Abuse (3) ★★★** Investigation of the myths and realities of drug use and abuse. Legal and illegal drugs in terms of their physical and psychological effects; uses and values; health risks; incidence and frequency of use; causes, treatment and prevention of abuse. Drugs and sexuality, athletics/sports, drug-free altered states of consciousness. Fulfills Health Education requirement.

**PSY 235 – Introduction to Statistics for the Study of Behavior (4) ★★★★★** Prerequisite: C or higher in MTH 60 or 90. Application of descriptive and inferential statistical techniques for summarizing research data in the behavioral sciences; including levels of measurement, frequency distributions, central tendency, variability, normal distributions, Central Limit Theorem, and applications of a variety of statistical tests. (Same as ANT/SOC 235). Comparable to MTH 270.

**PSY 240 – Research Methods for the Study of Behavior (3) ★★★★★** Prerequisite: C or higher in PSY 235 or MTH 270. An introduction to scientific inquiry and research in the social sciences, including experimental and non-experimental designs. Includes data collection strategies, hypothesis testing, analyzing tests of measurement, and use of computer aids. (Same as ANT/SOC 240.)

For students planning to major in the behavioral/social sciences, Statistics is the first component of a recommended two-course sequence and should be followed by ANT/PSY/SOC 240.

**PSY 280 – Intercultural Psychology (3) ★★★★★** Prerequisite: ENG 106, PSY 150/150H. This course introduces theories, concepts and research methods employed in studying behavior in the intercultural context, variables influencing human

interaction, and basic knowledge concerning cultural issues. This course facilitates students' development of observational and analytical skills regarding intercultural interaction.

**PSY 310 – Positive Psychology (3) ★★★★★** Prerequisite: PSY 150/150H This course focuses on the psychological aspects of a fulfilling and flourishing life. Topics include change, goal-setting, focus, self-esteem, happiness, empathy, friendship, love, creativity, achievement, mindfulness, spirituality, and good-natured humor.

**PSY 325 – Organizational Behavior (3) ★★★★★** A study of performance, behavior and group formation as it impacts organizational effectiveness. Students examine the social, psychological and theoretical factors that influence the management of groups and individuals in work settings. Topics include leadership, communication, power, organizational culture and politics. (Same as BUS 325)

**PSY 328 – Personality Theory (3) ★★★★★** Prerequisites: PSY 150/150H or consent of instructor. This course explores the question “How do humans get to be the way they are?” This course provides an overview of current theories of the structure, dynamics, and development of human personality and personality traits. It also explores the assumptions about human nature that underlie the various major theories of personality through the works of Freud, Jung, Maslow, Rogers, Watson and other historical and modern major theorists and models.

**PSY 330 – Forensic Psychology (3) ★★★★★** Prerequisite: PSY 150/150H An introduction to the field of forensic psychology. Surveys the interface between psychology and the law. Emphasis is placed on ethics in psychology, criminal personalities, profiling and mental health services provided correctional inmates.

**PSY 335 – Physiological Psychology (3) ★★★★★** Prerequisite: PSY 150/150H Study of the neurological and physiological foundations of behavior. Includes an introduction to functional neuroanatomy, as well as detailed study of the physiological bases of sensation, perception, emotion, motivation, learning, and higher mental functions.

**PSY 336 – Learning Theory (3) ★★★★★** Prerequisite: PSY 150/150H Introduction to principles of learning through discussions of early and contemporary learning theory. Application of principles in educational and therapeutic settings is also examined.

**PSY 337 – Cognitive Processes (3) ★★★★★** Prerequisite: PSY 150/150H This course discusses the higher mental functions such as memory, thinking, language, and problem solving through examination of contemporary research in the field.

**PSY 340 – Foundations of Counseling (3) ★★★★★** Prerequisite: PSY 150/150H. This course is an introduction to counseling theory and practice. Psychological

theories, techniques and processes are studied. The course also focuses on ethics, legal issues and contemporary trends.

**PSY 345 – Social Psychology (3) ★★★★★** Prerequisites: Completion of PSY 150/150H or SOC 100/100H or consent of instructor. Recommended course: ANT/PSY/SOC 240 Concerned with understanding how an individual's behavior, thoughts and feelings are affected or influenced by the presence, characteristics and actions of other people. Focuses on social interaction – describing, understanding and explaining interpersonal behavior.

**PSY 348 – Writing for the Social & Behavioral Sciences (3) ★★★★★** Prerequisite: PSY 150/150H Provides a solid foundation for writing in APA style, communicating research findings, and improving upon basic writing skills. Students will write documents to communicate information from scientific literature in the social and behavioral sciences and will learn to write in a variety of formats (e.g., abstracts, poster presentations, journal-style manuscripts). This course is intended for declared psychology majors. Students who have not yet declared their major or who have declared a major other than psychology may register on a case-by-case basis in consultation with the psychology program director.

**PSY 350 – Junior Seminar in Psychology (3) ★★★★★** Prerequisite: PSY 150/150H and junior status. This course is intended to provide psychology majors with resources in career planning toward specific post-graduation goals of either seeking psychology-related employment, or applying for graduate school. The course is designed to facilitate preparation for senior year and the capstone experience, a practicum placement at a psychology-related site (if applicable), and the establishment of a successful work identity and goals. This course is intended only for declared psychology majors.

**PSY 370 – Psychology of Health and Wellness (3) ★★★★★** Prerequisite: PSY 150/150H This course will explore the contributions of psychology to our understanding of health and illness. We will explore the relationship between psychological factors and the development of illnesses; the role that social, emotional, and behavioral factors play in the prevention of illness and the maintenance of a healthy lifestyle; and we will examine how psychologists can assist in the management of chronic and terminal illnesses. We will also take a critical look at the current state of our healthcare system.

**PSY 380 – Applied Intercultural Psychology (3) ★★★★★** Prerequisites: PSY 150/150H and PSY 280. This course focuses on the application of intercultural psychology to improve the well-being of people in a variety of settings. It discusses theories and concepts related to variables influencing human interaction and basic knowledge concerning intercultural interaction, cultural issues, and social justice.

**PSY 385 – Psychology's Perspective of the Arts (3) ★★★★★** Prerequisites: PSY 150/150H. This course focuses on the psychological study of the mental processes

and universal and culture-specific behavior involved in the creation and appreciation of art, including perception, symbols, emotions, and creativity.

**PSY 400 – Community Psychology (3) ★★★★★** Prerequisite: PSY 150/150H.

An introduction to the field of community psychology. Discussion of theoretical and political roots, research approaches, and models of prevention and intervention to promote human well-being. Social issues will be addressed.

**PSY 410 – Motivation and Emotion (3) ★★★★★** Prerequisite: PSY 150/150H.

Study of needs, feelings, desires and purposes that arouse and direct human behavior.

**PSY 415 – Tests and Measurements (3) ★★★★★** Prerequisite: PSY 150/150H

and PSY 235. This course will expose the student to psychological and educational tests, their validity, reliability, scale transformations, norms, and standardization. We will also explore administration, uses, and interpretation of various instruments of assessment.

**PSY 430 – Psychology’s Perspective of Film (3) ★★★★★** Prerequisite: PSY

150/150H. This course focuses on the psychological study of mental processes and universal and culture-specific behavior involved in the creation and appreciation of film, including perception, emotion, genres, and cinema-therapy.

**PSY 440 – Psychology’s Perspective on Literature (3) ★★★★★** Prerequisite:

PSY 150/150H. Psychological study of the interplay of the personality and personal history of author and reader along with the relationship of social psychological concepts to literature.

**PSY 450 – Psychology of Place (3) ★★★★★** Prerequisite: PSY 150/150H.

Studies sense of place based in social psychology and shows importance of symbolic meanings related to place satisfaction (attitude toward a setting) and attachment (personal identification with setting) and behavior.

**PSY 460 – The Psychology of Creativity (3) ★★★★★** Prerequisite: PSY

150/150H. Psychological study of creativity at the individual and group level and ways in which creativity is encouraged or discouraged. Discussion of the traits of creative individuals and self-exploration.

**PSY 470 – Sports Psychology (3) ★★★★★** Prerequisite: PSY 150/150H. This

course will cover various psychological principles associated with sport. Exploration of which psychological variables can hinder athletic performance and which variables can enhance performance. Introduction to psychological techniques that can enhance sport performance.

**PSY 497 – Psychology Capstone I (3) ★★★★★** Prerequisite: C or higher in

PSY 235 and PSY 240, senior standing, and approval of Psychology Chair. This course is the first of two capstone courses (PSY 497 & 498) that mentor and facilitate

the student's year-long senior project that will demonstrate their mastery of the Psychology Program Learning Objectives and their ability to plan, execute, and deliver an original project. At a minimum, this course will include the front-end activities of the senior capstone project: defining the scope of the project, selection of a mentor, converting the defined project into an executable project plan including tasks and a timeline, presenting the scope and plan for approval, and beginning the execution of the plan. The second course (PSY 498) is focused on completing the execution, report preparation, and presentation of the project. \$150.00 lab fee required.

**PSY 498 – Psychology Capstone II (3) ★★★★★** Prerequisite: C or higher in PSY 497, and Chair approval. This course is the second of two capstone courses that mentor and facilitate the student's year-long senior project that will demonstrate their mastery of the Psychology Program Learning Objectives and their ability to plan, execute, and deliver an original project. This course is a continuation of the activities begun in PSY 497 and includes: completing the execution of the plan, data entry, data analysis, preparation of the written report, and presentation of the project. \$150.00 lab fee required.

**PSY 540 – Research Methods and Assessment (4)** Prerequisites: Graduate or Senior standing, plus completion of an undergraduate statistics course from a regionally accredited institution. This course is intended to prepare graduate students to assess, plan, and conduct community-based research. Students from several disciplines will share perspectives, develop skills, and explore ways to effectively respond to community needs via research. Students will learn to enlist community partners as researchers to develop a research plan, collect, analyze, and disseminate data to appropriate audiences.

**PSY 600 – Community Intervention and Social Change (3)** Prerequisite: Graduate or Senior standing. This course will examine concepts, values, theories, strategies, and tactics of community intervention and social change. Interventions will be studied in terms of both their theoretical roots and implications or practical considerations. Specific intervention strategies considered will include community organizing, alternative settings, mutual help, and advocacy.

**PSY 610 – Psychological Science and Public Policy (3)** Prerequisite: Graduate or Senior standing. This course will explore the use of public policy to influence social change. To this end, students will survey major areas of basic and applied psychology. Applied research aims to improve individual and community well-being, and basic research will be used to support these aims. Students will select a current social issue and collate relevant research to support a policy position.

**PSY 630 – Prevention Science (3)** Prerequisite: Graduate or senior standing. This course will discuss the history of the field of prevention, basic concepts, conceptual models, and approaches. Applications regarding specific social problems and social settings will be investigated. This course will allow students to critically evaluate



prevention programs in the community. Further, it is anticipated that students will become well-equipped to design a prevention plan that holds promise for enhancing individual and/or community well-being.

**PSY 640 – Organizational Development & Consultation (3)** Prerequisite: Graduate or senior standing. This course will explore the consulting role within organizations. Ethics, skills, and techniques of action research and organizational development will be discussed. Further, the process of organizational and group behavior and learning will be explored.

**PSY 650 – Human Diversity & Cultural Competence (3)** Prerequisite: Graduate or Senior standing. This course will provide a foundation of knowledge for effective research and practice with diverse individuals and groups. Diverse backgrounds, worldviews, and traditions will be explored based on race, ethnicity, class, religion, gender, ability, sexuality, and age. We will also explore how elements of the social structure construct have led to systems of oppression and privilege.

**PSY 660 – Program Evaluation (3)** Prerequisite: Graduate or Senior standing, plus completion of PSY 540. This course will familiarize students with different types of program evaluation. Students will explore needs assessments, and process and outcome evaluation. Students will investigate conceptual frameworks and develop indicators and an evaluation plan to measure aspects of social programs. Discussion of the strengths and limitations of numerous study designs will allow students to plan and execute effective assessments of community programs.

**PSY 290, 390, 490 - Selected Topics (1-3).**

**PSY 291, 391, 491, 591 - Internship (12).**

**PSY 295, 395, 495, 595 - Independent Study (1-12).**

**PSY 296, 396, 496, 596 - Practicum (1-6).**

## Religious Studies (REL)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**REL 102 – Roots of Western Religious Literature I (3) ★★★** The literature of ancient Hebrew civilization and of the early Christian movement, as preserved in the Bible, from a culture very different from our own. The course aims to capture a sense of what this literature meant to the people of its time by studying its historical, cultural and literary background. This provides depth and perspective for a student's personal interpretation of the Bible.

**REL 103 – Roots of Western Religious Literature II (3) ★★★** The literature of the early Christian movement, as preserved in the New Testament of the Bible, in a culture very different from our own. The course aims at reading this literature through the eyes of key persons of that time. The student will thus obtain a fresh perspective that will provide context and enrichment for personal reading of scripture literature.

**REL 110 – Survey of Religious Symbol (3) ★★★** An introductory survey of the Orthodox, Catholic and Protestant belief in God and the development of the meaning of the word “person” that follows from this common belief.

**REL 120 – Introduction to Catholic Thought (3) ★★★★** Students will examine various themes in Catholic theology and how they relate to perennial human questions and aspirations. Theology can be understood as reflection upon faith experience, which in turn leads to the formulation of structures of belief. Students will gain an appreciation of the Catholic understanding of the human person, approach to revelation and mystery, and contribution to moral reasoning. In this conversation with the Catholic tradition, students will explore their own approach to foundational spiritual and ethical questions.

**REL 125 – Introduction to Religious Studies (3) ★★★** A study of the common elements of religion throughout the ages. Topics include: study of origins of religion; myth; concepts of God; role of worship, prayer and symbolism; religious language; the place of revelation and morality; and the relationship of religion to science.

**REL 130 – World Religions (3) ★★★** Introduction to the history, literature and thought patterns of the major religions of the world.

**REL 130H – World Religions: Honors (3) ★★★★** Prerequisite: 3.3 GPA or consent of instructor. Introduction to the history, literature and thought patterns of the

major religions of the world with special emphasis on the reading of primary texts from the great religious traditions.

**REL 142 – Religion in America I (3) ★★★★★** A study of the origins/importance of religion in America from pre-European contact to Civil War. Topics include: Native American religions, colonial powers, interaction with natives, Revolutionary and Federalist period, religious movement, utopian communities, rise of abolition and fight against slavery and religion and civil war.(Same as ID 142)

**REL 144 – Religion in America II (3) ★★★★★** This course is an introductory study of American religious history from the end of the Civil War to the present time. Topics include the study of major events and persons in the primary religious traditions of America as well as an examination of the growing religious pluralism and religious diversity found in the United States.

**REL 200 – Contemporary Issues in Religious Ethics (3) ★★★** An introductory survey of ethical issues (social, environmental, sexual, medical) confronting contemporary society. Studied from the perspective of religious faith with particular focus on the major figures who have contributed to the discussion of the issues.

**REL 210 – Death and Dying (3) ★★★** The attitude to and the explanations of the phenomenon of death as offered by the great religious traditions and related to social and psychological studies of death and dying.

**REL 225 – Religion and Society (3) ★★★★★** Study of how the major religious groups within American society are organized, how they relate to and have impact on the broader society in which they exist, and how they themselves are affected by that broader society.

**REL 310 – Catholic Social Teaching (3) ★★★★★★** Prerequisites: C or higher in one lower division religion course and a lower division history course. Studies the complex social problems facing the modern world by investigating the ways the Catholic Church, Catholic thinkers and activists have applied Christian principles to social issues, with special emphasis on official church documents since Leo XIII's Rerum Novarum (1891). Students are not required to accept Catholic social teaching, but to enter into dialogue with it.

**REL 330 – Religion, War and Peace (3) ★★★★★★** Prerequisites: C or higher in one lower division religion course and a lower division literature or history course. Studies the relationship of religion to war. This course will discuss the following questions: Is religion inherently inclined to violence? Is monotheism inherently inclined to violence? Have most wars really been religious at root? The course will include discussion of contemporary conflicts between religious groups.

**REL 342 – Religion in American Popular Culture (3) ★★★★★★** Prerequisites: C or higher in one lower division religion course, and an English literature course.

Studies the understanding of religion expressed or implied in selected works of contemporary American popular culture (fiction, film, music, theatre, television). The course includes an analysis of the attitudes to and understandings of religion implied in the work, a critical study of any factual claims about religion made in the work, and a comparison/contrast of religious self-understanding with the way in which religious belief is understood in the work.

**REL 345 – Religion in Digital Media (3) ★★★★★★** Prerequisite: C or higher in one lower division Religion course. This course will investigate American media culture with an emphasis on television, video games and emerging digital media, while exploring the theological implications and in turn seek a theological engagement with the diverse contours of digital media. The class will also explore religious imagery, Christian practices and the development of digital sacred space in order to engage in an informed religious conversation with contemporary media culture.

**REL 350 – American Catholics and Slavery: 1789-1866 (3) ★★★★★★**  
Prerequisite: C or higher in one lower division Religion course; HIS 120 recommended. This course will investigate the Catholic Church's scriptural and dogmatic teachings, and its historical practices in relation to the institution of slavery with particular emphasis on the American Catholic Church's position on slavery from its establishment in America to the end of the Civil War.

**REL 370 – Contemplative Practice and Mental Health (3) ★★★★★★**  
Prerequisite: C or higher in one lower division Religion course. By means of reading, discussion and practice the course will explore some basic contemplative practices in order to understand how they contribute to spiritual growth and mental health. Emphasis will be on the Christian tradition, with reference to other religious traditions. The course is open to students of any or no religious affiliation.

**REL 290, 390, 490 – Seminars on Selected Topics (1-3).**

**REL 295, 395, 495 – Independent Study (1-12).**

## Science (SCI)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**SCI 100 – Introduction to Physical Science (4) ★** Prerequisite: Placement in MTH 60 or above. Lecture three hours per week. Lab three hours per week. Interrelates the fundamental principles of chemistry and physics with emphasis on the experimental nature of science for the non-science major. \$150.00 lab fee required.

**SCI 102 – Survey of Physical Science (3) ★** Prerequisite: Placement in MTH 60 or above. Lecture/demonstration course for the non-science major exploring the world of physical science and its significance in contemporary life. Topics from the fields of astronomy, chemistry, geology, meteorology and physics.

**SCI 115 – Fundamentals of Chemistry (5) ★** Prerequisite: Placement in MTH 60 or above. Lecture three hours per week. Lab three hours per week. Problem Solving three hours per week. The fundamental principles of chemistry are stressed, with emphasis on the chemistry of inorganic compounds. Includes the topics of atomic structure, chemical bonding, descriptive chemistry, stoichiometry, gas laws, solutions, equilibrium and redox. Recommended for students as a prerequisite for SCI 220, SCI 240, and/or SCI 116. \$150.00 lab fee required.

**SCI 116 – Fundamentals of Organic and Biochemistry (4)** Prerequisite: SCI 115 Lecture three hours per week. Lab three hours per week. Problem Solving three hours per week. A survey of organic and biochemistry. A study of the fundamental principles of organic chemistry, including molecular structure, properties and reactions of organic compounds and their role in human biochemistry. An introductory look at the structure and function of biological macromolecules. Recommended for students entering an allied health field. \$150.00 lab fee required.

**SCI 120 – Physical Geology (3) ★★★** Composition and structure of the earth, the forces acting upon it and the resulting surface features. Includes laboratory demonstrations and optional field trips. Students desiring a lab science may also enroll in SCI 120L.

**SCI 120L – Physical Geology Laboratory (1)** Co- or Prerequisite: SCI 120. Laboratory three hours per week. Includes laboratory work and weekend field trips. \$150.00 lab fee required.

**SCI 130 – Biology of Animals (4) ★★★** Laboratory three hours per week. Lecture three hours per week. Lecture/laboratory course designed especially for the non-

science major. Structure, function, development, evolution and overall diversity of animals. Interactions between animals and their environment. \$150.00 lab fee required.

**SCI 132 – Human Anatomy (4) ★★★★★** Prerequisite: successful completion of high school or college biology. An introduction to the structure of the human body at both the macroscopic and microscopic levels. Laboratory includes extensive dissection of preserved animals. Lecture 3 hours per week. Laboratory 3 hours per week. \$150.00 lab fee required.

**SCI 133 – Human Physiology (4) ★★★★★** Prerequisite: High school biology and chemistry with a grade of C or better, or their college equivalents. SCI 132 strongly recommended. An introduction to the function of the human body at the molecular, cellular and organ system levels of organization. Lecture 3 hours per week. Laboratory 3 hours per week. \$150.00 lab fee required.

**SCI 135 – Anatomy and Physiology (4) ★★★★★** Laboratory three hours per week. Lecture three hours per week. Prerequisite: High school biology or chemistry or the equivalent. Structure and function of the human body. Basic physical, chemical and biological principles necessary to understand the functioning of the organism as a whole and of the major systems. Recommended for psychology majors. \$150.00 lab fee required.

**SCI 140 – Plants and Civilization (4) ★★★** Laboratory three hours per week. Lecture three hours per week. Lecture/laboratory course designed especially for the non-science major. Basic structure, physiology and evolution of the major plant groups and the roles of plants in the development of civilization and in modern society. \$150.00 lab fee required.

**SCI 145 – Principles of Biology (3) ★★★** Major themes and unifying concepts of biology; physical/chemical basis of life; cellular biology; genetics and evolution. Surveys the biological kingdoms, including structure and function, evolution and diversity, behavior and ecology of representative groups. Lecture course for pre-majors or non-majors requiring life science. Students desiring a lab science may also enroll in Science 145L.

**SCI 145L – Principles of Biology Laboratory (1)** Laboratory three hours per week. Concurrent enrollment in SCI 145 required. \$150.00 lab fee required.

**SCI 145H – Principles of Biology: Honors (4) ★★★★★** Lecture/Laboratory six hours/week. Prerequisite: High school biology or chemistry or equivalent and 3.3 GPA or consent of instructor. An introduction to the study of living organisms, emphasizing history, concepts, theories and explanations that make biology a coherent body of knowledge. Includes basic chemistry and physics in relation to living organisms, as well as genetics, evolutionary theory and molecular biology. \$150.00 lab fee required.

**SCI 150 – Microbiology** (4) ★★★★★ Lecture/Laboratory six hours per week. Prerequisite: High school biology or chemistry or equivalent. This course studies the biology of living microorganisms, with emphasis on bacteria and their role in health and other human-related activities. Stresses disease-related microbes, with emphasis on laboratory skills in culturing, isolation and identification of selected, non-pathogenic bacteria. \$150.00 lab fee required.

**SCI 155 – Introduction to Genetics** (3) ★★★★★ Principles of heredity with emphasis on humans. Includes the structure and function of genetic material, inherited diseases, the role of genes in cancer and current research in genetic engineering. This course is for the non-science major and has no college science prerequisite.

**SCI 160 – Marine Biology** (4) ★★★★★ Lecture/Laboratory six hours per week. An introduction to the sea and its inhabitants. Includes study of the major marine ecosystems, with emphasis on the intertidal. Also considers the problems arising from man's intervention in the natural marine systems. Laboratory emphasizes field studies, dissections and studies of live organisms. \$150.00 lab fee required.

**SCI 170 – Ecology of Humans** (3) ★★★ This is a study of the relationship between humans and the physical and biotic environment. The emphasis is directed toward the basic principles of ecology and evolution, the historical impact of humans on ecosystems and current environmental problems. Students desiring a lab may also enroll in SCI 170L.

**SCI 170L – Ecology of Humans Laboratory** (1) Laboratory three hours per week. Co- or Prerequisite: SCI 170. \$150.00 lab fee required.

**SCI 200 – General Physics I** (4) ★★★★★ Co- or Prerequisite: MTH 110. Lecture three hours per week. Laboratory three hours per week. This course covers kinematics, dynamics, statics, energy and momentum, rotation, and simple harmonic motion. \$150.00 lab fee required.

**SCI 201 – General Physics II** (4) Lecture three hours per week. Laboratory three hours per week. Prerequisite: SCI 200, with a minimum grade of C. This course covers fluids, relativity, wave motion (including sound and light), electricity and magnetism. \$150.00 lab fee required.

**SCI 220 – General Chemistry I** (5) ★★★★★ Lecture three hours per week. Recitation (problem solving) three hours per week. Laboratory three hours per week. Prerequisites: MTH 60 or above and SCI 110 or 115 with a grade of C or higher or passing grade on the chemistry proficiency exam. General Chemistry for Science and Engineering majors with laboratory. This is the first semester of a two-semester sequence. It covers fundamental principles and laws of chemistry. Topics include states of matter, measurement, atomic structure, quantum theory, periodicity, chemical reactions, molecular structure and chemical bonding, stoichiometry, gas

laws and theories and solutions. The laboratory work emphasizes physical-chemical measurements, quantitative analysis and synthesis. Three fifty-minute lectures, one recitation period (3 hours) and one laboratory period (3 hours) per week. \$150.00 lab fee required.

**SCI 221 – General Chemistry II (5)** Lecture three hours per week. Recitation (problem solving) three hours per week. Laboratory three hours per week. Prerequisite: SCI 220, with a grade of C or higher. This course is the second course in the two-semester sequence for General Chemistry for Science Majors with Laboratory, 1 year. Topics include thermodynamics, chemical kinetics, chemical equilibrium, acid-base theory, oxidation-reduction, electrochemistry, descriptive chemistry of representative metallic and non-metallic elements, and an introduction to nuclear and organic chemistry. The laboratory work emphasizes physical-chemical measurements, quantitative analysis and synthesis. Three fifty minute lectures, one recitation period (3 hours) and one laboratory period (3 hours) per week. \$150.00 lab fee required.

**SCI 224 – Introductory Astronomy (3) ★★★** An introductory course designed to introduce students to the basic concepts of astronomy, including cosmology, cosmogony, elements of the solar system, stellar formation, galaxies and planetary observation.

**SCI 230 – Physics I with Calculus (5) ★★★** Prerequisite: Completion of MTH 130 or MTH 120 with a grade of C or higher. This course is a calculus-based survey of kinematics, dynamics, statics, momentum, energy, rotation, gravitation and planetary motion. In addition, the course covers elasticity and vibration, wave motion, interference and standing waves, sound, the kinetic theory of gases, and thermodynamics. \$150.00 lab fee required.

**SCI 231 – Physics II with Calculus (5) ★★★** Prerequisite: Completion of SCI 230 with a grade of C or higher. Recommended preparation: MTH 131 and MTH 132. This course is a calculus-based survey of electricity, magnetism, light, geometric and physical optics, special relativity, atomic and nuclear physics. \$150.00 lab fee required.

**SCI 240 – General Biology I (4) ★★★** Lecture three hours per week. Laboratory three hours per week. Prerequisites: Completion of SCI 110 or 115 or 220 with a grade of C or higher or passing grade on the chemistry proficiency exam; completion of MTH 60 or above with a grade of C or higher; and high school biology or the equivalent. This is the first semester of a two-course sequence designed to give the biology major a strong foundation in the principles of structure and function, growth and development, energy transformations, molecular and classical genetics, ecology and evolution. The nature of scientific thought and current progress in biology are discussed. \$150.00 lab fee required.



**SCI 241 – General Biology II** (4) Lecture three hours per week. Laboratory three hours per week. Prerequisite: SCI 240, with a grade of C or higher. This course is the second in the two-course general biology sequence. It will reinforce the major concepts mastered in SCI 240 by focusing on both plant and animal structure and function, as well as the homeostatic balance required for all life to exist. \$150.00 lab fee required.

**SCI 250 – Organic Chemistry I** (4) Lecture three hours per week. Lab three hours per week. Prerequisite: General Chemistry II (SCI 221) with a grade of C or higher. The first semester of the Organic Chemistry sequence. Topics include an introduction to Organic Chemistry to include structure, reactions, mechanism, and analysis of major functional groups of organic chemistry. Discussion will include ionic and radical reactions. Replaced by SCI 315 fall 2013.

**SCI 251 – Organic Chemistry II** (4) Lecture three hours per week. Lab three hours per week. Prerequisite: Organic Chemistry I (SCI 250) with a grade of C or higher. The second semester of the Organic Chemistry sequence. Topics include structure and reactions of alcohols, carboxylic acids, aldehydes, ketones, amines, aromatic compounds, heterocycles, sugars and amino acids. Replaced by SCI 316 spring 2014.

**SCI 300 – Thirsty Planet-the Science and Politics of Water** (3) ★★★★★ This class will examine the scientific facts and the political issues involved in decisions that directly affect our water management decisions. We will also explore the social and ecological impacts of the coming water crisis and our responsibility to future generations.

**SCI 315 – Organic Chemistry I** (5) ★★★★★ (formerly SCI 250) Prerequisite: SCI 221 with a grade of C or higher. Lecture three hours per week. Lab six hours per week. The first semester of the Organic Chemistry sequence. Topics include an introduction to Organic Chemistry to include structure, reactions, mechanism, and analysis of major functional groups of organic chemistry. Discussion will include ionic and radical reactions. \$150.00 lab fee required.

**SCI 316 – Organic Chemistry II** (5) ★★★★★ (formerly SCI 251) Prerequisite: SCI 250 or SCI 315 with a grade of C or higher. Lecture three hours per week. Lab six hours per week. The second semester of the Organic Chemistry sequence. Topics include structure and reactions of alcohols, carboxylic acids, aldehydes, ketones, amines, aromatic compounds, heterocycles, sugars and amino acids. \$150.00 lab fee required.

**SCI 320 – Biochemistry** (3) ★★★★★ Prerequisites: SCI 251/316 with a grade of C or higher. A survey of biochemistry covering intermediary metabolism and compounds of biochemical interest. The focus is on the application of biochemistry and the biochemical foundations of life.

**SCI 330 – Biology of Microorganisms (4) ★★★★★** Lecture 3 hours per week. Laboratory 3 hours per week. Prerequisite: SCI 241 with a grade of C or higher. This course covers microbial biology, biochemistry and genetics; ultrastructure and morphology, energy metabolism, physiology of bacterial growth, regulatory mechanisms, action of chemotherapeutic agents, and studies of clinical viruses, mycology and parasitology. The course covers the core concepts of microorganisms, emerging diseases, and the cutting-edge discoveries. \$150.00 lab fee required.

**SCI 340 – Cell Biology (3) ★★★★★** Prerequisite: SCI 241 and SCI 251/316 with a grade of C or higher. An introduction to the principles that guide cellular organization and function. An emphasis on modern genetic, genomic, proteomic approaches to cell biology. The course will include a study of the cell cycle through apoptosis, modern genetic and molecular technologies. This will include nanotechnology, bioluminescence, X-ray crystallographic data, and genetic engineering.

**SCI 350 – Genomics (3) ★★★★★** Prerequisite: SCI 241 with a grade of C or higher. Genomics covers both core concepts of genetics and cutting-edge discoveries. It will integrate formal genetics (rules by which genes are transmitted), molecular genetics (the structure of DNA and how it direct the structure of proteins), systems biology (analysis of the gene set and its expression), and human genetics (how genes contribute to health and disease).

**SCI 380 – Molecular Biology (5) ★★★★★** Lecture/Laboratory 9 hours per week. Prerequisite: SCI 241 and SCI 251/316 with a grade of C or higher. Molecular Biology provides the chemical principles that determine the structure and function of macromolecules. The course will include the organization of the genetic material (DNA and RNA), and the maintenance of the genomes in chromosomes through DNA replication recombination and repair. The course will cover the techniques of molecular biology, genomic, proteomics, and bioinformatics. \$150.00 lab fee required.

**SCI 290, 390, 490 - Selected Topics (1-3)**

**SCI 295, 395, 495 - Independent Study (1-12)**

## Sociology (SOC)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**SOC 100 – Introduction to Sociology (3) ★★★★★** Introduction to basic concepts of sociology and sociological analysis. Emphasis upon the group, socialization, social processes, stratification, institutions, social organization and social change.

**SOC 100H – Introduction to Sociology: Honors (3) ★★★★★** Prerequisite: 3.3 GPA or consent of instructor. Introduction to basic concepts of sociology and sociological analysis. This course will offer a global approach in studying group behavior, socialization, stratification, social institutions and organizations, and social modernization and change. An extensive research project will further allow the development of the sociological imagination.

**SOC 125 – Sociology of Marriage and the Family (3) ★★★★★** This course is an examination of the family as a social institution. Emphasis will be placed on relationships between the family and other social institutions from American and cross-cultural perspectives. Theories of family development in society as well as pertinent family research will be studied.

**SOC 140 – The Home, the School, the Community (3) ★★★★★** Prerequisite: ENG 106. Examines contemporary issues in education and their effect on the child and family. A study of the variety and pattern changes in family life and of the influence of family, church, school and peers upon the development of a child. (Same as ED 140)

**SOC 175 – Modern Social Problems (3) ★★★★★** Analysis of current sociological problems and their backgrounds in terms of sociocultural, economic and political change. Solutions, as well as causes, of social problems.

**SOC 220 – Crime and Delinquency (3) ★★★★★** Strongly recommended: an introductory course in Psychology or Sociology. The nature of criminal and delinquent behavior stressing theories of causation. Societal reactions to deviant behavior and methods of crime and delinquency control.

**SOC 235 – Introduction to Statistics for the Study of Behavior (4) ★★★★★** Prerequisite: C or higher in MTH 60 or 90. Application of descriptive and inferential statistical techniques for summarizing research data in the behavioral sciences, including levels of measurement, frequency distributions, central tendency,

variability, normal distributions, Central Limit Theorem and applications of a variety of statistical tests. (Same as ANT/PSY 235). Comparable to BUS 220 and MTH 270.

**SOC 240 – Research Methods for the Study of Behavior (3) ★★★★★** Prerequisite: C or higher in SOC 235 or MTH 270. An introduction to scientific inquiry and research in the social sciences, including experimental and non-experimental designs. Includes data collection strategies, hypothesis testing, analyzing tests of measurement and use of computer aids. (Same as ANT/PSY 240.)

For students planning to major in the behavioral/social sciences, Statistics is the first component of a recommended two-course sequence and should be followed by ANT/PSY/SOC 240.

**SOC 250 – Race, Ethnicity, Gender and Class in the United States (3) ★★★★★** Strongly recommended: An introductory course in Psychology or Sociology. This course examines and analyzes stratification in the U.S. with consideration of the major ethnic and racial groups and gender inequality. Historical and contemporary views and research of assimilation, prejudice and discrimination of minority groups in society will be offered.

**SOC 310 – Demography (3) ★★★★★★** Prerequisite: C or higher in at least one course each in behavioral/social science, history, and statistics (with consent of the instructor, statistics may be a corequisite) An overview of the field of demography and its relevance in today's world. After introducing basic concepts and methods in demography, the course surveys applications of demographic tools and data at local, state, national, and international scales, with an emphasis on their value in addressing current needs and future planning. (Same as POL 310)

**SOC 315 – Aging in America (3) ★★★★★★** Prerequisite: C or higher in PSY 150/150H or SOC 100/100H An examination of the impact of aging on the larger society. Examination of the responses of various social institutions of the aged as well as the impact of an aging population on those institutions. Special attention is given to the changing roles of the aged and the cultural attitudes toward the elderly.

**SOC 320 – Human Migration (3) ★★★★★★** Prerequisites: C or higher in at least one prior course in behavioral/social science, and in history. An overview of past, present, and projected future patterns of human migration from local to national and global levels, and their social, cultural, economic, political, and environmental impacts. (Same as ANT/GEO 320)

**SOC 290, 390, 490 – Selected Topics (1-3).**  
**SOC 295, 395, 495 – Independent Study (1-12).**

## Spanish (SPA)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**Note:** Speakers of Spanish with native-like fluency will not receive credit for courses except with advance approval from the instructor and department.

**Note:** Each four-unit language course is comparable to one year of a high school language course in the same language.

**SPA 100 – Elementary Spanish I (4) ★★★** Course includes basic elements of Spanish grammar with work in the oral and written language, phonetics, vocabulary building, conversation and reading. Lab work required weekly.

**SPA 101 – Elementary Spanish II (4) ★★★** Prerequisite: SPA 100 with a grade of C or higher, or a satisfactory score on the placement test, or credit by examination. Course includes a review of SPA 100 grammar, including the study of the subjunctive. Simple readings and composition in Spanish are part of the coursework. Lab required weekly.

**SPA 200 – Intermediate Spanish I (4) ★★★** Prerequisite: SPA 101 with a grade of C or higher, or satisfactory score on the placement test, or credit by examination. Course includes intensive review of grammar with emphasis on the uses of the subjunctive, advanced conversation. Compositions and readings in Spanish culture and civilization designed to increase proficiency in written language and promote intercultural awareness.

**SPA 201 – Intermediate Spanish II (4) ★★★** Prerequisite: SPA 200 with a grade of C or higher, or satisfactory score on the placement test, or credit by examination. Course emphasizes uses of the Spanish idiom, intensive vocabulary building, idiomatic conversation and composition with occasional grammar review. Readings from Spanish and Spanish-American authors are included. Cross-cultural awareness is emphasized throughout the course.

**SPA 290, 390, 490 – Selected Topics (1-3).**

**SPA 295, 395, 495 – Independent Study (1-12).**

## Speech (SPE)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**SPE 105 – Fundamentals of Speech (3) ★★★** (Formerly SPE 110) An introductory course in public speaking that focuses on communication skills, including organization of ideas, research, critical thinking and audience adaptability. (Same as CAR 105)

**SPE 125 – Small Group Discussion (3) ★★★** Basic principles and techniques of discussion. Relationship of discussion to democratic processes and contemporary society, including a study and practice of critical thinking, and problem-solving techniques in various group discussion settings. (Same as CAR 125)

**SPE 130 – Interpersonal Communications (3) ★★★★** This course focuses on learning the theory and practicing skills needed to improve the quality of interpersonal communication, including social cognition, social rules, coding the message, conflict resolution and critical thinking skills. (Same as CAR 130)

**SPE 145 – Communication Structures (3) ★★★** An examination of the structures underlying both verbal and visual modes of communication in modern society. Emphasis is placed on a study of comparable features in the various media used in the art of expression. Contemporary media will be investigated against a background of standard patterns of communication. (Same as CAR 145);

**SPE 200 – Oral Interpretation (3) ★★★** Analysis, theory and practice of oral interpretation of prose, verse and grammatic dialogue with attention to effective delivery. (Same as CAR 200)

**SPE 250 – Argumentation and Debate (3) ★★★★** Prerequisite: CAR/SPE 105. An examination of the fundamentals of logical thinking, the analysis of propaganda, research techniques and the uses of evidence. Principles and techniques of effective group discussion, argumentation and debate. (Same as CAR 250)

**SPE 260 – Forensics (1) ★★★** (Formerly SPE 291) Concentrated training and instruction for the enhancement of public speaking skills, critical and analytical thinking, and literary analysis for the purpose of participating in either individual and/or team intercollegiate speaking activities. (Same as CAR 260); IND/CSU

**SPE 290, 390, 490 – Selected Topics (1-3).**

**SPE 295, 395, 495 – Independent Study (1-12).**

## Study Abroad (SA)

### Study Abroad – SA 100, 200, 300, 400

Courses that appear as SA on a transcript are courses taken while abroad that are not comparable to any other course in the Catalog. Some have been predetermined to satisfy degree requirements. Others may satisfy degree requirements by petition. Others will be elective units. Unit value varies and will be designated on the transcript.

## Theatre Arts (THE)

- ★ Open to students of any ESL/English level
- ★★ Placement in ENG 104 or higher
- ★★★ Placement in ENG 108 or higher
- ★★★★ Placement in ENG 112 or equivalent
- ★★★★★ Completion of ENG 112 or equivalent
- ★★★★★★ Completion of ENG 114 or equivalent

**THE 100 – Reader’s Theatre (3) ★★★** Selected readings from world drama, prose and poetry. Emphasis on characterization and interpretation under performance and class conditions.

**THE 110 – Introduction to Theatre (3) ★★★** Exploration of the creative elements of theatre art: playwriting, acting, directing, scenic, lighting, costume design. Analysis of major plays in production. (Same as CAR 110)

**THE 120 – Introduction to Acting I (3) ★★** An introduction to the interpretation of drama through the art of the actor. Movement and speech as the basis of role study. This course emphasizes movement and theatre.

**THE 121 – Introduction to Acting II (3) ★★** A continuation of the principles and techniques of THE 120. Emphasis is on voice, television and film.

**THE 170 – Beginning Play Production I (Technical) (1-3) ★** Students support the semester play by becoming a technical crew. It is an eclectic overview of the various aspects of the theatre, such as design and scenery construction, lighting, sound, costuming and makeup, theatre management and publicity.

**THE 174 – Beginning Play Production I (Acting/Directing) (1-3) ★** Students who are cast in the semester play take this class. It is an eclectic overview of the various aspects of the theatre. Heavy emphasis on acting, directing and staging. Some theatre history.

**THE 185 – Backstage with the Arts (2-3) ★★★** Theoretical and practical aspects of visual and performing arts through a combination of lecture, discussion, and

media presentations, and the direct experience of exhibits and performances. (Same as ART/ID/MUS 185)

**THE 271 – Beginning Play Production II- Tech (3) ★★★** Prerequisite: THE 170. Continuation of THE 170 Beginning Play Production I Tech. Eclectic overview of various aspects of the theatre, such as design, scenery constructions, lighting, sound, costuming, make-up, Box office & Publicity, and Theatre Management. (Formerly THE 171)

**THE 275 – Beginning Play Production II Acting/Directing (3) ★★★** Prerequisite: THE 174. Continuation of THE 174 Beginning Play Production I Acting/Directing. An eclectic overview of the various aspects of theatre, such as Acting, Directing, Staging, Stage Management, Musical Comedy, and Theatre History. Some technical work required. (Formerly THE 175)

**THE 310 – Theatre, History and Culture (3) ★★★★★** Prerequisite: THE 376. This course explores the ways world history and culture has shaped various performance traditions. The central focus of this course is the relationship between performance theatre and various modes of human communication. The course is organized according to four main parts:

PART I: Performance and theatre in oral and written cultures before 1600

PART II: Theatre and print cultures, 1500 – 1900

PART III: Theatre in modern media cultures, 1850 – 1970

PART IV: Theatre and performance in the age of global communications, 1950 – present.

**THE 372 – Advanced Play Production I Tech (3) ★★★** Prerequisite: THE 271 Development of the advance techniques of play production. Emphasis on students taking leadership to technical crews and stage management. (Formerly THE 172)

**THE 376 – Advanced Play Production I Acting/ Directing (3) ★★★** Prerequisite: THE 275. Advanced overview of Acting and Directing Techniques. Continuing development of acting and technical skills in performance and directing. Students in this class are assigned projects as assistant directors supporting the fall and spring plays. (Formerly THE 176)

**THE 473 – Advanced Play Production II Tech (3) ★★★★★** Prerequisite: THE 372 Continuing development of the advanced technique of Scenic Design. Advanced technical theatre students choose a role of leadership either Stage Management, Lighting and Sound, or Costume and Make-up. (Formerly THE 173)

**THE 477 – Advanced Play Production II Acting/ Directing (3) ★★★★★** Prerequisite: THE 376. Continuing development of acting & directing skills such as creating a character through movement, voice and imagination with the help



of the director. Students choose a role of leadership acting, directing and staging.  
(Formerly THE 177)

**THE 290, 390, 490 – Selected Topics (1-3).**

**THE 295, 395, 495 – Independent Study (1-12).**



# Campus Life

The development of the whole person is the premise on which the founders of Marymount California University based the educational philosophy of the institution. Campus Life at Marymount strives to provide opportunities for growth and development of balance in the intellectual, spiritual, social, emotional and physical lives of our students.

There are aspects of student life that are campus specific. Some programs apply institution-wide, regardless of location.

## Campus Ministry

As a Catholic university, Marymount values individual and communal religious experiences as integral to our mission and educational philosophy. At Campus Ministry, we believe that spiritual experience is a vital dimension of our students' development and the life of our campus community. We provide opportunities and resources for faith formation, prayer and worship, community building, and pastoral support. Founded on Catholic tradition, the heritage of the Religious of the Sacred Heart of Mary (RSHM), and enhanced by the religious diversity represented on campus, all are welcome to participate in Campus Ministry programs. Throughout the school year, we offer weekly Catholic Mass on Tuesday, spiritual support, faith sharing and Scripture study, Confirmation classes, social justice education and volunteer opportunities, of various religious celebrations, and interfaith prayer services. We are dedicated to respond to the needs of students, faculty, and staff of all faith traditions. To get involved, check out Campus Ministry in [My.MarymountCalifornia.edu](http://My.MarymountCalifornia.edu).

## Experiential Learning Opportunities

Experiential education is the opportunity for students to identify and apply student learning objectives, hone skills, and gain experience in real-world environments regionally, nationally and globally. At Marymount students begin experiential education during their first semester and continue through their senior year.

At Marymount California University, experiential education consists of a variety of programs including practica, internships, co-curricular experiences, Service Learning, Study Abroad and the Capstone project. Check the MCU website for links to Career and Internships and Study Abroad. For other experiential learning opportunities, contact program staff.

## Student Activities

The Office of Student Life at Marymount offers a variety of opportunities for students to get involved and find their place in the MCU community. From intramurals to student government, leadership roles in orientation, student organizations and the Student Center, our activities and programs are designed to build community, enhance learning and growth, and foster holistic development of our students.

Activities are held in the evenings, on weekends, and on campus during the day – all designed to contribute to the social, intellectual, physical development of our students. Students are encouraged to participate in all events, including social and

cultural activities, intramural sports programs, student organizations, and service and leadership development programs.

Check out the Involvement Fair at the beginning of each semester to learn how to get involved. Stay informed by using our Student Life page in my.marymount, in facebook, or visit us at the Student Info Desk in the Student Center.

## **Intramurals**

Join the fun – join an intramural team! Each semester, students have the opportunity to participate in intramural sports teams. Intramural teams have included 3v3 basketball, flag football, volleyball, dodge ball, and more. To sign up for a league, go to the Student Life page in my.marymount.

## **Intercollegiate Athletics**

As a member of the National Association of Intercollegiate Athletics (NAIA), Marymount California University provides student-athletes with preparation for lifelong learning, service to others and fosters collaborative relationships in a nurturing environment that will enhance intellectual, ethical, spiritual, athletic and social development.

Marymount Athletics is committed to the NAIA *Champions of Character* program and the five core values, Integrity, Respect, Responsibility, Sportsmanship and Servant Leadership, that go well beyond the playing field to the daily decisions of student-athletes. These character values help our students—and those associated with their development—make good choices in all aspects of their lives and reflect the true spirit of competition.

For a complete listing of athletic policies and academic compliance, refer to the Athletic Policy Manual posted on our website. For details, contact the Athletic Director.

## **Volunteer Programs**

Marymount is dedicated to providing service opportunities for students on and off campus. Students are able to participate in service through formal classroom experiences, and informal co-curricular experiences. Recent service projects have included campus blood drives, book drives, Operation Teddy Bear, beach clean ups and trips to area food banks. Service projects are often a gateway experience for students who choose to do individual volunteer work at a site where Marymount has visited previously. To get involved with a service project, or to start your own, visit the Student Info Desk in the Student Center on the main campus, or contact your program staff for volunteer possibilities within your region.

## **Leadership Development**

There are many ways for students to develop leadership skills at Marymount. Beginning in the first year on campus, students can get involved and develop leadership skills through the Boys and Girls Club, and various retreats on campus in the fall. Students can continue developing and refining leadership skills by participation in campus jobs and student organizations on campus, as well as student government. The Office of Student Life offers leadership experience each semester. For more details, contact the Office of Student Life. Students studying away from

Southern California campus locations may contact their program staff and faculty for leadership opportunities.

## **Student Government**

The Marymount Student Government Association (MSGA) is the University's student government organization. Through its elected executive board and senators, it strives to advocate for enrolled students on campus. MSGA holds council meetings each week, which are open to all students. These meetings serve as an opportunity for all students to voice concerns and bring up issues. Additionally, MSGA is the governing body over all student clubs and organizations, and provides funding to recognized student organizations. Elected members of MSGA hold office hours during the academic year in TDW 107, which is in the Student Center. Contact elected officials in the office or at [msga@MarymountCalifornia.edu](mailto:msga@MarymountCalifornia.edu).

## **Student Organizations**

Get involved – it's easy, and fun! Any group of students can charter an organization focused on a common interest. To start an organization at a Southern California campus, complete the “registered student organization” form in [my.MarymountCalifornia.edu](http://my.MarymountCalifornia.edu). This form requires the names of five students, an organization advisor, and a constitution. Once this is completed, the student organization is eligible for funding for activities from MSGA, and can have events on campus for students. Details can be found in [my.MarymountCalifornia.edu](http://my.MarymountCalifornia.edu) or at the Student Info Desk. Start your organization today – and start creating community on campus.

## **Student Conduct System**

Marymount is committed to creating and maintaining an environment where individual and institutional rights and responsibilities merge to encourage the holistic development of each member of our community. To achieve this goal, the University has established a number of policies and procedures that present to our students, staff and faculty the values and expectations of this institution.

Each member of the Marymount community, regardless of campus location or program, is expected to adhere fully to the policies established by the University and to comply not only with the letter of the various regulations, but also to act positively within the spirit of these policies.

Consistent with these values, the Student Conduct System and the Student Code of Conduct have been created. They serve to establish and clarify standards of behavior essential to the University's educational mission and community life. Please consult *The Anchor*, Marymount's student handbook, for the complete description of the Student Conduct System.

## **Campus Publications**

*The Anchor*, the student handbook, is published annually by the Dean of Students and governs the Marymount community. This handbook outlines campus resources and departments, explains Marymount's Student Code of Conduct, overviews the conduct process, and highlights major campus activities. *The Anchor* is published on the Marymount website and applies to all campus locations and programs.

# Undergraduate Student Services

## Office of Student Life

The Office of Student Life (OSL) strives to enrich the educational experience at Marymount. OSL plans programs to help undergraduate students at the Oceanview, Waterfront and Olguin campuses thrive in pursuits outside of the classroom. Using the Wellness Model, Student Life organizes activities designed to contribute to social, recreational, emotional, educational, spiritual, vocational and cultural development for domestic and international students.

The Office of Student Life is responsible for student activities and programming, New Student Orientation, registration of new student organizations, advising student government and the student programming board, providing programs and support for incoming international students, developing leadership opportunities for students, and operation of the Student Center and Student Info Desk.

The Student Center on the Oceanview campus provides a big screen TV, game tables, equipment and game check-outs, and plenty of comfortable couches and chairs.

At the beginning of each semester, New Student Orientation introduces and integrates new students to campus, resources, and people in an exciting and welcoming way. Select returning students serve as Student Orientation Staff (SOS), and provide valuable peer leadership and support to help new students connect to the Marymount community.

Log in to [my.MarymountCalifornia.edu](http://my.MarymountCalifornia.edu) or stop by the Student Info Desk in the Student Center to inquire about scheduled activities. The student staff will be happy to answer your questions.

## Major/Career Planning Services

The Office of Advising and Career Services supports all MCU students at all locations through academic advising, career information, internship coordination, and transfer assistance. Personal guidance helps the student to identify their interests and goals and to create plans to help in the successful attainment of those goals.

The Office of Financial Aid also offers students at the Southern California campuses the opportunity to gain valuable work experience by assisting them in finding on-campus work/study positions.

## Student Health Center

The Student Health Center provides skilled medical and nursing care to all students at the Southern California campuses. The Student Health Center is open Monday through Friday during the fall and spring semesters. All Marymount students are welcome to use the services provided by the Student Health Center. No

appointment is necessary; students are seen on a first-come, first-served basis. All care and consultation are strictly confidential.

The Student Health Center provides:

1. Triage.
2. Ongoing and follow-up health care.
3. Preliminary first aid.
4. Nurse consultation.
5. Physician care two mornings per week.
6. Diagnostic testing.
7. Over-the-counter medication.
8. Health-related counseling.
9. Private physician and dental referral.
10. Library of information to assist students in health education and preventive medicine.
11. Limited immunizations.
12. Health-related testing.
13. Physicals for all returning athletes.
14. Annual flu clinic for all students and employees.

Most services of the Student Health Center are free to full-time students; however, there is a small fee for some services (any outside lab work or prescription medications, for example). All students studying at Southern California locations are required to file with the Student Health Center an official physical examination signed by a physician, a documented immunization form for the following diseases: HepB (series of 3 injections), Tdap (within past 5 years), MMR (series of 2 injections), T/B test and result, and a medical information, health history form and meningitis informational form. Failure to provide these records will prohibit students from registering for subsequent semesters. The Student Health Center strongly recommends that all students be vaccinated for meningitis and varicella.

Health policies for Lake County and online students may vary. Please check the website or with Lake County or program staff for specific health policies and regulations pertaining to your program.

## **Counseling Services**

Counseling Services provides short-term and long-term counseling, crisis intervention and consultation, outreach and referral for the campus community in Southern California locations. Counseling Services staff members are licensed mental health professionals with training and experience in college student mental health and development.

The main purpose of Counseling Services is to assist students in attaining their academic goals through self-development. Some of these services include relationship counseling, conflict counseling, stress management and other issues of personal wellness. All students in need of objective insights or merely a “listening ear” are encouraged to avail themselves of Counseling Services. No student concern is too insignificant. Students often address their concerns with a counselor on an individual basis. However, there are opportunities for group interaction on certain

topics and outreach programming for both student and faculty/staff work groups. Counseling Services staff also provides drug and alcohol assessment, education, prevention and early intervention resources for the campus community.

Counseling involves personal self-disclosure and is insight-oriented. The process may include problem identification and resolution, goal setting and/or psychosocial education. The information shared between counselors and students is considered strictly confidential. Confidentiality is protected by law, and the counselor will not break confidentiality without expressed consent by the student. Exceptions include instances when the client may be in imminent life-threatening danger to self or others and instances of abuse of a minor or elder.

All services are provided free to full-time students. The number of weekly sessions may be limited due to counselor availability and student need. Limited services are available to part-time students. Counseling sessions are by appointment or counselor availability. Referral to local agencies is sometimes necessitated.

## **Residential Life**

The Office of Residential Life coordinates all student life services for approximately 400 Marymount students living in residence at the San Pedro Residential Campus and Pacific View Apartments. The University-owned residential sites are located in San Pedro, just a short distance from the campus. A shuttle service is available from the residential sites to campus during class hours.

Marymount supports a holistic educational experience for students, encompassing learning that takes place outside of the classroom. Our Residential Life Program creates an atmosphere conducive to studying, but which also affords room for growth and development outside the classroom.

We believe that students learn from each other, both in and out of the classroom. Living in residence is an integral part of the Marymount experience. The education acquired from the social and interpersonal experiences of residential life plays a vital role in student development. As a result, all first- and second-year students are required to live in residence unless they meet any of the following exceptions:

- 21 years or older
- Living with parents or close relatives within 20 miles of campus
- Married, in a domestic partnership or living with a dependent child
- Current active military or veteran's status
- Qualified for financial hardship

A student who meets one of the criteria listed above and who wishes to request commuter status must apply through the Student Development Services Office.

Applications for University residence are due May 1 for fall and December 1 for spring. The applications are made available once a student has been accepted to the University. Assignments are made on a first come, first-served basis with priority given to out-of-area applicants who apply prior to May 1. Students in residence are required to participate in a meal plan. Additional information regarding the meal plan and the residential communities is available in the Office of Residential Life & Student Conduct or on our website: [www.MarymountCalifornia.edu](http://www.MarymountCalifornia.edu).

Residential Life also offers a prepared list of local off-campus housing options. For information please contact the Office of Residential Life & Student Conduct.



# Graduate Student Services

Full time and part time graduate students at Marymount have access to:

- Academic advising
- Career advising
- Financial aid advising
- Library services
- Educational/institutional technology support



# Financial Aid, Scholarships and Student Employment

Marymount California University is committed to a comprehensive program of financial aid assistance for those students and families who otherwise would be unable to take advantage of the educational opportunities Marymount offers.

Financing a college education is primarily the responsibility of the student and his or her family. When these resources are not sufficient to meet the costs of attending Marymount, the Office of Financial Aid attempts to fill the gap from a variety of federal, state and institutional resources.

## Application Process

Financial aid is available to students who are U.S. citizens or eligible non-citizens who demonstrate financial need according to the Federal Methodology of Needs Analysis. To be considered for aid, a student must:

1. Apply and be admitted to Marymount.
2. Complete the Free Application for Federal Student Aid (FAFSA) and submit it to the Federal Processor. Marymount's school code is 010474.
3. California residents will be expected to complete the Cal Grant Grade Point Average Verification Worksheet and submit it to the California Student Aid Commission by the state deadline: March 2.
4. Returning students must be in good academic standing.

## Verification

Some students may have their file selected for review in a process called verification. The Office of Financial Aid may request that a student submit copies of certain financial documents including but not limited to federal tax returns, documentation of income and bank statements. The Office of Financial Aid may also request documentation related to a student's citizenship, date of birth, social security number and selective service registration status.

Students will not receive an offer of financial aid assistance until all requested verification documentation has been received by the Office of Financial Aid.

## Priority Deadline

March 2 is the priority deadline for financial aid at Marymount. Marymount has established a priority deadline for financial aid applications because there is not enough financial aid available to meet the full need of all students who qualify.

To receive full consideration for financial aid funding, students must submit their applications for financial aid and admission by March 2. Marymount cannot

guarantee that applications received after March 2 will receive full financial aid consideration. Late applications will be awarded based on funds available. Your award may also be revised due to other outside funding that you qualify for.

## **Financial Aid Programs**

Marymount participates in several federal and state financial aid programs including:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal Work Study
- Federal Direct Student Loans
- Federal Direct Parent PLUS Loan
- Cal Grant A
- Cal Grant B

In addition to the above, Marymount maintains a grant fund drawn from the operating budget of the University. Grants from this fund are need-based. In addition to need-based grants, Marymount also offers merit-based scholarships in the form of the Trustee's Scholarships, President's Scholarships, Dean's Scholarships and Achievement Scholarships. These merit-based scholarships are available to first year, first time students only. Transfer Scholarships are available to incoming transfer students in the form of Transfer Trustee's, Transfer Dean's and Transfer Achievement Scholarships, based on academic performance at the collegiate level. The Marymount soccer and cross country/track programs offer athletic scholarships based on the recommendation of the coach. The Marymount fine arts programs offer scholarships to outstanding students in theatre, studio arts, music and film and are based on a portfolio review and faculty recommendation. Athletic Merit scholarships are renewable provided certain academic and/or eligibility criteria are met. Merit scholarships are awarded based on criteria determined by the Office of Admission and the Office of Financial Aid and are subject to change each year.

## **Gift-Supported Scholarships**

Marymount offers numerous gift-supported scholarships, funded through the generosity of individuals and foundations. The various scholarship awards are based on both academic achievement and on financial need. Scholarship recipients are determined as part of the University's financial aid process. Gift-supported scholarships are not open for application.

## **Student Employment**

There are a variety of job opportunities for students to work on campus. Students are allowed to work a maximum of 15 hours/week. Typically, on campus jobs pay a salary of \$9.00/hour unless specified by the hiring supervisor. Students may have up to two jobs on campus but will be held to the 15 hours/week maximum between both positions. Supervisors may work with the student's class schedule as much as possible while fulfilling departmental needs.

A student will not be able to work until they provide appropriate documentation to the Office of Financial Aid clearing them to be employed in the United States. After clearing the student to work, the Office of Financial Aid will provide them with a student handbook that will outline the available job opportunities as well as provide important information concerning appropriate behavior as a student worker at Marymount. A student may be dismissed from work at the discretion of the supervisor for any reason.

## How Need is Determined

Most financial aid programs available at Marymount are based on financial need. Stated simply, need is the difference between the cost of the educational program and the student's and family's ability to pay, known as the Expected Family Contribution (EFC). The cost of attendance/budget used to compute a student's need includes the direct cost associated with attending the University and other average expenses. The direct costs include tuition, fees and on-campus housing. These costs are paid directly to the University. Other average costs, such as off-campus housing, books and supplies, transportation and miscellaneous/personal expenses, are only used to create the student budget and determine eligibility for financial aid. Marymount uses several standardized student budgets based on the California Student Aid Commission guidelines. Student budgets are based on enrollment for 12 to 18 units per semester. Changes in enrollment unit levels or living arrangements may affect your budget and financial aid award.

## The Financial Aid Package

Once a student has demonstrated financial need, the Office of Financial Aid at Marymount brings together funds from various sources to create a financial aid package. The foundation of this package is the student's Pell Grant and/or Cal Grant award. If further need is demonstrated, the student will be authorized for on-campus employment under the Federal Work Study program. (Note: The Federal Work Study Program is targeted toward students with high need.) Remaining need is then met with additional grants and/or scholarships from University sources to the extent funds are available. Federal Direct PLUS and Federal Direct Loans may be used to replace the expected family contribution, up to the maximum loan limits.

The financial aid offered to a student by Marymount is only finalized once all required documentation is received, the student is enrolled in an Associate or Bachelor's degree program, and the student has signed and returned the [Financial Aid Award Report](#) within the specified time frame. Any appeals, requests for re-evaluation, or the processing of information received after the initial offer has been made will be evaluated as they are received, and will be considered if there are funds available after the initial offers have been received.

Failure to respond to an offer of financial assistance within the indicated time frame will result in the withdrawal of the offer of financial assistance. If the student wishes the offer be reinstated, it he or she must submit it as a late application.

**Note:** Students who appeal for additional assistance must officially accept the initial [Financial Aid Award Report](#) in order to retain it during the appeal process.

## **Disbursement of Financial Aid Funds**

Financial aid award reports are normally sent to students with confirmation of registration for the upcoming term. For those students meeting the March 2 deadline, award reports are sent in May to provide the students with ample time to plan for their university expenses. Late applicants are notified of their eligibility on a rolling basis as applications are received. After a student has received and accepted the financial aid award and completed all necessary paperwork, Business Services is notified of the funds that will be available. That office determines each student's tuition, fee, and room and board charges, and sends the student a statement of these charges, which also shows projected financial aid funds. Estimated awards do not appear on statements, as they may change before being credited. Any balance due that is not covered by financial assistance is due at that time, either in a lump sum payment, through monthly payments through Tuition Management Systems, or through the Federal Direct PLUS parent loan program.

Financial aid funds are credited to the student's account in Business Services as they are received and after the student's enrollment level and residence have been confirmed. Most funds are credited directly to the student's account. If there are funds in the student's financial aid package that are to be used for other educational costs, such as books and supplies or living expenses, they will be disbursed to the student.

Under the Federal Direct Loan Program, first-time borrowers must complete a pre-loan counseling session before the loan can be processed. Loan disbursements for first-time borrowers are available after the 30th day of the semester. Loan funds received electronically will post within three days of receipt. If a student's enrollment cannot be verified, the EFT funds will be returned and the student billed for any charges the loan was intended to cover.

Students may use Federal Work Study (FWS) earnings for living expenses. If the student is awarded FWS, the student must apply and interview for all jobs available. Guarantees are not made for job availability. Once hired, students may work a maximum of 15 hours per week. The funds are disbursed biweekly as earned. Time sheets are electronically submitted to the Office of Human Resources on alternate Fridays, with pay available the following Friday.

Since financial aid funds cannot be released until a student has registered and is in attendance, it is essential that each student arrive on campus with sufficient funds to cover miscellaneous living expenses and start-up costs, such as funds to purchase books, for the semester.

## **Summer Session**

Generally, financial assistance is not available for Summer sessions. Students may request a review of their financial aid file to determine if they have remaining loan eligibility to cover the cost of the Summer sessions.

## **Education Abroad**

Students may use financial aid to participate in Marymount's Partner, Affiliate and London study abroad programs. A student who wishes to participate in a study abroad

program needs to plan well in advance by gaining acceptance into the program and informing the Financial Aid Office of his/her plans. The study abroad student needs to provide his/her overseas address to the Financial Aid Office. Although it is not required, a student may designate power-of-attorney to endorse checks and authorize fund transfers. The power-of-attorney cannot be a University employee.

### **Partner Programs**

Marymount students participating on Partner Programs can utilize financial aid, including federal (except work-study), state and some institutional funding\* (except tuition exchange/discount) and pay their regular Marymount comprehensive fees (tuition, housing and meal plan-as applicable). A \$300 study abroad fee is applied to the student's bill the semester before departure.

### **Affiliate Programs**

Marymount students participating on Affiliate Programs can apply ONLY federal (with the exception of work-study) and state financial aid and pay the program comprehensive fees. A \$300 study abroad fee is applied to the student's bill the semester before departure.

### **London Program**

Marymount students participating in the London Programs can utilize financial aid, including federal (except work-study), state and some institutional funding\* (except tuition exchange/discount) and pay their regular Marymount comprehensive fees (tuition, housing and meal plan-as applicable).

\*Recipients of the Fulfillment Funds Horizon Scholarship are able to use the support of this scholarship for **one** education abroad while enrolled at Marymount.

## **Withdrawal and Leaves of Absence**

If you decide to withdraw or take a leave of absence from Marymount, you must contact the Registrar's Office regarding the official withdrawal procedure. Failure to do so can result in serious academic consequences and/or an unresolved financial obligation. Cal Grant A or B recipients must complete a Leave of Absence or Deferment of Enrollment form and obtain approval from the California Student Aid Commission. Without this approval, your Cal Grant may be canceled. Recipients of state awards from outside California should contact their own state's scholarship agency to see what procedures are necessary.

## **Satisfactory Academic Progress Standard**

Every institution participating in federal aid programs must monitor its students to ensure they are meeting satisfactory academic progress (SAP) standards. This standard applies to all students. In order to receive or continue to receive financial aid of any kind (including Veterans Benefits) at Marymount, these standards must be met. The standards listed below apply to all Marymount students and comply with federal regulations and guidelines.

Marymount's SAP policy is comprised of three components: units completed, cumulative grade point average and length of enrollment.

### **Per Semester Unit Requirement**

Students will be expected to complete successfully a certain number of units per semester in order to be eligible and to continue to be eligible for financial aid.

- Full-Time Students: Completion of 12 units per semester.
- Three-Quarter-Time Students: Completion of 9 units per semester.
- Half-Time Students: Completion of 6 units per semester.

### **Grade Point Average (GPA) Requirement**

All students will be expected to maintain a 2.00 cumulative grade point average.

### **Length of Enrollment**

Students completing a BA degree may not receive more than twelve semesters of financial aid. Students completing an AA degree may not receive more than 6 semesters of financial aid assistance. The total number of semesters a student is eligible for represents a total of 150% of the published time frame for completion of Marymount requirements.

### **Enrollment Status Changes and Grades**

- Withdrawals and Failed Courses: Courses in which a student receives a "W," "F" or "NC" grade cannot be counted as units completed when determining SAP. Courses that are retaken or repeated may impact a student's overall unit count when determining SAP.
- Incomplete Grades: Courses in which a student receives a grade of "IN" or "Incomplete" cannot be counted as units completed when determining SAP. A student may request that his or her SAP status be re-evaluated once the incomplete work has been completed and a final grade has been assigned.
- Audits: Audited courses that are granted a grade of "AU" and courses that are used for high school credit are not considered units completed when determining SAP.
- Credit by Examination (CBE): Credit by examination may be counted as units completed when determining SAP.
- Summer Term Courses - Units acquired during a summer term may be counted as units completed when determining SAP. Grades for these units must be posted to the student's official Marymount California University transcript before they will be considered.

### **Satisfactory Academic Progress Evaluation**

All students will be evaluated each semester of the academic year. Students who fail to meet the SAP requirements will be placed on financial aid warning for the next semester. If you are awarded financial aid for the next semester before grades are posted and you do not meet the SAP standard, your financial aid award will be re-evaluated and may be cancelled.

## Financial Aid Warning

Students who do not meet the SAP standard will be placed on a one-semester Financial Aid Warning. During this warning, the student must complete 12 or more units and bring the cumulative GPA to a minimum 2.00. The total number of units to be completed may vary depending on previous units earned. The Financial Aid Office will notify each student on warning of the units that must be completed for the student to meet SAP standards. All SAP requirements must be cumulative and include all periods of enrollment, but can be reviewed at the discretion of the Financial Aid Office. If the SAP standard is not met, all financial aid will be cancelled for the semester following the warning term.

Students on Financial Aid Warning will not be considered eligible for financial aid for the next academic term until all conditions of their warning status have been met.

Illustrated below is the minimum SAP standard full-time students will be expected to meet in any given semester:

1st Semester	2nd Semester	3rd Semester	4th Semester
12 cumulative units 2.00 cumulative GPA	24 cumulative units 2.00 cumulative GPA	36 cumulative units 2.00 cumulative GPA	48 cumulative units 2.00 cumulative GPA
5th Semester	6th Semester	7th Semester	8th Semester
60 cumulative units 2.00 cumulative GPA	72 cumulative units 2.00 cumulative GPA	84 cumulative units 2.00 cumulative GPA	96 cumulative units 2.00 cumulative GPA

## Termination and Reinstatement of Financial Aid

A student who fails to meet the SAP standards after the one semester warning period will have all forms of financial aid (including veteran's benefits) terminated. Reinstatement of financial aid is possible by completing the required number of units and/or raising the cumulative GPA in accordance with SAP standards. With the Associate Dean's permission, a student may complete the required additional units and/or raise his or her GPA by attending Marymount. However, financial aid will not be available to such a student. He or she may also attend another approved institution and forward the final grade(s) to Marymount. Once the student is again maintaining satisfactory academic progress, the student's eligibility will be re-evaluated.

## Appealing Termination of Financial Aid

A student who wishes to present extenuating circumstances as a reason for not maintaining satisfactory academic progress may appeal the termination decision in writing to the Financial Aid Office. The appeal must document specifically extenuating circumstances as well as an academic plan approved by their advisor that the student feels should be taken into consideration. A decision on the appeal will be made by the Financial Aid Appeals committee. Extenuating circumstances will not necessarily lead to a reinstatement of financial aid. All appeal responses will be in writing. All communication about termination, appeal and reinstatement of financial aid must be in writing. Some appeals may be approved with special conditions or probationary conditions attached. If appeals are approved, the student will receive one subsequent term of Financial Aid assistance and be placed on Financial Aid



probation. The student's academic progress will be reviewed again at the conclusion of the probationary term.

Questions about the Satisfactory Academic Progress standards, the appeal process, aid termination and reinstatement should be forwarded to the Office of Financial Aid.

## **Satisfactory Academic Progress Policy**

In accordance with federal regulations, Marymount California University maintains a Satisfactory Academic Progress (SAP) policy for all students receiving Federal, State, and Institutional financial aid funding. In order to maintain financial aid eligibility, students must show that they are making progress towards the successful completion of at least 70% of cumulative credits attempted per semester (fall and spring) with a term and cumulative grade point average of 2.00 or greater.

Student must also complete their degree requirements with a maximum time frame of credit hours allowed. Students must complete their degree within 150% of the published credit hours required to graduate. For example, an undergraduate student in a program requiring 120 units to complete must meet all graduation requirements by 90 units or 3.5 years.

Courses completed during the summer terms may be used to determine compliance with this SAP policy. It is important to note, however, that SAP compliance is only checked twice per year; immediately following the fall and spring terms. Students wishing to have their compliance evaluated at any other time must file a formal appeal with the Office of Financial Aid.

The requirements are also listed on the Marymount website.

### **Financial Aid Warning**

Students who do not meet the SAP standard will be placed on a one term Financial Aid Warning. Students will receive a letter detailing the terms of their Financial Aid Warning. Students are responsible for maintaining SAP even if their Financial Aid Warning letter is not received. During the one term Warning, students are expected to complete a minimum of 70% of cumulative hours attempted with a 2.00 grade point average or better unless otherwise noted. It is important to note that classes that are only considered once in determining SAP compliance may impact a student's total completed units.

Students on Financial Aid Warning will not be considered eligible for financial aid for the next academic term until all conditions of their Financial Aid Warning have been met.

### **Termination**

A student who fails to meet the conditions of their Financial Aid Warning will have all forms of financial aid terminated and will lose eligibility for financial aid in future terms. Students may regain eligibility by complying with SAP standards including raising his or her cumulative grade point average and completing the necessary units. With the Associate Dean of Academic Affairs permission, a student may complete the the required additional units and/or raise his/her GPA by attending Marymount. However, financial aid will not be available during this time. The

student may also attend another approved institution and forward the final grades to Marymount. The Office of Financial Aid will determine if the student is meeting SAP requirements once grades are received and evaluated. The Office of Financial Aid does not guarantee that previously awarded financial aid will be available for the student. Please note that a student may be academically eligible to attend Marymount; however not meet the conditions of SAP.

### **Appeals and Probation**

A student who wished to present extenuating circumstances as a reason for not maintaining satisfactory academic progress may appeal the termination decision in writing to the Director of Financial Aid. The appeal must document specific extenuating circumstances as a reason for not maintaining satisfactory academic progress may appeal the termination decision in writing to the Director of Financial Aid. The appeal must document specific extenuating circumstances as well as an academic plan approved by the student's advisor that he/she feels should be taken into consideration. A decision on the appeal will be made by the Director of Financial Aid and/or Financial Aid Appeals Committee. Extenuating circumstances will not necessarily lead to a reinstatement of financial aid. All appeal responses will be in writing and will be considered final. All communication about termination, appeal and reinstatement of financial aid must be in writing. Some appeals may be approved with special conditions or probationary conditions attached. If appeals are approved, the student will receive one subsequent term of Financial Aid assistance and will be placed on Financial Aid Probation. At the conclusion of the Financial Aid Probation semester, the student's academic progress will be reviewed again to determine if financial aid assistance will be given in subsequent terms.

### **Academic, Athletic, and Fine Arts Scholarships**

Please note that the following scholarships awarded by the college, i.e., President's, Dean's, Achievement, Fine Arts and Soccer have additional requirements for renewal of the scholarship that may or may not be tied to Satisfactory Academic Progress. Recipients of these scholarships are notified of the requirements to maintain their eligibility.

# Tuition and Fees

## Academic Year 2014-15

*All monies are to be paid in U.S. dollars drawn on a U.S. bank. See Tuition and Fee Information for more details. Tuition and fees are subject to change.*

### Fall 2014 & Spring 2015

#### **Full-time Undergraduate Student (12-18 semester units)— Full Academic Year Expenses**

##### **Domestic and International Students**

Application Fee .....	\$ 50.00	all students, non-refundable
Commitment Deposit .....	200.00	applied to tuition
Tuition - Domestic Students: (12-18 units semester load) .....	31,112.00 15,556.00	per year per semester
Tuition - International Students: (12-18 units semester load) .....	34,112.00 17,056.00	per year per semester
Unit charge above 18 units .....	500.00	per unit
Orientation Fee .....	275.00	required of all new students non-refundable, 100.00 re-admitted students
Health Records Compliance Fee .....	50.00	required of all new students
Campus Services Fee.....	1000.00	per year, non-refundable
Technology Fee .....	250.00	per year, non-refundable
Student Injury & Sickness Insurance Plan .. (mandatory for all international students; optional for domestic students)	1,250.00	per year
Credit by Examination.....	400.00	per course
Graduation Fee .....	150.00	non-refundable
Late Payment Fee .....	50.00	

**Lab fees are required for some classes. Please reference lab fees as noted under the course listings.**

##### **Residential Life—Room and Board:**

Housing Application & Placement Fee .....	\$ 150.00	non-refundable, due with application
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Two Bedroom Suite (double occupancy) ....	12,998.00	per <u>academic</u> year – utilities included
Private Bedroom Option.....	15,998.00	per <u>academic</u> year – utilities included
Fee per night .....	\$ 50.00	per night outside of contract period

**Part-time Student (under 12 units)**

Application Fee .....	\$ 50.00	all students, non-refundable
Tuition: Unit charge under 12 units.....	1350.00	per unit
Audit Fee .....	500.00	per unit
Orientation Fee .....	275.00	required of all new students non-refundable
	100.00	re-admitted students
Campus Services Fee.....	250.00	per semester non-refundable
Room and Board.....	N/A	not available to part-time students
Audit Fee .....	500.00	per unit
Late Payment Fee .....	50.00	

**Lab fees are required for some classes. Please reference lab fees as noted under the course listings.**

**Marymount London 2014**

Semester Fee.....	\$ 22,180.00	reduced if no meal plan offered; excludes air fare & other personal expenses
Application Fee .....	\$ 250.00	non-refundable

**International Study 2014**

Semester Fee.....	\$ 22,180.00	reduced if no meal plan offered; excludes air fare & other personal expenses
Application Fee .....	\$ 250.00	non-refundable

Other study travel programs are offered from time to time. Tuition and fees for these programs are based on costs associated with the program. Contact Academic Affairs for further information.

**Summer Term**

Summer 2015 Tuition.....	TBD	per unit
Summer 2015 Room.....	TBD	per week; does not include meal plan

**Graduate Program**

Application Fee .....	\$ 50.00	all students,
Tuition – Domestic Students	750.00	per unit
Tuition – International Students	920.00	per unit
Registration Fee	175.00	per semester
Orientation Fee	100.00	one-time fee non-refundable
Technology Fee	125.00	per semester non-refundable
Commitment Deposit	200.00	
Student Injury & Sickness Insurance Plan.... (mandatory for all international students; optional for domestic students)	1,250.00	per year

**Lab fees are required for some classes. Please reference lab fees as noted under the course listings.**

**Lake County**

See Marymount California University website for pricing information

**Other Costs:**

Food Service, 14-Meals/Week Plan .....	\$ 2,399.00	per semester non-resident students only
Commuter Meal Cards .....	\$ 25.00	
Or .....	100.00	
Student Injury and Sickness Insurance Plan... (mandatory for all international students; optional for domestic students)	1,250.00	per year
Mariner Academic Strategies and..... Techniques (MAST) Program	7,640.00	per year
Mariner Academic Assistance Program (MAAP) .....	1,750.00	2 appointments per week
.....	2,646.00	3 appointments per week
.....	3,528.00	4 appointments per week
Proctoring of distance learning exams for non-Marymount California University students	45.00	per session
Transcripts		
Official Copy .....	10.00	each
Unofficial Copy .....	1.00	each

Special Handling, same day service .....	15.00	per copy
Special Handling, Fed Ex Overnight.....	25.00	per copy
Parking Permit.....	75.00	per semester
Athletic Fee .....	Contact the Athletic Department	

All international students are required to purchase the Student Accident and Health Insurance Program designed for Marymount. This policy assures that the international student’s medical coverage is in compliance with the new mandates of the U.S. Department of Homeland Security’s Student and Exchange Visitor Program (SEVP).

## Tuition and Fee Information

Students are responsible for payment of all fees associated with enrollment including tuition, room and board fees, lab fees, and related costs. Students may view their statement through the Student Portal. Email and text reminders are sent out monthly as a courtesy. Tuition is based on the dates listed below, even if you fail to receive notice.

All monies due are to be paid in U.S. dollars and checks must be drawn through a U. S. bank and made out to Marymount California University. Credit cards are accepted and payment can also be processed through the Student Portal at <https://estudents.MarymountCalifornia.edu/login.asp> (login & password needed).

Marymount California University offers the following options for paying your tuition and fees.

Option 1: Payment in full by due dates as noted below.

Option 2: Semester-Based 5-Payment Plan (domestic students only). \$80 enrollment fee; first payment for fall term due July 15; first payment for spring term due December 15 (re-enrollment required every semester to be on plan). To enroll in the payment plan, log into the student portal.

Statement information is also available to students through the student portal. Please contact the Institutional Technology department for more information about portal access. Tuition and fees itemized on the statement are subject to change. Such changes **may be applied after initial payment has been made**. Increases to the account balance due to financial aid adjustments, modification to number of enrolled units, Residential Life changes, and other changes are the responsibility of the student and are due and payable immediately.

## Returned Checks

A \$25 service charge will be assessed on all checks returned for non-sufficient funds.

## **Due Dates**

- Payment for the Fall semester is due July 15 each year.
- Payment for the Spring semester is due December 15 each year.
- Late fees are assessed on all past due payments and balance.
- Payments for all Summer sessions are due May 1.

## **Financial Registration Process**

All students must log into their student portal to complete their Online Financial Registration. The following actions are required of all students prior to clearance for enrollment:

- Payment for tuition and fees (utilizing one of the options listed above).
- Acceptance of the University's Terms & Conditions, available through the student portal.

Upon completion, a confirmation of your bill and schedule will be sent to your Marymount email address. Online Financial Registration is NOT complete until the Terms & Conditions have been agreed to and payment has been received by the due dates noted above. A Late Fee will be charged and/or classes may be dropped for any student who does not complete these requirements. Any subsequent changes to the account balance must be paid by the student immediately. If on a payment plan, additional charges will automatically be added to the remaining monthly payments. You may view the status of your student account at any time by logging into the student portal and clicking on the 'My Ledger' link.

## **Past Due Accounts**

Accounts with outstanding balances will be placed on tuition hold and can be subject to one or more of the following:

- Late fees
- Inability to view grades or receive transcripts
- Inability to register for future classes
- Prohibited University computer and Wi-Fi login and access to the student portal
- Suspension of meal plan and/or residential privileges
- Will not receive a diploma at the time of graduation or other certification of program completion.

A reduction of services due to holds does not entitle the student to a refund for lost services. Delinquent accounts are subject to referral to a collection agency. Students are responsible for all collection service fees, including legal fees resulting from collection proceedings. The University's collection agencies report to credit bureaus.

## Textbooks and Supplies

Textbooks and supplies are available at the Campus Bookstore. Marymount tuition does not cover the cost of books and other instructional materials (see the University's student handbook, *The Anchor* for Bookstore policies).

All Marymount students are required to have a laptop. Marymount has relationships with several vendors to provide discounted hardware and software. We encourage you to take advantage of the discounts they can offer. More information on laptop requirements can be found on our website at <http://www.MarymountCalifornia.edu/institutional-technology>.

## Commitment Deposit

All new students are asked to submit a commitment deposit of \$200 by the date specified. The deposit will be credited toward tuition. A refund of the deposit will be made only upon receipt of a written request postmarked on or before the commitment deposit due date. All commitment deposit written refund requests should be directed to the Office of Admission.

- For new incoming Fall term students, the deposit is due May 1.
- For new incoming Spring term students, the deposit is due with tuition on

December 1.

Any deposits made after these dates will not be refunded.

## Institutional Schedule of Refunds

The refund schedule applies to students who withdraw from enrollment at the University. The University pro-rates tuition and housing fees due based on the number of weeks student is enrolled prior to the withdrawal date. All other fees are non-refundable. Students who have not paid their balance in full prior to withdrawal may owe additional payments to the University. Withdrawal dates for refunds are defined as the date a completed Withdrawal Form is received by the Registrar's Office. The refund schedule assumes that all tuition and fees have been paid in full prior to withdrawal. **Any balance due at the time of withdrawal will be deducted from the refund amount. If there is a balance owed after the refund has been applied, the student is responsible for the immediate payment of the balance due.** Financial aid may be adjusted when a student withdraws from the University. After the financial aid adjustment is applied to the account, it may result in a balance due to the University. Any balance owed after applying financial aid adjustments are due and payable immediately.

If a student withdraws from one or more courses, but does not withdraw completely from the University, no adjustment will be made to the student account. Students considering withdrawal from coursework should consult with their academic advisor.

All requests for refunds must be in writing and addressed to the Office of Business Services after the completed Withdrawal Form is submitted to the Registrar's Office.



<b>Withdrawal Date</b>	<b>Refund %</b>
On or before 1st Day of Classes	100%
During the 1st Week	80%
During the 2nd Week	60%
During the 3rd Week	40%
During the 4th Week	20%
During the 5th Week	20%
During the 6th Week	20%
During the 7th Week	20%
After the 7th Week	No Refund

For the purposes of calculating the refund percentage, a week is defined as Monday through Friday. The first week of the semester will begin with Monday of the week that classes begin – irrespective of whether the first day of classes falls on a Monday – and the weeks will run continuously with no break or delay due to instructional vacation days. Withdrawals submitted after Friday of any week will be considered as being made during the following week. Students who withdraw after the 7th week of class are not eligible for a refund.

## **Residential Fee Refunds**

Students who withdraw completely from the University will be eligible for a refund of Residential Life fees based on the above Institutional Schedule of Refunds assuming that all tuition and fees have been paid prior to withdrawal. If there is a balance owed after the refund has been applied, that amount is immediately due and payable.

Students who are released from their Residential License Agreement while continuing enrollment at the University must retain their full meal plan for the remainder of the semester. Residential fees (room charges) will be pro-rated based on the number of weeks in housing. Refer to the Residential License Agreement for further details.

If at any time during the academic year a student is removed from residence due to disciplinary violations or voluntarily vacates the residence without written financial release from the Director of Residential Life, all fees are forfeited.

## **Return of Title IV Aid**

All institutions that award federal aid to students must calculate the return of federal aid before calculating the institution's refund. This refund will be calculated using the number of days completed divided by the number of days in the period of enrollment (POE). Any unearned federal aid will be returned to the Department of Education based on this calculation. The Institutional Schedule of Refunds will be

used to determine aid adjustments of internal aid after all federal aid is calculated and returned. This federal regulation applies to all programs.

Calculation based on the percentage of the term completed:

$$\frac{\text{Number of days completed}}{\text{Number of days in the term}} = \text{Percentage completed}$$

The refund percentage is the complement of the percentage completed. For example, 30% completed in the term would prompt a 70% refund. Refunds are valid through the 60% point of the term only (no refund at 60.1%). Refunds will not exceed 40%. A copy of the refund calculation worksheet may be obtained from the Office of Financial Aid.

Students should be warned that the return of Title IV aid could result in the student owing a repayment on a portion of the federal aid. If you are placed in a repayment status, NO FEDERAL AID may be awarded to you at any institution until the repayment issue is resolved. Contact the Office of Business Services at Marymount or the Department of Education to arrange a payment agreement.

Appeals to the above policies should be made in writing to the Vice-President of Finance and Administration.

# Directories

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## President Emeritus

Thomas M. McFadden, S.T.D.

# Administrative Offices

## Office of the President

President.....	Michael S. Brophy Ph.D., M.F.A.
Assistant to the President .....	Kimberly Ramsay
Secretary to the Board of Trustees .....	Stephanie Boyd, B.A.
Chief Institutional Officer for Mission & Ministry .....	Father Mark Villano, M.Div. M.F.A.
Director of Campus Ministry .....	Shannon Green, M. Div.
Director of Institutional Research, Planning & Assessment ....	Michael Semenoff, M.S.
Chief Public Relations & Marketing Officer .....	Kelly Curtis, B.S., M.A.
Digital Marketing & Public Relations Manager .....	Megan Parsley, M.A.
Graphic Designer .....	Gina Zorotovich, A.S.

## Academic Affairs

Provost and Dean of Faculty .....	Ariane Schauer, Ph.D.
Assistant to the Provost.....	Tammy Rusznak, B.B.A.
Dean of Arts and Sciences.....	Laurence Dunlop, D.S.S.
Executive Director of Waterfront Campus .....	Tom Mead, M.B.A., MA.Ed., M.A.E.T.
Executive Director of Lakeside Campus .....	Michelle Scully, M.S.
Associate Provost for Academic Effectiveness.....	Sharon Valente, Ph.D.
Associate Dean of Academic Affairs .....	Virginia Wade, Ed.D.
Assistant Dean of Curriculum.....	Susie Martin, M.S.
Academic Coordinator .....	Claudete Marques, B.A.
Academic Affairs Administrative Secretary .....	Loretta Adikhai
Academic Advising and Transfer Credit Evaluator .....	Veronica Hanson, M.Ed.
Business Advisor.....	Eric Lowe, A.B.
Associate Dean of International Education.....	David Draper, Psy.D., L.M.F.T.
Coordinator of International Student Services.....	
Study Abroad and Academic Advising Counselor .....	Carolann DeSelms, Ph.D.
Director of Educational Technology .....	Maury Hillstrom, M.F.A., M.I.S.M.
LMS Specialist.....	Maria Aceituno, M.A.
Educational Technology Specialist & Testing Coordinator .....	Adam Mitchell, M.Ed.
Director of Career Services.....	John McCrudden, M.S.
Career Counselor/Internship Coordinator .....	Jean Lyu, M.A.
Coordinator of Freshman Advising.....	Michael Fileta, M.S.
Director of Library Services .....	
Assistant Director of Library Services.....	Gary Medina, M.L.I.S.
Digital Services and Reference Librarian .....	
Education Services and Reference Librarian .....	Jeffrey Sabol, M.L.I.S.
Director of Learning Center .....	Sharon Johnson, B.A.

Coordinator of Disability Resources.....	Ruth Proctor, B.S.
Learning Specialist.....	Amanda Colbeck, M.A.
Learning Specialist.....	Adrienne Sanchez, M.A.
Director of High School Site Programs .....	Lynn Busia, Ed.D.
Administrative Assistant, H.S.S.P. ....	Nicole Boettcher, M.A.

## **Student Development Services**

Interim Dean of Students .....	Virginia Wade, Ed.D.
Administrative Assistant .....	Gina Genovese, B.A.
Director of Student Life and Engagement .....	Kelly Krusee, M.A.
Associate Director, Student Life and Orientation .....	Michaela Sears, M.S.
Assistant Director, Student Life and Inclusion .....	Annie McBride, M.S.
Director of Athletics.....	Gary White, M.A.
Head Men’s Soccer Coach .....	Mark Hervin
Head Women’s Soccer Coach .....	Courtney Moseley, B.S.
Assistant Cross Country Coach .....	Martin Gonzalez, M.S.
Athletic Trainer .....	Reynaldo Flores, M.S., ATC
Director of Student Health Center .....	Judith Hotchkiss, R.N.,C.
Administrative Assistant, Student Health Center.....	Dianne Bettis
Director of Counseling Services .....	Bradley Hess, L.M.F.T., Psy.D.
Wellness Counselor.....	Erin Scott-Haines, M.A., R-DMT
Social Worker.....	Osmara Reyes-Osorio, M.S., LCSW
Director of Residential Life and Student Conduct.....	Laura Dorfman, M.S.
Assistant Director of Residential Life.....	David Trujillo, B.A.
Office Operations Coordinator.....	Heidi Knight
Resident Director .....	Rose Gardea, M.Ed.
Resident Director .....	Erin Martinez, M.S.
Resident Director .....	Andre Phillippo, B.A.
Conference Coordinator .....	B.J. Taylor, B.A.
Director of Service Learning .....	Susan Garman, M.A., M.Ed.

## **Finance and Administration**

Senior Vice-President of Finance & Administration.....	James Reeves, M.A.
Controller .....	Kathleen Ruiz, M.B.A., C.P.A.
Student Accounts Coordinator .....	Joanne Carbone, A.A.
Accounts Payable Clerk .....	Susana Lastra
Senior Accountant .....	Nestor Umali, B.S.
Accounting Analyst.....	Rowena Potter, B.S.
Budget Analyst.....	Debora Yavas, B.S., C.P.A.
Director of Human Resources.....	Karen Thordarson, M.B.A.
Human Resources/Payroll Generalist .....	Tracey Johanson
Human Resources Assistant .....	Sarah Udin, B.A.

Director of Campus Safety & Security .....	Michael MacMenamie, A.S.
Chief Technology Officer.....	Monte Schmeiser
Sr. Network Analyst .....	Kenny Phu, B.S.
Network Administrator .....	Mike Ricci, A.S.
Network Analyst .....	Daniel Stiles
Applications Specialist.....	Devin Griffith, B.S.
P.C. Coordinator.....	James Neiditch
Arts and Media Technology Coordinator.....	Jonathan Lococo, B.A.
Director of General Services.....	Denise Fessenbecker, B.S.
General Services Assistant .....	Doris Antunez
Mail Room/Bus Driver.....	Marco Torres
Transportation Coordinator .....	James Incigigeri
Bus Driver .....	Gaby DeVestel
Bus Driver .....	Steve Eaton
Bus Driver .....	John Nagel
Bus Driver .....	Greg Perow
Bus Driver .....	Milton Rodriguez
Bus Driver .....	Rosie Vargas
Bus Driver .....	Johnny Walter

## **Enrollment Management**

Dean of Admission and Enrollment Services .....	Alan Liebrecht, M.A.
Associate Director of Admission .....	Jeremy Smotherman, M.A.
Assistant Director of Admission .....	Melissa Bettis, B.A.
Assistant Director of Admission .....	Christy Wade, B.A.
Graduate Admission Counselor .....	Eric Lowe, A.B.
Veteran Enrollment Counselor.....	Christopher Hons, B.S.
Admission Technology Support Counselor .....	Jennifer Gaston
Registrar .....	Paula Avery, M.Ed.
Associate Registrar .....	Lisa Kastelan, A.A.
Assistant Registrar .....	Sherie Cowan
Director of Financial Aid .....	Cat D'Adamo, M.F.A.
Assistant Director of Financial Aid.....	Alexis Gonzales, B.A.
Financial Aid Officer.....	Rosario Torres, B.A.

## **Development**

Associate Director of Research, Donor Relations & Stewardship .....	Carolyn Reed, J.D.
Director of Development .....	Audra Platz, B.S.
Database Manager.....	Eduardo Rivera, A.S.

# Faculty Directory

JOHN ALEXANDER (2008)

*Assistant Dean of Arts and Sciences*

Associate Professor, Science

B.S., University of Colorado

Ph.D., University of California, Riverside

JULIA ANDERSON

Adjunct, Speech

B.A., California State University, Long Beach

M.A., California State University, Long Beach

VALERIE ANDERSON (2002)

Professor, Science

B.S., University of Southern California

M.S., University of Southern California

M.S.Ed., University of Southern California

Ed.D., University of Southern California

SISTER ANTOINE-MARIE BAURIER, RSHM (1972)

Professor, Spanish/French

B.A., Marymount College, Tarrytown

C.E.L.G., Institut Catholique de Paris

M.A., University of California, Los Angeles

Ph.D., University of California, Los Angeles

SHANE ANDREWS

Adjunct, Speech

B.A., University of San Diego

M.S., San Diego State University

Ph.D., University of California at Santa Barbara

JESSICA BECHTOLD

Adjunct, English

B.A., California State University, Long Beach

M.F.A., California State University, Long Beach

FEVEN BELAY

Adjunct, Business

B.S., California State University, Dominguez Hills

M.B.A., California State University, Dominguez Hills

LORI D. BETTIS  
Adjunct, Education  
B.A., Pacific Oaks College

JIM (BERNARD) BRADY  
Adjunct, Math/Science  
B.S., University of California, Irvine  
M.S., California State University, Long Beach

MICHAEL S. BROPHY (2006)  
Professor, English  
B.A., The College of Saint Rose  
M.A., The College of Saint Rose  
M.F.A., Long Island University  
Ph.D., University of Wisconsin

JOAN CASHION (1989)  
Professor, English/Speech  
B.A., Mount St. Mary's College  
M.A., University of Southern California

SILVANA CONSTANTINESCU (2014)  
Assistant Professor, Biology  
B.S., University of Bucharest, Romania  
M.S., University of Bucharest, Romania  
M.A., Southern Methodist University  
Ph.D., University of Southern California

STEPHANIE DAY (2014)  
Instructor, Business and Leadership  
B.A., Concordia University  
M.B.A., Keller Graduate School of Management

ART DE LA LOZA (2014)  
*Chair, Business and Economics*  
Professor, Business and Leadership  
B.S.L., Western State University  
J.D., Western State University  
M.A., Pepperdine University  
LL.M., Golden Gate University

LYNN DELLAPIETRA (2011)  
*Assistant Dean of Business, Leadership and Psychology*  
Professor, Psychology  
B.A., Boston College  
Ph.D., Hahnemann University



CAROLANN DESELMS

Adjunct, English

A.A., Colorado Women's College

B.A., Colorado State University

M.A.T., Michigan State University

Ph.D., Ohio State University

VINCENT DEVER

Adjunct, Philosophy

B.A., University of San Francisco

M.A., University of St. Thomas, Texas

M.Ed., Grand Canyon University

Ph.D., Marquette University

DAVID DRAPER (2013)

Assistant Professor, Psychology

B.A., Oklahoma State University

M.A., Antioch University

Psy.D., Ryokan College

LAURENCE DUNLOP (1983)

*Dean of Arts and Sciences*

Professor, Philosophy and Religious Studies

S.T.L., Pontifical Gregorian University, Rome

S.S.L., Pontifical Biblical Institute, Rome

D.S.S., Pontifical Biblical Institute, Rome

DUNCAN EARLE (2010)

Professor, Global Studies

B.A., State University of New York, Binghamton

M.A., State University of New York, Albany

Ph.D., State University of New York, Albany

PAUL EASTUP (2007)

Professor, Fine Arts

B.A., California State University, Long Beach

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ALLEN FRANZ (1987)

*Director, Center for Community Studies*

Professor, Anthropology

B.A., University of California Santa Barbara

Ph.D., The American University

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B.A., University of Texas, Arlington

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Assistant Professor, Education

B.A., University of California Davis

M.A., California State University, Dominguez Hills

M.Ed., Colorado State University

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B.S., California State University, Long Beach

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Associate Professor, Management

B.A., California State University, Fullerton

M.A., Claremont Graduate University

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Certified College Health Nurse, ANCC

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M.A., California State University, Fresno  
M.F.A., University of California, Santa Barbara

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M.A., The Ohio State University  
M.S., University of Southern California  
Ph.D., University of Southern California

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Professor, English  
A.A., Marymount College Palos Verdes  
B.A., Loyola Marymount University  
M.A., Loyola Marymount University  
Ph.D., Indiana University of Pennsylvania

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M.S., University of California, Santa Cruz  
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Associate Professor, Economics  
B.A., University of Mali  
M.A., University of Dakar, Senegal  
Ph.D., Suffolk University

SUSIE MARTIN (1984)  
*Assistant Dean of Curriculum*  
Professor, Physical Education/Health Education  
A.A., Long Beach City College  
B.A., University of California, Santa Barbara  
M.S., University of La Verne

PATRICK MCMAHON (2007)  
*Director, Teaching and Learning Institute*  
Professor, English  
B.A., University of Florida  
M.A., Florida State University  
Ph.D., Florida State University

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B.A., St. John's College, Santa Fe  
Ph.D., Oklahoma State University

EMMA OGLEY-OLIVER (2012)  
Assistant Professor, Psychology  
B.S., Psychology, Kennesaw State University  
M.A., Community Psychology, Georgia State University  
Ph.D., Community Psychology, Georgia State University

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B.A., University of California, San Diego  
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RUTH PROCTOR (1989)  
Associate Professor, Education  
B.S., Winona State University  
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B.A., University of Texas at Austin  
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B.S., Texas A & M  
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RICHARD RYAN (1988)  
Professor, Mathematics  
A.A., Cerritos College  
B.A., University of California, Los Angeles  
M.A., California State University, Long Beach

KARI SAYERS (1989)

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B.A., California State University, Long Beach

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ARIANE SCHAUER (2004)

*Provost and Dean of Faculty*

Professor, Economics

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Ph.D., University of California, Los Angeles

BRUCE SCHWARTZ (1987)

Associate Professor, English and Film

B.A., University of California, Berkeley

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MICHAEL J. SEMENOFF (1992)

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KATHLEEN STEVENS

Adjunct, Health Education

B.A., California State University, Long Beach

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HELENE TILLOTSON (2002)

Adjunct Associate Professor, Accounting

B.S., California State University, Dominguez Hills

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DIANE TURNER

Adjunct, Physical Education

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SHARON VALENTE (2013)

*Associate Provost for Educational Effectiveness*

Professor, Finance and Research

B.A., Cleveland State University

M.B.A., Seattle University

Ph.D., The University of Akron

AL VASQUEZ (2014)

Professor, Criminal Justice

B.S., California State University, Los Angeles

M.A., Chapman University

Ed.D., University of Southern California

REUBEN VELIZ (2010)

Assistant Professor, Business

B.S., University of California, San Diego

M.B.A., University of California, Irvine

JOSE MANUEL VILLALOBOS

Adjunct, Mathematics

B.S., California State University, Long Beach

M.S., California State University, Long Beach

Ph.D., University of Southern California

BLUE WADE (2010)

*Chair, Arts & Media*

Professor, Digital Media

B.A., University of California, Berkeley

M.F.A., Rhode Island School of Design

VIRGINIA WADE (1976)

*Associate Dean of Academic Affairs*

Professor, Education

B.A., Whittier College

M.A., California State University, Long Beach

Ed.D., University of Southern California

PATRICK WEBSTER (1992)

Professor, Mathematics

B.A., Southern Methodist University

M.S., East Texas State University

SALLY LEE GRAETZ WU (1981)

Professor, Psychology

B.A., California State University, Long Beach

M.S., California State University, Long Beach

MAY XU

Adjunct, Math

M.S., Northeastern Illinois University

JAMES YANO

Adjunct, Science

B.A., California State University at Dominguez Hills

M.A., California State University at Dominguez Hills

KENNETH J. ZANCA (1986)

Professor, Philosophy and Religious Studies

B.A., St. Vincent College, Pennsylvania

M.Div., Huntington Seminary, New York

Ph.D., Fordham University

EILEEN ZEILLER

Adjunct, Math

B.S., California Polytechnic State University, San Luis Obispo

M.S., University of Southern California

# Faculty Emeriti

CHARLENE BUTWELL  
English and Speech

MADELYN CREIGHTON  
Business and Speech

MARY BETH CULP  
English

JOSEPH B. CUSEO  
Behavioral Science

CAROLANN DESELMs  
Modern Languages

ROSEANNE DESILETS  
History

RUTH MARIE GIBBONS, IHM  
Theatre Arts

THOMAS T. GUFREY  
Chemistry

DONALD H. JOHNSON  
Accounting

JOHN F. LANE  
Theatre Arts

BELLE LEVINSON-BRUBAKER  
English

AL LEWIS  
Modern Languages

JOHN K. PERKINS  
Philosophy

NANCY DALTON SANDERS  
English

PAM BROWN SCHACHTER  
Sociology

CORITA JEAN SMITH  
English

EILEEN SMITH  
English

CHARLES SPURGEON  
English



# Marymount California University Campus Locations

## *In Los Angeles County, CA*

### **OCEANVIEW CAMPUS**

30800 Palos Verdes Drive East  
 Rancho Palos Verdes, CA 90275  
 (310) 377-5501

### **WATERFRONT CAMPUS**

222 W. Sixth St., San Pedro, CA 90731  
 (310) 377-5501

### **SAN PEDRO RESIDENTIAL CAMPUS**

1600 Palos Verdes Drive North  
 San Pedro, CA 90732

### **Marylyn & Chuck Klaus Center for the Arts**

430 W. Sixth St., San Pedro, CA 90731

### **Pacific View Apartments**

740 W. 24th St.  
 San Pedro, CA 90731

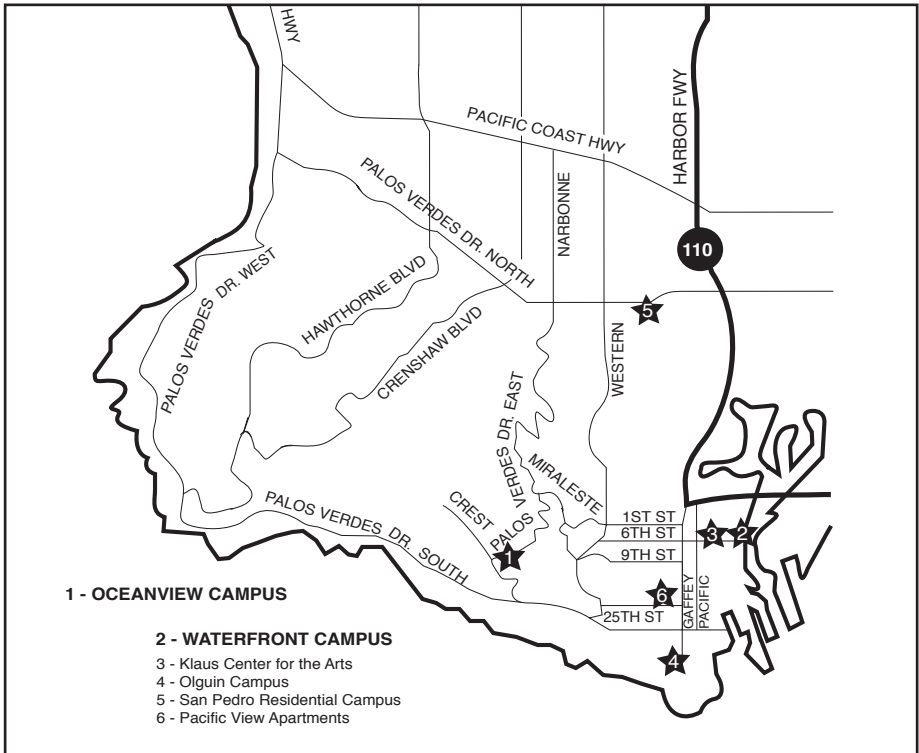
### **John M. & Muriel Olguin Campus**

3210 S. Alma St., San Pedro CA 90731  
 (Enter from Gaffey St.)

## *In Lake County, CA*

### **LAKESIDE CAMPUS**

3700 Country Club Drive  
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