

Undergraduate Catalog

Volume 2001 2001-2002

Article 1

7-1-2001

Catalog 2001-2002

Saint Mary's College of California

Follow this and additional works at: <https://digitalcommons.stmarys-ca.edu/undergraduate-catalog>

Recommended Citation

Saint Mary's College of California (2001) "Catalog 2001-2002," *Undergraduate Catalog*. Vol. 2001 , Article 1.

Available at: <https://digitalcommons.stmarys-ca.edu/undergraduate-catalog/vol2001/iss1/1>

This Complete Catalog is brought to you for free and open access by Saint Mary's Digital Commons. It has been accepted for inclusion in Undergraduate Catalog by an authorized editor of Saint Mary's Digital Commons. For more information, please contact digitalcommons@stmarys-ca.edu.



CATALOG OF COURSES
2001 - 2002

SAINT
MARY'S
COLLEGE OF
CALIFORNIA

SAINT MARY'S COLLEGE
of California



Catalog

of

Courses

2001 - 2002

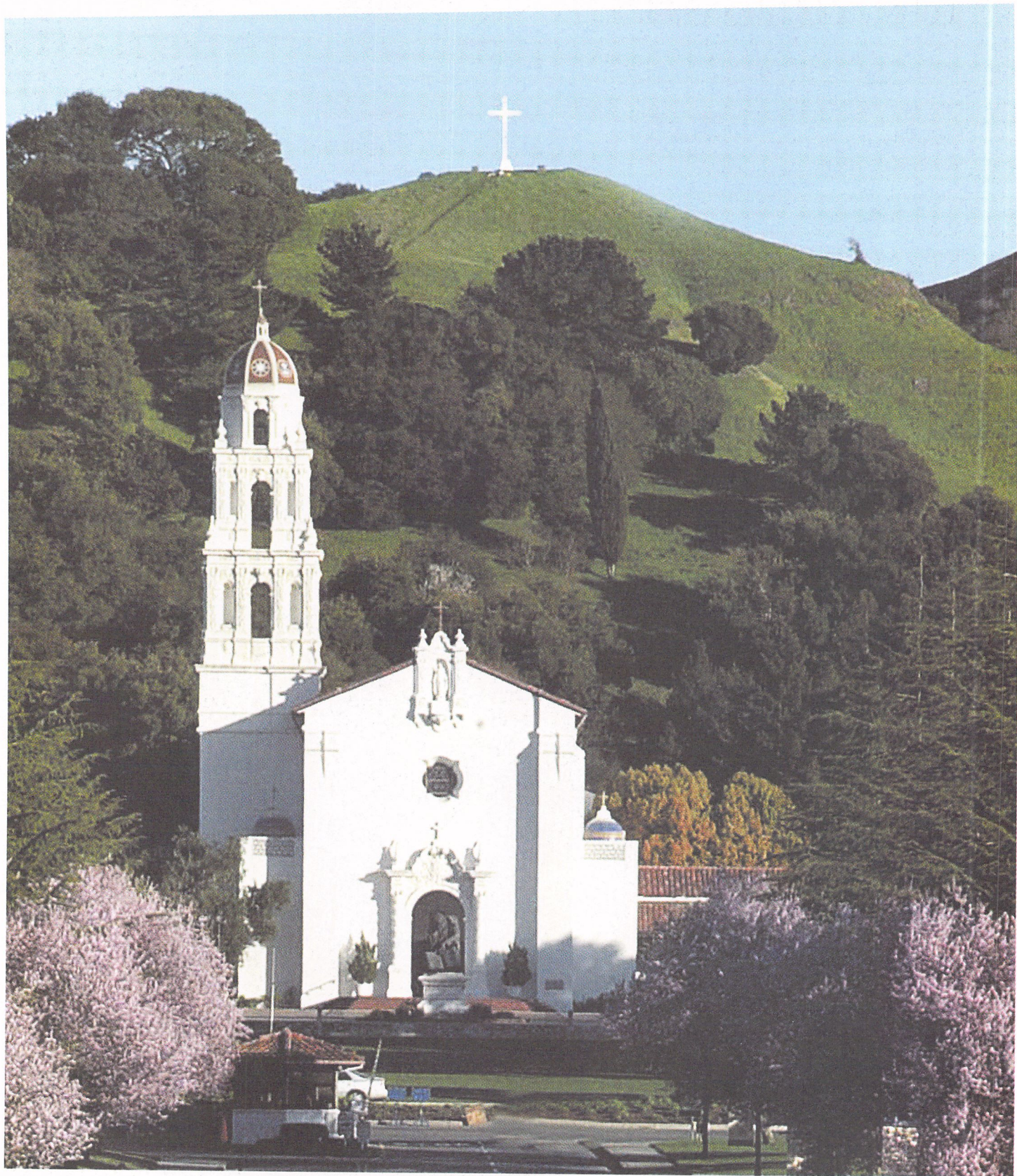


Table of Contents

Directions to Campus	iv	Engineering	65
Academic Calendar	iv, 23	English and Drama	66
The College	1	Environmental Science and Studies Programs	69
School of Liberal Arts	4	Health, Physical Education, and Recreation	71
School of Science	5	Health Science	74
School of Economics and Business Administration	5	History	74
School of Education	6, 60	Integral Program	78
School of Extended Education	7	International Students	10
Intercollegiate Nursing Program	8, 93	International Area Studies	80
Enrollment Services	9	Liberal and Civic Studies Program	81
Admission	9	Mathematics and Computer Science	83
Tuition and Fees	12	Modern Languages	86
Financial Aid	14	Natural Science	92
Academic Officers and Facilities	17	Nursing Program	8, 93
Student Affairs	20	Performing Arts: Music, Dance and Theatre	96
Academic Regulations	23	Philosophy	99
Program of Study	31	Physics and Astronomy	100
College Policies	34	Politics	102
Curriculum	35	Pre-Professional Curricula	105
Accounting	35	Psychology	107
Anthropology and Sociology	38	Religious Studies	110
Art	41	Studies for International Students	112
Biology	42	Women's Studies	115
Business Administration	47	College Administration	117
Chemistry	49	College Government	118
Classical Languages	51	Academic Administration	121
Collegiate Seminar	53	Undergraduate Faculty	121
Communication	54	Scholarships	128
Computer Science	83	Campus Map	135
Cross-Cultural Studies	57	Index	139
Economics	57		
Education	60		

The Campus

Information

Persons seeking information about Saint Mary's College programs, services, and activities may be directed to the appropriate office by calling the campus operator (925) 631-4000.

Campus

The Saint Mary's College campus is located in the rolling hills of the Moraga Valley. The 420-acre campus offers spaciousness and beauty with proximity to the cultural centers of the San Francisco Bay Area.

Directions to Campus

From San Francisco Bay Bridge or San Rafael/Richmond Bridge:

Take Highway 580 toward Hayward and then Highway 24 toward Walnut Creek. Once through the Caldecott Tunnel, take the third exit which will be marked Orinda/Moraga. Turn right and follow Moraga Way about five miles. Turn left onto Moraga Road, then right onto Saint Mary's Road. The College is about one mile farther on the right.

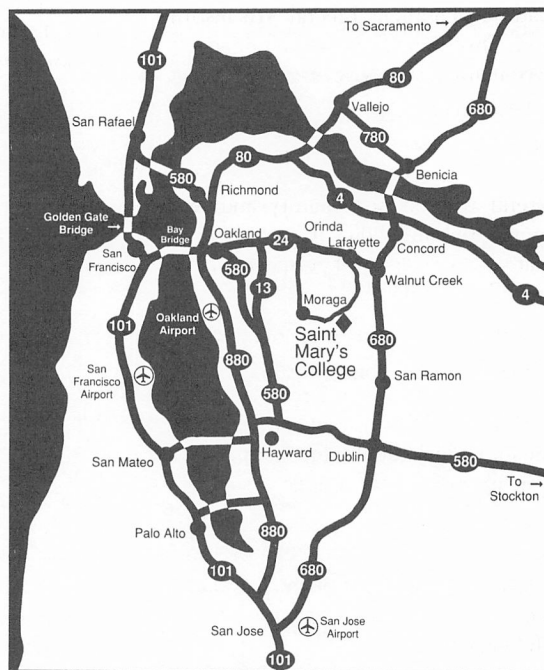
From Walnut Creek/Highway 680:

Take Highway 24 west (Oakland direction) to the Central Lafayette exit. Go right under freeway, right onto Mt. Diablo Blvd. one block, left onto Moraga Road 1/3 mile, and left onto Saint Mary's Road about four miles; the College will be on the left.

From B.A.R.T. (Bay Area Rapid Transit):

Take the **S.F./Colma-Pittsburg/Bay Point** train to either the **Orinda** or the **Lafayette** station. From there, take the **County Connection** bus (Route 106) to Saint Mary's College. **County Connection** buses operate to and from the College from approximately 6:00 a.m. until 6:00 p.m., Monday through Saturday. For exact times of bus schedules or more information, phone County Connection at (925) 676-7500.

General Campus Phone Number: (925) 631-4000.



Academic Calendar

Fall 2001

Sunday, September 2
Residence halls open

Monday, September 3
Labor Day

Tuesday, September 4
Classes begin

Friday, October 19
Mid-session holiday

November 22-25
Thanksgiving Recess

December 8-13

Final examinations

December 14-January 6

Christmas and New Year's Recess

January Term 2002

January 7-February 1
January Term

Spring 2002

February 2-10
Spring Recess

Monday, February 11
Classes begin

Tuesday, February 19
Convocation

March 23-April 1
Easter Recess

May 18-23
Final examinations

Saturday, May 25
Commencement

The College

Saint Mary's College of California is one of the oldest and most distinguished colleges in the West. As a comprehensive college, the institution offers undergraduate and graduate programs integrating liberal and professional education.

The College's reputation for excellence, innovation, and responsiveness in education comes from its heritage as a Catholic, Lasallian, Liberal Arts institution. This heritage creates a unique, personalized, student-centered learning environment.

The Catholic tradition fosters a Christian understanding of the whole person and defends the goodness, dignity, and freedom of each individual in a community that values diversity of perspective, background, and culture.

The Lasallian tradition, rooted in the Christian Brothers' commitment to teaching and learning, supports education that is truly transformative, not only for the individual but also for that person as a member of society at large.

The Liberal Arts tradition ensures that students develop habits of critical thinking, an understanding of and respect for different ways of knowing, and a desire for lifelong learning.

An outstanding, committed faculty that values learning and student interaction brings these traditions to life. Small classes, lively dialogue, and deep relationships are part of the everyday scene at Saint Mary's, making it above all a community.

Saint Mary's College of California is a place of great beauty, located in the Moraga foothills just 20 miles east of San Francisco, with satellite locations throughout Northern California. Its rich resources include technologically advanced academic facilities such as a state-of-the-art science center. The College's Division I athletic programs invite active participation from student athletes and faithful fans. In the common pursuit of education and the enrichment of lifelong learning, the College enjoys the collaboration of faculty, students, staff, alumni, and the community.

History

Saint Mary's College is in its second century of education in the liberal arts, sciences, business administration and economics. It was dedicated in San Francisco by the Archbishop of San Francisco, the Most Reverend Joseph S. Alemany, OP, in 1863. After operating for several years under archdiocesan direction, Alemany appealed to Pope Pius IX in 1867 for assistance in persuading the Superior General of the Christian Brothers to send Brothers to assume direction of the College. Led by Brother Justin McMahon, F.S.C., the first Christian Brother Provincial of the District of San Francisco, nine Brothers arrived in San Francisco in 1868. The Brothers were greeted by a modest student body of about 50 students, but this increased four-fold within two years. To the classical and scientific curricula they added a commercial curriculum on their arrival in 1868. Incorporated by the State of California on May 20, 1872, Saint Mary's College conferred its first Bachelor of Arts degree, its first Bachelor of Science degree, and its first commercial diploma in 1872. The following year the first Master of Arts degree was conferred. Since that time the Brothers have directed the College and have exercised an indispensable role in its administration, instruction and funding. The Brothers continue to be ably assisted in their mission by distinguished clerical and lay colleagues who fill many significant administrative and faculty appointments.

Some 6,522 Christian Brothers (officially, The Institute of the Brothers of the Christian Schools, *Fratres Scholarum Christianarum*, F.S.C.), work with approximately 66,000 colleagues in 83 countries. In the United States, the Brothers operate seven colleges and universities and some 101 educational institutions located in 23 states and the District of Columbia, and attended by about 70,000 students.

The Christian Brothers were founded by Saint John Baptist De La Salle in 1680 at Rheims, France, during the opulent reign of Louis XIV, in answer to the serious need for "the Christian education of the sons of poor and working-class families." These children had nowhere to turn for knowledge, a trade, or a Christian upbringing, and De La Salle was convinced that the Christian Schools were the solution. As his efforts proved successful and in order to expand the influence of his endeavors, together with his Christian Brothers he founded the first schools for the training of teachers in Europe. The Brothers of the eighteenth century pioneered new schools for the education of the working and middle classes in pre-Revolutionary France, and during the nineteenth century they spread their system of schools and colleges to five continents.

Having chosen a particular way of life as a means of witness to the Gospel message, the Brothers make a corporate determination to proclaim Jesus Christ, firmly convinced that "it is the Word of God that reveals the ultimate meaning and the infinite value of human existence in the same way that the mystery of man is truly understood only in terms of the mystery of the Word made flesh." (*The Brothers of the Christian Schools in the World Today, A Declaration*, p. 52.)

In addition to determining the character and academic growth of the College for over a hundred years, a significant aspect of the role of the Brothers at Saint Mary's is their presence in the residence halls where as counselors they keep with their tradition of responding to the educational and spiritual needs of young adults. Saint Mary's College of California continues the Lasallian tradition of innovation and a flexible responsiveness to the spirit and demands of contemporary society while remaining faithful to its religious and academic heritage.

Chronological History

1863 Saint Mary's College on Mission Road in San Francisco dedicated on July 9 by Archbishop Joseph Sadoc Alemany.

1868 Arrival of the Christian Brothers, August 11; commercial curriculum established.

1872 Chartered by the State of California, May 20, Saint Mary's College conferred its first Bachelor of Arts and its first Bachelor of Science degree.

1873 First Master of Arts degree conferred.

1889 Saint Mary's College moved to 30th and Broadway in Oakland; the "Brickpile" dedicated on August 15.

1894 Fire severely damaged the Brickpile; the College returned to the San Francisco campus for a year during rebuilding.

1901 Civil and mechanical engineering curriculum established.

1905 Art curriculum established at Saint Mary's College, the first Catholic college west of the Mississippi to offer a full art curriculum.

1906 School of Commerce established (commercial curriculum).

1910 Pre-medical curriculum established.

1921 Establishment of the School of Engineering and the School of Foreign Trade.

1924 Establishment of the School of Education and the School of Law (evening).

1927 The College became the first Catholic men's college to join the Northwestern Association of Schools and Colleges.

1928 Saint Mary's College moved to the Moraga campus and was dedicated on September 3; School of Law remained in Oakland and closed in 1931.

1933 Establishment of the School of Economics and Business Administration.

1935 Establishment of the School of Arts and Letters, and School of Science (engineering, pre-medical, pre-dental and science curricula combined).

1941 Establishment of World Classics Core Curriculum (now Collegiate Seminar).

1942-1946 Naval preflight school at Saint Mary's College.

1946 Establishment of the School of Liberal Arts.

1969 4-1-4 calendar established for undergraduate programs.

1970 Saint Mary's College became co-educational.

1974 Establishment of the graduate and extended education divisions of Saint Mary's College.

1981 Intercollegiate baccalaureate program in nursing with Samuel Merritt College established.

1985 School of Extended Education established; reestablishment of the School of Education.

1987-1988 125th anniversary of the College's founding; its 60th year in Moraga.

1995 Established Master of Fine Arts in Creative Writing in School of Liberal Arts.

1997 Brother Mel Anderson, F.S.C., D.Litt., L.H.D., retired after 28 years as president of Saint Mary's.

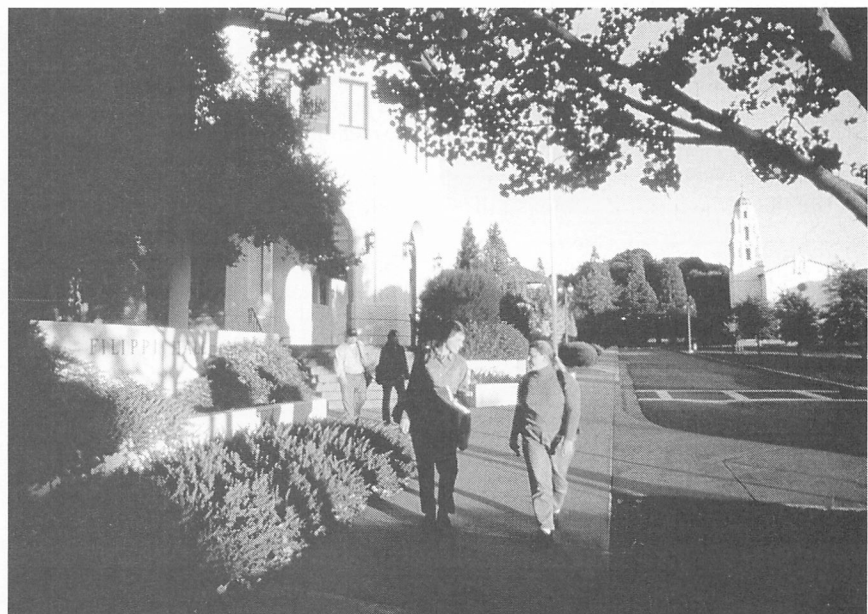
1997 Brother Craig J. Franz, F.S.C., Ph.D., named new president.

1998 Groundbreaking for \$35 million Science Center.

1999 College announced \$150 million "Spirit of Saint Mary's" capital campaign.

1999 School of Education established College's first doctoral program, Ed.D. in Educational Leadership.

2000 College increased "Spirit of Saint Mary's" capital campaign goal to \$180 million.



Statement of Mission

As Saint Mary's College looks ahead to the twenty-first century, it celebrates the three traditions which have sustained it since its earliest years and seeks its future in them: the classical tradition of liberal arts education, the intellectual and spiritual legacy of the Catholic Church, and the vision of education enunciated by Saint John Baptist De La Salle and developed by the Brothers of the Christian Schools and their colleagues in a tradition now more than 300 years old.

The Mission of Saint Mary's College is:

- *to probe deeply the mystery of existence by cultivating the ways of knowing and the arts of thinking.*

Recognizing that the paths to knowledge are many, Saint Mary's College offers a diverse curriculum which includes the humanities, arts, sciences, social sciences, education, business administration and nursing, serving traditional students and adult learners in both undergraduate and graduate programs. As an institution where the liberal arts inform and enrich all areas of learning, it places special importance on fostering the intellectual skills and habits of mind which liberate persons to probe deeply the mystery of existence and live authentically in response to the truths they discover. This liberation is achieved as faculty and students, led by wonder about the nature of reality, look twice, ask why, seek not merely facts but fundamental principles, strive for an integration of all knowledge, and express themselves precisely and eloquently.

- *to affirm and foster the Christian understanding of the human person which animates the educational mission of the Catholic Church.*

Saint Mary's College holds that the mystery which inspires wonder about the nature of existence is revealed in the person of Jesus Christ giving a transcendent meaning to creation and human existence. Nourished by its Christian faith, the College understands the intellectual and spiritual journeys of the human person to be inextricably connected. It promotes the dialogue of faith and reason; it builds community among its members through the celebration of the Church's sacramental life; it defends the goodness, dignity and freedom of each person, and fosters sensitivity to social and ethical concerns. Recognizing that all those who sincerely quest for truth contribute to and enhance its stature as a Catholic institution of higher learning, Saint Mary's welcomes members from its own and other traditions, inviting them to collaborate in fulfilling the spiritual mission of the College.

- *to create a student-centered educational community whose members support one another with mutual understanding and respect.*

As a Lasallian colley, Saint Mary's holds that students are given to its care by God and that teachers grow spiritually and personally when their work is motivated by faith and zeal. The College seeks students, faculty, administrators and staff from different social, economic, and cultural backgrounds who come together to grow in knowledge, wisdom and love. A distinctive mark of a Lasallian school is its awareness of the consequences of economic and social injustice and its commitment to the poor. Its members learn to live "their responsibility to share their goods and their service with those who are in need, a responsibility based on the union of all men and women in the world today and on a clear understanding of the meaning of Christianity."

(From: *The Brothers of the Christian Schools in the World Today: A Declaration*.)

Faculty

The College aims to be, in every sense, a community of scholars. Members of the faculty are selected and retained for their dedication to, and skill at teaching students. Original research and publication are valued as contributive to intellectual vitality and self-renewal of the teacher. Faculty members are available to students not only in the classroom but for advice and guidance in studies. The more experienced and proficient members of the faculty do not isolate themselves among small groups of advanced students but are available to all who seek their help. In general, the smallness of the College and the commitment of its faculty make possible an extraordinary closeness and informality of relationship between faculty and students. The College prides itself on a faculty of remarkable distinction and constantly renewed commitment to teaching and scholarship.

Academic Organization

Saint Mary's College is organized into five Schools which provide the programs of study for students at the undergraduate and graduate levels, and the **Intercollegiate Nursing Program** which offers the degree of Bachelor of Science in Nursing in its co-institutional program with Samuel Merritt College.

The **School of Liberal Arts** offers the degree of Bachelor of Arts in 12 major fields, a Bachelor of Arts in the Integral Program, and in the Liberal and Civic Studies Program; the Master of Arts in Health, Physical Education and Recreation, and a Master of Fine Arts in Creative Writing.

The **School of Science** offers the degree of Bachelor of Science in seven major fields, and the degree of Master of Science in one major field. A 3+2 program in engineering is available in conjunction with a number of universities.

The **School of Economics and Business Administration** offers the degree of Bachelor of Science in three major fields, as well as the Bachelor of Arts in one major field. It offers the degrees of Master of Business Administration and the Master in International Business.

The **School of Education** offers undergraduate courses in education, teaching, administrative, and counseling credential

programs, the degrees of Master of Arts or Master of Education in six major fields, and the doctorate in Educational Leadership.

The **School of Extended Education** offers the degree of Bachelor of Arts in five major fields, the degree of Master of Science in Health Services Administration, and the Master of Arts in Liberal Studies. A Paralegal Certificate program is available.

The following academic programs publish separate catalogs and descriptive brochures: School of Education, School of Extended Education, Samuel Merritt College/Saint Mary's College Intercollegiate Nursing Program, and Graduate Programs in Business, Psychology, and Health, Physical Education and Recreation, and English (Master of Fine Arts in Creative Writing).

Accreditation

The administration of Saint Mary's College is vested in the Board of Trustees and the President of the College, and is empowered by the charter of 1872 granted by the State of California to confer upon students who satisfactorily complete the prescribed courses of studies in the College such academic and/or professional degrees and/or literary honors as are usually conferred by universities and/or colleges in the United States.

Saint Mary's College is nationally recognized as a standard four-year college and is accredited by the Western Association of Schools and Colleges, 985 Atlantic

Avenue, Suite 100, Alameda, CA 94501, phone (510) 748-9797. It is also accredited by the California Commission on Teacher Credentialing. The Montessori program is affiliated with the American Montessori Society and accredited by the Montessori Accreditation Council for Teacher Education. The Intercollegiate Nursing Program is accredited by the California Board of Registered Nursing and the National League for Nursing. The Paralegal Certificate program in the School of Extended Education is accredited by the American Bar Association. The Hearst Art Gallery is accredited by the American Association of Museums.

School of Liberal Arts

The School of Liberal Arts recognizes that education is a lifelong enterprise and experience—demanding more than mere professional training—for self-realization, enlightenment, and an understanding of one's place and responsibility in society as a whole. Since the disciplines within the School of Liberal Arts are fundamental to all forms of learning, an undergraduate education in the liberal arts not only prepares students for a broad range of professions, including business, law, education, government, communications, and the health fields, but also provides students with the adaptability so essential in a world of constantly changing circumstances and opportunities.

In addition to the Collegiate Seminar Program, English Composition Program, and the January Term (requirements for all undergraduates) which are located in the School of Liberal Arts, the departments, programs and curricular areas of the School are:

- Anthropology/Sociology
- Art
- Classical Languages
- Communication
- English and Drama

- Health, Physical Education and Recreation
- History
- Integral Program
- Liberal and Civic Studies Program
- Modern Languages
- Performing Arts: Music, Dance and Theatre
- Philosophy
- Politics
- Religious Studies
- Studies for International Students
- Women's Studies

Saint Mary's College confers the Bachelor of Arts degree on completion of the general College requirements and a major in one of the following areas: anthropology/sociology, art, classical languages, communication, English, French, health, physical education and recreation, history, liberal and civic studies, performing arts: music, dance and theatre, philosophy, politics, religious studies, and Spanish. The Bachelor of Arts is also conferred in the Integral Program and in the Liberal and Civic Studies Program. Interdisciplinary majors are available in American Studies, International Area Studies, Latin American Studies, European Studies, Environmental Studies, Health and Human

Performance, and Cross-Cultural Studies. Minors are available in all of the major disciplines as well as in Ethnic Studies, Italian Studies, Archaeology, and Justice and Community. Academic programs in foreign countries are offered in both semester and summer programs.

In the School of Liberal Arts, Saint Mary's College confers the degree of Master of Arts in Health, Physical Education and Recreation and the degree of Master of Fine Arts in Creative Writing.

For information on the master's degree in health, physical education and recreation (summer program), write Department of HPER, P.O. Box 4500, Saint Mary's College, Moraga, CA 94575-4500, or phone (925) 631-4377.

For information on the Master of Fine Arts Program in Creative Writing, write MFA Program in Creative Writing, P.O. Box 4686, Saint Mary's College, Moraga, CA 94575-4686, or phone (925) 631-4088.

School of Science

The School of Science has as its primary objective the development of the scientific inquiring mind in the context of humanistic values. Students are introduced to fundamental scientific theory and are encouraged to develop their powers of observation and their quantitative skills. Familiarity with the scientific method of inquiry is enhanced through laboratory experience.

The academic departments and programs within the School of Science are:

- Biology
- Chemistry
- Environmental Science and Studies Program
- Health Science Program
- Mathematics and Computer Science
- Physics and Astronomy
- Psychology
- 3+2 Engineering Program

The academic programs of the School of Science are designed to provide preparation for a wide variety of scientific and professional careers. Graduates enter professional schools in such health care areas as medicine, dentistry, physical therapy, and pharmacy. They may pursue careers in all of the major fields of engineering through the 3 + 2 Engineering Program. They obtain advanced degrees in many mathematical and scientific disciplines, going on to serve in higher education and research. Many graduates of the School of Science find satisfying careers in the secondary schools, in business and industry, and in government service.

Saint Mary's College confers the Bachelor of Science degree on completion of the general college requirements and a major concentration in one of the following areas: biology, chemistry, computer science, environmental science, mathematics, physics, and psychology. In addition,

the Bachelor of Science degree is awarded upon completion of the interdisciplinary major in Health Science. Students who wish to major in engineering may begin their studies at Saint Mary's through the 3 + 2 Engineering Program, transferring after their junior year to Washington University in Saint Louis or to the University of Southern California in Los Angeles. On completion of the engineering major, they receive a Bachelor of Arts from Saint Mary's and a Bachelor of Science in engineering from the affiliated university. Saint Mary's College also confers the Bachelor of Arts degree in mathematics, and the Bachelor of Science and Master of Science, as well as the Master of Arts, in psychology.

For information on the master's program in psychology, write Director of Graduate Psychology, P.O. Box 5082, Saint Mary's College of California, Moraga, CA 94575-5082, or phone (925) 631-4705.

School of Economics and Business Administration

The School of Economics and Business Administration is committed to the values which are central to Saint Mary's College: academic excellence, personal integrity, ethical behavior, and respect for human dignity. These values are integrated into an academic program which prepares students for a successful and meaningful professional career, for community contribution, and for a life of personal satisfaction and individual fulfillment.

The undergraduate academic departments within the School of Economics and Business Administration are:

- Accounting
- Business Administration
- Economics

The concepts and analytical approaches drawn from the three disciplines are intended to prepare students to understand and function effectively in the highly competitive, technologically complex, politically volatile and culturally diverse global economy of the 21st century. Consideration of the ethical implications and

social responsibilities of economic activity and business enterprise is an integral part of each major.

The curricula in the School of Economics and Business Administration consist of coherent groups of classes which seek to balance the need for developing analytical and presentation skills, theory, and practice. A major strength of the School is that many instructors have years of professional experience in the fields they teach. As a result, the student is introduced to the business fields in a relevant manner. The subject matter within the three disciplines is discussed thoroughly and systematically and in a way which challenges students to approach problems critically and to solve them efficiently. The curriculum provides the mathematical and information-technology skills needed for the advanced courses as well as for careers and graduate studies. Graduates of the School are trained to assume leadership roles as entrepreneur, manager, financier, teacher, lawyer, investor, or researcher. Many graduates go on to

graduate study in business, law, or economics.

Saint Mary's College confers the degree of Bachelor of Science on completion of the general College requirements and a major concentration in one of the following areas: accounting, business administration, and economics. A Bachelor of Arts degree in economics is also offered. An honors concentration in Financial Services and an International Concentration are available to qualified students as part of the business administration curriculum. The School also offers internship and experimental learning opportunities for students in all majors.

In the School of Economics and Business Administration, Saint Mary's College also confers the degrees of Master of Business Administration (in executive and non-executive programs), and the Master in International Business. For information on the graduate programs, write Graduate Business Programs, P.O. Box 4240, Saint Mary's College, Moraga, CA 94575-4240, or phone (925) 631-4503.

School of Education

The mission of the School of Education is to prepare teachers, administrators and counselors to be competent practitioners and agents for positive personal and social change. The School of Education is dedicated to educating teachers, counselors, and administrators so that they may anticipate and respond to the diverse needs of organizations both public and private.

Although the School of Education's primary orientation is toward graduate degrees and helping students fulfill State of California credential requirements, various courses are offered to undergraduate students as preliminary preparation for careers related to child development and elementary education.

Undergraduate Program

At the undergraduate level, the School of Education offers course work applicable toward the State of California Elementary and Secondary Teaching Credentials and the Montessori Certificate Program (see p. 61).

American Montessori Society Affiliated Early Childhood Certificate Program:

The Montessori Early Childhood Teacher Preparation Program is affiliated with the American Montessori Society (AMS) and accredited by the Montessori Accreditation Council for Teacher Education (MACTE). The academic phase of the Certificate Program may be taken in whole or in part by undergraduates. This program forms the Liberal and Civic Studies minor called Montessori Thought (p. 61). It is a prerequisite to the paid internship which takes place at the graduate level and leads to the awarding of international certification. Courses may apply toward elementary teaching credential requirements and Children's Center Permit requirements.

For further information, consult with a Liberal and Civic Studies advisor and/or the coordinator of Early Childhood Education in the School of Education.

Graduate Programs

The School of Education offers coursework leading to basic teaching credentials; specialist and service credentials; Master of Arts and Master of Education degrees; a doctoral degree program in Educational Leadership and various teaching, counseling, and administrative certificates and licenses. Courses are organized into seven main programs of study:

Crosscultural Language and Academic Development Program

Crosscultural Language and Academic Development (CLAD) Certificate
Bilingual Crosscultural-Language and Academic Development (BCLAD) Certificate

Teaching English to Speakers of Other Languages (TESL) Certificate

Master of Education Degree

Concentration in Teaching English as a Second Language (TESL)

Master of Arts Degree

Concentration in English as a Second Language (ESL) and Early Literacy

Early Childhood Education

Master of Education Degree

Concentration in Early Childhood Education

Master of Arts Degree

Early Childhood Education

Montessori Elementary Education

Educational Leadership Program

Preliminary Administrative Services Certificate

Professional Administrative Services Credential

Master of Arts Degree

Educational Administration

Doctor of Education (Ed.D.) in Educational Leadership

Graduate Counseling Program

Master of Arts Degree

Basic Counseling

Pupil Personnel Services Credential (School Counseling)

Marriage and Family Therapy (MFT) License Preparation

Master of Education Degree

Concentration in Interpersonal Communication

Multiple Subject Program

Multiple Subject CLAD Emphasis Credential

Multiple Subject BCLAD Emphasis Credential

Multiple Subject Credential/Montessori ECE Track

Multiple Subject CLAD/BCLAD Emphasis Credential/Montessori Elementary Track

Reading Language Arts Leadership Program

Reading Certificate

Reading/Language Arts Specialist Credential

Master of Education Degree

Concentration in Reading/Language Arts

Master of Arts Degree

Single Subject Program

Single Subject CLAD Emphasis Credential

Single Subject BCLAD Emphasis Credential

Special Education Program

Education Specialist Preliminary Level I Credential — Mild/Moderate and Moderate/Severe

Education Specialist Professional Level II —Mild/Moderate and Moderate/Severe

Special Education/Multiple Subject Dual Credential Program

Master of Education Degree

Master of Arts Degree

In addition, special programs in Reading Recovery and Beginning Teacher Support and Assessment are offered for practicing teachers.

The School of Education publishes a separate viewbook for its graduate programs. To receive a copy, please write to the School of Education, P.O. Box 4350, Saint Mary's College, Moraga, CA 94575-4350, or phone (925) 631-4700.

School of Extended Education

The School of Extended Education has as its primary aim the education of the older adult student who is seeking completion of a baccalaureate degree, a specialized professional degree at the graduate level, or admission into the paralegal profession. Extended Education Programs are described below. Within the Extended Education Degree Programs there are eight academic departments: Management, Health Services Administration, Nursing, Personal and Professional Assessment, Critical Perspectives Seminars, Law Studies, Graduate Liberal Studies, and a lower division program entitled ACCESS.

For program information call 1-800-538-9999, or write School of Extended Education, P.O. Box 5219, Saint Mary's College, Moraga, CA 94575-5219.

The publications of the School of Extended Education (a view book, program brochures, student and faculty handbooks) serve as supplements to this *Catalog*.

Extended Education Degree Programs Baccalaureate Degree Programs in Management and Health Services Administration

The School of Extended Education conducts undergraduate degree completion programs in management and health services administration. Students are required at entrance to have completed at least two years of college work or its equivalent. Classes are conducted for 18½ months in four-hour seminars which relate academic knowledge to the students' personal and professional lives. Class meetings are held at times and locations convenient for working adults. Instructors are full and part-time faculty who not only possess required academic credentials, but extensive high-level professional experience.

Baccalaureate Degree in Law Studies
The School offers the bachelor's degree in Law Studies in preparation for a career in the paralegal field or a wide range of law related occupations in business or government settings. It is a degree completion program requiring sixty units for admission. The degree is awarded after completion of eleven Law Studies courses and ten area and elective courses. A full-time

student will complete the Law Studies degree in 27 months. Instructors are full and part-time faculty chosen for their academic excellence and professional experience. All of the legal area courses are taught by practicing attorneys with expertise in the legal specialty area which they teach.

Baccalaureate Degree in Performing Arts
The Liberal Education for Arts Professionals (LEAP) Program is an alternative pathway to complete a Bachelor's degree in Performing Arts (Dance Emphasis) through the School of Extended Education at Saint Mary's College. LEAP students are professional dancers from the major Bay Area dance companies, as well as former dancers with extensive professional experience. The program provides each student with an individualized, three-year course of part-time study. Classes are offered at convenient sites and on a schedule compatible with professional performance and touring calendars.

Baccalaureate Degree in Nursing
In collaboration with Samuel Merritt College, Oakland, the School of Extended Education offers an accelerated program for registered nurses who are graduates of associate degree or diploma programs. The program builds on the work and life experience of the RN and fuses the critical inquiry skills of the liberal arts with advanced concepts in nursing, leadership, management, bioethics, community health and politics. Students are admitted each fall and can complete the 42-unit program in 18 months, in classes meeting once a week. The portfolio

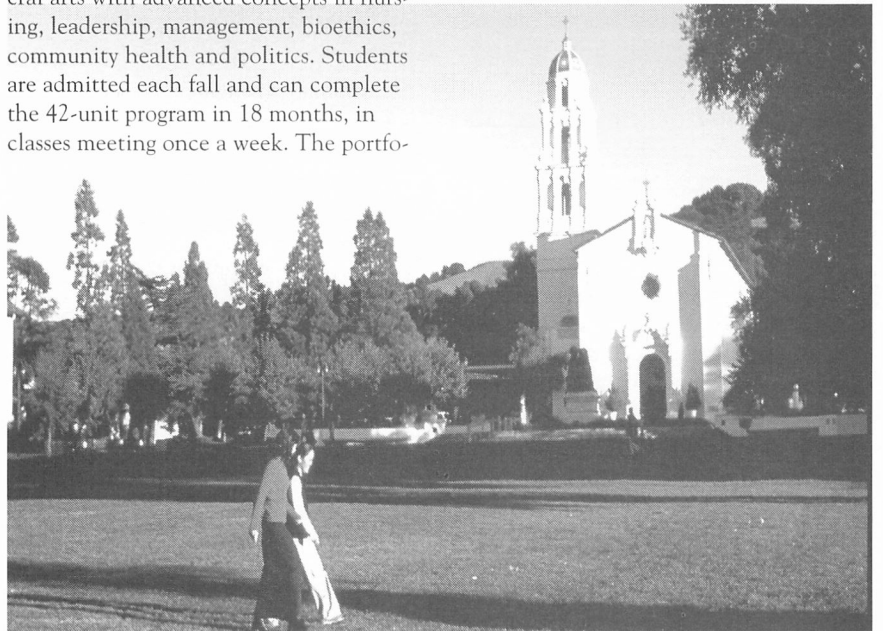
process allows students to earn additional academic credit for college-level learning derived from professional and life experience. This program provides good preparation for graduate study leading to an advanced nursing degree.

Master's Degree Programs in Health Services Administration

The School of Extended Education also provides a Master of Science program for professionals in the field of health services administration. Instruction is provided in twice weekly three-hour classes at times and locations convenient for working adults. Students attend classes for seven quarters (21 months approximately).

Master of Arts in Liberal Studies

The Master of Arts in Liberal Studies offers interdisciplinary studies in the natural and social sciences, history, philosophy, religion, literature and the arts. This approach encourages the creative thinking and holistic vision that can arise from an integration of these perspectives. Using the seminar method to encourage dialogue, the program strengthens the student's capacities for ethical inquiry, the ability to respond creatively and productively to change, and interdisciplinary problem solving. Students may choose to take one or two evening courses per week, at a pace that accommodates individual needs.



ACCESS Program

Lower Division Preparation

The ACCESS program prepares adult students who lack lower division credits to enter directly into the School of Extended Education's degree completion programs through a series of general education courses in the Saint Mary's College liberal arts tradition. Partnerships with various large corporations were the genesis of this program: the Saint Mary's courses are offered to their employees onsite in their workplaces. The 33-unit program consists of 11 courses offered one evening a week, plus every other Saturday morning for 15 months. The courses provide a broad perspective on human experience and the competencies to succeed in a degree completion program.

Paralegal Certificate Program

Saint Mary's College offers a comprehensive curriculum to prepare students for general paralegal practice.

The Paralegal Certificate program is arranged on the trimester system. The Paralegal Certificate is awarded at the completion of eleven Law Studies courses. All courses in the Paralegal Certificate program carry academic credit. The courses in the program can be credited towards an undergraduate degree.

Students may attend the program either full or part-time. A full-time student may complete the Paralegal Certificate program in 15 months. All of the legal area courses are taught by practicing attorneys chosen for their expertise in the legal specialty area which they teach.

Open Enrollment Program

This program offers part-time study at reduced tuition for students 26 years of age or older who wish to pursue academic studies (one or two courses per semester) by enrolling in on-campus undergraduate courses. Part-Time Enrollment program students are admitted to classes on a space-available basis. Students in this program who wish to become degree candidates must meet regular College admission requirements. Students may also audit courses in this program.

For details on part-time designations and matriculation, see Student Classification, p. 23.

For further information, contact the Admissions and Recruitment Office, P.O. Box 5219, Saint Mary's College, Moraga, CA 94575-5219, or phone 1-800-538-9999.

Intercollegiate Nursing Program

The Intercollegiate Nursing Program combines the historical traditions, strengths, and resources of two collegiate institutions—Saint Mary's College and Samuel Merritt College. The program was established in 1981 in recognition of the increasing complexity of nursing and health care which requires that professional nurses have, at minimum, a baccalaureate education with an appropriate foundation in the liberal arts and nursing.

The primary aim of the program is to prepare nurses who are educated persons and competent professionals in the discipline of nursing. The educational program, which unites a broad liberal arts foundation within a general nursing curriculum, offers the student an opportunity to build humanistic values within the context of professional education. Liberal education provides the nurse with an introduction to the diverse ways of knowing: aesthetic appreciation, scientific inquiry, analytical reasoning, historical consciousness, ethical perspective, and valuing of humanistic

meaning. Professional education includes knowledge of nursing theory, concepts, and processes, opportunity for beginning competency in the art of clinical judgment, skill in performance of nursing functions, and awareness of the ethical, legal, and professional issues. Students are prepared for entry level professional nursing positions in a variety of settings through clinical experiences in hospitals and community health care agencies.

The Intercollegiate Nursing Program offers a nursing curriculum with full-time and part-time enrollment options. Transfer students, college graduates, licensed vocational or registered nurses are admitted with advanced standing, following evaluation of previous academic work and requisite knowledge and skills. Registered nurses qualify for admission to the RN, Bachelor of Science in Nursing (BSN) FasTrak program which enables them to matriculate as upper division students. The FasTrak program is in collaboration

with the School of Extended Education. All students complete the usual degree requirements and must fulfill residency requirements.

Saint Mary's College and Samuel Merritt College confer the Bachelor of Science degree in nursing (BSN) upon students who complete the program of studies specified by the Intercollegiate Nursing Program. The program is accredited by the California Board of Registered Nursing, the National League for Nursing, and has preliminary approval from the Commission on Collegiate Nursing Education. For admission application and additional information, students should contact: Office of Admission, Samuel Merritt College, 370 Hawthorne Avenue, Oakland, 94609, or phone 1-800-601-6377 or (510) 869-6576.

Enrollment Services

Vice President for Enrollment Services

The Vice President for Enrollment Services is responsible for the offices and procedures which serve students in the recruitment, admissions, and enrollment processes at the College. Working collaboratively with colleagues in Academic and Student Affairs, the Vice President spearheads and coordinates institution-wide retention efforts. To better understand the needs of students and to assist the College in its assessment and planning efforts, Enrollment Services gathers and reports on institutional data. The offices and functions included within Enrollment Services are Admissions, Financial Aid, the Registrar, Institutional Research, Articulation and Transfer, International Recruitment and Admissions, and Retention Services.

Registrar

The Registrar is responsible for creating and managing registration functions which serve members of the academic community in the enrollment process. In

this role, the Registrar is responsible for the following registrarial functions: academic records (issuance of transcripts and grades, grading policies); enrollment (pre-registration and registration procedures, leave of absence, withdrawal from school, verification of enrollment, and qualifications for readmission to the College); progress toward the degree (academic probation, petitions for special action, declarations of majors and minors); determination of degree requirements (graduation candidacy, granting of degrees, degree audits, course credit evaluations); and the academic calendar (class schedule, room assignments, final examination schedule).

Articulation and Transfer

The Director of Articulation and Transfer serves as the institutional advocate for transfer students at Saint Mary's College. In this role the Director is responsible for developing, updating, and maintaining articulation agreements between the College and community colleges and appro-

priate independent junior colleges. The Director is the College's liaison with community colleges. The Director provides advanced standing evaluations for new enrolling transfer students as well as preliminary advanced standing evaluations for transfer students applying to or accepted at the College. In addition, the Director insures that the needs and concerns of transfer students are adequately addressed in the Orientation Program, Residence Life policies and procedures, academic requirements, registration procedures, and Financial Aid.

Institutional Research

The Office of Institutional Research is responsible for gathering, reporting on, and analyzing institutional data for the purposes of research, planning and assessment. The Office coordinates the collection and reporting of data for all institutional data surveys. It produces the College's annual *Fact Book*.

Admission

From Secondary School

Saint Mary's College welcomes applications from students qualified by scholastic achievement and personal character to pursue successfully the program of studies leading to the bachelor's degree. In evaluating a candidate for admission, the Dean of Admissions, together with the Committee on Admissions, reviews the following credentials: the completed application, secondary school record, recommendation of principal, counselor, or teacher, scores on the Scholastic Assessment Test (SAT I) of the College Board or the American College Test (ACT) of the American College Testing Program, and a required essay. Each candidate for admission receives individual consideration. The chief qualities sought in a candidate are intellectual aptitude, seriousness of purpose, and moral integrity. The secondary school record is considered the most reliable measure of potential college ability. However, extracurricular accomplish-

ments may strengthen an application insofar as they indicate special talents, maturity, perseverance, and motivation.

High School Preparation

Each candidate is expected to complete at least 16 units of secondary school course work, which includes four years of English, three years of mathematics (algebra, geometry, advanced algebra), two years of foreign language, two years of science (at least one being a laboratory science), one year of U.S. history, and one additional year of social studies. Students who plan a major in science or mathematics are expected to show special strength in their scientific and mathematical preparation.

Applications for admission are always reviewed on an individual basis, and minor deficiencies in preparation may be waived if justified by superior marks, test scores, and recommendations.

Application Deadlines

In order to receive full consideration for admission, applicants should submit their application materials as early as possible, but postmarked no later than:

1. February 1 if applying for admission to the fall term as a freshman.
2. July 1 if applying for admission to the fall term as a transfer student.
3. December 1 of the previous calendar year if applying for admission to the January or spring terms.

Scholastic Assessment Test (SAT I) American College Test (ACT)

All candidates for admission are required to take either the SAT I administered by the College Board or the ACT administered by the American College Testing Program. Information concerning SAT I test dates and applications for the tests may be obtained from secondary school

counselors or directly from the Educational Testing Service, 1000 Broadway, Ste. 310, Oakland, California 94607 (for residents of eastern states, the address is P.O. Box 6200, Princeton, New Jersey 08541). The number 4675 should be used in requesting SAT scores to be sent to Saint Mary's College. Information concerning ACT test dates may be obtained from secondary school counselors or directly from The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52243-0168. The number 0386 should be used in requesting ACT scores to be sent to Saint Mary's College.

Application Procedures

Students interested in attending Saint Mary's College may secure an application by writing the Dean of Admissions. Full directions for completing and submitting the application are contained in each form.

Part of the application is a form of recommendation by the secondary school principal, counselor or college prep teacher. The form is to be completed by the appropriate official and forwarded directly to the College with the official transcript of record. A nonrefundable fee of \$45 must accompany the application form.

High Potential Program

Saint Mary's College has a fundamental mission to provide access to education for deserving students from groups that historically have not had these opportunities. The High Potential Program is designed to offer admission and support to students who, due to adverse social, economic, educational, or other factors, do not demonstrate their ability to succeed in college through the traditional indicators of academic potential (e.g., standardized test scores, high school courses, grade point averages). Ethnic minority and/or low income students who may not meet some of the usual requirements for admission to Saint Mary's are encouraged to apply through this program.

Approximately 44 first-year students are admitted through the High Potential Program each fall, and highest consideration is given to individuals who present

evidence of leadership in school, community, church, or other activities. Applicants are required to submit additional materials and are selected based on this supplementary information, recommendations, and an interview. High Potential Program students are required to participate in an intensive three-week summer orientation program and are provided with a broad range of other academic and personal support programs designed to build a solid foundation for high achievement. Students wishing to apply through the High Potential Program should contact the Office of Admissions for additional information.

International Students

Saint Mary's seeks to admit highly qualified international students. Since educational systems differ from country to country, each applicant is evaluated according to standards which draw an equivalency between the grading and examination systems in the applicant's country and the United States. Secondary school records, rank in class, performance on national examinations, letters of recommendation, and potential for success at Saint Mary's are the individual factors considered.

In order to apply to the College, an international student must submit the following: a completed International Student Application for Admission, original and certified translations of secondary school records, certified copies of examination results when applicable (copies of candidate result slips may be submitted for preliminary evaluation), a letter of recommendation (from teacher, counselor, or the principal), a Certification of Finances, an official TOEFL score, and a nonrefundable \$45 U.S. application fee. If these are up to Saint Mary's admission standards, the student will be sent a letter of acceptance and an Immigration form I-20AB, Certificate of Eligibility. (Please note that the I-20AB cannot be issued until the College receives a Certification of Finances indicating sufficient funds for a minimum of one full year's study at Saint Mary's College.)

The Test of English as a Foreign Language (TOEFL) is used for placement purposes at Saint Mary's College. The TOEFL is required of all students whose native language is not English.

This requirement may be waived under any of the following conditions: completion of four consecutive years of study at a high school in the United States, completion of a minimum of 60 transferable credit hours at a U.S. university or college, excluding any English as a Second Language coursework, completion of education (high school or equivalent) in a country where the native official language is English, completion of the SAT I or ACT examinations with the following minimum scores: SAT I verbal 500, ACT English 22. Students who submit a score of 525 or above on the paper-based test (or 197 or above on the computer-based test) with their application may be accepted as full-time undergraduates.

Transfer students whose native language is not English, regardless of visa status, must meet the requirements set forth under the English composition requirement for non-native speakers of English (see Written English, Program of Study, p. 32).

Conditional Acceptance of International Students

Students who have scores between 475 (153) and 524 (193) may be enrolled in a program consisting of one or two undergraduate courses, chosen in consultation with the faculty advisor and the Intensive English Program. Students who have a strong academic background, with scores lower than 475 (153) can also receive conditional acceptance, but will be enrolled full time in the Intensive English Program's non-credit courses (see p. 113).

International students are expected to finance their own educational expenses. Only scholarship funds received by the College and designated for international students will be so dedicated. Part-time employment on-campus is also sometimes available. For further information see Financial Aid, p. 14.

Saint Mary's College is authorized under Federal law to enroll non-immigrant alien students.

Transfer Students

A student entering Saint Mary's College from another college or university must meet the standards set forth previously concerning admission from secondary school. He or she must also present a college record with a minimum average of 2.3 in academic transferable courses. The transfer student who would not qualify for admission to Saint Mary's College directly from secondary school will normally be required to present a record of at least one year's work at another college with a minimum average of 2.3 in a minimum of 23 transferable academic semester units completed with letter marks rather than Pass, Satisfactory, or Credit. Transfer students are encouraged to complete any high school course deficiencies prior to transfer. The Admissions Committee is particularly concerned that students complete one year of high school algebra and one year of high school geometry or their equivalent with a grade of C or better before transfer.

All transferable grades from other colleges are considered in determining eligibility for admission. When courses are repeated, only the most recent grade will be computed into the grade point average in determining the minimum admission standard of 2.3. Saint Mary's does not accept as transferable for credit any courses in remedial subjects, vocational fields such as welding, non-academic areas such as typing, and secondary school mathematics.

If a student transfers from a school which does not compute grades below a C into the overall grade point average, his or her application will be evaluated on the basis of the number of courses he or she completes in making normal progress towards graduation.

Upon transfer, only courses with grades of C- and above are acceptable for advanced standing toward graduation. The maximum number of lower division course credits which are transferable from

a community college is 19. This is equivalent to 95 quarter units or 64 semester units. (Saint Mary's "course" equivalence: 3.5 semester units or 5 quarter units = 1.00 course credit.)

Students seeking admission to the Saint Mary's College Extended Education Degree Programs should refer to page 7 for more complete information.

Intercollegiate Nursing Program

Admission to the Intercollegiate Nursing Program results in acceptance by both Saint Mary's College and Samuel Merritt College. The student is admitted directly into the School of Nursing and has student status on both campuses.

Credit by Examination Advanced Placement

The College grants up to a full year of college credit through the College Level Examination Program administered by the College Entrance Examination Board. Credit is given only for the subject examinations, which correspond to particular college courses, not for the general examinations, and the subject examinations must be passed at the median level or higher.

In addition, college credit, advanced placement, and reduction of prerequisites may be granted to entering freshmen who, in the judgment of the appropriate department, have demonstrated advanced scholastic attainment. The principal criteria used are the Advanced Placement examinations of the College Entrance Examination Board, school records, and personal interviews. The advantages of advanced placement are admission to courses ordinarily not open to freshmen, and greater freedom to pursue independent study or research in the senior year. Further details of the principles employed in determining advanced placement may be obtained from the Office of Admissions (also, see Credit by Examination under Academic Regulations, p. 26).

The College also grants advanced credit to students who have taken A-level or International Baccalaureate (higher level) courses.

Academic Amnesty

Full-time or part-time students who seek admission to Saint Mary's College in a bachelor's degree program, and who have been four or more years away from full-time academic work, may ask to have their records evaluated under an "academic amnesty" policy. Such students, whose academic work in high school or college may not meet the College's normal standards of admission, can often present evidence that after a lapse of some years they are in an improved position with regard to the motivation, effort, or background needed for success in higher education. Acceptable evidence might include: part-time academic courses of a transferable kind, an improved SAT score, professional work experience and related letters of recommendation, or the ability to challenge by examination some of the courses at the College. The decision in each case will be made by an amnesty committee consisting of the Dean of Admissions, the Registrar, and the Dean of Academic Advising and Achievement. They assess letters of recommendation and may authorize as many as three courses worth of college credit for work experience.

It is not part of this policy that the student's previous record is altered or eliminated but that, in effect, some conditions normally required for matriculation are waived in favor of equally promising, substitute conditions.

Students admitted under this policy will be labelled "conditionally admitted." This means that their first year of work must show a grade point average that gives hope of successful graduation.

Tuition and Fees

Saint Mary's College is an independent institution and receives no operating support from public funds. Each student is charged a tuition fee which covers approximately three-fourths of the cost of

general educational services provided by the College. The balance of these costs is met by income from endowment, support of the Brothers of the Christian Schools, and gifts from trustees, parents, alumni,

other friends, corporations, and foundations interested in the type of education this institution provides.

Tuition

Undergraduate	
Per school year, permitting enrollment in 7.00 to 9.50 course credits per year	\$19,390
Additional course credits	\$2,150
Part-time (less than 7.00 course credits per year) per course credit	\$2,425
January Term tuition	
Full-time student	No charge
Part-time student	\$2,425

Miscellaneous Deposits and Fees

Application fee (Required with all applications for admission and non-refundable)	\$45
Tuition commitment deposit (Required of all new students. Applied to tuition; non-refundable after May 1)	\$200
Registration fee (Required of all new undergraduate students at time of initial registration, payable once and non-refundable)	\$30
Housing commitment deposit (Required of all resident students. Applied to room and board; non-refundable)	\$250
Room damage deposit	\$75
Orientation fee (Required of all new undergraduate students at time of initial registration, payable once and non-refundable)	\$100
Health Insurance	\$530
Associated Student Body Card (Required of all students taking three courses or more per term)	\$135
Late payment fee	\$20
Commencement activities fee	\$115
Late registration fee	\$50
Transcript of record, per copy	\$5
Laboratory fees (see under description of courses, pp. 35-116).	

Room and Board (Residence Halls)

Double room	\$4,450
Townhouse room (includes \$50 flex), per year	\$5,200
Single room	\$4,900
*Carte Blanche plan (includes \$75 flex), per year	\$3,600
14 meals per week (includes \$75 flex), per year	\$3,450
10 meals per week (includes \$50 flex), per year	\$3,250
8 meals per week (includes \$25 flex), per year	\$3,150

Open Enrollment

Application and registration fee (Payable once, for non-matriculated students only)	\$35
Tuition	
**Credit, per 3.5 course	\$1,430
**Audit, per course	\$200

Graduate Programs

School of Extended Education

See separate bulletins.

*Carte Blanche is a plan that offers students unlimited entry to the dining hall. Flex dollars are the cash values included in some meal plans. They may be used at all campus retail food outlets, and Oliver Hall (resident dining). They can be added to any meal plan in \$50 increments.

**Part-time open enrollment students may take no more than four courses per year, no more than two courses per term. These courses are offered on a space available basis only.

The foregoing schedules of fees are effective July 1, 2001, and are subject to change without notice.

Payment

Tuition and room and board charges are due in two installments. Fall term includes room and board charges through January Term, and the spring term includes only spring term charges. The charges are due at the respective registration of each term. Lab fees, extra course charges and other miscellaneous fees are billed as incurred during the academic year. All such charges are due and payable upon receipt of a statement from the Business Office. A student failing to make payment will be denied registration for the subsequent term and will be unable to attend class or use campus facilities. Participation in Commencement exercises will not be allowed, nor will a diploma, transcript of credit, or honorable dismissal be issued until all College bills have been paid in full. Transcripts will not be issued to former students with past due balances, including past due balances on National Direct Student or Perkins Loans.

Monthly Payment Plan

Information on a monthly prepayment plan for College expenses will be furnished to parents and students upon request. Requests need to be submitted to the Business Office **no later than June 15 of each academic year.**

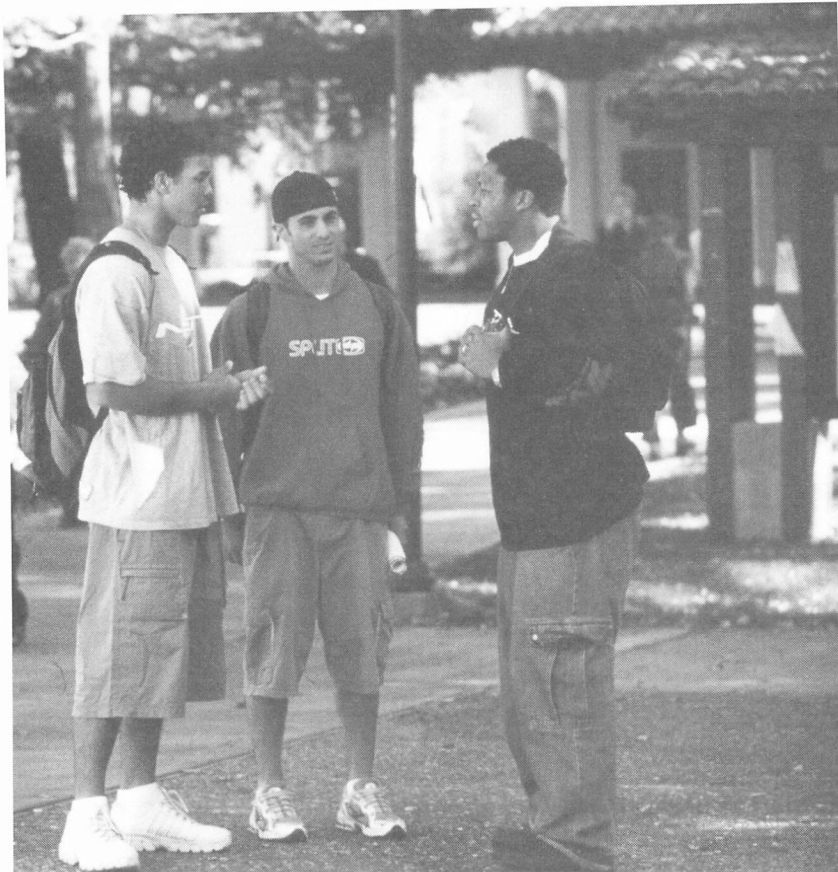
Refunds

Refunds are made within 30 days of request only once each term, on the written application of the student, according to the following schedule:

Tuition

Dropping Classes: Students may drop a course and, where appropriate, receive full pro-rata refund of tuition up to the end of the second full week of the term. (No refund will be made after that date.) **Note that full tuition is charged for 7.00 to 9.50 course credits per year.** For the January Term the drop period is through the third day of the term.

Withdrawal from College: Refunds are made each term only on the written application of the withdrawing student according to the following schedule: 85% tuition refund to the end of the first week of class; 80% tuition refund to the end of the second week of class; 75% tuition refund to the end of the fourth week of class.



No refund will be made for withdrawal after the fourth week of class. The above schedule is based upon the date on which the official notice of withdrawal is given to the Registrar. For those who pay for January Term, no refund is made after the first week of class.

Room Damage Deposit

Payable upon initial on-campus residency. Refundable upon written request when a student graduates or withdraws from on-campus residency. Room and furnishings must be in good order. Refund requests must be approved by the Dean for Campus Life.

Room and Board

Students who live in on-campus residence halls and townhouses assume contractual responsibility for occupancy for the entire academic year. Students who live in a residence hall are required to contract for meals. Students living in the townhouses may voluntarily elect to purchase one of the various meal options provided.

Inquiries concerning room and board plans should be directed to the Dean for Campus Life.

Upon voluntary withdrawal from the residence hall, students are eligible for a pro-rata refund of unused room and board less a penalty for termination of the Housing Contract. See Dean for Campus Life for details.

Student Insurance

To ensure that all students have health insurance coverage, including basic sickness and accident insurance, the College has instituted a Mandatory Health Insurance Requirement. All undergraduate students enrolled in three or more courses each term are required to have health insurance coverage. A plan is available through Saint Mary's College.

All full-time undergraduate students are covered by a secondary accident insurance policy which provides protection during regular attendance on the campus and while attending college-sponsored activities. The policy covers only accidents and should not be considered to be a replacement for a comprehensive health insurance program. Any loss or injury sustained resulting from the use of alcohol or drugs is not covered.

Financial Aid

Financial Aid Program

Saint Mary's College, through its Financial Aid Office, is committed to helping students and families obtain the needed assistance, both monetary and advisory, to make attendance possible.

The basic philosophy governing financial aid is that the student and his/her parents will first contribute as much as is reasonable toward the cost of attending Saint Mary's College. The amount expected will be the same as the amounts expected from other students and families having the same financial circumstances. Eligibility for financial aid will be the difference between what it costs to attend and what the student can reasonably be expected to pay. The Financial Aid Office uses the Free Application for Federal Student Aid (FAFSA) to collect information used to determine the student's eligibility for federal and institutional funds.

In addition to demonstrating financial need, applicants for aid must: (1) be citizens or permanent residents of the United States; (2) be enrolled or accepted for enrollment at Saint Mary's College on at least a half-time basis; (3) be making satisfactory academic progress towards a degree or certificate (maintaining a grade point average no lower than 2.0, or C average). Those undergraduates who are placed on probation for a second consecutive term shall be ineligible for financial aid until the Probationary Status is removed. Probationary Status includes Special Academic Probation (see Academic Standing p. 29).

Full-time undergraduates in four-year degree programs who fail to complete at least seven courses, and part-time undergraduates who fail to complete at least five courses at the end of each academic year shall be ineligible for financial aid until the minimum number of courses is completed. At the end of each term, a review will be made to ensure compliance with the requirements of satisfactory academic progress. The course completion requirements will be reviewed at the end of each academic year.

Applying for Aid New Students

1. Complete an application for admission to Saint Mary's College and arrange to have Scholastic Aptitude Test scores and high school/college transcripts sent to the Office of Admissions before February 1.
2. Complete the Free Application for Federal Student Aid (FAFSA) by March 2. This may be filed by using a paper application available from high school and college counseling offices, or by applying using the Internet (www.fafsa.ed.gov). Regardless of the method selected, follow the instructions and be sure to enter "Saint Mary's College, Moraga, CA (Federal School Code 001302)" as recipient of the form.
3. California residents should complete the GPA Verification Form by March 2 to apply for the state grant programs. Forms are available in high school and college counseling centers or from the Financial Aid Office.

Students Continuing at Saint Mary's College

Students wishing to renew their aid for a subsequent year should file the FAFSA by March 2. Only new applicants for Cal Grants need file the GPA Verification Form (see item 3 above).

Selection Criteria

Saint Mary's College uses a priority deadline of March 2 for all financial aid programs administered by the College. All students who are enrolled or accepted for enrollment by March 2 and who have filed the required financial aid documents by that date receive equal consideration for Saint Mary's College scholarships, in relation to their financial need. Federal funds under the control of the College are limited, and generally are awarded only to students with considerable need. Students completing the application process after March 2 will be considered for institutional and limited federal financial aid only if funds are available. Financial Aid Notification letters for those who have met the priority deadline are mailed to new students in early April and to continuing students in June.

Packaging for Financial Aid

It is often not possible to meet all of a student's need with scholarship or grant aid. In such cases, student loans or student employment may be included as a part of the financial aid package. If for any reason the student wishes to decline the loan portion of the aid package, he/she may do so without affecting scholarship or grant awards. It should be noted, however, that refusal of a loan or campus job will not result in a larger scholarship award. If the student is eligible, the Cal Grant A or B and the Federal Pell Grant will be included in the total award package.

California residents are required to apply for a Cal Grant A and/or Cal Grant B from the California Student Aid Commission. If the Commission deadline (March 2) is missed, the student may still be considered for assistance from Saint Mary's College, although the College will be unable to offer scholarships to replace Cal Grants which would have been received had application been made on time.

Financial Aid from Saint Mary's College Saint Mary's College Scholarship

Tuition scholarships are awarded by Saint Mary's College to full-time undergraduates who demonstrate academic ability and financial need. The amount of each tuition scholarship varies according to the financial need of the recipient and his/her family. (For further information see Saint Mary's College Scholarship Policy Statement, available in the Financial Aid Office.) Priority deadline: March 2. (See Scholarships for listing, p. 128).

Federal Supplemental Education Opportunity Grant (SEOG)

SEOG awards of \$200-\$2,000 per year are federally funded grants administered by the College and available to undergraduate students with exceptional financial need. Priority deadline: March 2. (Normally, students must be enrolled at least half-time.)

Saint Mary's College Tuition Allowance

Families enrolling four or more children at Saint Mary's College are granted a 50% tuition discount for each child after the third. No financial statement required. To apply, contact the Financial Aid Office.

Saint Mary's College Athletic Grant

Full and partial grants-in-aid are offered to a limited number of men and women athletes in several sports. For further information concerning these awards, contact Athletic Director, Saint Mary's College, Moraga, CA 94575.

Federal Carl D. Perkins Loan

A federal loan program administered by the College. Perkins Loan recipients must be pursuing at least a halftime course of study and must be able to demonstrate financial need. Priority deadline: March 2.

Student Employment

Saint Mary's College offers a wide variety of part-time, on-campus jobs in virtually all College offices and departments. These student jobs are provided through two separate programs: the Federal College Work-Study program and the Saint Mary's College student employment program.

Students who qualify for need-based financial aid may be awarded Federal College Work-Study as part of the annual award. The award letter will list the funds reserved to pay the student during the academic year. Listings of work-study positions are available in the Career Development Center, Ferroggiaro Hall. Job listings are also available through an automated telephone system. Passwords to access this system are available at Career Development.

The Career Development Center also posts notices of general student employment opportunities on campus. These jobs are open to any undergraduate or graduate student enrolled at least part-time at the College. In addition to the distribution of student job applications to employing departments, the Career Development Center offers career counseling, resume writing and interview workshops, internships and job placement services.

The bookstore, Marriott Food Services and the janitorial services are independent of the College and do their own hiring.

The Human Resources Office, Filippi Hall, is responsible for all wage and salary determination. All students who are hired for any on-campus job must complete the necessary tax and I-9 documentation before employment can begin.

Financial Aid from State and Federal Agencies**Cal Grant A**

\$700-\$9,708 per year. Awarded by the California Student Aid Commission, the Cal Grant A is based on academic achievement (as measured by high school or college grades) and financial need. Eligibility limited to California residents, for a maximum of four undergraduate years. Applicants must file the Free Application for Federal Student Aid (FAFSA) and the GPA Verification Form (available from high school counseling offices or college offices of financial aid). Deadline: March 2.

Cal Grant B

\$1,548-\$11,256 per year. The Cal Grant B is awarded by the California Student Aid Commission primarily to students from low income backgrounds. Eligibility is limited to California residents who have completed no more than one semester of college work prior to the period of the award. Applicants must file the Free Application for Federal Student Aid (FAFSA) and the GPA Verification Form. Deadline: March 2.

Federal Pell Grant

\$400-\$3,750 per year. The Pell Grant is a federal grant program which offers assistance to low and middle income undergraduate students who are U.S. citizens or permanent residents, and who demonstrate financial need. (Need is defined according to a federal eligibility formula.) Application for the Pell Grant may be made by means of the Free Application for Federal Student Aid (FAFSA). Forms are available from high school counseling centers or from the Office of Financial Aid. No deadline.

Federal Stafford Loans (Subsidized)

\$2,625-\$5,500, depending on the student's grade level. Stafford loans are loans to students for educational costs; these loans are insured by a state or federal agency and are available through private lenders such as banks, credit unions, etc. Students who demonstrate financial need up to the requested loan amount will have the interest on the loan paid (subsidized) during their enrollment on at least a halftime basis.

Federal Stafford Loans (Unsubsidized)

A program of Unsubsidized Federal Stafford Loans for students who do not qualify, in whole or in part, for the need-based Subsidized Federal Stafford Loan. Borrowers may receive both Subsidized and Unsubsidized Federal Stafford Loans totaling up to the applicable Stafford Loan limit, if they do not qualify for the full amount permitted under the Subsidized Federal Stafford Loan Program. The terms for the Unsubsidized loan are the same as the terms for the Subsidized Federal Stafford loans, except that the government does not pay interest on the Unsubsidized Federal Stafford Loans.

For independent students and for students whose parents are unable to secure loans through the Federal PLUS program, the Unsubsidized Federal Stafford Loan maximum is \$4,000 per year for first and second year students, and \$5,000 per year for all other undergraduates.

Federal PLUS Loans

PLUS loans are made to parents of undergraduate students by private lenders such as banks, credit unions, etc. The maximum loan cannot exceed the cost of education less any financial aid received by the student. The variable interest rate is adjusted each July, and it is capped at 9%. Loan application forms are available from the Saint Mary's College Financial Aid Office.

Alternative Payment Plans**Gifts and Loans to Children**

Parents are advised to investigate federal and state income tax credits and tax advantages available through gifts and loans to dependent children. Depending on the income tax bracket, savings can be substantial.

Ten Month Payment Plan

This plan offers parents a low cost method of paying tuition and room/board charges over a ten-month period, June through March. For further information concerning this plan, contact Business Office, Saint Mary's College.

College Refund Policy

Students who withdraw during an academic term will have tuition charges adjusted according to the schedule shown on p. 13. Upon withdrawal from the residence hall, students are eligible for a pro-rata refund of unused room and board less a penalty for termination of the housing contract.

The College is required to follow the refund regulations published by the U.S. Department of Education for students who receive Title IV financial aid funds (Federal Perkins Loans, Federal SEOG, Federal Pell Grant, Federal College Work-Study, Federal Stafford Subsidized and Unsubsidized Loan funds and state Cal Grant funds). Student recipients of any of these funds who withdraw from all of their classes within the first 60% of an enrollment period will have their financial aid adjusted. The amount of federal aid that will be returned will be determined by the number of calendar days not completed in an enrollment period divided by the total number of calendar days in that period. If that percentage is less than 40%, no adjustment is required.

Should regulations governing refund policies for federal student aid recipients change, Saint Mary's College will implement those changes. Current refund policy information may be requested from the Financial Aid office.

Disbursement of Awards

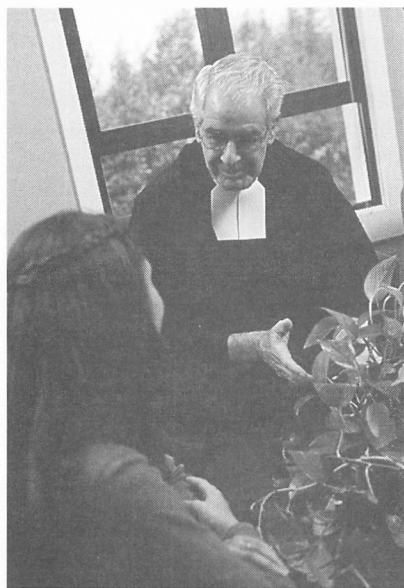
Financial aid awards normally cover a full academic year. Funds are disbursed in two equal installments at the time of registration for the fall and spring terms.

Gifts and Endowments

Saint Mary's College is a private institution and receives no direct support from taxes or other public funds, nor does it receive direct financial assistance from the Diocese of Oakland.

Annual operating expenses of the College are met principally, but not fully, by tuition and fees. The difference between that income and the actual cost of instruction and other services is underwritten by the contributed services of the Christian Brothers, by annual fund donations from alumni, parents, and friends, and by income from an endowment principal of about \$65,305,000. Through these contributions, all students, including those paying full tuition, are aided in financing their college education.

Through the \$180 million Spirit of Saint Mary's capital campaign, the College is building a much needed science center and a student recreation complex. These capital projects, along with the \$50 million endowment component of the campaign, have been made possible by the



generosity of donors who believe in the heritage of Saint Mary's College.

In the face of rising costs, it becomes increasingly important to meet the expenses of the College through contributions supplementing tuition and fees. Demands for augmented instructional, residential, and recreational facilities, as well as requests for financial aid, place an even greater burden on College resources.

The College depends upon the philanthropy of alumni, parents, and friends of Saint Mary's for these essential resources. Through their gifts and volunteer service, contributors join with the Christian Brothers and lay faculty in their dedication to Saint Mary's students.

Those who wish to share in this enterprise may do so by making annual contributions for unrestricted support, scholarships, or athletic grants-in-aid. Those interested in gift opportunities related to new buildings, endowed professorships, endowed scholarships, or program endowments should contact the Saint Mary's College Development Office.

Saint Mary's College of California is a nonprofit corporation. Contributions are tax deductible in accordance with State and Federal statutes. Gifts may be made to the College through the Development Office, Saint Mary's College, P.O. Box 4300, Moraga, CA 94575-4300. For information, call (925) 631-4219.

Veterans Benefits

Assistance in academic matters for members of the armed services and for those released from active military duty who may desire to renew their college study, or who will be entering Saint Mary's College for the first time either as a transfer student or as a new student, is provided by the administration and faculty through the Registrar's office on the campus. Letters seeking advice or information concerning the College should be addressed: Veterans, P.O. Box 4748, Saint Mary's College, Moraga, CA 94575-4748.

Saint Mary's College of California is approved for the training of veterans and their eligible dependents under the various public laws which come under the direction of the Department of Veterans Affairs. Contact the Regional Office of the Department of Veterans Affairs directly for an additional evaluation and determination of the individual's education benefits.

Documents received from the Department of Veterans Affairs which concern education rights and which are required for enrollment verification must be brought to the Registrar's office on the campus.

Programs of education benefits are now available for (a) certain veterans; (b) certain current active duty individuals; and (c) selected reserve persons. These are assisted by (a) VEAP, post-Vietnam era Veterans Educational Assistance Program, Chapter 32; (b) new Montgomery GI Bill active duty educational assistance program, Chapter 30; and new Montgomery GI Bill selected reserve educational assistance program, Chapter 106. Details and procedures are available from the Department of Veterans Affairs, Regional Office, P.O. Box 8888, Muskogee, OK, 74402-8888 or by calling toll free 1-800-827-1000.

California State Benefits for Veterans and Eligible Dependents

Applications and information may be obtained from the following office: California Department of Veterans Affairs, Division of Veterans Services, P.O. Box 942895, Sacramento, CA 95814-5840. Note that the benefits are limited to specific cases.

Academic Officers and Facilities

Academic Vice President

The Academic Vice President, the principal academic officer of the College, is responsible for the overall excellence of the academic program. He oversees all academic policies and requirements, programs of study, admission policies and standards, academic advising services, standards of student and faculty performance, academic records, and the academic calendar of the College.

Assistant Academic Vice President

The Assistant Academic Vice President is responsible for the Office of Academic Advising and Achievement, acts as the College's Diversity Affairs Coordinator, organizes the annual College Convocation, Commencement, the annual Lasallian Heritage Institute, coordinates Lasallian events on campus, and has co-responsibility for student orientation programs and activities.

Deans of the Schools

The Deans of the Schools, in collaboration with the Academic Vice President, are responsible for the academic affairs of the Schools, including the recommendation to the Academic Vice President of appointment, promotion and retention of their School faculty and administrative staff; matters relating to orientation and evaluation of faculty and staff; curriculum planning, academic policies and programs, and all other aspects of the academic enterprise in their respective Schools.

Dean of the Intercollegiate Nursing Program

The Dean of the Intercollegiate Nursing Program is responsible for the joint baccalaureate program offered by Saint Mary's College and Samuel Merritt College, including faculty appointments, orientation and evaluation, curriculum planning, and the maintenance of professional accreditation standards.

Dean for Academic Services

The Dean for Academic Services is responsible for the publication of the *Faculty Handbook* and the undergraduate *College Catalog*, coordination of undergraduate class scheduling (with the Registrar), implementation of academic probation and disqualification policies,

administering teacher and course evaluations, processing faculty development awards, arranging student academic grievance hearings, and expediting communication and problem-solving for faculty, students, and administrators.

Dean for Academic Resources and Director of the Library

The Dean for Academic Resources is responsible for the development, programming, and administration of the information and learning resources of the Saint Albert Hall Library (which includes Media Services) and the Hearst Art Gallery. The Dean is responsible for the quality and evaluation of services, collections, facilities, and staff, allocation of these resources across academic disciplines and programs at all levels, and implementation of policy and procedure. The Dean determines an appropriate balance among print, image, and electronic academic resources to support the educational programs of the College through broad-based collaboration with faculty and administrative staff.

Dean of Academic Advising and Achievement

The Dean of Academic Advising and Achievement is responsible for developing and implementing policies and procedures related to the promotion and retention of undergraduate students; for developing and implementing policies and procedures related to the Academic Support and Achievement Programs; Asian Pacific American, Black, Hispanic/Latino Students Programs; and the High Potential Program.

Advising and Support Services

Saint Mary's College recognizes that guidance and education are inseparable, and considers academic advising to be an extension of the teaching responsibility of its faculty. Advising begins when the prospective student first expresses an interest in the College. After the student matriculates, advising continues through the undergraduate years and seeks to recognize the individual needs of each student. Academic advising supports students as they plan a course of study which may allow them to achieve their personal, educational, and career goals.

The Dean of Academic Advising and Achievement is responsible for the undergraduate academic advising program, which is primarily done by faculty under the direction of the Dean. Each student is assigned an academic advisor who works with him/her to develop an academic program which is consistent with the student's goals, values, aptitudes, and interests. Faculty advisors are available to students throughout the academic year, and students are required to meet with advisors at specific times during the academic year. Students are also expected to assume the responsibility for utilizing campus resources and services which help them better understand themselves, their goals and interests.

Students may schedule to meet with the Dean of Academic Advising and Achievement on a drop-in or appointment basis to obtain additional information or assistance. They may also petition for a specific advisor or a change of advisor.

Academic Support and Achievement Programs

The Office of Academic Support and Achievement Programs (ASAP) offers a variety of undergraduate support services both to students who experience academic difficulties and to those who wish to achieve greater academic success. An extensive tutorial program provides help to students when they encounter problems which impede their academic progress. The office maintains a file of tutors, primarily upper division students with at least a B in the subjects they tutor, who meet students on a one-on-one basis or in small groups (workshops). Students needing tutorial assistance complete an application and interview with the tutorial staff, and every effort is made to assign a tutor (if this service is deemed necessary) within 72 hours. Drop-in study groups are offered throughout the semester for those courses for which there is a large demand for assistance.

The ASAP provides Academic Success Workshops to strengthen study habits and time management skills. Project Success, an intervention program, assists students on first-time academic probation to build the skills they need to return to good academic standing. Additionally, the office

provides limited individualized assistance to students with learning and/or physical disabilities (e.g., readers for dyslexic students).

The ASAP strives to be responsive to individual needs, and offers a variety of other academic support programs and services throughout the year. Students are encouraged to take advantage of these and other programs that can maximize their opportunities for success.

Hispanic/Latino Student Programs

The Office of Hispanic/Latino Programs develops, implements, manages and evaluates programs, services, and activities which will contribute to a college environment conducive to the intellectual, personal, social, and spiritual growth of Hispanic/Latino students. To this end, the office sponsors a Welcome Reception for Hispanic students, cultural retreats, lectures on Latino issues, and cultural events which include Hispanic Heritage Month, La Gran Posada, and Hispanic Graduates Celebration. Any student, staff, or faculty member is welcome to attend these events and to visit the office Coordinator to explore Hispanic/Latino cultures and issues. Additionally, the office provides advice and referral to Hispanic/Latino students and families and publishes a monthly newsletter called *El Noticiero*.

Black Student Programs

The Office of Black Student Programs is responsible for programs and services which can contribute to the success and achievement of Black students. The office also promotes campus-wide awareness of African-American culture and intellectual life. Ongoing activities and services include orientation, culturally-specific advising, intellectual, cultural and social development activities, and referral to appropriate campus resources and services.

Asian Pacific American Student Programs

The Office of Asian Pacific American Student Programs provides programs and services designed to promote the intellectual, socio-cultural and personal success and achievement of the Asian Pacific American student. The office strives to address the concerns and issues of Asian Pacific American students through the development of culturally relevant academic advising, co-curricular activities, leadership development, and referral to appropriate campus and community resources. The office also promotes activi-

ties that help the Asian Pacific American students build a sense of community and belonging on campus.

Center for International Programs

The Center for International Programs develops and supports international education programs at Saint Mary's. It oversees the Intensive English Program and provides support services for students and faculty from other countries. Such services include immigration assistance, personal and academic advising, orientation, practical training, social and cultural activities and referral to appropriate campus resources and services. The Center also develops and administers Saint Mary's-sponsored semester abroad programs and assists American students who want to become international students themselves through studying in another country. The Center provides information and assistance in applying to non-Saint Mary's overseas study programs and orientation and logistical support for campus-sponsored programs overseas.

The Library

Saint Albert Hall, named for the 13th-century philosopher and theologian, Saint Albert the Great, houses the main library collection of over 196,000 books, videotapes and other materials, and 2,600 current periodicals.

The Library is a center for learning. It has 250 seats for reading and study at carrels and tables and is open 94 hours per week during school terms to provide a convenient locus for study and research. The Library Reference Desk is staffed 58 hours per week by one of ten professional librarians. Albert, the on-line public access catalog, provides access to over half of the books in the Library, plus all periodical titles and videos, and some sound recordings. A rich variety of electronic information resources are available through the Library's Web site—

<http://gaelnet.stmarys-ca.edu/library/>—via the campus network, and from home or office to students, faculty, and staff. In addition, the Library provides access to the University of California libraries and the Graduate Theological Union, and to the Internet. The Library subscribes to three major bibliographic services: the Research Libraries Information Network (RLIN), which enables library staff to catalog materials and lo-

cate books for interlibrary lending; the DIALOG Information Service, giving librarian-assisted on-line searching to over 380 statistical, full-text and bibliographic databases, to Online Computer Library Center's (OCLC) First Search, which allows library staff to access over 50 databases, many of them full-text, and to the OCLC network of libraries throughout the United States and Canada for the purpose of locating and borrowing materials.

Library services include a four-week borrowing period (with renewals); a Reserves Collection for high-use materials and faculty required reading outside of class, Interlibrary Borrowing, Article Express, and Document Delivery services; information and research assistance; Internet and research instruction sessions for classes, groups, and individuals; self-serve photocopiers; convenient display of current periodicals for browsing and reading; a small "Best Sellers" collection for student recreational reading; and informative exhibits and displays. The extensive research libraries of the nearby University of California at Berkeley are also available to Saint Mary's students and faculty for on-site use at no charge.

The Library, incorporating the College Archives, also has several special collections including the Albert T. Shine, Jr. Collection on California and Western Americana and a collection focusing on the life, work and influence of Cardinal Newman, including the Oxford Movement (1833-1845), the First Vatican Council (1869-1870), and the Kulturkampf (1871-1890) which involved Church-State conflict in Germany, Austria, and Switzerland. Also located in Saint Albert Hall is the "Library for Lasallian Studies," a collection by and about Saint John Baptiste de La Salle, the founder of the Christian Brothers teaching order and the 17th Century French religious and political environment in which the order was created.

Media Services

Media Services provides a variety of non-print media and audiovisual equipment to support the instructional needs of students and faculty at Saint Mary's College.

The Media Services Center, located on the second floor of Saint Albert Hall, is a listening and viewing facility equipped

with eight viewing carrels, an audio carrel, multimedia computers (PC and Mac), and facilities for slide making and computer image scanning. The Byron Bryant Room in the center may be reserved by groups for video and laserdisc playback. The Media Services Center houses the library's non-print collections which consist of over 2,000 instructional videos and classic films on videotape, DVD, and laserdisc, and course-related multimedia CDROMs. The entire collection is cataloged in Albert.

Media Services staff handle reservations, scheduling, and delivery of audio visual equipment on campus. They support and maintain instructional media systems installed in classrooms, and provide training for faculty in the use of the College's media classrooms. They schedule usage of the Wildenradt Theater, a 30-seat room available for video playback and computer-based instruction on the second floor of Saint Albert Hall. For further information, see <http://gaelnet.stmarys-ca.edu/media/>.

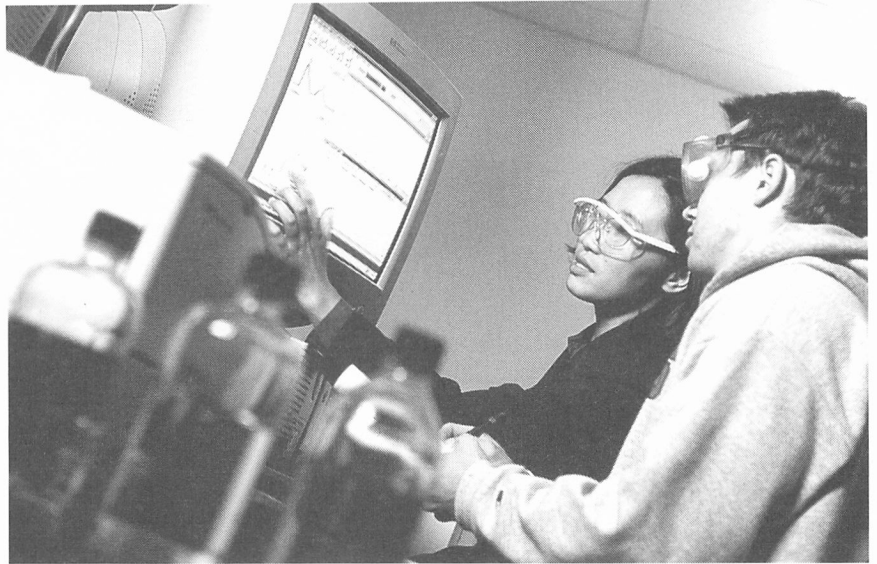
Information Technology Services (ITS)

Computer-based hardware and software systems are supplied by the College to support the communication, curricular and research activities of faculty and students. Information Technology Services is the campus organization that develops, builds, and maintains these systems.

Based on a high-speed fiber-optic network infrastructure that extends throughout the campus, the computer network links faculty and staff offices, student computer laboratories, electronic and computer classrooms and residence halls together in an electronic community.

Computer and network resources are available to all. Computer classrooms and laboratories in Garaventa Hall, Gatehouse Hall, and in several remote campus sites are outfitted with a variety of software programs to aid in instruction. On-line course work and information can also be shared by faculty and students via the campus network and intranet.

ResNet, the residential computer network, is available to all students living in the residence halls for connection to their personal computers and laptops. Drop-in student computer labs are located in the



St. Albert Hall Academic Computer Laboratory, and in designated computer classrooms in Garaventa Hall. ITS also operates a lending pool of laptop computers for students to use outside of the lab environments. The campus network is dial-up accessible to students, faculty and staff off campus.

ITS provides full e-mail services, and maintains an intranet site, *SMCnet*, available exclusively to students, faculty and staff. ITS also maintains the College's official web site, www.stmarys-ca.edu, and provides high speed Internet access to the World Wide Web to all members of the College community.

Art Gallery

The Hearst Art Gallery, the art museum of Saint Mary's College, which has a reputation for innovative, diverse exhibitions and educational programs, was established in 1934 by Brother F. Cornelius Braeg, who chaired the Art department for many years. With the aid of a grant from the Hearst Foundation, the current site, housing the permanent art collection, staff offices, two galleries for changing exhibitions, and the William Keith Room, opened in 1977.

Highlighting the College's permanent collection are more than 150 paintings by William Keith, California's finest late 19th-century landscape painter. Gallery publications include catalogs of most exhibitions as well as an extensive illustrated catalog of the Keith Collection, and

a video rich in late 19th-century California history, with quotations by Keith's great friend, the naturalist John Muir.

The annual SMC Student Art Exhibition is held each May. Professional exhibitions include retrospectives of major California artists, contemporary and historic landscapes, photography, sculpture, religious imagery, ethnographic objects, and Art department faculty work.

Campus Ministry

Campus Ministry nurtures the spiritual life of the Saint Mary's College community as it celebrates and lives the message of the Gospel. Student involvement is sought for liturgical functions (Eucharistic ministers, readers, singers, musicians), for retreat and spiritual activities (Campus Pastoral Team, retreat leaders, Scripture study, guest lecturers, etc.), as well as for social justice and services opportunities (tutoring children, feeding the homeless, caring for the elderly, conducting clothing and toy drives, caring for persons with AIDS, etc.), and social, faith and Sacramental programs (Christian initiation into the Catholic Church, small group faith sharing, rosary and prayer groups, ecumenical and interfaith relations). Individual spiritual counseling and reconciliation are available. Daily masses and prayer services are conducted as well as a number of retreats, workshops and lecture series. The monthly calendar, distributed at Sunday mass, provides an on-going listing of relevant services and events.

Student Affairs

Vice President for Student Affairs

The Vice President for Student Affairs is charged with facilitating the growth and development of the whole student, complementing the curricular education of the students of the College through co-curricular activities and programs. The Vice President for Student Affairs is responsible for providing direction and leadership for the educators within the departments of athletics; career development; counseling services; events and conferences; health services; on-campus residence life; public safety; student recreation, club sports and intramurals; student activities, media, clubs and organizations; student development and leadership; student conduct and disciplinary processes; women's resource center; the Catholic Institute for Lasallian Social Action (CILSA); and other student programs.

Dean of Student Development

The Dean of Student Development serves as one of the primary advocates for students and provides administrative leadership to the student development departments and programs (career development center, counseling center, health services, CILSA, and women's resource center). In addition to being available to students for information and assistance, the Dean administers and coordinates the student code of conduct and the disciplinary policies and procedures of the College.

Dean for Campus Life

Emphasizing student learning as the framework for the role of student affairs, the Dean for Campus Life and the Dean of Student Development oversee the programs and services designed to advance student learning, leadership development, and student support. The departments and personnel responsible for the campus-based living and learning environment (Resident Life), student government, clubs and media, as well as the Cassin Student Union (Student Activities and Leadership programs), the Soda Center programming

arenas, and summer events and conferences are organized under the leadership of the Dean for Campus Life.

Athletics and Recreational Sports

NCAA Division I Intercollegiate Athletics

The Department of Athletics and Recreational Sports organizes and administers the intercollegiate NCAA Division I athletic programs and facilities of the College. Students interested in developing intercollegiate NCAA Division I athletic teams in sports not currently sponsored by the College are encouraged to notify the Athletic Director of their interest. The College currently sponsors the following NCAA Division I teams:

Men's NCAA Division I Teams

Baseball	Football
Basketball	Soccer
Cross Country	Tennis

Women's NCAA Division I Teams

Basketball	Soccer
Cross Country	Softball
Lacrosse	Tennis
Rowing	Volleyball

Recreation and Fitness

The recreational and fitness programs offer students the opportunity to participate in a wide range of recreational activities which open up avenues for personal growth and foster the development of leadership skills. The programs are comprehensive and varied with equal participation opportunities for a diverse population of students. Students use the College's gymnasiums, tennis courts, swimming pool, athletic fields, outdoor volleyball and basketball courts, as well as cardio, machine and free weight exercise equipment.

Club Sports

- Men's Crew
- Men's Lacrosse
- Rugby
- Men's Volleyball
- Men's Water Polo
- Women's Water Polo

Recreation Clubs

- Cycling Club
- Equestrian Club
- Snow Club
- Water Ski Club

Spirit Clubs

- SMC Band
- Dance Team

Intramural Leagues

- Coed Flag Football
- Coed Soccer
- 5 on 5 Basketball
- Coed Softball

Weekly Events

- Indoor Soccer
- Indoor Volleyball
- Ping Pong
- Tennis
- Ultimate Frisbee

Tournaments

- Grass Volleyball
- Pool Basketball
- 3 on 3 Basketball

Outdoor Adventures

- Bay Area Opportunities
- Camping
- Hikes
- Rafting
- Rock Climbing
- Ski Trips

Fitness Services

- Aerobics
- Aikido
- Cardio Kick Boxing
- Cardio Training
- Circuit Training
- Free Weights

Career Development Center

The Career Development Center helps students and alumni explore career options by offering personal career and graduate school counseling, conducting workshops (resume writing, interview skills, and job search strategies) and coordinating employer recruitment interviews on campus in addition to providing on- and off-campus part-time job listings for undergraduate, extended education, and graduate students. An extensive experiential learning program

is also available which provides students with community service, internship and service learning opportunities. Career Information Nights, a Jobs-That-Serve Fair, computerized career and graduate school information, and an extensive resource library of employer, graduate school, and service related literature is also available. The Center provides a 24-hour a day automated Job Hotline at (925) 631-4562 or 631-4JOB for students to inquire about on- and off-campus part-time employment.

Catholic Institute for Lasallian Social Action (CILSA)

The Institute provides students, faculty, staff and alumni with resources and opportunities to be involved in community service. The Institute assists individual students, student organizations, faculty and service learning courses with opportunities to be of service to others as well as with opportunities to reflect upon their experience of service and to study effective means of alleviating poverty and social injustice.

Counseling Center

The Counseling Center offers psycho-educational counseling services, lectures, workshops and seminars on a variety of topics (e.g., alcohol use and abuse, conflict resolution, date-rape prevention and awareness, assertiveness training, post-traumatic stress reactions, communication skills and time and stress management). The Center also makes available opportunities for counseling in a private and confidential setting which is designed to encourage students to explore emotional conflicts, thoughts and feelings (e.g., anxiety, loneliness, substance abuse, eating problems, sexual relationships, as well as academic and peer pressures).

Events and Conferences

The Events and Conferences department serves the campus community by provides a variety of environments for curricular and co-curricular learning, recreation, and cultural events. Students, faculty, and related College departments may arrange for the use of campus facilities through this office for event programming needs.

The department also updates and maintains the master calendar for the College.

Student Health and Wellness Center

The on-campus Student Health and Wellness Center is accessible to students who become ill or are injured. The Center's staff of nurses, health educators and attending physicians serves as a resource for information about healthy living and illness prevention. In the event of an emergency or serious medical situation, the Center provides assistance through the services of counselors, paramedics and/or medical personnel from one of the local hospital emergency rooms. The Women's Resource Center, in the Health and Wellness Center, is a resource for women students, offering support and information on sexual, physical, and interpersonal matters. Saint Mary's has established a Mandatory Health Insurance requirement whereby all students are enrolled in a health insurance plan. All full-time students are also included in a secondary accident insurance policy which covers them while on campus and when attending college-sponsored activities.

Public Safety

The Office of Public Safety seeks to maintain a safe and comfortable environment for all persons associated with the campus. Public Safety personnel are available 24 hours a day to assist in the event of emergencies, to provide campus escorts, and to enforce regulations detailed in the *Student Handbook*, as well as parking regulations. In compliance with the Student Right to Know and the Campus Security Act of 1990, the Office of Public Safety annually provides the campus community a security report of campus security policies, safety programs, and crime statistics.

Residence Life

The Office of Residence Life (ORL) manages the College's twenty-one on-campus undergraduate student residence halls with a live-in staff of more than eighty people who are Christian Brother Counselors, Resident Directors, Resident Advisors, Resident Community Coordinators and Area Coordinators. While there are a

variety of on-campus living arrangements available for undergraduate students (i.e., some students living in single rooms, others with one or two roommates, and others in townhouse apartments), each Residence Hall is a center for student living and learning where intellectual stimulation, personal and spiritual growth, and individual responsibility are encouraged and fostered. Students are encouraged to assist each other in and are held accountable for maintaining high standards for community living consistent with the Catholic, Lasallian and liberal arts mission of the College.

Student Activities, Government, Clubs, Media and Organizations

The Office of Student Activities and Leadership Programs provides opportunities for students to integrate their classroom and co-curricular experiences, while developing leadership skills as well as a sense of community among their peers. The Student Orientation Staff (SOS) assists with student orientation. The Office of Student Activities officially registers an array of student clubs, media, and organizations, appoints their advisors, and oversees the Associated Students of Saint Mary's College (ASSMC). The ASSMC works closely with the office in representing the needs and concerns of their fellow students, acting as their official voice, providing athletic and recreational opportunities, community service projects, cultural and intellectual programs, and student media organizations. The ASSMC assists with the enrichment of campus life by supporting unique and diverse campus events designed to increase student involvement and Gael pride. The ASSMC structure includes an elected Executive Team (President, Vice President for Administration, Vice President for Finance, and Vice President for Student Affairs), elected Student Senate (Class Presidents, Vice Presidents, and Senators), appointed Program Board (Chair, Vice Chair and Board Members), and a host of student clubs, media and organizations.



Currently the College has the following among its registered student clubs, media and organizations:

Academic Clubs

- Accounting Club
- Art Club
- Business Club
- Communication Club
- Liberal and Civic Studies Club
- Philosophy Club
- Psychology Club
- Science Club

Diversity/International Clubs

- APASA (Asian Pacific American Student Association)
- Black Student Union
- Dante Club (Italian Heritage)
- Eire Og (Irish Club)
- GALA (Gay and Lesbian Association)
- International Club
- MEChA
- Portuguese Heritage Club

Service Clubs

- Amnesty International
- Circle K
- Habitat for Humanity
- Lasallian Collegians

Special Interest Clubs

- BACCHUS
- Christian Fellowship
- Student Alumni Association
- American Association of University Women (AAUW)
- Intervarsity
- Pep Band
- Photography
- Science Fiction and Fantasy

Sports Clubs *see Recreation and Fitness*

Media and Student Publications

- Collegian* Student Newspaper
- Gaelpage* Student Bulletin
- Gael* Yearbook

- Riverrun* Student Literary Magazine
- Red and Blue* Student Directory
- KSMC 89.5 Student Radio
- Gael 48 Student TV

Performing and Visual Arts

Organizations

- Chamber Musicians
- NightinGael
- Dance Team
- Student Art Exhibitors
- Jazzy Ensemble
- Pep Band

Academic Regulations

Calendar

Saint Mary's follows a 4-1-4 calendar. This includes a fall term of about 15 weeks, during which students normally take four courses, ending before Christmas vacation, a January Term of one month during which students take only one course, and a spring term, again of 15 weeks, during which students normally take four courses.

Courses for the fall and spring terms are described in this Catalog. Courses for the January Term vary from year to year and are described in a special catalog available in the fall term. Besides providing an opportunity for students to focus all their energy on a single subject during one month, the January Term provides the opportunity for various experimental courses, off-campus field study, travel courses in foreign countries, exchange with other 4-1-4 colleges, and special independent study projects.

One January Term course is required for each year of full-time attendance.

Students in the part-time enrollment program are encouraged to take January Term courses. Any part-time student who wishes to be excused from this requirement must petition the Dean of the School of Liberal Arts to do so.

Courses

Following the general custom of 4-1-4 colleges, Saint Mary's College awards undergraduate degree credit in terms of "course credits" or more simply, "courses" (as opposed to semester or quarter units). Since 36 course credits are required for the bachelor's degree, the regular full-time student will enroll in nine courses per year, four each in the fall and spring terms and one in the January Term. Regular courses in the fall and spring terms are designed to require approximately one-fourth of the academic work expected of a full-time student during the term; January Term courses are designed to require all of the academic work of a full-time student during the term. Courses listed under departments are worth one full course credit (1.00) unless specifically

indicated otherwise; multi-part courses (e.g., Art 165-166) are worth one full course credit for each part. Fractional course credits are specified as .50 after the course number if they are one-half course credit, or .25 if they are one-quarter course credit. Information regarding the semester-unit equivalent of Saint Mary's College "course credits" is available from the Registrar's Office.

Requirements for Bachelor of Arts and Bachelor of Science

In order to qualify for the bachelor's degree, a student must satisfactorily complete 36 course credits, 17 of which must be upper division level. A minimum of nine courses must be completed at Saint Mary's College. Fractional course credit courses (e.g., .25, .50, etc.), may not cumulatively account for more than three course credits toward the degree. No student may apply more than three courses in independent studies toward graduation requirements without the permission of the Registrar. This regulation does not apply to independent study courses taken during the January terms.

Upper Division and Lower Division

Freshmen are expected to concentrate on lower division courses but may sometimes be admitted to upper division courses if they have the appropriate preparation. Sophomores normally concentrate on lower division courses but may begin to take upper division courses in their major field, especially in the second semester of their sophomore year. Juniors and seniors normally concentrate on upper division courses in their major field and frequently include lower division courses as electives in their program of study.

Lower division courses are frequently introductory or survey courses. Upper division courses are characterized by at least two of the following: they (a) have college-level prerequisites; (b) focus on a particular topic or require an in-depth study of a subject rather than a survey or introduction, and require that the necessary introductory study has been completed; (c) demand a readiness and

maturity characteristic of students with successful prior college experience, with skills in reading, writing and discussion of demonstrable rigor and complexity; (d) include course objectives which entail high levels of cognitive, affective or psychomotor achievement.

Associate of Arts Degree

The associate degree is considered a terminal degree from Saint Mary's College and is granted only if needed for professional licensure or interinstitutional transfer. The College will grant the associate of arts degree, on request, to students who meet the following requirements: a total of 18 courses, at least five of which must be at Saint Mary's, including two Collegiate Seminars and one course in Religious Studies; six courses in one of the following fields: science, social science, language, literature, or humanities; eight courses outside of the field of concentration; an overall C average.

Student Classification

Full-time students at Saint Mary's normally take nine courses each academic year, one of which must be a January Term course.

Full-time students carry 3.00 to 4.25 course credits in the fall and spring terms and one course credit during the January Term. Full-time enrollment may range from 7.00 to 9.50 course credits per year. Full tuition covers from 7 to 9.50 course credits per year.

The availability of full and fractional course credit allows the student a wide variety of enrollment combinations in completing his/her full-time schedule. For example, instead of four regular course credit classes, a full-time student might enroll in three regular classes, in one half-course-credit class, and in two quarter-course-credit classes, while still completing the same amount of degree credit. (Fractional credit may not cumulatively account for more than 3.00 course credits toward the degree.)

Part-time students carry fewer than 3.00 course credits in the fall and spring terms and less than 1.00 course credit during the January Term.

Change in status: A student who drops below 3.00 course credits by the end of the second week of the term will be reclassified as a part-time student for that term without incurring any financial or academic penalties.

Matriculated students are those who meet all entrance requirements, declare their intention of working for a degree, and follow the prescribed curriculum. Generally, full-time and part-time students are classified as being matriculated students.

Special students are normally part-time students enrolled in regular coursework without the intention of pursuing a degree. Such students are not required to meet the normal admissions requirements.

Class Designations

Sophomores = 9 courses completed

Juniors = 18 courses completed

Seniors = 27 courses completed

Auditors

Matriculated part-time and full-time students with a B average may audit one course each term in addition to the regular class load, with permission of the instructor. However, not all courses nor all subject matter fields lend themselves equally to being audited. Students may audit only those courses which have adequate space and facilities to accommodate them. An auditor may not participate actively in course work or take finals and therefore does not receive credit. Students may have an audited course included on the permanent record with the mark Z for audit, by paying the \$50 fee. Students enrolled in the Open Enrollment Program (part-time enrollment) must pay an audit fee of \$200 per course.

Preregistration

Registration Process

Late in every fall and spring term, returning students preregister for courses for the following term. With their advisor's approval, they file their preregistration request with the Registrar's Office. If departments impose size limits on certain classes, those classes are closed to further enrollment immediately upon reaching the specified maximum. New students admitted for the fall term are advised dur-

ing the summer and preregistered at that time. Approved changes in student preregistration can be made until the registration computer deadline, approximately one week before registration begins. Some courses appearing on the schedule may not be offered in that term because of low enrollments. Conversely, courses with high demand may have additional sections added.

Registration

Prior to the beginning of every fall and spring term, each student settles accounts with the Business Office and receives appropriate registration materials by mail, including an official Course List. This form shows the student's current courses based on preregistration and subsequent adjustments. Registration Day is held the day before classes begin for students who have not settled their accounts in advance. Students who fail to complete registration by this day are dropped from class lists unless they arrange with the Registrar's Office for excused late registration. Registration after this date incurs a \$50 fee.

The Drop-Add Period (Course Enrollment Changes)

The drop-add period begins on the first day of class. Students wishing to drop or add courses do so by going to the appropriate classes and obtaining the instructors' signatures and then the signature of their academic advisor. Instructors may refuse to add students to courses which have already reached maximum size. Some academic departments may impose additional procedures for course changes within their departments. The drop-add period is the first two calendar weeks of the term. Students are financially and academically responsible for all courses in which they are enrolled at the end of this period.

Filing Official Course List

All freshmen and new transfer students must file a copy of their Course List (signed by their academic advisor) in the Office of Advising Services by the end of the second week of the term.

Withdrawal from a Course

A student may withdraw from a course without academic penalty through the 10th week of instruction. The student files a petition in the Registrar's Office in which the instructor verifies the last date of attendance and the advisor acknowledges the withdrawal. The course remains on the student's record with a W grade. There is no refund of tuition or fees.

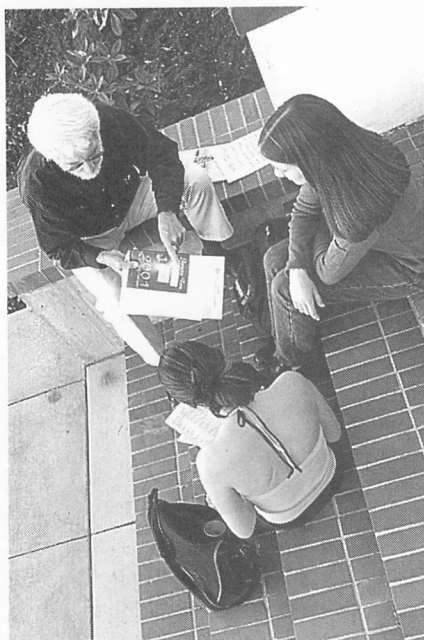
Special Study Courses

The College offers students three kinds of independent study courses: a 199 course (Honors-Special Study) is ordinarily taken by an upper division student with a 3.0 (B average) in the field of his/her major; a 197 course (Independent Study) is ordinarily taken by a student whose educational needs cannot be met by courses available in the regular curriculum; a 195 course (Special Study Internship) is ordinarily taken by an upper division student who wishes to complement his/her education with related work experience. The 195 Internship may be repeated at most once for credit, if content varies.

Enrollment in 195 or 197 courses requires good academic standing (2.0). Ordinarily, freshmen are not allowed to take independent study courses. January Term independent study courses are limited to upper division students with a 2.5 or better overall grade point average.

No student may apply more than three courses in independent studies toward graduation requirements without the permission of the Registrar. This regulation does not apply to independent study courses taken during the January terms.

Undergraduate students may arrange with individual instructors to undertake independent study courses during the summer. As during any other term, an independent study petition must be completed and approved. Students should register for summer credit at the Registrar's Office by mid-June. At that time the approved petition must be filed and tuition arrangements settled with the Business Office. Work should be completed and grades reported to the Registrar by early August.



Courses from Other Colleges

Some students may choose to enroll in coursework at other local colleges while they are attending Saint Mary's during the regular academic year, or they may take summer work elsewhere. Prior to any such enrollment for transfer credit, students should secure the approval of the Registrar's Office to have that credit accepted toward the degree at Saint Mary's. At the end of each term at the transfer college, the student should immediately have transcripts sent to the Registrar's Office at Saint Mary's so that transfer credit can be recorded. All transfer credit accepted by Saint Mary's College is included on the student's Saint Mary's transcript and is computed into the student's total college grade point average.

Students must secure the written approval of an appropriate department chairperson for using upper division courses taken at other colleges in fulfillment of their major requirements at Saint Mary's. Students must take the majority of their major courses at Saint Mary's College.

Graduation Requirements

In order to graduate from this College, students must have both a cumulative grade point average of 2.0 (C average), computed on all courses taken or accepted for credit at Saint Mary's College, and a grade point average of 2.0 (C aver-

age) in courses required for their program or their major (or minor).

In Residence Requirement, Senior Year

The "in residence" requirement for the degree is ordinarily four academic years at Saint Mary's College or equivalent transfer credit from some other college or university. However, the "in residence" requirement for the senior year is seven regular courses. Students who transfer to this College in their senior year will be required to take a full load of nine courses, of which at least seven courses must be upper division, in order to receive the degree from Saint Mary's. At least two courses in the minor must be taken at Saint Mary's.

Graduation Procedure

At the end of the junior year, each student must complete a petition of candidacy for graduation. These forms are available in the Registrar's Office. The Registrar's Office reviews all such petitions, checks the prospective graduate's record of completed coursework, and notifies students of remaining degree requirements. The Registrar's Office orders diplomas on the basis of filed candidacy petitions. Seniors who will not have completed all degree work by commencement may participate in commencement exercises provided they have no more than three courses remaining to complete. All seniors are assessed a graduation fee, whether or not they plan to participate in commencement exercises.

Exchange Course Program

At present, Saint Mary's College participates in an exchange enrollment program with members of the Regional Association of East Bay Colleges and Universities. Among others in the association are UC Berkeley and California State University at Hayward, as well as College of the Holy Names and Mills College located in Oakland. The program enables a full-time student enrolled at any one of the participant colleges to take up to one course per term at any of the institutions. The program is designed to broaden the range of classes available to students of these colleges and should normally be used only to take courses which are not offered at their home institutions.

Exchange enrollment is on a tuition free basis, with full tuition paid to the

student's home school; however, special course fees (laboratory, studio, etc.) are payable directly by the student to the exchange institution. Information and exchange enrollment forms are available from the Registrar.

During the January Term, Saint Mary's students may exchange-enroll at a variety of cooperating 4-1-4 colleges throughout the nation. Full information is available from the Director of the January Term.

Students who are interested in participating in the ROTC at other Bay Area institutions should contact the Registrar at Saint Mary's College for information.

Foreign Study Program

Saint Mary's College views study abroad as a valuable educational and cross-cultural experience. Accordingly, Saint Mary's provides a wide variety of study abroad options in order to offer multiple opportunities for students to participate meaningfully in another culture.

January Term travel courses are open to all students of sophomore standing and above, and allow for one month of guided travel and study abroad.

Summer language and study programs are organized by the Department of Modern Languages and offer college credit and intensive language training in several different countries, including Costa Rica, Spain, France, and Italy.

Saint Mary's also offers a number of semester-length programs. These are typically open to junior-level students and second-semester sophomores. Current programs are offered in Madrid, Spain; Rome, Italy; Capetown, South Africa; and Cuernavaca, Mexico. These programs provide students an opportunity to study and live in another culture while maintaining a close affiliation with the home campus. Individual study options can include both Saint Mary's course work and courses from the affiliated host institution. Participants in college-sponsored programs can apply Saint Mary's granted financial aid and are considered to be "in residence" even though they are overseas. Thus, students can participate in these programs during their senior year.

Saint Mary's also maintains affiliations with a number of other foreign universities and study abroad programs. Information about such programs is available

from the Center for International Programs and from faculty advisors in each department. These programs are typically available during the student's junior year. Students may use federal grants and loans to underwrite the costs of such programs, but cannot utilize Saint Mary's-granted financial aid.

Students applying for all semester-length programs (whether sponsored by Saint Mary's or another institution) must submit a completed Application for Study Abroad Approval to the Center for International Programs by the deadline of the semester before they intend to study abroad. Students applying to non-Saint Mary's sponsored programs must also make an independent application to the program they want to enroll in. Study abroad approval is necessary to receive direct academic credit from Saint Mary's, and the ability to retain certain kinds of financial aid and access to on-campus housing.

Saint Mary's-sponsored programs are open to students with second-semester sophomore or higher class standing, a minimum 2.0 GPA, and status as a student making satisfactory academic progress at the College (see p. 29). Specific programs may have additional requirements unique to that particular program. Details of those requirements can be obtained from the Center for International Programs or the director of each program. Students must also submit a completed Application for Study Abroad Approval. Acceptance to Saint Mary's-sponsored programs is determined by the program director, the director of the Center for International Programs and a representative from the International Programs Coordinating Committee.

General requirements for independent semester-length programs are:

1. Junior standing.
2. 2.8 minimum grade point average (both in major and cumulative GPA).
3. Foreign language study: minimum of two semesters of college-level study in the language of host country.
4. Two letters of recommendation (one from faculty advisor).

5. Brief essay outlining reasons for study abroad and describing how the proposed program of study will further the student's educational goals.

Approval to participate in independent study abroad programs is granted by the Faculty Programs Abroad committee, which reviews the qualifications of each applicant.

Applications for Study Abroad Approval can be obtained from the Center for International Programs.

Credit by Examination

In order to encourage superior students to develop the capacity to direct their own studies and to work independently, the College provides an opportunity to pass by examination up to nine regular courses, either by passing the College Level Examination Program examinations administered by the College Entrance Examination Board or by challenging Saint Mary's courses.

Saint Mary's will grant a maximum of 30 units (nine courses) of college credit to students passing CLEP examinations at the median level or above as compared to regular college students. Credit will be given only for the subject examinations which correspond to particular college courses and not for the general examinations.

A student who receives a maximum of nine course credits for passing the CLEP examinations is not eligible to challenge by examination any courses offered by Saint Mary's. However, students who receive less than nine course credits for passing the CLEP examinations may challenge by examination as many Saint Mary's courses as will equal a maximum of nine courses passed by any kind of examination, whether the CLEP examinations or Saint Mary's examinations.

A matriculated part-time or full-time student with a B average may take by examination courses listed in the current catalog in which he/she feels adequately prepared on account of private study, personal experience, on-the-job training, or work at a nonaccredited college. It is to be understood, of course, that not all courses — for example, laboratory courses, seminars, and seminar-type courses — can be suitably passed by examination.

In order to take a course by examination a student must make a formal application which is approved by the instructor of the course being challenged, the department chairperson of the department concerned, and the Registrar, and pay the scheduled fee of \$50.

A student will not be allowed to challenge a course by examination if he/she had been enrolled in it for all or part of a term or if he/she audited it during the previous term.

Courses passed by examination cannot be counted towards the fulfillment of residency requirements; however, they may be included in the total number of courses required for graduation.

Grading for a challenged course shall be the same as for a regular course; however, the student's transcript will indicate that the former course was "passed by examination."

Grades

Midterm Grades

During a one-week pre-announced period near the middle of the fall and spring terms, faculty who wish to do so administer midterm examinations, which are held at the usual class hours. The assignment of midterm grades is mandatory for all faculty. The only grades used at midterm are S (satisfactory progress), D and F (deficiency grades), where appropriate. The grades of Z (audit) and W (withdrawn from course) also appear as midterm grades. Midterm grades are mailed to students at their local addresses. Grades are only released directly to the students.

Final Grades and Grade Changes

Fall and spring terms conclude with a week of specially scheduled examinations. Faculty report final grades to the Registrar's Office. Final grades for all terms are mailed to all students. Grades are released directly only to the students themselves.

Saint Mary's College employs the following final grades: A, excellent; B, very good; C, satisfactory; D, barely passing; and F, failing. All final grades affect grade point average computation (on an A = 4 points scale), and P (passed), Z (audit), I (incomplete) and W (withdrew), which do not affect grade point average computation. Plus/minus grading is permitted.

A plus or minus changes the point value of a grade by 0.3 grade point upward or downward respectively (e.g., B+ carries 3.3 points; B-, 2.7); there is no A+.

Final grades are considered permanent and not to be changed except in case of an error in computing, recording, and evaluating a student's work, subject to the approval of the Registrar. When necessary, faculty may secure grade change petitions from the Registrar's Office. Students wishing to appeal a specific grade assigned by an instructor may do so under the Academic Grievance Procedure. Information on this procedure may be obtained from the Office of the Dean for Academic Services.

Pass/Fail Grading

Pass/fail grading is offered as an option to the student for certain elective courses. Courses required for a student's major, minor, and courses taken to satisfy the general education requirements (see Program of Study, pp. 31-33) may not be taken on a pass/fail basis. In courses taken on this basis, the passing grade (the equivalent of D- or higher on the regular grading scale) will not affect the student's grade point average. A student may not take more than three courses during his/her four years on the pass/fail basis; in any one term he/she may not take more than one such course. Pass/fail petitions, available from the Registrar's Office, must be filed in the Registrar's Office by the end of the tenth week of instruction.

Incomplete Grade

Students must meet with the instructor in order to request an incomplete grade, on grounds of unavoidable circumstances. Requests must be approved in writing by the course instructor, prior to the deadline for the submission of term grades, and the instructor must verify that the student had reasonable attendance throughout the withdrawal period (through the 10th week in instruction) and was passing the course when the circumstances prompting the petition arose. An instructor may originate an I (incom-

plete) grade only if the student is incapable of appearance on campus and has specifically requested an I (incomplete) grade from the instructor. The student must satisfactorily complete the course work and the instructor's change of grade (if any) must be submitted to the Registrar's office prior to the end of the midterm examination period (the 7th week of instruction) during the next long term. An I (incomplete) grade not changed by the due date will be changed by the Registrar to F (failure). An extension of the due date, not to exceed one long term, may be requested for extraordinary grounds. An I (incomplete) grade, even when cleared, is a part of the student's permanent academic record. A student with more than four uncleared I (incomplete) grades may not enroll for a subsequent term. A student may not re-enroll in a course in which he/she has an uncleared I (incomplete) grade.

Repeating a Course

A course may be repeated at this College or at another college for credit. Only the most recently earned grade and grade points shall be used in computing the grade point averages; the course will not be counted a second time toward graduation. The student should notify the Registrar's Office of the intent to repeat a course.

Transcripts

Transcripts of credit earned at Saint Mary's College (including exchange credit) should be requested at the Registrar's Office. Although transfer credit accepted toward the degree at Saint Mary's is shown on the transcript, it should not be regarded as a complete or official record of that credit. Exam scores (SAT I, ACT, GRE) and high school records are not included in the Saint Mary's transcript; they must be requested separately from the original school or test firm.

The transcript fee is \$5 per copy. Transcript requests must be submitted in writing, either in person or by mail, prepaid. A maximum of 10 working days should be allowed for processing (15 days at beginning or end of terms).

Students sending transcripts during a term listing "work in progress" must submit separate requests for final transcripts of that work at the end of the term.

Academic Honors

The Dean's List

Each term the names of those full-time students attaining a scholastic average of 3.50 or better for that term are inscribed on the Dean's List.

Honors at Graduation

Summa Cum Laude

A student must have earned a cumulative grade point average of 3.85 for all college work.

Magna Cum Laude

A student must have earned a cumulative grade point average of 3.70 for all college work.

Cum Laude

A student must have earned a cumulative grade point average of 3.50 for all college work.

To qualify for graduation with honors, transfer students must complete at least nine courses at Saint Mary's with a minimum grade point average of 3.50. Their remaining record must also qualify them for graduation with honors; however, they may not gain a higher level of honors than they have earned at this College.

Awards at Graduation

Eligibility for candidacy for all Commencement awards (valedictorian, De La Salle, school or departmental awards, etc.) is determined by the cumulative and major grade point averages of all college work attempted (both at Saint Mary's College and at other institutions through transfer credit) on March 1 of the year in which the student is scheduled to participate in the Commencement exercises. The student must have filed a candidacy for graduation form with the Registrar's office no later than the Friday of the first week of the spring term of his/her senior year.

De La Salle Award

An award named in honor of St. John Baptist De La Salle, the founder of the Brothers of the Christian Schools, awarded annually by the College, in memory of J. A. Graves of the class of 1872, to the student in the senior class holding the highest record for scholarship and general excellence. This is the highest honor award at Saint Mary's College.

James L. Hagerty Award

(School of Liberal Arts)

Arthur S. Campbell Award

(School of Science)

Brother U. Jerome Griffin Award

(School of Economics and Business Administration)

Florence Nightingale Award

(Intercollegiate Nursing Program)

Henry Rand Hatfield Award

(Department of Accounting)

Brother Kyran Aviani Award

(Department of Art)

Rigoberta Menchu Award

(Department of Anthropology/Sociology)

Carlos Freitas Award

(Department of Biology)

Earl W. Smith Award

(Department of Business Administration)

Joseph P. McKenna Award

(Department of Chemistry)

St. Augustine Award

(Department of Classical Languages)

Byron Bryant Award

(Department of Communication)

Adam Smith Award

(Department of Economics)

Brother Leo Meehan Award

(Department of English and Drama)

Edward P. Madigan Award

(Department of Health, Physical Education and Recreation)

Henry George Award

(Department of History)

Thomas Aquinas Award

(Integral Program)



Alfred Fromm Award

(Liberal and Civic Studies Program)

Brother Alfred Brousseau Award

(Department of Mathematics and Computer Science)

Dante Award

(Department of Modern Languages)

Louis LeFevre Award

(Department of Performing Arts)

St. Albertus Magnus Award

(Department of Philosophy)

Galileo Galilei Award

(Department of Physics and Astronomy)

Thomas Jefferson Award

(Department of Politics)

Frederick Whelan Award

(Department of Psychology)

John XXIII Award and

Father George Edmund Moss Award

(Department of Religious Studies)

George R. McKeon Scholar-Athlete Awards

(Athletics; awarded to one male and one female student, distinguished as both outstanding athletes and scholars.)

George Robert Milliken Award

(for student service)

Expanded Studies Program

The Expanded Studies Program rewards outstanding undergraduates with opportunities for added study at the College, tuition-free. Participants are encouraged to explore academic disciplines beyond their declared major field(s) of study, to enrich their major studies with additional or complementary courses, or to pursue a minor or additional major field in depth. While the program has the student's intellectual development primarily in view, the College benefits by a "multiplication" of ESP students' presence in the classroom.

Students eligible to participate have met the following requirements: (1) have a cumulative grade point average of a least 3.75; (2) be enrolled as full-time undergraduates at Saint Mary's College; (3) have reached at least first-term sophomore status (9 courses taken or accepted for credit at Saint Mary's College); (4) have declared a major field of study (primary major); students pursuing a double or split major will designate one area of concentration as their primary major.

For further information, consult the Office of the Registrar or the Dean for Academic Services.

Leave of Absence

Any matriculated student not in probationary status may request a leave of absence from the College. The leave may be for a minimum of one long term, or up to a full academic year. The student must submit a request to go on a leave of absence to the Registrar's office no later than two weeks into the term during which the leave takes effect. Students on leave will be kept informed of pertinent College activities and deadlines, especially registration information for the next term. Any enrollments at other post-secondary institutions should be reviewed for transferability and applicability of the credit. Readmission is guaranteed assuming the student resumes enrollment at the College within the specified time. Students who do not return from leave within one academic year will thereafter be required to apply for readmission.

Withdrawal from the College and Readmission

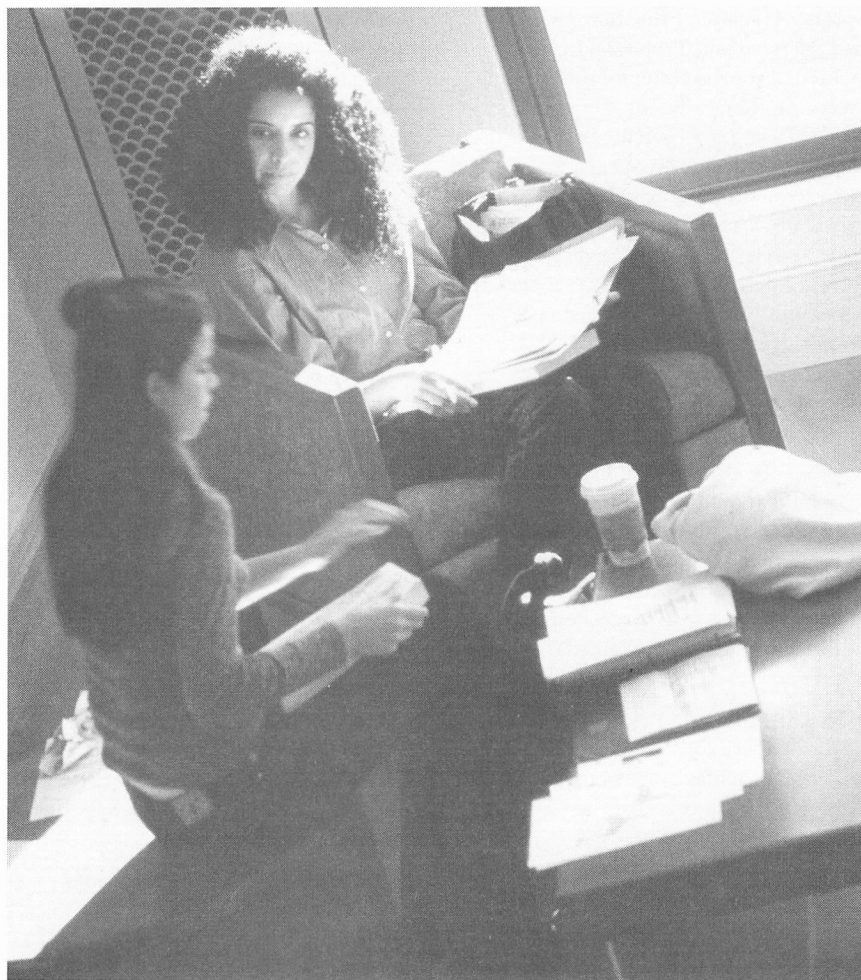
Any non-graduating student who terminates his/her enrollment at Saint Mary's during or at the end of any term must complete a withdrawal form in the Registrar's Office; notice of clearance with several other college offices is to be secured on this form. Final transcripts can be released only after the completed form is on file. Students who do not attend classes for the term that follows the last term of enrollment will be administratively withdrawn from the College. All financial obligations to the College must still be met.

Academic Standing

Saint Mary's College recognizes two regular categories of academic standing: Satisfactory Academic Progress and Probationary Status.

Satisfactory Academic Progress

A student who maintains a cumulative grade point average of at least 2.0 (C average) in all courses taken or accepted for credit at Saint Mary's College and, after the freshman year, a cumulative grade point average of at least 2.0 (C average) in all courses required or accepted for credit in his/her major field maintains satisfactory academic progress.



Probationary Status

A student who, at the end of any term (fall, January or spring), fails to maintain satisfactory academic progress is considered to have probationary status. The Dean for Academic Services will notify students in probationary status and their academic advisors, in writing, that failure to achieve satisfactory academic progress no later than the close of the next long (i.e., fall or spring) term will subject students in probationary status to academic disqualification from further study at Saint Mary's College.

Subject to Academic Disqualification

A student is subject to disqualification from further study at Saint Mary's if:

- the student fails to maintain a GPA of at least 1.5 on all courses taken or accepted for credit; or
- the student has at least junior standing (see Class Designations p. 24), and fails to maintain a GPA of at least 1.5 on all courses required or accepted for credit in his/her major field.

Students subject to disqualification will be notified promptly, in writing, by the Dean for Academic Services.

Any student subject to disqualification will be disqualified from further study at Saint Mary's College unless, within two weeks from the date of notification, he/she files a petition against disqualification with the Academic Probation Review Board, and unless he/she is then granted Special Academic Probation by that Board.

- the student is in probationary status and fails to resume satisfactory academic progress after any long term; or

Special Academic Probation

Special Academic Probation may be granted at the discretion of the Academic Probation Review Board, whose members are the Dean for Academic Services, the Dean of Academic Advising and Achievement, the Registrar, and the Vice President of Enrollment Services. In addition to the information contained in the student's petition, the Board may seek the advice of the student's instructors, academic advisor, School Dean and others, when appropriate. Special Academic Probation is granted pursuant to the following conditions:

1. Filing of a timely petition against disqualification for cause (e.g., existence of serious personal or health factors, or other special circumstances, which have substantially impaired the student's ability to successfully meet the demands of the College's academic programs);
2. Demonstration in the petition of the reasonable expectation that the student can achieve satisfactory academic progress by the close of the next long (i.e., fall or spring) term;
3. Acceptance by the student of the conditions specified by the Academic Probation Review Board which will lead to the resumption of satisfactory academic progress by the close of the next long term.

Students who fail to meet the conditions of the Special Academic Probation by the end of the next long term will be immediately disqualified.

The Academic Probation Review Board exercises sole authority in cases of Special Academic Probation.

In extraordinary circumstances, a student may appeal a disqualification or other decision by the Review Board. This appeal must be made within 90 calendar days of notification of disqualification and will be considered only if there is strong and compelling evidence of incorrect procedure, error, or new, additional information. The Dean for Academic Services will determine whether such appeal will be heard by the Review Board.

A student disqualified from this College may apply to the Academic Probation Review Board for readmission if he/she

presents work from another college or university which is acceptable for transfer credit and which is sufficient to signify satisfactory academic progress.

Class Attendance

Regular class attendance is an important obligation and an essential condition for successful academic progress. Excessive absence may seriously jeopardize the satisfactory completion of a course. Flagrant absence can be a cause for dismissal from the College. Instructors are responsible for establishing and communicating the attendance policy for a given course. Students are responsible for all assignments in each of their courses, whether or not the assignments were announced during an absence. Penalties for absences depend upon the nature and the amount of work missed, of which the instructor is the sole judge. It is not permissible to miss regularly-scheduled classes for the purpose of intercollegiate athletic practice. A student who misses the first session of a course, even if he/she is preregistered, may have his/her place in that course given away and be denied further attendance in that course.

Attendance at Religious Functions

Attendance at chapel is not required of any student at the College. Students, including those who are not members of the Roman Catholic Church, are invited to attend collegiate religious functions (e.g., Mass of the Holy Spirit, Founder's Day Mass, Baccalaureate Mass). Such functions are understood not to be merely sectarian exercises but ecumenical expressions of the values on which the College is founded.

Academic Honesty

Saint Mary's College expects all members of its academic community to abide by ethical standards both in conduct and in exercise of responsibility towards other members of that community. Absolute honesty must be adhered to at all times if the integrity of scholarship is to be maintained. Conduct which violates the principle of academic honesty is subject to College disciplinary action.

Any work that a student undertakes as part of the progress toward a degree or

certification must be the student's own, unless the relevant instructor specifies otherwise. That work may include examinations, whether oral or written, oral presentations, laboratory exercises, papers, reports, and other written assignments. Whenever possible, an instructor should specify the rules that students are to follow in completing these assignments. In written work other than examinations, students must clearly indicate the sources of information, ideas, opinions, and quotations that are not their own.

A basic requirement of academic integrity is consultation between students and instructors about ethical conduct. Instructors should explain the principles of academic honesty to their students whenever it is appropriate to do so, and students should consult with instructors when they are uncertain about the rules for an examination, proper attribution of written material, or any other aspect of the academic process.

The practices of academic dishonesty are to be sharply distinguished from the free discussion and interchange of ideas among students and faculty—one of the most important benefits of academic life. The College wishes to encourage such discussions and interchanges in every possible way and to protect the quality and integrity of the work that its faculty and students perform and the reputation upon which the College depends.

Detailed regulations concerning academic honesty and the penalties for breach of academic honesty, which may include dismissal from the College, are published by the Academic Vice President and are available in that office or from the Registrar. The policy on academic dishonesty and resultant penalties is printed in full in both the Student and Faculty Handbooks. Each student is held responsible for being acquainted with these regulations.

Adherence to Regulations

The student will be held responsible for adherence to all regulations issued by the College administration and published in the *2001-2002 Catalog of Courses* and the *Student Handbook* of information. Students are also urged to observe notices published in the student newspaper or posted on bulletin boards (and on the "video bulletin board") around campus.

Program of Study

Curricular Goals

The undergraduate students at Saint Mary's College face the challenge of choosing a suitable sequence of courses—their personal curriculum—from the various sets of undergraduate courses offered by the College. The choices made can be deeply personal and have profound consequences for the life of each individual student. Every student can be confident that any course of studies the College offers is guided by and consistent with the College Mission Statement.

The spirit of the liberal arts, especially in the practice of genuine inquiry, initiates students into the examined life and enables them to contribute meaningfully to community life. Each curriculum gives the student access to the results of inquiry, engages the student in particular methods of inquiry, and strengthens the student's own powers of inquiry.

Substantive Goals

The curriculum offers students the serious pursuit of knowledge of God, the natural world, self and others, life and love, political and moral order, goods and values, culture and cultures, art, history, and knowledge concerning knowledge itself. The graduate will have also explored and weighed the ethical and religious claims of Jewish and Christian scriptures, or the insights of Roman Catholic theology or church history, or contributions to human spirituality from diverse persons and peoples.

Disciplinary Goals

The curriculum requires that students demonstrate

- growing mastery of a theoretical or a practitioner's way of understanding the world;
- experience with a wide range of academic disciplines;
- increased sophistication in thinking from multiple disciplinary perspectives.

Instrumental Goals

The curriculum challenges students to demonstrate the ability to—

- define concepts, distinguish ideas, reason inferentially, detect and critique fallacy, appreciate and evaluate analogy;
- accurately understand diverse genres of spoken and written English, speak

clearly and persuasively, and write effective, grammatical English prose;

- engage in meaningful communication in a language other than English;
- generate correct, rule-governed calculations, and follow sequential mathematical reasoning concerning quantity and pattern;
- empathetically appreciate productions or lifeways of diverse world cultures;
- carry out relevant observations, identifications, categorizations and measurements to test or illustrate a theory accounting for select physical phenomena;
- access, evaluate, and appropriately use sources of information;
- employ relevant academic and professional technology for modelling and manipulating data, finding correlations and predicting outcomes;
- recognize the influence of culture, language, and history on thought and ways of thinking;
- cooperate in the collaborative learning of a truth-seeking and knowledge-making community.

In order to assure that these goals—and thus student needs—are met, the College carefully assesses new programs and courses and regularly reviews existing major departments and programs.

I. Major Programs

The major program consists of two interlocking components: **a general education requirement, and a major field of study.**

General Education Requirement

The general education requirement, a broad introduction to a diversity of academic areas, consists of 12 courses from three specified groups: Religious Studies (two courses), Collegiate Seminar (four courses), and Area requirements (six courses). All students, at some point in their program, normally take two courses from the Department of Religious Studies. Freshmen must take one Collegiate Seminar in both the fall and spring terms. Transfer students ordinarily complete at least one Collegiate Seminar for each year of attendance, and must complete at least one course in Religious Studies. The

Area requirements seek to provide students with academic experience in the areas of the humanities, empirical science, and social science. On the principle that study of a foreign language provides an introduction to other ways of thinking and conceiving of the world and facilitates communication with people of other cultures, Saint Mary's has established a language proficiency requirement which provides that students must demonstrate a proficiency in a second language which is equivalent to that achieved by completion of three terms of college level second language study. Recognizing also the need to enhance awareness of the increasing importance of the global community, Saint Mary's College has established a diversity requirement which stipulates the completion of one course devoted to the study of the history, traditions and/or culture of peoples of non-European origin.

A Major Field of Study

Defined as a group of coordinated courses ordinarily including at least two preparatory courses at the lower division level and at least eight courses at the upper division level. Certain majors may require additional background course work in related fields. The regular major groups available to students in the various curricula of the College are listed elsewhere in this *Catalog*. A student may declare or change majors on the appropriate petition form available in the Registrar's Office. A student being graduated with a **double major** will receive only one degree even if the majors are in two different schools

Students choose a major field of study, an in-depth concentration in a specific academic area, and elective courses according to their interests. (Those who have not determined a program or major field of study at entry are encouraged to take introductory courses in various fields and to settle on a major field of study only as their interests develop a sharper focus. Ordinarily, students are expected to have determined their major field of study before commencing their junior year.)

Minor Field of Study

The College also offers the option of a minor field of study, defined as a combination of at least five courses from a discipline other than that of the major field, at least three of which must be upper division. Students who choose this option must consult department chairpersons for their list of courses acceptable for a minor, and must petition the Registrar for approval of the minor program. A minor course is acceptable as fulfilling a general education course requirement.

Course Requirements

1. Collegiate Seminar: Four courses. All students must take the Collegiate Seminars in chronological order: one freshman Seminar in both fall and spring terms; one additional Seminar in sophomore year, fall or spring term; one additional Seminar in junior year, fall or spring term, regardless of ultimate graduation plans. Transfer students ordinarily must complete one Seminar, fall or spring term, for each year of attendance. Transfer students are assigned to the upper division sections (Seminar 120, then 121). International students whose native language is not English take the first Seminar (20) in their sophomore year and one additional Seminar each successive year. Seminar courses 124 and 125, if taken beyond the Collegiate Seminar requirement, apply towards the Area A requirement.

2. Religious Studies: Two courses. Transfer students who enter with at least junior standing must take one Religious Studies course. For all students, courses taken beyond the Religious Studies requirement apply towards the Area A requirement.

3. Area Requirements: Six courses. All students must take two courses in Area A and two courses in Area C. One course must be taken in Area B Mathematics, and one course in Area B Science. Most courses in the disciplines of A, B and C fulfill the Area requirement, including courses required for a minor field of study. Courses which do not fulfill an Area requirement are (1) those taken to complete other general education requirements; (2) practice-oriented, studio, activity, or other specified department courses which are indicated by the symbol # before the

course description in this *Catalog*; (3) any course in the major field of study. (However, courses required for the major which are in a related field may fulfill an Area requirement. Students whose major field of study is in Area B complete the Area B requirement by fulfilling the major requirements.) Students pursuing alternative plan majors should consult their advisor regarding the satisfaction of Area requirements with courses in the major plan of study. Area requirements for transfer students are determined for them at entrance and generally amount to no more than one course for each term of enrollment at Saint Mary's College.

Area A — Humanities (two courses)

Art
Communication
English
Languages (Classical and Modern)
Performing Arts
Philosophy
Religious Studies

Area B — Mathematics (one course)

Mathematics
Computer Science

Area B — Science (one course)

Biology
Chemistry
Physics and Astronomy

Area C — Social Sciences (two courses)

Anthropology and Sociology
Economics
History
Politics
Psychology

4. Written English Requirement. At least two courses. English 4, Composition, and English 5, Argument and Research, taken consecutively in the first year of attendance, constitute the English composition requirement. English 4 is prerequisite to English 5.

All students, both freshmen and transfer, except those with a score of 3 or above on the College Entrance Examination Board Advanced Placement exam (AP exam), or transfer credit from another college, must take the Saint Mary's College Writing Placement exam before enrolling in an English class. Students who score less than 3 on the Saint Mary's College Writing Placement exam must com-



plete English 3, Practice in Writing. Credit for English 3 does not apply toward the 36 credit courses required for graduation.

Students may be exempted from English 4 either (1) by scoring 4 or above on the AP exam, or (2) by scoring 6 on the Saint Mary's College Writing Placement exam. There is no exemption from English 5.

The English composition requirement for non-native speakers of English is SIS 4, Composition for Non-native Writers, and SIS 5, Argument and Research, taken consecutively in the first year of attendance. All non-native English-speaking students, both freshmen and transfer, regardless of visa status, must take the Saint Mary's College Writing Placement exam. Students who score below 4 must complete SIS 3, Practice in Writing. Credit for SIS 3 does not apply toward the 36 credit courses required for graduation except in the case of students for whom English is not their native language. A score of 600 on the TOEFL and a score of 6 on the Saint Mary's College Writing Placement exam exempt a student from SIS 4. There is no exemption from SIS 5.

5. American Culture and Civilization (SIS 15). Required for all international students who did not complete their entire secondary education in the United States. This requirement is to be satisfied during the first term of enrollment at the College. This course may be waived by the SIS Placement Committee for transfer students who enter with junior standing.

- 6. Language Proficiency Requirement.** Students shall demonstrate proficiency in a second language in one of the following ways:
- by completing three years of the same language (modern or classical) in secondary school with a grade point average of 3.0 or higher.
 - by scoring at least a 3 on the College Entrance Examination Board Advanced Placement (CEEB AP) exam in language.
 - by achieving a TOEFL score of at least 525 (for international students who are non-native speakers of English).
 - by achieving an intermediate level score on the Foreign Language Placement exam.
 - by successfully completing a third term modern or classical language course (course 3) or its equivalent at Saint Mary's College or another post-secondary institution.

Courses taken to satisfy the language requirement (courses 1,2,3) cannot be applied towards the Area A requirement. Courses 4 and beyond may be so applied.

Students who have taken the CEEB AP exam in language and scored at least a 3 receive course credit as follows: a score of 3 gives credit for course 4; a score of 4 gives credit for courses 4 and 10; a score of 5 gives credit for courses 10 and 11.

At present, Saint Mary's College offers the following modern languages: French, German, Italian, Japanese, and Spanish; and the classical languages Greek and Latin. Students may also demonstrate proficiency in another language, including American Sign Language, by arrangement with the Department of Modern Languages.

All entering students who do not meet the requirement by one of the ways cited above should take the Foreign Language Placement exam prior to course scheduling.

- 7. Diversity Requirement.** Students shall complete one course focused on the history, traditions, and/or culture(s) of a people or peoples of non-European origin. A course taken to fulfill this requirement may also satisfy an Area, major or minor, or general education

requirement. In special circumstances where there is no other alternative available, a student may petition through the Registrar's office to have a January Term course satisfy the requirement. Approval of the petition is subject to the evaluation of the January Term Director. A list of courses that routinely satisfy the requirement is available from the Registrar's office and from the Admission office. Additional courses in a given semester may have content appropriate to the requirement. Students may petition through the Registrar to have such a course satisfy the requirement.

- 8. One January Term course for each year of full-time attendance.** Students may only enroll in one full credit course and one .25 credit course during the January Term. (Students in the part-time enrollment program are encouraged to take January Term courses. Any part-time student who wishes to be excused from this requirement must petition the Dean of the School of Liberal Arts to do so.)

II. Alternative Majors

Split Major

Combines work in two departments, must be approved by the chairpersons of the departments concerned and by the Registrar. Such majors ordinarily comprise nine upper division courses (six courses in one field and three in another), in addition to the lower division prerequisites of both departments.

Interdisciplinary Major

Includes the following: International Area Studies major, e.g., European Studies; Latin American Studies, Student-Directed Studies (see Director of International Area Studies); American Studies (see chairperson, Department of History); Health Science major (see Health Science advisor, School of Science); Health and Human Performance major (see chairperson, Department of Health, Physical Education, and Recreation); Cross-Cultural Studies major (see Dean, School of Liberal Arts).

Individualized Major

A student who believes that his/her academic needs and purposes would be better served by a distinctive program of studies may present an individualized major plan. Besides fulfilling requirements for a major, this plan must satisfactorily lead the student toward the goal of liberal education which the College sees as essential for all of its graduates. Students wishing to pursue an individualized major must submit their proposal to the chairperson of the Educational Policies Board for approval. The chairperson may consult Board members and appropriate department chairs before giving approval.

III. Liberal and Civic Studies Program

See program description and requirements in this *Catalog* under Liberal and Civic Studies Program, pp. 81-83.

IV. Integral Liberal Arts Program

See program description and requirements in this *Catalog* under Integral Liberal Arts Program, pp. 78-80.

V. 3 + 2 Engineering Program

For the special requirements of the 3 + 2 Engineering Program see in this *Catalog* under Engineering, p.65.

VI. Pre-Professional Curricula

Programs for pre-law students, and for students intending to enter the medical professions, are described under the heading Pre-professional Curricula (p.105). Students planning careers in business will find information under the heading School of Economics and Business Administration. For those planning careers in elementary or secondary school teaching, the College offers a variety of graduate credential programs described in a separate bulletin, as well as undergraduate work described under the School of Education. In addition, several programs and majors offer "waiver" programs designed to waive the subject matter competency test for a teaching credential.

VII. Intercollegiate Nursing Program

See course descriptions and requirements in this *Catalog* under Nursing, pp. 93-96.

College Policies

Non-Discrimination Policy

In compliance with applicable law and its own policies, Saint Mary's College does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, age, marital status, medical condition or physical or mental disability in employment or in any of its educational programs or in the provision of benefits and services to students. The Section 504 coordinator is Jeannine Chavez-Parfitt, Director, Academic Support and Achievement Programs, (925) 631-4358, who is responsible for evaluating and working with qualified students regarding accommodations. All questions regarding the College's policy and compliance with it and the various laws, and any complaints regarding alleged violations of them, should be directed to Carolyn Bailey, Director of Human Resources, who serves as the Equal Employment Opportunity Compliance Officer for the College, (925) 631-4212.

Family Education Rights and Privacy Act of 1974

Annually, Saint Mary's College informs students of the Family Education Rights and Privacy Act of 1974. This Act, with which the institution intends to comply fully, was designated to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A policy statement, which explains in detail the procedures to be used by the College for compliance with the provisions of the Act, is available in the Office of the Registrar.

Sexual Harassment

Sexual harassment is prohibited by law and by the policy of Saint Mary's College of California. The College will not tolerate such conduct. Student complaints will be promptly investigated and students determined to have violated the College's policy prohibiting such conduct will be subject to the imposition of discipline, which may include suspension, termination, expulsion, and/or other appropriate remedial steps.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's educational advancement and benefits;
2. Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive, educational or living environment.

Deans, directors and department heads are urged to disseminate this Saint Mary's College statement on sexual harassment and to inform students of procedures for lodging complaints. At any time, any stu-

dent may contact the Director of Human Resources, who has the general responsibility for the implementation of these policies, when a College employee is involved, or the Dean for Student Development and Leadership, if a student complaint involves another student.

Disabled Student Services

Services are available to qualified students with temporary or permanent disabilities including, but not limited to, mobility limitations, endurance difficulties, visual impairments, hearing impairments, learning disabilities, and any other documented physical, psychological, health or emotional impairment and condition that qualifies as a disability and which impedes the student's equal opportunity to participate with other students at Saint Mary's College of California. For further information, contact the Section 504 Coordinator for disabled student services, (925) 631-4358.



Curriculum

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Courses numbered 1 to 99 are lower division; courses numbered 100 to 199 are upper division; courses numbered 200 to 599 are graduate. Course numbers which are hyphenated (e.g., Art 165-166) indicate that the course is continued from the previous term, and that the first part is normally prerequisite to the second part. Credit is given for each part.

In the departmental listings an asterisk (*) preceding the course number indicates that it is offered in alternate years. The symbol # indicates that the course is a practice-oriented, studio, or activity course, or otherwise not acceptable as a course which fulfills an Area requirement.

Final information concerning course offerings and class schedules will be issued at the time of registration for each term. (January Term courses are listed separately in a special catalog published each fall.) The College reserves the right to cancel any course for which there is inadequate enrollment.

Accounting

Faculty

Virginia G. Smith, M.B.A., M.S., C.P.A.,
Lecturer, Chairperson
Fred E. Anderson, Jr., M.B.A., C.P.A.,
Professor Emeritus
Joseph Lupino, M.B.A., C.P.A., Associate
Professor
Sheila Shain, M.S., C.P.A., Lecturer
Suneel Udpa, Ph.D., Professor
Stanford White, M.B.A., C.P.A.,
Professor Emeritus

While confirming the discipline's technical content, the Department of Accounting also endeavors to present accounting as a liberal discipline. When discussing accounting rules and standards, the emphasis is given to fundamental underlying principles and the conceptual

framework of the discipline. In explaining complex standards, the department considers the economic consequences of accounting rules and pronouncements. In all accounting courses, it also seeks to strengthen students' skills of analysis, synthesis, and oral and written communication. Finally, ethics and computer technology are integrated throughout the accounting curriculum.

Major Requirements

Lower Division

Acct. 1 Financial Accounting
Acct. 2 Managerial Accounting
Econ. 3 Principles of Microeconomics
Econ. 4 Principles of Macroeconomics
BusAd 40 or Math 4 Business Statistics or
Introduction to Probability and Statistics

Upper Division

Acct. 160 Intermediate Accounting 1
Acct. 161 Intermediate Accounting 2
Acct. 162 Advanced Accounting
Acct. 164 Auditing
Acct. 168 Tax Accounting
Acct. 191 Accounting Information
Systems
Acct. 194 Financial Statement Analysis
BusAd 120 Law and Business

Electives

Choose two from the following:
Acct. 165 Cost Accounting
Acct. 167 Govt/Non-Profit Accounting
and International Accounting
Acct. 169 Advanced Tax Accounting
Acct. 170 Selected Issues in Accounting
Acct. 195 Internships
Acct. 197 Special Study
BusAd 121 Advanced Topics in
Business Law
BusAd 181 Ethical, Social, Political
Issues in Business (or Bus Ad 182)

Total 15 courses

Economics 3 and 4 also fulfill the Area C—
Social Sciences requirement (two courses).

Math 4 also fulfills the Area B—
Mathematics requirement (one course).

Students should consult faculty advisors for assistance in selecting additional courses to fulfill the 36-course (or the equivalent for transfer students) requirements for graduation, based on their par-

ticular career goals and personal interests. Recommended courses for Accounting majors in business/economics disciplines include: BusAd 123 Financial Management; BusAd 124 Marketing; BusAd 131 Organization Theory; BusAd 132 Operations Management; Econ 130 Money, Credit, and Banking; and Econ 136 Investments. Accounting majors are also encouraged to take courses offered by departments in the Schools of Liberal Arts and Science.

Students may not transfer more than two upper division courses from another institution for credit in the accounting major (or minor).

Suggested Accounting Major Programs

Option A: for students who elect to major in Accounting during freshman year

Most courses are only offered in one term per year. It is the responsibility of the student to ensure that he/she takes all required courses in the term in which they are offered.

Freshman Year

Fall Term

Economics 3
Financial Accounting
Collegiate Seminar
Written English Requirement/Elective

January Term

Elective

Spring Term

Economics 4
Managerial Accounting
Collegiate Seminar
General Education Requirement

Sophomore Year

Fall Term

Accounting Information Systems
Intermediate Accounting 1
General Education Requirement
General Education Requirement

January Term

Elective

Spring Term

Intermediate Accounting 2
 Business Statistics or Intro to Probability
 and Statistics
 General Education Requirement
 General Education Requirement

Junior Year**Fall Term**

Law and Business
 Tax Accounting
 Advanced Accounting
 Elective

January Term

Elective

Spring Term

Accounting elective (Accounting 165/
 167/169/170/195/197; or BusAd 121/
 181 or 182)
 General Education Requirement/Elective
 Elective
 Elective

Senior Year**Fall Term**

Accounting elective (Accounting 165/
 167/169/170/195/197; or BusAd 121/
 181 or 182)
 Elective
 Elective
 Elective

January Term

Elective

Spring Term

Auditing
 Financial Statement Analysis
 Elective
 Elective

Suggested Accounting Major Programs

Option B: for students who elect to major in Accounting during the sophomore year.

Most courses are only given in one term per year. It is the responsibility of the student to ensure that he/she takes all required courses in the term in which they are offered.

Freshman Year**Fall Term**

Collegiate Seminar
 Written English Requirement/Elective
 General Education Requirement
 General Education Requirement

January Term

Elective

Spring Term

Collegiate Seminar
 General Education Requirement
 General Education Requirement
 General Education Requirement/Elective

Sophomore Year**Fall Term**

Economics 3
 Financial Accounting
 General Education Requirement
 General Education Requirement

January Term

Elective

Spring Term

Economics 4
 Managerial Accounting
 General Education Requirement
 General Education Requirement/Elective

Junior Year**Fall Term**

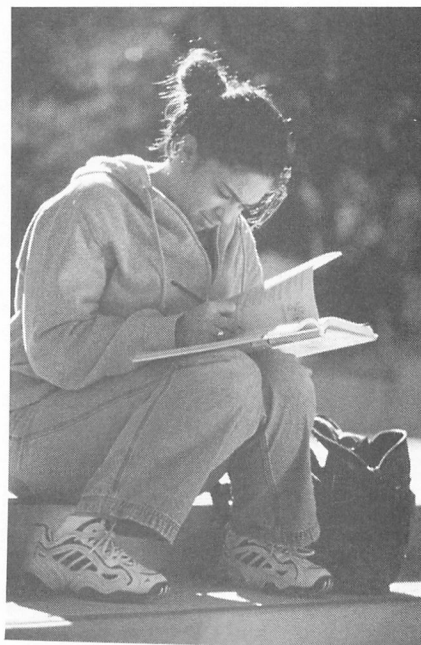
Accounting Information Systems
 Intermediate Accounting 1
 Law and Business
 Elective

January Term

Elective

Spring Term

Intermediate Accounting 2
 Business Statistics or Intro to Probability
 and Statistics
 Elective
 Elective

**Senior Year****Fall Term**

Tax Accounting
 Advanced Accounting
 Accounting elective (Accounting 167/
 195/197; or BusAd 121/181 or 182)
 Accounting elective (Accounting 167/
 195/197; or BusAd 121/181)

January Term

Elective

Spring Term

Auditing
 Financial Statement Analysis
 Elective
 Elective

Minor Requirements

A student may earn only one minor in the School of Economics and Business Administration. The requirements for a minor in accounting are: Accounting 1 and 2; Economics 3 and 4; Intermediate Accounting 160 and 161; Accounting 194, Financial Statement Analysis; and one additional upper division accounting course.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Lower Division Courses**1 Financial Accounting**

Introduces students to the basic structure of financial accounting. Topics include the accounting model, the adjustment process, accounting for elements of the income statement and balance sheet, statement of cash flows, and interpretations of financial statements. The course presents both a preparer's as well as a user's perspective. The course is taught in a computer classroom using a general ledger accounting program.

2 Managerial Accounting

Focus is on understanding costs and cost behavior and the use of cost information for planning, evaluation, and control decisions. Students learn how a business manager uses management accounting information to solve problems and manage activities within an organization. The course is taught in a computer classroom, using the spreadsheet program Excel. Prerequisite: Accounting 1.

Upper Division Courses

160 Intermediate Accounting 1

The first in a two-course series in intermediate financial accounting, designed to deepen the students' understanding of financial reporting practices and principles. The topical coverage includes an in-depth treatment of the elements of the income statement and the assets and liabilities section of the balance sheet. Attention is given to examples of current reporting practices and to the study of the reporting requirements promulgated by the FASB. Prerequisite: Accounting 1.

161 Intermediate Accounting 2

Second in a two-course series in intermediate financial accounting. The topical coverage includes an in-depth analysis of stockholder's equity, earnings per share calculations, investments, and the revenue recognition principle. In addition four special topics are examined: accounting for income taxes, accounting for pensions, accounting for leases, and the statement of cash flows. Prerequisite: Accounting 160.

162 Advanced Accounting

The first part of this course offers an extensive analysis of consolidation topics including intercompany profit transactions, changes in ownership interests, indirect and mutual holdings, consolidated earnings per share, consolidated income taxation, and consolidation theories. The second part provides a conceptual and practical understanding of branch and consignment accounting, partnership accounting, and foreign currency translation and remeasurement. Prerequisites: Accounting 160 and 161.

164 Auditing

This course integrates the theory and practice of auditing. Special emphasis is given to current issues facing the profession. Includes coverage of professional standards; ethics; evaluation of internal control; consideration of risk; gathering of audit evidence; sampling; consideration of fraud factors; EDP auditing; liability issues; and overview of other assurance services. Includes a case study.

165 Cost Accounting

An advanced course designed to provide students with a better appreciation of cost accounting and its role in business

decision-making and performance evaluations. The course is structured around three basic topics: (1) costing of products and production operations; (2) use of cost information in performance evaluation and cost control; and (3) use of cost information in managerial decision-making. The course emphasizes applications of the concepts using complex problems and "real world" cases. Prerequisite: Accounting 2.

167 Governmental/Non-Profit Accounting and International Accounting

The first part of this course provides a conceptual and practical understanding of accounting and financial reporting for state and local governments and non-profit organizations. The second part covers accounting practices in countries other than the United States. The course examines major international differences in financial reporting, setting of international standards and international taxations, and harmonization of financial reporting.

168 Tax Accounting

Examines current federal taxation as related to individuals. The topical coverage includes determination of individual income tax liability, gross income inclusions and exclusions, capital gains and losses, deductions and losses, losses and bad debts, depreciation, and property transactions. A research report, an oral presentation, and a computer project are required. Prerequisites: Accounting 160 and 161.

169 Advanced Tax Accounting

Examines current federal taxation as related to corporations, S Corporations, partnerships, gifts, estates, and trusts. The topical coverage includes determination of corporate tax liability, corporate distributions, acquisitions and reorganizations, tax issues relating to partnerships and S corporations, gifts and estate taxes, and taxation of trusts and estates. A research report, an oral presentation, and a computer project are required. Prerequisite: Accounting 168.

170 Selected Issues in Accounting

In this seminar-type class students read and discuss authoritative pronouncements from the Financial Accounting Standards Board, releases from the American Insti-

tute of Certified Public Accountants and the California Society of CPAs, as well as current newspaper and journal articles. A variety of current issues relative to accounting standards and professional employment in accounting are discussed, such as emerging international accounting standards, ethical issues, forensic accounting, peer review, fraud managed earnings, market reaction to accounting information and new developments at the SEC. Prerequisite: Accounting 162.

191 Accounting Information Systems

Examines the communication, information, and networking technologies used by companies with a focus on accounting and financial systems. In addition, contemporary information technology issues such as file processing; data management concepts; LAN technology; and system design, implementation, operation and control are discussed. Students are exposed to spreadsheet programs, database and accounting package software using cases and examples. Prerequisites: Accounting 1 and 2.

194 Financial Statement Analysis

Required of all accounting majors, this capstone course is structured to integrate concepts and principles learned in fundamental and intermediate accounting courses. The case course is taught primarily using "real world" cases and financial statements. The course is structured so that students get the "big picture," i.e., they appreciate the different uses of accounting information; they understand how other aspects of business affect accounting and they are aware of the complexity of the environment and understand how accounting fits into such a system. Prerequisites: Accounting 160 and 161, senior standing.

195 Internship

Work-study program conducted in an appropriate internship position, under the supervision of a faculty member. Normally open to senior students only. Permission of instructor and department chairperson required.

197 Special Study

An independent study or research course for students whose needs are not met by the regular courses in the curriculum. Permission of the instructor and department chairperson required.

Anthropology and Sociology

Faculty

Phylis Martinelli, Ph.D., Professor, Chair
James Allan, Ph.D., Lecturer

John Ely, Ph.D., Assistant Professor

Lynn M. Meisch, Ph.D., Associate Professor

Paola Sensi-Isolani, Ph.D., Professor,
Cynthia Van Gilder, Ph.D. Candidate,
Assistant Professor

Margot Winer, Ph.D., Associate Professor

Anthropology and sociology courses bring a social, cross-cultural and multi-ethnic dimension to the curriculum and provide students with a theoretical and analytical framework with which to function in an increasingly complex and interdependent world. The department is equally balanced between these two closely related disciplines, and is committed to providing students with a deeper understanding of their own society and the world which surrounds them.

The focus of anthropology is cross-cultural. In its study of human societies throughout the world anthropology seeks to discover universals as well as to document differences among human groups. Anthropology teaches us about other people and in the process helps us to understand our own multicultural society.

The focus of sociology is the structure and the process of social life in contemporary American society. It addresses pressing social issues such as race, gender, age, and poverty, and examines the impact that cultural, structural, and socio-historical forces have on society, the group, and the individual.

The cross-cultural nature of the anthropology/sociology major develops research and analytical skills well suited to students interested in careers in teaching at all levels, public and mental health, counseling, international nonprofit agencies, the criminal justice system, and museum curatorships.

Students can take advantage of the exchange course program to enroll in anthropology, sociology and ethnic studies

courses at the University of California, Berkeley, as well as Mills College and California State University at Hayward. The department offers a field placement/internship program with neighboring institutions such as social service agencies, museums and businesses, as well as archaeology and anthropology field schools. In order for majors to gain a cross-cultural perspective, the department encourages students to study a foreign language and to study abroad for at least one semester. The chair can advise students on suggested programs.

Major Requirements

The major exposes the student to both anthropology and sociology and allows for a focus in either of the two disciplines. Within anthropology, students may also opt for a concentration in archaeology. The major is comprised of 13 lower and upper division courses. While all courses are to some extent interdisciplinary, unless otherwise designated, odd numbers have an emphasis on anthropology, while even numbers have an emphasis on sociology.

Lower Division

Anthropology/Sociology Emphasis
Biology 7 Introduction to Biological Anthropology

An/So 1 Introduction to Social and Cultural Anthropology

An/So 2 Introduction to Sociology

An/So 5 Introduction to Archaeology

Archaeology Concentration

Biology 7, An/So 1, An/So 5

Sociology/Antropology Emphasis

An/So 1 Introduction to Social and Cultural Anthropology

An/So 2 Introduction to Sociology

An/So 4 Social Problems

Psychology 3 Introduction to

Psychological Statistics, or

Mathematics 4 Introduction to Probability and Statistics

Upper Division

I. An/So 130 Anthropological and Sociological Theory

An/So 132 Research Methods

An/So 121 World Cultures

An/So 134 Contemporary Social Issues

II. Five additional departmental upper division courses, three of which must be in the student's field of emphasis. **For the Archaeology Concentration, the following three courses are required:** An/So 126 Field Experience (archaeology summer field school, museum placement, laboratory work, etc.), An/So 127 Historical Archaeology, An/So 129 Survey of World Prehistory, plus two additional upper division anthropology or archaeology courses.

Minor Requirements

Anthropology/Sociology

Students can choose to minor in either anthropology or sociology. The minor requires two introductory courses in either discipline and four upper division courses. A combined anthropology/sociology minor requires An/So 1 and 2, and four upper division courses evenly divided between the two disciplines.

Archaeology

The archaeology minor requires An/So 1, 5, 126, 127, 129, Biology 7, and one area course which may be taken either in or outside the department (e.g., An/So 119, 121, History 140, 141, 142).

Ethnic Studies

The anthropology and sociology department offers a minor in ethnic studies. This minor allows a focus on two of the under-represented ethnic groups in the United States; it provides theoretical background on issues of ethnicity, and is interdisciplinary in nature. The minor requires the following courses: An/So 1 or 2, and 112; two from An/So 119, 123 (courses may be repeated for credit as content varies); either An/So 116 or History 136; Politics 110, and one upper division course in History, English or Modern Languages that covers either of the two ethnic groups which are part of a student's focus, i.e., English 153, 154; Spanish 150; History 140, 141; Psychology 7, 165.

Justice and Community

This multidisciplinary minor, which is housed within the Department of Anthropology and Sociology, incorporates field research and issues of social justice into the experience and curriculum of students pursuing careers in social justice. The following courses are required:

Lower division (2): An/So 4 and Econ 10
Theory (1): Politics 114

Theory/Praxis (1): An/So 124 or
Religious Studies 129 or
BusAd 181 or 182

Electives (2): An/So 116, 120, 122, 124,
128, 134; BusAd 120, 181 or 182;
Communication 118, 161, 163;
Econ 150, 152, 192; Politics 106, 110,
130, 135; Religious Studies 127, 129

Capstone (1): An/So 126

Students must take five courses outside their major: An/So majors must take An/So 124 in place of An/So 4, and both electives must be outside the department; Politics students must choose one elective outside their department; and Economics majors must take an additional upper division elective in place of Econ 10.

Teaching Credential in Social Science

The major in Anthropology and Sociology has been accepted, with certain modifications, as meeting the subject matter preparation requirements of the State of California for a teaching credential. Completion of the approved program waives the Praxis and SSAT Examinations. It is still necessary to take a sequence of education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career consult both the coordinator of the Subject Matter Preparation Program in Social Science in the Department of Anthropology/Sociology and the director of the Single Subject Credential Program in the School of Education to make sure that all the prerequisites for the credential are fulfilled.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Lower Division Courses

1 Introduction to Social and Cultural Anthropology

A study of the nature of culture and diversity of societies. This course, which focuses on cultures in Asia, Oceania, Africa and the Americas, introduces the beginning student to some of the main areas of anthropology: kinship, gender, the word system, fieldwork, magic and religion, social change, and the political systems of non-industrial societies.

2 Introduction to Sociology

Sociological theory, methods and the sociological perspective are studied. This perspective enables students to see how the self, human behavior and attitudes are shaped by social structures and institutions, e.g., social class, popular culture, and the family. The social world is re-examined (social rules, deviance, gender, inequality, the economy, etc.).

4 Social Problems

An overview of the causes, characteristics, and responses to social problems in the United States. Topics such as crime, substance abuse, racism, ageism, and family instability are studied through the sociological framework.

5 Introduction to Archaeology

An introduction to the methods, goals and theoretical concepts of archaeology, with a primary focus on archaeology as practiced in North America. Topics include the history of archaeology, developing a research project, field methods and archaeological interpretation.

7 Archaeology Laboratory (.25)

This course provides students the opportunity to work with various artifact collections. Students sort and catalogue, analyze various classes of artifacts to identify manufacturing techniques, temporal characteristics and cultural affiliations. Basic conservation methodology is also introduced.

Upper Division Courses

*111 Kinship, Marriage and Family

A concentration on those non-industrial, non-western societies where kinship, descent and marriage are the basis of social life and of political organization. May be applied to either anthropology or sociology credit.

*112 Race and Ethnicity

This course presents each discipline's key concepts and theories in the study of race and ethnicity. Focusing primarily on the U.S. in sociology and on cultures throughout the world in anthropology, this course looks at the cultural and social constructions of race and ethnicity.

*113 Childhood and Society

The course focuses on patterns of upbringing in non-western cultures. Drawing on ethnographies from cultures around the world, the chronological sequence of childhood, from conception to coming of age, is followed. Topics covered include changing notions of childhood, social and gender development, the marking of rites of passage, education, the status of children.

*114 Urban Studies

Traces the development of modern communities, ranging from suburbs to the megalopolis. Studies the benefits and problems of contemporary urban life and projects future trends based on sociological models.

*116 New Immigrants and Refugees

Looks at the attitudinal and legal reactions to immigrants and refugees in the United States in this century. Emphasis is placed on the new Americans, why they are coming, and how they differ from earlier migrants. Special attention is given to the impact of new immigrant groups in California.

*117 Religion, Ritual, Magic and Healing.

The course takes a comparative approach to religious beliefs, ritual and healing in different non-western cultures. Topics include shamans and other religious specialists, ritual healing and trance states, social function of ritual acts, totems and secular rituals.

*118 Health and Illness

Presents social and cultural factors influencing health and illness. Looks at the roles of health care professionals, patients, and medical settings in our society. Discusses the relationships between the current health care system and the political and economic system.

***119 Native American Cultures**

This course restricts itself to a limited number of culture areas in North, Central and South America, and looks at all aspects of indigenous culture, with a focus on both traditional indigenous society and on problems faced by native peoples at the end of the 20th century. May be repeated for credit as content varies.

****120 Social Movements and Social Change**

Each course focuses on one or more social movements, which are collective actions aimed at social change. The course addresses factors that can bring about social movements (i.e., conquest or foreign domination, institutional unresponsiveness, material conditions, mobilization, and cultural and historical factors) and determine their success or failure (i.e., millenarianism, revolution, institutionalization, co-optation, counter movements, and repression). May be repeated for credit as content varies. May be applied to either anthropology or sociology credit, depending on content.

121 World Cultures

Each World Culture course concentrates on one particular geographic area or country, i.e., Central and South America, the Middle East, Asia and Sub-Saharan Africa, India, China, etc. Among the topics covered are overviews of the history and geographical features, social structure, political organization, religions and social change. May be repeated for credit as content varies.

****122 Education, Culture and Society**

Examines formal education from a socio-cultural perspective. Provides students with an understanding of the concepts of schooling and learning, of culture and culture reproduction, the linkages of education to other social institutions, the school as a social organization, and the role of education in the transmission of culture and social change. Emphasis is placed on the political, religious, ethnic and economic aspects of education shown by ethnographic studies of schooling in the United States and cross-culturally. May be applied to either anthropology or sociology credit.

123 Ethnic Groups in the United States

Each course in this series looks at one of the following American ethnic groups: Latino, Asian American, African American. While emphasizing the contemporary period, each course focuses on the social, cultural and historical experiences of each group. Areas covered are assimilation and resistance, distribution in the social and power structure, family systems and cultural values, labor and migration, role of religion, status of women, etc. May be repeated for credit as content varies. Maybe applied to either anthropology or sociology credit.

***124 Justice and Community**

Addresses the use of state power in the carrying out of crime control, retribution and the over-all protection of the community. The course has three main parts: a theoretical look at how we have ended up with the justice system that we have today; the practice of justice through field studies on police, courts, and prisons; and an in-depth investigation into an area of criminal justice of current relevance (such as "Three Strikes," the expansion of prisons, or race and justice).

***125 Gender and Culture**

While sex differences are biological, gender encompasses the traits that culture assigns to and inculcates in males and females. This course studies the latter: the interplay between gender and culture. It takes an inclusive and cross-cultural perspective, with a focus on men and women, non-human primates, industrial and non-industrial societies and differing cultural contexts such as ethnic group membership and socioeconomic status.

126 Field Experience

Opportunity for students to gain hands-on experience conducting anthropological, archaeological or sociological analysis in the field. Supervised work in archaeological digs, community agencies, government bureaus, museums, and political or industrial organizations. May be applied to either anthropology or sociology credit.

***127 Historical Archaeology: Material Culture and Ethnicity**

An exploration of pattern in material culture (architecture, domestic artifacts, mortuary art and foodways are some examples) as it has both shaped and reflected behavioral and psychological aspects of American culture since the 16th century. Examples focus on the material culture of various ethnic groups who have contributed to the formation of American culture.

***128 Crime and Delinquency**

The course addresses different theoretical and sociological approaches to crime, follows changes in these approaches over time and looks at how these changes reflect broader shifts in our comprehension of human nature and behavior. Students gain insights not only to changes in the understanding of crime but also to changes in our fundamental view of human behavior.

***129 Survey of World Prehistory**

An archaeological survey of the evolution of human culture from the initial use of tools, to the appearance of homo sapiens, the evolution of agriculture and the development of the greatest civilizations of antiquity.

130 Anthropological and Sociological Theory

Analysis of the works of major theorists who have influenced anthropology and sociology. Emphasis on explaining what is essential about particular theoretical frameworks, how they can be used, and why they should be studied. This course should be taken in the junior year.

***131 Cultural and Social Geography**

Geographers study the arrangement of people and activities across the earth's surface. Geographers also study the reasons why people and activities are arranged in a particular way. Geography views itself as a unifying discipline because it makes contributions to essentially all of the social sciences. This course examines the relevance of geographic methods and concepts to social science topics

* Offered in alternate years.

** Offered at least once in a three-year period.

such as the following: agricultural patterns and practices, architecture, ethnic traditions and conflicts, gender, health, migration, population, political economy, poverty, religion, resource utilization, social change, and urban planning.

132 Research Methods

Logic of research procedures and the theoretical and practical issues arising from anthropological and sociological research. Skills and methods of designing and analyzing research explored in readings and exercises. Design of an original research proposal. This course should be taken the last semester of the junior year or the first semester of the senior year.

133 Senior Thesis

Continuation of Research Methods course where honor students undertake individual research, culminating in the senior project. This should be taken in the senior year. May be applied to either anthropology or sociology credit.

134 Contemporary Social Issues

Each contemporary social issues course concentrates on one particular social problem in the United States today. Areas covered include racism, classism, sexism, ageism, poverty, environmental degradation as well as deviance. Among the topics covered in regard to these issues are causation, stratification of resources, distribution of power and attempts to resolve these problems. May be repeated for credit as content varies.

****135 Special Topics**

Special topics in anthropology and sociology include such issues as multiculturalism, international race relations, criminology and emotion, archaeoastronomy, culture and society, food and culture, visual anthropology. May be repeated for credit as content varies.

.....
Art

Faculty

Roy E. Schmaltz, M.F.A., Professor,
Chairperson

Lee Michael Altman, M.F.A., Lecturer
Suzanne Schumacher, M.F.A., Lecturer

Given the heavy emphasis which our society puts on scientific knowledge, a college education may easily be narrowed into a one-sided intellectual exercise, neglecting those intuitive, creative forces of man which are also important. The Art department of Saint Mary's College attempts to right this imbalance by enabling its students to attain an insight into the workings of the creative mind in the field of visual art. This is carried out by practical work in drawing, painting, sculpture, printmaking, filmmaking, and metal arts as well as by demonstration lectures in the development of the artistic form as a universal operation of the human mind. Art departments, in liberal arts colleges like Saint Mary's College, do not generally prepare their students as professional artists. Above all, the students are helped to comprehend basic artistic foundations as they appear in the works of art of all epochs. They are encouraged to find their own level of creative formation and to judge their work according to their own level of artistic comprehension—under the assumption that those who form artistically in turn form themselves. In the pursuit of these goals, the Art department hopes to make an essential contribution to the general education of men and women as well as to clarify many controversies in present-day art.

Major Requirements

Lower Division

Art 1, 2, 10, 20, 30.

Upper Division

Art 110 (1 course), 120 (2 courses), 130 (2 courses), 144-145 (2 courses), 165-166 (2 courses).

January Term courses generally do not satisfy major requirements.

Teaching Credential in Art

The major in art has been accepted, with certain modifications, as meeting the academic requirements of the State of California for a teaching credential.

Completion of the approved program waives the Praxis and SSAT Examinations. It is still necessary to take a sequence of education courses. At Saint Mary's College these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career consult both the coordinator of the Subject Matter Preparation Program in the Art department and the director of the Single Subject Credential program in the School of Education to make sure that all the prerequisites for the credential are fulfilled.

Minor Requirements

The minor in art requires Art 1, 10, 20, 30, 165, 166, and one of the following: 110, 120, 130.

Art History Courses

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Lower Division

1 Introduction to the Appreciation of Visual Art

A theory of art course conducted with readings, lectures, slides, and group discussions. Fee \$60.

2 Introduction to the Practice of Visual Art

A fundamental consideration of the artistic form as it relates to the practice of visual art. Fee \$200.

Upper Division

111 Philosophy of Art

An analysis of doing and making, of truth, good, beauty, the visible and invisible, of figure and finality, as these reveal the intellectual and spiritual universes disclosed by painters, sculptors, and poets. (Cross-listed as Philosophy 111.)

** Offered at least once in a three-year period.

117 Writing on Art

Both creative writing and critical analysis are developed in this course, which focuses on 20th-century art and includes visits to museums and exhibitions in the Bay Area. Students write about what they observe in order to clarify their understanding of how different works of art are made and how they affect the viewer. Fee \$60 (field trips and in-class workshops).

118 Contemporary Art Seminar

A study of painting, sculpture, and architecture from 1945 to the present. Fee \$60.

***144-145 Survey of Western Art**

144: A study of architecture, sculpture, and painting from the earliest times through the Roman period. Fee \$60.

145: A study of architecture, sculpture, and painting from the early Christian through the Baroque periods. Fee \$60. Art 144 is prerequisite to Art 145.

***165-166 Modern Art History**

165: A study of painting, sculpture, and architecture from Classicism (ca. 1750) to Impressionism (ca. 1880). Fee \$60.

166: A study of painting, sculpture, and architecture from Symbolism (ca. 1890) to the present. Fee \$60. Art 165 is prerequisite to Art 166.

194 Problems in Art Seminar

Subject matter will vary from year to year at discretion of the instructor. Prerequisite: B average, upper division, permission of instructor and department chairperson. Fee charged.

Studio Courses

Art majors are advised to repeat upper division studio courses beyond those fulfilling requirements for the major.

Lower Division**#10 Beginning Sculpture**

Consideration of sculptural form: tools, materials, and techniques. Studio fee \$200.

#12 Beginning Design

Principles of two- and three-dimensional form. Studio fee \$200.

#20 Beginning Painting

Consideration of form, color, and composition as related to painting. Studio fee \$200.

#30 Beginning Drawing

Life drawing and composition. Studio fee \$200.

#40 Beginning Metal Arts

Consideration of design problems and techniques in metal. Studio fee \$200.

#50 Beginning Filmmaking

Consideration of problems, tools, and techniques of filmmaking through the production of films. Studio fee \$200.

#70 Beginning Printmaking

Consideration of printing form, tools, materials, and techniques. Studio fee \$200.

Upper Division**#110 Advanced Sculpture**

Studio fee \$200.

#112 Advanced Design

Studio fee \$200.

#120 Advanced Painting

Studio fee \$200.

#130 Advanced Drawing

Studio fee \$200.

#140 Advanced Metal Arts

Studio fee \$200.

#150 Advanced Filmmaking

Studio fee \$200.

#170 Advanced Printmaking

Studio fee \$200.

197 Special Study

An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of instructor and department chairperson required.

199 Honors-Special Study

An independent study or research course normally limited to majors with a B average in the major. Permission of the instructor and department chairperson required.

Biology**Faculty**

Judd A. Case, Ph.D., Chairperson,
Professor

Carla C. Bossard, Ph.D., Associate
Professor

Gerard M. Capriulo, Ph.D., Fletcher
Jones Professor

Neeraj Chugh, Ph.D. Candidate, Lecturer

Lawrence R. Cory, Ph.D., Professor

Margaret F. Field, Ph.D., Associate
Professor

Brother Craig J. Franz, Ph.D., Professor

Allan K. Hansell, Ph.D., Professor

Wendy Lacy, Ph.D., Lecturer

Philip Leitner, Ph.D., Professor

Jacob F. Lester, Ph.D., Associate Professor

Fawzia A. Saeed, Ph.D., Associate
Professor

Gregory R. Smith, M.S., Professor

Steve Takata, Ph.D. Candidate, Lecturer

The Biology department offers a full range of courses designed to introduce undergraduate students to the major areas of modern biological science. The primary goals of the department are to prepare students for advanced study and research in biology and related sciences, for postgraduate study in medicine, dentistry, and the other health professions, and for careers in education, industry, agriculture, government service, and veterinary medicine. Students interested in the health professions should check the Pre-Professional section of the *Catalog* for additional information. In addition, the Biology department provides courses in which students who are not science majors can learn science as a way of knowing through the study of various aspects of the life sciences and their effect on society.

Admission Requirements

Applicants planning to undertake the biology major must present credits for one year of chemistry and four years in mathematics. One course in Biology, one year of physics, and three years of a second language are strongly recommended. Students with less than a B average in high school science, mathematics and languages or with any course deficiency should seek the advice of the Admissions Office and the Biology department before beginning their studies. A diagnostic

* Offered in alternate years.

Does not fulfill an Area requirement.

mathematics examination is required of all students beginning a science curriculum at Saint Mary's. This examination is administered by the Department of Mathematics and Computer Science before the start of classes each fall and is designed to detect important deficiencies in a student's background. In some cases, the student may be advised to correct any deficiencies before undertaking the biology major curriculum. This can often be done within a four-year stay at Saint Mary's but may require summer school attendance.

Major Requirements

Lower Division

Biology major: Mathematics 27-28; Chemistry 8, 9 (lab), 10, 11 (lab); Physics 10, 11, 20 (lab), 21 (lab), or Physics 1, 2 (lab), 3, 4 (lab); and Biology 90, 91 (lab), 92, 93 (lab), and 94, 95 (lab).

Biology/Chemistry split majors: same as for biology majors.

Biology/Psychology split majors: same as for biology majors plus Psychology 1 and 2.

Lower division requirements for other split majors must be determined by consultation between the student and his/her advisor and approved by the chairpersons of the departments involved.

Upper Division

Biology Major: Chemistry 104, 105 (lab), 106, 107 (lab) are required of all biology majors. The biology major must include seven upper division biology courses of which at least five must have a laboratory component. In order to develop a broad background in biology and be exposed to the major areas of study within the discipline, students are required to take at least one course from Groups I, III, and IV, and at least two courses from Group II.

- Group I **Genetics** Biology 105
- Group II **Organismal** Biology 100, 102, 110, 113, 122, 127, 144, 146
- Group III **Cellular/Molecular** Biology 130, 132, 135, 137, 139
- Group IV **Evolution and Ecology** Biology 113, 115, 120, 125, 142, 152
- Group V **Electives** Biology 116, 119

Faculty advisors should be consulted on a regular basis to assist in selecting courses and arranging specific curricula relating to fulfillment of requirements, particular career goals, and personal interests.

All split majors with biology as the predominant area must be arranged by petition. They must have a clear emphasis, a direction, and show relatedness among the courses chosen. The specific upper division courses selected for any split major must be arranged between the student and his/her advisor and be approved by the chairpersons of the departments involved.

Biology/Chemistry Split Major: The biology/chemistry split major offers three options, each with a different emphasis: **environmental emphasis, physiology/medicine emphasis** and **cellular/molecular emphasis**. Each option has a prescribed set of upper division courses to be selected from the Biology and Chemistry departments. A list of courses and requirements associated with each option is on file with the chairperson of the Biology department. Students selecting the Biology/Chemistry major should select one of these options and meet with the chairpersons of the Biology and Chemistry departments to arrange the appropriate petition.

Biology/Psychology Split Major: The Biology/Psychology split major includes five upper division biology courses (of which at least four must have a laboratory component) and three upper division psychology courses. Students selecting the Biology/Psychology major should meet with the chairpersons of the Biology and Psychology departments to arrange the appropriate petition.

Suggested Biology Major Program

A suggested four-year program of study for a major in biology is available from any Biology department member. Note that all freshmen are required to complete two Collegiate Seminars in the first year, one each in the fall and spring terms. Two additional Collegiate Seminars must be completed before graduation, two Religious Studies courses, and other College requirements as specified in the Program of Study (see pp. 31-33). Students major-

ing in Science should be particularly alert to the Language Proficiency requirement. Students may select courses of their choice for remaining electives. It is important to note that certain upper division courses are offered in alternate years.

Minor Requirements

The minor in biology requires Chemistry 8, 9 (lab), 10, 11 (lab), and Biology 90, 91 (lab), 92, 93 (lab), and 94, 95 (lab). Upper division: Any three upper division biology courses, two of which must have a laboratory component. Note that some courses have additional prerequisites. The specific upper division courses selected for the minor must be arranged between the student and his/her advisor and be approved by the chairpersons of the departments involved.

January Term

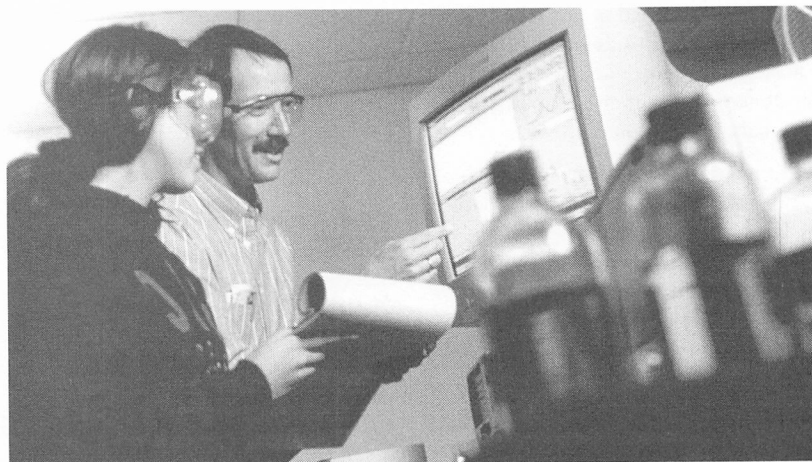
Frequently, faculty members in the Biology department offer courses during the January Term. Since it is the policy of the department to provide a variety of learning experiences during this term, the following kinds of courses are often offered: (1) Seminars designed to probe special areas of current interest in the biological sciences through readings in the primary literature, preparation of reports, and class discussions; (2) Field courses, based either on campus or at a field site, that provide experience in the study of natural ecosystems; (3) directed research into topics in experimental or field biology of interest to faculty and students; (4) Independent study courses either on campus or by special arrangement at universities or research institutions. It is the general policy of the department that courses taken during the January Term cannot be used to fulfill Biology majors credit.

Preparation for Medicine, Dentistry, and Other Health Professions, and Veterinary Medicine

See the section in this catalog under Pre-Professional Curricula.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.



Lower Division Courses

*5 Concepts in Evolutionary Biology

This question-oriented course designed for non-majors explores how science works through an examination of the concepts of the theory of evolution by natural selection, which is considered to be the unifying theme of the biological sciences. Three lecture hours per week.

*6 Heredity and Society

Contemporary genetic science bears directly on many matters of importance to human societies, such as racial differentiation, variations in mental ability, and the incidence of genetically-based pathologies. This course presents the historical and experimental evidence on which the science of heredity is based and pursues the practical implications of this science for the successful conduct of society. Intended for the general student regardless of major. Three lecture/discussion hours per week.

7 Introductory to Biological Anthropology

A study of the evolution of the human species and its place in nature, including consideration of the fossil record and the biology of nonhuman primates. Physical and genetic variation within and between human populations is examined, with discussion of the validity of the concept of race. Three lecture hours and one lab per week. Laboratory fee \$150.

15 Human Anatomy

Study of the gross and microscopic structure of the human body. This course emphasizes the structural relationships and functional aspects of gross anatomy. A strong high school science background is recommended. Three hours of lecture per week. Must be accompanied by Biology 16.

16 Human Anatomy Laboratory

Laboratory to accompany Biology 15. Laboratory will be taught from dissected human material, models, and slide to allow students to learn from direct experience. One lab per week for three hours. Laboratory fee \$150.

25 Human Physiology

Study of the function of the major organs and organ systems of the human body. This course, emphasizing regulation and integration, proceeds from general cell function to an overview of the controlling mechanisms and finally to the individual systems. A strong high school science background is recommended. Three lecture hours per week. Must be accompanied by Biology 26.

26 Human Physiology Laboratory

Laboratory to accompany Biology 25. consists of experiments and demonstrations designed to incorporate principles of physiology. One lab per week for three hours. Laboratory fee \$150.

40 Introductory Microbiology

The biology of microorganisms including bacteria, viruses, and fungi, with emphasis on those forms of medical importance to man. Three hours of lecture per week. Must be accompanied by Biology 41.

41 Introductory Microbiology Laboratory

Laboratory to accompany Biology 40. Includes techniques for culture, isolation, characterization, and identification of microorganisms. One lab per week for three hours. Laboratory fee \$150.

50 General Biology

A one semester introduction to the basic principles and concepts of biological science. Designed for students not majoring in biology. Three hours of lecture per week. Must be accompanied by Biology 51.

51 General Biology Laboratory

Laboratory to accompany Biology 50. One lab per week for three hours. Laboratory fee \$150.

52 The Symbiotic Universe

An interdisciplinary science course which in addition to inter-science syntheses forges into areas of theology, philosophy and social science syntheses. It is designed for both non-science and science majors, and fulfills an Area B requirement. The course explores original ideas concerning the role played by symbiosis in the origin of the universe and life on earth, and in the development of the earth's ecosystems. It argues that phases of creation are organized around the principles of symbiotic mutualism. It suggests that such cooperation is dictated by the laws of physics and therefore was established at the moment of creation. This universal thread of symbiosis is evident in the formation of atoms, elements and matter, chemical interactions, star and planetary systems, and simple to complex life forms. It drives evolution from the primordial soup to cells, multicellular organisms, populations, communities and ecosystems, and human societies as well. One lab per week for three hours. Laboratory fee \$100.

55 Ocean World

An introductory course that examines the ocean world and its inhabitants. Topics include: physical and chemical properties of sea water; tides and currents; geological principles; coastal and open ocean habitats; life in planktonic and benthic communities; coral reef, hydrothermal vent and mangrove ecosystems. Three hours of lecture per week. One lab per week for three hours. Laboratory fee \$150.

90 Introduction to Organismal Biology

This is the first semester of a three-semester sequence designed for biology majors and others requiring a rigorous introductory treatment of the subject. It is designed to prepare the student for upper division courses and includes material on the structure and function of plants and animals at the organismal level. Included, but not limited to, are: an introduction to the molecules of life and cell structure, cell and organismal reproduction, heredity and development, nutrition, transport, circulation, gas exchange, homeostasis, chemical signaling and control and sensory systems. Prerequisite: Chemistry 8, 9 (lab), with a grade of C- or better. Must be accompanied by Biology 91.

91 Organismal Biology Laboratory

Laboratory to accompany Biology 90. One laboratory per week for four hours. Laboratory fee \$150.

92 Introduction to Cell and Molecular Biology

This is a second semester course of a three-semester sequence designed for biology majors and others requiring rigorous introductory treatment of the subject. It is designed to prepare the student for upper division courses in cell and molecular biology, and includes biochemical, structural, metabolic, and genetic aspects of cells. Three lectures per week. Prerequisites: Biology 90, 91 (lab) and Chemistry 10, 11 (lab) with a grade of C- or better in both courses. Must be accompanied by Biology 93.

93 Introduction to Cell and Molecular Biology Laboratory

Laboratory to accompany biology 92. One laboratory per week for four hours. Laboratory fee \$150.

94 Introduction to Evolution and Ecology

This is a third semester course of a three-semester sequence designed for biology majors and others requiring a rigorous introductory treatment of the subject. It is designed to prepare the student for upper division courses in evolution and ecology and covers material on population dynamics, community ecology, and ecosystem structure and function. Required for biology majors. Three lectures per week. Prerequisites: Biology 90, 91

(lab), and Chemistry 10, 11 (lab) with a grade of C- or better in both courses. Must be accompanied by Biology 95.

95 Introduction to Evolution and Ecology Laboratory

Laboratory to accompany Biology 94. One laboratory per week for four hours. Laboratory fee \$150.

Upper Division Courses

Biology 90, 91 (lab) serves as prerequisite for all upper division courses. Each upper division course has additional prerequisites, with a grade of C- or better in each of these prerequisites. See course descriptions to determine these prerequisites.

***100 Functional Vertebrate Anatomy**

The course examines vertebrate form and function through the topics of vertebrate evolution, functional morphology, and development, along with the study of soft tissues, organ systems, and skin. Three lecture hours and two labs per week. Laboratory fee \$150. Prerequisite: Biology 94-95.

***102 Embryology and Development**

Explores the processes and patterns of fertilization and embryonic development of animals with an emphasis on mechanisms controlling cell differentiation and morphogenesis. Three lecture hours and one lab per week. Laboratory fee \$150. Prerequisite: Biology 92-93; Chemistry 104, 106.

103 Animal Behavior

A study of behavior of animals, including primates and humans, and the mechanisms that control behavior at both the biological and psychological levels. Field trips may be required. Cross-listed with Psychology 113.

105 Genetics

Principles of biological inheritance in animals, plants, and microorganisms, including some consideration of the areas of molecular, population, and human genetics. Three lecture hours and one lab per week. Laboratory fee \$150.

***110 Parasitism and Symbiology**

A comprehensive course in parasitology, focusing on the many facets of symbiosis common to every level of biology. It embraces the three basic types of intimate interrelationship between different spe-

cies of organisms: parasitism, mutualism and commensalism. This course examines an array of interactions in all three types of interrelationships, at many levels of interdependency. All five kingdoms, from bacteria, protoctists, and fungi to plants and animals, are studied. Three lecture hours and one lab per week. Laboratory fee \$150. Prerequisite: Biology 94-95.

***113 Marine Biology**

Examines marine life in terms of physiological, evolutionary, systematic and ecological principles. Topics covered include: marine prokaryotes, unicellular eucaryotes and the multicellular eucaryotes (i.e., the invertebrates, vertebrates and marine plants). The organization of and interrelationships among marine organisms and their environments are considered from an ecosystem perspective. Shallow and deep benthic, intertidal, estuarine, coastal water, coral reef and open ocean systems are examined in detail. Three lecture hours and one lab per week. Laboratory fee \$150. Prerequisite: Biology 94-95.

***115 Theory of Evolution**

Historical development of evolutionary theories. Modern concepts concerning the process of organic evolution, including population genetics, natural selection, and the origin of species. Topics on macroevolution, including adaption and extinction. Three hours of lecture per week. Prerequisites: Biology 92-93, 94-95.

***116 History and Philosophy of Biology**

Development of the major concepts of biology from antiquity to the modern era, with a consideration of what these developmental sequences show about the nature of the scientific process. Three hours of lecture per week. Prerequisites: Biology 94-95.

119 Research Design and Biostatistics

Principles of experimental design, sampling methodologies, data collection and analysis are discussed, along with practical applications of these area in biological experimentation. Course includes use of computers. Three lecture hours and one lab per week. Laboratory fee \$150. Prerequisites: Biology 92-93, or 94-95.

***120 Vertebrate Zoology**

Advanced study of the vertebrates, with attention to phylogeny, morphology, and natural history of the major vertebrate groups. Laboratory and field work emphasize taxonomy of local forms, methods of study, and special projects. Three lecture hours and one lab/field period per week. Laboratory fee \$150. Prerequisite: Biology 94-95.

***122 Comparative Animal Physiology**

The functions of the major organ systems of vertebrate and invertebrate animals. Emphasis on general principles of function as exemplified in the major animal phyla. Three lecture hours and one lab per week. Laboratory fee \$150. Prerequisites: Biology 92-93, 94-95; Chemistry 104, 106.

***125 General Ecology**

An examination of the classical and emerging concepts of ecology from a primarily but not exclusively descriptive perspective. Topics include: comparative study of marine, freshwater and terrestrial systems; global warming; population ecology; the decomposition cycle; nutrient cycling; concepts related to niche theory, fitness, competitive exclusion, natural selection, and evolution. Prerequisite: Biology 90-91, 94-95.

127 Systemic Physiology

Fundamental principles of general mammalian physiology combined with physiology of organ systems; including integrative and homeostatic mechanisms. Emphasis is on human physiology with examples taken from mammalian systems. Application of these principles to interpretation of disease is included. Laboratory includes human and mammalian experiments with emphasis on instrumentation and interpretation of results. Three lecture hours and one lab per week. Laboratory fee \$150. Prerequisites: Biology 92-93; Chemistry 104, 106.

***130 Microbiology**

An introduction to the structure, physiology, and genetics of microorganisms with focus on bacteria and viruses. The application of fundamental knowledge about these organisms to problems of medical microbiology is included. Laboratory involves application of bacteriological techniques to the study of taxonomy, physiology and genetics of bacteria and

viruses. Three hours of lecture and two two-hour labs per week. Laboratory fee \$150. Prerequisites: Biology 92-93, 94-95; Chemistry 104, 106.

***132 Cell Biology**

A special topics course in which selected areas of current interest in cell biology are studied. Choice of topic varies (e.g., membrane structure and function, nerve and muscle, control of cell division, cellular immunology). Emphasis is placed on experimental methods and answering the question "How do we know what we know?" Three hours of lecture and one lab per week. Laboratory fee \$150. Prerequisites: Biology 93-93; Chemistry 104, 106.

135 Biochemistry

An introduction to the metabolism of proteins, lipids, and carbohydrates. Consideration is given to the properties of enzymes and enzyme catalyzed reactions in the cell. Applications to human function, disease, and diet are included. Three hours of lecture and one lab per week. Laboratory fee \$150. Prerequisites: Biology 92-93, Chemistry 104, 106.

137 Molecular Biology

An introduction to the structure and function of the genetic apparatus. This course is a study of what genes are and how they operate, and includes recent discoveries in the areas of DNA, RNA, and protein synthesis in both prokaryotes and eucaryotes. Laboratory includes both discussion and practice of techniques used in genetic engineering. Three hours of lecture and one lab per week. Laboratory fee \$150. Prerequisites: Biology 92-93, Chemistry 104, 106.

139 Immunology

An introduction to the immune system: its components, how it functions, how it is regulated and how it is protective. The immune response and our ability to react to such a diversity of molecules with specificity are discussed in detail. In addition, the immunologic basis for tissue/organ transplant rejection, disease prevention vaccines and cancer immunotherapy are presented. Three hours of lecture and one lab period per week. Laboratory fee \$150. Prerequisites: Biology 92-93; Chemistry 104, 106.

***142 California Flora and Communities**

Survey of selected plant communities of California. Includes a dual emphasis on

field recognition of important plant families and genera of these communities and an understanding of the relationship of the component species to their environment. Three lecture hours and one lab per week. Laboratory fee \$150. Prerequisite: Biology 90-91 (or consult with instructor).

***144 General Botany**

The study of plant biology at an advanced level, including topics in the structure and development, reproductive patterns, taxonomy, identification, phylogeny, and distribution of major plant groups. Three lecture hours and one lab per week. Laboratory fee \$150. Prerequisite: Biology 90-91.

***146 Plant Ecophysiology**

The functional aspects of plant life and the relation of plants to their physical, chemical, and biological environment. Emphasis on the vascular plants. Three lecture hours and one lab/field period per week. Laboratory fee \$150. Prerequisite: Biology 92-93, 94-95.

***152 Conservation Biology**

Conservation biology is a field of biological science that draws upon the principles of ecology, genetics and evolution in an effort to understand the patterns and processes underlying the biological diversity of our planet. The course examines the current status of our scientific understanding of biodiversity, threats to biodiversity resulting from human activities, and strategies to conserve and restore the integrity of the earth's biological systems. Course activities include case studies, computer modeling and field trips. Three hours of lecture and one lab/field period per week. Lab fee \$150. Prerequisites: Biology 92-93, 94-95 (or consult with instructor).

197 Special Study

An independent study course for students whose needs are not met by courses available in the regular offerings of the department. Permission of the instructor and the department chairperson required. Laboratory fee, when appropriate, \$150.

199 Honors-Special Study

A research course for upper division majors with a B average in Biology. Permission of instructor and department chairperson required. Laboratory fee, when appropriate, \$150.

Business Administration

Faculty

Donald W. Snyder, Ph.D., Professor,
Chairperson
Norman S. Bedford, Ph.D., Associate
Professor
David J. Bowen, Ph.D., Professor
John C. Cassidy, Ph.D., Associate Professor
William Halpin, J.D., Adjunct Associate
Professor
Eric J. Kolhede, Ph.D., Professor
Samuel Lind, Ph.D., Lecturer
Barbara McGraw, Ph.D., Associate
Professor
Philip W. Perry, Ph.D., Professor
William F. Tauchar, Ph.D., Professor
Emeritus
John E. Thompson, M.B.A., Transamerica
Professor of Financial Services
Theodore Tsukahara, Ph.D., Professor
Diana Ting Liu Wu, Ph.D., Professor

The major in business administration is designed to broadly educate students in the business sciences. Students receive excellent preparation for professional management positions in financial services, manufacturing operations, consumer marketing, human resources, and strategic planning. The major also prepares students for graduate school in business administration or for law school. In addition, the department offers an Honors Concentration in Financial Services Management for those who wish to add focus and intensity to their program, and an International Concentration for students who are interested in a career with international exposure.

Major Requirements

Business Administration majors must take Accounting 1 and 2, Economics 3 and 4, Math 3, or 27, and BusAd 40 prior to the junior year. A grade of C- or better must be earned in each of these courses.

A student majoring in business administration must maintain a cumulative grade point average of at least 2.0 in the major and an overall cumulative grade point average of at least 2.0. The majority of the courses required for the major must be taken at Saint Mary's College. The following upper division courses, if required for the student's program, must be taken at Saint Mary's College: Business Admin-

istration 100 (A,B,C), 120, 121, 125, 126, 134, 140, 180, 181, 182.

Lower Division (6 courses)

Accounting 1, 2
Economics 3, 4
BusAd 40 Statistics
Mathematics 3 or 27

Upper Division (7 core courses)

BusAd 120 Law and Business
Economics 106 Macroeconomics
BusAd 123 Financial Management
BusAd 124 Marketing
BusAd 131 Organization Theory
BusAd 132 Operations Management
BusAd 140 Strategic Management
Elective requirements (2 courses, one from Field A, one from Field B)

Field A: Focus

BusAd 121 Advanced Legal Topics
in Business
BusAd 126 Advanced Marketing
BusAd 134 Advanced Financial
Management
BusAd 175 Management Information
Systems
Economics 105 Microeconomics
Or an approved course from another
department

Field B: Business context

BusAd 180 International Business
BusAd 181 Ethical, Social, Political
Issues in Business
BusAd 182 Business, Economics, and
Catholic Social Ethics

**Total upper division requirements:
9 courses**

**Total course requirements for major:
15 courses**

Minor Requirements

A student may earn only one minor in the School of Economics and Business Administration. The requirements for a minor are: Accounting 1, 2; Economics 3, 4; BusAd 40, 120, 123, 124; two additional upper division business administration courses.

Suggested Business Administration Major Program

Some courses are offered only in one term of the year. It is the responsibility of the student to ensure that he/she takes all required courses in the term in which they are offered. Since the upper division courses for majors (see Upper Division,

above) require Economics 3, 4; Accounting 1, 2; BusAd 40, Math 3 or 27, students are expected to complete these lower division courses in their freshman and sophomore years.

Waiver of prerequisites or class standing requires the approval of the department chairperson. Students may not transfer for credit in the major more than two upper division courses.

It is expected that majors will complete at least BusAd 120, 123, and 124 prior to their senior year.

Majors must take BusAd 140 in the spring term of their senior year. BusAd 140 is not offered in the fall term. All lower division requirements, plus Econ 106, BusAd 120, BusAd 123, BusAd 124, BusAd 131, and BusAd 132 must be completed *prior* to enrolling in BusAd 140.

Honors Concentration in Financial Services and the International Concentration have certain special requirements (see p. 49).

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course. Lower Division Courses

Lower Division Courses

20 Introduction to Business

A general survey and introduction to the functional areas of organization, accounting, production, personnel, marketing, and finance. Orientation to business fields, careers, and opportunities. Not open to upper division majors.

40 Business Statistics

Introduction to statistical concepts used to assist in making decisions under conditions of uncertainty. Topics include the collection and analysis of data, probability and probability distributions, hypothesis testing, linear regression, and correlation. Not open to freshmen. Prerequisite: Math 3 or 27. This course may not be taken for credit in addition to Mathematics 4 or Psychology 3.

Upper Division Courses

BusAd courses numbered 100 or above are open to juniors and seniors only. BusAd majors who seek to enroll in these courses must have completed all lower

and upper division prerequisites. Non-majors should consult the chair.

100 A,B,C Senior Honors Forum

A year-long capstone course, principally for the Honors Concentration in Financial Services. The course integrates the major functional areas of business viewed in the broader context of strategic management and decision-making from a long-term perspective. The course utilizes the framework of strategic planning and long-term business and social implications, focused by in-depth analytical techniques.

The course includes direct application of the skills and theories developed in consulting and/or research assignments.

Teams operate in the field with Bay Area business, government, and other institutions addressing problem-solving in actual practice with and for "clients."

BusAd 100 A,B,C, to be taken in the senior year, is required for students in the Honors Concentration in Financial Services and may be taken by other majors with permission of the department chairperson. It provides three upper division credits in the major and enrollment is required in each of the senior year terms (fall, January Term, and spring). The courses must be taken in one academic year, beginning with the fall term. Prerequisites: BusAd 123, 125, 181 or 182; Economics 106. All must be completed prior to beginning BusAd 100 A,B,C.

120 Law and Business

Introduces students to the history, philosophies, and structure of the U.S. legal system, then focuses upon the central elements of that system to which they are likely to be exposed during their business careers. Provides them with an understanding of contract principles, product liability and consumer protection, white collar crime, business structures, governmental and societal regulation of business practices, property ownership and transfers, money and its substitutes, credit and insolvency, and an introduction to international business transactions.

121 Advanced Legal Topics in Business

This course offers an analysis of how business managers can effectively operate their businesses in an environment of ever-increasing involvement of the legal system in business affairs. Discusses the

origins of the various statutory and regulatory schemes, particularly in the areas of securities regulation and insider trading, intellectual property rights, anti-trust legislation and fair competition practices, environmental protection, trade unions and employment regulations, product safety and consumer protection.

Prerequisite: BusAd 120.

123 Financial Management

A study of the organization and financial administration of business enterprise. The course includes such topics as financial analysis, value and value theory, risk analysis, investment decisions, corporate finance and theory, working capital management and related topics.

124 Marketing

The principles of major areas of marketing decision-making that confront organizations. Topics include the utilization of marketing information systems as well as the formulation and implementation of integrated product, pricing, distribution, and promotion strategies.

125 Marketing of Financial Services

A study of the principles of marketing as applied to service firms. Special emphasis is placed on major areas of marketing decision-making that confront financial services businesses. Topics covered include the utilization of marketing information systems as well as the pricing, distribution, and promotion of services. This course may not be taken for credit if BusAd 124 has been taken.

126 Advanced Marketing

A detailed treatment of strategic marketing planning and the development of fully integrated marketing programs. Topics include market analysis, marketing mix strategies, product positioning, market segmentation, and related social and ethical issues. Prerequisites: BusAd 124 or 125.

131 Organization Theory

A study of the structure, functioning, and performance of organizations, and the impact of psychological and sociological variables on the behavior of groups and individuals within them. Discussions include theories of motivation, leadership, decision-making, power and influence, group dynamics, corporate cultures, ethics, technology, global structures, and diversity management.

132 Operations Management

A study of essential areas of operations decision-making encountered by organizations in the manufacturing and service sectors. Topics include capacity planning, production and product design, scheduling and quality management.

140 Strategic Management

A capstone course which must be taken in the spring term of the senior year, it integrates the major functional operating areas of business firms viewed within the broader context of strategic management, i.e., the process of managerial decision making and actions that determine the long-run performance of business organizations. Prerequisites: Economics 106; BusAd 120, 123, 124, 131, 132. This course may not be taken for credit if BusAd 100 is taken. BusAd 140 is not offered in the fall term.

175 Information Systems

An overview of business applications of information technology. How networked computers, data, technical specialists, and managers combine to form an information system. The role of information systems in marketing, finance, production, and other areas. Ways to create and use information systems. Cross-listed with Economics 175.

180 International Business

The special opportunities and risks firms face as a result of the rapid globalization of business. The economic, cultural, and institutional factors which must be considered; the marketing, financial, managerial, and strategic considerations which lead to success. Prerequisites: Economics 1 and 2.

181 Ethical, Social, and Political Issues in Business

This course examines the social and ethical dimensions of business, e.g., the ethics of exchange (consumerism), the environmental ethic, and the ethics of workplace issues (discrimination and diversity). Students gain greater awareness of social issues affecting the firm and learn to use moral reasoning to make business decisions that are both economically and ethically sound.

182 Business, Economics, and Catholic Social Ethics

An alternative version of BusAd 181. Covers the same subject matter, but adds Catholic social thought to the framework studied.

195 Internship

Work-study program conducted in an appropriate internship position, under the supervision of a faculty member. Normally open to junior and senior students only. Permission of instructor and department chairperson required.

197 Special Study

An independent study or research course for students whose needs are not met by the regular courses in the curriculum. Permission of the instructor and department chairperson required.

199 Honors-Special Study

An independent study or research course for upper division majors with a B average in business administration. Permission of the instructor and department chairperson required.

Honors Concentration Program in Financial Services

An Honors Concentration is offered to all qualified business administration majors. The program is designed for students motivated to explore critical business disciplines in greater depth, focus, and intensity. The program utilizes the financial services industries as its integrating theme and is intended to prepare students for professional careers in a variety of fields, including finance, as well as for graduate study in business, law, and other disciplines.

Admission requires a major grade point average of at least 2.75 or special permission of the department chairperson. Students completing the Concentration with a GPA of 3.0 in all courses required in the Concentration will receive departmental honors recognition upon graduation. The Honors Concentration in Financial Services requires certain special courses and/or special course sections as follows, or special application to the Program Director:

Lower Division

Same requirements as Business Administration major, but should be completed by the end of sophomore year.

Upper Division

Core required courses:

BusAd 100 (A,B,C) Senior Honors Forum
 BusAd 123 Financial Management
 BusAd 125 Marketing of Financial Services
 BusAd 181 Ethical, Social, and Political Issues in Business or BusAd 182 Economics 106 Macroeconomic Theory
 Economics 130 Money, Credit and Banking

Students are advised to take BusAd 123 and BusAd 125 in their junior year.

Elective requirements (choose one)

BusAd 120 Law and Business
 BusAd 131 Organization Theory
 BusAd 180 International Business

International Concentration

The International Concentration is designed for students whose career view extends beyond U.S. borders. It provides an opportunity to study other countries, languages, and cultures, and includes the experience of living abroad.

The Concentration requires completion of the business administration major courses, plus BusAd 180, International Business. Additional requirements are:

- two cross-cultural courses,
- two regional specialty courses,
- three college terms in a foreign language,
- one term of the junior year abroad.

The additional courses can normally be counted for Area A requirements or January Term credit. A listing of approved courses is available from the Coordinator of the International Concentration. The foreign language courses, together with Accounting 1, 2, and BusAd 40, should be completed prior to the start of the junior year.

A major grade point average of at least 2.5 is required for admission to the Concentration; a major GPA of at least 2.8 is required to graduate in the Concentration.

See the Coordinator of the International Concentration or the chairperson of the Department of Business Administration for further information or to apply for admission.

Chemistry**Faculty**

Joel D. Burley, Ph.D., Associate Professor, Chairperson
 Steven J. Bachofer, Ph.D., Professor
 Kenneth J. Brown, Ph.D., Associate Professor
 John S. Correia, Ph.D., Professor
 Jodi L. Wesemann, Ph.D., Associate Professor

The primary objective of the Chemistry department is to offer a versatile program that will prepare students for several options upon graduation: employment in industry; graduate work in chemistry and related areas; entry into professional schools such as medicine or dentistry; and entry into other areas such as law or teaching in secondary schools. Using a balance of theoretical and experimental work, the curriculum provides students with a solid understanding of fundamentals, the ability to reason through unfamiliar problems, the tools to investigate a topic in depth, and the skills to effectively communicate their knowledge.

The department also recognizes that since chemistry is a discipline that studies the substances that constitute the universe, it is in itself important and also strongly influences other fields. To this end, non-major courses are offered that provide useful components for the overall education of many college students.

Admission Requirements

Students planning a major in chemistry must present credits in one year of chemistry, one year of physics, and four years of mathematics, and should have at least a B average in these subjects. Students with a good high school record but lacking credit in any of these subjects should remove any deficiencies in summer school. Students majoring in Science should be particularly alert to the Language Proficiency requirement (see Program of Study, pp. 31-33).

Major Requirements

There are three options for the student wishing to pursue a chemistry major, one of which is the standard chemistry major. The department also offers two other chemistry majors, one with a biochemical concentration and one with an environmental concentration; both concentrations recognize the importance of chemistry to interdisciplinary fields of study. Students may arrange for other chemistry concentrations, but these need to be approved by the chairperson of the Chemistry department to ensure that a coherent major is constructed.

Lower Division

The following lower division courses are required for all three majors in chemistry: Chemistry 8, 9 (lab), 10, 11 (lab), 89; Mathematics 27, 28. In meeting the College's second language requirement, German is highly recommended. Each major has additional lower division requirements as follows:

For the standard chemistry major, Mathematics 29 and Physics 1, 2 (lab); 3, 4 (lab) must also be completed.

For the chemistry major—biochemical concentration, students must also take: Physics 1, 2 (lab), 3, 4 (lab) or Physics 10, 20 (lab), 11, 21 (lab) and Biology 90, 91 (lab), 92, 93 (lab).

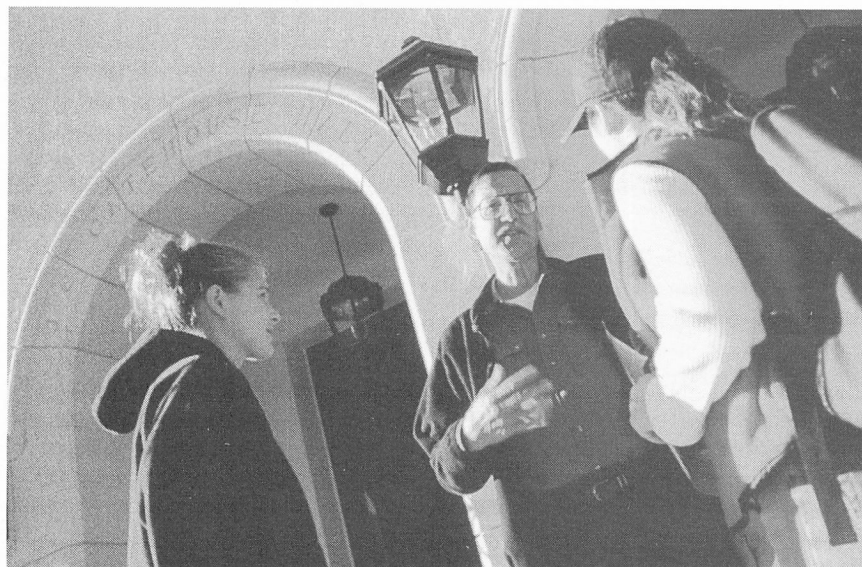
For the chemistry major—environmental concentration, students must also take: Physics 1, 2 (lab), 3, 4 (lab) or Physics 10, 20 (lab), 11, 21 (lab) and Biology 90, 91 (lab), 94, 95 (lab).

Upper Division

All three major concentrations include the following core of upper division courses: Chemistry 104, 106, 114, 115, 130. Each major has additional upper division requirements as follows:

For the standard chemistry major, students must take Chemistry 108, 110, 111 or 119, 118, 197 or 199.

For the biochemical concentration, students must take Chemistry 108 or 118 and any two of the following: Chemistry 110, 111, 118 or 108, 197 or 199. Also required are Biology 135 and 137.



For the environmental concentration, students must take Chemistry 108 or 118, 119, and any one other upper division chemistry course. Also required are Biology 125 and either Biology 146 or 152.

Minor Requirements

The minor in chemistry requires Chemistry 8, 9 (lab) and 10, 11 (lab), and any three upper division chemistry courses excluding Chemistry 104 and 106.

Suggested Chemistry Major Program

A suggested four-year program of study for a major in chemistry is available from any Chemistry department member. Note that all freshmen are required to complete two Collegiate Seminars in the first year, one each in the fall and spring terms. Two additional Collegiate Seminars must be completed before graduation, and other College requirements as specified in the Program of Study (see pp. 31-33). Particular attention is called to the Language Proficiency requirement. Students may select courses of their choice for remaining electives.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Lower Division Courses

2 Principles of Chemistry

An introduction to topics in organic chemistry and biochemistry for those students with an interest in the life sciences. Students may not enroll in this course until they have been sufficiently counseled as to whether it is appropriate to their needs. Four lectures per week. Prerequisite: one year of high school chemistry, one year of algebra.

3 Principles of Chemistry Lab (.25)

To accompany Chemistry 2. A simplified introduction to experimentation in chemistry. One lab per week. Laboratory fee \$125.

8 General Chemistry I

A study of the fundamental principles of chemical science and the chemistry of the more common elements and their compounds. Four meetings per week. Prerequisite: high school chemistry and a satisfactory score on a placement examination given at the beginning of the school year. Chemistry 8 is offered only in the fall term.

9 General Chemistry Lab I (.25)

To accompany Chemistry 8. An introduction to experimentation in chemistry. One lab per week. Laboratory fee \$125.

10 General Chemistry II

A continuation of Chemistry 8. Four meetings per week. Chemistry 8 with a grade of C- or better, is prerequisite to Chemistry 10, which is offered only in the spring term.

11 General Chemistry Lab II (.25)

To accompany Chemistry 10. An introduction to experimentation in chemistry. One lab per week. Laboratory fee \$125. Chemistry 9 is prerequisite to Chemistry 11.

20 Concepts in Chemistry

A course especially designed to acquaint the non-science student with science as a way of thinking and to introduce important chemical concepts and their relation to human activities. Three lectures and one lab per week. Laboratory fee \$125.

89 Chemical Literature (.25)

A systematic study and use of the literature of chemistry and allied fields. One meeting per week.

Upper Division Courses

Chemistry 8 and 10 with a grade of C– or better are prerequisite to all upper division courses. Chemistry 104 and 106 are prerequisite to Chemistry 108, 110, 111 and 130. Except for Chemistry 104 and 106, the following regular courses are taught only in alternate years. Chemistry 197 and 199 are offered as needed.

104 Organic Chemistry I

An introduction to the concepts of structure and reactivity of organic compounds. Four lectures and one lab per week. Chemistry 104 is offered only in the fall term. Laboratory fee \$125.

106 Organic Chemistry II

A continuation of Chemistry 104. Four lectures and one lab per week. Chemistry 104 is prerequisite to Chemistry 106, which is offered only in the spring term. Laboratory fee \$125.

***108 Theory and Practice of Separation and Identification**

A study of the separation, purification, and identification of compounds using chemical, chromatographic, and spectroscopic techniques. Two lectures and two labs per week. Laboratory fee \$125.

***110 Special Topics in Chemistry**

An exploration of important areas in modern chemical research involving various elements of the discipline. The course includes reading and discussion of journal articles and may include use of the computer for molecular modeling, information retrieval, and analysis of data, depending on the selected topics. Prerequisites: Chemistry 89 and Chemistry 130.

***111 Advanced Organic Chemistry**

An in-depth examination of the important mechanisms of organic reactions, the methods used to study them, and the relationship between structure and reactivity. Three lectures per week.

***114 Physical Chemistry I**

A study of chemical theory, specifically thermodynamics, chemical kinetics, and quantum mechanics. Three meetings and one lab per week. Prerequisite: Mathematics 27, 28. Chemistry 114 is offered only in the fall term. Laboratory fee \$125.

***115 Physical Chemistry II**

A continuation of Chemistry 114. Three lectures and one lab per week. Laboratory fee \$125. Chemistry 114 is prerequisite to Chemistry 115 which is offered only in the spring term.

***118 Instrumental Chemical Analysis**

A study of the principles used in the design and construction of instruments and their applications in chemistry. Two lectures and two labs per week. Laboratory fee \$125.

***119 Environmental Chemistry**

A study of the theory and practice of water, air, and soil chemistry with emphasis on the problem areas within our environment. Three lectures and one lab per week. Laboratory fee \$125.

***130 Advanced Inorganic Chemistry**

A study of the structures, reactions, and relationships of the elements and their compounds. Three lectures per week.

197 Special Study

Laboratory research in chemistry, under the direction of a faculty advisor. Results from the research project will be summarized in the form of a written thesis. Prerequisites: senior standing and the consent of the faculty advisor. Laboratory fee: \$125.

199 Honors-Special Study

Laboratory research in chemistry, under the direction of a faculty advisor. Results from the research project will be summarized in the form of a written thesis. Prerequisites: senior standing, a 3.00 GPA (minimum) in chemistry coursework, and the consent of the faculty advisor. Laboratory fee \$125.

.....

Classical Languages

Faculty

John A. Dragstedt, Ph.D., Professor,
Chairperson
Brother Theophane Ke, F.S.C., B.A.,
Lic. Rel. Sc., Lecturer
Brother S. Dominic Ruegg, F.S.C., Ph.D.,
Professor Emeritus

The specific aim of the Classical Languages department is to provide a sufficient training for those majoring in classics to enable them to enter graduate studies in classics or the various related fields of philosophy, ancient history, archaeology (for example). The courses are broad enough in concept to satisfy the general cultural appetites of the college student, apart from any interest in further study.

Historically, the department has worked closely with the Integral Program: the lower division Greek courses are identical to the language tutorial courses for the first two years.

Entering freshmen and transfer students will be placed in courses suitable to the level of their preparation.

Major Requirements

Eight upper division courses with a concentration in either Greek or Latin, or a combination of courses in Greek and Latin.

Minor Requirements

The minor in Latin or Greek requires Latin 101, 102, 110, and two electives in Latin; or Greek 101, 102, 106, and two electives in Greek.

Greek**Lower Division Courses****1 Elementary Greek**

Beginner's course. Morphology, syntax, introduction to the reflective and scientific analysis of language. (Cross-listed as Integral 51)

2 Elementary Greek

Continuation of Greek 1. Reading of texts of Plato and Aristotle. Prerequisite: Greek 1. (Cross-listed as Integral 52)

* Offered in alternate years.

3 Intermediate Greek

Reading of selected authors, study of various types of discourse. Reading of Plato, Aristotle, lyric poetry, and drama. Discussion of logic, rhetoric, and dialectic. Prerequisite: Greek 2. (Cross-listed as Integral 53)

4 Intermediate Greek

Continuation of Greek 3. Prerequisite: Greek 3. (Cross-listed as Integral 54)

Upper Division Courses

Greek 3 and 4 or an acceptable equivalent are prerequisite to all upper division courses, except for Greek 163 and 166.

101 Plato

A reading of a shorter and of a longer dialogue with consideration of the contemporary background, and the range of philological and philosophical questions. A number of the dialogues which are lesser-known are read and considered in translation. An attempt is made to view the totality of Plato's work and life.

102 Homer

A study of epic dialect and technique of composition; methods of historical and literary interpretation. The nature of myth and a comparison of the diverse forms of ancient epic in various cultures are topics.

103 Greek Historians

The history of Greek historiography is studied by examples of the methods of Herodotus, Thucydides, Xenophon and Polybius from their texts.

105 Greek Orators

Why Rhetoric was the major science of Antiquity is investigated. Examples are taken from the canon of Attic orators.

106 Greek Dramatists

Greek playwrights are studied in as broad a representation as possible: the tragedians, Aristophanes and Menander.

107 Aristotle

A study of Aristotle's scientific method and its relationship to metaphysics as exemplified in the *Physics* and *Metaphysics*, as well as of his concept of dialectic as opposed to that of Plato.

110 New Testament Greek

A sampling of Hellenistic Greek is studied as background, and the course then concentrates upon the Gospels and Paul in selection.

115 Greek Lyric Poets

Special attention is accorded Pindar. The history of Greek lyric is studied in examples.

160 Greek Literature in Translation

Texts of epic, dramatic, lyric, and historical and philosophical genres are presented and discussed, and their relationships to modern literature considered.

***163 Greek History and Civilization**

A study of the religious, social, political, and economic conditions of Ancient Greece (2000-250 B.C.) through history and archaeology. Selected ancient authors are read in their historical context. The course is the first half of a study of ancient history. (Cross-listed as History 181.)

166 Classical Archaeology

A study of the topography and monuments of Greece and Rome. Methods of archeological research.

199 Honors-Special Study

An independent study or research course for upper division majors with a B average in Greek. Permission of the instructor and department chairperson is required. Course normally requires Greek composition. On an individual basis, students work with composition textbooks in order to submit for revision their own renderings into Classical Greek.

Latin**Prerequisite Grade**

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Lower Division Courses**1 Elementary Latin**

Beginner's course. Morphology, syntax, exercises in composition and translation.

2 Elementary Latin

Continuation of Latin 1. Prerequisite: Latin 1.

3 Intermediate Latin

Reading of prose. Deepened study of language. Prerequisite: Latin 2.

4 Intermediate Latin

Reading of poetry. Prerequisite: Latin 3.

Upper Division Courses

Latin 3 and 4 or an acceptable equivalent are prerequisite to all upper division courses, except for Latin 163.

101 Cicero

The full variety of Cicero's texts is sampled, and he is located within the history of the Republic.

102 Roman Historians

A study of representative texts of Sallust, Livy and Tacitus, with attention to the widest range of interpretative problems.

103 Patristic Latin

Texts of Tertullian, Augustine and Boethius are read, with special attention to the *Confessions*.

104 Roman Comedy

A study of the plays of Plautus and Terence, with attention to contemporary social history and the traditions of the stage.

108 Horace

A study of Horace's major lyrics, with admission of various methods of interpretation for discussion.

109 Roman Law

The nature and history of Roman law is studied in translation. Its theoretical and historical relation to Common Law is examined.

110 Virgil

The entire corpus of Virgil's writing is sampled. Philosophical and literary problems are examined.

161 Latin Literature in Translation

Texts of all genres are considered. Historical background and mythological tradition are presented as well as connections to modernity.

***163 Roman History and Civilization**

A study of pre-Roman Italy and the growth of Rome into a worldwide empire (1000 B.C.-450 A.D.) through history and archaeology. Selected ancient authors are read in their historical context. The course is the second half of a study of ancient history. (Cross-listed as History 182).

199 Honors-Special Study

An independent study or research course for upper division majors with a B average in Latin. Permission of instructor and department chairperson is required.

Collegiate Seminar

The faculty of the Collegiate Seminar Program is drawn from all departments of the College.

Collegiate Seminar Governing Board

Charles Hamaker, Ph.D., Associate Professor, Interim Director of the Collegiate Seminar Program; Mathematics and Computer Science
 Jerry Bodily, Ph.D., Professor, Economics
 Gerald Brunetti, Ph.D., Professor, Liberal and Civic Studies Program and Education
 Theodora Carlile, Ph.D., Professor, Integral Program
 John Dennis, Ph.D., Lecturer in Collegiate Seminar and History
 Jeanne Foster, Ph.D., Professor, Extended Education
 Brother Charles Hilken, F.S.C., Ph.D., Associate Professor, History
 Barry Horwitz, M.A., Lecturer, English and Drama
 Lisa Manter, Ph.D., Associate Professor, English
 Frank Murray, Ph.D., Associate Professor, Performing Arts
 Marsha Newman, Ph.D., Associate Professor, Liberal and Civic Studies Program and English and Drama
 Brother DeSales Perez, F.S.C., Ph.D., Professor, Modern Languages
 J.D. Phillips, Ph.D., Associate Professor, Mathematics and Computer Science
 Alvaro Ramirez, Ph.D., Associate Professor, Modern Languages
 Sara Stampp, Ph.D., Professor, Psychology

Since 1941 the Collegiate Seminar program has played a key role in the undergraduate academic experience at Saint Mary's College. In introducing students to the great writings that have shaped the thought and imagination of the western world, the program aims to develop in students skills of analysis, critical thinking, interpretation and communication that will help them read and discuss significant works with increased understanding and enjoyment. More specifically, the program brings students into direct contact with the works of great minds—poets, philosophers, scientists, historians—to help them understand the ideas that have shaped the present. In addition, the Collegiate Seminar program sees these

encounters as opportunities to cultivate habits of careful and disciplined reading so that students can discover for themselves the meanings embodied in any works that they may read, not just those drawn from the Great Books canon.

The Collegiate Seminar program involves all undergraduate students and faculty throughout the Schools and academic departments of the College. For both students and faculty, engagement in the Collegiate Seminar program transcends individual disciplines and programs of study. The program is based on a genuine sense of collegiality and reflects the basic identity of the College as an intellectual community. It offers students and faculty of different departments the opportunity to meet and to interact. Though given to different ways of seeing and thinking, students and faculty join to share a common experience—the reading and discussion of the same great texts.

Classes meet around a seminar table in small groups so that each person can participate actively in the discussion. The faculty discussion leader formulates questions about the texts in order to challenge the students to develop, through the process of discussion, defensible interpretations of their own. Discussion entails the stating of opinions and the uncovering of assumptions; students present evidence to support their position or to defend it against objections; they respond to other students' views, exposing contradictions and clarifying ambiguities. Through engagement in such discussion, students are encouraged to read actively, to think critically, to listen well, and to converse in a spirit of cooperation, developing skills they can use throughout their lives.

All freshmen enroll in Seminar 20 and 21. All transfer students enroll in Seminar 120 and 121.

Reading Lists

The reading lists which follow are representative and are subject to modification.

20/120 Greek Thought

Homer, *The Odyssey*
 Aeschylus, *Agamemnon*, *Libation Bearers*, *Eumenides*
 Sophocles, *Oedipus Rex*, *Antigone*
 Herodotus, *Histories* (selections)

Aristophanes, *Lysistrata*
 Plato, *Meno*, *Symposium*
 Aristotle, *Nicomachean Ethics* (selections)
 Euclid, *The Elements* (selection)
 Anonymous, "Two Athenas," (ca. 340-425 B.C.)
 Sappho (selections)
 Euripides, *Bacchae*

21/121 Roman, Early Christian, and Medieval Thought

Prerequisite: Seminar 20 or 120.

Marcus Aurelius, *Meditations*
 Lucretius, *On the Nature of the Universe*
 Virgil, *The Aeneid*
 Plutarch, *Life of Coriolanus*, *Life of Mark Anthony*
 de Pizan, *The Book of the City of Ladies*
 The Bible, *Gospel of Mark*; *Genesis 1-6*
 St. Augustine, *Confessions*
 Marie De France, "Prologue and Guigemar"
 St. Thomas Aquinas, *Summa Contra Gentiles*
 Dante, *The Divine Comedy*, "The Inferno"
 Chaucer, *Canterbury Tales*, "The Wife of Bath's Tale," "The Merchant's Tale"
 Hildegard of Bingen, *Scivias*; "Illumination"

122 Renaissance Seventeenth and Eighteenth Century Thought

Prerequisite: Seminar 21 or 121

Machiavelli, *The Prince*
 Luther, *On Christian Liberty*
 Bartolome de las Casas (selections)
 Cervantes, *Don Quixote*
 Shakespeare, *The Tempest*
 Galileo, *The Starry Messenger*
 Descartes, *Discourse on Method and Related Writings*
 Hobbes, *Leviathan* (selection)
 Swift, *Gulliver's Travels* (selections)
 Sor Juana Ines de la Cruz, "Letter to Sor Filotea De La Cruz"
 Voltaire, *Candide*
 Rousseau, *Discourse on Inequality*
 Jefferson, *The Declaration of Independence*, *Notes on the State of Virginia* (selections)
 Wollstonecraft, *Vindication on the Rights of Women*
 Aphra Behn, *Oroonoko*
 Lippi, *La Vergine Col Figlio*

123 Nineteenth and Twentieth Century Thought

Prerequisite: Seminar 122

- Newman, *Idea of a University* (selection)
 Darwin, *The Origin of Species* (selection)
 Blake, *Songs of Innocence and Songs of Experience* (selections)
 Marx, *Communist Manifesto, Wage-Labour and Capital, Estranged Labour*
 Thoreau, *Walking*
 Freud, *Origin and Development of Psychoanalysis, Civilization and Its Discontents*
 Ibsen, *A Doll House*
 Woolf, *A Room of One's Own*
 Bacon, "Triptych inspired by Oresteia of Aeschylus"
 Unamuno, *St. Emmanuel The Good, Martyr*
 Garcia Marquez, *One Hundred Years of Solitude*
 Malcolm X, "The Ballot or the Bullet"
 Martin Luther King, *Letter from Birmingham Jail*
 Toni Morrison, *Beloved*
 Nietzsche, *Genealogy of Morals*

124 Multicultural Thought

Selected readings from 20th-century multicultural authors of the United States, especially from California. Readings continue the dialogue with authors from previous seminars, give renewed attention to questions raised in those contexts, and address contemporary issues as well. Prerequisite: Seminar 20 or 120.

125 World Traditions

Readings from the traditions of Asia, Africa, and the Middle East which raise basic human questions of courage, compassion, loyalty, and wisdom. These works from around the world are selected to extend the themes and ideas from both the Western Tradition sequence and the Multicultural Thought Seminar to a truly global conversation. Prerequisite: Seminar 20 or 120.

190 Co-Leader Apprenticeship (.25)

A course designed for specially selected, experienced seminar students assigned to assist a faculty member as student co-leader for a specific seminar class. As co-leaders, students participate in discussions in a seminar they have already completed, as facilitators and models. Meetings with assigned seminar faculty by arrangement. May be repeated for credit.

Communication

Faculty

- Brother Raymond C. Berta, F.S.C., Ph.D., Associate Professor, Chairperson
 Shawny Anderson, Ph.D., Associate Professor
 Rebecca Carroll, Ph.D., Professor
 Susan F. Fallis, Ph.D., Associate Professor
 Ellen Rigsby, Ph.D. Candidate, Assistant Professor
 Rev. Michael A. Russo, Ph.D., Professor
 Kusum J. Singh, Ph.D., Professor
 Victoria Trostle, M.F.A., Lecturer
 Edward E. Tywoniak, M.F.A., Lecturer

The communication process constitutes the fabric of human society. This relational process is woven into personal, community, business, artistic, and religious life—and into the dialogue among the cultures and nations of the world. Critical examination of this process describes, interprets, and evaluates these relationships.

Communication, as an academic discipline, draws upon the humanities, the social and natural sciences, and the professions. The communication faculty have interdisciplinary backgrounds that enrich the academic and cultural environment of the department. The curriculum is both conceptual and applied. Core courses prepare for in-depth exploration of one or more areas of inquiry. Currently, these areas are: (1) interpersonal/organizational and (2) mass communication. The pedagogy combines lecture, seminar, and performance. The intent of the program is to guide students toward academic excellence and realistic career goals. Communication studies at Saint Mary's reflect the Catholic character and liberal arts tradition of the institution.

To begin the program, all majors are required to take Introduction to Communication (Communication 2). Majors take seven core courses and a selection of electives (field studies and sequence courses). They also participate in a senior research seminar or write a senior thesis. A total of 11 courses within the department is required for graduation.

Major Requirements

The required courses are listed below by category—core courses, field studies, and sequence courses. For each course, the identifying number in parentheses indicates the appropriate category: (1) core curriculum, (2) field studies in mass communication, (3) field studies in interpersonal/organizational communication, (4) sequence courses—broadcast, (5) sequence courses—print, (6) sequence courses—interpersonal/organizational.

Core Courses (1)

Lower division Communication 2, 10, and 25.
 Upper division Communication 100, 112, 118, 196 or 198.

Field Studies

Two courses must be taken from one of the following groups:

Mass Communication (2)

Communication 105, 106, 107, 108, 109, 158, 161, and 163.

Interpersonal/Organizational Communication (3)

Communication 104, 116, 117, 120, 147, 160, 161, and 163.

Sequence Courses

One of the following two-course sequences:

Integrated Media (4)

Communication 132 and 133.

Print Group (5)

Communication 122 and 123.

Interpersonal/Organizational Group (6)

Communication 170 and 171.

Minor Requirements

The minor in communication requires Communication 2, 10; either 25 or 100; one course from the following: 105, 106, 108, 109, 112, 116, 117, 118 or 120; and one of the following two-course sequences: 122 and 123, 132 and 133, 140 and 141, 170 and 171.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C– or better in the prerequisite course.

Computer Science

See Mathematics and Computer Science

Cross-Cultural Studies

Students who intend to pursue careers or graduate work in such fields as bilingual education, community services, or international relations, or who wish to broaden their program of studies, may petition to establish an interdisciplinary major in Cross-Cultural Studies. Such a major must include courses from at least three disciplines and consist of nine upper division courses with at least two chosen from each of the three disciplines. Lower division courses will be dependent upon the various disciplines chosen.

For information regarding the composition of the interdisciplinary Cross-Cultural major, student should contact the chairpersons of the appropriate departments which form the major. The major must be approved by these department chairpersons and by the Dean of the School of Liberal Arts.

Appropriate courses might be chosen from the departments of Anthropology/Sociology, Economics, English, History, Modern Languages, Philosophy, Politics, and Psychology.

Economics

Faculty

Joan U. Hannon, Ph.D., Professor,
Chairperson
Roy E. Allen, Ph.D., Professor
Jerry J Bodily, Ph.D., Professor
Kristine L. Chase, Ph.D., Professor
Andrew L. DeGall, J.D., Professor
Emeritus
Elizabeth Katz, Ph.D., Assistant Professor
William C. Lee, Ph.D., Professor
Asbjorn Moseidjord, Ph.D., Associate
Professor
Carolyn Sherwood-Call, Ph.D., Lecturer
Donald W. Snyder, Ph.D., Professor
William F. Tauchar, Ph.D., Professor
Emeritus
Theodore Tsukahara, Ph.D., Professor

Economics is often called the “science of choice.” The economics major helps develop clear, rational problem-solving skills useful in business, government, the professions, and everyday life. Additionally, the economics major provides an understanding of economic institutions and policies today and as they have developed over time.

The major in economics leads to either a bachelor of science or a bachelor of arts, depending on the student’s area of interest. The bachelor of science major is a quantitatively oriented program which provides excellent preparation for graduate studies and careers in economics or business administration. The bachelor of arts major is a social science oriented program that is ideal for students planning professional studies and/or careers in law, teaching, business, or the public or non-profit sectors.

The courses required for both majors combine a core of economic theory with the opportunity for students to explore a wide range of applications and/or to pursue in depth a personal interest area in economics. For exposure to the breadth of economics, the department recommends that majors choose their elective economics courses to include one from each of the following area:

- A. Microeconomic Issues, Applications and Policy (Economics 135, 150, 152)
 - B. Macroeconomic Issues, Applications and Policy (Economics 130, 136)
 - C. International Perspectives (Economics 160, 190, 192)
 - D. Historical and Institutional Perspectives (Economics 111, 160)
- The appropriate area for Economics 100 195 and 197 will vary with chosen course focus.

Economics majors desiring a more concentrated focus or preparing for a career in law should consult with an economics advisor for assistance in selecting elective courses in economics and the allied disciplines.

The economics minor is an excellent complement to many majors such as politics, history, mathematics, communication, accounting and business administration. The minor provides students with a core of economic theory and a sampling of the many fields of economics.

Internships

Students who want to combine study with practical experience in economics should contact the department in advance for information on a variety of opportunities available in both the private and public sectors. Course credit for internships may be available through enrollment in Economics 195.

Honors

Majors who maintain at least a B average in economics may qualify to complete an Honors Thesis in their senior year. Honors thesis candidates normally begin the thesis project in Economics 120 or 142 and, with permission of the instructor and department chairperson, complete it in Economics 199.

Majors and minors who maintain a GPA of 3.0 overall and 3.0 (3.25 for minors) in their economics courses will be inducted into the Saint Mary’s chapter of and awarded a lifetime membership in Omicron Delta Epsilon, the internationally-recognized Economics Honors Society.

Major Requirements for Bachelor of Science Degree

Lower Division

Principles of Micro/Macro-Economics (Economics 3, 4)
Statistics (may be satisfied by BusAd 40, Politics 100, Mathematics 4 or Psychology 103)
Mathematics 27-28

Upper Division

Economics 102, 105, 106, 141, 142, and four additional full credit upper division courses in economics, not to include Economics 199.

For exposure to the breadth of economics, the department recommends that bachelor of science majors choose their five elective economics courses to include one from each of the four areas listed above. Majors desiring a more concentrated focus or preparing for a career in law should consult with an economics advisor for assistance in selecting elective courses.

Major Requirements for Bachelor of Arts Degree

Lower Division

Principles of Micro/Macro-Economics (Economics 3, 4)

Statistics (may be satisfied by BusAd 40, Politics 100, Mathematics 4 or Psychology 103)

One of the following: Mathematics 3, 27, or any upper division mathematics course except Mathematics 101.

Upper Division

Economics 102, 105, 106, and 120. Five additional full credit upper division courses in economics (not to include Economics 199). For exposure to the breadth of economics, the department strongly recommends that bachelor of arts majors choose their five elective economics courses to include one from each of the four areas listed above. Majors desiring a more concentrated focus or planning a career in law should consult with an economics advisor for assistance in selecting elective courses in economics and the allied disciplines. Bachelor of arts majors who have completed the appropriate prerequisites in math and statistics may include Economics 141-142 among their upper division economics elective courses.

Two courses from among the following allied disciplines:

Anthro/Soc: 114, 120, 123, 124, 130, 134
 BusAd: 120, 121, 181 or 182
 History: 104, 105, 117, 134, 136, 137, 151, 154, 161, 162, 172
 Philosophy: 108, 113, 115, 116
 Politics: 101, 104, 106, 107, 110, 111, 114, 120, 130, 135

Waivers of prerequisites or class standing require the approval of the department chairperson.

Some upper division courses (including the required courses 120, 141, and 142), may be offered in alternate years only. The student must determine, prior to his/her registration for the junior year, in a conference with his/her advisor, which courses are currently being given in alternate years so that he/she will have an opportunity to complete all required courses in a timely manner.

Minor Requirements

A student may earn only one minor in the School of Economics and Business Administration. The minor in economics requires successful completion of seven courses: Principles of Micro/Macro Economics (Economics 3, 4); Statistics (may be satisfied by BusAd 40, Politics 100, Mathematics 4 or Psychology 103); Micro/Macro-Economic Theory (Economics 105, 106); and two additional full credit upper division economics courses, which may not include more than one from Area B (Economics 130, 136).

Economics minors are encouraged to choose their upper division economics electives from two of the four areas listed above. Minors desiring a research experience in economics may include in their upper division economics electives Economics 120 or (with the appropriate math and statistics prerequisites) Economics 141-142.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Lower Division Courses

3 Principles of Micro-Economics
 Introduction to the concepts and tools of micro-economic analysis. Micro-economics is concerned with individual economic units including representative consumers, firms, and markets. Topics include resource allocation, income distribution, and price, wage, and quantity determination in competitive and non-competitive markets. Microeconomic analysis, based in models of the rational decision-making behavior, is applied to selected current economic issues.

4 Principles of Macro-Economics
 Introduction to the concepts and tools of macro-economic analysis. Macro-economics is concerned with the relationship between major economic aggregates including firms, households, and government. Topics include the determination of the level of aggregate economic activity, inflation, unemployment as well as government's ability to achieve a full employment, non-inflationary Gross National Product using fiscal and monetary policy. Macroeconomics is

applied to current economic issues including economic growth, business cycles, the government budget, and the policies of the Federal Reserve.

*10 Economics and Society

A nontechnical, introductory approach to micro- and macroeconomics principles and issues designed for students with little or no background in economics who desire to learn what it's about. Students are introduced to the tools, terminology, and analytical methodology of economics through their application to a number of real world social, political, and economic issues. Economics 10 does not substitute for Economics 3 or 4, and may not be taken by those who have completed Economics 3-4 (previously 1-2).

Upper Division Courses

Principles of Micro/Macro-Economics are prerequisite to all upper division courses except Economics 100, 111 and 150.

*100 Issues and Topics in Economics

Analysis of a selected theme, topic, issue, era, or region not covered by the regular course offerings of the department. Subject of the course will be announced prior to registration each semester when offered. Course will not be offered each semester but may be repeated for credit as content varies.

102 Development of Economic Thought

Survey of the major theoretical contributions to economics from Aristotle through the Mercantilists, Adam Smith, and Keynes. Emphasis on 19th and 20th century thought and the emergence of current economic theories.

105 Micro-Economic Theory

An intermediate level analysis of the motivation and behavior of producers and consumers under alternative market structures. Particular emphasis is placed on price determination and resource allocation, as well as the application of theory to real world issues. Prerequisite: Mathematics 3 or equivalent.

106 Macro-Economic Theory

An intermediate level analysis of the aggregate interrelationship between consumer, business, government, and the foreign sector in the determination of national income, employment, price

* Offered in alternate years.

level, and economic growth rate. Particular emphasis is placed on policy alternatives available to mitigate unsatisfactory performance of these variables. Prerequisite: Mathematics 3 or equivalent.

***111 Economic History of the United States**

Historical view of the development of the United States economy with particular emphasis on economic growth, income distribution, structural and institutional change in the 19th and 20th centuries. Course themes include the evolution of market structures, business organization, trade, and technology; the history of American living standards, income distribution, and poverty; immigration, race and gender roles; business cycle history; the changing role of government and the rise of the welfare state, American style. Students are provided an historical perspective on the origins of current economic issues.

***120 Research Seminar**

This seminar is designed to develop the student's ability to do economics research. Methods of economics research are examined and each student conducts a research project, from the initiation of the concept to be examined through hypothesis testing and evaluation of test data, under the guidance of the instructor.

130 Money, Credit, and Banking

A description and analysis of the role of money and credit in a modern economy. Special emphasis is placed on the banking system in the United States and the role of the Federal Reserve System and the impact of its actions on financial markets, interest rates, the price level, and the general level of economic activity. Prerequisite: Economics 106.

***135 Public Finance**

An analysis of the taxing and spending activities of government using theoretical, empirical, and institutional material. Topics include optimal provision of collective goods, cost-benefit analysis, tax incidence, policies aimed at efficient level of externalities such as pollution, income redistribution, models of democratic and bureaucratic decision making, and the design of government procurement contracts.

136 Investments

Description and analysis of the securities markets (bond, stock, etc.) from the viewpoint of the private investor. The student is introduced to asset valuation theories as well as the basis of portfolio selection. Particular emphasis is placed on the trade-off between risk and return, both for the individual assets and in a portfolio context. Prerequisite: BusAd 40 or equivalent.

***141-142 Methods of Quantitative Analysis**

The first part of this two-semester sequence explores the ways in which economists use mathematical techniques—especially linear (matrix) algebra and differential calculus—to represent and “solve” a wide range of theories, problems and hypotheses. Applications include the firm's profit maximization and the consumer's optimization of utility. Prerequisite: Math 27-28 and Economics 105.

The second part of the sequence is about how economists use statistical data to estimate and predict relationships between different economic variables. The goal is to have students become educated “consumers” and “producers” of econometric analysis; the former by studying how other economists make use of econometric methods in their work, and the latter by doing estimations (“running regressions”) themselves, using statistical software packages. Students will conduct an in-depth econometric research project on the topic of their choice. Prerequisites: BusAd 40 or equivalent and Economics 141.

***150 Environmental Economics**

Most environmental problems are economic in nature, i.e., they are caused by people's efforts to improve their material standard of living within an economic system that does not require them to bear the full costs of their actions. Economists approach these problems using a framework that finds society's best course of action based on calculation of all associated costs and benefits. In this class, the basic framework is first developed and then applied to a number of different situations, such as air and water pollution, disposal of hazardous substances, etc. Local, regional, national, and international issues are also covered.

***152 Labor Economics**

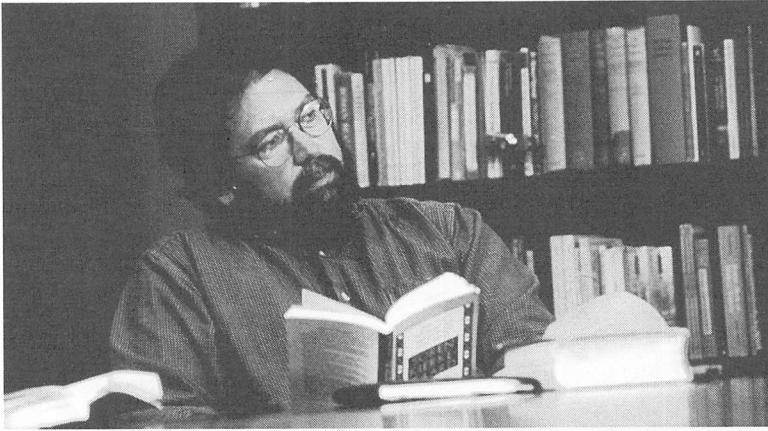
An extension and application of microeconomic theory to analysis of labor market processes that determine the allocation of human resources, as well as the level and structure of wages, employment and working conditions. The course devotes considerable attention to the public and private institutions (e.g., labor laws and unions) and sociological forces (e.g., prejudice and discrimination) that interact with demand and supply forces. Labor market models that take account of economic, sociological, and institutional forces are used to explain recent trends and patterns in the level and distribution of wages, employment, working conditions, and union membership. The models are also used to analyze the impact on labor markets of changes in trade, technology, immigration, family structures, and social norms; and to evaluate the efficiency and equity effects of government, business, and union policies.

***160 Comparative Economics Systems**

The production and distribution of goods and income, and the material welfare of people—the longtime concerns of economics—can be achieved in many different ways. This course examines capitalism, socialism, traditional village economies, and other ways to organize economic activity. Case studies from around the world will include less developed as well as developed countries, China, Russia, Latin America, the Middle East, and Africa. The course also examines the new globally-integrated economy, based significantly on the U.S. model, and how it impacts various regions of the world.

***190 International Economics**

An analysis of what determines the patterns of merchandise and services trade between countries, as well as an in-depth study of international financial markets. Special topics to be covered include: protectionism, economic reforms in Russia and China, the Third World debt crisis, U.S.-Japanese economic relations, and the future international trade environment.



*192 Economic Development

A broad overview of the leading topics in development economics, with an emphasis on the application of economic theory to problems of economic development in Latin America, Africa, and Asia, and the practical policy issues and debates. Topics include: the definition and measurement of economic development, macroeconomic theories of growth and structural change, poverty and inequality, population, human capital, agriculture and rural development, migration, environment, trade, debt, liberalization and structural adjustment, foreign investment and foreign aid.

195 Internship

Work-study program conducted in an appropriate internship position, under the supervision of a faculty member. Normally open to senior students only. Permission of instructor and department chairperson required.

197 Special Study

An independent study or research course for students whose needs are not met by the regular courses in the curriculum. Permission of instructor and department chairperson required.

199 Honors-Special Study

Independent study and research in an area of interest to the student culminating in a written thesis presenting the issue, methods of analysis, and research findings. Normally open only to seniors with at least a B average in economics who have completed Economics 120 or Economics 141-142 with a grade of B or better. (Seniors may be allowed to concurrently enroll in Economics 142 or 120 and 199). Permission of instructor and department chairperson required.

* Offered in alternate years.

Education

Faculty

Nancy Sorenson, Ph. D., Professor,
Dean of the School of Education
Ernest Baumgarten, Ph.D., Associate
Professor
Marguerite Dawson Boyd, Ph.D.,
Professor; Director of the Reading
Program
Elizabeth L. Brennan, Ph.D., Assistant
Professor; Director, Special Education
Program
Gerald J. Brunetti, Ph.D., Professor
Keith Campbell, Ph.D., Associate
Professor; Director, Single Subject
Program (on leave, 2001-2002)
Victoria B. Courtney, Ed.D., Associate
Professor; Coordinator, Early
Childhood Program
Nancy Dulberg, Ed.D., Assistant Professor
Laurie Edwards, Ph.D., Associate
Professor
Denise Fleming, Ph.D., Lecturer
Colette Fleuridas, Ph.D., Professor;
Director, Graduate Counseling
Program
Kathleen Gee, Ph.D., Associate Professor
Sharon Gegg, M.A., Lecturer
John Gertz, Ph.D., Lecturer
Barbara Grant, Ph.D., Associate Professor
Laura Heid, Ph.D., Professor
Diane Kettle, D.P.A., Assistant Professor
Carolyn Krohn, R.S.M., Ph.D., Assistant
Professor; Director, Multiple Subject
Program and Early Childhood Program
Vera Ligtelin-DePass, M.A.; Coordinator,
Montessori Teacher Training Program

Elaina Rose Lovejoy, Ph.D., Professor
Susan Marston, Ed.D., Lecturer
Zaida McCall-Perez, Ed.D., Associate
Professor; Director, CLAD Program
Mary Parish, Ed.D., Lecturer
Katherine D. Perez, Ed.D., Professor
Joan Peterson, Ed.D., Professor; Interim
Director, Single Subject Program
Rosemary Peterson, Ph.D., Professor
Jorge Silva, Ph.D., Lecturer
Joan Skolnick, Ed.D., Professor
Carole Swain, Ph.D., Professor
Lynne M. Wiley, Ph.D., Associate Professor;
Associate Dean

Education Courses

The School of Education offers undergraduate courses in education as preliminary preparation for a career in teaching and as part of a liberal education for the citizen and prospective parent. Visits to local schools provide opportunities for students to examine education as a possible career. Each January Term a supervised field experience is available to undergraduates to help them clarify their career and child care choices.

Upper division students (juniors and seniors) may be admitted to certain graduate level courses with the approval of the appropriate program director. Ordinarily, a maximum of four education courses is permitted toward the undergraduate degree. Such courses may be applied toward teacher certification requirements, and may be counted toward a master's degree if not needed to fulfill undergraduate degree requirements.

Students who plan to teach should consult with a School of Education advisor early in their undergraduate years to ensure that they understand the State of California requirements (academic and professional) for the various teaching credentials. (This applies both to elementary and secondary teaching.) Early advising may prevent costly mistakes in programming.

The prospective elementary teacher ordinarily majors in Liberal and Civic Studies or the Integral Program. The prospective secondary teacher generally majors in a field which is taught in secondary schools. Saint Mary's College currently offers approved teaching majors (waiver

programs) in art, biology, English, French, government, history, mathematics, physical education and Spanish. Students planning to earn a teaching credential should take a course in Health (HPE&R 12), the United States Constitution (History 17), and Cardiopulmonary Resuscitation.

Montessori Program

Undergraduates who are interested in teaching young children grade 3 and below may participate in the Montessori Teaching Certificate Program. The College has a Montessori laboratory that is fully equipped with Montessori materials. The Liberal and Civic Studies Program undergraduate major includes a minor in Montessori Thought, which offers courses from the Certificate program leading to Early Childhood Education certification by the American Montessori Society. This coursework prepares the student for career opportunities in a variety of early educational settings. The academic phase of the Certificate Program may be taken in whole or in part by undergraduates. It is a prerequisite to the paid internship which takes place at the graduate level and leads to the awarding of international certification. Coursework may apply toward the Multiple Subject Credential and toward State of California Children's Center Permits. Programs must be planned with the Coordinator of Early Childhood Education and the Liberal and Civic Studies advisor. No specific majors or examinations are required for Montessori Certification. Courses for the Montessori Thought minor may be selected, in consultation with the student's advisor and the Early Childhood Coordinator, from among the following courses:

EDUC 122, Field Experience in Early Childhood, Child in the Family and Community
 EDUC 144, Cognitive Development
 ECE 158/258, Early Education Foundations
 ECE 163/263, Mathematics, Conceptual Learning
 ECE 164/264, Language and Reading Development
 ECE 165/265, Curriculum Foundations
 ECE 166/266, Study of the Sciences (.50)
 MONT 161/261, Philosophical Perspectives

Electives:

ECE 131/231, Positive Discipline/Classroom Management (.5)
 ECE 167/267 and 168/268, Creative Arts I and II (.25 each)
 MONT 110/310, Field Experience (.5)

The School of Education publishes a separate bulletin for its graduate program. Write School of Education, Saint Mary's College of California, P.O. Box 4350, Moraga, CA 94575-4350, or phone (925) 631-4700.

Lower Division Courses

ECE 158/258, and MONT 161/261 are open to lower division students.

EDUC 30 Foundations of Academic Achievement I (.5)

A three-week summer residential program which provides entering students with an academic, social and motivational orientation to life at Saint Mary's College. In a series of "info-searches", students discover the resources for solving day-to-day student problems. Instructors emphasize the keys to academic success: good note-taking, test-taking, vocabulary-building, essay-writing, and informal public speaking skills.

EDUC 31 Foundations of Academic Achievement II (.25)

Designed to help first-year students develop specific skills necessary for a successful college experience, this course is specially tailored to the needs of High Potential students. It is a sequel to the summer orientation program. During weekly sessions, students discuss the importance of time management, communication skills (oral and written), reading comprehension, critical thinking, interpersonal effectiveness skills, and self-esteem development. Prerequisite: EDUC 30.

EDUC 32 Foundations of Academic Achievement III (.25)

The course addresses a number of skills college students, particularly those from "under-represented" populations, tend to overlook when pursuing an advanced degree, e.g., composing an effective resume and cover letter, developing interview and other job-related skills. The course text follows the journey of a student of color who experiences personal and professional success at a predominantly white

middle-class institution. Students submit an expository essay in the form of a personal assessment of their first year experience at SMC. Prerequisite: EDUC 31.

EDUC 40 College Survival 101 (.25)

Many students begin college with unclear assumptions about what it takes to be successful. This course encourages freshmen and first-year transfer students to undertake the journey of learning more about themselves as students in the classroom, as student leaders, as individuals adjusting to residential living with a diverse student body. Weekly discussions focus on helping freshmen to better understand the learning process and to acquire the basic academic survival skills which are key to mastery of the college experience. Readings, journal writing and field trips required.

Upper Division Courses

EDUC 115 Philosophies of Education

Implications of idealism, realism, experimentalism, and existentialism as they relate to educational practices in modern schools. Writings of representative philosophers. Visits to public and private schools, with study of their statements of educational philosophy. Clarification of one's own personal philosophy of education.

EDUC 120 Secondary School Field Experience

An advanced field experience course mainly for the undergraduate student Brothers who are seriously pursuing a teaching career at the junior or senior high school levels. Readings and seminar discussions which relate to the history, philosophy and teaching procedures of Christian Brothers schools in particular, and to secondary education in general. A term paper is required, as well as school visitations, observation and participation.

EDUC 122 Field Experience in Education

An opportunity for undergraduates interested in education to participate in a school or other education setting as tutors, aides, coaches, etc., depending on the students' interests and abilities.

Students are responsible for arranging their own placements in the San Francisco Bay Area. Placements must be approved by the instructor. Course activi-

ties also include readings and seminar discussions pertinent to the education experience as well as completion of a journal and other written assignments.

EDUC 144 Cognitive Development

An in-depth study of theories and research in cognitive development, especially Piaget. Emphasis on the relation of intellectual development to the total development of the child. Required for the Montessori minor and AMS certification. Field trips, research, and observations required.

EDUC 160-161 Resident Advisor Training (.25)

A program of in-service education for Resident Advisors, providing theory and practical skills in: procedural issues, emergency and first aid techniques, paraprofessional counseling and crisis intervention skills, alcohol and drug abuse, and other pertinent matters. Combined with practical experience in residential living. Open only to current Resident Advisors.

EDUC 162-163 Advanced Resident Advisor Training (.25)

A continuation of the Resident Advisors in-service education program providing for further skill development and exploration of relevant issues associated with the position. An integration of student developmental theory, paraprofessional student affairs and counseling skills, and personal growth opportunities through training and practical experience in residential living. Open only to current Resident Advisors who have completed one year of experience and EDUC 160, 161.

EDUC 173 Effective Helping

This course introduces students to Robert Carkhuff's Human Resources Development Model, and focuses on specific interpersonal helping skills that have shown to result in positive client relationships. Application of this model to divergent cultures and lifestyles is emphasized. The course uses experiential learning activities, lecture and discussion.

EDUC 197 Special Study

An independent study or research course for the undergraduate whose needs are not met by the other courses in the curriculum. Requires submission of a proposal, acceptance of supervision responsibilities by a School of Education instructor and approval of the Dean of the School.

Montessori Thought

(Leads to Montessori Teaching Certificate Program)

ECE 131/231 Positive Discipline and Classroom Management (.5)

Effective discipline is positive. Understanding and implementing positive techniques leading to self-discipline on the part of the child. Introduction to professional responsibilities and classroom management techniques based on Deikurs, Gordon, Montessori, Wood, and Clark. Field work and seminars. May be taken in conjunction with MONT 310.

ECE 158/258 Early Education Foundations

The philosophical foundations of Early Childhood programs. Integration with psychological and child development theories of the child and the family. Field observations of programs based on various philosophies focusing on the role of the educator/parent and the needs of the child.

ECE 163/263 Mathematics: Conceptual Learning

Montessori mathematical materials, their function, and use in the child's learning experience with emphasis on conceptual learning through self-discovery. Progression from the concrete to the abstract with comparison to current mathematical methodologies. Relating the materials to their theoretical structures and the development of logicomathematical thought.

ECE 164/264 Language and Reading Development

Theories of language acquisition; development of oral and symbolic language; and the integration of reading theories with contemporary educational thought. Comprehensive review of the whole language perspective including the use of language experience approach, phonics, and linguistic approaches to the development of pre-reading, reading, and writing skills (emphasis on writing to read progression).

ECE 165/265 Curriculum Foundations

Understanding the philosophical and theoretical foundations of practical life and sensorial curriculum. The importance of teaching daily living skills to foster independence and responsibility and education of the senses as basis for future abstract learning.

ECE 166/266 Study of the Sciences: Natural, Physical, and Social (.5)

Integration of curriculum areas within the study of the natural and social sciences: physical and political geography, geology, physics, astronomy, history, peoples of the world, zoology, and botany. Within the context of the interrelatedness of all life, multicultural and ecological issues are emphasized.

ECE 167/267 and 168/268 Creative Arts I and II (.25)

I. Integrating musical experiences, including increasing auditory awareness and discrimination, rhythmic movement activities, into the total environment.

II. Application of Montessori methodology and philosophy to visual, graphic, manipulative art experiences. How to facilitate creative exploration using a wide variety of media.

MONT 161/261 Philosophical Perspectives

Montessori philosophy of education, infancy through adolescence, in the history and development of educational thought, practice, psychology and the tradition of the liberal arts. Past and present interpretations and critiques of Montessori theoretical perspectives. Cosmic education, education for peace, multicultural focus.

MONT 110/310 Field Experience (.5)

Observation in Montessori schools and exploration of skills and techniques of observation and descriptive analytical reporting. Sixty (60) hours of field work and seminars.

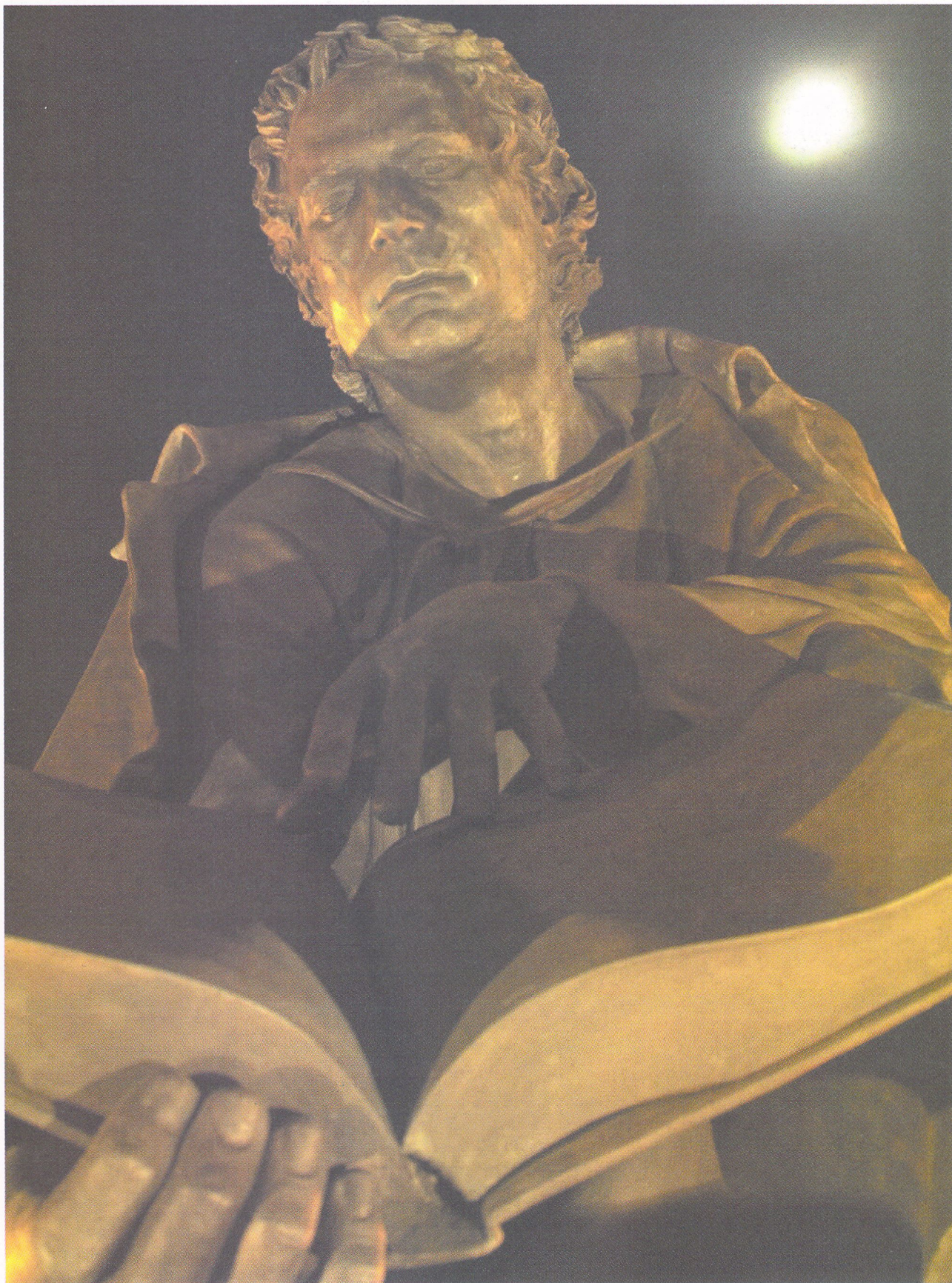
Graduate Courses

Note that the following graduate courses are open to upper division students who are preparing for the teaching credential. Approval for enrollment must be obtained from appropriate program director.

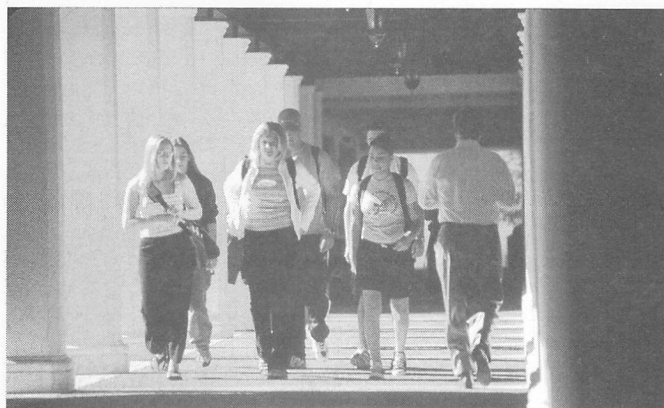
Cross Cultural Programs

CLAD 510 Lecto-Escritura for the Bilingual Child (3)

The course covers instructional delivery in bilingual classrooms, methodology for the teaching of reading and writing in Spanish, and factors to consider in the selection of materials for instruction and assessment. Course prepares teachers for BCLAD Test 4.







CLAD 520 Latino Origins and Heritage (3)

A literature-based course focusing on the origin and heritage of Latinos. An examination of the social, religious, and political values of the culture, and the similarities and differences between Latin American nations. Cross-listed with Spanish 161.

Education

EDUC 210 Learning and Development (3)

Psychological principles and major learning theories applied in education and counseling. Stages of growth focusing on biological, psychological, and social development, and education of the whole child. Synthesis of affective and cognitive perspectives, right/left hemisphere brain function, language development and interaction, and sex role socialization from birth through adult phases. Developmental issues and their effects on individuals and families in schools and marriage, family, child counseling settings. (Separate sections are given for Multiple and Single Subject Credential programs.)

EDUC 216 Cognitive Development (3)

In-depth study of theories and research in cognitive development, especially Piaget. Relation of intellectual development to the total development of the child, infancy through adolescence. Application to educational practices (including learning handicapped and diverse populations). Field observation and research (20 hours field work). Not open to those who have taken EDUC 144.

MONT 320-330 Internship I-II. Early Childhood

Teaching half-day for a school year in a paid internship under an approved Montessori-trained teacher, observation

by Intern Director, and regular seminars. Prerequisite: MONT 310 and consent of Intern Director. Intended for those who wish American Montessori Society (AMS) certification.

Elementary Education (Multiple Subject CLAD Emphasis)

ELCD 253 Teaching Reading in Elementary Schools (3)

Current theories and methods of teaching reading in elementary schools. Development of reading curriculum. Emphasis on scope and sequence of instruction and its evaluation. Application to diverse cultural communities. 35 hours plus field visits.

ELCD 345 Curriculum and Instruction: Social Science and the Humanities (3)

Methods and curriculum with social science emphasis for the self-contained classroom including: cross-cultural teaching, group process, integrated curriculum, classroom management, creating learning environments, critical thinking and planning. Development of integrated thematic curriculum.

ECLD 410 Culture/Equity and Language/Equity

This course covers the nature of culture, ways to learn about students' cultures and ways teachers can use cultural knowledge to enhance student learning. Cultural contact and cultural and linguistic diversity in California and the United States are examined. A major focus is the role of languages within the classroom and school in relation to learning, and the impact of these on issues of equity, self-esteem and empowerment. Historical perspectives and social issues are explored in relation to issues of power and status as they are manifested in the classroom and school culture.

Engineering

3 + 2 Engineering Program

Faculty

Chris Ray, Ph.D., Director; Assistant Professor of Physics and Astronomy

Through the 3 + 2 Engineering Program, Saint Mary's offers students the benefits of a liberal arts education while allowing them to pursue an engineering degree. Students spend their first three years at Saint Mary's taking physical science, mathematics, humanities, and social science courses. The final two years are completed at an engineering school approved by the Program's Director. Saint Mary's has transfer agreements with two engineering schools: University of Southern California in Los Angeles and Washington University in Saint Louis, Missouri. These agreements guarantee a student's admission into the engineering schools at these two institutions if the student has completed the list of required courses (see below) with a grade point average of 3.0 or better. Upon completion of all academic requirements students are granted two degrees: A bachelor of arts from Saint Mary's College and a bachelor of science in engineering from the university they have chosen for completing the final two years of the program.

Requirements

Students must satisfy the following requirements at Saint Mary's: Three years of study with the completion of 27 transferable course credits and a cumulative grade point average of 3.0 or better.

Completion of the following courses:

Mathematics 27, 28, 29, 134
 Computer Science 21
 Physics 1, 2 (lab), 3, 4 (lab), 60
 Chemistry 8, 9 (lab), 10, 11 (lab)
 English 4, 5
 Collegiate Seminar 20, 21, 122
 Religious Studies (one course)
 Area A, Humanities (two courses)
 Area C, Social Sciences (two courses)
 Math/Science electives (four courses)

Other courses may be required or recommended for entrance into particular engineering majors. The student must consult with the 3 + 2 Engineering Program Director regarding his/her course of study.

English and Drama

Faculty

Carol S. Lashof, Ph.D., Professor, Chair
 Chester Aaron, M.A., Professor Emeritus
 Carol L. Beran, Ph.D., Professor
 Louis Berney, M.F.A., Associate Professor
 Edward Biglin, Ph.D., Professor
 Clinton Bond, Ph.D., Professor
 Glenna Breslin, Ph.D., Professor
 David DeRose, Ph.D., Professor
 Janice Doane, Ph.D., Professor
 John Fleming, Ph.D., Assistant Professor
 Brother Ronald Gallagher, F.S.C., Ph.D.,
 Associate Professor
 Robert E. Gorsch, Ph.D., Professor
 Rosemary Graham, Ph.D., Associate
 Professor
 Sandra Anne Grayson, Ph.D., Professor
 Brenda L. Hillman, M.F.A., Professor
 Barry D. Horwitz, M.A., Lecturer
 Lisa Manter, Ph.D., Associate Professor
 Christopher Miller, M.A., Lecturer
 Rafael Alan Pollock, Ph.D., Professor
 Naomi Schwartz, M.A., Lecturer
 Mary Doyle Springer, Ph.D., Professor
 Norman Springer, Ph.D., Professor
 Phyllis L. Stowell, Ph.D., Professor Emerita
 James E. Townsend, Jr., Ph.D., Professor
 Emeritus
 Denise Witzig, M.A., Lecturer
 Ben Xu, Ph.D., Professor

It is the aim of English studies to broaden the liberal arts education of our students by: 1) introducing them to the important works of English and American literature from their beginnings to the present; 2) teaching them to read, think, and write critically about the major genres of literature and the associate medium of the film; and 3) encouraging their own creative abilities by means of independent study, creative writing, and dramatic performance.

Major Requirements

Lower Division

English 19, 20, and 21. The department recommends that English majors take these courses in sequence.

Upper Division

English 175; one course from the following literary criticism courses: 167, 168, 170; one course in English or American literature before 1800; and one course in English or American literature before 1900.

Five additional upper division courses in English. Only two semesters of 100 or 102 may count as part of the major group.

The department recommends the study of foreign languages. Especially those students who plan to do graduate work towards higher degrees should consult their advisors about work in other languages (e.g. German, Italian, French, Spanish, Latin, and Greek).

A major in Dramatic Arts is available through the Department of Performing Arts. Requirements for this major include electives chosen from among English 182, 183, 184, 185.

Teaching Credential in English

The major in English has been accepted, with certain modifications, as meeting the subject matter preparation requirements of the State of California for a teaching credential. Completion of the approved program waives the Praxis and SSAT Examinations. It is still necessary to take a sequence of education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career consult both the coordinator of the Subject Matter Preparation Program in English and the director of the Single Subject Credential Program in the School of Education to make sure that all the prerequisites for the credential are fulfilled.

Minor Requirements

The minor in English requires English 19 and either 20 or 21; 175; and three upper division English electives.

Lower Division Courses

#3 Practice in Writing

Designed to enable students to bridge the gap between their present level of writing competency and that expected of students entering English 4, Composition. Focus on developing and organizing ideas, constructing complex sentences, and enhancing proofreading and editing skills.

Team-taught to allow individualized instruction. Enrollment in each section limited to 15. Grade of at least C- prerequisite to enrollment in English 4. Credit for English 3 does not apply toward the 36 credit courses required for graduation, except in the case of students for whom English is not their native language.

#4 Composition

Students write analytical, expository and argumentation essays; they also study examples of good writing. Students are expected to produce informative, interesting writing characterized by a clear thesis, adequate development of ideas, careful organization, coherent paragraphs, as well as sentences that employ the conventions of Standard Written English.

Instructors often use a workshop method, in which students read their own essays (in draft form or in finished versions) to small groups within the class. This procedure teaches students to be critical of their own and others writers' work and encourages revision. A grade of at least C- is prerequisite to enrollment in English 5.

#5 Argument and Research

Students continue to develop the more complex critical thinking skills they need to analyze texts and elaborate arguments. In addition, the course gives students practice in exploring ideas through library research and in supporting a thesis through appropriate use of sources. Students write and revise three or more papers, at least one of which is a substantial research essay that presents an extended argument. Grade of least C- in English 4 is a prerequisite for English 5.

19 Introduction to Literary Analysis

A course to introduce skills of analysis and interpretation that will help students to understand and enjoy works of literature and to articulate their understanding in discussion and essays. Special attention is given to literary terms and conventions and to the problems involved in writing about works of literature. Required for English majors, this course begins the major and is prerequisite to English 20 and 21, although, with permission of the department chair, it may be taken concurrently with either course.

Does not fulfill an Area requirement.

20-21 Major British Writers

Introduction to a varying series of great British authors, studied in chronological sequence, and selected with attention to their works in the major genres (lyric, drama, narrative, satire). Examples of author selections: (20) Chaucer, Spenser, Shakespeare, Donne, Milton, Swift; (21) Austen, Keats, Browning, George Eliot, Yeats. English 20 is not prerequisite to English 21.

23 American Voices

An introduction to the many voices that constitute the diverse literary cultures of the United States. Readings may include novels, poems, short stories, slave narratives, native American chants, diaries and letters, organized around a theme or issue. Examples of possible offerings: *The Immigrant Experience*, *Race and Sexuality in America*, *The City in American Literature*, *American Autobiography*, or *Growing up in America*.

25 Creative Writing

Creative writing for lower division students. Prerequisite: consent of instructor. May be repeated once for credit.

Upper Division Courses**100 Advanced Composition**

Designed to help hesitant writers who would like to become confident, and competent writers who would like to become masterful. Students read exemplary prose of various kinds and write, discuss, and revise their own essays. Emphasis—on the research paper, the critical essay, the personal essay, the journalistic article—may vary. Prerequisite: English 4 and 5.

101 Writing-Tutor Workshop (.25)

Training in the art of helping fellow students develop, organize, and articulate their ideas in writing. Students develop tutoring skills through practice and discussion in a workshop setting.

102 Creative Writing

Creative writing for upper division students. Only one term of this course may be counted as part of the major group; a second term goes on record as an elective course. Prerequisite: consent of the instructor. May be repeated once for credit.

105 Children's Literature

Intensive readings in imaginative literature for children, with emphasis on the period from the 19th century to the present. Topics include history, enduring themes, forms of fantasy, conventions, and relationship to adult literature.

110 The English Language

Study of what language is and how it works, how language is learned, and the varieties of usage in current American English.

111 Topics in Linguistics

A study of influential contemporary developments in linguistics, including transformational generative grammars, language learning theories (dialect studies, second language problems), and semantic theories.

115 Chaucer

Studies in the poetry of Chaucer with emphasis on the *Canterbury Tales*; a study of Chaucer's language directed toward the ability to read the poetry with ease and understanding.

118 Twentieth Century Literature

Reading and discussion of major works of literature written since 1900. Poetry, fiction, drama, or essays included.

119 Contemporary Literature

Reading and discussion of contemporary poetry, fiction, drama, or essay, with occasional inclusion of other media.

120 The Short Poem

Study of the development of lyric poetry written in English from the sixteenth century to the present.

125 Film

Viewing and discussion of films with emphasis on theory, history, and aesthetics of film. Fee charged.

126 Film

Viewing and discussion of films of a particular genre, country, or director. Examples: American comic film, Japanese film, *film noire*, films of Hitchcock. Fee charged, May be repeated for credit as content varies.

130 Single Author

Intensive study of the major works of one important author. Some attention to background and biography. May be repeated for credit as author varies.

138 Short Fiction

Close reading of short stories and novellas of the 19th and 20th centuries by British, American, and European authors.

140 Studies in Literary Genre

Exploration of a particular literary genre. Examples of possible offerings: Autobiography, Non-Fiction Novel; Essay, Epic or Long Poem. May be repeated for credit as genre varies.

141 Studies in Medieval Literature

Study of British literature through 1500, focusing on the period as a whole, or some aspect of it. Examples of possible offerings: Chaucer and His Contemporaries; Fabliau and Romance; the Arthurian Tradition; Medieval Allegory and Enigma; the Sounds of Poetry — Prosody from *Beowulf* to Skelton.

142 Studies in Renaissance and 17th-Century Literature

Study of British literature 1500-1660, focusing on the period as a whole, or some aspect of it. Examples of possible offerings: Renaissance Drama Exclusive of Shakespeare; 16th-Century Poetry; 17th-Century Poetry; Prose of the English Renaissance; Tudor Humanism and Its Opponents.

143 Studies in Restoration and 18th-Century Literature

Study of British literature 1660-1800, focusing on the period as a whole, or some aspect of it. Examples of possible offerings: Tory Satirists; Johnson and His Circle; Prose Precursors and Novels; Pre-Romantic Poetry; the Emergence of the Professional Woman Writer.

144 Studies in 19th-Century Literature

Study of British literature 1800-1900, focusing on the period as a whole, or on some aspect of it. Examples of possible offerings: Romantic Poetry; Victorian Poetry, the Social Problem Novel; the 1840's — poetry, prose, essays; the "Woman Question" in the 19th century.

150 American Literature Before 1800

Study of American prose, poetry, and fiction of the 17th and 18th centuries with particular attention to the representation of cultural diversity. Readings may include Native American literature, Puritan journals and poetry, prose by the Founding Fathers, "domestic" novels by women, and stories and diaries of the Westward movement.

151 American Literature 1800-1914

Study of American prose, poetry, and fiction of the 19th century from the Transcendentalists to 1914, with particular attention to the representation of cultural diversity. Readings may include the literary traditions of Native Americans, African-Americans, immigrants, and women.

152 Twentieth-Century American Literature

Study of American prose, poetry and fiction of the 20th century, with particular attention to the representation of cultural diversity. Readings may include writers representing modernism, the Harlem Renaissance, the Jazz Age and the Great Depression, the literary traditions of Chicano, Hispanic, and Asian Americans.

153 American Ethnic Writers and Oral Traditions

Study of the literary or oral imaginative achievement of an American ethnic or cultural group such as Native Americans, Asian Americans, American Jews, specific Black cultural groups, Hispanic American or Chicano communities.

154 Studies in African-American Literature

Study of some aspect of the African-American literary tradition. Examples of possible offerings are: Oral Tradition and Slave Narratives, African-American Novelists, the Harlem Renaissance, Contemporary African-American Poets, etc. May be repeated for credit as content varies.

155 Satire

Study of the development of prose and verse satire in English.

156 Tragedy

Study of tragic form and spirit from antiquity to the present. Attention to major formulations of tragic theory.

157 Comedy

Study of comic form and spirit from antiquity to the present. Attention to major formulations of comic theory.

160-161 Development of English Fiction

Studies in the origin and development of the English novel with attention to foreign influences. (English 160 is not prerequisite to 161.)

**162 The American Novel**

Studies in the range of varieties of the American novel.

163 The Other English Literature

Studies in literature in English outside the English and American traditions. Examples: the Commonwealth novel, the African Novel in English, the Writers of the Caribbean, Canadian Literature. May be repeated for credit as content varies.

167 Literary Criticism

Readings in the development of critical theory from Aristotle to Coleridge.

168 Literary Criticism

Readings in 19th and 20th century criticism and aesthetics.

170 Problems in Literary Theory

Intensive study of the varying problems in literary theory. Examples of recent course offerings: Metaphor, Symbol, and Myth, Philosophy in Literature, Historical Perspectives in the Study of Literature, Perspectives in Comparative Literature, Comparing Literary Kinds. May be repeated for credit as content varies.

171 Literary Movements

Study of groups of writers related by time, place or interest. Examples of possible offerings are: the Metaphysical Poets, Modernism, the Bloomsbury Group, Negritude, American Expatriates, Surrealism, Feminist Literature, the Tory Satirists. May be repeated for credit as content varies.

173 Women Writers

Intensive study of some aspect of literature by women. Examples of possible topics are: 19th-century British Novelists; Contemporary Women Poets; American and Canadian Short Story Writers. May be repeated for credit as content varies.

175 Shakespeare

Study of the histories, comedies, and tragedies, with some attention to Shakespeare criticism. Readings in the non-dramatic poetry. May be repeated for credit as content varies.

180 Milton

Study of the minor poems, of *Paradise Lost* and *Paradise Regained*, and of representative prose works such as the *Areopagitica*. Attention will be given to Milton's life and times.

190 Advanced Seminar

A seminar open to both juniors and seniors with at least a 3.3 average in the major. The seminar is designed through consultation between students and faculty.

197 Special Study

An independent study or research for students whose needs are not met by courses available in the regular offerings of the Department of English. Permission of the instructor and the department chairperson required.

199 Honors—Special Study

An independent study or research course for upper division majors with a B average in English. Permission of the instructor and department chairperson required.

Drama**182 The Drama**

Critical appreciation of ancient and modern plays, tragic, comic, and tragicomic. Attention is given to the plays as works designed for theatrical production. Emphasis on the structures and forms of dramatic texts.

183 Topics in Drama

Intensive study of a group of plays as products of their times and places. Examples of possible offerings are: Theater of the Absurd, Women Playwrights, Mythic Drama, Expressionist Drama, Restoration Drama. The plays are considered as works designed for theatrical production. May be repeated for credit as topic varies.

184 Contemporary Drama

Introduction to current plays by American and British playwrights. Attention is given to the plays as works designed for theatrical production.

185 Individual Dramatist

Intensive study of the major works of one important dramatist. Some attention to background, biography, and criticism, as well as to the plays as works designed for theatrical production. May be repeated for credit as content varies.

Master of Fine Arts Program in Creative Writing

The MFA Program in Creative Writing is a two-year course of study in the genres of poetry, fiction, and playwriting. The program takes as its central mission the education and formal training of serious writers and is distinguished by its commitment to the writer as an intellectual functioning within a cultural context.

Combining work in writing, craft, and literature, the MFA program requires completion of a creative Master's Thesis and ten courses, including intensive writing workshops, craft and contemporary literature courses in the chosen genre, and a Seminar in Contemporary Thought.

Courses offered through the program include:

- 200 Seminar in Contemporary Thought
- 211 Fiction Workshop
- 212 Poetry Workshop
- 213 Playwriting Workshop
- 221 Craft of Fiction
- 222 Craft of Poetry
- 223 Craft of Drama
- 231 Contemporary Fiction
- 232 Contemporary Poetry
- 233 Contemporary Drama
- 250 Creative Writing Special Topics (Alternate Genres)
- 261 Special Topics in Fiction
- 262 Special Topics in Poetry
- 263 Play Development Workshop
- 280 Teaching Internship
- 290 Thesis Course

Students are admitted to the program primarily on the strength of a manuscript of original work submitted with the application, which will be judged according to its literary merit and its indication of the author's readiness to study writing and literature on a graduate level. Although students in the program may choose to study writing in several genres, students will initially be accepted to work in one primary genre. For further information, contact the MFA Program in Creative Writing, P.O. Box 4686, Saint Mary's College, Moraga, CA 94575-4686, or phone (925) 631-4088 or (925) 631-4762.

Environmental Science and Studies Program**Faculty**

- Roy Allen, Ph.D.; Professor of Economics (Natural Resource Economics and Human Ecology)
- Steven Bachofer, Ph.D.; Professor of Chemistry (Environmental Chemistry)
- Joel D. Burley, Ph.D.; Associate Professor of Chemistry (Atmospheric Chemistry, Environmental Chemistry)
- Carla C. Bossard, Ph.D.; Associate Professor of Biology (Plant Science, Ecology, Terrestrial Systems)
- Glenna Breslin, Ph.D.; Professor of English (Nature Writing)
- Gerard M. Capriulo, Ph.D.; Fletcher Jones Professor of Biology (Marine Science, Ecology, Invertebrates)
- Judd Case, Ph.D.; Professor of Biology (Evolution, Biological Divergence, Geology)
- Lawrence R. Cory, Ph.D.; Professor of Biology (Evolution, Environmental Perturbations)
- John Ely, Ph.D.; Assistant Professor of Sociology and Anthropology (Society and the Environment)
- Philip Leitner, Ph.D.; Professor of Biology; (Desert Ecology, Animal Physiological Adaptations)
- Lidia R. Luquet, Ph.D.; Associate Professor of Mathematics (Environmental System and Biological Modeling)
- Michelle Lelwica, Ph.D.; Assistant Professor of Religious Studies (Nature and the Sacred)
- Asbjorn Moseidjord, Ph.D.; Associate Professor of Economics (Environmental Economics)
- David Neidorf, M.A.; Lecturer in Integral Program (Environmental Ethics and Philosophy of Nature)
- Ronald P. Olowin, Ph.D.; Professor of Physics and Astronomy (Geosciences, Environmental Modeling, Astronomy)
- Gretchen Lemke-Santangelo, Ph.D. Associate Professor of History (U.S. Environmental History)

Roy Wensley, Ph. D.; Professor of Physics and Astronomy (Computational and Ecosystem Modeling)
 Stephen B. Woolpert, Ph.D.; Professor of Politics (Environmental Regulations, Law and Politics)

The Environmental Science and Studies Program instills in students knowledge from many disciplines. This knowledge is applied to the study and management of the environment. Students examine the structure, function, and dynamics of ecosystems, the interaction between physical and living systems, and how human enterprise is adversely affecting environmental quality. They explore how environmental degradation and pollution can be lessened or prevented by the application of sound management principles derived from ecological theory. In the study of the environment, students obtain the satisfaction of working towards an understanding of the natural systems around them, the opportunity to acquire the skills necessary to participate in the solution of serious environmental problems, and the insights essential to a successful search for rational alternatives to present forms of ecosystem mismanagement. The program fosters critical thinking and holistic ways of knowing, and offers a variety of specific approaches from the experimental protocols of the natural sciences to ones that are similar to those of the social sciences and humanities. It seeks to achieve a balance between the empirical and normative aspects of environmental study. The bachelor of arts program, involves less scientific rigor than the bachelor of science, and places more emphasis on the social sciences, humanities and the arts.

The location of Saint Mary's College, near urban and suburban centers as well as a diversity of natural areas including tidal, freshwater, estuarine, and marine systems, a delta, mountains, lakes, deserts, forests, valleys, and scrub lands, allows access to an impressive array of study sites ranging from relatively undisturbed to the severely impacted. Internships are available to offer first-hand experience in a variety of fields.

Curriculum and Course Requirements.

The Environmental Science and Studies program has two avenues of study: one, a less scientifically rigorous program, leading to the bachelor of arts degree and the other, to the bachelor of science degree which offers two areas of concentration: the Environmental Biology and Earth Sciences Concentration and the Environmental Chemistry Concentration.

The bachelor of science major requires completion of 18 course; the bachelor of arts requires completion of 15. Also, the Environmental Science and Studies program hosts an ongoing seminar series with five presentations per year, coordinated by the program director. This series includes broad areas of interest related to the environment, from poetry to science, and will include field trips to sites of interest on occasion. All majors in the program will be required to attend at least 10 of these special events in addition to their course requirements. All environmental science majors will also be required to do either a research internship or a senior research thesis (such as the ongoing summer research program in the School of Science).

The Environmental Biology and Earth Sciences Concentration requirements:

Lower Division (9 courses):

Math 27, 28 Calculus
 Physics 10-11, 20-21, General Physics, or
 Physics 1-2, 3-4 Introductory Physics
 Biology 90-91 Organismal
 Biology 92-93 Cell and Molecular
 Chemistry 8-9, 10-11 General Chemistry
 Natural Science 40 Geology

Upper Division (9 courses):

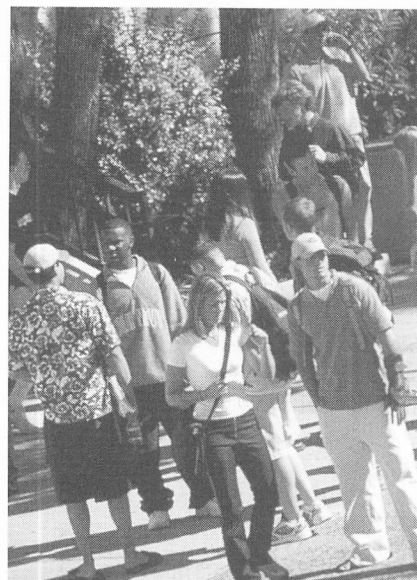
Natural Science 102 Environmental Science
 Biology 125 Ecology
 Biology 119 Research Design and Biostatistics
 Environmental Law and Regulation
 Econ 150 Environmental Economics

One of the following:

Chemistry 119 Environmental Chemistry

Three of the following:

Biology 152 Conservation Science
 Biology 113 Marine Biology
 Biology 114 Marine Ecology
 Natural Science, Hydrology
 Biology 146 Plant Ecophysiology
 Biology 144 General Botany
 Biology 142 California Flora and
 Communities



Natural Science Atmospheric Science
 Biology 197 Independent Study

The Environmental Chemistry Concentration requirements:

Lower Division (9 courses):

Chemistry 8/9 and 10/11 General
 Chemistry
 Math 27 and 28 Calculus I and II
 Physics 10/20 and 11/21 or Physics 1/2
 and 3/4 Introductory Physics
 Biology 90/91 Organismal Biology
 Biology 92/93 Cell and Molecular Biology
 Natural Science Geology

Upper Division (9 courses):

Natural Science 102 Environmental
 Science
 Biology 125 Ecology
 Chemistry 104 and 106 Organic
 Chemistry
 Chemistry 119 Environmental Chemistry
 Environmental Law and Regulation

One of the following:

Chemistry 108 Separation and Identification or
 Chemistry 118 Instrumental
 Chemistry

Two of the following:

Biology 114 Marine Ecology
 Biology 122 Comparative Physiology
 Biology 146 Plant Ecophysiology
 Toxicology or Biology 135 Biochemistry
 Biology 152 Conservation Science
 Chemistry 130 Advanced Inorganic
 Chemistry
 Biology 197 or 199 or Chemistry 197 or
 199 independent research

The Environmental Studies major leading to a bachelor of arts degree

Major requirements (6 courses):

General Biology (Biology 50/51)
 Concepts in Chemistry (Chemistry 20)
 Environmental Science
 (Natural Science 102)
 General Ecology (Biology 125)
 Research Methods (Politics 100 or
 An/So 132)**
 Capstone Experience**

Electives (9 courses)

Three of the following:

Ocean World (Biology 55)
 Geology
 Botany (Biology 144)
 Zoology (Biology 120)
 Marine Biology (Biology 113)
 Energy and Man (Natural Science 101)
 Conservation Biology (Biology 152)
 California Flora (Biology 142)
 Human Ecology

Six of the following:

Environmental History (History 130)
 Philosophy of Nature (Philosophy 117)
 Environmental Economics (Economics 150)
 Environmental Law and Regulation
 Environmental Politics (Politics 135)
 Global Resource Economics (Economics 100)
 Nature and the Sacred (Liberal Studies 122)
 Nature Writing (English 140)
 Environmental Ethics (Philosophy 170)
 Society and the Environment (An/So 134)
 Ethical, Social, and Political Issues in
 Business (BA 181)
 Latin American Environmental History
 (History 150)

Minor Requirements (8 courses):

The minor in Environmental Studies requires: General Biology (Biology 50/51), Concepts in Chemistry (Chemistry 20), General Ecology (Biology 125)
 Introduction to Environmental Studies (Natural Science 102)

Four social science/humanities courses from the major electives listed above. Students pursuing a major or minor in Environmental Studies may fulfill their Area B requirements with courses listed above and may use courses in Economics or Politics towards their Area C requirement.

.....
Health, Physical Education, and Recreation

Faculty

Sharon Otto, Ph.D., Lecturer, Chairperson
 James R. Farris, M.S., Lecturer
 Craig Johnson, Ph.D., Associate Professor
 Deane Lamont, Ph.D., Assistant Professor
 James McDonald, M.S., Lecturer
 Donald McKillip, Ed.D., Professor Emeritus,
 Chairperson, Graduate HPE&R
 Steve Miller, Ph.D., Lecturer, Chairperson,
 Graduate HPE&R

The physical education major at Saint Mary's College is a four-year course of study administered by the Department of Health, Physical Education, and Recreation leading to a bachelor of arts degree. It is designed for students with an interest in the fields of physical education, athletics, recreation, and the scientific and social bases of physical activity. The program provides for students wishing to obtain a professional teaching credential in physical education, professional preparation in sports/business careers, and careers serving the leisure needs and interests of society. The HPE&R major is academic in nature, offering a scientific study of the motor functions of human life, as well as the psychological and sociological bases for program decisions.

Health and Human Performance

Students interested in careers or graduate work in sports medicine, athletic training, exercise physiology, health education, community health, and recreation or dance therapy, may petition to establish an interdisciplinary major in Health and Human Performance. The focus and content of the interdisciplinary course of study are designed to meet the individual needs and interest of the student. For information regarding the interdisciplinary major in Health and Human Performance, contact the chairperson of the Health, Physical Education, and Recreation department.

Major Requirements

There are three programs leading to a major in the HPE&R Department that a student may choose to follow. These three programs include a Teaching emphasis, a Sport Management emphasis,

and a Recreation emphasis. There are six courses that are considered core requirements for all HPE&R majors. The other lower and upper division requirements are dependent on the program emphasis the student selects.

Core Courses

HPE&R 2, 10, 15, 108, 111, Psychology 1

Teaching Emphasis: A sequence of courses for those students interested in obtaining a professional teaching credential in physical education. In addition to the core courses, students must take the following courses:

Lower Division

HPE&R 4, 5, 6 (2 different activities), 7 (2 different activities), 11, 12. Biology 15, 16 (lab), 25, 26 (lab)

Upper Division

HPE&R 102, 110, 117, 123, 124, 125

Sport Management Emphasis:

A sequence of courses for those students interested in sports/business oriented careers. In addition to the core courses, students must take the following courses:

Lower Division

Accounting 1
 Economics 3
 Three different activity classes, or completion of proficiency tests is required.

Upper Division

HPE&R 105, 112, 114, 121
 Business Administration 120, 124, 131
 Psychology 160

Recreation Emphasis: A sequence of courses for those students interested in careers serving the leisure needs and interests of people. In addition to the core courses, students must take the following courses:

Lower Division

HPE&R 11
 Three different activity classes, or completion of proficiency tests is required.

Upper Division

HPE&R 105, 112, 121, 124, 125, 195
 Psychology 140, 142, 143; Performing Arts 123

The January Term includes elective courses such as The Yosemite Experience, Analysis of Teaching Concepts, Sociology of Sport, and Outdoor Education.

Minor Requirements

There are five interest areas that may be pursued through a HPE&R minor. The minors in HPE&R are the following:

Coaching emphasis: HPE&R 10, 11, 108, 109, 122 or 123, 124.

Recreation emphasis: HPE&R 10, 11, 103, 105, 108, 111.

Sports Medicine emphasis: HPE&R 15, 102, 108, 109, 110, 119.

Health Education emphasis: HPE&R 10, 12, 108, 109, 110, 118.

Teaching Concepts emphasis: HPE&R 10, 11, 103, 113, 116, 117.

Suggested Health, Physical Education, and Recreation Major Program

Suggested programs for the Teaching emphasis, Sports Management emphasis and the Recreation emphasis are available from the Department of Health, Physical Education, and Recreation. All freshmen are required to complete two Collegiate Seminars in the freshman year, one each in the fall and spring terms. Two additional Collegiate Seminars must be completed before graduation, two Religious Studies courses, and other College requirements (see Program of Study, pp. 31-33).

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Lower Division Courses**2 First Aid and CPR (.25)**

A study of the accepted first aid and cardiac pulmonary resuscitation (CPR) methods and techniques, stressing the anatomical understanding of injuries caused by common accidents, as well as the diagnosis and treatment of injuries. Certification for Standard First Aid card and CPR card.

3 Intercollegiate Athletics (.25)

The various courses provide the student with a detailed knowledge of the mechanics of the sport. Rules and techniques are studied for a better understanding and appreciation of the activity in competition on a collegiate level.

4 - 9 Activity Courses (.25)

A combination of classroom instruction, textbooks, and written examinations together with demonstration and student

participation. May be repeated for credit only if taken at different levels of instruction: beginning, intermediate, advanced.

4 Aquatics

Activities such as lifesaving, swimming.

5 Dance

Activities such as ballet, jazz, modern, tap.

6 Individual/Dual Activities

Activities such as archery, badminton, golf, gymnastics, personal defense, racquetball, tennis, ultimate frisbee.

7 Team Activities

Activities such as basketball, soccer, volleyball.

8 Fitness Activities

Activities such as aerobics, fitness walking, and weight training.

9 Other Activities

Cheerleading, crew.

10 Philosophical Foundations

An introductory course designed to acquaint students with the origin, scope, development and purpose of health, physical education, and recreation.

11 Concepts of Movement

A course designed to provide an understanding of the basis for motor skill analysis presentation. Specific content includes topics in motor learning concepts, biomechanical analysis, theories of learning, and designing movement experiences and tasks.

12 Health Education

A course designed to provide an understanding of the responsibilities we all have for our own health choices, to explore recent developments and trends on the total life cycle from birth to death, and to promote "wellness" as a lifelong personal investment. (Satisfies California State Teaching Credential requirement.)

15 Test and Measurement in Physical Education

A study of practical methods of testing and measuring in physical education together with the theoretical and statistical material necessary for test interpretation.

Upper Division Courses**102 Kinesiology**

The study of human movement from the point of view of the physical sciences. Fundamentals of human motion are examined from the anatomical, physiologi-

cal and biomechanical perspectives with an emphasis on motor skill application. Prerequisite: Biology 15, 16.

103 Physical Education in the Elementary School

A study of the theoretical basis for designing movement experiences for children of elementary school age. Special emphasis on recent trends in movement dealing with the elementary school child. Satisfies Montessori Program requirements.

105 Leadership in Community Recreation

A study of the organization and supervision of playgrounds, interpretation of play, recreational activities and trends, with specific attention to the school and community recreational program.

108 Organization and Administration of HPE&R

A course designed to consider administrative policies related to the directing and organizing of physical education, intramural, and athletic programs. Topics include management procedures, laws and legal concerns, and the promoting and justifying of the programs.

109 Care and Prevention of Athletic Injuries

A course of study covering the prevention and treatment of athletic injuries. Helpful in solving the training problems of the physical educator. Prerequisite: Biology 15, 16.

110 Physiology of Exercise

A study of physiological parameters and mechanisms that determine adaptations of the physiological systems of man in response to exercise; i.e., exercise metabolism, work, and fatigue; development of strength and flexibility; cardiorespiratory effects of exercise and training; sport activity in extreme environmental conditions — high altitudes, heat, cold; measurement of factors determining sport fitness. Prerequisite: Biology 15, 16; 25, 26.

111 History and Principles of Physical Education

Background and principles upon which sound practices of physical education are based. The aims and objectives of the modern physical education program are also discussed. History traces the development of physical education from Ancient Greece to modern times. Prerequisite: HPE&R 10.

112 Psychological Analysis of Activity
A study of the psychology of coaching and an exploration of the various philosophies in management and coaching of athletes. The personality traits and the characterization of individuals involved with athletics are analyzed.

113 Adapted Physical Education
Designed to give students a basic understanding and background of adapted physical education. Contents include historical background, elements of adapted physical education, organizational patterns, and an understanding of persons with disabilities.

114 Issues and Problems in Physical Education
A study of cultural, ethical problems and issues resulting from the physical education-athletics relationship; examination of ethical bases for decision making and values formation; exploration of methods for evaluating and resolving issues.
Prerequisite: HPE&R 10; upper division standing.

116 Analysis of Teaching Concepts as Applied to Physical Education
A comparative analysis of the theoretical and philosophical rationale for various styles of teaching physical education. A spectrum of teaching styles which reflect personalized instruction, the individualized learning process, and cognitive development is discussed. Experience in public school physical education teaching is included.

117 The Nature of Human Motor Performance
A neurophysical approach to understanding our sensory and perceptual mechanisms which allow for efficient physical activity. An examination of various factors which affect human development, motor performance and motor learning (motor development, timing, practice, transfer, etc.)

118 Problems in Community Health
A study of the concepts and methods which form the basis for community health education. Identification and discussion of functions of governmental and voluntary health organizations and analysis of their role in promoting and protecting the health of the community.

119 Therapeutic Exercise and Physical Therapy Modalities
The study of concepts and current methods of rehabilitation techniques in sports medicine. Concepts include: flexibility, muscular strength and endurance, plyometrics, closed-kinetic chain exercise, and functional progression in rehabilitation. In physical therapy modalities, the theories behind the uses of cryotherapy, hydrotherapy, thermal agents, electrical agents, mechanical agents. A problem-solving approach to their uses is discussed. The course includes guest lectures by local physical therapists and visits to physical therapy clinics in the area.
Prerequisites: Biology 15, 16; HPE&R 109.

120 Sports Medicine Concepts
A class in advanced recognition and evaluation of athletic injuries. It covers general evaluation techniques applicable to all injuries and studies the most common injuries to each area of the body, including neurological signs and symptoms, emergency procedures, and guidelines for referral to a physician. Prerequisites: Biology 15, 16; HPE&R 109.

121 Recreational Management
A study of the concepts and methods of administering a recreational service organization. The course provides a model of public administration necessary for daily management of a public leisure service organization. Aspects included are legislative authorization and controls, principles governing structures, executive and financial accountability, personnel management, and effective programming.

123 Theory and Analysis of Team Sports
Designed to give students an understanding of skill techniques, skill analysis, and the development of appropriate practice progressions in basketball, flag football, soccer, ultimate frisbee, and volleyball. Field experience/observations are required throughout the course. Prerequisite: HPE&R 11.

124 Theory and Analysis of Lifetime Sports
Designed to give students an understanding of skill techniques, skill analysis, and the development of appropriate practice progressions in tennis, badminton, golf, aquatics, and outdoor education activities. Field experience/observations are required throughout the course.
Prerequisite: HPE&R 11.

125 Theory and Analysis of Gymnastics and Movement
This course teaches how to utilize the appropriate principles in designing programs for the development of flexibility, muscular strength and endurance, and cardiovascular endurance. The course also gives an understanding of skill techniques, skill analysis, and the development of appropriate practice progressions for fundamental movement skills, tumbling/gymnastics, and personal defense moves. Field experience/observations are required throughout the course.
Prerequisite: HPE&R 11.

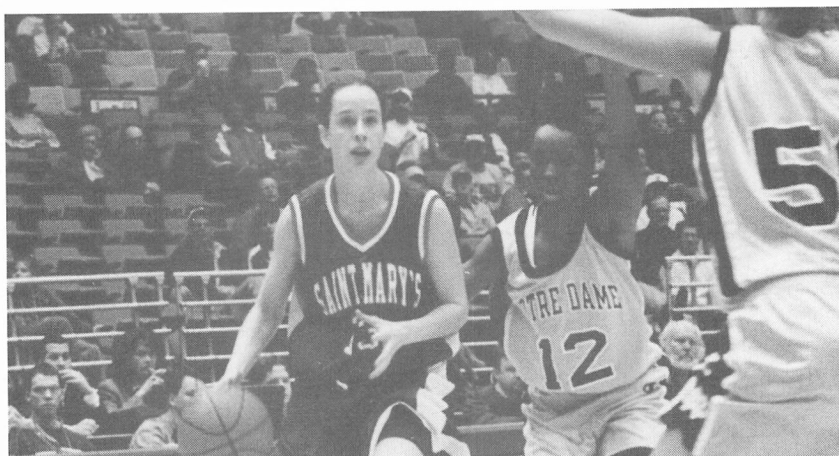
195 Internship
Work in an appropriate internship position in the field of physical education, sport management, recreation, or sports medicine, under the supervision of a departmental faculty member. This course is required for HPE&R majors with a recreation emphasis. Students must complete an appropriate experience in a Recreation for Older Adults setting.

197 Special Study
An independent study or research course for students whose needs are not met by courses available in the regular offerings of the department. Permission of instructor and department chairperson required.

199 Honors-Special Study
An independent study or research course for upper division majors with a B average in health, physical education and recreation. Permission of instructor and department chairperson required.

Master's Degree
Saint Mary's College offers a master's degree in health, physical education, and recreation. It is primarily a summer-based program. Graduate students complete three summer sessions and two regular semester evening classes.

At the intellectual center of the program is the study of human beings engaged in physical activity. The curriculum is designed to assure that graduate students are exposed to the breadth and depth of classical and contemporary knowledge in the component areas of the field. The liberal arts tradition of Saint Mary's College is reflected in the program's seminar style classes, its commitment to the development of independent thought, and its attention to student needs.



Students begin the M.A. program by attending a summer session beginning mid-June each year. Individuals must successfully complete 30 units of coursework and then pass comprehensive examinations or complete a thesis for the degree to be awarded. The comprehensive examinations are administered one week after classes end in the third summer.

Courses offered include:

Summer I

- HPE&R 280 Colloquium
- HPE&R 200 Introduction to Graduate Study and Research
- HPE&R 270 Psychological Analysis of Sport and Exercise

Fall:

- HPE&R 224 Seminar in Human Motor Performance

Spring:

- HPE&R 278 Sociohistorical Aspects of Health, Sport and Leisure

Summer II

- HPE&R 280 Colloquium
- HPE&R 230 Supervision and Legal Aspects of HPE&R
- HPE&R 205 Philosophical Bases of HPE&R

Summer III

- HPE&R 280 Colloquium
- HPE&R 220 Administration of HPE&R
- HPE&R 275 Applied Exercise Physiology

For admission and other program details and information on tuition, financial aid, and graduate assistantships, call the Department of HPE&R at (925) 631-4377.

Health Science

The School of Science offers an interdisciplinary major in Health Science. This program provides a solid foundation in natural science and human biology, emphasizing physical and mental health. The Health Science major is appropriate for students who intend to pursue careers in physical therapy and occupational therapy, as well as in other health care professions requiring a strong science background. The student must meet with the director of the Health Science major to design a course of study that will meet his/her individual needs and interests. The Health Science major usually includes the courses listed below:

Lower Division

- Biology 15, 16 (lab); 25, 26 (lab); 90, 91 (lab), 92, 93 (lab)
- Chemistry 8, 9 (lab), 10, 11 (lab)
- Mathematics, 27, 28
- Physics 10, 11, 20 (lab), 21 (lab)
- Psychology 7

In addition, a minimum of seven upper division courses are to be taken from Psychology, HPE&R, Biology, and Chemistry. It is recommended that students take these seven courses from different disciplines.

Students who want to prepare for careers in such fields as human performance and athletic training may undertake an interdisciplinary program of study through the Health, Physical Education, and Recreation department. For information, contact the chairperson of that department.

History

Faculty

- Carl J. Guarneri, Ph.D., Professor,
Chairperson
- John A. Dennis, Ph.D., Lecturer
- Benjamin A. Frankel, Ph.D., Professor
- Brother Charles Hilken, F.S.C., Ph.D.,
Associate Professor
- Ronald Isetti, Ph.D., Professor
- Gretchen Lemke-Santangelo, Ph.D.,
Associate Professor
- Katherine S. Roper, Ph.D., Professor

In offering a disciplined study of the past, the History department attempts to provide perspective on a wide variety of issues that arise out of the tensions societies have to face in every generation—tensions between freedom and authority, between reason and faith, between human free will and impersonal forces. The department aims to promote the ability to read critically and to write coherently, and it also attempts to meet the needs of students with varying objectives: the history major, the student from another department seeking a broader background for his or her own discipline, or the student who is simply curious about a specific age, society, or problem. In each course the history faculty seeks to cultivate understanding rather than simply memorization of facts in the belief that the experience gained through systematic analysis of historical issues equips students not only for the teaching of history or for advanced study in history and related fields but also for the study of law, journalism, or library science, for the pursuit of careers in local, state, or national public service, and for business positions that demand literate, imaginative, resourceful people.

The department also participates in interdisciplinary majors in area studies: American Studies, Latin American Studies, and European Studies. For requirements in American Studies, consult with the department chairperson. For Latin American and European Studies, see International Area Studies, p. 80.

Major Requirements

Lower Division

History 1, 2, or 4, 5; 17, 18. (History 1, 2 is the World History sequence; History 4, 5 is the Western Civilization sequence. Students may combine History 1 and 5 or History 2 and 4, but may not combine History 1 and 4 or History 2 and 5.)

Upper Division

Students majoring in history must complete eight upper division history courses including:

1. One course in specific problems of research and writing (History 103) and one course in either historical interpretation (History 104) or historical theory (History 105).
2. Two upper division courses in two of the following areas of concentration and one in a third area of concentration. At least one area of concentration must be in Asian, African, or Latin American history.
 United States: History 130 (when applicable), 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142
 Latin America: History 150 (when applicable), 151, 152, 153, 154
 Medieval Europe: History 110 (when applicable), 111, 112, 113
 Modern Europe: 110 (when applicable), 113, 114, 115, 116, 117, 118, 119
 Africa: History 170 (when applicable), 171, 172
 Asia: History 160 (when applicable), 161, 162
3. An upper division elective, chosen from any of the History department's courses.

Students intending to work toward advanced degrees should consult with their advisor about foreign language preparation.

Teaching Credential in Social Science

The major in History, with a special distribution of courses and with the addition of certain courses in Anthropology/Sociology, Economics, and Politics, has been accepted as meeting the subject matter preparation requirements of the State of California for a teaching credential in Social Science. Completion of the approved program waives the Praxis and SSAT Examinations. It is still necessary to take a sequence of education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that students thinking of a teaching career con-

sult both the coordinator of the Subject Matter Preparation Program in Social Science in the Department of History and the director of the Single Subject Credential Program in the School of Education to make sure that all the prerequisites for the credential are fulfilled.

Minor Requirements

The minor in history requires the following: any two lower division history courses; History 103, 104 or 105; two additional upper division courses, each to be in a different area of concentration.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Lower Division

1 World History

An introduction to history through the study of world societies, from the Paleolithic age to the 17th century, focusing on the development and interaction of the major civilizations of the Middle East, the Mediterranean world, East Asia, Latin America, Africa, India and Southeast Asia, and North America. Readings are based on primary sources and differing historical interpretations.

2 World History

An introduction to history through the study of world societies from the 17th century to the present day, focusing on the themes of modernization, industrialization, imperialism, Third World development, and cultural exchange. Readings are based on primary sources and differing historical interpretations.

4 History of Western Civilization

An introduction to history through the study of Western Civilization from its origins in the Mediterranean world to the age of discovery in 15th-century Europe. Readings include primary sources as well as works dealing with issues of interpretation.

5 History of Western Civilization

A study of Europe's political, social, economic, and cultural evolution from the 16th century to the present, focusing on major aspects of modernization through reading and discussion of primary documents and differing historical interpretations.

17 History of the United States

A survey course in American history which begins with the European discovery of the New World and ends with the era of Reconstruction following the Civil War. The approach is chronological, with emphasis on major historical interpretations.

18 History of the United States

A survey course in American history which begins with the end of Reconstruction and moves forward to the present day. The approach is chronological, with emphasis on major historical interpretations.

Upper Division

Freshmen are not admitted to upper division courses.

103 Proseminar in Historical Research

This seminar develops the student's ability to do historical research by focusing on a specific historical problem or development through intensive, systematic use of a wide range of sources. Each student carries out a research project under the guidance of the instructor. The topic of every proseminar is announced and described prior to registration each semester.

104 Historical Interpretation

This seminar introduces students to questions of historical methods; its content focuses on major methodological controversies and interpretations within a specific area of history, to be determined by the instructor. Examples of such areas include interpretive issues of the Middle Ages, the Third Reich, or the New Deal. Prerequisites may vary according to the topic and instructor.

105 Modern Approaches to History

A study of the development of history as a scholarly discipline beginning with fundamental questions of method and research, followed by analysis of major controversies stemming from contemporary approaches to historical research and to public history. In addition, resident historians discuss the problems they encounter in their research and writing.

110 Problems and Issues in European History

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. Topics are announced prior to registration each semester.

***111 Early Medieval Europe**

A study of the early development of medieval society and institutions, emphasizing the formative influences of classical, Christian, and Germanic culture in the creation of the Middle Ages. The course traces the Middle Ages from A.D. 300 to 1000, considers such issues as medieval monasticism and the papacy, the rebirth of empire under Charlemagne, the origins of feudal society, and the effects of Byzantine culture and the rise of Islam upon the Latin West.

***112 The High and Later Middle Ages**

A study of the years A.D. 1000 to 1450, that period in which the seeds of medieval culture, sown during the seven hundred preceding years, come into full flower — the age of the Crusades and chivalry, Romanesque and Gothic architecture, St. Francis, St. Thomas, and Dante. The course is divided into thematic sections, treating the relationship between the Christian and Muslim worlds, papal-imperial politics, social and economic changes, the rise of the universities, and the waning of the Middle Ages.

***113 The Age of the Renaissance**

An exploration of the rise of humanism in Europe between 1350-1550. The course focuses upon the educational and artistic movements that began in Italy and spread north to the rest of Europe. Attention is given to providing a social and political context for the cultural achievements of the period. Renaissance culture will be examined in light of its classical and medieval roots.

***114 The Reformation Era**

A survey of 16th-century European society, emphasizing social and political changes brought about by widespread religious reforms. Attention is given to key Reformation figures, such as Desiderius Erasmus, Martin Luther, John Calvin, Ignatius of Loyola, and Theresa of Avila. The course will also explore the impact of the printing press on Europe and the spread of capitalism.

***115 Enlightenment and Revolution**

Beginning with an examination of the political, social, economic, and intellectual aspects of the old regime, this course analyzes 18th-century challenges to that regime. The ideas of the *philosophes*, the upheavals of popular revolution in France, and the spread of revolutionary institutions by Napoleon's conquests are major issues for reading and discussion.

***116 Nineteenth-Century Europe**

A survey of the formation of modern European society from the French Revolution to the outbreak of World War I, emphasizing political, diplomatic, social, and ideological responses to industrialization, urbanization, and nationalism.

***117 Twentieth-Century Europe**

A survey of European society from the outbreak of World War I to the present. Major themes include the failures of international stability, the problems of technological society, the effects of the Russian Revolution, the rise of fascism, the phenomenon of decolonization, and the development of the European community, World War II and the Holocaust, the Cold War, in the aftermath of the collapse of the Soviet system.

***118 History through Fiction: 19th-Century Europe**

This course uses as its main source a selection of the abundant fiction produced by observers of the political, social, technological, and cultural revolutions that transformed European society in the 19th century. Class discussion analyzes the fictional realms they created and considers the extent to which their visions reflect social and historical reality, and the indications of the political and social perspectives they contain.

***119 Germany: From The Third Reich to the Present**

What made the triumph of Nazism in Germany possible and how complete was its downfall? This course examines many facets of these questions including Germany's historical tradition, Hitler's life, the nature of the Nazi dictatorship, Germany's role in World War II, and the evolution of the two Germanys through the Cold War and its European role since the reunification of 1990.

130 Problems and Issues in American History

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. Topics are announced prior to registration each semester.

***131 Colonial History of the United States**

A study of three "experimental" societies in the New World: the "holy experiment" of the Quakers in Pennsylvania, the Puritan "city on a hill" in Massachusetts, and the plantation society of the Anglicans in Virginia. Emphasis is placed on religious, cultural, social, and political developments within the colonies, with due attention to the British imperial and mercantile systems.

***132 The American Revolution and the Early Republic**

A study of the American Revolution, the Confederation period, the ratification of the Constitution, and the Federalist decade. Emphasis is placed on intellectual, political, economic, military, and diplomatic history, as well as on major historical interpretations of the periods covered.

***133 Era of the Civil War and Reconstruction**

An examination of American society and politics from the Age of Jackson to the end of Reconstruction. Major focus is on the Civil War as the great crisis of national unity: the economic, political, social, and cultural forces that brought it on, and the new nation that emerged in its aftermath.

***134 Recent History of the United States**

A study of the Twenties, the origins of the Great Depression, the New Deal, America during World War II, and the postwar periods including the Civil Rights Movement, Watergate, the Reagan revolution, and the Bush and Clinton years. Emphasis is placed on social, cultural, and literary history. The course concentrates on domestic developments rather than on foreign affairs.

***135 United States Foreign Relations: 1898 to the Present**

An examination of the nation's foreign affairs from the rise of imperialism in the late 19th century through the challenge of war and peace in the 20th century. United States policy is considered as the result of both domestic and foreign economic, political, and psychological influences.

***136 Immigration and Ethnicity in American History**

A study of immigrant groups in the United States from the Revolution to the present, assessing their response to and impact upon American society. Topics to be discussed include the foreign background of immigration, the problems of adjustment, assimilation and mobility in comparative perspective, ethnic politics and culture, nativism, Black migration, and the "melting pot" vs. "cultural pluralism" as descriptions of the American pattern.

***137 United States History in Comparative Perspective**

This course integrates American history into an international framework of analysis by exploring similarities and differences between the United States' historical development and that of other nations. Topics include comparative approaches to indigenous cultures, colonization, revolution and nationalism, political systems, the frontier, slavery and race, reform, immigration, industrialism, and the welfare state.

***138 American Culture since the Civil War**

This course draws upon sources from American popular and high culture since the Civil War in order to examine key ideas, attitudes, and forms of expression in 19th- and 20th-century America and suggests their relationship to the changing social context.

***139 History of Women in America**

A study of the changing roles and status of American women from the Colonial period to the present. Topics considered include work and family life, the legal status of women, education, reform movements, and the campaigns for suffrage and women's rights.

***140 African-American History: 1619 to 1865**

A study of the role and contribution of African-Americans in the development of United States history from the colonial era to the Civil War. The course analyzes the concept and practice of slavery, the place of the African-American in the Constitution of the United States, the American colonial and post-colonial economy and the Black peoples, and the factors that caused the Civil War and American domestic socio-political history.

***141 African-American History: 1865 to the Present**

A study of the political and social consequences of African-American emancipation from the Reconstruction era onward. The course emphasizes the African-American search for positive ways to implement constitutional and democratic principles. It also analyzes the importance and impact of "protest" as a socio-political phenomenon, and culminates with the study of new forms of activism in the African-American community.

***142 California**

A study of California from its pre-contact beginnings to the present; its transformation from an Indian society to an ignored Spanish outpost, to Mexican domination, and finally to one of the fastest growing states in the nation. The course deals with problems of change and growth as the Golden State enters the next century.

150 Problems and Issues in Latin American History

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. Topics are announced prior to registration each semester.

***151 Contemporary Latin America**

A survey of the history of the continent in the 19th and 20th centuries, focusing on the elusive search for democracy, the development of capitalism, and the various alternatives proposed by reformist and revolutionary movements and government over the decades.

***152 Latin American Revolutions**

A comparative study of the history of the major revolutionary movements and governments of Latin America in the 20th century—Mexico, Cuba, Chile, and Nicaragua—focusing on their origins, the composition of the participants, the international context of their development, and the goals, successes, and failures involved.

***153 Latin America: Race and Society**

The course traces the African heritage of Latin America, putting special emphasis on the Caribbean, Brazil, the Pacific Coast of Central America and Venezuela, and the small countries of Surinam and Guyana. It examines the origins of the African population of Latin America, their contribution to

the culture and economy of the region, and the continuing struggle against racism and discrimination.

***154 Latin America and the United States**

Over two centuries relations between Latin America and the United States have varied from mutual admiration to distrust. Tracing these relations from the Monroe Doctrine to the present involvement of the United States in Central America, the course explores the questions: How has Latin America reacted to the United States' pursuits of its national interests and security in the region? What degree of success has the United States achieved in its objectives?

160 Problems and Issues in Asian History

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. Topics are announced prior to registration each semester.

***161 Modern Japan**

The course begins in 1603 with the establishment of the Tokugawa Shogunate and ends with present day Japan. Emphasis is placed on political, economic, cultural, and social history. Special attention is given to the "Japanese character" as it evolved historically. A major theme of the course is Japan's success in modernizing or Westernizing.

***162 Modern China**

The course begins in 1644 with the establishment of the Qing (Manchu) Dynasty and ends with present day Communist China. Emphasis is placed on political, economic, cultural, and social history. The main themes of the course are China's struggle to modernize, and reaction and revolution in late 19th- and 20th-century China.

170 Problems and Issues in African History

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. Topics are announced prior to registration each semester.

***171 African History to 1850**

A study of human origins in Africa, Black migration, the expansion of Islam in Africa, the slave trade, and the rise of ancient Kingdoms of Ghana, Mali, Zulu.

The course searches for and establishes the cultural identity of Africa before slavery, and the influence of ancient Egyptian, Nubian, and Meroe cultures on subsequent sub-Saharan civilization.

*172 African History Since 1850

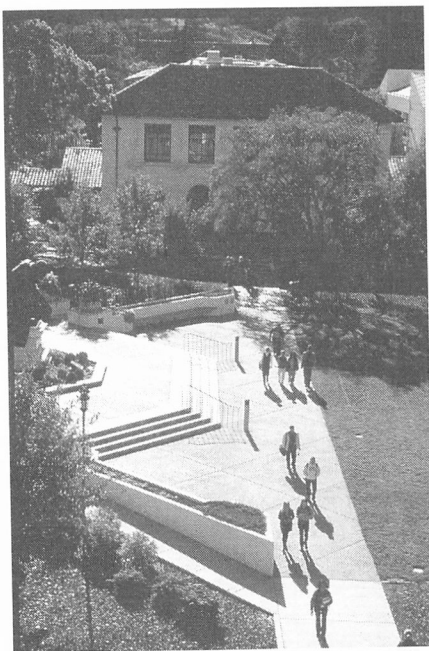
A study of the major themes of state building, Islamic revolutions, colonialism, nationalism and pan-Africanism, and the role of the military in recent decades. African decolonization and economic development in the context of the modern world. The course emphasizes the development of African contemporary culture in comparison with that of select nations and regions of the developed world.

197 Special Study

An independent study or research course in an area not offered by the department. Permission of the instructor and department chairperson are required.

199 Honors Special Study

An independent study or research course for upper division majors with at least a B average in history. Permission of the instructor and the department chairperson are required.



Integral Program

Tutors

Michael Riley, Ph.D., Director of the
Integral Program
Brother Kenneth Cardwell, Ph.D.
Theodora Carlile, Ph.D.
Steven Cortright, M.A.
Alexis Doval, F.S.C., Ph.D.
John Albert Dragstedt, Ph.D.
James Forkin, M.A., M.S.
Denis Kelly, M.A.
Joseph Lanigan, Ph.D.
Jacob Lester, Ph.D.
Brother Raphael Patton, F.S.C., Ph.D.
Rafael Alan Pollock, Ph.D.
Edward Porcella, Ph.D.
Brother Martin Yribarren, F.S.C., Ph.D.

The Integral Program of Liberal Arts is founded on the wager that it is still possible to appreciate and evaluate all the main kinds of human thinking. It is thought that students enrolled in Integral can learn enough of the technical languages of the natural sciences, mathematics, literary criticism, social sciences, philosophy and theology to follow arguments in those disciplines.

The liberal arts have been considered throughout most of western history to be those which free people possess and which enable them to communicate with one another about their common world of experience.

This curriculum is divided into seminars and tutorials. The tutorials consist of three sequences of classes, and require the student's active participation in proving mathematical theorems, translating and analyzing texts, and observing and explaining natural phenomena. As liberal artists have in the past, students in the Program are asked to start with common experience available to all and to go as far in the direction of the various kinds of excellence as four years of hard work will allow. The tutorials are mathematics, language, and laboratory. All of this means, in one case, beginning with the geometry in Euclid. This example is significant because it illustrates the central difficulty in reviving liberal arts so that they are able to do for our era what earlier versions of them did for their respective times. Euclid is expressible in words, and presents a universe our imagination can enter. Thus his world is not

wholly foreign to the world of literature, history, or ethics.

Having taught Euclid in his own terms, it is equally important for the tutors who wish to help the young acquire liberal arts that they continue mathematical instruction to as high a point in its symbolic development as possible. Doing so they will enable students to understand to some degree the outstanding intellectual developments of our time. This is why, in the fourth year, students in the Program are taught advanced calculus, and enough geometry to permit them to read, for example, some of Einstein's work.

The fourth class, the seminar, meets twice a week for two hours. The discussion starts with a question arising from the reading of a work of literature, history, economics, politics, philosophy, or theology. There is an attempt to analyze the kinds of thinking involved in each book. From this prolonged discussion of books central to our civilization it is hoped that students will acquire an ability to follow and to evaluate the best of western thought, learn to deal critically with works of literary art, and become more aware of the interrelation of the philosophical, technical, artistic, and moral problems of our civilization.

The laboratory classes are carried on in the same spirit as the other parts of the Program. Biology, chemistry, physics, astronomy, and the nature of perception and measurement are confronted in the works of scientists and at the lab bench. And in the second year a start is made with music, studying it both as a liberal art and as a fine art.

Meanwhile, the language tutorials lead the student through the arts of grammar, logic, and rhetoric into the modern studies of linguistics, hermeneutics, and method. The first two years are devoted to the study of Greek to give an elementary reading knowledge of a highly inflected and complex language.

The tutors in the Program are drawn from various departments of the College—English, philosophy, mathematics, biology, classical languages, drama. They bring their specialties into the conversation while struggling, along with the students, to come to grips with difficult texts and intractable problems. The tutors ask

* Offered in alternate years.

students to avoid appealing to second-hand learning such as textbooks, expert opinion, and commentaries. Thus, the tutorial and seminar method avoid classroom lectures throughout the Program.

The Integral Program is not a "major" or a department. It is rather a college-within-a-college. While fulfilling the graduation requirements of the College, the courses in the Program do not include the usual requirements of a major or of breadth areas. The demands of the Program differ significantly from those of the more usual courses and departments of the College. The Integral Program does not propose itself as an Honors Course. In particular, it is nearly impossible to transfer into the Program after the first semester since all parts are seen to be integral to the inquiry begun in the freshman year.

Also, a student's progress is not judged merely by final examinations and a "grade," but is monitored by the tutors day to day and discussed with the student at the so-called "Don Rag" each semester. The tutors meet together with the students to give their evaluations and to allow a serious discussion with the student concerning his or her work.

Some students opt for a two-year version of the Integral Program. By completing the first two years of the Integral Program, students can satisfy all the College's general education requirements. In this way, students can transfer from the Integral Program into other degree programs within the School of Liberal Arts with ease.

During the four years, special events and lectures, concerts, readings, and the occasional revel bring students and tutors together. An annual lecture endowed by graduates honors Brother S. Robert Smith, the founder of the Integral Program. And at the end of four years, the seniors are to write and defend in public a major essay on a serious topic developed during their time in the Program, thus earning the degree of bachelor of arts in Integral Liberal Arts. A confident grasp of fundamental truths, a healthy skepticism towards passing dogma, and a reliance on reasoned deliberation should mark the graduate of the Integral Program.

The program began in 1955 with a grant from the Rosenberg Foundation. There has been a long association with Saint John's College, Annapolis and Santa Fe,

with a sharing of ideas and tutors. There are thus many similarities between the Saint John's Program and the Integral Program. However, a distinct approach and different emphases are maintained at Saint Mary's.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Courses Seminars

11-12 Freshman Seminar

Homer, Aeschylus, Plato, Aristotle, Herodotus, Plutarch, Sophocles, Aristophanes, Euripides, and Thucydides.

113-114 Sophomore Seminar

The Law and Prophets, Psalms and New Testament, Virgil, Lucretius, Tacitus, Plotinus, Epictetus, Augustine, Anselm, Aquinas, Dante, Chaucer, Rabelais, Machiavelli, Luther, Montaigne, and Shakespeare.

115-116 Junior Seminar

Cervantes, Descartes, John of the Cross, Milton, Spinoza, Pascal, Corneille, Racine, Molière, Hobbes, Swift, Locke, Berkeley, Fielding, Leibniz, Hume, Boswell, Kant, Diderot, Rousseau, Federalist Papers, Voltaire, Blake.

117-118 Senior Seminar

Goethe, Austen, Bernard, Hegel, Flaubert, Marx, Dostoevski, Kierkegaard, Melville, Twain, Tolstoi, Nietzsche, William James, Freud, Proust, James Joyce, Heidegger, and a selection of modern authors.

196 Senior Essay (.25)

Writing and defense of an essay under the direction of an advisor.

Mathematics Tutorials

31-32 Freshman Mathematics

Euclid's Elements, Plato's Timaeus, and the beginning of Ptolemy's Almagest.

133-134 Sophomore Mathematics

Ptolemy's Almagest, selections from Copernicus' On the Revolutions of the Heavenly Spheres and Kepler's Epitome of Copernican Astronomy, Apollonius' Conic Sections.

135-136 Junior Mathematics

Mathematical accounts of change and motion in Descartes' Geometry and Newton's Principia Mathematica. Introduction to

differential and integral calculus.

137-138 Senior Mathematics

Hilbert's Foundations of Geometry, Lobachevski's Theory of Parallels, Dedekind's Essays on Numbers and Einstein's Relativity.

Language Tutorials

51-52 Freshman Language

Grammar and expression: introduction to vocabulary, morphology and syntax of Greek, the nature and function of parts of speech, phrases and clauses. Grammar as an introduction to logic. Exercises in translation from passages of the New Testament, Aristotle's On Interpretation and Plato's Cratylus.

53-54 Sophomore Language

Logic and dialectic: analysis and translation in context of passages from Greek authors with emphasis on Aristotelian and propositional logic, Aristotle's Categories, Prior Analytics, Plato's Phaedo, Theaetetus, Sophist and Phaedrus (presenting the relation of dialectic to rhetoric).

155-156 Junior Language

Of the arts of speech, special attention is given to rhetoric and (philosophical) grammar. Semantics is investigated in Augustine and the Stoics; hermeneutics and arts of interpretation, in Shakespeare's sonnets; and the opposition of styles, in Pope and Wordsworth as well as in selected short stories. Students also investigate problems in translating classical Chinese texts. The course concludes with modern treatments of languages in Saussure and Chomsky and the logic and language of Wittgenstein.

157-158 Senior Language

Dialectic: ancient and modern, with cautions on the limits of dialectic. Plato's Philebus and Parmenides, related passages in Aristotle's Nicomachean Ethics and Metaphysics, Thomas Aquinas' On the Principles of Nature and On Being and Essence, Kant's Critique of Pure Reason and Hegel's Encyclopaedia Logic.

Laboratory Tutorials

71-72 Freshman Laboratory

Observation, description and measurement in optics, astronomy, statics, acoustics. Field and laboratory study of living and preserved animals. Readings from Aristotle, Galen, Archimedes, Euclid and Ptolemy. Fee: \$75 per term.

73-174 Music Tutorial

Reading and discussion of early texts dealing with the nature and theory of music. Introduction to basic musical terminology: diatonic scale, rhythmic notation, chords. Group participation in music making (singing and/or playing). Fee: \$50 per term.

175-176 Junior Laboratory

Experimental investigation of topics in classical mechanics, optics, pneumatics, chemistry, and genetics. Readings from Galileo, Newton, Huyghens, Torricelli, Boyle, Black, Priestley, Lavoisier, Avogadro, Darwin, Mendel, Morgan. Fee: \$75 per term.

International Area Studies

Faculty Advisory Board

Wilber A. Chaffee, Ph.D., Professor of Politics; Director of International Area Studies

Carl J. Guarneri, Ph.D., Professor of History; Chair, Department of History

Lynn Meisch, Ph.D., Associate Professor of Anthropology

Brother Michael F. Meister, F.S.C., Ph.D., Assistant Professor of Religious Studies; Assistant Vice President, Academic Affairs

Frances Sweeney, Ph.D., Associate Professor of Modern Languages; Dean, School of Liberal Arts
Maureen Wesolowski, Ph.D., Professor of Modern Languages; Chair, Department of Modern Languages

The International Area Studies major is designed for students preparing for an increasingly global environment through multidisciplinary study of a geographical region of the world. The course of study integrates several academic disciplines, language proficiency, cultural literacy, and residential experience abroad.

The major has been created for the independent student. It requires maturity and a sense of adventure, and is designed for those who look forward to living in a larger world. It appeals to those who have an inquiring mind along with a sense of appreciation rather than comparison in experiencing a foreign culture. This is a highly individualized major, aimed both to satisfy students' interests and to prepare them for positions of responsibility.

Students work closely with an advisor throughout their program. Advisors are chosen by the director from faculty in the appropriate department and work out with each student the details of their personal program.

Major Requirements

Students select a region of the world in which they have a particular interest. Three choices are available: Europe, Latin America, and Student-Directed (a region selected by the student with approval of the Director of International Area Studies, e.g., Asia/Pacific, Africa).

Majors work within a department, completing the requirements for a minor in that department. Additionally, they take four interdisciplinary regional courses to broaden their knowledge of their chosen area, and four core courses.

Students can combine disciplines in which there is only a minor with the International Area Studies major, such as Women's Studies or Italian Studies.



Core Courses

Anthropology 131 Cultural and Social Geography

Three of the following four courses:

Economic 3 Principles of Micro-Economics

Politics 1 Introduction to Politics

History 2 World History

Anthropology 1 Introduction to Social and Cultural Anthropology

Language

Students must complete the equivalent of level four (4) in a foreign language appropriate to the area they select.

Overseas Study

Majors are required to spend a minimum of one semester studying abroad. During their study abroad, usually in the junior year, students pursue a research project previously selected in consultation with their advisor.

Senior Thesis

On their return, as a senior year course, students complete a thesis based on their research project.

Career Opportunities

Graduates will be in a position to work for the ever-growing number of international agencies, non-governmental organizations, and businesses. Increasingly, language proficiency and overseas experience are listed as requirements for jobs. Employers more and more seek persons experienced and qualified to function in another language and another culture, and who can bridge national differences.

Others may go on to graduate school in international business or international study. Most major universities have graduate area studies programs that offer a natural next step for students interested in further developing their expertise.

Beyond career advancement, many students will find that the immersion in another culture expands their understanding of the human experience and permanently enriches their lives.

Interested students should see a member of the Faculty Advisory Board for further information.

.....

Liberal and Civic Studies Program

The courses taken by students in the Liberal and Civic Studies (L&CS) Program, with the exception of the four L&CS courses described below, are offered by the regular academic departments of the College.

Faculty

Gerald J. Brunetti, Ph.D., Professor;
Director of L&CS Program

Marsha Newman, Ph.D., Associate
Professor of L&CS; Coordinator of the
L&CS Program

Gloria Eive, Ph.D. Candidate, Lecturer in
Collegiate Seminar

Robert Gardner, M.A., Lecturer in
Collegiate Seminar

Frank Murray, Ph.D., Associate Professor
of Performing Arts

Governing Board of the Liberal and Civic Studies Program

L&CS advisors sit as the Governing
Board of the Program.

Carla Bossard, Biology

Gerald J. Brunetti, School of Education
Daniel Cawthon, Department of
Performing Arts

Nancy Dulberg, School of Education

Gloria Eive, L&CS Program

James R. Farris, Department of Health,
Physical Education, and Recreation

Robert Gardner, Collegiate Seminar
Program

Sr. Carolyn Krohn, School of Education
Claude-Rheal Malary, Department of
Modern Languages

Frank Murray, Department of Performing
Arts

Marsha Newman, L&CS Program

Susan Parr, L&CS Program

Kathryn Porter, Department of

Mathematics and Computer Science
Thomas Poundstone, Religious Studies

James Sauerberg, Department of
Mathematics and Computer Science

Sara K. Stamp, Department of
Psychology

Carole Swain, School of Education

Frances Sweeney, Department of Modern
Languages

Liberal and Civic Studies Program

The Liberal and Civic Studies Program seeks the education of the whole person through a broad integrative course of

study that stresses self-awareness, ethical values, critical inquiry and social/environmental responsibility, and that focuses on the integration of academics, the arts, and community service. The Program emphasizes multi-cultural awareness, service learning (integration of community service and academic study), thoughtful self-assessment, and careful faculty advising.

The three guiding principles of the Liberal and Civic Studies Program are breadth, depth, and integration. Breadth is provided through a balance of required and optional courses in the humanities, social sciences, natural sciences, mathematics, language, and physical education; depth is provided through a chosen minor/concentration in one of Saint Mary's departmental disciplines or in another approved area of study; integration is provided through nine key courses required of all L&CS students: four Collegiate Seminars, L&CS courses (Forum 1, Forum 2, Assessment and Portfolio [.25], Senior Forum) and the field-based course (e.g., Education 122). The Program is deliberately structured to involve students in a breadth of subjects and methodologies but to provide sufficient flexibility so that students can tailor coursework to their own interests and needs.

Liberal and Civic Studies is an excellent program for students who wish to pursue a creative and rigorous program of integrative studies as preparation for future career in law, the non-profit sector, social work, public service, education, business, communications, and for future academic work on the graduate level. The Program is particularly suitable for students who plan to become elementary school teachers; it has been designated an approved program by the California Commission on Teacher Credentialing, which means that prospective teachers who complete the specific Subject Matter Preparation (SMP) requirements are not required to take the Multiple Subjects Assessment for Teachers (MSAT) for admission to a graduate credential program.

Incoming freshman students with a commitment to elementary school teaching may qualify for the new five-year program, Teachers for Tomorrow, which integrates field experiences in schools and graduate education courses with the traditional undergraduate curriculum. Students interested in Teachers for

Tomorrow should consult the Program Director or the Program Coordinator the first semester of their freshman year.

Students interested in the traditional Liberal and Civic Studies Program are strongly encouraged to talk with the faculty or one of the program advisors listed above for additional information.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C– or better in the prerequisite course.

121 Forum 1: Culture and Community is a required upper division course that students take after they have declared Liberal Studies as their program of study (but not during their freshman year). The course introduces students to Program themes, including, “the great conversation,” diversity (issues of race, class and gender), the arts, and service learning. Lecture and discussions are complemented by a multicultural workshop, a visit to Glide Memorial Church, and attendance at artistic events. Students are required to devote 2.5 hours a week to a service-learning project, maintain a journal, and write papers and a self-assessment. Class sessions are supplemented by a biweekly service-learning lab. A minimum grade of C– is required to continue on to L&CS 122.

122 Forum 2: Nature and the Sacred is taken the semester immediately following Forum 1. Building on Program themes, the course explores writings of spiritual teachers from a variety of traditions who offer insight into the nature of the divine and the implications for living. From writings that focus on the interrelatedness of the sacred and nature, the course moves on to explore “systems theory,” developed in physics, to analyze the state of the natural environment. Students perform 2.5 hours a week in a “systemic” service-learning setting (i.e., at the preventive or policy level) and attend a bi-weekly service learning lab. Requirements include formal papers, a journal, and a self-assessment. Prerequisite: Forum 1. A minimum grade of C– is required to continue to L&CS 124.

124 Assessment and Portfolio is a .25-credit course that students take in the semester immediately before Senior Forum. The course helps them assemble their portfolio and prepare for their assessment interview, which occurs in the latter part of the semester. The course consists of a retreat, which occurs one or two weeks into the semester, and five class sessions. Prerequisite: L&CS 122.

126-127-128 Praxis: Art, Community Service, Public Policy are three optional upper-division .25-credit courses. Offered every semester, these courses enable students to involve themselves in exploration of the arts, community service, or public policy. In addition to field work (e.g., attending plays or museums; doing community service; working in student government or in a political campaign), students meet every third week to discuss their experiences; they produce a culminating paper or project. May be repeated for credit as content varies.

130 Senior Forum is the capstone course of the Liberal and Civic Studies Program. It involves a careful examination of the assumptions upon which democracy is based and the work of citizen groups who are tackling America’s social problems, from education and government to human services, jobs, and the media. The course also looks at the unique challenges that the current generation will face in the future. Students draw on the knowledge and skills they have gained in the Liberal and Civic Studies Program to design and implement a group service-learning project. Senior Forum has a biweekly service-learning laboratory. Prerequisite: L&CS 124.

Liberal and Civic Studies Program Requirements

121 Forum 1: Culture and Community
 122 Forum 2: Nature and the Sacred
 124 Assessment and Portfolio (.25 credit)
 130 Senior Forum
 Collegiate Seminar 20/120, 21/121, 122, 123
 Field-based course (Subject Matter Preparation students are required to take Education 122.)

In the **depth** and **breadth** requirements listed below, Subject Matter Preparation (SMP) students (i.e., those seeking to waive the Multiple Subjects Assessment for Teachers (MSAT)), sometimes have specific course requirements, as noted:

English: English 4, 5

Religious Studies: One lower division and one upper division course.

January Term: A January Term course is required of all students for each academic year in attendance at Saint Mary’s College. Sometimes these courses may be used to fulfill other requirements within the Liberal and Civic Studies Program. During one January Term SMP students are required to take Education 122: Field Experience in Education.

Anthropology/Sociology: Any course that has a diversity focus (race, gender, global).

Fine or Performing Arts: One course in the history, philosophy, or aesthetics of art, drama, dance, or music; one studio production or presentations course (may be for .25 credit).

Foreign Language: Students are required to complete sufficient college-level courses in a language other than English to achieve demonstrable intermediate-level competency (equivalent to four terms of college-level work). Students with native ability in a language other than English may have this requirement waived by demonstrating oral, written, and reading skills equivalent to at least intermediate college-level work (four completed terms).

Health, Physical Education and Recreation: One full-credit course. SMP students take HPE&R 103: Physical Education in the Elementary School.

History: Any course. SMP students take United States history.

Life Science: One course and laboratory. SMP students take Biology 50-51: General Biology.

Mathematics: Two courses in Mathematics or Computer Science. SMP students take Mathematics 1 or 27, and Mathematics 101.

Physical Science: One course and laboratory.

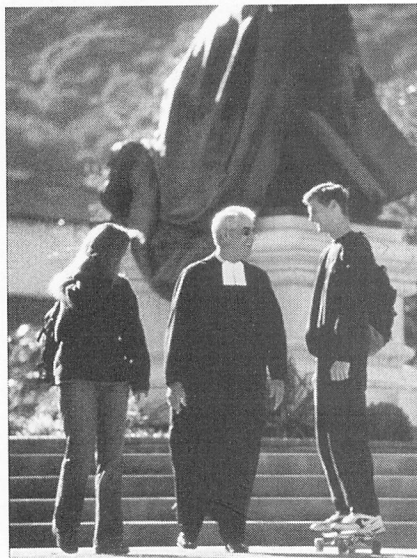
Psychology: Psychology 1 or 7, plus Psychology 140 or Education 144.

Minor: Five to eight courses selected from established departmental minors or approved interdisciplinary minors. SMP students may not select Business or Accounting as a sole minor. All students

must have a minimum of 3.5 upper division courses in their minor. In cases where a department requires only three upper division courses, students must take an additional upper division course or an independent study of at least .5 course value. Whenever possible, one course in the minor must have a multicultural or global focus.

Approved College minors include:

- Accounting
- Anthropology
- Art
- Biology
- Business Administration
- Chemistry
- Classical Languages (Greek, Latin)
- Communication
- Computer Science
- Dramatic Arts
- Economics
- English
- Environmental Science and Studies
- Ethnic Studies
- Health, Physical Education, and Recreation
- History
- Justice and Community
- Mathematics
- Modern Languages (French, Spanish; Italian Studies)
- Montessori Thought
- Performing Arts: Music, Dance, Theatre,
- Philosophy
- Physics
- Politics
- Psychology
- Religious Studies
- Sociology
- Women's Studies



Mathematics and Computer Science

Faculty

- Jane Sangwine-Yager, Ph.D., Professor, Chair
- Charles R. Hamaker, Ph.D., Associate Professor
- David S. Herscovici, Ph.D., Associate Professor
- Brother Brendan Kneale, F.S.C., M.A., M.S., Associate Professor Emeritus
- Lidia R. Luquet, Ph.D., Associate Professor
- Aaron Melman, Ph.D., Associate Professor
- Brother Raphael Patton, F.S.C., Ph.D., Professor
- J.D. Phillips, Ph.D., Associate Professor
- Kathryn F. Porter, Ph.D., Associate Professor
- James J. Sauerberg, Ph.D., Associate Professor

Mathematics is a liberal art fundamental to a true education. It trains students in analytical thinking, and courses are offered with application to the natural and social sciences. Graduates of the department are active in an extraordinarily wide range of careers. The department offers both an arts and a science degree. There is a degree program for prospective secondary teachers and a degree program with a concentration in computer science.

A minor in mathematics and split majors with other disciplines are available.

Major Requirements

A student wishing to major in mathematics should have a strong interest in the field and normally, a background of four years of high school mathematics (two years of algebra, one year of geometry, and one year of analysis or equivalent). Students majoring in Science should be particularly alert to the Language Proficiency requirement (see Program of Study, pp. 31-33).

Mathematics majors fulfill their Area B Mathematics requirement with the courses required for the major.

Lower Division

Mathematics 27, 28, 29, 30. Computer Science 21 and 102 are required for majors concentrating in computer science.

Upper Division

There are eight upper division courses required, including Math 111-112, Math 150, and Math 193. Math 101 may not be included towards the major.

A student wishing to concentrate in computer science must take nine upper division courses including the four listed above, either Math 128 or Math 140, Computer Science 102, and two additional upper division computer science courses. A concentration in computer science should be declared by the end of the sophomore year and upon completion of Computer Science 102.

A candidate for the bachelor of science degree must take in addition either Physics 1, 2 (lab), 3, 4 (lab) and two further courses from the following disciplines: biology, chemistry, computer science (except Computer Science 1), and physics; or Chemistry 8-11 and two further courses from the same list of disciplines. Students should contact the Mathematics and Computer Science department for descriptions of split majors with mathematics.

Teaching Credential

The major in mathematics has been accepted, with certain modifications, as meeting the academic requirements of the State of California for a teaching credential. Completion of the approved program waives the Praxis and SSAT examinations. It is still necessary to take a sequence of education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career consult both the Coordinator of the Subject Matter Preparation Program in Mathematics in the Department of Mathematics and Computer Science and with the director of the Single Subject credential program in the School of Education to make sure that all the prerequisites for the credential are fulfilled.

Suggested Mathematics Major Program

A suggested four-year program of study for a major in mathematics is available from any department member. Freshmen should take Math 27-28. Candidates for the bachelor of science should enroll in Physics 1, 2 in spring of the freshman year

or Chemistry 8, 9 in fall of the freshman year. Failure to take these courses in the freshman year may make it impossible to complete the major in four years. Students wishing to concentrate in computer science may take Computer Science 21, 102 in the freshman or sophomore year.

Minor Requirements

The minor in mathematics requires Math 27, 28 (Math 29 and/or Math 30 are recommended), and three upper division courses in mathematics excluding Math 101.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C– or better in the prerequisite course.

Lower Division Courses

1 Fundamental Mathematical Concepts I

This course provides prospective teachers with part of the background needed for teaching the content of contemporary elementary mathematics programs. The topics include problem solving, the historical development of major mathematical concepts, sets and functions, rational and irrational numbers and their operations, and number theory. Prerequisite: One year each of high school algebra I, II, and geometry or equivalent.

3 Finite Mathematics

Topics selected from linear equations and matrices, linear programming, Markov chains, game theory, and graphs. The emphasis is on applications to life, management, and social sciences. Prerequisite: One year each of high school algebra I, II, and geometry or equivalent.

4 Introduction to Probability and Statistics

Combinations and permutations, descriptive and inferential statistics, probability and probability distributions, hypothesis testing, regression, and correlation. Applications in a variety of practical settings. This course may not be taken for credit in addition to Business Administration 40 or Psychology 3. Prerequisite: One year each of high school algebra I, II, and geometry or equivalent.

10 The Art and Practice of Mathematics

A reflective examination of basic mathematical ideas and patterns. Through participation in the discovery and development of mathematical ideas the

student will view the subject as a vehicle for human creativity. The course traces the historical and contemporary role of appropriate mathematical topics. Prerequisite: One year each of high school algebra I, II, and geometry; English 5 and Collegiate Seminar 20 or 120.

13-14 Calculus with Elementary Functions I, II

A survey of polynomial, trigonometric, logarithmic and exponential functions combined with differential calculus of functions of one variable and mathematical reasoning. This a calculus sequence intended for students who need to strengthen their precalculus skills. The sequence Math 13-14 is equivalent to Math 27. Math 13 alone does not fulfill the area B Mathematics requirement. Prerequisites for Math 13: one year each of high school algebra I, II, and geometry or equivalent. Math 13 or equivalent is prerequisite to Math 14.

27-28 Calculus I, II

Differential and integral calculus of functions of one variable, mathematical reasoning, infinite series, and introductions to differential equations and differential calculus in several variables. Prerequisites for Math 27: one year each of high school algebra I, II, and geometry or equivalent. Math 27 or equivalent is prerequisite for Math 28. Lab fee required.

29 Calculus III

A rigorous treatment of limits for functions of one and several variables, differentiation and integration of functions of several variables, coordinate systems, vectors, line and surface integrals, Green's, Stokes' and the divergence theorems. Prerequisite: One year of high school trigonometry and Math 28 or equivalent.

30 Linear Algebra with Logic

Propositional logic, matrices, simultaneous linear equations, linear transformations, vector spaces, bases, determinants, eigenvectors, and Gram-Schmidt orthonormalization. This course emphasizes techniques of mathematical proof. Prerequisite: Any one of these pairs: Math 27-28; Math 27 and CS 21; CS 21 and CS 102 or equivalent.

Upper Division Courses

101 Fundamental Mathematical Concepts II

This course is a continuation of Math 1 and focuses on geometry and measurement, patterns, probability, descriptive statistics, and introductory computer concepts using the computer language LOGO. Prerequisite: One year each of high school algebra I, II, and geometry or equivalent; Math 1 or 27 or equivalent.

111-112 Abstract Algebra I, II

Groups, rings, modules, vector spaces, fields, and Galois theory. Prerequisite for Math 111: Math 29 and 30 or equivalent. Math 111 is prerequisite to Math 112.

113 Probability and Statistics

Discrete and continuous random variables, expectation and variance, independence, distributions, and the Central Limit Theorem. Survey of statistical methods: estimation, sampling, hypothesis testing, linear regression, and confidence intervals. Prerequisite: Math 28 or equivalent.

115 Number Theory

Results studied include the Fundamental Theorem of Arithmetic, the Euclidean algorithm, modular arithmetic, Fermat's Little Theorem and Euler's generalization, Diophantine equations and the Law of Quadratic Reciprocity. Prerequisite: Math 28 or equivalent.

128 Numerical Analysis

Finite differences, interpolation methods, numerical solutions to transcendental and differential equations, matrix inversion, polynomial approximations and numerical integration. Includes computer methods. Prerequisite: programming ability, and Math 29 or 30 or equivalent.

130 Abstract Geometry

Selection of topics which may include projective geometry, Euclidean and affine groups and axiomatic geometry and classical problems. Prerequisite: Math 30 or equivalent.

134 Differential Equations

Ordinary differential equations, existence and uniqueness theorems, some numerical methods, Laplace transforms, series solutions, linear systems with constant coefficients. Partial differential equations, separation of variables, Fourier series. Prerequisite: Math 29 or 30 or equivalent.

140 Combinatorics and Discrete Mathematics

This course focuses on discrete structures and their relations. Topics may include counting techniques, relations, graph theory, and logic. Prerequisite: Any one of these pairs: Math 27-28; Math 27 and CS 21; CS 21 and CS 102 or equivalent.

150 Advanced Calculus

A rigorous review of the theory of single variable calculus, topology of n -space, integration and differentiation, improper integrals, differential forms, the theorems of Stokes and Gauss. Prerequisite: Math 29 or equivalent.

160 History of Mathematics

A selection of readings and problems tracing the evolution of the field. Prerequisite: Math 28 or equivalent.

185 Complex Variables

Differentiation and integration of analytic functions of a complex variable, power series, residues, conformal mappings. Prerequisite: Math 29 or equivalent.

193 Senior Seminar (1)

An in-depth critical examination of a topic or topics in contemporary mathematics. The course consists of directed reading, presentations, research, and the writing of a final essay under the supervision of the instructor. At the conclusion of the semester students are expected to present their work at a departmental colloquium of faculty and students. The essay is evaluated by a committee consisting of the faculty supervisor and two other faculty chosen in consultation with the student. Prerequisites: Math 111 or 150 or consent of instructor. Senior standing required.

197 Special Study

Independent research of topics not covered in listed courses. Permission of the chairperson is required.

199 Honors Special Study

Independent study or research for majors with at least a B average in mathematics. Permission of the chairperson is required.

Computer Science

Courses in the computer science program are designed to introduce students to the design of computer systems and their current applications, and to prepare students for using the computer as a tool to solve complex problems in the future. The em-

phasis is on the fundamental principles of computation and computer structure.

A split major and a minor are offered by the computer science program, and a mathematics major with a concentration in computer science is offered by the mathematics program. Other courses, such as Math 140 and Math 128, are of interest to students in computer science.

Major Requirements

A student wishing to major in computer science should have a strong interest in at least one area of application of computer science. Normally, a student is expected to have a background of four years of high school mathematics (two years of algebra, one year of geometry and one year of analysis or equivalent).

Computer Science majors fulfill their Area B—Mathematics requirement with the courses required for the major.

The Computer Science major is a split major (see A Major Field of Study, p. 31, under Program of Study.) The primary discipline is computer science and the secondary discipline is chosen by the student in consultation with the chairperson of the Department of Mathematics and Computer Science and the chairperson of the secondary discipline.

Lower Division

Computer Science 21. Mathematics 27 or 30. The lower division prerequisites of the secondary discipline.

It is highly recommended that students take additional lower division courses in mathematics, particularly the courses in the Math 27-30 sequence.

Upper Division

Computer Science 102 and 190. Four additional upper division courses in mathematics or computer science. Three upper division courses from the secondary discipline. The latter seven courses must be approved by the chairperson of the Department of Mathematics and Computer Science and the chairperson of the secondary discipline.

The designation of bachelor of arts or bachelor of science is dependent on the secondary discipline. If the only degree conferred on students with a regular major in the secondary discipline is bachelor of science, for example, in accounting,

then students who pursue this computer science split major will be candidates for the bachelor of science degree. If both arts and science degrees are conferred on students with a regular major in the secondary discipline, for example, in mathematics or economics, then a candidate for the bachelor of science degree must fulfill the additional requirements of the secondary discipline for the science degree. If the only degree conferred on students with a regular major in the secondary discipline is bachelor of arts, for example, in communications, then a candidate for the bachelor of science degree must take in addition either Physics 1 - 4 or Chemistry 8 - 11. Otherwise the student will be a candidate for the bachelor of arts degree.

Suggested Computer Science Split Major Program

A four-year program of study should be developed during the sophomore year in consultation with computer science faculty and faculty in the minor discipline. CS 21 should be taken in the freshman year.

Minor Requirements

The minor in computer science requires Computer Science 21-102, Mathematics 27 or 30, and any three additional courses from the following: Math 128 or 140 (but not both); any upper division computer science courses.

Lower Division Courses

1 Introduction to Computers

This course examines the various roles computing equipment plays in our society. Historical, legal, artistic, and ethical aspects are discussed, as well as current trends and future possibilities. Hands-on experience with a computer is included. Some programming is required.

21 Programming

An introduction to problem-solving concepts and program design. Topics covered include top-down design with a structured programming language, bottom-up testing, control statements, and structured data types. No prior knowledge of programming is required. The language for the course is C++; students with knowledge of another programming language will find the course valuable. Prerequisite: one year each of high school algebra I, II, and geometry or equivalent.

Upper Division Courses**102 Advanced Programming**

A continuation of Computer Science 21. Topics include recursion, an introduction to data structures, analysis of algorithms, and object-oriented programming. Programming style and large program development are emphasized. Prerequisite: Computer Science 21 or an equivalent C++ based course.

110 Computer Systems

Computer structure and machine languages, assembly language macros, file I/O, program linkage and segmentation. Prerequisite: Computer Science 102 or equivalent.

120 Formal Languages

Language definition structure, control and data flow, run-time considerations, interpretative languages, lexical analysis, and parsing. Prerequisite: Computer Science 102 and Math 140 or equivalent.

153 File Processing

Environment and sequential access, data structures and random access. Prerequisite: Computer Science 102 or equivalent.

174 Analysis of Algorithms

Basic notions of the design and efficiency of computer algorithms, non-numerical algorithms for sorting and searching, and numerical algorithms. Underlying data structures are examined. Prerequisite: Computer Science 102, Math 28 or equivalent.

CS 190 Topics in Computer Science

This course presents connections among different disciplines which apply the principles of computer science. The theme varies from year to year. Students are required to complete a significant project involving their secondary discipline. Prerequisites: CS 102, the lower division requirements of the secondary discipline and at least one upper division course in the secondary discipline.

197 Special Study

Independent study in topics not covered in listed courses. Permission of the chairperson is required.

199 Honors Special Study

Independent study or research for majors in mathematics with a concentration in computer science or a split major in computer science, with at least a B average in the major. Permission of the chairperson is required.

.....
Modern Languages

Faculty

Maureen Wesolowski, Ph.D., Professor,
 Chairperson
 Susana Conde, Ph.D., Lecturer
 Carol A. Copenhagen, Ph.D., Lecturer
 Maria Grazia De Angelis, M.A., Lecturer
 Jane Dilworth, M.A., Lecturer
 Joseph Dongarra, M.A., Assistant
 Professor Emeritus
 Valerie M. Gomez, Ph.D., Professor
 Joan U. Halperin, Ph.D., Professor
 Jorge Jimenez, Ph.D., Lecturer
 Caralinda Lee, M.A., Lecturer
 Claude-Rhéal Malary, Ph.D., Associate
 Professor
 Catherine Marachi, Ph.D., Lecturer
 Brother O. DeSales Perez, F.S.C., Ph.D.,
 Professor
 Alvaro Ramirez, Ph.D., Associate
 Professor
 Frances Sweeney, Ph.D., Associate
 Professor
 Naoko Uehara, M.A., Lecturer
 Barbara Zecchi, Ph.D., Assistant Professor

A knowledge of foreign languages facilitates communication with people of other cultures and provides an introduction to other ways of thinking and of conceiving of the world. The study of another language, its people, its culture, and its literature invites students to examine the universal aspects of the human condition.

Second languages are increasingly important in careers. Many facets of American life have become international. The involvement of American business with foreign countries is continually expanding, and language versatility can be crucial to success. The United States itself is now a multicultural arena, which makes knowing a second language an exciting and necessary element of professional, educational, social and community endeavors.

Students interested in graduate school should keep in mind that many fields require knowledge of a second language. Language study is an integral part of such majors as International Business, Communications, and Liberal Studies.

The Department of Modern Languages offers courses in French, German, Italian, Japanese and Spanish. There is a major in Spanish and French, and a minor in Ital-

ian Studies. Courses in Modern Languages in Translation, including culture and civilization courses in translation, are grouped separately below, following the individual language listings.

Saint Mary's College proposes that all of its graduates should have knowledge and understanding of another culture and its language (see below, Language Proficiency Requirement). To this end, the department has created a lower division curriculum that emphasizes functional confidence in the four language skills: speaking, listening, reading and writing. Instruction balances a solid grammatical foundation with practical training in both classroom and multimedia settings which include exposure to culture, geography, and the concept of international citizenship.

Language Placement and the Language Proficiency Requirement

In recognition of the importance of foreign language study, the College has determined that all of its graduates shall demonstrate proficiency in a second language.

In order to insure proper language placement at entrance, all students should take the Language Entrance Placement examination prior to course scheduling. One year of secondary school language is typically equivalent to one college semester. A student will ordinarily not be allowed credit for any part of language courses 1 through 4 which duplicates courses previously completed in secondary school with a grade of B or better (see Program of Study, p. 33, for further explanation of the Language Proficiency Requirement).

Major Requirements**Lower Division**

Courses 1, 2, 3, 4, 10, 11 (or their equivalents). Students intending to major in the department must present evidence by examination or otherwise that their preparation includes the equivalent of the courses enumerated above. Courses 1, 2, 3, 4, 10, 11 normally consist of four one-hour class meetings per week.

Upper Division

The course listings are alternated regularly so as to furnish the major with the widest coverage in his/her field. Except for Modern Languages in Translation courses, all upper division courses are

conducted in the foreign language. Courses in translation are not normally taken for credit towards the major.

Preparation for Graduate Work

Students wishing to continue toward an advanced degree in either French or Spanish should note that a broad foundation in Latin is essential. A minimum of one year of college Latin is strongly recommended. M.A. degrees in French and Spanish normally require a reading knowledge of an additional modern language. Accordingly, the prospective graduate student is urged to begin this language preparation in his/her undergraduate years.

Teaching Credential in French or Spanish

The majors in French and Spanish have been accepted, with certain modifications, as meeting the subject matter preparation requirements of the State of California for a teaching credential. Completion of the approved program waives the Praxis and SSAT Examinations. It is still necessary to take a sequence of education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career consult both the advisor of the Subject Matter Preparation Program in the Department of Modern Languages and the director of the Single Subject Credential program in the School of Education to make sure that all the prerequisites for the credential are fulfilled.

French

Major Requirements

Students choose one of two programs:

Option A: A program of study for students who wish to study French but do not plan to continue to graduate school (although it does not preclude further study at graduate level). This option allows for French as a second major.

Lower Division

French 4, 10, 11 (or equivalent), 15

Upper Division

A total of nine courses distributed as follows: 101, 102; and seven courses in literature and culture.

Option B: An Honors Major program for students intending to continue the study of French at graduate school level. A GPA

of at least 3.0 in the major is required, and the recommendation of two instructors.

Lower Division

French 4, 10, 11 (or equivalent), 15

Upper Division

A total of 10.25 courses distributed as follows: three language courses (100, 101, 102); seven literature and culture courses, including three courses from the sequence 121, 122, 123; 198; and Modern Languages 170.

Minor Requirements

The minor in French requires a total of 7.25 courses: French 4, 10, 11 (or equivalent), 15; either 101 or 102; three additional upper division courses.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Lower Division Courses

#1 Elementary French

For students with no prior knowledge of French. With instruction in basic grammar structures and communication strategies, students begin to develop reading, writing, listening and speaking skills.

#2 Continuing Elementary French

For students with one or two years of secondary study of French (or the equivalent). This course continues the development of reading, writing, listening and speaking, emphasizing conversation on everyday topics. Prerequisite: French 1 or equivalent.

#3 Intermediate French

For students with two or three years of secondary study of French (or the equivalent). This course continues the development of reading, writing, listening and speaking, fostering confidence in conversation and composition across a variety of subjects. Prerequisite: French 2 or equivalent.

4 Continuing Intermediate French

For students with three or four years of secondary study of French (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings. Prerequisite: French 3 or equivalent.

#6 Conversation (.25)

Conversational practice for students enrolled in first- or second-year French. Meets once a week. May be repeated for credit.

10 Conversation-Composition

This course prepares students for upper division work by developing fluency in speaking and writing. Curriculum includes study and discussion of selected texts by contemporary French authors, with emphasis on the short story; discussion and debate of contemporary issues; written composition. A sound knowledge of French grammar is expected although particular features of the language are reviewed. Required for French majors and minors. Also open to students from other disciplines who wish to improve their mastery of the language. Prerequisite: French 4 or equivalent.

11 Introduction to Literature

Introduction to literary analysis. This course requires close reading of texts and emphasizes extensive writing about literature. Examination of the notion of genre, narrative devices, structure, etc. Required of majors and minors. Prerequisite: French 4 and/or 10, or equivalent.

#15 Phonetics (.25)

A practical course designed to instill correct pronunciation habits early in the student's career. Required for all majors and minors, except by special exemption.

17 Introduction to Business French (.25)

For students with a minimum of one year of high school French or the equivalent. The course familiarizes students with French business practices and vocabulary, aspects of the French economy, and cultural differences between France and the U.S. By building on students' knowledge of the language, the course develops the practical communication and comprehension skills needed to interact in French in professional situations. Class meets one and a half hours weekly.

#60 French Civilization for January Term (.25)

Students who register for the January Term travel course in France are required to take this course on the history, geography and political structures of France.

Does not fulfill an Area requirement, unless language proficiency requirement has been fulfilled in another language.

Upper Division Courses***100 Advanced Phonetics and History of the French Language**

A survey of the evolution of the French language, treating phonology, syntax, lexicon and semantics; detailed analysis of the sounds and speech patterns of modern French.

***101-102 Advanced French Syntax and Composition**

A systematic review of the essential structures of French, with a focus on developing composition skills. Analysis of model texts as a means to improving self-expression and communication.

103 Advanced Composition and Stylistics

Using literary texts as a point of departure, this course concentrates on stylistics in order to help students perfect their own writing style in French.

104 Workshop in Translation

Introduction to the linguistic and aesthetic problems of translation, with emphasis on learning through practice. Focus on various kinds of texts, both literary and technical. Equal emphasis given to translating from French into English (*version*) and from English into French (*thème*).

#106 Conversation on Contemporary Issues (.25)

Open to students with at least two years of French. Meets once a week. May be repeated for credit.

121 French Literature: Middle Ages to the Renaissance

Readings in the medieval epic poem (*Chansons de geste*), lyric poetry, and the courtly novel; early religious and secular theater; the first historians; major writers of the Renaissance: Rabelais, Montaigne, Marguerite de Navarre, the poets of the *Pléiade*.

122 French Literature: 17th and 18th Centuries

Study of the great writers of the age of Classicism: plays by Corneille, Molière and Racine; the fables of La Fontaine; the ideas of Descartes and Pascal; Mme de Lafayette and the birth of the psychologi-

cal novel; introduction to the great *philosophes* of the Age of Enlightenment: Montesquieu, Voltaire, Diderot, Rousseau. The theater of Marivaux and Beaumarchais; pre-romanticism in the novel.

123 French Literature: 19th and 20th Centuries

The principal literary movements of the 19th century: romanticism and symbolism in poetry and drama, realism and naturalism in the novel and short story; development of the 20th-century novel, from Proust to the *nouveau roman*; trends in modern drama, poetry and philosophy.

129 French Literature outside Europe

Literature and culture of French-speaking Africa, Canada and the Antilles. May be repeated for credit as content varies.

130 Thematic and Stylistic Study of a Single French Author or Genre

May be repeated for credit as content varies.

131 Exploration of a Particular Literary School or Period in French Literature

Offered according to student interest. May be repeated for credit as content varies.

150 Culture and Civilization of France

A study of the relationship between the rich culture of France and its turbulent history. Attention is given to the interchange between artistic or literary expression and the political process.

170 Business French

Introduction to commercial French for students interested in international business and finance. Students who complete this course successfully are prepared to take the internationally recognized Paris Chamber of Commerce examination, the *Certificat Pratique*.

197 Special Study

An independent study or research course for students whose special needs cannot be met by regular courses offered by the department. Permission of the instructor and department chairperson required.

198 Honors Essay (.25)

An independent research project for senior French majors completing the Honors program, Option B.

199 Honors Special Study

An independent study or research course for senior French majors with a B average in French. Permission of the instructor and department chairperson required.

German**Prerequisite Grade**

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Lower Division Courses**#1 Elementary German**

For students with no prior knowledge of German. With instruction in basic grammar structures and communication strategies, students begin to develop reading, writing, listening and speaking skills.

#2 Continuing Elementary German

For students with one or two years of secondary study of German (or the equivalent). This course continues the development of reading, writing, listening and speaking, emphasizing conversation on everyday topics. Prerequisite: German 1 or equivalent.

#3 Intermediate German

For students with two or three years of secondary study of German (or the equivalent). This course continues the development of reading, writing, listening and speaking, fostering confidence in conversation and compositions across a variety of subjects. Prerequisite: German 2 or equivalent.

4 Continuing Intermediate German

For students with three or four years of secondary study of German (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings. Prerequisite: German 3 or equivalent.

#6 Conversation (.25)

Development of oral skills involving daily life and contemporary issues. May be repeated for credit.

Italian Studies Minor

The minor in Italian Studies requires a total of 7.25 courses, divided as follows: 4.25 lower division courses (Italian 1, 2, 3, 4, or equivalent, and Italian 6, 60, or 106); and 3 upper-division courses dealing with aspects of Italian culture, literature, film, history, politics, art, music, etc.

* Offered in alternate years.

Does not fulfill an Area requirement, unless language proficiency requirement has been fulfilled in another language.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C– or better in the prerequisite course.

Lower Division Courses**#1 Elementary Italian**

For students with no prior knowledge of Italian. With instruction in basic grammar structures and communication strategies, students begin to develop reading, writing, listening and speaking skills.

#2 Continuing Elementary Italian

For students with one or two years of secondary study of Italian (or the equivalent). This course continues the development of reading, writing, listening and speaking, emphasizing conversation on everyday topics. Prerequisite: Italian 1 or equivalent.

#3 Intermediate Italian

For students with two or three years of secondary study of Italian (or the equivalent). This course continues the development of reading, writing, listening and speaking, fostering confidence in conversation and composition across a variety of subjects. Prerequisite: Italian 2 or equivalent.

4 Continuing Intermediate Italian

For students with three or four years of secondary study of Italian (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings. Prerequisite: Italian 3 or equivalent.

#6 Conversation (.25)

Conversational practice using the vocabulary and basic grammatical structures of Italian 1, 2 sequence. Topics include cooking, pastimes and hobbies, politics, the family, travel, fashions, Italian film, sports, art, etc. Meets one hour per week. May be repeated for credit.

#60 Italian Civilization for January Term (.25)

In preparation for the January Term travel course in Italy, students read about major periods in history and analyze the principle currents in art. In addition this course examines cultural traits of everyday life.

#106 Advanced Conversation (.25)

Conversation on contemporary issues. Meets once a week. Recommended for minors in Italian Studies and those students who have studied in Italy. May be repeated for credit.

197 Special Study

An independent study or research course for students whose special needs cannot be met by regular courses offered by the department. Permission of the instructor and department chairperson required.

Japanese**Prerequisite Grade**

Any course listed in this Catalog with a prerequisite assumes a grade of C– or better in the prerequisite course.

Lower Division Courses**#1 Elementary Japanese**

This course provides a foundation for further Japanese study. Students learn basic grammar and sentence structure and the two phonetic alphabets, as well as common Japanese expressions and vocabulary.

#2 Continuing Elementary Japanese

Continuation of Japanese 1. Extends the study of basic grammar and typically specific vocabulary, and introduces some Kanji characters. Prerequisite: Japanese 1 or equivalent.

#3 Intermediate Japanese

Introduction of more complex grammar and idioms, and additional Kanji characters. Emphasis on extending competence in oral and written communication. Prerequisite: Japanese 2 or equivalent.

4 Continuing Intermediate Japanese

Along with a review of grammar structures, this course gives increased attention to improving communicative skills. Students completing this course are ready to combine and apply their language skills in most settings. Prerequisite: Japanese 3 or equivalent.

#6 Conversation (.25)

An intermediate course focused on conversational communicative skills. Students practice situationally grounded conversation and develop speech skills through discussion. May be repeated for credit as content varies.

7 Introduction to Japanese Culture (.25)

An introductory survey of interesting aspects of Japanese culture. Taught in English. Students enrolled in Japanese 1 or 2 are expected to take Japanese 7 concurrently with either Japanese 1 or 2. May be repeated twice for credit as content varies.

Spanish**Major Requirements**

Students choose one of two programs:

Option A: A program of study for students who wish to study Spanish but do not plan to continue to graduate school (although it does not preclude further study at graduate level). This option allows for Spanish as a second major.

Lower Division

Spanish 4; Spanish 9 or 10, and Spanish 11 (or their equivalent)

Upper Division

A total of nine courses distributed as follows: 101, 102; one course from each of the following sequences: 120 or 121; 140 or 141; five electives.

Option B: An Honors Major program for students intending to continue the study of Spanish at graduate school level. A GPA of at least 3.0 in the major is required, and the recommendation of two instructors.

Lower Division

Spanish 4; Spanish 9 or 10, and Spanish 11 (or their equivalent)

Upper Division

A total of 10.25 upper division courses distributed as follows: three language courses: 100, 101, 102; seven literature and culture courses, including 120, 121, 140, 141; 198; Modern Languages 170.

The split major in which Spanish is the predominant field of study requires a minimum of seven courses: Spanish 9 or 10 and Spanish 11, and six upper division courses which must include Spanish 101, 102, 120, 121 and two electives. A student exempted from the lower division requirement must include another upper division elective. The split major in which Spanish is not the predominant field requires Spanish 9 or 10 and Spanish 11, and three upper division courses, one

Does not fulfill an Area requirement, unless language proficiency requirement has been fulfilled in another language.

of which must be Spanish 101 or 102. A student exempted from the lower division requirement must include another upper division elective.

An interdisciplinary major in Latin American Studies is available to students of Spanish.

Minor Requirements

The minor in Spanish requires a total of seven courses: Spanish 4; Spanish 9 or 10, and Spanish 11 (or their equivalent); either 101 or 102; three additional upper division courses. Students exempted from Spanish 10-11 are required to complete the 101-102 sequence.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Lower Division Courses

#1 Elementary Spanish

For students with no prior knowledge of Spanish. With instruction in basic grammar structures and communication strategies, students begin to develop reading, writing, listening and speaking skills. Students who have some prior study of Spanish, but who need to review the basics, should enroll in Spanish 21.

#2 Continuing Elementary Spanish

For students with one or two years of secondary study of Spanish (or the equivalent). This course continues the development of reading, writing, listening, and speaking, emphasizing conversation on everyday topics. Prerequisite: Spanish 1 or equivalent.

#3 Intermediate Spanish

For students with two or three years of secondary study of Spanish (or the equivalent). This course continues the development of reading, writing, listening and speaking, fostering confidence in conversation and composition across a variety of subjects. Prerequisite: Spanish 2 or equivalent.

4 Continuing Intermediate Spanish

For students with three or four years of secondary study of Spanish (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing com-

municative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings. Prerequisite: Spanish 3 or equivalent.

#6 Conversation (.25)

Conversational practice for students enrolled in first- or second-year Spanish. Meets once a week. May be repeated for credit.

9 Spanish for Spanish Speakers

A course designed specifically for Latino students who wish to improve their written language. Differences between written and spoken Spanish are emphasized. Reading and discussion of essays and short stories by Latino and Latin American writers; regular written assignments.

10 Conversation-Composition

This course prepares students for upper division work by developing fluency in speaking and writing. Curriculum includes study and discussion of selected texts by contemporary Spanish authors, with emphasis on the short story; discussion and debate of contemporary issues; written composition. A sound knowledge of Spanish grammar is expected although particular features of the language are reviewed. Required for Spanish majors. Also open to students from other disciplines who wish to improve their mastery of the language. Prerequisite: Spanish 4 or the equivalent.

11 Introduction to Literature

Introduction to literary analysis. This course requires close reading of texts and emphasizes extensive writing about literature. Examination of the notion of genre, narrative devices, structure, etc. Required of majors and minors. Prerequisite: Spanish 9 or 10, or the equivalent.

21 Intensive Elementary Spanish

An accelerated review of first-year college Spanish for students with some prior study of the language. Satisfactory completion of this course (minimum grade C-) gives credit for Spanish 2.

#60 Spanish Civilization for January Term (.25)

In preparation for a January Term travel course in Spain, students read about major periods in history and analyze the principal currents in art. In addition this course examines cultural traits of everyday life.

Upper Division Courses

*100 Spanish Phonetics and Dialectology

The sounds, intonation and rhythm of spoken Spanish are studied, with attention given to the problems English-speaking students face in acquiring an acceptable pronunciation of Spanish. Practice in phonetic transcription. Consideration is also given to general principles of linguistics, the development of the Spanish language from Latin, and contrasts between peninsular and Hispanic American Spanish.

*101 Advanced Spanish Syntax and Composition I

A systematic review of essential and problematic aspects of Spanish syntax with a variety of writing exercises using literature as a point of departure. The first half of the course focuses on writing essays of a critical nature: character analysis; comparison and contrast; thematic ideas; point of view criticism; structural analysis of selections from different genres. In the second half of the term, emphasis is placed on creative writing. For their final projects, students write a critical essay and an original short story or a one-act play.

*102 Advanced Spanish Syntax and Composition II

Using culture as a point of departure, this course combines a systematic review of essential and problematic aspects of Spanish syntax with various writing exercises. Samples of mass media communication are analyzed for content and style: newspaper and magazine articles, essays and editorials, book reviews, film scripts, publicity, film and theater reviews.

103 Advanced Spanish Composition and Stylistics

Using literary texts as a point of departure, this course concentrates on stylistics in order to help students perfect their own writing style in Spanish.

104 Workshop in Translation

Introduction to the linguistic and aesthetic problems of translation, with emphasis on learning through practice. Focus on various kinds of texts, both literary and technical. Equal emphasis given to translating from Spanish to English and from English to Spanish.

* Offered in alternate years.

#106 Advanced Conversation (.25)

Conversation on contemporary issues. Source materials include newspaper articles, television, and radio programs. Meets one hour per week. May be repeated for credit.

***120 Spanish Literature: Middle Ages to 18th Century**

Introduction and study of the major genres and writers from the Middle Ages to the 18th-century, including: *Cantar de mio Cid*, medieval ballads, early lyric and didactic poetry and readings in medieval prose and drama; selections from lyric and mystic Renaissance poetry; the picaresque novel. Golden Age prose and poetry, including Cervantes, Gongora, Lope de Vega and Calderon.

121 Spanish Literature: 18th Century to the Mid 20th Century

Readings from the major writers and literary movements in Spain from 1700 to 1940. An overview of 18th-century ideological renewal as manifested in essays, the neoclassic theater and social satire. Nineteenth-century romanticism in poetry and drama. Realism and naturalism in the 19th-century novel. The Generation of 1898. Twentieth-century modernism in prose, poetry and drama.

122 Literature of the Golden Age

Topics covered include the theater of 17th-century dramatists: Lope de Vega, Calderon, Tirso de Molina and others; the poetry of Garcilaso, Herrera, Lope de Vega, Quevedo, Gongora, Fray Luis de Leon, San Juan de la Cruz, Santa Teresa; prose masterpieces such as Cervantes' *Don Quijote* and representative selections from his *Novelas ejemplares*.

127 Contemporary Peninsular Literature

Study of major literary trends in poetry, prose, and drama of the 20th century. May be repeated for credit as content varies.

130 Thematic and Stylistic Study of a Single Author or Genre

Intensive study and analysis of a single salient figure or movement in Spanish literature. May be repeated for credit as content varies. Available for variable credit.

140 Latin American Literature I

A study of the foundations of literature of Latin America, from the colonial period through neoclassicism; Mexico's

picaresque novel; the literature of the struggle for independence; romanticism in prose and poetry.

***141 Latin American Literature II**

A continuation of the study of Latin American literary development: modernism in poetry and prose; Ruben Dario; the novel of the revolution; selections from various genres of the contemporary period: essays, poetry, novels, short stories, and drama.

143 Contemporary Latin American Literature

Study of major literary trends in poetry, prose and drama of the 20th century. May be repeated for credit as content varies.

145 20th-Century Mexican Literature

Major literary currents and primary works of the most prominent writers of the 20th century within the framework of the economic and social changes of the period: the Mexican Revolution and its aftermath; the feminist revolution; political developments. Available for variable credit.

150 Chicano/Chicana Literature

An exploration and analysis of representative works by Chicano/Chicana writers and the vision they present of themselves. Samples of poetry, drama and prose are considered. May be repeated for credit as content varies. Available for variable credit.

***160 Culture and Civilization of Spain**

Highlights of Spain's culture against the backdrop of Spanish civilization. Master-

pieces of Spanish artistic expression are studied as are the roles of social, religious and political values in the development of Spain's culture and civilization to contemporary times.

***161 Culture and Civilization of Latin America**

A literature-based course focusing on the origin and heritage of Latinos. An examination of the social, religious, and political values of the culture, and the similarities and differences between Latin American nations. Cross-listed with Education 520.

162 Culture and Civilization of Mexico

A study of the major historical periods, from pre-Columbian times to the present. Emphasis given to cultural traits particular to Mexico. An overview of art history: Mesoamerican art, the mural movement and contemporary currents.

170 Business Spanish

Composition and translation of Spanish/Hispanic business correspondence to develop familiarity with the Spanish commercial idiom. Reading and oral practice in Spanish using as source material current topics in world trade, economics, banking and industry, with focus on Latin America and Spain.

197 Special Study

An independent study or research course for students whose special needs are not met by the regular course offerings of the



department. Permission of the instructor and department chairperson required.

198 Honors Essay (.25)

An independent research project for senior Spanish majors completing Option B: the Honors program.

199 Honors Special Study

An independent study or research course for senior Spanish majors with a B average in Spanish. Permission of the instructor and department chairperson required.

Modern Languages in Translation

126 Film

Viewing and discussion of French, German, Italian, Spanish, or Latin American films. Each course focuses on a particular genre, director, country or area sharing a common language and culture. May be repeated for credit as content varies.

170 Modern Critical Theory

General introduction to movements or trends in current critical theory, including psychoanalytic (Freudian, Lacanian), post-modernism (deconstructionism), feminist theory, structuralism, semiotics, etc. Discussion of theory is in English. Students' work is in French or Spanish. English majors accepted with permission of chairperson of Department of English.

180 Medieval and Early Renaissance Poetry and Music

A study of popular and cultivated poetry of Medieval and Renaissance Europe and the musical expressions in the context of the Medieval and Renaissance world and mind.

181 Renaissance and Baroque Literature of Europe

A study of the literature of 17th-century Europe. May be repeated for credit as content varies.

182 The Romantic Movement in Literature

A study of the literary expressions of the 19th century. May be repeated for credit as content varies.

183 Authors, Genres, and Themes in Western Literature

An investigation of a single author, genre, theme, or topic in Western or Third-World literature. May be repeated for credit as content varies.

184 Topics in Hispanic Literature

Reading and discussion of Hispanic literature in translation. Topics include Hispanic women writers; modern Chicano literature; Hispanic theater in the United States; minority voices (Chicano, Cuban, and Puerto Rican literature), etc. May be repeated for credit as content varies.

The following courses are recommended to majors in Business Administration, Politics, History, and Communication.

185 Culture and Civilization of France

A study of the relationship between the rich culture of France and its turbulent history. Attention given to the interchange between artistic or literary expression and the political process, with consequent socioeconomic developments.

186 Culture and Civilization of Italy

Italian culture has been central in the development of western civilization. From it emerged values and institutions that have helped shape every nation adopting that civilization. The aim of this course is to consider the intellectual and artistic manifestations of this important culture in all its brilliant variety.

187 Culture and Civilization of Spain

Highlights of Spain's culture against the backdrop of Spanish civilization. Masterpieces of Spanish artistic expression are studied and the roles of social, religious and political values in the development of Spain's culture and civilization to contemporary times.

188 Culture and Civilization of Latin America

The study of the culture of the various Latin American nations from pre-Colombian civilizations to the present. Special consideration of manifestations of Latin American artistic expression. An examination of the social, religious, and political values of the culture, and the similarities and differences between Latin American nations.

189 Culture and Civilization of Mexico

A study of major historical periods, from pre-Colombian times to the present. Emphasis given to cultural traits particular to Mexico. An overview of art history: Mesoamerican art, the mural movement and contemporary currents.

Natural Science

The School of Science offers certain interdisciplinary courses dealing with critical issues of science and human society. These courses are designed to be accessible to students from any major or field of academic specialization. While they examine topics of importance to all citizens, they are of particular value to those planning careers in business and industry, law, education, communication, and science.

Lower Division Courses

40 Geology and the Environment

The earth's structure, composition and physical features create the geological environment for mankind. The physical environment such as climate also has an effect on the geological environment, and both of these in turn can affect the living environment of societies on the earth through the processes of earthquakes, landslides and floods. The major environmental problems facing mankind today, including water resources, energy and mineral resources, and geologic hazards, are studied. Three hours of lecture per week. No prerequisites. Must be accompanied by Natural Sciences 41.

41 Geology and the Environment Laboratory

Laboratory to accompany Natural Sciences 40. One lab per week for three hours. Local field trips are part of the course. Laboratory fee \$150.

Upper Division Courses

102 Environmental Science

Physical, chemical, biological and cultural dimensions of environmental problems. The course surveys the historical roots of these problems and then considers components such as population pressure, air and water pollution, global change, desertification, deforestation, biodiversity loss, habitat destruction, land use planning, energy and other earth resource utilization, acid rain, global warming, biological warfare and public health. An introduction to ecological principles is provided. Course fulfills the Area B requirement. Prerequisite: A science course with laboratory, or permission of instructor.

Nursing Program

An Intercollegiate Nursing Program offered in cooperation with Samuel Merritt College.

Faculty

Arlene A. Sargent, Ed.D., RN;
Dean, Intercollegiate Nursing Program
Abby Heydman, Ph.D., RN; Academic
Dean, Samuel Merritt College
Audrey Berman, Ph.D., RN; Associate
Dean for Graduate Programs
Mileva Saulo, Ed.D., RN; Chairperson for
Undergraduate Programs
Christa Kell, Academic Advisor

(For a complete listing of nursing faculty, refer to the Samuel Merritt College Catalog, available at Office of Admission, Samuel Merritt College, 370 Hawthorne Avenue, Oakland, CA 94609.)

The Intercollegiate Nursing Program is a unique cooperative baccalaureate program, bringing together the historical strengths and rich resources of Saint Mary's College and Samuel Merritt College. Both Colleges jointly contribute to the administration and operation of the program. The four-year curriculum provides students with an education which emphasizes the liberal arts, together with rigorous professional education in nursing. The liberal arts core curriculum serves as a foundation for professional education and is integrated into the pro-

fessional education component. The Interinstitutional Council, composed of administrative, faculty, and student representatives from both Colleges, oversees the Intercollegiate Nursing Program. A bachelor of science in nursing, given jointly by Saint Mary's College and Samuel Merritt College, is awarded upon completion of curriculum requirements. Students take classes on both campuses throughout the program, sharing their experiences with students in other majors at Saint Mary's and learning with other health professionals in diverse clinical settings. The Intercollegiate Nursing Program is accredited by the California Board of Registered Nursing and the National League for Nursing and has preliminary approval from the Commission on Collegiate Nursing Education.

Admission Requirements

Prospective applicants to the Intercollegiate Nursing Program must meet admission requirements of Saint Mary's College and Samuel Merritt College. Students may complete the admission application from either Saint Mary's or Samuel Merritt.

Priority in registration for selected general education courses (i.e., Chemistry 2, 3, Principles of Chemistry) which are required as foundation courses in the nursing major will be given to students who are enrolled in the Intercollegiate Nursing Program.

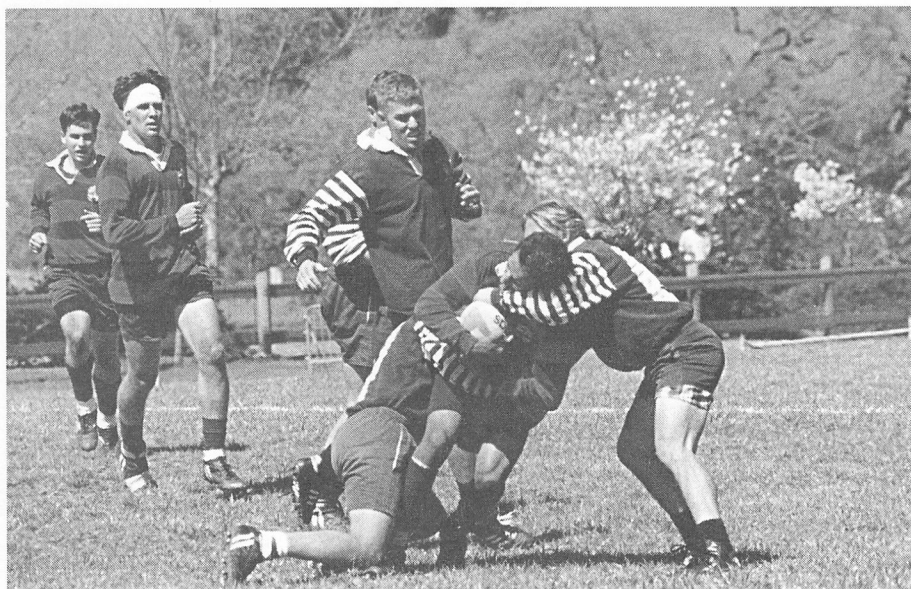
Students wishing advice on admission should consult with the academic advisor. Students enrolled at Saint Mary's College with an undeclared major, or as a student in any other major, are not guaranteed admission to the nursing program. Admission to the nursing program requires action by both sponsoring colleges.

Transfer Students—Registered Nurses

Students with prior experience in nursing, including licensed vocational nurses, may be admitted with advanced standing following an evaluation of requisite knowledge and skills. All students must complete at least one academic year in the intercollegiate program in order to meet requirements for the bachelor's degree. This year of study shall include a minimum of five courses at Saint Mary's College, three of which must be upper division. Registered nurses are eligible for a special accelerated option in collaboration with Saint Mary's School of Extended Education. Contact the Office of Admission for information.

Tuition Fees

Tuition and fees for the Intercollegiate Nursing Program are published by and are payable to Samuel Merritt College. Financial aid is available through Samuel Merritt College. Students are urged to apply for financial aid by the March 2 priority date.



Intercollegiate Nursing Program**Freshman Year**

First Semester	Semester Units
Language (if needed)	[3.5]
Collegiate Seminar 20/120, Greek Thought	3.5
English 4, Composition	3.5
Biology 15/16 (lab), Human Anatomy	3.5
Multicultural Psychology*	3.5
+ Education 173, Effective Helping	[3.5]
Total	14.0

January Term

+ Education 173, Effective Helping	4.0
------------------------------------	-----

Second Semester

Collegiate Seminar 21/121, Roman Early Christian and Medieval Thought	3.5
English 5, Argument and Research	3.5
Biology 25/26 (lab), Human Physiology	3.5
Chemistry 2/3 (lab), Principles of Chemistry	5.0
Total	15.5

Sophomore Year

First Semester	Semester Units
Nursing 2, Nutrition	2.0
Biology 40/41 (lab), Introductory Microbiology	3.5
Psychology 140, Human Development	3.5
Nursing 37, Intro to Health and Human Caring	2.0
+ Collegiate Seminar 122, Renaissance, 17th and 18th Century Thought (if required)	3.5
Total	14.5

January Term

+ General education elective	4
------------------------------	---

Second Semester

Nursing 118, Pharmacology	2.0
+ Nursing 119, Pathophysiology	3.0
+ Religious Studies*	3.5
Nursing 124/125, Health Assessment	3.0
+ Mathematics* (preferably Statistics)	3.5
Total	15.0

Junior Year

First Semester	Semester Units
Nursing 122/123, Nursing Care of Older Adults	5.0
Nursing 130/131, Mental Health	6.0
Nursing 142, Nursing Skills I	1.0
+ Religious Studies (if required)*	3.5
Total	15.5

January Term

General education elective (if required) or + Nursing 108, Nursing Research	4.0 [2.0]
--	--------------

Second Semester

Nursing 108, Nursing Research	2.0
Nursing 132/133, Nursing Care of the Adult I	5.0
Nursing 140/141, Reproductive Health Care	6.0
Nursing 143, Nursing Skills II	1.0
Total	14.0

Senior Year

First Semester	Semester Units
Nursing 154/155, Nursing Care of Infants, Children and Youth	5.5
Nursing 162/163, Nursing Care of the Adult II	4.5
+ Nursing 105, Health Politics	2.0
+ Collegiate Seminar 123 19th and 20th Century Thought (if required)	3.5
Total	15.5

January Term

Optional enrollment	
+ Nursing 105, Health Politics	[2.0]
Nursing elective (optional)	[2.0]

Second Semester

Nursing 160, Management, Leadership, Supervision	2.0
Nursing 170/171, Community Health	6.0
Nursing 190, Senior Synthesis	6.0
Total	14.0

*The student may choose from a number of courses offered in the designated area.

+Course can be taken either semester

Lower Division**2 Nutrition (2 semester units)**

Introduction to basic nutrition, including the biological, personal, and social aspects of food and eating throughout the life cycle. Cross-listed as Biology 2.

37 Introduction to Health and Human Caring (2 units)

Introduction to health care systems, nursing, and the concepts of health, illness, environment, and human caring. Learner develops a beginning appreciation of how culture influences the expectations of persons and their rights and responsibilities in the health care system.

Upper Division**105 Health Politics and Professionalism (2 units)**

Concepts of health, persons, nursing, and environment within the context of the nation's health needs and the development of the nursing profession. The political and professional forces which have an impact on the environment of organized health care are examined. Prerequisite: Nursing 132/133.

108 Nursing Research (2 units)

An overview of nursing research. Special emphasis on learning how to critically analyze research and relate research findings to nursing practice. Prerequisite: junior year and completion of the math requirement.

118 Pharmacology (2 units)

Introduction to essential concepts in pharmacology for nursing practice. Included in the course are drug administration, legal issues, and introduction to major pharmacologic drug classes. The lectures emphasize information that is practical in nature and which can be used in assessing the response and toxicity to medications and in teaching patients about their drug therapy. Prerequisites: Nursing 119, 124/125 (may be taken concurrently).

119 Pathophysiology (3 units)

The student explores the continuum of health from wellness to death. Emphasis is placed on the mechanisms by which disease occurs and/or body systems fail. Students examine pathophysiologic phenomena occurring in diverse populations across the life span. Prerequisites: Biology 15, 25, 40, Chemistry 2.

122/123 Nursing Care of the Older Adult (2 units theory, 3 units clinical)

Builds upon prior learning experiences to facilitate caring for the older adult client. A community-based perspective with a focus on nursing interventions directed towards health protection, promotion, maintenance and restoration of patients and their human responses to both chronic and acute illness. Applies knowledge of the nursing process, human development, theories of aging, and environmental factors to promote the client's achievement of optimal health in a variety of settings, including ambulatory clinics, residential care facilities, home settings, rehabilitation facilities and long term care hospitals. Prerequisite: junior year, Nursing 118, 119, 124/125.

124/125 Health Assessment (2 units theory, 1 unit clinical)

Focus on the skills and knowledge involved in obtaining a health history and in performing a physical examination on clients of all ages. Special emphasis will be placed on psychosocial assessments as well as self-assessment of current and needed skills. Prerequisites: Education 173, Psychology 140.

130/131 Mental Health Nursing (3 units theory, 3 units clinical)

Focus is on the application of mental health nursing concepts in the care of clients (individuals, families, groups and/or communities) Theories of mental health issues are explored which are selectively integrated with concepts of mental health nursing in the care of clients in a variety of settings. Prerequisite: junior year; Nursing 118, 119, 124/125.

132/133 Nursing Care of the Adult I (2 units theory, 3 units clinical)

The course is presented within a community-based perspective with focus on nursing interventions directed towards health protection, promotion, maintenance and restoration of patients and their human responses to both chronic and acute illness across the life span. Prerequisites: Nursing 122/123, 130/131, 142.

140/141 Reproductive Health Care (3 units theory, 3 units clinical)

Focuses on the nursing role with families in all phases of the childbearing process, with emphasis on changes occurring in the physiological, psychological and sociocultural systems. The health needs of

the childbearing family and reproductive health care are studied from the perspective of concepts of health and the teaching-learning process. Clinical experiences are provided in hospital and community settings. Prerequisites: Nursing 122/123, 130/131, 142.

142 Nursing Skills I (1 unit clinical lab)

First of two courses providing the student with theory and practice of skills used by the professional nurse in the care of clients of all ages. Using the problem-solving process, the student applies knowledge gained from a variety of sources to the practice of selected skills in the laboratory. Student is accountable for demonstrating comprehension of basic principles of teaching-learning, nursing documentation and medical and surgical asepsis. Prerequisite: junior year; Nursing 118, 119, 124/125.

143 Nursing Skills II (1 unit clinical lab)

Second of two courses providing the student with theory and practice skills used by the professional nurse in the care of clients of all ages. Using the problem-solving process, student applies knowledge gained from a variety of sources to the practice of a series of basic and intermediate skills in the laboratory.

154/155 Nursing Care of Infants, Children and Youth (2.5 units theory, 3 units clinical)

Exploring the concepts of health and human development and using the nursing process, students provide nursing care to children and youth in a variety of health care settings. Prerequisite: Nursing 132/133, 143.

160 Nursing Leadership, Management and Supervision (2 units theory)

Assists the student in developing as a professional nurse by investigating leadership, management, and supervision theories and principles. The four concepts of person, environment, health, and nursing provide the framework for examining the challenges of leadership in the health care setting. Students apply leadership, management and supervision theories to practice in the Senior Synthesis course. Prerequisite: Nursing 154/155, 162/163.

162/163 Nursing Care of Adults II (1.5 units theory, 3 units clinical)

Builds on prior learning experiences to facilitate care for adults and their families with complex variations in health pat-

terns. Integrates basic as well as advanced knowledge of pathophysiology, diagnostics, pharmacology, therapeutic interventions and communication concepts as applied to the care of medical and surgical clients. Students become increasingly competent in the application of nursing process, research, problem-solving and critical thinking. A variety of health care settings are used. Prerequisite: Nursing 132/133, 143.

170/171 Community Health Nursing (2 units theory, 4 units clinical)

A synthesis of the practice of two disciplines: public health and nursing. Focuses on the promotion and maintenance of health in selected settings with the family and community as the units of analysis. Health indicators of aggregates from birth to death are studied, and the identified concepts are utilized in application of the nursing process and leadership skills. Prerequisite: Nursing 154/155, 162/163.

176/177 Home Health Nursing Elective (4 units)

Designed for students who wish to practice within the home health arena. Content and learning experience focus on care of the clients within their home, working with the interdisciplinary team and utilizing community resources. Prerequisite: Nursing 154/155, 162/163.

178/179 Rural Health Nursing Elective (4 units)

Offered in conjunction with the Rural Clinical Nurse Placement Project. Designed to provide senior students with an opportunity to experience rural living and working, the Rural Clinical Nurse Placement Project

coordinates placement of students in hospital and health care facilities. Prerequisites: Nursing 154/155, 162/163.

190 Senior Synthesis (6 units clinical)

Student learns how to synthesize nursing theory/knowledge and nursing therapeutics in his/her nursing practice and selects an area of nursing practice. Students provide nursing care that is increasingly self-directed, independent, and creative, and apply leadership and management principles in clinical practice to further develop the professional nursing role.

Prerequisites: Nursing 160 (may be taken concurrently); 154/155, 162/163.

191 Nursing Work Study (1-4 units clinical)

This option provides the student with an opportunity for guided clinical practice of previously acquired nursing theory and skills in a variety of clinical settings. Working under the direct supervision of an RN preceptor employed by the clinical agency, the student plans, implements, and evaluates nursing care for a selected group of clients. Prerequisite: senior standing.

192/193 International Nursing Elective (4 units)

Focuses on nursing and health care in the global environment. Content and learning experience may relate to the study of nursing and health care in one or more communities/countries outside the continental USA. Clinical experiences increase the student's knowledge of aggregate health care and nursing problems in foreign countries and improve the student's ability to provide care to diverse clients in these settings. Prerequisite: senior standing.

.....
**Performing Arts:
Music, Dance and
Theatre**

Faculty

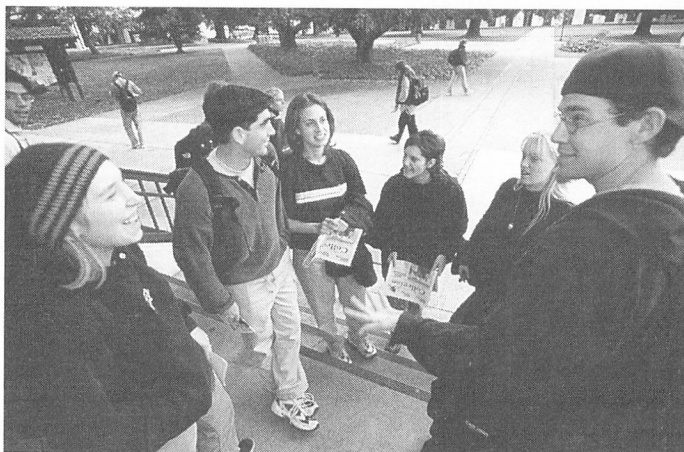
- Martin Rokeach, Ph.D., Professor,
Chairman
- Mori Achen, M.A., Lecturer
- Daniel D. Cawthon, Ph.D., Professor
- Cheri Cook, M.A., Lecturer
- Michael Cook, B.A., Lecturer
- Catherine A. Davalos, M.F.A., Assistant
Professor
- Rebecca Engle, M.A., Lecturer
- Frank Murray, Ph.D., Associate Professor
- Nancy Rude, M.A., Lecturer
- Brother Martin Yribarren, F.S.C., Ph.D.,
Assistant Professor

The paths of human knowledge include not only those disciplines which articulate meaning through rational, conceptual discourse, but also those which rely upon the imagination for insights into the human condition. The performing arts (music, dance, and theatre), like the fine arts, are unique languages with specific symbol systems for understanding and communicating the most profound meanings of human experience.

The Performing Arts department offers four distinct tracks for majors:

1. Performing Arts major: Music emphasis
2. Performing Arts major: Dance emphasis
3. Performing Arts major:
Theatre emphasis
4. Dramatic Arts major

A student selecting a performing arts major with an emphasis in music, dance or theatre (tracks 1, 2, 3), is required to take a sequence of courses which studies the similarities and differences of the performing arts, courses in the area of emphasis, and breadth courses in the other two emphases. In each instance, the art form is examined from the perspectives of a) history and aesthetics, b) theory, and c) practicum courses. The dramatic arts major (track 4) is designed for students only interested in the theatre. Students are required to take theatre courses in dramatic literature, criticism, and playwriting offered by the Departments of English and/or Modern Languages.



The faculty in the Department of Performing Arts are artists in their own right. Their courses take advantage of the many cultural resources available in the San Francisco Bay Area and satisfy a wide diversity of students' interests:

- Courses in theory, which analyze music, dance and theatre in terms of their internal structural components. Students study the history of each art form along with its many modes of expression.
- Courses in appreciation, which provide an academic framework for attending an impressive array of performances in places such as the American Conservatory Theatre, Davies Symphony Hall, the War Memorial Opera House, Zellerbach Hall, the Yerba Buena Center for the Arts, the California Shakespeare Festival, and the Berkeley Repertory Theatre.
- Courses in production, which provide opportunities for experiencing the performance and technical aspects of the three art forms.

Major Requirements

Music: 1, 10, 11, 12, (6 x .25, including 2 Piano), 15 (.25), 16 (.25), 100, 111, 114, 116, 117, 125, 135, 198; either 14 or 113

Dance: 1, 22 (.25 x 2), 100, 115, 121, 122 (.25 x 4), 123, 125, 126 (3x), 198;

Theatre: 1, 30, 132 (.5), 33, 36 (2 x .5), 100, 115, 125, 130, 133, 135, 136, 137, 138 (.5), 139 (.5), 198.

Dramatic Arts: 30, 132 (.5), 33, 36 (2 x .5), 130, 133, 135, 138 (.5), 139 (.5), 198; three from 136 (as content changes) and drama courses offered by English department; two from 137 (as content changes), English 102 (when offered as Playwriting).

Minor Requirements

Music: 1 or 100; 10, 11, 12 (2 x .25), 114; one of 111, 115, 116; either 14 or 113.

Dance: 1 or 100, 22 (.25 x 4), 121, 122, 123, 125, 126.

Theatre: 1 or 100; 30, 132 (.5), 33 or 133; 36 (.5), 130, 135, 138 (.5), 139 (.5).

Dramatic Arts: 30, 132 (.5), 36 (.5), 130, 133, 135, 138 (.5), 139 (.5); one additional upper division theatre course offered by Performing Arts or English department.

At least three upper division courses are required for all four tracks.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Departmental Courses

1 Perceiving the Performing Arts

Professional artists in the fields of music, dance, and theatre introduce students to the fundamental concepts of their respective disciplines. Course agenda includes field trips to concert halls and theaters in the Bay Area. Team taught.

#50 SMArts (.25)

Students receive a quarter (activity) credit for attending at least 10 arts events held on Saint Mary's campus during the semester. Written journal required.

100 Exploring the Performing Arts

An exploration of different topics relevant to the understanding of the disciplines of music, dance and theatre and their relationship to each other. Possible topics include origins (the human impulse towards performance), performance styles (surrealism, abstraction, minimalism), periods (from the classical to modern), or themes (the heroic, loss of innocence, the seasons).

197 Special Study

An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of the chairperson and instructor required.

198 Senior Project

During their senior year, majors in Music, Dance, Theatre or Dramatic Arts, under the supervision of a faculty member, are required to develop a project which demonstrates their expertise and creativity. For example, the project may take the form of a solo performance, involvement with a performing arts group off campus, a substantive essay, or directing or choreographing a student production.

Music

10 Rock to Bach

Develops students' abilities to listen deeply to music. The evolution of classical music, jazz, blues and early rock and roll is studied through exposure to over three dozen composers/musicians, including Bach, Mozart, Beethoven, Stravinsky, Duke Ellington, Miles Davis, B.B. King, and Little Richard.

11 Music Fundamentals

Students learn to read musical notation and study the basic construction of music through scales, key signatures, chords, and the relationship between melody and harmony.

#12 Applied Music (.25)

Instruction in musical instruments (piano, voice, guitar, chamber ensemble) or in an a capella performance group (NightinGaels). Beginning and intermediate levels.

14 Music of the World's Peoples

A survey of music the world over, including China, Japan, India, Indonesia, Sub-Saharan Africa, the Middle East, and Latin America, and Native American music.

#15 Workshop in Medieval Music (.25)

A brief examination of various aspects of music of the Middle Ages, such as performance practice, vocal or instrumental technique, or musical forms.

#16 Workshop in Renaissance Music (.25)

A brief examination of various aspects of music of the 15th and 16th centuries, such as performance practice, vocal or instrumental technique, or musical forms.

111 Symphonic Music

This course familiarizes students with masterpieces of the orchestral repertoire, while teaching them to listen to these works with understanding. A typical course syllabus includes works by Bach, Vivaldi, Handel, Haydn, Mozart, Beethoven, Schubert, Brahms, Tchaikovsky, Debussy, Mahler, Stravinsky, Gershwin, Rachmaninof and Bartok. In addition, students study the historical development of symphonic music and its relationship to the social milieu from which it springs.

113 Jazz and Blues in America

An examination of the development of jazz and blues in the United States from the early 20th century to the present. Major trends and artists are studied through directed listening and analysis of the cultural context from which they arose.

114 Music Theory/Ear Training

Students learn basic principles of harmony (chords) and voice-leading, improve their music reading skills, and learn how to notate simple melodies and identify different types of chords and intervals by ear. Ability to read music is required before enrolling in this class. Prerequisite: Performing Arts 11 or permission of instructor.

115 Music in Performance

Emphasizes the art of listening with sensitivity to music by attending numerous live concerts throughout the Bay Area. The class hears music of all historical periods performed by outstanding orchestras, chamber ensembles, and soloists in a variety of concert halls.

116 Great Composers

An in-depth focus on one composer, or related groups of composers, familiarizing students with their major musical works and the social milieu of which they were a part.

117 Form and Analysis

Combines the study of chromatic harmony with analysis of scores to determine the unity of form and content in selected compositions: e.g., a Bach fugue, a Mozart concerto, a 19th-century symphony and a 20th-century atonal work. Prerequisites: Performing Arts 11 and 114.

Dance**20 Dance International**

An introductory study of dance as an expression of culture and ethnicity. This course explores the social, historical and religious roots of the various ethnic, national, and folk dance forms.

#22/122 Applied Dance (.25)

Studio instruction in dance (dance technique, ballet, jazz, modern dance) at the beginning and continuing levels.

121 Dance History: The World of Ballet

This course examines facets of classical dance (history, great performers, technique and choreography) and explores the current realities of a ballet dancer's life and career.

Does not fulfill an Area requirement.

123 Dance History: Dance in America

A study of the history, tradition, and the recent developments of the various styles and techniques of American dance, including ballet, modern, musical theatre, tap and jazz.

125 Dance in Performance

A course in dance appreciation. Different aspects of dance as a performing art are studied through attendance at dance performances offered in the Bay Area by local companies and national troupes performing on tour.

#126 Dance Production

Rehearsal and technique class for the Saint Mary's College Dance Company. Permission of instructor required. Enrollment for three terms required.

Theatre**30 Foundations of Theatre I**

A survey of major developments in theatre from its origins to the Modern period.

#132 The Play in Production (.5-1.00)

Either full or half credit is available to students participating in the technical aspects of student theatre productions: includes stagecraft, costuming, marketing and front-of-house responsibilities. Pass/fail grading except for students needing to fulfill requirements for the major or minor in Performing Arts.

33 The Art of Acting

An introduction to the theory, history and styles of acting with emphasis on the development of a character, script analysis and the dynamics of performance.

36 Theatre Masterpieces (.5)

A minimum of ten plays are selected each term for reading or viewing and discussion with a member of the performing arts faculty. Readings are chosen to coincide with departmental courses offered each term.

130 Foundations of Theatre II

An in-depth study of contemporary dramatic literature and practices, including multicultural elements, and a survey of dramatic theories.

#133 Acting I

The course develops personal skills of concentration, creativity and commitment through individual and group exercises, culminating in the rehearsal and

performance of a scene from a play. Emphasis is given to the formation and development of the actor's instrument: body, voice, emotions and imagination.

134 Creative Self-expression

Students explore their unique physical and social styles. Classroom exercises emphasize physical relaxation, energy, spontaneity, and risk-taking. Discussion, reading, and writing assignments encourage self-awareness and personal growth.

135 Bay Area Theatre

A course in theatre appreciation. Students attend performances throughout the Bay Area while studying the contributions made by the playwright, director, actors, and designers to the production of a play.

136 Theatre: Special Topics

An intensive study of a selected era, genre or movement particularly rich in theatrical values and works. Topics have included: Performance Theory, History of the American Musical, and Cultural Diversity on the American Stage. May be repeated for credit as topic varies.

#137 Acting II

Through study of various topics such as Scene Study, Improvisation, Children's Theatre, and Readers' Theatre, students are taught different acting styles, the process of character development, fundamentals of directing and the importance of ensemble acting. May be repeated for credit as topic varies.

#138 Principles of Technical Production (.5)

The fundamental principles of stagecraft and theatre production from the first rehearsal to the closing of a show. Instruction is given in the use of hand tools, power tools and theatrical equipment and the responsibilities of each person on the technical staff. Members of the course are responsible for building sets and props for a mainstage production.

#139 Design for the Theatre (.5)

An introduction to the fundamentals of stage, prop, costume and lighting design for the theatre. Students follow the process of designing for the theatre through involvement with one mainstage production. Emphasis is given to drawing skills, mixing colors in pigment and light, and stage terminology.

Philosophy

Faculty

Steven Cortright, M.A., Associate Professor, Chairperson
 Brother William Beatie, F.S.C., Ph.D., Professor
 Owen Carroll, Ph.D., Professor
 Brother Edmund Dolan, F.S.C., Ph.D., Professor Emeritus
 Patrick Downey, Ph.D., Associate Professor
 John A. Dragstedt, Ph.D., Professor
 Wayne H. Harter, Ph.D., Associate Professor
 Joseph Lanigan, Ph.D., Professor
 Edward Porcella, Ph.D., Associate Professor

The Department of Philosophy provides an opportunity for every student to continue, in more structured, critical terms, the spontaneous inquiry into basic questions man has raised from the beginning of time—questions about himself, about God, about the world in which he lives, and the way in which he ought to live.

The word “philosophy” itself, love of wisdom, indicates that the search is not concerned with superficial explanations, but probes beyond appearances for fundamental principles and causes.

Hence courses are offered, not only to satisfy a major, but also to provide an opportunity for students who are interested in a closer examination of one or more areas of philosophical inquiry as a worthwhile supplement and broadening factor to their specialized field of study.

John F. Henning Institute

The Department of Philosophy hosts the John F. Henning Institute, a center for the study of Catholic social thought, with special emphasis on the question of human work and its centrality to the common good. Students are invited to take part in the Institute’s program of academic conferences and lectures, publications and seminars.

Major Requirements

Lower Division

The department encourages students who plan to major in philosophy to complete Philosophy 3, 4, and 5; however, none of

these courses is prerequisite to upper division work in philosophy for either majors or non-majors.

Upper Division

The major consists of any eight upper division courses in philosophy. Students should distribute these courses among problem-centered courses (like the Philosophy of Science), individual philosopher courses (like Plato), and subject matter courses (like Metaphysics). The student who intends to do graduate work in philosophy is encouraged to take French or German, for contemporary philosophy, or Latin or Greek, for classical philosophy.

Minor Requirements

The minor in philosophy requires at least five philosophy courses, at least three of which must be upper division. Selection of upper division courses should parallel distribution of courses for major.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C– or better in the prerequisite course.

Lower Division Courses

3 Philosophical Thinking

A study of selected philosophical texts with a view to such questions as: What is philosophy? What is philosophizing?

4 Philosophies of Life

A study of classical and modern philosophical works which deal with questions such as: What is a good life? What is ethical behavior? What is justice?

5 Practical Logic

A course in the analysis and evaluation of everyday arguments. Recognition of patterns of argumentation, fallacies, and ambiguities in English is stressed. This course aims primarily at refining and disciplining the student’s natural ability to think critically.

Upper Division Courses

108 Philosophy of Science

A study of the characteristic features of scientific discourse: “measurement,” “law,” “theory,” and “hypothesis and verification.” Reading and discussion of some major philosophical statements on the nature of scientific thinking.

109 Psychology and the Philosophy of Science

A study of the characteristic features of psychology as an empirical human science, with emphasis on the structure of its scientific method. Focus is on the distinction between the physical and the human sciences and on key factors of the scientific method: “measurement,” “law,” “theory,” “verification.” (Cross-listed as Psychology 203)

110 Philosophy of Religion

A phenomenological study of man which seeks to discover the essential structure of the human phenomenon of religion through its various manifestations. Consideration is given to the ultimate meaning of human existence and those common principles rooted in man which give rise to religion. The orientation of the course is philosophical and considers religion as involving both man and God.

111 Philosophy of Art

An analysis of doing and making, of truth, good, beauty, the visible and invisible, of figure and finality, as these reveal the intellectual and spiritual universes disclosed by painters, sculptors, poets, etc. (Cross-listed as Art 111.)

113 Contemporary Problems in Ethics

A study of the ethical aspects of such contemporary problems as personal freedom, personal rights, civil disobedience, and situation ethics.

*114 Philosophy of Law

A study of the philosophy of law from Sophocles’ *Antigone* through the great thinkers of the Middle Ages, giving particular attention to the notion of natural law of Thomas Aquinas.

*115 Modern Legal Philosophy

The philosophy of law from Thomas Hobbes and John Locke to Marxism and contemporary legal positivism.

116 Political Philosophy

An investigation of the philosophical development of the notion of the “state,” “man’s relationship to the state,” and “forms of government.”

117 Philosophy of Nature

Raises the question of the possibility of a knowledge of nature which is independent of the quantification and mathematical methods of the “physical” sciences.

* Offered in alternate years.

118 Theory of Knowledge

A study of the human approach to the nature of being, through an analysis of the works of Sartre, Descartes, Kant, Hegel, Aristotle, and Thomas Aquinas. Particular emphasis on the philosophical method and the practice of reflection.

***119 Existentialism**

Readings and discussions of some of the principal existential philosophers of the Continent, such as Kierkegaard, Camus, Sartre and Heidegger.

***130-131 Ethics**

An investigation of the difference between good and evil and between virtue and vice; of the relationship of virtue to choice, to knowledge, to power, to pleasure, to happiness; of the relationship of the human person to God, to nature, to society; of the relationship of responsibility to freedom and necessity. Texts (130) by Plato and Aristotle and (131) by Aristotle, Thomas Aquinas, Kierkegaard, and time permitting, Kant and Sartre. Philosophy 130 is prerequisite to 131.

***133 The Art of Logic**

A study of classical logic with reference to primary texts. Logic is approached as the art of attending to and refining the acts of the discursive intellect—definition, predication, and argument (reasoning—in its coming to know). Among the major topics considered: signification, categories, predicables, categorical and complex propositions, syllogistic, induction, formal and informal fallacies.

***134 Introduction to Modern Formal Logic**

An introduction to the propositional calculus and to first-order predicate logic with relations and identity. Logic is approached as the science of identifying and analyzing valid and invalid forms of inference. Among the major topics considered: proof theory for propositional and first-order logic, truth-tables, truth-trees, the notion of a formal system.

***135-136 Metaphysics**

A study, through close reading and discussing and writing, of “metaphysical” texts of (135) Plato and Aristotle (and, through them, of Parmenides and Heraclitus); and (136) of Thomas Aquinas and Hegel (with some attention,

as time permits and inclination prompts, to texts of one or more of the following: Descartes, Kant, Wittgenstein, Heidegger). Philosophy 135 is prerequisite to 136.

160 A Critical Reading of the Principal Works of a Single Major Author or School of Philosophy

Such philosophers will be chosen as Plato, Aristotle, Thomas Aquinas, Descartes, Hume, Kant, Hegel, and Heidegger. A “school” of philosophy, e.g., Empiricism, Rationalism, Idealism, is offered from time to time. May be repeated for credit as content varies.

170 Contemporary Philosophy

A study of a major philosopher or “school” of the contemporary period. Course may be repeated for credit as content varies.

174 Greek Philosophy

A study of the full range of Greek philosophical thought from its pre-Socratic origins to its Neoplatonic conclusion. Platonic, Aristotelian, Cynic, Sceptic, Stoic and Epicurean Schools are examined through their texts, in historical context and evolution.

176 Medieval Philosophers

A consideration of the metaphysical and world view of major philosophers of the medieval period such as Saint Augustine and Thomas Aquinas. Course may be repeated for credit as content varies.

178 Renaissance Philosophers

A survey of major thinkers and artists from early 14th century to 16th century. The concern will be with questions of God, man, and the world, and the contrast of the world of the Middle Ages and the beginning of the modern world.

197 Special Study

An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of the department chairperson and instructor required.

199 Honors-Special Study

An independent study or research course for upper division majors with a B average in philosophy. Permission of the department chairperson and instructor required.

.....

Physics and Astronomy

Faculty

Roy J. Wensley, Ph. D., Professor,
Chairperson

Jessica C. Kintner, Ph.D., Associate
Professor

Ronald P. Olowin, Ph.D., Professor

Chris M. Ray, Ph.D., Associate Professor

John Waddell, M.S., Associate Professor
Emeritus

Physics in this century has become a complex endeavor reflecting many centuries of experimentation and theory. It is an enterprise conducted by men and women who are stimulated by hopes and purposes that are universal: to understand and describe nature in its most elementary form.

Physics and astronomy courses train students to carefully observe physical phenomena and to interpret the phenomena using synthesis, mathematical modeling and analysis. These methods represent a way of knowing that is central to the scientific method. The department is dedicated to teaching students with majors in science as well as general science education in the liberal arts tradition.

The physics major is designed for students who wish to pursue graduate study or gain employment in the private/industrial sector or government service. In addition to offering a bachelor of science degree in physics, the Department of Physics and Astronomy also offers an optional degree concentration in astrophysics and a physics minor.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C– or better in the prerequisite course.

Major Requirements**Lower Division**

Physics 1, 2 (lab), 3, 4 (lab), 60

Mathematics 27, 28, 29

Computer Science 21

Upper Division

All majors must take seven upper division courses including Physics 105, 110, 125, 181, and Math 134.

The concentration in astrophysics requires eight upper division courses: the five listed above and Physics 170, 173, and 185.

Minor Requirements

Physics 1, 2 (lab), 3, 4 (lab), 60; Mathematics 27, 28, 29, and three elective upper division physics courses.

Lower Division Courses

1 Introduction to Physics I

This course is the first in a two-part sequence and is designed for students majoring in physics, chemistry, and mathematics, and for students preparing for an engineering program. The sequence introduces students to topics in Newtonian mechanics, vibrations and oscillations, waves and sound, thermodynamics, electricity, magnetism, simple circuits, and optics (geometrical and wave). Four lectures weekly. Concurrent enrollment in Physics 2 (lab) is required. Prerequisite: Math 28 (may be taken concurrently).

2 Introduction to Physics I Laboratory (.25)

Students gain "hands on" experience with the topics discussed in Physics I. Additionally, students are introduced to methods of experimentation in physics including good measurement techniques, simple data analysis, and scientific writing. Concurrent enrollment in Physics I is required. Laboratory fee required.

3 Introduction to Physics II

Continuation of Physics I. Four lectures weekly. Concurrent enrollment in Physics 4 (lab) is required. Prerequisites: Physics I and Math 29 (may be taken concurrently).

4 Introduction to Physics II Laboratory (.25)

Students explore the concepts of Physics 3 in a laboratory setting. Concurrent enrollment in Physics 3 is required. Laboratory fee required.

10 General Physics I

This course is the first in a two-part sequence. The sequence introduces the student to the conceptual framework of physics, and the phenomenology of mechanics, fluids, waves, thermal physics, electricity, magnetism, optics and modern

physics. In comparison with the Introduction to Physics sequence this course chooses breadth over depth, and is expected to be more suited to needs of life science students. Prerequisites: Math 28 (may be taken concurrently). Concurrent enrollment in General Physics Lab I is required.

11 General Physics II

Continuation of Physics 10. Prerequisite: Physics 10. Concurrent enrollment in Physics 21 is required.

20 General Physics I Laboratory (.25)

Laboratory to accompany Physics 10. Must be taken concurrently with that course. Laboratory fee required.

21 General Physics II Laboratory (.25)

Laboratory to accompany Physics 11. Must be taken concurrently with that course. Laboratory fee required.

40 Revolutions in Science

This course is intended to introduce the methods and ideas of science. Students gain an appreciation for the scientific "way of knowing," by learning how phenomena in nature are observed and catalogued, and how general principles are deduced from observations. Concurrent enrollment in Physics 41 is required.

41 Revolutions in Science Laboratory

Laboratory to accompany Physics 40. Must be taken concurrently with that course. Meets every other week. Laboratory fee required.

60 Modern Physics

The discoveries and methods of physics developed in the 20th century will be studied. Relativity, statistical physics, and quantum mechanics are the main topics. Applications including molecular, condensed matter, nuclear and particle physics are stressed. Prerequisite: Physics 3.

90 Introduction to Astronomy

This introductory course presents a comprehensive and balanced view of what is known about the heavens. Aimed at the non-specialist, the course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars and galaxies to more esoteric questions concerning the origin of the uni-

verse and the search for extraterrestrial intelligence. Prerequisites: One year each of high school Algebra I, II, and geometry. Concurrent enrollment in Physics 91 is required.

91 Astronomy Laboratory (.25)

Laboratory to accompany Physics 90. Exercises included experiments in a laboratory setting, observations using the Campus Observatory and telescopes, and field trips to local observatories and/or planetariums. Laboratory fee required.

Upper Division Courses

Physics 3 is a prerequisite for all upper division physics courses.

105 Analytical Mechanics

This course covers the principles of particle dynamics. Topics include rigid body dynamics, Lagrange's equations, Hamilton's principle, wave propagation, and normal modes of vibration in oscillating systems.

110 Electricity and Magnetism

Electrical and magnetic concepts are studied using static and dynamical field concepts. Maxwell's equations are emphasized. Topics include electrostatics, electrodynamics, magnetism, and electromagnetic waves.

115 Thermal and Statistical Physics

This course covers the laws of thermodynamics and statistical physics. Topics include temperature, work, heat transfer, entropy, phase transitions, Maxwell's relations, the kinetic theory of gases, partition functions, and particle statistics.

125 Quantum Mechanics

Introduction to the theoretical foundations of quantum theory. Using the Schrodinger and Heisenberg formulations of the harmonic oscillator, the hydrogen atom, the theory of quantized angular momentum, and scattering are studied. The concepts of Hilbert space, operators, commutation relations, and the Heisenberg uncertainty principle are included. Prerequisites: Mathematics 134 and Physics 60.

140 Special Topics in Advanced Physics

Focus on variable topics such as particle physics, solid state physics or numerical methods of physics. May be repeated for credit as content varies.

170 Astrophysics

A study of the internal constitution of stars and stellar systems from the point of view of atomic and nuclear physics. The basic equations of Saha and Boltzman are used to solve the appearance of observed stellar spectra and the differential equations of continuity and state to interpret the physical properties of stellar structures.

173 Cosmology

Using an historical approach, this course studies how humankind has come to understand the origin and structure of the universe. The course begins with studies of ancient cosmologies, such as those from Egypt, Ancient Greece, Pre-Columbian America, and the Orient. This sets the stage for the revolution in understanding brought about by Copernicus, Kepler, Galileo and Newton. This fascinating journey is carried through to the present by studying modern astrophysics including topics such as relativity, black holes, stellar evolution, and the Big Bang.

180 Experiments in Modern Physics

Students discuss and perform the experiments which demonstrate and investigate the principles of twentieth century physics. Experimental topics include the photoelectric effect, the Franck-Hertz experiment, x-ray diffraction, solid state materials, nuclear spectroscopy, and holography. This course meets for two laboratory sessions and one lecture session each week. Prerequisite: Physics 60.

181 Electronics and Instrumentation

Students study the properties of various circuit components and use them in scientific applications. Topics include linear DC and AC circuits, diodes, transistors, operational amplifiers, and photoelectronic devices. Meets for two laboratory sessions and one lecture session each week.

185 Observational Astronomy and Astrophysics

A laboratory course based on the attempt to model, simulate and interpret observational data derived from astronomical observations. Included are interpretations of stellar photographs and spectra, measurements of various stellar parameters and quantities that give rise to our understanding of stars as physical systems. Lab fee is required.

196 Senior Essay (.25)

Independent study of a topic beyond the common course content. Open only to majors in the spring term of their junior year or fall term of their senior year. The essay is evaluated by a committee consisting of the faculty supervisor and two other faculty chosen in consultation with the student. Permission of the chairperson is required.

197 Special Study

Independent study or research of topics not covered in listed courses. Permission of the chairperson is required.

199 Honors Special Study

Independent study or research for majors with at least a B average in physics. Permission of the chairperson is required.

.....

Politics

Faculty

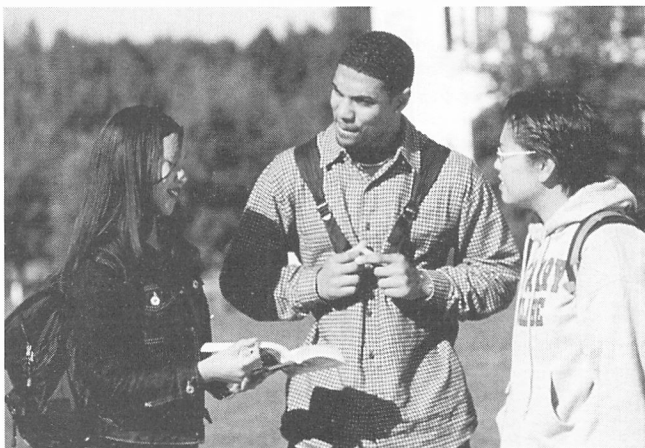
Stephen Woolpert, Ph.D., Professor,
Chairperson
David Alvarez, Ph.D., Professor
Wilber A. Chaffee, Ph.D., Professor
Patrizia Longo, Ph.D., Associate Professor
Stephen Sloane, Ph.D., Associate
Professor
Susan C. Weissman, Ph.D., Associate
Professor
Sepehr Zabih, Ph.D., Professor

The politics major is designed to provide systematic understanding of government and politics, both national and international. A student whose particular need or interest requires concentration can choose from one of five fields of American government and politics, political theory, comparative politics, public administration and international relations. The department advises students to divide their work among the five fields, although a concentrated major may be advised in a particular case. The department recommends a substantial amount of work in related departments such as economics and history and normally advises majors to take a minimum major in order to have an opportunity for a broad liberal arts education.

The politics major is not designed as a vocational major, although some students with an undergraduate major in politics go directly into government service, private administration agencies, journalism, or secondary teaching.

A politics major may be the basis for graduate study leading to administrative work in government, in international agencies, or in private agencies, and for graduate study in law or an academic career. Students seeking a career in the legal profession will find that the Politics department's pre-law concentration will prepare them with a broad background and specific tools with which to build their graduate study. Advisors within the department will assist the students in the selection of courses. Free preparation seminars for the LSAT (Law School Admission Test) are provided by the College.

Students who expect to pursue graduate study in politics science should note that



* Offered in alternate years.

a knowledge of foreign languages and/or statistics is usually required for a graduate degree. A knowledge of modern languages is particularly important for students expecting to work in international affairs.

The department participates in several off-campus programs which allow students to combine study with practical experience in government. Students interested in European affairs can take advantage of a program that offers a semester or a full year of study at the American University in Paris. A similar arrangement with American University in Washington, D.C. provides an opportunity for internships in our nation's capital. Students majoring in politics may also participate in the Model United Nations Conference held each year at Harvard University and the annual Conference on the Presidency in Washington, D.C.

Major Requirements

Lower Division

Politics 1, 2, 3; Economics 4

Upper Division

Nine upper division courses which must include Politics 100 and at least one course each from groups I and V, and Politics 120.

Group I **American Politics:** 101, 102, 103, 104, 105, 106, 107, 108, 109, 110

Group II **Political Theory:** 111, 112, 113, 114

Group III **International Politics:** 120, 122, 123, 124

Group IV **Public Administration:** 130, 133

Group V **Comparative Politics:** 143, 144, 145, 146, 147, 148, 149

Minor Requirements

The minor in politics requires Politics 1, 2, and 120; either 105 or 107; one course from Group V (143, 144, 145, 146 or 147, 148, 149), and one course from either Group I (101, 102, 103, 104, 105, 106, 107, 108, 109, 110), Group II (111, 112, 113, 114), or Group IV (130, 131, 132, 133).

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Lower Division

1 Introduction to the Political Process

A comparative survey of political organizations and activities. Topics include the behavior of political groups; the structure of political systems; the functions of governmental institutions; politics among nations; political communication, conflict and change; and public policy making. Students learn to think critically about political institutions, processes and events.

2 American Government

Survey of the principal institutions and processes of the American political system. Topics include constitutional origins and development, political parties, elections, Congress, Presidency, bureaucracy and the federal courts.

3 Introduction to Political Thought

A survey of the great political ideas and ideologies that have shaped the history of politics. Topics include core political concepts such as liberty, justice, and equality, as well as organized belief systems such as liberalism, conservatism, and socialism. Students learn to analyze and evaluate political values and to apply them to practical political problems.

Upper Division

100 Research Methods

This course explains modern empirical methods of investigating political behavior. The course stresses the development and testing of hypotheses, polling techniques, and data analysis. To be taken in junior year.

101 State and Urban Politics

Survey of current issues and problems in state and city government. Analysis of the evolutionary nature of such issues and problems through a comparison of the historical and contemporary experiences of cities and states. Topics include the distribution of power in the community; the organization of city government; state executive and legislative processes; and community responses to law enforcement, social welfare, education, and taxation.

102 Political Parties and Pressure Groups

An investigation into the theory and practice of political groups. Analysis of the nature of political behavior within and among groups through reading and

discussion of classic texts on groups.

Topics include the influence of the political environment on group activity; the roles of leaders and followers; the identification and pursuit of group goals; the organization and function of American political parties; and the phenomenon of party loyalty.

103 Elections and Voting Behavior

A study of the electoral process in America with emphases on the organization and the conduct of elections, and the behavior of the electorate. Topics include campaign organization, primaries and nominations, the role of the media, the impact of issues and personalities, and electoral realignment. Depending on the year, the course will focus on presidential elections or the midterm congressional elections. Politics 102 is not a prerequisite for this course.

104 United States Public and Constitutional Law

A study of the landmark opinions of the U.S. Supreme Court. Topics include separation of powers, federalism, judicial review, government regulation of business, and civil rights. Methods of legal reasoning and case analysis are taught. Prerequisites: Politics 1 and 2 or consent of the instructor.

105 Presidency and Congress

An investigation of the institutional and behavioral characteristics of the Presidency and the Congress. The course focuses upon the development of the office of the Presidency, the nature and scope of presidential power, and the interaction of the Presidency with the cabinet, bureaucracy, media, political parties, and public opinion. It also considers the operation of the modern Congress through an examination of the committee system, congressional procedures and customs, and the relationship between the representative and the constituency.

106 Gender Politics

A study of the social, economic, political, and legal status of women in contemporary America. The course is an introductory survey of the dynamic changes taking place in the relationship between women and men. Topics include the history of women's liberation movements, the Equal Rights Amendment, abortion, sexism in the workplace, feminist social theory, and women in politics.

107 American Legal Institutions

A survey of the American judicial process. The role of the courts in the political process is described, with special emphasis on the Supreme Court. Topics include: how judges are selected, how courts decide cases, the limits of the courts' power, and the impact of court rulings.

***108 CIA and the Intelligence Community**

An investigation into the role of the intelligence community in the formulation and conduct of American foreign policy. The course focuses on the Central Intelligence Agency but also considers other members of the intelligence community such as the National Security and the Defense Intelligence Agency. Topics include covert operations, intelligence collection and analysis, counterintelligence, and oversight and control of intelligence activities.

109 Problems in American Politics

A detailed analysis of selected problems in American politics involving the investigation of such contemporary issues as campaign reform, morality in politics, executive-legislative relationships, the military in American politics, and legal-political issues of the intelligence apparatus. May be repeated for credit as content varies.

110 Minority Politics

An examination of the racial and ethnic dimensions of American politics. Topics include the growing diversity of the American population; government policies on civil rights, affirmative action, and immigration; political participation by, and political conflicts among, racial and ethnic groups; and the impact of ethnic and racial subcultures on contemporary politics.

***111 Modern Political Thought**

Works by modern masters of political theory from the Protestant reformation up to the contemporary era are compared and contrasted. Topics include the alternative theoretical foundations of modern political movements and regimes. Students learn to evaluate and criticize political ideas and gain insight into contemporary political problems.

***112 American Political Thought**

This course seeks to illuminate the philosophical antecedents to the foundations of the American government as well as the thought of the Founders themselves, and concludes with a review of some of the diverse views regarding the American political order.

***113 Political Psychology**

This course surveys the relationship between psychological and political phenomena. Attention is given to classic works which have significantly shaped the field. Topics include theories of human nature, personality and politics, the nature of political beliefs and values, the psychology of political conflict, political leadership, and decision-making. Psychoanalytic, behavioral, cognitive and humanistic perspectives are examined.

***114 Topics in Political Thought**

A detailed investigation of selected problems in political thought. Topics such as freedom, equality, justice, authority, ideology, violence, political economy and political psychology are explored. May be repeated for credit as content varies.

120 International Relations

A study of the forces and forms of international politics and modern state system; nationalism, internationalism, imperialism; war and "cold war." Restraints on the struggles for power: balance of power, morality, and law. The problems of world stability and peaceful change today; diplomacy, disarmament, collective security, the United Nations, regional federations, world government, universal empire.

***122 Problems in International Politics**

A detailed analysis of selected problems in international politics, involving case studies of major geographical regions such as Western Europe, Southeast Asia, and the Middle East, together with a critical examination of the influence of contemporary ideologies on the behavior of nation states. May be repeated for credit as content varies.

123 American Foreign Policy

An investigation of the institutions and processes of modern American diplomacy. Examination of case studies to illustrate the role of the State Department, the military, intelligence agencies, the Presidency, Congress, and interest groups. Consideration of current problems in foreign policy and discussion of future developments.

124 Defense Policy

This course examines U.S. national security policy objectives, the military strategies and institutions that have been designed to achieve these objectives and the defense capabilities that can be used to accomplish political and economic goals. The focus of readings and class discussion is on the following topics: the international environment as the setting for the making of American defense policy; the evolution of U.S. strategy; World War II, the Korean War and Vietnam as case studies; arms control; the institutional structure and processes of defense policy; military professionalism; reform and appraisal.

130 Introduction to Public Administration

A basic introduction to the theory and practice of public administration. Major works in organization and decision theory are read, and particular attention is given to the creation and implementation of programs in the U.S. federal government.

133 Comparative Administration

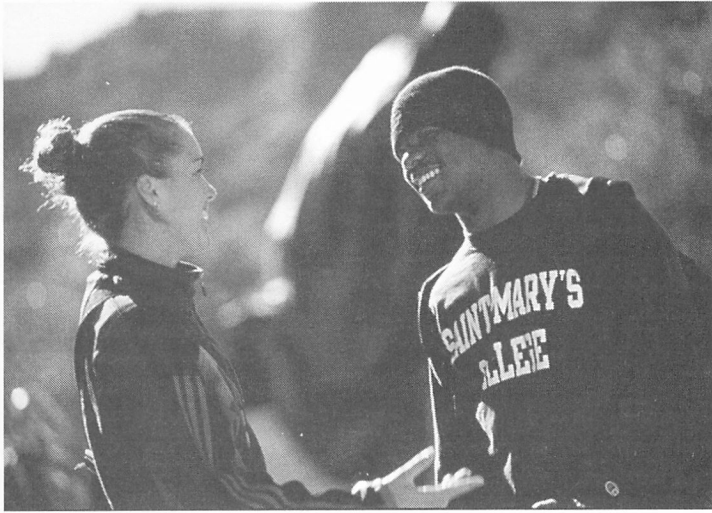
An introduction to the comparative study of government administration in various nations of the world. Attention is given to the effects cultural and historical differences have on the development of a country's governmental arrangements and processes, and to the different ways other countries deal with the problems and changes in the world with which we also must contend.

135 Environmental Politics

A political analysis of environmental problems such as pollution, energy shortages, population growth, climate change, and the destruction of wilderness areas. Public policies to address these problems both here and in other countries are examined. Ethical aspects of environmental issues are explored.

***143 Government and Politics in the Middle East**

An introductory comparative politics course in the Middle East, the course analyzes such specific problems as the role of the military, the process of modernization, the impact of state proliferation, and the consequences of socioeconomic disparities resulting from the recent influx of oil wealth.



***144 Government and Politics in Asia**
Analysis of political systems in the non-western developing regions of Asia, with emphasis on the process of modernization and the problem of political stability.

***145 Government and Politics in Latin America**

Examination of political systems in selected Latin American countries. Emphasis on institution, ideologies, political modernization, and the role of the military.

***146 Comparative Politics—Western Europe**

Examination of politics, institutions, ideologies, patterns of stability and change in selected countries such as Great Britain, France, and Germany. Theory of comparative studies.

147 Russia in the 20th Century

A survey of the political, social, and economic development and demise of the Soviet Union from the Revolution to the present. The course takes an interdisciplinary and theoretical approach beginning with Marx, Lenin, Trotsky and Stalin, and goes on to Gorbachev's attempted reform, and the disintegration of the USSR. The course finishes with an examination of the contradictions facing the present Russian government in its attempt at integration into the world economy and its response to the terminal crisis of a system in collapse.

148 Contemporary Eastern European Politics

This course looks at Russian and Eastern European political institutions, political actors, and political processes. Structure

and functions of the government and party apparatus are examined. The rise and fall of the communist party is traced. A large part of the course is devoted to an examination of ongoing changes in Russia and Eastern Europe, and towards that end a variety of topical issues are explored in some detail.

149 Topics in Comparative Politics

Examination of political systems not covered in other courses, investigating selected areas such as African, Canadian, or Pacific Rim countries. May be repeated for credit as content varies.

195 Internship in Government

Offers the student the opportunity to earn credit while learning about the day-to-day functioning of government by working part-time in the office of a government agency or elected official. Internships in local, state, and Federal offices may be arranged to fit the interests of the student. Student must be in good academic standing.

197 Special Study

An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of instructor and department chairperson required.

199 Honors-Special Study

An independent study or research course for upper division majors with a B average in government. Permission of the instructor and department chairperson required.

Pre-Professional Curricula

Pre-Law

The Association of American Law Schools and the Law School Admissions Council (LSAC) do not recommend any specific undergraduate major or program for students planning to study law. While they consider the prescription of particular courses unwise, the LSAC does believe that the Council can call attention to the quality of undergraduate instruction it believes fundamental to the subsequent attainment of legal competence. The three general aspects of education stressed are:

Comprehension and expression in words.

Language is the lawyer's working tool. Courses which can help the student to gain this competency include those in English and others which stress writing, oral discussion, speech, and debate. Courses in foreign languages which can enhance an appreciation of the student's own language are also useful.

Critical understanding of human institutions and values.

A person pursuing a legal career can expect to encounter a number of institutions under circumstances in which his/her conduct necessarily shapes the conduct of others and their values. The lawyer is a force in the operation and shaping of institutions, and it is vital that he/she performs with a consciousness that the lawyer's conduct counts in the choice of preferable means and ends. Courses in religious studies, economics, government, history, psychology, philosophy, and sociology/anthropology are recommended. The Integral Program would be particularly valuable.

Creative power in thinking.

Any test can be done better by one who possesses the power of creative thinking. A large part of the work lawyers are called upon to do calls for problem solving and sound judgement. They will be called upon to create or give advice concerning an almost infinite variety of relationships. In addition to the subject areas mentioned above, courses in mathematics and the natural sciences are recommended. (The LSAC specifically suggests account-

ing as an area that lawyers must appreciate, since it is in many ways the language of business, and recommends it as a course for prospective law students).

Law school is a continuation of the liberal education students begin to receive at Saint Mary's College. Whatever best contributes to the liberal education of the prospective law student will best contribute to his/her preparation for legal studies.

The pre-law advisor at Saint Mary's is located in the Career Development Center, Ferroggiaro Hall. Information on and advice about specific law schools and the LSAT is available in that office.

Health Professions

Saint Mary's offers an excellent preparation for professional study in a variety of health care fields. Graduates have successfully entered such professions as medicine, dentistry, physical therapy, physician assistants, pharmacy, optometry, podiatry, and chiropractic medicine. Saint Mary's has a full-time Health Professions advisor to assist students with preparation for these careers and with the application process.

Medicine

Traditionally, Saint Mary's students intending to enter the medical profession have majored in biology or chemistry. However, medical schools give equal consideration to students with any major, as long as students have completed the prerequisite coursework. Thus, a student interested in medicine should not automatically exclude any course of study when entering Saint Mary's. Rather each student should consider such factors as personal interest, aptitude, and alternative career goals when choosing a major.

Regardless of choice of major, there are certain courses that are required by virtually all allopathic and osteopathic medical schools. These include one-year sequential courses in general chemistry (Chemistry 8, 9; 10, 11), organic chemistry (Chemistry 104, 105; 106, 107), general biology (Biology 90, 91; 92, 93), general physics (Physics 10, 20; 11, 21; or Physics 1, 2; 3, 4), and English. Because

calculus is required for physics it should be completed before enrolling in either of the physics sequences. Generally, all of these courses should be completed by the end of the junior year as this is when the Medical College Admission Test (MCAT) is normally taken. In addition, it is advisable to take at least one upper division science course as an elective if a science major is not chosen. Some medical schools suggest or require additional courses in biochemistry, psychology, or foreign language. Thus, the student is advised to obtain a copy of the catalog from prospective medical schools in order to determine specific requirements. All pre-medical students, regardless of academic major, should seek counseling from the Health Professions advisor in the School of Science initially upon entering Saint Mary's and thereafter on a regular basis.

Dentistry

The general course requirements are the same as for pre-medical students and should be completed prior to taking the Dental Admission Test (DAT). Each pre-dental student should plan his/her curriculum through close consultation with his/her academic advisor and the Health Professions advisor in the School of Science.

Physical Therapy

Students wishing to enter a master's program in physical therapy following graduation from Saint Mary's may choose any undergraduate major. However, the Health Science major is designed to include those courses that are required for entrance into most physical therapy master's programs. These courses include general chemistry (Chemistry 8, 9; 10, 11), general biology (Biology 90, 91; 92, 93), and general physics (Physics 10, 20; 11, 21), plus courses in human anatomy (Biology 15, 16), human physiology (Biology 25, 26 or 127), psychology (7, 140, 152), and statistics (Psychology 3 or Math 4). Additional courses in psychology; sociology; health, physical education

and recreation; and biology may be advised, depending upon the entrance requirements of particular physical therapy program. For further information, contact the Director of Health Science.

Occupational Therapy

Students wishing to enter a master's degree program in occupational therapy following graduation from Saint Mary's may choose any undergraduate major. However, the Health Science major is designed to include those courses that are required for entrance into most occupational therapy master's programs. These courses include human anatomy (Biology 15, 16), human physiology (Biology 25, 26 or 127), psychology (7, 140, 152), statistics (Psychology 3 or Math 4), and sociology. General chemistry (Chemistry 8, 9; 10, 11), general biology (Biology 90, 91; 92, 93), and general physics (Physics 10, 20; 11, 21) and additional courses in psychology may be advised, depending upon the entrance requirements of a particular occupational therapy program. For further information, contact the Director of Health Science.

Pharmacy

Students planning to enter the field of pharmacy should follow the recommended biology or chemistry major. Any pharmacy course of studies should include Math 4, Biology 130, and Biology 135. Some schools of pharmacy allow transfer students to enroll after three years of pre-professional education. Pre-pharmacy students should consult closely with the Health Professions advisor in the School of Science.

Veterinary Medicine

Students interested in pursuing veterinary medicine as a professional career have traditionally majored in either biology or chemistry (or a split major between these two disciplines). However, schools of veterinary medicine may consider students from any major providing they have completed the prerequisite coursework. Veterinary medicine requires the same courses in biology, chemistry, mathematics and physics as are required in pre-

* Offered in alternate years.

Does not fulfill an Area requirement.

medicine (see under **Medicine**). Many veterinary schools have other specific core requirements, such as embryology or statistics. In addition, actual experience in the field of veterinary medicine or extensive experience with animals is required, as well as taking the Graduate Record Exam (GRE). Students are advised to obtain a copy of the catalog from prospective schools, and should also seek counseling from the advisor for Veterinary Medicine in the School of Science upon entering Saint Mary's and throughout their stay at the College.

Other Health Professions

Saint Mary's College provides pre-professional preparation for a number of other health care fields. Students interested in medical technology, genetic counseling, physician assistant, optometry, podiatry, and chiropractic medicine should contact the Health Professions advisor in the School of Science.



Psychology

Faculty

Nancy J. Struthers, Ph.D., Associate Professor, Chair
 Jack B. Arnold, Ph.D., Professor
 Brother Camillus Chavez, F.S.C., Ph.D., Lecturer
 Lynyonne D. Cotton, Ph.D., Assistant Professor
 Elena A. Escalera, Ph.D., Lecturer
 Jose A. Feito, Ph.D., Assistant Professor
 Mary E. McCall, Ph.D., Professor
 Mary Jane Nunes-Temple, M.S., Lecturer
 Keith H. Ogawa, Ph.D., Associate Professor
 Arcenta Orton, M.A., Lecturer
 Sally J. Phelps, M.A., Lecturer
 Sara K. Stampp, Ph.D., Professor
 James A. Temple, Ph.D., Professor
 Mary M. True, Ph.D., Associate Professor
 Hoang J. Vu, Ph.D., Assistant Professor

The major in psychology is a four-year program leading to a bachelor of science degree. Students majoring in psychology are introduced to a spectrum of psychological theories, experiments and problems within the context of a liberal arts college. Although there is considerable variety in the Psychology department's course offerings, an orientation which embraces both research and application is emphasized. Psychology majors who have earned their bachelor's degrees are prepared for many different endeavors. For example, they may pursue further study at the graduate level; prepare for the MFC Counseling license in the State of California; become involved with the work of counseling centers, elementary and secondary schools, or youth authority facilities; earn a credential in Early Childhood Education and/or in Special Education; or pursue a career in human resource management. Psychology is also an excellent preparation for careers in law, medicine or business.

Major Requirements

Lower Division

Psychology 1 and 2 are required for all psychology majors and for admission to all upper division psychology courses. Students may substitute Psychology 7 for Psychology 1. Psychology 3 is required for admission to some upper division courses

as indicated in the course descriptions. Prerequisites may be waived at the discretion of the instructor. A minimum grade of C- in all prerequisites is required for admission to all courses. If psychology majors use an introductory statistics course from another department to substitute for Psychology 3, then they must take Psychology 103 as part of their major.

Upper Division

There are three major concentrations in the Psychology department. A student may elect to follow any one of these programs for a bachelor of science degree:

General Psychology: For the student who wants a general education in psychology, a sequence of upper division courses which must include Psychology 100, either 103 or 104, 110, 120, either 126 or 127, 140, 150, 160, and one course each from two of the following areas of concentration:

Biological Psychology: 113, 115, 157.
 Developmental Psychology: 141, 142, 143, 147, 148.
 Personality Theory: 152, 170, 174.
 Social Psychology: 165, 172, 180.

Experimental Psychology: For the student who plans to obtain a graduate degree in psychology or a related field, a sequence of upper division courses which must include Psychology 100, 103, 104, 110, 113, 120, 126, 127, 140, 150, and 160.

Developmental Psychology: For the student interested in working with individuals in educational or social service settings, two tracks are offered:

Child/Adolescent track, a sequence of upper division courses which must include Psychology 100, 104, 110, 120, 140, 141, 142, 150, 160, and any two of the following: Psychology 147, 148, 165, 174, Anthropology 113.

Adolescent/Adult track, a sequence of upper division courses which must include Psychology 100, 104, 110, 120, 140, 142, 143, 150, 160, and any two of the following: Psychology 115, 147, 157, 165, 174.

A field study (Psychology 195) is strongly recommended.

The split major in which psychology is the predominant field of study consists of Psychology 1, 2, 3 and six upper division

courses which must include Psychology 120, 140, 150, 160. The split major in which Psychology is not the predominant field of study consists of Psychology 1, 2, 3 and three upper division psychology courses, including two of the following: Psychology 120, 140, 150, 160.

Minor Requirements

The minor in psychology requires Psychology 1, 2, 3; and from the following five pairs of courses, the student must select three courses, no two of which are from the same pair: Psychology 110 or 115, Psychology 140 or 147, Psychology 150 or 152, Psychology 172 or 180, Psychology 160 or 165.

Transfer credit in psychology: Students already enrolled at Saint Mary's College who wish to transfer credit for an off-campus upper division psychology course must submit a formal petition to do so to the chairperson of the Psychology Department before enrolling in the course. Only for compelling reasons will transfer credit be granted for Psychology 100, 110, 120, 150, or 160. Upper division extension courses are not transferable.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Lower Division Courses

1 Introduction to Personal-Social Psychology

A survey of personality theory and assessment, social, and developmental psychology.

2 Introduction to Physio-Experimental Psychology

An exploration of the scope and methods of physiological and experimental psychology.

#3 Introduction to Psychological Statistics

Application of descriptive and inferential statistics to psychological research. Prerequisite: competence in basic algebra.

7 Introduction to Psychology: A Multicultural Perspective

A survey of personality, social and developmental psychology with a special em-

phasis on the pervasive influences of culture, gender, and ethnicity. Psychology's traditional findings are situated within a broader social context by examining relevant cross-cultural research and considering some cultural critiques of mainstream psychology. Topics which particularly benefit from a multi-cultural perspective are investigated in greater depth, e.g. intelligence testing, personality development, social influence, prejudice, psychopathology, and gender roles. (May substitute for Psychology 1. Not open to students who have taken Psychology 1.)

12 Special Topics in Psychology

Selected areas of psychology not covered by the regular department course offerings. Topics are announced prior to pre-registration. Course may be repeated for credit as content varies. Potential topics include: The Psychology of Prejudice, Racism and Alienation; Psychology in the Courtroom; Psychology of Religion; Transpersonal Psychology; Sports Psychology.

#13 Meditation (.25)

Students learn to use the Jose Silva theory of meditation to enhance performance and well being. Exercises are offered in stress reduction for the improvement of sports performance, for the enhancement of prayer life, and other areas of student interest. Course offered on a pass/fail basis only. Does not count toward the major.

#14 Advanced Meditation (.25)

Building upon the skills and knowledge gained in Meditation 13, students continue with more advanced aspects of the theory and practice of meditation. Course offered on a pass/fail basis only. Does not count toward the major. Prerequisite: Psychology 13.

Upper Division Courses

100 Seminar in Psychology

An investigation of the history and philosophical foundations of modern psychology. Emphasis is upon basic issues of psychology, emerging in the long philosophical tradition of Western civilization, which ground psychology as an empirical human science. Prerequisite: Senior psychology major or consent of instructor.

#103 Advanced Psychological Statistics

Advanced research methods for reducing and evaluating psychological data, including the use of computer programs. Topics generally included: theoretical sampling distribution, probability, decision theory, analysis of variance, multiple and partial regression analysis. Prerequisite: Psychology 3.

#104 Test Construction

A study of the principles of testing and measurement by each student in the creation of a test. The general history, function, and use of tests. Norms, reliability, validity, item analysis. Prerequisite: Psychology 3.

#110 Psychobiology

The biological basis of behavior with emphasis on the physiological and biochemical substrates of behavior in animals and man.

*113 Animal Behavior

A study of behavior of animals, including primates and humans, and the mechanisms that control behaviour at both the biological and psychological levels. Field trips may be required. Cross-listed with Biology 103.

*115 Health Psychology

A study of the relationships among mental processes, behavior, and physical health with an emphasis on the role of psychology in prevention and treatment of illness as well as promoting optimum health.

#120 Experimental Psychology

A study of the logic of experimentation as applied to psychological problems through selected experiments in sensation, perception, cognition, learning, and motivation. Laboratory fee \$20. Prerequisite: Psychology 3.

126 Sensation and Perception

Examines the cognitive and physiological processes responsible for the acquisition and mental representation of sensory information.

127 Learning, Memory and Cognition

Examines how organisms acquire and use information provided by experience and how such information is represented in memory. The course covers the major theories in learning and memory, and the mechanisms and processes by which knowledge is used for the control of behavior.

140 Human Development

An examination of the major theories of and influences on human development from conception through death, including the biological, cognitive, emotional, social and cultural dimensions of development.

141 Infancy and Childhood

An examination of development from conception through middle childhood (0-10 years), including the biological, cognitive, emotional, social and cultural dimensions of development, with discussion of special topics, e.g., learning disabilities, child abuse, or sports in development. Students complete an in-depth case study of a child as a way to integrate course materials and naturalistic observation. Prerequisite: Psychology 140.

142 Adolescent Development

An examination of development from late childhood through adolescence (11-18), including the biological, cognitive, emotional, social and cultural dimensions of development, with discussion of special topics, e.g., identity issues, cross-cultural issues, and high-risk behaviors. Students conduct an extensive interview which integrates an adolescent's own experience with current research and theory. Prerequisite: Psychology 140.

143 Adult Development

A study of the major psychological factors which influence development from early adulthood through old age, including images of aging in literature around the world. Students conduct a series of interviews with adults of various ages. Prerequisite: Psychology 140.

***147 Psychology of Gender**

A critical review of the theory and research on gender from the biological, psychological, and sociological perspectives. The course explores the social construction of gender and how it impacts human development and social behavior. Throughout the course, the interaction between gender and the complexities of race, culture and sexual orientation is considered.

***148 The Exceptional Individual**

Examines individuals with special needs, be they physical, cognitive, or social/emotional. Causes, consequences, and treatment approaches are covered, as well as

implications for development issues. Students will be required to visit facilities and interview individuals. Prerequisite: Psychology 140.

150 Theories of Personality

A critical review of the traditional and modern theories of personality, including the psychoanalytic, neoanalytic, trait, behavioristic and humanistic perspectives, with a focus on personality development, assessment techniques, and application of theory to everyday life.

152 Abnormal Psychology

The abnormal personality with special emphasis on those afflicted with psychoses, neuroses, psychoses, psychosomatic reactions, brain damage, or personality disorders.

***156 Personal and Professional Adjustment**

A research-oriented treatment of personal and vocational adjustment, including: stress and stress tolerance, defensive and constructive coping, social and job satisfaction, behavior modification, and interpersonal communication.

***157 Human Sexuality**

A review of the empirical evidence on human sexuality, with a focus on historical and cultural perspectives as well as the physiological, psychological and sociological basis for sexual behavior and sexual identity. Prerequisite: Psychology 140.

160 Social Psychology

An introduction to social psychology including the study of attitude formation and change, social interaction, social norms, and cultural influences on personality formation.

***165 Cross-Cultural Psychology**

Analysis of cultural influences on human behavior. Topics include cross-cultural comparisons of perception and learning, motivation, language development, attitudes and prejudice, and adaptive and maladaptive adjustment patterns. Comparisons of Native American, Hispanic, Black, and Asian cultures within the United States are studied in relation to other cultural groups.

***170 Theories of Counseling**

A critical review of traditional and modern theories of counseling and psychotherapy.

***172 Groups and Organizations**

Fundamental concepts of organizational theory as it applies to successful group functioning, with a focus on group structure and group processes, team building, group norms and group communication.

***174 Psychology of the Family**

A study of family dynamics and the influences which contribute to family dysfunction. Examination includes relationships between family patterns and childhood disorders.

180 Organizational Psychology

Examines the major theoretical findings in the field concerning the relationship between the individual and the organization, including the study of motivation, leadership, decision making, power and politics, corporate culture, and organizational development.

195 Special Field Study

Independent research and study in psychology conducted off campus (including the January Term). This course may be taken only on a pass/fail basis and does not count toward the major. Prerequisites: upper division standing as a psychology major, consent of the instructor and the chairperson of the department.

199 Honors Special Study

Independent study and research on campus in an area of interest to the student culminating in a written presentation of the problem, method of analysis and findings. Prerequisites: upper division standing as a psychology major, B average in upper division psychology courses already taken, consent of the instructor and the chairperson of the department. May be repeated for credit if content varies.

The Master's Programs in Psychology

Saint Mary's College offers three master's level programs in psychology: (1) General (M.A.); (2) Industrial/Organizational (M.S.); and (3) Marriage and Family Therapy (MFT). The MFT program fulfills all requirements (as delineated in Section 4980.37 of Assembly Bill No. 3657), prior to taking the California State Licensing Examination.

Prerequisites for admission include: Introductory Psychology, Elementary Statistics, Social Psychology, Personality Theory, Lifespan Human Development, Experimental or Research Methods, and at least one course directly related to the

chosen field of study. Candidates for admission must also have completed their bachelor's (B.A. or B.S.) degree and maintained a 3.0 grade point average both overall and in psychology. All candidates must submit at least two letters of recommendation from their instructors, a formal statement of purpose, complete transcripts of all undergraduate and graduate coursework, an application for admission, and their \$30 processing fee prior to the application deadlines (i.e., June 1 for fall, November 1 for spring).

Core Curriculum

The 36-unit core curriculum for all students includes the following graduate psychology courses:

- 201 Systems and Theories of Psychology
- 202 Research Methodology
- 203 Psychology and the Philosophy of Science
- 204 Psychological Assessment I
- 205 Psychological Assessment II
- 251 Psychopathology
- 257 Human Sexuality
- 258 Substance Abuse
- 261 Theories of Human Communication
- 270 Human Development in the Family
- 278 Cross-Cultural Problems
- 283 Professional Ethics and the Law
- 299 Thesis Preparation

Special Graduate Courses

- 206 Advanced Statistical Applications†
- 271 Psychotherapeutic Orientation
- 272 MF Counseling
- 273 Advanced MF Counseling
- 280 Organizational Behavior
- 281 Human Resource Management
- 290 Honors Special Study
- 294 MFT Practicum
- 295 Internship: Organizational Psychology

†Psychology 206 may be waived if the student has taken both Advanced Statistics and Test Construction as an undergraduate.

Consult the Graduate Psychology Brochure for additional information about admissions procedures, programs, and specific courses offered. Senior undergraduate psychology majors at Saint Mary's College may, under special circumstances, be allowed to enroll in a graduate psychology course if they have the Program Director's explicit permission and approval.

Religious Studies

Faculty

- Thomas Poundstone, Ph.D., Associate Professor, Chair
- Brother Michael Avila, F.S.C., Ph.D., Lecturer
- Alexis Doval, Ph.D., Associate Professor
- John Dwyer, Ph.D., Professor Emeritus
- Paul Giurlanda, Ph.D., Professor
- Carleen Mandolfo, Ph.D., Assistant Professor
- Brother Michael F. Meister, F.S.C., Ph.D., Assistant Professor
- Felicidad Oberholzer, Ph.D., Professor
- Brother S. Dominic Ruegg, Ph.D., Professor Emeritus

Since its founding in 1863, one of the goals of Saint Mary's College has been to provide its students with a solid religious education. During this time, the academic study of religion has been a distinguished feature of the Saint Mary's experience.

Not only is religious study at the heart of the College's mission, it is also underscored in the curriculum through general education requirements as well as dynamic programs of study leading to both a major or a minor in religious studies. In the best tradition of the liberal arts, courses in religious studies expose students to primary texts, historical perspective, and contemporary investigations designed to stimulate questions and critical personal reflection. Since Saint Mary's College is a Roman Catholic college conducted by the Brothers of the Christian Schools and their colleagues, religious questions are asked primarily from the perspective of Christianity and the long, rich tradition of the Catholic Church. However, the courses are taught with full recognition of the cultural pluralism of society and the church.

Courses are not aimed at indoctrination, but deal with people's religious questions, beliefs, and practices. Many students are affiliated with other denominations and courses reflect a broadly designed study of religion in life and history. Students are taught how to read scripture, they are acquainted with methods of prayer and ritual practices, they explore the development of the Christian tradition, and they are encouraged to make critical, moral, and ethical evaluations based on what they learn.

Many students take more than the courses required in the general education curriculum for personal, academic, or spiritual reasons: to learn about other religious traditions, to explore the serious ethical and moral issues facing modern humans, to understand the changes in the church, to explore the mysteries of human existence. For students interested in an in-depth, coherent, chronological study of the Catholic and Christian tradition, the Department of Religious Studies offers a four-course sequence entitled, "The Christian Tradition," which is also required of all majors. These courses highlight the history, spirituality, and theology of each period of church history.

In a church where ministry in and administration of parishes is no longer the sole function of ordained priests or of men only, the major in religious studies provides both women and men an excellent preparation for further training in ordained or lay careers in church, parish, and campus ministry, religious life, teaching, social work, retreats, counseling, nursing, or law. As a discipline within the humanities, religious studies prepares students to function as faithful, sensitive, and responsible human beings.

Major Requirements

Lower Division

Religious Studies 97

Upper Division

Nine courses minimum (including 101, 102, 103, 104), which are normally taken during the junior and senior years. Majors are strongly encouraged to take 108, 112, 121, 127, and 130.

Minor Requirements

The minor requires 97 and any four upper division courses.

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

Lower Division Courses

Students must complete lower division Religious Studies 97 before taking an upper division Religious Studies course. Transfer students should consult with the Registrar and with their advisors concerning their advanced standing evaluation and the amount of credit and level required.

97 Survey of Biblical Literature

An exploration of the Bible as a whole, its basic contents and contexts, and the various critical methods of interpretation used to understand it.

Upper Division Courses**History and Doctrine****101 Origins and Development**

A study of the life and faith of the early Church community from the time of Jesus to the end of the New Testament period: its Jewish, Roman, and Hellenistic background, its scriptures, and its growth and development as an institution. (This course is the first part of the majors cycle.)

102 From Early Catholicism to the Middle Ages

During the years 100-1300, there was a major struggle by the Church and the Empire for people's hearts and minds. This course examines the Church Councils at which its faith was defined, the works of Christian thinkers who found solutions to the problems of faith and understanding, and the struggles through which the Church worked to pursue its mission. (This course is the second part of the majors cycle.)

103 Reformations and Revolutions

An exploration of the challenges and opportunities the Church faced from 1300 to 1900 as it evolved through the late Middle Ages, the Renaissance, the Reformation, and the scientific, industrial, and French Revolutions. (This course is the third part of the majors cycle.)

104 The Challenge of Modernity

This course reviews the history of the Church in the 20th century, beginning with Pope Leo XIII (1878-1903), and surveys the liturgical, scriptural, and ecumenical developments that led to Vatican II (1962), as well as some of the contemporary internal and external issues affecting the Church. (This course is the fourth part of the majors cycle.)

105 History of the Church

An examination of the life of the Church from New Testament times to the present. (May be repeated for credit when content changes.)

**107 Great Christian Ideas**

A seminar dealing with some of the major themes and/or figures of 20th-century religious thought. (May be repeated for credit when content changes.)

108 World Religions

The religions of the world are fascinating, in their differences as well as in their similarities. This course looks mainly at the major religions of the East and the West, but also explores some modern adaptations of these great religions as well as the religious experience of pre-literate and ancient societies. (May be repeated for credit when content changes.)

Scripture**111 Interpreting the Old Testament**

An investigation of one particular area of the broad world of the Hebrew Scripture. (May be repeated for credit when content changes.)

112 Interpreting the New Testament

This course focuses on one aspect or theme of the Christian Scriptures, e.g., The Letters of Paul, The Gospels, etc. (May be repeated for credit when content changes.)

Christian Life**121 Prayer and Sacramental Worship**

A study of the sacramental nature of human existence, the relation of Christ to the Church, as well as the principles, historical development, and reform of the sacraments of Christian worship, especially since Vatican II.

123 Psychology and the Sacred

This course explores the relationship between psychology and religion, and the relation of the psyche to the spiritual world. Emphasis is placed on a review and evaluation of the thinking of major psychologists on the nature and purpose of religion, contemporary research in the field, and psychological theories of various facets of religion.

125 Love, Marriage, and Sexuality

A presentation of the teaching of the Catholic Church with emphasis on the physiological, psychological, cultural, ethical, spiritual, and theological dimensions of sexuality and marriage.

127 Christian Ethics

This course examines the principles and norms by which choices lead to morally good or bad actions. Special attention is given to the ways the Catholic tradition has explained these principles and norms. In addition, contemporary moral problems and concerns are studied.

129 Catholic Social Teachings

An examination of such issues as the tension between Christ's message of love and the apparent necessity to use force at times, or the conflict between wealth and poverty, and the principles of the Gospel, or the conditions of workers. (Issues explored also include capitalism, liberation theology, and the papal teachings on social justice.)

130 Women in the Christian Tradition

An introduction to the major themes and tensions that shape the study of women in the Christian tradition. Explores the spiritual journeys of historical women as well as the concerns and struggles of contemporary women. Students examine how Christian understandings about God, Christ, and the Church have shaped historical persons' views about what it means to be a woman or a man.

Culture**133 Theology and the Media**

The mass media, in all its forms, can be a powerful tool for good or a dangerous weapon. This course begins with the realization that modern Christians are surrounded by many sources of information which offer new and challenging ideas often forcing them to reexamine their own faith and values. (May be repeated for credit when content changes.)

135 Theology and Literature

This exploration of both religion and literature offers the student a unique perspective on the human condition. While the Gospel provides us with a "way" to live our lives, literature can provide us with a special acquaintance with the human experience of people as they search for meaning in their lives and relationships. (May be repeated for credit when content changes.)

197 Special Study

An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of the department chairperson and instructor required.

198 Honors Special Study

An independent study or research course for upper division majors with a B average. Permission of instructor and department chairperson required.

.....

Studies for International Students

Faculty

Nushafarin Safinya, M.A., SIS Lecturer

John Knight, M.A., SIS Lecturer

The prime objective of this program is to serve matriculated students whose native language is not English. SIS 3 helps students develop their writing skills so they can take SIS 4 and 5, which are designed to equip students to handle college-level reading and writing. These courses fulfill the English composition requirements (see Program of Study, p. 32). SIS 15 is a study of American culture and values and is required of all international students who have not completed their entire secondary education in the United States (see Program of Study, p. 32).

Prerequisite Grade

Any course listed in this Catalog with a prerequisite assumes a grade of C- or better in the prerequisite course.

SIS 3 Practice in Writing for Non-Native Writers

This course is designed primarily for students whose native language is not English and who score 3 or less on the Saint Mary's College Writing Placement Exam. The purpose of SIS 3 is to bridge the gap between students' present level of writing competency and that expected in SIS 4. Students write multiple drafts of essays concentrating on developing and organizing ideas, constructing complex sentences, and enhancing proofreading and editing skills. With an enrollment limited to 15, classes are team-taught to allow for individualized instruction. A grade of C- or better is required before enrolling in SIS 4. Students whose native language is not English receive credit towards the 36 course credits required for graduation.

SIS 4 Composition for Non-Native Writers

This course, designed primarily for students whose native language is not English, satisfies the English composition requirement (see Program of Study, p. 32). Work focuses on the expository essay and guides the student through the various stages in the writing process, including content generation, pre-writing, and editing. Essays and several

full-length works provide models for writing and help students develop both critical thinking and discussion skills. Students must demonstrate competency on rhetorical and mechanical levels through in-class writing and two portfolios of carefully revised assignments.

SIS 5 Argument and Research for Non-Native Writers

Building on the composition skills developed in SIS 4, this course focuses on the production of at least two major research papers. Investigating topics of their own choosing, students receive guidance in the skills of summarizing, paraphrasing, and the conventions of citing source material. Essays and non-fiction works of contemporary relevance provide models for effective writing and critical reflection. In addition to the research papers, students must submit two portfolios of work demonstrating ability to analyze and argue a position. Prerequisite: SIS 4 or English 4.

SIS 15 American Culture and Civilization

This survey course provides the student with the tools to interpret and evaluate culture from a social science perspective. The approach is cultural with an emphasis on American values, life-styles, and traditions within a framework of the day-to-day workings of American culture. Course work is comprised of lectures, readings, discussions, and fieldwork projects. Required of all international students. Must be taken during the first semester of attendance. In certain cases, permission for exemption may be granted upon evaluation by the SIS Placement Committee.

SIS 101 Writing Tutor Workshops for Non-Native Writers of English (.25)

Through examining their own work in a workshop environment, students learn techniques for coaching non-native writers of English in developing and editing academic writing. Theories about cross-cultural communication are discussed and tested in practice.

English as a Foreign Language Intensive English Program

Faculty

Nushafarin Safinya, M.A., EFL Lecturer
John Knight, M.A., EFL Lecturer

The Intensive English Program provides an integrated 20-hour a week program in language study and cross-cultural orientation for non-native speakers of English. Admitted matriculated students whose TOEFL scores are below the required 525 (or a 197 on the computer-based test) must enroll in the IEP and one or two undergraduate courses (see International Students, p. 10). Since IEP courses are a prerequisite to undergraduate enrollment, they carry no college credit and do not satisfy the College's English composition requirement. Non-matriculated students may, under special circumstances, take a college credit course in addition to their IEP program. Contact the Center for International Programs for more information regarding tuition and enrollment policies for non-matriculated students in the IEP.

Description of Levels and Courses

There are three levels of instruction in the Intensive English Program: Level I—Beginning/low intermediate (below 430 TOEFL), Level II—Intermediate (430-474 TOEFL), and Level III—High intermediate/advanced (475-524 TOEFL). While goals and objectives remain the same, the content of these courses is periodically modified and adjusted according to students' needs.

Level I Courses

10 Grammatical Structures 1

The goal of this course is to learn the basics of English grammar, including verb tenses, all parts of speech, and basic sentence patterns. The emphasis is on communication.

20 Communications and Pronunciation

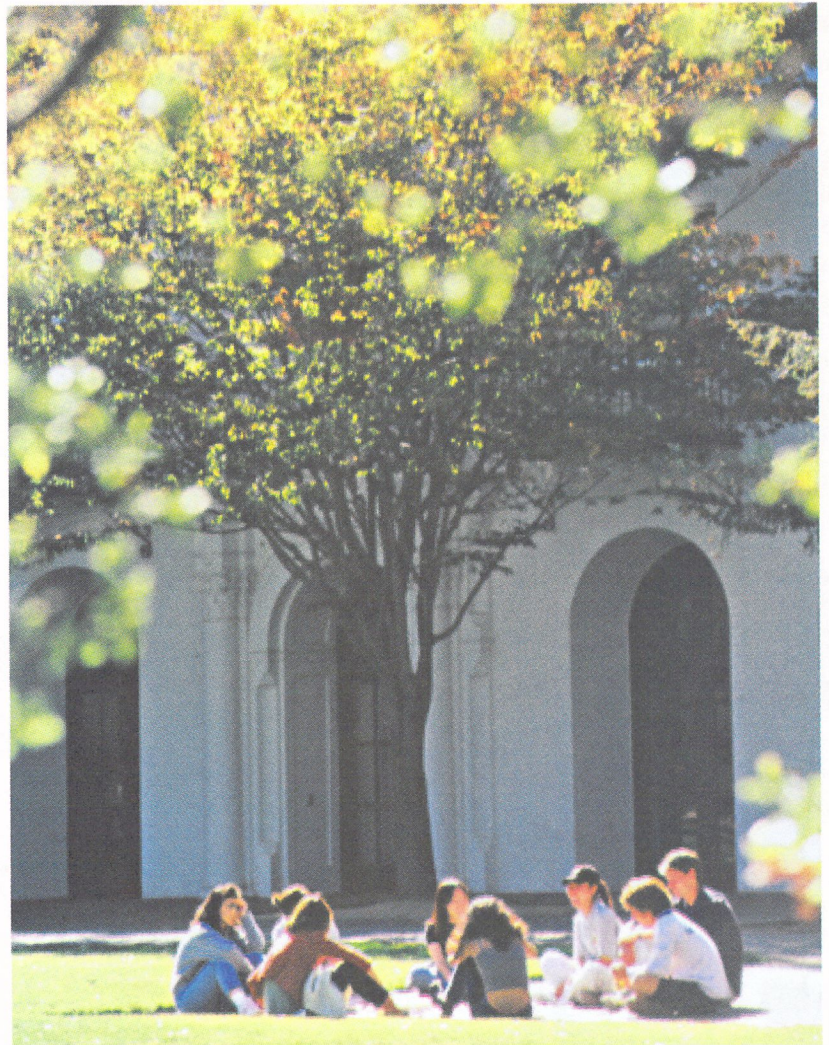
The focus of this course is on developing fluent spoken English for everyday life. Students improve their understanding of grammar and vocabulary through speaking and listening exercises. Students also practice the sounds, rhythm and intonation patterns of American English through drills, narratives, and songs.

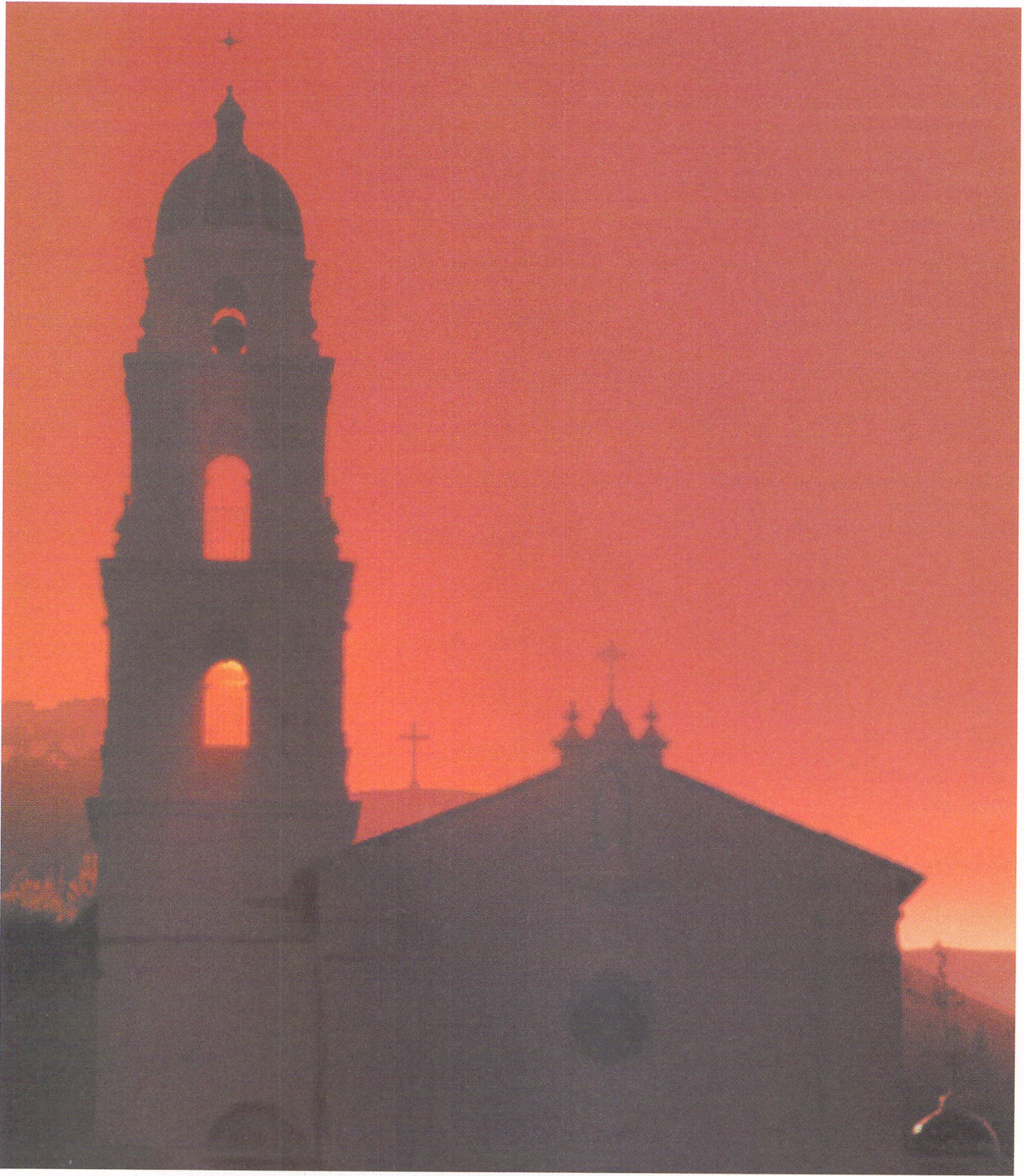
30 Written English 1

An introduction to the basic forms of the English writing system. Students read short elementary texts as models for their writing at the sentence and paragraph levels.

40 Reading Strategies 1

This course introduces students to the basic strategies for understanding English texts. Students become familiar with a





variety of readings (narratives, descriptions, application forms, advertisements) and work on developing vocabulary skills.

Level II Courses

11 Grammatical Structures 2

Students improve their understanding of the English verb system, basic sentence patterns, and major grammatical structures, and apply their learning to exercises in written and oral communication.

21 Communication and Pronunciation 2

The course develops students' ability to listen and comprehend materials presented at normal speed as well as to converse with relative fluency. They make presentations, create dialogs, perform in debates, and hold group discussions. These activities improve the student's ability to understand and converse in idiomatic English.

31 Written English 2

Students learn to write simple and compound sentences, keep a journal, and compose short academic and personal essays. In addition, they practice editing and correcting mechanical errors through use of the computer.

41 Reading Strategies 2

In this course, students read longer and more complex passages with greater ease. They practice identifying main ideas and supporting details, making inferences and discussing topics covered in the readings. Students learn to guess the meaning of vocabulary from the context of the passage. The course helps students prepare for the Reading section of the TOEFL.

Level III Courses

12 The Structure of the English Language

The course syllabus prepares students for full-time academic study. The structures that have been taught in previous levels of grammar are reviewed to insure student mastery. In addition, the course examines more closely the characteristics of advanced clause and phrase structures found in academic writing.

22 Communication and Academic Skills

Students acquire the techniques necessary for daily interchange in academic and workplace settings. To prepare students for full-time undergraduate study, the students listen to lectures, participate in small group and full class discussions,

present oral reports, learn to take notes, and write essay exams. This course must be accompanied by IEP 62, Fieldwork in American Culture.

32 Academic Writing

Students practice and review the process of academic writing from the paragraph to the short essay (500 words), including pre-writing activities such as brainstorming, outlining, and multiple revisions of original texts. Students analyze models of effective expository writing, identify and correct grammatical errors and rhetorical flaws typical of advanced level English learners, and refine their ability to produce a well-developed and coherent argument in written English. In addition, they may be introduced to research writing techniques.

42 American Literature and Film

In this course, students read a number of texts and view the accompanying films that have been adapted from them. The course provides the understanding and vocabulary related to the genres of literature and film so that students are able to competently discuss and write papers analyzing various works of American literature while comparing and contrasting them to their adapted film productions.

52 TOEFL Preparation

The aim of this course is to improve in a systematic way the students' performance on the TOEFL. Exercises for the Listening Comprehension, Grammar, and Reading sections of the TOEFL are presented and reviewed. Test-taking techniques are also developed.

62 Fieldwork in American Culture

Students put into practice the skills learned in IEP 22, Communication and Academic Skills. Students undertake a ten-week community service project in a local nonprofit organization. They give weekly oral and written reports in addition to writing a final paper. This course must accompany IEP 22 (see above). Students who repeat these two courses will seek fieldwork in a different service organization or undertake an individual study project upon consultation with the instructor.

Women's Studies

Womens Studies Core Faculty

Director, Women's Studies Program

To be announced

Denise Witzig, M.A., Lecturer, English;
Coordinator, Women's Studies
Program

Shawny Anderson, Ph.D., Associate
Professor, Communication

Catherine Davalos, M.F.A., Assistant
Professor, Performing Arts

Jose Feito, Ph.D., Assistant Professor,
Psychology

Joan U. Halperin, Ph.D., Professor,
Modern Languages

Patrizia Longo, Ph.D., Associate
Professor, Politics

Roseanne Quinn, Ph.D., Lecturer,
English; Coordinator, Women's
Resource Center

Women's Studies offers students the opportunity to study the varied contributions and experiences of women in different historical periods and cultures, and to examine issues of gender across many fields of knowledge.

Since the first programs were established in 1972, Women's Studies students—both women and men—have found that embarking on such a course of study has profoundly affected their academic and personal lives. The questions and insights that Women's Studies scholars have brought to their fields of inquiry have expanded the traditional boundaries of intellectual investigation and generated new areas of research and teaching. Women's Studies has changed the academy for all time. As Saint Mary's College participates in this tradition of scholarship and teaching, the Women's Studies Program offers a rich opportunity for interdisciplinary learning and genuine intellectual inquiry.

Major Requirements

While an official major in the Women's Studies Program is not offered, students may design an individualized major in consultation with the Director of Women's Studies. The major requires twelve courses, including the two core courses (1 and 100), and ten additional courses cross-listed with Women's Studies.

These must include one course in each of the following disciplines: Anthropology/Sociology, History, Literature (English or Modern Languages), Politics, and Psychology. One of the twelve courses in the major must focus on non-western, Third World, or minority United States women.

Minor Requirements

The minor in Women's Studies requires six courses: the two core courses (1 and 100) and four electives in courses cross-listed with Women's Studies. Of the four electives, no more than two should be taken in a single discipline, all should be upper division, and one should focus on non-western, Third World, or minority United States women.

Core Courses

1 Introduction to Women's Studies

An introduction to the interdisciplinary field of women's studies. The course provides a broad perspective on women's studies research in a variety of disciplines (including sociology, psychology, politics, philosophy, history, and literature). Topics include the historically changing representations of women; the history of the women's movement in the United States; and issues of contemporary feminism. A goal of the course is for each student to develop a critical perspective on the meaning of gender in our society.

100 Research Seminar in Women's Studies

An exploration of a theme or problem area in the field of women's studies. Possible topic areas include: Women and Work; Gender and Science; Gender and Popular Culture; Women in the Third World; Cultural Representations of Gender; Women and the Media; Women and the Body. The course combines seminar discussions of texts that represent a variety of methodologies and disciplines with a series of brief research papers. Research topics are designed by individual students in consultation with the instructor. Prerequisite: Women's Studies 1 or permission of instructor.

Regularly Offered Electives

106 Gender Politics

A study of the social, economic, political, and legal status of women in contemporary America. The course is an introductory survey of the dynamic changes taking place in the relationship between women and men. Topics include the history of women's liberation movements, the Equal Rights Amendment, abortion, sexism in the workplace, feminist social theory, and women in politics. (Cross-listed as Politics 106.)

111 Kinship, Marriage and Family

This course concentrates on the United States as well as on those societies where kinship plays a dominant role. Within a cross-cultural context, it looks at the process of marriage and the formation of descent groups. (Cross-listed as Anthro/Sociology 111.)

125 Gender and Culture

The concept of gender refers to the traits that culture assigns to and inculcates in males and females. This course addresses gender universals, negotiation and expansion of gender norms and gender related problems through an examination of gender theories, debates, and shifts in the way that experts have viewed gender. (Cross-listed as Anthro/Sociology 125.)

130 Women in the Christian Tradition

An introduction to the major themes and tensions that shape the study of women in the Christian tradition. Through an examination of historical writings and the work of contemporary feminist theologians, the course asks how Christian understandings of God, Christ, and the Church have shaped our views of what it means to be a woman or a man. (Cross-listed as Religious Studies 130.)

139 History of Women in America

A study of the changing roles and status of American women from the Colonial period to the present. Topics considered include work and family life, the legal status of women, education, reform movements, and the campaigns for suffrage and women's rights. (Cross-listed as History 139.)

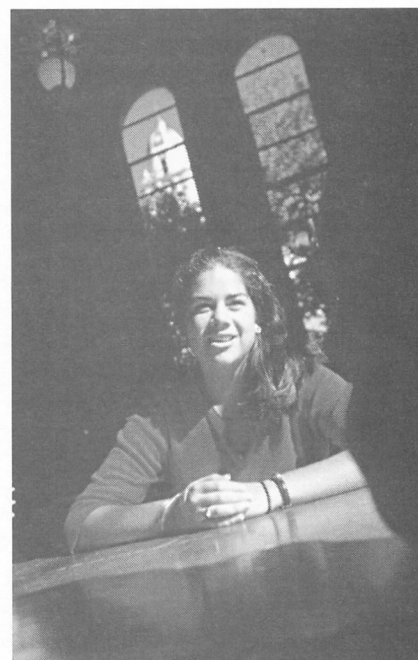
147 Psychology of Gender

Examines how psychological, biological and social factors influence the development of masculine and feminine gender roles, and explores how these gender roles, in turn, influence development of the self and our social behavior. (Cross-listed as Psychology 147.)

173 Women Writers

Intensive study of some aspect of literature by women. Examples of possible topics are: 19th-Century British novelists; Contemporary Women Poets; American and Canadian Short Story Writers. May be repeated for credit as content varies. (Cross-listed as English 173.)

In addition to these courses, new courses and particular versions of other courses from across the College are approved on a term-to-term basis, as those courses show significant focus on women's issues, gender, or the contributions of women to a particular field. Examples of such electives include English 154 (Studies in African-American Literature: African-American Women Writers) or 170 (Literary Theory: Sexual/Textual Politics), Communication 163 (Seminar in Special Topics: Women Make Movies), Modern Languages 184 (Topics in Hispanic Literature: Latin American Women Writers), and Politics 114 (Topics in Political Thought: Theories of Justice).



College Administration

Administrative Officers

Brother Craig J. Franz, F.S.C., Ph.D.
President

Michael Beseda, M.A.
Vice President for Enrollment Services

Kristine L. Chase, Ph.D.
Vice President for Administration and
Chief Financial Officer

Brother Jack Curran, F.S.C., Ph.D.
Vice President for Student Affairs

Michael A. Ferrigno, M.A.
Vice President for Planning and Advancement

Sara K. Stampp, Ph.D.
Academic Vice President

To be announced
Vice President for Development

Academic Deans

Keith Devlin, Ph.D.
Dean of the School of Science

Dean G. Elias, Ed. D.
Dean of the School of Extended Education

Arlene A. Sargent, RN, Ed.D.
Dean of the Intercollegiate Nursing Program

Nancy L. Sorenson, Ph.D.
Dean of the School of Education

Frances Mary Sweeney, Ph.D.
Dean of the School of Liberal Arts

To be announced
Dean of the School of Economics and
Business Administration

Academic Administrators

Brother Michael Meister, F.S.C., Ph.D.
Assistant Academic Vice President

Thomas L. Carter, M.A., M.L.S.
Dean of Academic Resources and
Director of the Library

Valerie Gomez, Ph.D.
Dean for Academic Services

Grace Cardenas-Tolentino, M.S.
Dean, Academic Advising and
Achievement

Audrey Berman, Ph.D.
Associate Dean for Graduate Programs,
Intercollegiate Nursing Program

Mileva Saulo, RN, Ed.D.
Chairperson for Undergraduate Programs,
Intercollegiate Nursing Program

Nelson Shelton, Ph.D.
Associate Dean of the School of Economics
and Business Administration and
Director, Graduate Business Programs

Lynne Wiley, Ph.D.
Associate Dean, School of Education

Carrie Brewster, M.F.A.
Director of Hearst Art Gallery

Jeannine Chavez-Parfitt, M.S.
Director of Academic Support and
Achievement Programs

Monica Clyde, Ph.D.
Director for Faculty Development and
Scholarship

John A. Dennis, Ph.D.
Director of High Potential Program

Christopher Sindt, Ph.D.
Director, Master of Fine Arts Program in
Creative Writing

Stephen Miller, Ph.D.
Director of Graduate Health,
Physical Education and Recreation

Clark G. Moscrip, J.D.
Director, Paralegal Program

Sally Phelps, M.A.
Director of Graduate Psychology

Nancy Reggio, M.B.A.
Director of Admissions, Extended
Education

Stephen H. Thewlis, M.A.
Director, Center for International Programs

Brian Stanley, B.A.
Coordinator of Black Student Programs

Kim Wesolowski, B.A.
Coordinator of Asian Pacific American
Student Programs

To be announced
Coordinator of Hispanic/Latino Student
Programs

Ruth Santee, M.F.A.
Coordinator of Tutorial Services

Enrollment Services

Julia Odom, M.S.
Registrar

Dorothy K. Benjamin, M.A.
Dean of Admissions

Billie Jones, M.A.
Director of Financial Aid

Craig Means, B.A.
Director of Articulation and Transfer

Advancement

**Brother Dominic Berardelli, F.S.C.,
Ph.D. (Hon.)**
Special Assistant to the President

John H. Leykam, B.A.
Senior Director of External Relations

Lisa Benell, B.A.
Interim Director of Corporate and
Foundation Relations

Gregory Collins, B.S.
Director of Architectural Services

Lisa Douglass, B.A.
Director of Community Relations

Linda Foley
Director of Publications

Joan Goularte
Director, Advancement Services

Helen Merkle
Director of the President's Club

Giles G. Miller, B.A.
Director of Alumni Relations

Lisa Moore, B.A.
Director of Annual Fund

Sister Clare Wagstaffe, Ph.D.
Director of Parent Relations

Clifford Williams, B.S.
Director of Media Relations

William D. McLeod, M.A.
Major Gifts Officer

Mark Roberts, B.S.
Major Gifts Officer

Ronald Turner, B.S.
Major Gifts Officer

Business

John L. Rengel, M.B.A.
Assistant Vice President for
Business Affairs

Joseph Kehoe, J.D.
Executive Director of Physical Plant

Carolyn Bailey, B.A.
Director of Human Resources

Jeanne DeMatteo, C.P.A.
Director of Finance/Controller

Dennis Rice, B.A.
Director, Information Technology

Matt Carroll
Director of Food Services (Marriott Co.)

College Services

Sister Ingrid Clemmens, OP
Director of Campus Ministry

Student Affairs

Mary E. McCall, Ph.D.
Dean of Student Development

Steven Nygaard, M.Div.
Dean for Campus Life

Yvonne Canada, M.A.
Director of Student Activities and Leadership Programs

Carl L. Clapp, M.S.
Director of Athletics

Mark Jaime, M.A.
Director of Events and Conferences

Janet Luce, Ph.D. Candidate
Director of Catholic Institute for Lasallian Social Action (CILSA)

Sheri Richards, M.S.
Director of Counseling Center

Roger Sciutto, B.S.
Director of Public Safety

Mary K. Smith, R.N.
Director of Student Health and Wellness Center

Norma Armtrout
Assistant Director of Residence Life

Martha Gonzalez, B.A.
Assistant Director of Residence Life

Marty Storti, M.A.
Assistant Athletic Director,
Student Recreation and Fitness

Brother Brendan Madden, F.S.C., M.A.
Director of Career Development Center

Brother William Beatie, F.S.C., Ph.D.
Residence Life Area Coordinator

Patty Bishop, B.A.
Coordinator, Experiential Learning

Kathleen A. Cole, B.A.
Student Employment Coordinator

Roseanne Quinn, Ph.D.
Women's Resource Center Coordinator

Jessy Sirois, Ph.D. Candidate
Residence Community Coordinator

Jim Weyland, M.A.
Career Management Consultant

Nancy Glenn, Ph.D.
Drug and Alcohol Counselor

Miriam Eisenhardt, M.Ph.
Health and Wellness Educator

College Government

.....

Board of Trustees (2001-2002)

President

Brother Craig J. Franz, F.S.C., Ph.D.
President, Saint Mary's College of California

Chairman

***N. W. Bill Jasper, Jr.**
President
Dolby Laboratories

Secretary

***Nicholas G. Moore**
Chairman
PricewaterhouseCoopers

***Barbara Jean Ageno**

Brother David Brennan, F.S.C.
Provincial, San Francisco Province of the Order of the Brothers of the Christian Schools

Brother William Beatie, F.S.C.
Professor
Saint Mary's College of California

Brother Christopher Brady, F.S.C.
Principal
De La Salle High School

***Denis R. Brown**
Chairman & CEO (Retired)
Pinkerton Security and Investigation Services

***B. J. Cassin**
Investor

Brother José Cervantes, F.S.C.
Rector
Instituto La Salle de Chihuahua, A.C.

Brother Louis DeThomasis, F.S.C.
President
Saint Mary's College of Minnesota

***Elizabeth R. Grossman**
Managing Director (Retired)
Soros Fund Management

***C. Raymond Larkin, Jr.**
Principal
3*Neil, LLC

Brother Edmond Larouch, F.S.C.
President
Saint Mary's College High School

***Giles Miller, M.D.**
Chair, Department of Cardiology
Saint Mary's Hospital

***James R. Quandt**
President and CEO
Leaders Online

***Audrey L. Richardson**
Owner-Manager
ELM Enterprises

***Reginald V. Terrell**
Attorney
Law Offices of John L. Burris

Counsel

Marianne Schimelfenig, J.D.
General Counsel
Saint Mary's College of California

Participants

President, SMC Board of Regents

President, SMC National Alumni Association

President, Associated Students of SMC

Faculty Representative

President's Council

Student Representative, School of Extended Education

Student Representative, Intercollegiate Nursing Program

Living Trustees Emeriti

Brother W. Thomas Levi, F.S.C.	1950-63
Joaquin Felix dos Reis	1958-64
Lawrence R. Cory	1960-71
Brother Michael Quinn, F.S.C.	1962-69; 1981-83
Brother Carl Lyons, F.S.C.	1963-65
John F. Henning	1970-72
Brother Bertram Coleman, F.S.C.	1968-74
Edward Murphy, Jr.	1966-76
The Most Rev. John S. Cummins, D.D.	1969-79
Sister Mary Ambrose Devereux, SNJM	1970-80
Brother Raphael Willeke, F.S.C.	1974-80
James F. McCloud	1973-83
Brother S. Dominic Ruegg, F.S.C.	1973-83
Sister Samuel Conlan, OP	1980-85
Brother Dominic A. Berardelli, F.S.C.	1981-86
Brother James Norman Cook, F.S.C.	1976-87
Brother William Beatie, F.S.C.	1978-88
Kenneth H. Hofmann	1979-89
LaRoy S. Doss	1980-90
Elaine McKeon	1980-90
Brother Jerome West, F.S.C.	1950-59
(Ex-officio as Provincial)	1959-68; 1968-78; 1980-90
Patricia A. Disney	1987-92
Brother David Brennan, F.S.C.	1983-93
(Ex-officio as Provincial)	1995-
Raymond O'Brien	1983-93
Peter B. Bedford	1984-94
Ruth Claeys	1992-95
Brother Mark Murphy, F.S.C.	
(Ex-officio as Provincial)	1987-95
Arthur Latno, Jr.	1986-96
Brother Patrick Ellis, F.S.C.	1986-97
Brother Michael Meister, F.S.C.	1988-97
Brother Mel Anderson, F.S.C.	1968-97
(Ex-officio as President)	
Donald D. Doyle	1989-98
Bernard A. Orsi	1989-98
Maryellen B. Cattani Herringer	1990-99
Brother Louis DeThomasis, F.S.C.	1990-99
George Vukasin	1990-99
Edward L. Lammerding	1993-99

Board of Regents**President**

Russell J. Harrison
President & CEO
onManagement, inc

Vice President

Donal C. Rego
Partner
DCR Associates

Board Members

James N. Bahan
Owner
Model Dairy, Inc.

Nancy Bareilles
Vice President (Retired)
Cisco Systems, Inc

G. Joseph Bertain, Jr.
Law Offices of G. Joseph Bertain, Jr.

Michael J. Casey
President & Director
M.H. Whittier Trust Company

David Cobo
Chariman of the Board & CEO
Prudential California Realty

Conrad Colbrandt
President
Tracol Limited

Joseph Colmery
President & CEO (Retired)
US Bank of California

Gary P. Coughlan
Sr. Vice President, CFO
Abbott Laboratories

Salvatore D'Auria
President, CEO, & COB
TUT Systems

Richard M. DeLuna
Chairman & CEO
Collection Bureau of America

Sherie Dodsworth

LaRoy S. Doss
President
Pittsburg Ford, Inc.

Donald D. Doyle

Marilyn Ageno Dreyfuss

Robin J. Driscoll

Sandra Feaster

Ann Marie Fitzpatrick
President and CEO
Discovery Travel Management

Board of Regents, continued...

F. Gerard Fitzpatrick
President
Fitzpatrick Chevrolet-Buick

Mary C. Garaventa
Owner
Garaventa Company

Bruce Garland
President
Garland Investment Management

Louis Geissberger, DDS
General Dentistry

Shirley O. Griffin
Executive Vice President
Wells Fargo Bank, Real Estate Group

Salvador O. Gutierrez
Principal
Western Technology Investment

James M. Guyette
President & CEO
Rolls-Royce North America Inc.

Alice Hahn
President & COO
Advanced Mobile Solutions, Inc.

Albert J. Heeg, Jr.
Albert J. Heeg & Associates

V. Lori Hofmann-Shurtz
Executive Director
Hofmann Foundation

Stephen Isaacs
President and CEO
Cerus Corporation

David R. Kelly
Partner
Kelly & Associates, CPA

John P. Kelly
Attorney-at-Law

John A. Macken
President
Macken Instruments, Inc.

Edward B. McCaffery, Jr.
President
Walton's Inc.

George V. McKeever, Jr.
McKeever Realty

William E. McKenna
General Partner
MCK Investment Co.

Judith Murphy
CEO and Director
Y & H Soda Foundation

Thomas P. O'Donnell
Attorney & Partner
Skjerven, Morrill, et al.

Michael O'Neill
President
SAGE Investment Management

Bernard A. Orsi
President and COB
S & P Company

James M. Radnich
Attorney-at-Law

Susan Rainey

James B. Rettig
President & COO (Retired)
Crowley Maritime Corp.

Joseph P. Roebuck
Vice President, Strategic Sales
Sun Microsystems, Inc.

Gary Sabatte
General Partner
Berkeley Land Company

George Schmitt
Chairman
e.spire Communications, Inc.

Brian D. Stevens
President & CEO
ConferenceDirect

Raymond W. Syufy
President
Century Theatres, Inc.

John E. Thompson
Chairman
Management & Capital Group

John Warta
Chairman & CEO
PF.Net

Carlo Zocchi
Builder/Developer
The Zocchi Company

Regents Emeriti

Peter B. Bedford
President & CFO
Bedford Property Investors

John W. Broad
Counsel
Valentine Brookes

Donald J. Cariani, M.D.
Maryellen B. Cattani Herrerger
Attorney-at-law

Alfred G. Cinelli
Executive V.P. (Retired)
Security Pacific Bank

Ruth T. Claeys

C. Joseph Crane
Chairman of Board and CEO
Community Bank of San Joaquin

Patricia A. Disney
Vice Chairman of the Board
Shamrock Holdings, Inc.

Frank J. Filippi
Attorney-at-Law (Retired)

Kenneth H. Hofmann
The Hofmann Company

Robert E. Kidwell

Howard J. Korth
Vice Chairman of the Board (Retired)
Transamerica Airlines

Edward L. Lammerding

Arthur C. Latno, Jr.
Executive Vice Pres. (Retired)
Pacific Telesis Group

Albert E. Maggio
VP/Consultant (Retired)
The Hibernia Bank

James F. McCloud

Elaine McKeon

Raymond F. O'Brien
Chairman Emeritus
Consolidated Freightways, Inc.

Thomas W. O'Neil, Jr.
Partner
Wallace & O'Neil

John J. Reilly, Jr.

Charles H. Shreve
Senior Partner (Retired)
Ernst & Young

Hugh Sill
Sill Properties

Albert E. Stevens
Vice President (Retired)
Chevron, U.S.A.

John J. Taylor
Vice President, Nuclear Power
Electric Power Research Institute

George Vukasin
President
Peerless Coffee Company

Academic Administration

Academic Vice President

Sally K. Stampf

Professor of Psychology; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1974.

Assistant Academic Vice President

Brother Michael F. Meister, F.S.C.

Assistant Professor of Religious Studies; B.A., University of Southern California; M.A., Saint Mary's College; Ph.D., Graduate Theological Union, Berkeley. At Saint Mary's since 1981.

Academic Deans

Dean of the School of Science

Keith Devlin

Professor of Mathematics; B.S., Kings College, London; Ph.D., University of Bristol. At Saint Mary's since 1993.

Dean of the School of Extended Education

Dean G. Elias

Professor of Management; B.A., Cornell University; M.Div., Union Theological Seminary, New York; Ed.D., Teachers College, Columbia University. At Saint Mary's since 2000.

Dean of the Intercollegiate Nursing Program

Arlene Sargent, RN

Professor of Nursing; BSN, College of St. Catherine; MSN, University of Minnesota; Ed.D., Northern Illinois University. At Saint Mary's since 1999.

Dean of the School of Education

Nancy L. Sorenson

Professor of Education; B.S., M.S., Bemidji State University; Ph.D., Arizona State University. At Saint Mary's since 2001.

Dean of the School of Liberal Arts

Frances Mary Sweeney

Associate Professor of Modern Languages; B.A., Saint Mary's College; M.A., Middlebury College; Ph.D., University of Texas, Austin. At Saint Mary's since 1994.

Dean of the School of Economics and Business Administration

To be announced

Undergraduate Faculty

Mori Achen

Lecturer in Performing Arts; B.A., Saint Mary's College of Maryland; M.A., California State University, Hayward. At Saint Mary's since 1982.

Roy E. Allen

Professor of Economics; B.A., University of California, Santa Barbara; Ph.D., University of California, Berkeley. At Saint Mary's since 1985.

Lee Michael Altman

Lecturer in Art; B.F.A., University of Washington; M.F.A., Stanford University. At Saint Mary's since 1992.

David J. Alvarez

Professor of Politics; B.A., Saint Mary's College; M.A., Ph.D., University of Connecticut. At Saint Mary's since 1973.

Shawny Anderson

Associate Professor of Communication; B.A., M.A., Ball State University; Ph.D., Purdue University. At Saint Mary's since 1996.

Jack B. Arnold

Professor of Psychology; B.A., San Francisco State University; Ph.D., University of California, Berkeley. At Saint Mary's since 1963.

Brother Michael S. Avila, F.S.C.

Lecturer in Religious Studies; B.A., Saint Mary's College; M.A., St. John's College; M.A., Ph.D., Duquesne University. At Saint Mary's since 1984.

Steven J. Bachofer

Professor of Chemistry; B.S., University of the Pacific; Ph.D., Brown University. At Saint Mary's since 1988.

Catherine Banbury

Associate Professor of Business Administration; B.Sc., University of Adelaide, South Australia; M.B.A., University of Washington; Ph.D., University of Michigan. At Saint Mary's since 1998.

Brother William Beatie, F.S.C.

Professor of Philosophy; B.A., M.A., Saint Mary's College; M.A., University of Chicago; Ph.D., University of Louvain, Belgium. Undergraduate Dean, 1977-1978; Academic Vice President, 1978-1990. At Saint Mary's since 1969.

Norman S. Bedford

Associate Professor of Business Administration; B. Eng. (Civil), McGill University; M.B.A., Queens University, Canada; Ph.D., Golden Gate University. At Saint Mary's since 1982.

Carol L. Beran

Professor of English; B.A., Susquehanna University, Pennsylvania; M.A.T., Johns Hopkins University; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1977.

Louis Berney

Associate Professor of English; B.A., Loyola University, New Orleans; M.F.A., University of Massachusetts, Amherst. At Saint Mary's since 1991.

Brother Raymond C. Berta, F.S.C.

Associate Professor of Communication; B.A., M.Ed., Saint Mary's College, Winona, Minnesota; M.A., San Francisco State University; M.A., Ph.D., Stanford University. At Saint Mary's 1978-81; since 1985.

Edward R. Biglin

Professor of English; B.A., Holy Cross College; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1979.

Jose Blanco

Assistant Professor of Business Administration; B.A., Saint Michael's College; M.B.A., Claremont Graduate University; M.S., University of Utah; Ph.D., Utah State University. At Saint Mary's since 1996.

Jerry J. Bodily

Professor of Economics; B.A., Brigham Young University; M.S., Ph.D., Purdue University. At Saint Mary's since 1978.

Clinton Bond

Professor of English; B.S., Columbia University; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1977.

Carla C. Bossard

Associate Professor of Biology; B.S., University of Wisconsin; M.S., University of Illinois; Ph.D., University of California, Davis. At Saint Mary's since 1991.

David Bowen

Professor of Business Administration; B.A., California State University at Fresno; Ph.D., University of California, Berkeley. At Saint Mary's since 1975.

Glenna Breslin

Professor of English; B.A., Mount Holyoke College; Ph.D., University of Minnesota. At Saint Mary's since 1975.

Kenneth J. Brown

Associate Professor of Chemistry; B.S., Saint Mary's College; Ph.D., University of California, Los Angeles. At Saint Mary's since 1984.

Gerald J. Brunetti

Professor of Education and Liberal and Civic Studies; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1979.

Joel D. Burley

Associate Professor of Chemistry; B.A., Macalester College; Ph.D., University of California, Berkeley. At Saint Mary's since 1994.

Gerard M. Capriulo

Professor of Biology, Fletcher Jones Endowed Chair; B.S., St. John's University, N.Y.; M.S., Ph.D., State University of New York, Stony Brook. At Saint Mary's since 1997.

Brother Kenneth W. Cardwell, F.S.C.

Professor in the Integral Program; B.A., M.A. (Oxon); Ph.D., University of California, Berkeley. At Saint Mary's since 1977 (on leave 1978-1981; 1999-2002).

Theodora Carlile

Professor in the Integral Program; B.A., St. John's College, Maryland; M.A., Ph.D., University of California, Berkeley. At Saint Mary's 1969-1975; 1981-1983; since 1985.

Owen Carroll

Professor of Philosophy; Ph.D., D.Ph., S.T.B., Ottawa University. At Saint Mary's since 1967.

Rebecca Carroll

Professor of Communication; B.S., Clarion University of Pennsylvania; M.A., Pennsylvania State University; Ph.D., University of Pittsburgh. At Saint Mary's since 1992.

Judd A. Case

Professor of Biology; B.A., M.A., Humboldt State University; Ph.D., University of California, Riverside. At Saint Mary's since 1990.

John C. Cassidy

Associate Professor of Business Administration; B.S., Pennsylvania State University; M.S., University of Michigan; M.B.A., Boston University; Ph.D., Wharton School, University of Pennsylvania. At Saint Mary's since 1987.

Daniel D. Cawthon

Professor of Performing Arts; B.A., St. Mary's Seminary, Houston; S.T.B., Gregorian University, Rome; M.A., University of Tulsa; M.Ph., Ph.D., Union Theological Seminary, New York. At Saint Mary's since 1980.

Wilber A. Chaffee, Jr.

Professor of Politics; B.A., Occidental College; M.A., Ph.D., University of Texas. At Saint Mary's since 1978.

Kristine L. Chase

Professor of Economics; B.A., M.A., University of California, Davis; Ph.D., University of Maryland. At Saint Mary's since 1985.

Brother Camillus Chavez, F.S.C.

Lecturer in Psychology; B.A., M.A., Saint Mary's College; M.A., University of Southern California; Ph.D., The Wright Institute, Berkeley. At Saint Mary's 1975-1977; since 1983.

Michael R. Cook

Lecturer in Performing Arts; B.A., Central Michigan University; M.F.A. Candidate, Northwestern University. At Saint Mary's since 1990.

Carol A. Copenhagen

Lecturer in Modern Languages; B.A., Mills College; M.A., Johns Hopkins; Ph.D., University of California, Davis. At Saint Mary's since 1992.

John S. Correia

Professor of Chemistry; B.S., Saint Mary's College; Ph.D., University of California, Berkeley. At Saint Mary's since 1962.

S. A. Cortright

Associate Professor of Philosophy and in the Integral Program; B.A., Saint Mary's College; M.A., Ph.D. Candidate, University of Notre Dame. At Saint Mary's since 1977.

Lawrence R. Cory

Professor of Biology; B.A., University of California, Berkeley; Ph.D., University of Notre Dame. At Saint Mary's since 1952.

Catherine Marie A. Davalos

Assistant Professor of Performing Arts; B.A., M.F.A., California State University, Long Beach. At Saint Mary's since 1997.

John Alfred Dennis, Jr.

Lecturer in Collegiate Seminar and History; B.A., University of California, Santa Barbara; M.A., Ph.D., Stanford University. At Saint Mary's since 1979.

Donald DePaoli

Lecturer in Collegiate Seminar; B.A., M.A., Gonzaga University, Spokane; M.A., Santa Clara University; Ph.D., Fordham University. At Saint Mary's since 1977.

David J. DeRose

Professor of English; B.A., Stanford University; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1994.

Keith Devlin

Professor of Mathematics; B.S., Kings College London; Ph.D., University of Bristol. At Saint Mary's since 1993.

Jane Dilworth

Lecturer in Modern Languages; B.A., Ph.D. Candidate, University of California, Berkeley. At Saint Mary's since 1994.

Janice L. Doane

Professor of English; B.A., State University of New York, Buffalo; M.A., University of Wisconsin, Madison; Ph.D., State University of New York, Buffalo. At Saint Mary's since 1984.

Alexis Doval, F.S.C.

Associate Professor of Religious Studies and in the Integral Program; B.A., Saint Mary's College; B.A., M.A., Ph.D. (Oxon). At Saint Mary's since 1993.

Patrick M. Downey

Associate Professor of Philosophy; B.A., Pitzer College, Claremont; M.T.S., Harvard University; Ph.D., Boston College. At Saint Mary's since 1994.

John Albert Dragstedt

Professor of Classics and Philosophy and in the Integral Program; B.A., M.A., University of Chicago; Ph.D., University of California, Berkeley. At Saint Mary's since 1964.

Barry Eckhouse

Professor of Business Administration; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1979.

Gloria Eive

Lecturer in Collegiate Seminar and in the Liberal and Civic Studies Program; B.A., University of California, Santa Barbara; M.A., Ph.D. Candidate, University of California, Berkeley. At Saint Mary's since 1990.

John F. Ely

Assistant Professor of Sociology and Anthropology; B.A., M.A., Ph.D., University of California, Santa Barbara. At Saint Mary's since 1996.

Rebecca Engle

Lecturer in Performing Arts; B.A., Reed College; M.A., Ph.D. Candidate, University of California, Berkeley. At Saint Mary's since 1983.

Susan F. Fallis

Associate Professor of Communication; B.A., Santa Clara University; M.A., San Jose State University; Ph.D., University of Wisconsin, Madison. At Saint Mary's since 1987.

Jose Alfonso Feito

Assistant Professor in Psychology; B.A., University of Chicago; Ph.D., University of California, Berkeley. At Saint Mary's since 1996.

Margaret F. Field

Associate Professor of Biology; B.A., University of California, Berkeley; Ph.D., University of Louisville. At Saint Mary's since 1985.

Paul A. Flemer

Lecturer in Collegiate Seminar; B.A., University of California, Los Angeles; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1990.

John H. Fleming

Assistant Professor of English; B.A., University of Virginia; M.A., University of Southern Mississippi; Ph.D., University of Southwestern Louisiana. At Saint Mary's since 1997.

Jeanne Foster

Professor in Extended Education and in Liberal Arts; B.A., Tulane University; M.A., University of Texas, Austin; M.Div., Ph.D., Graduate Theological Union, Berkeley. At Saint Mary's since 1988.

Benjamin A. Frankel

Professor of History; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1949.

Brother Craig J. Franz, F.S.C.

Professor of Biology; B.A., Bucknell University; M.Sc., Drexel University, Ph.D., University of Rhode Island. At Saint Mary's since 1997.

William R. Frey

Professor of Health Services Administration; B.S., University of Illinois; M.Ed., Georgia State University; Master of Health Administration, Washington University; Ph.D., Ohio State University. At Saint Mary's since 1992.

Brother Ronald Gallagher, F.S.C.

Associate Professor of English and Modern Languages; B.A., Saint Mary's College; M.A., San Francisco State University; Ph.D., University of Washington. At Saint Mary's 1984-1992; since 2001.

Robert M. Gardner

Lecturer in Collegiate Seminar; B.A., Saint Mary's College, M.A., California State University, Hayward. At Saint Mary's since 1992.

David Gentry-Akin

Assistant Professor of Graduate Liberal Studies; B.S., University of Houston; M.Div., University of Notre Dame; S.T.L., Ph.D., S.T.D., Katholieke Universiteit Leuven. At Saint Mary's since 1994.

Paul Giurlanda

Professor of Religious Studies; B.A., Catholic University of America; M.S., Syracuse University; M.A., Ph.D., Graduate Theological Union, Berkeley. At Saint Mary's since 1978.

Valerie M. Gomez

Professor of Modern Languages; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1968.

Robert E. Gorsch

Professor of English; B.A., University of California, Berkeley; M.A., Ph.D., Harvard University. At Saint Mary's since 1984.

Rosemary Graham

Associate Professor of English; B.A., Georgetown University; M.A., Ph.D. University of Virginia. At Saint Mary's since 1992.

Sandra Anne Grayson

Professor of English; B.A., Simmons College; M.A., Brown University; Ph.D., University of Chicago. At Saint Mary's since 1984.

Carl J. Guarneri

Professor of History; B.A., University of Pennsylvania; M.A., University of Michigan; Ph.D., Johns Hopkins University. At Saint Mary's since 1979.

Joan U. Halperin

Professor of Modern Languages; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1974.

William E. Halpin

Adjunct Associate Professor of Business Administration; B.A., J.D., Saint Louis University. At Saint Mary's since 1987.

Charles R. Hamaker

Associate Professor of Mathematics and Computer Science; B.S., Antioch College; M.A., Ph.D., University of Oregon. At Saint Mary's since 1985.

Joan U. Hannon

Professor of Economics; B.A., University of California, Santa Cruz; M.A., Ph.D., University of Wisconsin, Madison. At Saint Mary's since 1987.

Allan K. Hansell

Professor of Biology; B.A., Earlham College; M.S., Ph.D., University of Massachusetts. At Saint Mary's since 1972.

G. Eric Hansen

Professor of Business Administration; B.A., Lawrence College; M.A., M.A.L.D., Ph.D., The Fletcher School, Tufts University. At Saint Mary's since 1977.

Wayne H. Harter

Associate Professor of Philosophy; B.A., Saint Mary's College of Orchard Lake, Michigan; M.A., University of Windsor, Canada; Ph.D., University of Toronto. At Saint Mary's since 1992.

James P. Hawley

Professor in Graduate Business; B.A., University of Wisconsin; M.A., University of California, Berkeley; Ph.D., McGill University. At Saint Mary's since 1986.

David S. Herscovici

Associate Professor of Mathematics and Computer Science; B.A., Princeton University; Ph.D., Massachusetts Institute of Technology. At Saint Mary's since 1995.

Brother Charles Hilken, F.S.C.

Associate Professor of History; B.A., Saint Mary's College; M.A., University of Toronto; M.S.L., Pontifical Institute of Mediaeval Studies, Toronto; Ph.D., University of Toronto. At Saint Mary's since 1993.

Brenda L. Hillman

Professor of English; B.A., Pomona College; M.F.A., University of Iowa. At Saint Mary's since 1985.

Barry D. Horwitz

Lecturer in English; B.A., Northwestern University; M.A., University of California, Berkeley. At Saint Mary's since 1977.

Ronald Isetti

Professor of History; B.A., M.A., University of the Pacific; Ph.D., University of California, Berkeley. At Saint Mary's since 1968.

Christopher Jacobson

Lecturer in Health, Physical Education and Recreation; B.S., University of Montana; M.S., University of Arizona. At Saint Mary's since 1983.

Craig G. Johnson

Associate Professor of Health, Physical Education and Recreation; B.A., Hamline University, St. Paul; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1979.

Brother Theophane Nguyen Van Ke, F.S.C.

Lecturer in Classical Languages; Baccalaureate and Licentiate in Religious Sciences, Pontifical University of the Lateran, Rome. At Saint Mary's since 1976.

Elizabeth G. Katz

Assistant Professor of Economics; B.A., M.A., New School for Social Research; M.A., Ph.D., University of Wisconsin, Madison. At Saint Mary's since 1999.

Jessica C. Kintner

Associate Professor of Physics and Astronomy; B.A., DePauw University; M.S., Ph.D., University of California, Davis. At Saint Mary's since 1996.

John M. Knight

Lecturer in Studies for International Students and Intensive English Program; B.A., Hamilton College, New York; M.A., University of Arizona. At Saint Mary's since 1980.

Eric J. Kolhede

Professor of Business Administration; B.S., M.B.A., University of Santa Clara; Ph.D., Golden Gate University. At Saint Mary's since 1981.

Wendy Lacy

Lecturer in Biology; B.A., University of California, Santa Barbara; M.S., California State University, Hayward; Ph.D., Baylor College of Medicine, Texas. At Saint Mary's since 1993.

Deane A. Lamont

Assistant Professor in Health, Physical Education and Recreation; B.S., San Jose State University; M.A., Saint Mary's College; Ph.D., University of California, Berkeley. At Saint Mary's since 1995.

Joseph Lanigan

Professor of Philosophy and in the Integral Program; B.A., Ph.D., University of Notre Dame. At Saint Mary's since 1959.

Carol S. Lashof

Professor of English; B.A., University of California, Santa Barbara; M.A., Ph.D., Stanford University. At Saint Mary's since 1983.

Brother James J. Leahy, F.S.C.

Professor of Religious Studies; B.A., M.A., Manhattan College; S.R.B., S.R.L., S.T.D., Pontifical Lateran University, Rome. At Saint Mary's since 1980 (on leave, 1993-2002).

Caralinda Lee

Lecturer in Modern Languages; B.A., University of California, Santa Barbara; M.A., San Francisco State University; Ph.D. Candidate, University of California, Berkeley. At Saint Mary's since 1985.

William C. Lee

Professor of Economics; B.A., M.A., Ph.D., University of California, Santa Barbara. At Saint Mary's since 1982.

Philip Leitner

Professor of Biology; B.S., Saint Mary's College; M.A., Ph.D., University of California, Los Angeles. Dean of the School of Science, 1985-1992. At Saint Mary's since 1962.

Gretchen Lemke-Santangelo

Associate Professor of History; B.A., M.A., San Francisco State University; Ph.D., Duke University. At Saint Mary's since 1993.

Jacob F. Lester

Associate Professor of Biology; B.A., Jacksonville University, Florida; M.S., Northeast Louisiana University; Ph.D., Oregon State University. At Saint Mary's since 1976.

Patrizia Longo

Associate Professor of Politics; B.A., University of Pennsylvania; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1991.

Joseph F. Lupino

Associate Professor of Accounting; B.B.A., Ft. Lauderdale University, Florida; M.B.A., Armstrong College, Berkeley; C.P.A. At Saint Mary's since 1977.

Lidia R. Luquet

Associate Professor of Mathematics and Computer Science; Licentiate, University of Buenos Aires; Ph.D., Cornell University. At Saint Mary's since 1984.

Brother Brendan Madden, F.S.C.

Lecturer in Collegiate Seminar; B.A., Saint Mary's College; M.A., University of San Francisco. At Saint Mary's since 1980.

Claude-Rheal Malary

Associate Professor of Modern Languages; B.A., Whitman College; M.A., University of California, Santa Barbara; Ph.D., Brown University. At Saint Mary's since 1997.

Carleen Mandolfo

Assistant Professor of Religious Studies; B.A., California State University, San Francisco; M.A., GTU (Jesuit School of Theology) at Berkeley; Ph.D., Emory University. At Saint Mary's since 1999.

Lisa Manter

Associate Professor of English; B.A., University of Puget Sound; M.A., Ph.D., University of Michigan. At Saint Mary's since 1995.

Catherine Marachi

Lecturer in Modern Languages; B.A., Paris Sorbonne; M.A., Universite de Rennes; Ph.D., George Washington University. At Saint Mary's since 1995.

Phylis C. Martinelli

Professor of Sociology; B.A., San Jose State University; M.A., San Francisco State University; Ph.D., Arizona State University. At Saint Mary's since 1988.

Hugh J. McAllister

Professor of Management; B.S., Siena College; M.B.A., Ph.D., Rensselaer Polytechnic Institute. At Saint Mary's since 1992.

Mary E. McCall

Professor of Psychology; B.S., University of California, Davis; Ph.D., University of California, San Francisco. At Saint Mary's since 1988.

Msgr. Edgar Patrick McCarren

Associate Professor of Anthropology and Sociology; Ph.D., Catholic University of America. At Saint Mary's since 1974.

James McDonald

Lecturer in Health, Physical Education and Recreation; B.S., M.A., University of San Francisco. At Saint Mary's since 1971.

Barbara A. McGraw

Associate Professor of Business Administration; J.D., University of Southern California School of Law; M.A., Ph.D., University of Southern California, Program in Religion and Social Ethics. At Saint Mary's since 1998.

Lynn Ann Meisch

Associate Professor of Anthropology; B.A., Reed College; M.A., San Francisco State University; M.A., Ph.D., Stanford University. At Saint Mary's since 1997.

Brother Michael F. Meister, F.S.C.

Assistant Professor of Religious Studies; B.A., University of Southern California; M.A., Saint Mary's College; Ph.D., Graduate Theological Union, Berkeley. At Saint Mary's since 1981.

Aaron Melman

Associate Professor in Mathematics and Physics; B.S., University of Louvain, Belgium; M.S., Israel Institute of Technology; Ph.D., California Institute of Technology. At Saint Mary's since 2000.

Christopher Miller

Lecturer in English; B.A., Harvard University; M.A., San Francisco State University. At Saint Mary's since 1985.

Elise Miller

Lecturer in Collegiate Seminar; B.A., Northwestern University; Ph.D., University of California, Berkeley. At Saint Mary's since 1991.

Father John R. Morris, OP

Lecturer in Religious Studies and Collegiate Seminar; M.S., University of Washington; M.A., M.Div., St. Albert's College, Oakland; ThD, Graduate Theological Union, Berkeley. At Saint Mary's since 1981.

Asbjorn Moseidjord

Associate Professor of Economics; B.A., University of Bergen, Norway; M.A., Ph.D., University of California, Santa Barbara. At Saint Mary's 1983-1987; since 1991.

Frank J. Murray, Jr.

Associate Professor of Performing Arts; B.A., Williams College; M.A.T., University of Massachusetts; Ph.D., Stanford University. At Saint Mary's since 1988.

Marsha Newman

Associate Professor in English and Liberal Studies; B.A., Louisiana State University, New Orleans; Ph.D., University of California, Berkeley. At Saint Mary's since 1985.

Felicidad Oberholzer

Professor of Religious Studies; B.A. (Economics), B.A. (Psychology), San Jose State University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., Graduate Theological Union, Berkeley. At Saint Mary's since 1979.

Keith Ogawa

Associate Professor of Psychology; B.A., M.A., San Jose State University; Ph.D., University of California, Davis; Diplomate, DACFE, American College of Forensic Examiners. At Saint Mary's since 1995.

Ronald P. Olowin

Professor of Physics and Astronomy; B.S., Gannon University; M.S., University of British Columbia; M.S., Ph.D., University of Oklahoma. At Saint Mary's since 1987.

Brother John O'Neill, F.S.C.

Associate Professor of Education; B.A., Saint Mary's College; M.A., Ateneo de Manila, Philippines; M.Ed., Ed.D., Teachers College, Columbia University, New York. At Saint Mary's since 1972 (on leave 1983-1988; 1996-1999); since 2000.

A.W. Orton

Lecturer in Psychology; B.A., Lincoln University; J.D., Howard University; M.A., San Francisco State University. At Saint Mary's since 1970.

Sharon Otto

Lecturer in Health, Physical Education and Recreation; B.S., Valparaiso University, Indiana; M.S., Purdue University; Ph.D., University of California, Berkeley. At Saint Mary's since 1978.

Brother Raphael Patton, F.S.C.

Professor of Mathematics, Tutor in the Integral Program; B.S., Saint Mary's College; M.S., University of Notre Dame; Ph.D., University of Toronto. At Saint Mary's since 1970.

Brother O. DeSales Perez, F.S.C.

Professor of Romance Languages; B.A., Saint Mary's College; M.A., Middlebury College; Licenciatura en Filosofia y Letras, Doctor en Filosofia y Letras, University of Madrid. At Saint Mary's since 1967.

Philip W. Perry

Professor in Graduate Business; B.A., University of California at Los Angeles; M.A., Ph.D., Stanford University. At Saint Mary's since 1992.

Rosemary Peterson

Professor of Education; B.A., University of Nevada, Reno; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1973.

Sally J. Phelps

Lecturer in Psychology; B.A., M.A., Saint Mary's College. At Saint Mary's since 1989.

J.D. Phillips

Associate Professor of Mathematics and Computer Science; B.A., Briar Cliff College; Ph.D., Iowa State University. At Saint Mary's since 1992.

Victoria Phillips

Lecturer in Intensive English Program, Studies for International Students, English, and Collegiate Seminar; M.A., San Francisco State University; Ed.D., University of San Francisco. At Saint Mary's since 1992.

Lisa Pieraccini

Lecturer in Collegiate Seminar and Anthropology/Sociology; B.A., Saint Mary's College; M.A., San Francisco State; Ph.D. Candidate, University of California, Santa Barbara. At Saint Mary's since 1995.

Ernest S. Pierucci

Lecturer in Collegiate Seminar; B.A., Saint Mary's College; J.D., The Catholic University of America. At Saint Mary's since 1992.

Rafael Alan Pollock

Professor of English and in the Integral Program; B.A., M.A., Ph.D., Yale University. Academic Vice President and Dean of the College, 1962-1971. At Saint Mary's since 1962.

Edward H. Porcella

Associate Professor in the Integral Program and Collegiate Seminar; B.A., Saint Mary's College; M.A., Ph.D., University of California, San Diego. At Saint Mary's since 1978.

Kathryn F. Porter

Professor of Mathematics and Computer Science; B.S., Slippery Rock State College; M.S., Ph.D., University of Delaware. At Saint Mary's since 1990.

Thomas J. Poundstone

Associate Professor of Religious Studies; B.A., Texas Christian University; B.A., M.A., Oxford; Ph.D., University of Notre Dame. At Saint Mary's since 1995.

Rebecca Proehl

Professor of Management; B.A., High Point College, North Carolina; M.S.W., Virginia Commonwealth University; Ph.D., The Wright Institute. At Saint Mary's since 1992.

Alvaro Ramirez

Associate Professor of Modern Languages; B.A., Youngstown State University; M.A., Ph.D., University of Southern California. At Saint Mary's since 1993.

Chris M. Ray

Associate Professor of Physics and Astronomy; B.A., Sonoma State University; Ph.D., University of California, Davis. At Saint Mary's since 1996.

Armando B. Rendon

Lecturer in Collegiate Seminar; B.A., Saint Mary's College of California; M.A., Antioch Graduate School of Education; J.D., American University, Washington, D.C. At Saint Mary's since 1989.

Ellen Rigsby

Assistant Professor of Communication; B.A., Johns Hopkins University; M.A., Ph.D. Candidate, University of California, Berkeley. At Saint Mary's since 2000.

Michael W. Riley

Associate Professor in the Integral Program; B.A., Saint Mary's College; M.A., Ph.D., University of Washington. At Saint Mary's since 1982.

Martin David Rokeach

Professor of Performing Arts; B.A., M.A., San Francisco State University; Ph.D., Michigan State University. At Saint Mary's since 1984.

Katherine Roper

Professor of History; B.A., University of California, Berkeley; M.A., Ph.D., Stanford University. At Saint Mary's since 1969.

Alan Ross

Lecturer in Business Administration; B.A., University of California, Berkeley; J.D., University of California, Davis. At Saint Mary's since 1989.

Nancy Rude

Lecturer in Performing Arts; B.A., M.A., San Diego State University. At Saint Mary's since 1979.

Rev. Michael A. Russo

Professor of Communication; B.A., Seton Hall University; M.Div., Immaculate Conception Seminary, Darlington; M.A., Ph.D., New York University. At Saint Mary's since 1984.

Fawzia A. Saeed

Professor of Biology; B.A., University of California, Berkeley; M.A., California State University, Hayward; M.P.H., Ph.D., University of California, Berkeley. At Saint Mary's since 1994.

Nushafarin Victoria Safinya

Lecturer in Studies for International Students; B.A., Colby College, Maine; Certificate in TEFL, Royal Society of Arts, London; M.A., San Francisco State University. At Saint Mary's since 1978.

Jane R. Sangwine-Yager

Professor of Mathematics and Computer Science; B.A., M.A., Ph.D., University of California, Davis. At Saint Mary's since 1978.

James J. Sauerberg

Associate Professor of Mathematics and Computer Science; B.S., University of Wisconsin; Ph.D., Brown University. At Saint Mary's since 1996.

Roy E. Schmaltz

Professor of Art; B.F.A., M.F.A., San Francisco Art Institute. At Saint Mary's since 1969.

Suzanne Schumacher

Lecturer in Art; B.A., Saint Mary's College; M.F.A., San Francisco Art Institute. At Saint Mary's since 1991.

Naomi Schwartz

Lecturer in English; B.A., San Francisco State University; M.A., Ph.D. Candidate, University of California, Davis. At Saint Mary's since 1985.

Paola A. Sensi-Isolani

Professor of Anthropology and Sociology; B.A., University of Redlands; M.A., University of Southern California; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1977.

Sheila Shain

Lecturer in Accounting; B.S., Northern Arizona University; M.S., University of Nevada, Las Vegas; C.P.A. At Saint Mary's since 1995.

Kusum J. Singh

Professor of Communication; B.S., Syracuse University; M.A., Ph.D., University of Pennsylvania. At Saint Mary's since 1982.

Stephen B. Sloane

Associate Professor of Politics; B.S., U.S. Naval Academy; M.P.A., Harvard University; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1986.

Gregory R. Smith

Professor of Biology; B.S., University of California, Davis; M.S., California Polytechnic State University, San Luis Obispo. At Saint Mary's since 1981.

Virginia G. Smith

Lecturer in Accounting; B.A., Pennsylvania State University; M.B.A., California State University, Hayward; M.S., Golden Gate University; C.P.A. At Saint Mary's since 1985.

Donald W. Snyder

Professor of Business Administration; B.A., University of New Mexico; Ph.D., Pennsylvania State University. At Saint Mary's since 1990.

Mary Doyle Springer

Professor of English; B.A., Holy Names College; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1965.

Norman Springer

Professor of English; M.A., University of Chicago; Ph.D., University of Iowa. At Saint Mary's since 1960.

Sara K. Stampf

Professor of Psychology; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1974.

Patricia Steenland

Lecturer in Collegiate Seminar and Women's Studies; B.A., Calvin College, MI; M.A., University of Kansas; Ph.D., Brown University. At Saint Mary's since 1994.

Grete A. Stenersen

Lecturer in Collegiate Seminar and in Extended Education; B.A., Portland State University; M.A., Ph.D. Candidate, Graduate Theological Union. At Saint Mary's since 1990.

Eugene A. Stovall, III

Lecturer in Collegiate Seminar; B.A., University of California, Berkeley; M.A., University of California, Davis; Ph.D., University of California, Berkeley. At Saint Mary's since 1991.

Nancy J. Struthers

Associate Professor of Psychology; B.A., University of Colorado; M.A., Ph.D., University of California, Davis. At Saint Mary's since 1990.

Carole L. Swain

Professor of Education, Assistant to the President for Lasallian Initiatives; B.A., M.A., Ph.D., University of California at Berkeley. At Saint Mary's since 1988.

Frances Mary Sweeney

Associate Professor of Modern Languages; B.A., Saint Mary's College of California; M.A., Middlebury College; Ph.D., University of Texas, Austin. At Saint Mary's since 1994.

Kathleen Taylor

Professor in Extended Education; B.A., The Union Institute; M.Ph., San Diego State University; Ph.D., Union Graduate School. At Saint Mary's since 1992.

James Alan Temple

Professor of Psychology; B.A., University of California, Riverside; M.S., Ph.D., University of California, Santa Cruz. At Saint Mary's since 1990.

John E. Thompson

Transamerica Professor of Financial Services, Business Administration; B.A., Princeton University; M.B.A., University of Chicago. At Saint Mary's since 1980.

Victoria Trostle

Lecturer in Communication; B.A., Franklin and Marshall College; M.F.A., Southern Methodist University. At Saint Mary's since 1992.

Mary McMahan True

Associate Professor of Psychology; B.A., Indiana University; M.T.S., Franciscan School of Theology, Berkeley; M.A., San Francisco State University; Ph.D., University of California at Berkeley. At Saint Mary's since 1995.

Theodore Tsukahara, Jr.

Professor in Graduate Business; B.S., Saint Mary's College; M.S., University of Southern California; M.A., Ph.D., Claremont Graduate University; Post-doctoral Fellow, The Hastings Center. At Saint Mary's since 1992.

Edward E. Tywoniak

Lecturer in Communication; B.S., Saint Mary's College; M.F.A., Mills College; Ed.D., Candidate, University of San Francisco. At Saint Mary's since 1977.

Suneel Udpa

Professor of Accounting; B.S., University of Bombay; M.S., Ph.D., Washington University in St. Louis. At Saint Mary's since 1993.

Naoko Uehara

Lecturer in Modern Languages; B.A., Kagoshima National University, Japan; M.A., San Francisco State University. At Saint Mary's since 1996.

Hoang Vu

Assistant Professor of Psychology; B.A., M.A., Ph.D., University of Kansas. At Saint Mary's since 2000.

Michael Walensky

Lecturer in Collegiate Seminar; B.A., M.A., University of Chicago; Ph.D., University of California, Berkeley. At Saint Mary's since 1990.

Penelope Washbourn

Professor of Management; B.A., Nottingham University, U.K.; S.T.M., Union Theological Seminary; M.B.A., Saint Mary's College; Ph.D., Union Theological Seminary. At Saint Mary's since 1984.

Susan C. Weissman

Associate Professor of Politics; B.A., Stanford University; M.Ph., Ph.D., University of Glasgow. At Saint Mary's since 1992.

Roy Wensley

Professor of Physics and Astronomy; B.S., Purdue University; M.S., Ph.D., University of Illinois. At Saint Mary's since 1989.

Jodi L. Wesemann

Associate Professor of Chemistry; B.A., Augustana College, IL; Ph.D., Indiana University. At Saint Mary's since 1996.

Maureen Simonne Wesolowski

Professor of Modern Languages; B.A., London University; M.A., Smith College; Ph.D., University of California, Berkeley. At Saint Mary's since 1978.

Brother T. Jerome West, F.S.C.

Associate Professor of Economics; B.A., Saint Mary's College; M.A., University of California, Berkeley; Ed.D. (honorary), La Salle College, Manila; LL.D. (honorary), Saint Mary's College. At Saint Mary's since 1946 (on leave 1953-1968).

Andrew T. Williams

Professor of Graduate Business; B.A., M.A., Ph.D., Stanford University. At Saint Mary's since 1991.

Margot R. Winer

Associate Professor of Anthropology; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1992.

Denise Witzig

Lecturer in English; B.A., University of California, Berkeley; M.A., Ph.D. Candidate, Brown University. At Saint Mary's since 1989.

Stephen Brim Woolpert

Professor of Politics; B.A., Grinnell College; M.A., Johns Hopkins School of Advanced International Studies; Ph.D., Stanford University. At Saint Mary's since 1981.

Diana Ting Liu Wu

Professor of Business Administration; M.B.A., New York University; Ph.D., The Wright Institute, Berkeley. At Saint Mary's since 1981.

Ben Xu

Professor of English; B.A., Jiangsu Teachers College, Suzhou, P.R.C.; M.A., Fudan University, Shanghai, P.R.C.; Ph.D., University of Massachusetts. At Saint Mary's since 1991.

Brother Martin Yribarren, F.S.C.

Assistant Professor in Performing Arts and in the Integral Program; B.A., Saint Mary's College; M.A., California State University, Los Angeles; Ph.D., University of Southern California. At Saint Mary's since 1995.

Sepehr Zabih

Professor of Politics; Diploma, London School of Journalism; B.A. M.A., Ph.D., University of California, Berkeley; Visiting Scholar, Hoover Institute, Stanford University, 1983-1986, 1991-1992; Visiting Scholar, Harvard University, 1986-1987, 1989-1990. At Saint Mary's since 1963.

Barbara Zecchi

Associate Professor in Modern Languages; Laurea, Università di Venezia, Italy; M.A., University of California at San Diego; M.A., Ph.D., University of California at Los Angeles. At Saint Mary's since 1996.

Professors Emeriti**Chester Aaron, M.A.**

Professor of English, Emeritus

Fred E. Anderson, Jr., C.P.A.

Professor of Accounting, Emeritus

Andrew DeGall, L.L.M., J.D., M.Ed.

Professor of Economics, Emeritus

Brother S. Edmund Dolan, F.S.C., Ph.L., Ph.D.

Professor of Philosophy, Emeritus

Joseph M. Dongarra, M.A., M.S. in L.S.

Assistant Professor of Modern Languages, Emeritus

John Dwyer, Ph.D.

Professor of Religious Studies, Emeritus

Patricia A. Flynn

Professor of Health Services Administration, Emerita

Brother Dennis Goodman, F.S.C., M.S. in L.S.

Professor, Emeritus

Sandra Hellman

Professor of Health Services Administration, Emerita

Brother T. Brendan Kneale, F.S.C., M.S., M.A.

Associate Professor of Mathematics and Computer Science, Emeritus

Donald J. McKillip, Ed.D.

Professor of Health, Physical Education and Recreation, Emeritus

Brother Michael Quinn, F.S.C., Ph.D., LL.D.

Professor of Psychology, President of Saint Mary's College, Emeritus

Brother Dominic Ruegg, F.S.C., Ph.D., L.H.D.

Professor of Classics and Religious Studies, Emeritus

Phyllis Stowell, Ph.D.

Professor of English, Emerita

William Tauchar, Ph.D.

Professor of Economics and Business Administration, Emeritus

James E. Townsend, Jr., Ph.D.

Professor of English, Emeritus

John F. Waddell, M.S.

Associate Professor of Physics and Astronomy, Emeritus

Stanford W. White, M.B.A., C.P.A.

Professor of Accounting, Emeritus

Coaches

John Baptista	Baseball
Michelle Jacoby	Women's Basketball
Randy Bennett	Men's Basketball
Rich Wendling	Women's Crew
Randy Rau	Men's/Women's Cross Country
Tim Landis	Football
Scott Hardy	Golf
To be announced	Women's Lacrosse
Paul Ratcliffe	Women's Soccer
Stephen Rammel	Men's Soccer
Michelle Putzer	Softball
Lisa Alipaz	Women's Tennis
Michael Wayman	Men's Tennis
Ron Twomey	Women's Volleyball

Scholarships

The following scholarships are available to full-time, traditional undergraduate students.

Annual Scholarships

To apply for scholarship funding, see Applying for Aid, p. 14.

AT&T Pebble Beach National Pro-Am Youth Fund

An annual scholarship provided by the Youth Fund to assist deserving students at the College.

Bakersfield-Kern County Annual Scholarship Fund

The alumni of Bakersfield/Kern County have established a fund, the income from which is available for partial tuition scholarships for qualified students from Garces High School in Bakersfield.

Howard W. Bell Memorial Annual Scholarship Fund

A scholarship fund established by family and friends in memory of Howard W. Bell.

Benilde Charitable Trust

An annual scholarship established by the San Francisco district of the Christian Brothers to assist Saint Mary's neediest students.

Leo F. Brady Annual Scholarship

An annual award provided by Emelia Brady in memory of her late husband Dr. Leo F. Brady, to assist deserving students.

George T. Cameron Educational Foundation Annual Scholarship

The George T. Cameron Educational Foundation, established by Helen De Young Cameron in memory of her late husband, George T. Cameron, has made funds available to Saint Mary's College for scholarships.

Cathedral Alumni Annual Scholarship

An annual award provided by a Cathedral/Saint Mary's College alumnus to benefit a deserving student from Cathedral High School in Los Angeles.

James W. Coffroth Memorial Annual Scholarships

A fund has been made available from the will of the late James W. Coffroth for students in need of aid to continue their education.

College-County Annual Scholarship Fund, Inc.

A fund established for tuition scholarships for qualified students from Contra Costa County, based upon academic standing and need.

Lucy Gordon/Rita Compaglia Annual Scholarship

A fund established by the Saint Mary's College-County Scholarship Committee to honor the Gordon and Compaglia families who have done so much for Saint Mary's College. The fund is to assist deserving students from Contra Costa County attending Saint Mary's.

Donald and Thelma Doyle Annual Scholarship Fund

A scholarship fund established by Donald D. Doyle, Regent of Saint Mary's College, and his wife, Thelma, to benefit needy students.

Thomas Fahrner Memorial Scholarship

A scholarship provided by family and friends in memory of Thomas Fahrner, class of 1968, to assist students in need.

Farmers Insurance Group Annual Scholarship

A scholarship given in honor of Saint Mary's College alumni presently employed by Farmers Insurance Group.

Michael and Barbara Ferrigno Scholarship Fund

A scholarship provided by Michael Ferrigno, class of 1966, and his wife, Barbara, to assist students with financial need.

Delphine Ferroggiaro Annual Scholarship Fund

A fund established by Fred A. Ferroggiaro in memory of his late beloved wife, Delphine Ferroggiaro, to provide a partial tuition scholarship.

Fred A. Ferroggiaro Memorial Annual Scholarship Fund

A fund established by family and friends in memory of Fred A. Ferroggiaro, benefactor and regent of Saint Mary's College, to benefit needy students.

William Garcia Annual Memorial Scholarship

A scholarship fund established by the Garcia family in honor of William Garcia, class of 1932.

Grupalo Family Scholarship

An annual award given by the Grupalo family to assist a student who otherwise would not be able to attend Saint Mary's.

Salvador Gutierrez Annual Scholarship Fund

A fund created by Salvador O. Gutierrez, class of 1965, to assist students from single-parent households by providing grants toward the cost of room and board at the College. Four freshman recipients will be selected each year and will be eligible to receive grants for a total of four years.

James M. Guyette Family Scholarship Fund

A fund created by James Guyette, class of 1967, to assist students with need who have demonstrated a commitment to community service, leadership and self-motivation.

Institute of Management Accountants Student Scholarship

A scholarship provided by the Oakland-East Bay, CA, chapter of the Institute of Management Accountants to assist a student majoring in accounting.

Kiwanis Club of Moraga Valley Annual Scholarship

A scholarship donated by the Kiwanis Club to assist deserving students.

J.M. Long Foundation Annual Scholarship

A fund provided by the J.M. Long Foundation to assist undergraduate students with financial need.

George H. Mayr Foundation Annual Scholarship

An annual scholarship funded by the George H. Mayr Foundation to assist deserving students.

The Bonnie O'Flaherty Memorial Annual Fund

A scholarship fund to assist a freshman student of demonstrated need who has maintained a "B" average or better in high school. The scholarship was established by family and friends in memory of Bonnie O'Flaherty.

O'Shea Foundation Annual Scholarship

An annual scholarship established by The O'Shea Foundation of Oakland, California, to benefit a deserving student.

Genevieve Owens Memorial Scholarship

A fund created by the parents and friends of the late Genevieve Owens, class of 1994, to assist a student with need who is majoring in English. An essay is required.

Pacific Northwest Annual Scholarship Fund

A scholarship fund established by Saint Mary's College alumni to help students from Washington and Oregon attend Saint Mary's.

Roy F. Peters Annual Scholarship Fund

A memorial scholarship provided by Bernice Peters in memory of her late husband, The Honorable Roy F. Peters, class of 1931.

President's Annual Scholarships

A partial tuition scholarship, depending upon the need of the student, is awarded to an eligible graduate of each of the following institutions: Cathedral High School, Los Angeles; Christian Brothers High School, Sacramento; De La Salle High School, Concord; Justin-Siena High School, Napa; La Salle High School, Milwaukie, Oregon; La Salle High School, Pasadena; Sacred Heart High School, San Francisco; Saint Mary's College High School, Berkeley; San Joaquin Memorial High School, Fresno.

Rotary Club of Moraga Annual Scholarship

A fund donated by the Moraga Rotary Club to assist a deserving student.

Saint Mary's College Guild Annual Scholarships

These scholarships are awarded under the following conditions: that the student have a superior academic record and be in financial need.

Saint Mary's East Bay Annual Scholarship Fund

The alumni of the East Bay Chapter have established a fund, the income from which is available for partial tuition scholarships for qualified students from Alameda and Contra Costa Counties.

George H. Sandy Foundation Annual Scholarship

A scholarship fund established by the George H. Sandy Foundation of San Francisco to benefit deserving students.

Arthur Harnett Sherry Annual Scholarship Fund

A scholarship fund established in memory of the late Arthur H. Sherry, class of 1929, by his family and friends, to benefit deserving students pursuing prelegal studies. Mr. Sherry headed studies of California's criminal codes that still have influence.

May and Stanley Smith Charitable Trust Fund Annual Scholarship

A scholarship established by the May and Stanley Smith Charitable Trust to benefit deserving students.

Raymond J. Syufy Annual Scholarship Fund

A fund established by the late Raymond J. Syufy, alumnus of the class of 1940 and Regent of Saint Mary's College, to benefit deserving students at the College.

Warta Family Scholarship Fund

A fund created by John and Georgiana Warta to assist students coming to Saint Mary's College from LaSalle High School in Milwaukie, Oregon.

Fred D. Whelan Annual Scholarship

A scholarship in memory of the late Professor Fred D. Whelan, member of the Saint Mary's College faculty, 1959-1973.

Minnie Wilder Trust Fund

An annual scholarship set up for students pursuing a degree in Economics and Business Administration who have completed 18 course units at Saint Mary's or their equivalent at another institution, and the number of required lower division courses necessary to permit graduation from Saint Mary's in two academic years. An essay is required.

Annual Athletic Scholarships**Frank and Anne Baumann Scholarship Fund**

A scholarship fund established by long-time Gael supporters Frank and Anne Baumann to assist student athletes.

Richard and Patricia Callahan Scholarship

The *Voice of the Golden State Warriors* and Saint Mary's Gaels basketball, Dick Callahan and his wife, Patricia, have established a scholarship fund to assist the student-athlete basketball scholarship fund.

Clougherty Family Annual Athletic Scholarship

A scholarship fund established in memory of Bernard Clougherty, class of 1931, by members of his family, to assist a needy student-athlete.

The Diamond Services Annual Athletic Scholarship

A grant-in-aid award established by Diamond Janitorial Services to benefit a student athlete competing for Saint Mary's College.

W. Thomas Hudson Annual Athletic Scholarship

A scholarship donated by Tom Hudson, class of 1964, to assist a student athlete competing for Saint Mary's College.

Kiwanis Club of Moraga Valley Athletic Scholarship

A scholarship donated by Kiwanis Club to assist a student athlete at Saint Mary's College.

Korth Tennis Scholarship

A scholarship given annually by Regent Emeritus Howard Korth and his wife Geri to assist the student-athlete tennis scholarship fund.

Michael Stead Athletic Scholarship

A scholarship established by Mike Stead through his assistance in sponsoring the Gael Classic Car Drawing the proceeds of which assist student-athlete scholarships.

Kenneth Vincent Annual Athletic Scholarship

A scholarship donated by Ken Vincent, class of 1952, to assist students competing in the football program.

The Zocchi Family Annual Scholarship

A scholarship donated by Carlo and Frances Zocchi and their family to provide for grant-in-aid for a student athlete.

Endowed Scholarships**Henry Frank Abrahamson Endowed Scholarship**

A scholarship fund established in memory of Henry Frank Abrahamson by Peter and Kirsten Bedford to benefit a student studying music.

Edward S. and Marjorie D. Ageno Endowed Scholarship Fund

An endowment fund created by the late Edward S. and Marjorie D. Ageno to provide scholarship aid to the most needy students who would otherwise be unable to attend Saint Mary's College.

Michael Ageno Memorial Endowed Scholarship

An endowed scholarship established by Mr. and Mrs. Edward S. Ageno and Mrs. Michael Ageno in memory of their loving son and husband, Michael Ageno, of the class of 1963.

Brother Mel Anderson Endowed Scholarship Fund

An endowed fund established by friends of Brother Mel Anderson, F.S.C., President of Saint Mary's College from 1969 until 1997, to be used to assist deserving students at the College.

Brother Kyran Aviani, F.S.C., Memorial Scholarship

The Ernest Aviani Family has established, in cooperation with faculty and friends, an endowment fund, the income from which is available for tuition scholarships in memory of late Brother Kyran Aviani, Associate Professor of Art.

John G. Bannister Endowed Scholarship Fund

A fund established through the estate of John Bannister, former Regent and alumnus of the class of 1935, to help deserving students attend Saint Mary's College.

Edmond J. Barrett Endowed Scholarship Fund

A fund established in memory of Dr. Edmond J. Barrett, class of 1918, Regent Emeritus of Saint Mary's College, to benefit needy students.

Stephen Bechtel Scholarship Fund

An endowed scholarship established by Peter and Kirsten Bedford honoring the memory of Stephen Bechtel, Sr., to benefit a student planning a career in the construction industry.

The Leonie S. and Pierre S. Bedoura Endowed Scholarship Fund

A fund created through the bequest of the late Leonie S. Bedoura to assist students with financial need.

Ruth Resing Borges Scholarship Fund

This is an endowed scholarship for needy students established by the late Jose F. Borges in honor of his wife, Ruth Resing Borges.

Remie Callens Endowed Scholarship Fund

A fund established through the estate of Remie Callens of Oxnard to assist disabled students to attend Saint Mary's College.

Joseph David Cardoza Scholarship

An endowed scholarship established by the late Joseph David Cardoza to enable a male student of Portuguese descent to complete a four-year college course at Saint Mary's College of California.

Thomas M. Carlson Memorial Scholarship

This is an endowed scholarship fund established in memory of the late Thomas M. Carlson. The recipients of the scholarships are selected by the College's scholarship committee on the basis of academic record and financial need. Preference will be given to residents of Contra Costa County and to pre-law majors.

Cassin Family Scholarship Fund

An endowed fund resulting from the Cassin Challenge program to benefit deserving students in need.

Lionel and Lorraine Chan High Potential Scholarship Fund

An endowed scholarship established Lionel Chan, Vice President and Chief Financial Officer for Saint Mary's College in 1998, and Lorraine Chan, his wife, to benefit High Potential Program students who have shown strong evidence of both leadership and achievement, especially in family, community or church activities.

Linus F. Claeys Endowed Scholarship

This is a fund donated by alumnus Linus F. Claeys, the proceeds from which are to be used for scholarships for student financial aid.

Class of 1950 Millennium Endowed Scholarship Fund

An endowed scholarship fund created and funded by members of the College's Class of 1950 in commemoration of their 50-year class reunion during the year 2000 to assist current and future Saint Mary's students.

Clougherty Family Scholarship

An endowed scholarship established in memory of Bernard Clougherty, class of 1931, by members of his family, to assist a deserving student attend Saint Mary's College.

The Thomas I. and Katherine T. Coakley Scholarship Fund

A fund established through the generosity of Thomas, class of 1928, and Katherine Coakley, with preference given to sons and daughters of those who have held public office in Mariposa County, California.

William Coldiron Endowed Scholarship Fund

A fund donated by William Coldiron to benefit a deserving student.

Alfred and Ruth Collins Endowed Scholarship

A fund made available through the estate of Alfred, class of 1926, and Ruth Collins to assist deserving students to attend Saint Mary's College.

John P. Collins, Sr., Memorial Scholarship Fund

A scholarship established through the estate of John P. Collins, Sr., to assist worthy students attending Saint Mary's College.

The Edward P. Coughlan Memorial Endowed Scholarship Fund

An endowed scholarship established by Gary Coughlan, class of 1966, in loving memory of his father, to be used to benefit deserving students from the Fresno area.

Joseph Crane Endowed Scholarship

An endowed scholarship fund established by family, friends and colleagues of C. Joseph Crane, class of 1953, and Regent of the College, honoring his retirement as president of Union Safe Deposit Bank of Stockton. The fund is to assist graduates of St. Mary's High School of Stockton to attend Saint Mary's College.

Daniel J. Cullen Family Scholarship Endowment Fund

This is an endowed scholarship fund established by Daniel J. Cullen, a Trustee and Regent of the College, the interest only to be used for scholarship purposes.

Richard A. DeSousa Memorial Scholarship Fund

An endowed scholarship established through the estate of Richard DeSousa, class of 1934, to assist worthy students to attend Saint Mary's College.

Disney Endowed Scholarship Fund

A scholarship established by the Roy Disney Family Foundation to assist needy students.

Frank J. Edoff Scholarship Fund

This fund was established by the late Frank J. Edoff to be used in such fields of education as the College Board of Trustees may deem appropriate.

Emerson Family Foundation Endowed Scholarship

A scholarship established through the estate of Bernyce M. Spencer, long-time friend of Saint Mary's College, to assist deserving students.

Jeanine Shahna Fela Endowed Scholarship Fund

A scholarship fund established by Gene and Patricia Fela in honor of their daughter. This endowment provides funds for a student exchange program between Saint Mary's College and University College, Galway, Ireland.

Kathleen M. Ferroggiaro Endowed Scholarship

A fund has been established by Fred A. Ferroggiaro in the name of his wife, Kathleen.

Frank and Olivia Filippi Scholarship Fund

An endowed fund established through the generosity of Frank and Olivia Filippi to assist entering students whose GPA is 3.5 or better and who maintain a 3.25 GPA while at Saint Mary's. Preference will be given in the award of this scholarship to sons and daughters of attorneys employed by the firm of Mullen and Filippi.

Foley Estate Scholarship Fund

An endowed fund established through the estate of Charles and Marian Foley to benefit needy students.

Ursil R. Foley Scholarship

An endowed scholarship, income from which will provide a partial tuition scholarship for a student majoring in Economics and/or Business Administration, first preference being given to students from the Counties of Alameda and Nevada. This scholarship is in honor of Ursil R. Foley, class of 1924, and is made possible by his son, Donald Foley.

Manuel T. and Maria Bettencourt Freitas Memorial Scholarship

This is an endowed fund established in memory of the parents of Carlos R., Louis G., and Manuel T. Freitas, all of San Rafael, to be used for tuition scholarships.

Monsignor Eymard Gallagher Endowed Fund
A scholarship established by the estate of Monsignor Eymard Gallagher, class of 1944, to assist deserving students at Saint Mary's College.

Victor B. Gaul Scholarship

This is a scholarship fund established by the late Victor B. Gaul for scholarships to worthy students.

Carl and Celia Berta Gellert Memorial Endowed Scholarship

Established by the Board of Directors of the Carl Gellert and Celia Berta Gellert Foundation in honor of its founders, the late Celia Berta Gellert and Carl Gellert. Funds will be used to supplement tuitions for deserving students in need of financial aid who have demonstrated accomplishments and desire to excel in scholastic endeavors.

A. P. Giannini Scholarship

The A. P. Giannini Scholarship Foundation has made available funds for scholarships in memory of A. P. Giannini.

The Mabel Eugenie Hale Memorial Endowed Scholarship Fund

A scholarship fund for deserving students established by the Crescent Porter Hale Foundation in memory of Mabel Eugenie Hale.

Hallerberg Endowed Scholarship

A scholarship fund established by Lee and Ann Hallerberg, the income of which is to be used annually to benefit students demonstrating a need for financial assistance to complete their course of studies at Saint Mary's College.

The Handlery Endowed Scholarship

An endowment established by Paul and Ardyce A. Handlery to be used for a student in the School of Business who demonstrates scholastic achievement, financial need and campus involvement.

Thomas A. Hanrahan Memorial Scholarship

This is an endowed scholarship established in memory of the late Thomas A. Hanrahan by his daughter, the late Katharine Hanrahan, to be awarded to deserving graduates of Sacred Heart Cathedral Preparatory in San Francisco who enroll at Saint Mary's College. The recipients of the scholarship shall be selected by the principal of Sacred Heart Cathedral Preparatory with the advice and consent of the president of Saint Mary's College.

Larry Hargadon Memorial Endowed Scholarship Fund

A fund established by family and friends of Larry Hargadon, a student of Saint Mary's College, to benefit needy students.

Hearst Endowed Scholarship Fund

An endowed fund established by the William Randolph Hearst Foundation, the income of which is to be used for student financial aid.

Alan B. Holloway Endowed Scholarship

A fund established by the family and friends of Alan B. Holloway in honor of his years as Vice President for Finance at Saint Mary's College. The fund is to be used to assist deserving students at Saint Mary's.

Elmer and Ruth Homrighausen Endowed Scholarship

A scholarship fund established by Dr. Richard Homrighausen, campus physician, in memory of his parents, to provide scholarships for needy students to attend Saint Mary's College.

James Irvine Foundation Scholarship

Income from this endowed scholarship to be used annually to provide two tuition scholarships. Selection of the recipients will be at the discretion of the College based upon generally accepted criteria. All recipients must be bona fide residents of the state of California with preference given to students from the San Francisco Bay Area.

Brother Josephus Endowed Memorial Scholarship

This endowed memorial scholarship has been established by Dr. and Mrs. Edmond J. Barrett. Dr. Barrett is a former pupil of Brother Josephus.

June D. and Thomas F. Joyce, Jr., Endowed Scholarship

A scholarship established by Mr. and Mrs. Thomas F. Joyce, Jr., to benefit a student annually pursuing a degree in Business Administration.

William R. Kaelin Memorial Endowed Scholarship Fund

A fund created by the trust of the late William R. Kaelin to assist needy students at Saint Mary's College.

Paul and Lydia Kalmanovitz Fund

A fund provided by S&P Company honoring the memory of Paul Kalmanovitz and his wife Lydia. Scholarship restricted to students maintaining a GPA of 3.5 or better. It has no need-based component.

Monsignor Daniel J. Keenan Scholarship

An endowed tuition scholarship in memory of Monsignor Daniel J. Keenan of Huron for his assistance in providing a Catholic education for many California students, awarded annually on the basis of need and academic standing.

Ray Kelsch Endowed Scholarship Fund

A fund established through the generosity of Ray Kelsch, class of 1931, to assist deserving students at Saint Mary's College.

Malcolm W. Lamb Fund

The income from this endowment is to be awarded annually to student(s) of demonstrated academic ability. Priority of the award is based on ability and character, and preference will be given to those who without some financial assistance might not otherwise be able to attend Saint Mary's College.

Elwood "China" and Mavis Lang Memorial Endowed Scholarship Fund

A scholarship established by the family and friends of Elwood "China" Lang, class of 1935, and his wife, Mavis Leeson Lang, to benefit deserving students enrolled in the School of Liberal Arts and/or the School of Science.

Lasallian Alumni Scholarship

A scholarship fund established by the Alumni Association to benefit deserving children of Saint Mary's alumni.

Kathryn La Voie Memorial Scholarship Fund

Established to provide financial assistance to qualified students by William B. La Voie in memory of his mother.

Richard L. Logan Endowed Scholarship Fund

An endowed scholarship fund established by Peter Bedford in memory of Richard L. Logan.

Andrew J. Lynch Memorial Scholarship

Business associates have made available funds for endowed tuition scholarships in memory of Andrew J. Lynch, a former Trustee and Regent of the College.

Edward Michael Lynch Memorial Endowed Scholarship Fund

An endowed fund established by Mr. and Mrs. Raymond Lynch in memory of their son Edward, class of 1971. This fund is to be given to deserving students at Saint Mary's.

Brother Carl Lyons Memorial Endowed Scholarship Fund

An endowed fund created by members of the class of 1962, other alumni and friends in memory of Brother Carl Lyons, F.S.C., to provide scholarship support to students in need.

Netti Marchini Memorial Endowed Scholarship

A scholarship fund established by Louis Guisto, class of 1916, in memory of his sister, Netti Marchini, to assist needy students.

Neville and Juanita Massa Endowed Scholarship Fund

A scholarship fund established through the estate of Neville, class of 1939, and Juanita Massa to help students in need.

John A. McCarthy Memorial Endowed Scholarship

A fund established by the John A. McCarthy Foundation in memory of its founder, John A. McCarthy, to be used for scholarships for worthy students.

Lizz McElligott Memorial Scholarship Fund

A memorial fund established by the alumni of Saint Mary's College in recognition of the many years of dedicated service provided by Lizz McElligott as a nurse on the Saint Mary's College campus. The income from this fund is to benefit needy students in the pre-medical or nursing programs.

Gertrude and George V. McKeever Scholarship

George V. McKeever, class of 1949, a Regent of Saint Mary's College, and his wife Maire, have made available a scholarship fund, the income from which is awarded to qualified students.

Reverend Brother V. Ralph McKeever and Edward W. McKeever Scholarship

This endowed scholarship, established by Mary McKeever Brusatori in memory of her brothers, to be awarded by the Trustees of Saint Mary's College to a worthy and needy graduate of Sacred Heart High School of San Francisco.

Joseph McKenna Scholarship Fund

Income from this fund is to be used annually to provide up to four scholarships with preference to worthy students from San Jose, California.

Joseph P. McTigue Memorial Scholarship Fund

An endowed scholarship fund established through the estate of Joseph McTigue, class of 1930, to assist worthy students to attend Saint Mary's College.

Saint Brother Miguel Endowed Scholarship Fund

An endowed fund established by the SMC Brothers Community, and named in honor of a member of the Brothers of the Christian Schools who was raised to sainthood in 1984, to be used for the education of needy Roman Catholic seminarians, priests, nuns and brothers.

Francis Cullen Miller Endowed Scholarship

An endowed scholarship established by the late Mary J. Miller to benefit students in the field of pre-legal education.

Father Edmund Moss Memorial Scholarship Fund

An endowed scholarship fund established through the estate of Father Edmund Moss, class of 1932, to benefit deserving students.

The Mother of Perpetual Help Endowed Scholarship

A fund established by the Honorable Roy G. Pucci and his sister Alma in memory of their mother and father, Esther and George Pucci. The Mother of Perpetual Help Endowed Scholarship is to assist deserving students to attend Saint Mary's.

Art and Loya Mott Minority Student Endowment

An endowed fund established through the generosity of Art and Loya Mott to assist a deserving minority student at Saint Mary's.

The Mulcahy Endowed Scholarship

An endowment established through the estate of James P. Mulcahy to benefit students in financial need.

Daniel J. Murphy Endowed Scholarship Fund

A fund established by Daniel J. and Isobel B. Murphy, benefactors of Saint Mary's College, to benefit a worthy student from the state of Nevada.

Northern Nevada Endowed Scholarship

A scholarship established by Reno businessmen to assist needy and deserving students from Northern Nevada.

Noce Endowed Memorial Scholarship

An endowed scholarship established by George and Lillian Noce and Clare Marie Noce to honor the following members of their family: Assunta Olivia Noce, Lillian Mary Catherine Noce, George J. Noce, Clara M. (Lena) Noce, Daniel Noce, and Lt. Gen. David H. Noce (USA), Angelo Noce, and James J. Noce.

Amelia Deniz Parreira Scholarship

This is an endowed scholarship, the net income therefrom to be employed for establishing and maintaining scholarships for needy students of high scholastic standing.

Giacomo and Ida Pegolotti Scholarship Fund

This endowed scholarship is established by Antone L. and James Pegolotti and Dolores Hamilton, children of Giacomo and Ida Pegolotti, in memory of their parents. Interest from this fund to be used each year to assist needy college students with first preference to students from Humboldt, Del Norte, or Trinity counties in the state of California.

Saint Mary's Guild Brother S. Albert Plotz Memorial Scholarship Fund

The Guild has established an endowment fund, the income from which is available for tuition scholarships in memory of Saint Mary's former president, Brother S. Albert, F.S.C.

Brother U. Albert Rahill Memorial Scholarship Fund

A scholarship established by the Sabatte family in the name of the former president and longtime aide to the president of Saint Mary's College, to be used for a needy student.

Brother U. Albert Rahill - Moraga Rotary Endowed Scholarship

A fund established by the Rotary Club of Moraga, California, in honor of Brother U. Albert Rahill, F.S.C., the income of which will be used to benefit needy students.

Christine W. Reis Scholarship

An endowed fund established by Mr. and Mrs. J. F. Reis for tuition scholarships for eligible students at the sole discretion of the Board of Trustees.

Mary Anne Reynolds Endowed Scholarship

A scholarship fund established by Mary Anne van der Linden to honor her mother. This fund will assist deserving students at Saint Mary's College, with preference given to children and grandchildren of graduates of Immaculate Heart College in Los Angeles.

John and Mary Sabatte Endowed Scholarship

An endowed scholarship fund established by the Sabatte family in memory of their parents, John and Mary. The scholarship is awarded annually to deserving and needy students.

SMC Brothers' Community Endowed Scholarship Fund

An endowed fund established by the SMC Brothers Community to assist needy continuing students, primarily seniors and juniors, who have exhausted all other sources of financial aid, and who would otherwise be forced to withdraw from Saint Mary's College.

Teresa Doris Satmary Endowed Memorial Scholarship

An endowed fund established by John Rengel, class of 1970, in memory of his goddaughter, Teresa Satmary. Preference for the annual award will be given to graduates of Tahoe-Truckee High School, on the basis of need and academic standing.

Armando J. Seghetti Memorial Endowed Scholarship

An endowed scholarship established by Ms. Rose Seghetti in memory of her brother, Armando J. Seghetti of the class of 1930, to assist needy and deserving students.

Henry G. Sheehy Endowed Scholarship Fund

An endowed scholarship established through the estate of Henry G. Sheehy to be used to assist needy students.

William Shreve Endowed Scholarship

A fund established for non-Catholic students majoring in business administration or economics or for a student of any religious persuasion majoring in pre-med.

Anna Marie Siler Endowed Scholarship Fund

An endowed fund created by two generations of the extended Siler family to honor the mother and grandmother of 12 SMC alumni and relative of six more. The scholarship will assist students in need.

William and Alice Simon Endowed Scholarship Fund

Established by Bill, class of 1937, and Alice Simon. The proceeds of this endowment are to be used to assist deserving students to attend Saint Mary's College.

Sidney A. Snow Scholarship

An endowed scholarship established in memory of Sidney A. Snow by the late Virginia G. Snow. Income from this fund is to be awarded to one worthy candidate annually to finance an education in applied science at Saint Mary's College.

Y. Charles and Helen C. Soda Endowed Scholarship Fund

A fund established by Chet and Helen Soda, the income of which will provide financial assistance to one or more needy students during his or her four years at Saint Mary's College.

John and Hester Sousa Endowed Scholarship

These partial tuition scholarships are intended to assist students from large families, who have been unable to qualify for other forms of financial aid. Eligibility is based on demonstrated academic promise and financial need.

Father Speetzen Endowed Scholarship

A scholarship fund established by Father Harold Speetzen to assist a deserving student.

Spirit of '59 Memorial Endowed Scholarship Fund

An endowed fund to support students in need created by members, families and friends of the class of 1959 in memory of all deceased classmates.

Gladys Carroll Tehaney Memorial Scholarship

This endowed scholarship was established by Peter J. Tehaney in memory of his wife, to be awarded to a student selected by the Saint Mary's College Admissions Office.

Harold and Codessa Terrell Endowed Scholarship Fund

An endowed scholarship fund established by Reginald Terrell, class of 1981, and a Regent of the College, in honor of his parents to assist minority students to attend Saint Mary's College.

Albert Thille Memorial Endowed Scholarship

A scholarship fund established by The Albert Thille Foundation in memory of Albert Thille, benefactor of Saint Mary's College, to benefit needy students.

Kevin Valdez Memorial Endowed Scholarship Fund

A scholarship established by Bernard Valdez, M.Ed., 1982, in memory of his son, Kevin, class of 1978, M.Ed., 1987, to benefit disabled students attending Saint Mary's College.

Rudy Valencic Memorial Scholarship

A fund established by Ms. Valeria Valencic Castellani, Ms. Maria Valencic Garavello, and Ms. Albina Valencic Welschke in memory of their deceased brother, Rudy Valencic, a long-time employee at Saint Mary's College. This endowed fund will be used to assist needy and deserving students at the College.

Spike Van Cleve Endowed Scholarship

A scholarship fund established in memory of the late Spike Van Cleve, by his wife, to benefit needy students in the field of Liberal Arts.

Leonard Vernazza Memorial Scholarship

Friends have made available endowment funds for a scholarship in memory of Leonard Vernazza, class of 1964.

Walla Walla, Washington Scholarship Fund

This is an endowment fund established in memory of the late Mr. and Mrs. J. J. Mangan and the Christian Brothers who taught in Saint Patrick's School in Walla Walla, Washington. Proceeds from this fund will be used for tuition scholarships.

Eli P. Welch Memorial Endowed Scholarship

A scholarship fund established through the estate of Eli P. Welch, class of 1937, to assist deserving students at Saint Mary's College.

The Raymond A. White Endowed Scholarship

A scholarship established by Raymond A. White, class of 1949, to help fund scholarships for needy students.

Raymond J. White Endowed Scholarship Fund

A fund established by friends and co-workers of Raymond White for deserving students at Saint Mary's. Vice President for Business and Finance at the time of his death in 1996, he had worked at Saint Mary's College for 30 years.

Theodore A. Wickland Endowed Scholarship

A fund provided in the estate of Theodore A. Wickland to be used to supplement tuition needs of deserving students.

Glenn Wildenradt Memorial Endowed Scholarship Fund

An endowed scholarship fund established in memory of Glenn Wildenradt, class of 1974, by his parents, the late Herbert and Margaret Wildenradt, and classmates. Awards from the fund are to be granted based upon academic merit and economic need.

Virginia Mosher Williams Memorial Endowed Scholarship

A scholarship fund established by Arthur P. Williams, class of 1941, in memory of his wife, Virginia Mosher Williams, the income of which will be used to benefit needy students.

Endowed Athletic Scholarships

De Long Family Athletic Scholarship Fund
Established by D. F. DeLong, class of 1951, in memory of his parents, Clarence and Mayme DeLong, to benefit the Saint Mary's College grant-in-aid program for basketball.

DeLong Family Football Endowment Fund
Established by Donald F. DeLong, class of 1951, to provide grant-in-aid to SMC student-athletes participating in the football program.

Art Fleuti Memorial Scholarship Fund
An athletic grant-in-aid fund established by the family and friends of Art Fleuti to benefit deserving student athletes competing in the Saint Mary's College football program.

Norman and Pat Foster Endowed Football Scholarship Fund
An endowed scholarship created by Norman Foster, class of 1953, and his wife, Pat, to provide grant-in-aid to student-athletes participating in the football program.

Geissberger Family Basketball Endowed Scholarship Fund
An endowed scholarship fund created by Dr. Louis Geissberger, class of 1953, his wife Norma, and their four sons, all SMC alumni, to benefit student athletes competing in the men's basketball program.

Lewis Guerrieri Scholarship Fund
A fund established to commemorate Lewis Guerrieri for his lifelong commitment to Saint Mary's College and its athletic programs. The fund will provide scholarships for deserving student athletes.

Harry B. Hooper Baseball Fund
Harry B. Hooper, first Saint Mary's graduate to be elected to the Baseball Hall of Fame, established this fund to support the College baseball team.

Ida and Donald McShane Fund
A scholarship fund in memory of Donald McShane, class of 1928, and his wife, Ida, to be divided equally between the men's basketball and baseball teams.

Ed Michelsen Memorial Football Fund
A memorial grant-in-aid fund established by family and friends of Ed Michelsen, class of 1953, to benefit student athletes competing in the football program.

Brother U. Albert Rahill Athletic Scholarship Fund
A fund established in memory of Brother U. Albert Rahill, F.S.C., by friends and alumni of Saint Mary's College to benefit deserving student athletes.

Brother U. Albert Rahill Basketball Fund
A grant-in-aid fund established by alumni to benefit student athletes competing in the men's basketball program.

Saint Mary's College Alumni of Southern California Endowed Athletic Scholarship Fund
An endowed fund created by a Southern California alumnus of the College to provide financial assistance to student-athletes. Preference will be given to graduates of Santa Margarita High School in Rancho Santa Margarita, CA, and then to students from other Catholic high schools in Orange County, CA.

Saint Mary's College Endowment for Student Athletes
A fund established to provide financial aid to qualified student athletes.

Smead Family Endowed Athletic Scholarship Fund
An endowed fund created by John Smead, class of 1972, to provide financial assistance to student-athletes. Preference will be given to graduates of Notre Dame High School in Sherman Oaks, CA, and then to students from other high schools in Southern California.

Stanley Eugene and Gladys Rosalyn Smith Endowed Athletic Scholarship
Established by Ralph Smith, class of 1958, in memory of his parents. The fund will benefit a deserving student athlete active in either baseball, men's basketball, football, rugby, men's soccer, men's tennis, or golf.

Frank Anthony Tucci Memorial Endowed Athletic Scholarship Fund
An endowed fund created in memory of Frank Tucci, class of 1970, by his classmates, other alumni, family members and friends to assist deserving student-athletes, with preference given to members of the men's rugby or women's soccer teams.

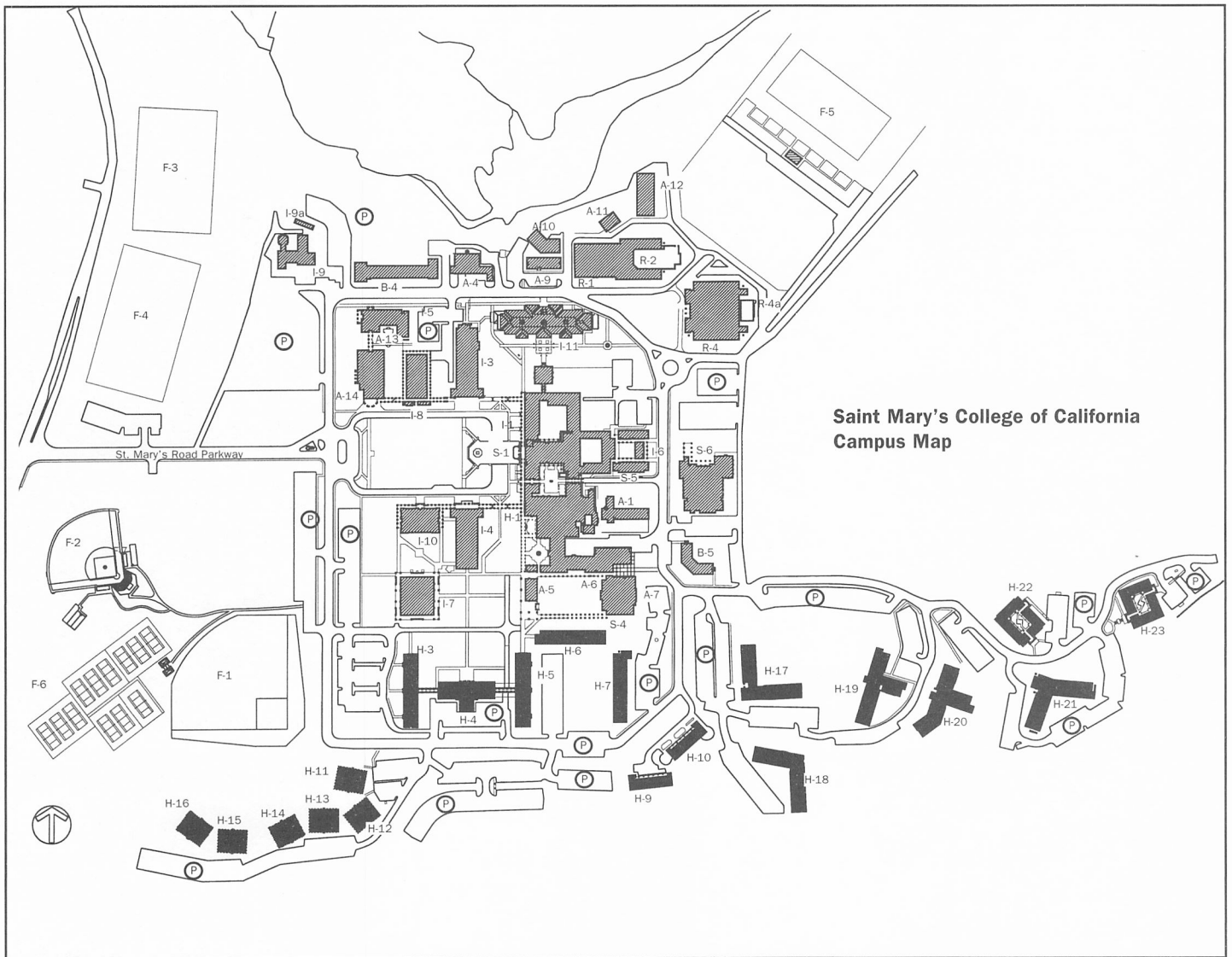
Johnny Vergez Baseball Endowed Scholarship Fund
A grant-in-aid benefiting baseball student athletes established by players who competed for Coach Johnny Vergez in the late 1940s and the early '50s.

Ken and Patricia Vincent Endowed Football Scholarship Fund
A fund established by Ken Vincent, class of 1952, and his wife, Patricia, to benefit student athletes competing in the football program.

Robert H. Walthour Endowed Athletic Scholarship
A fund established by a friend to honor Robert Walthour, class of 1952, long-time teacher and coach in the Monterey/Carmel area. The fund is to be used for general athletic support until such time as Saint Mary's establishes an intercollegiate aquatics program. The fund at that time will benefit a student-athlete in that program.

Jennifer Marie Wilson Memorial Endowed Athletic Grant-In-Aid for Tennis
A grant fund established by Mrs. Marie Wilson in memory of her granddaughter, Jennifer Marie Wilson. Grant benefits a woman tennis player at Saint Mary's College.

Scholarships and Grants from other Organizations
In addition to scholarships offered through the College, other grants are available from various organizations. These grants may be used at Saint Mary's College. Information about such scholarships may be obtained from the high school principal or senior advisor. Examples of such scholarships are Cal Grants, National Merit Scholarships, and those of various industrial, fraternal, and service organizations.



**Saint Mary's College of California
Campus Map**

- | | | |
|---|-------------------------------------|----------------------------------|
| A-1 Benilde Hall | H-1 Oliver Hall | I-1 North Arcade |
| A-4 Power Plant | H-3 Augustine Hall | I-2 South Arcade |
| A-5 Ferroggiaro Center | H-4 De La Salle Hall | I-3 Galileo Hall |
| A-6 Bookstore | H-5 Aquinas Hall | I-4 Dante Hall |
| A-7 Post Office | H-6 Mitty Hall | I-5 MBA Office/Computer Center |
| A-8 Guard House | H-7 Justin Hall | I-6 Brother Cornelius Art Center |
| A-9 St. Joseph Hall | H-9 Becket Hall | I-7 St. Albert Library |
| A-10 Warehouse | H-10 More Hall | I-8 Sichel Hall |
| A-11 Garage | H-11 Syufy Hall | I-8a School of Education |
| A-12 Shop | H-12 Sabatte Hall | I-9 Montessori Trailer |
| A-13 Br. Jerome West Hall | H-13 Thille Hall | I-10 Garaventa Hall |
| A-14 Filippi Hall | H-14 Freitas Hall | I-11 J.C. Gatehouse Hall |
| B-4 Assumption Hall | H-15 Guerrieri Hall East | R-1 Madigan Gymnasium |
| B-5 Siena Hall | H-16 Guerrieri Hall West | R-2 Swimming Pool |
| F-1 Louis Guisto Baseball Field | H-17 Claeys Hall North | R-3 Gym Annex |
| F-2 Intramural Field | H-18 Claeys Hall South | R-4 Rahill/McKeon Pavillion |
| F-3 Sil Garaventa Sr. Soccer Field | H-19 Michael E. Ageno Hall | R4a Ticket Office Trailer |
| F-4 Pat Vincent Memorial Field | H-20 Marjorie D. Ageno Hall | S-1 Chapel |
| F-5 Saint Mary's Stadium/Football Field | H-21 Ferdinand & Camille Ageno Hall | S-4 Le Fevre Theater |
| F-6 Tim Korth Tennis Courts | H-22 Edward E. Ageno Hall West | S-5 Hearst Art Gallery |
| F-7 Cottrell Softball Field | H-23 Edward E. Ageno Hall East | S-6 Soda Activity Center |

(P) Parking

Notes:



Notes:



Notes:

.....

This Catalog has been prepared for students, faculty, and officers of Saint Mary's College of California, and others wishing to know more about the College's programs and activities. The information contained herein is accurate as of the date of publication (April, 2001). However, Saint Mary's College of California reserves the right to make from time to time and without prior notice, such changes in its operations, programs, and activities as the Trustees, College President, administrators, and faculty consider appropriate and in the best interest of Saint Mary's College of California.

Index

- A**
- Academic Administration 121
 - Academic Advising 17
 - Academic Amnesty 11
 - Academic Calendar iv, 23
 - Academic Disqualification 30
 - Academic Facilities 17
 - Academic Honesty 30
 - Academic Honors 27
 - Academic Organization 3
 - Academic Probation 30
 - Academic Regulations 23
 - Academic Standing 29
 - Academic Support and Achievement Programs 17
 - Academic Vice President 17
 - ACCESS Program 8
 - Accounting 35
 - Accreditation 4
 - Activities 22
 - Administrative Officers 117
 - Admission 9
 - Advanced Placement 11
 - Advising and Support Services 17
 - Advisors 17
 - Alternative Majors 33
 - American College Test (ACT) 9
 - Anthropology and Sociology 38
 - Application Deadlines 9
 - Application Procedures 10
 - Area Requirements 32
 - Art 41
 - Art Gallery 19
 - Asian Pacific American Student Programs 18
 - Associate of Arts Degree 23
 - Astronomy 100
 - Athletics and Recreational Sports 20
 - Attendance 30
 - Auditors 24
 - Awards at Graduation 27
- B**
- Bachelor of Arts 23
 - Bachelor of Science 23
 - Biology 42
 - Black Student Programs 18
 - Board of Regents 119
 - Board of Trustees 118
 - Brother Counselors 21
 - Business Administration 47
- C**
- Cal Grants 15
 - Calendar iv, 23
 - Campus Map 135
 - Campus Ministry 19
 - Career Development Center 20
 - Catholic Institute for Lasallian Social Action (CILSA) 21
 - Center for International Programs 18
 - Chemistry 49
 - Christian Brothers 1
 - Class Attendance 30
 - Class Designations 24
 - Classical Languages 51
 - Classification, Student 23
 - Clubs 22
 - Coaches 127
 - College Administration 117
 - College Government 118
 - College Level Examination Program 11, 26
 - College Policies 34
 - Collegian 22
 - Collegiate Seminar 53
 - Communication 54
 - Computer Labs 19
 - Computer Science 83
 - Counseling Center 21
 - Course Credit 23
 - Course Enrollment Changes 24
 - Course Number 35
 - Course Requirements 32
 - Course Scheduling 24
 - Credit by Examination 11, 26
 - Cross-Cultural Studies 57
 - Curricular Goals 31
 - Curriculum 35
- D**
- Dance 98
 - Dean for Academic Resources and Director of the Library 17
 - Dean for Academic Services 17
 - Dean for Campus Life 20
 - Dean of Student Development 20
 - Dean of Academic Advising and Achievement 17
 - Dean of the Intercollegiate Nursing Program 17
 - Dean's List 27
 - Deans of the Schools 17
 - Dentistry 106
 - Department of Veterans Affairs 16
 - Dependents of Veterans 16
 - Directions to Campus iv
 - Director of Athletics 20
 - Director of the Library 17
 - Disabled Student Services 34
 - Disqualification 29
 - Diversity Requirement 33
 - Double Major 31
 - Drama 69
 - Dramatic Arts 97
 - Drop-Add Period 24
 - Dropping Classes 13, 24
- E**
- Economics 57
 - Economics and Business Administration 3, 5
 - Education 60
 - Employment 15
 - Endowed Scholarships 16, 129
 - Endowments 16
 - Engineering 33, 65
 - English 66
 - English and Drama 66
 - English as a Foreign Language 10, 113
 - English Requirement 32
 - Environmental Science and Studies Program 69
 - Equal Employment Opportunity Compliance 34
 - Events and Conferences 21
 - Exchange Course Program 25
 - Expanded Study Program 28
 - Extended Education Degree Programs 4, 7
- F**
- Faculty 3, 121
 - Family Educational Rights and Privacy Act of 1974 34
 - Federal Stafford Loans 15
 - Federal Student Aid 15
 - Fees 12
 - Final Grades 26
 - Financial Aid 14
 - Foreign Study Program 25
 - Fractional Course Credits 23
 - French 87
 - Full-time Enrollment 23
 - Full-time Student 23
- G**
- General Education Requirement 31
 - German 88
 - Gifts and Endowments 16
 - Gifts and Loans to Children 15
 - Grades 26
 - Graduate Programs 3, 4, 5, 6, 7
 - Graduation 25
 - Graduation Procedure 25
 - Graduation Requirements 25
 - Greek 51
- H**
- Health and Wellness Center 21
 - Health Insurance 13
 - Health, Physical Education, and Recreation 71
 - Health Professions 106
 - Health Science 74
 - Hearst Art Gallery 19
 - High Potential Program 10
 - Hispanic/Latino Student Programs 18
 - History of the College 1, 2
 - History 74
 - Honesty 30
 - Honors at Graduation 27
- I**
- Incomplete Grade 27
 - Independent Study Courses 24
 - Individualized Major 33
 - Information Technology Services 19
 - Insurance 13
 - Integral Program 33, 78
 - Intensive English Program 113
 - Intercollegiate Nursing Program 3, 8, 93
 - Interdisciplinary Majors 33
 - International Area Studies 80

International Center Programs	18	P	Seminar	53
International Students	10, 112	Paralegal Certificate Program	Service Clubs	22
Intramurals	20	Part-time	Sexual Harassment	34
Italian	88	Part-time Student	Sociology	38
J		Pass/Fail Grading	Spanish	89
January Term	23, 33	Payment	Special Study Courses	24
Japanese	89	Performing Arts:	Split Major	33
K		Music, Dance and Theatre	Statement of Mission	3
KSMC 89.5 FM	22	Perkins Loan	Student Activities	21
KSMC-TV	22	Pharmacy	Student Affairs	20
L		Philosophy	Student Classification	23
Language Proficiency Requirement	33	Physical Education	Student Clubs	22
Languages	86	Physical Therapy	Student Employment	15
Latin	52	Physics and Astronomy	Student Government	21
Latino Student Programs	18	Politics	Student Health and Wellness Center	21
LEAP Program (Liberal Education for Arts		Pre-Law	Student Insurance	13
Professionals	7	Pre-Professional Curricula	Student Media	22
Leave of Absence	29	Preregistration	Student Organizations	22
Liberal Arts	3, 4	Privacy Act	Student Publications	22
Liberal and Civic Studies Program	33, 81	Probation	Student Recreation and Fitness	21
Library	18	Probationary Standing	Studies for International Students	112
Living on Campus	13, 21	Program of Study	Study Abroad	25
Loans	15	Psychology	Summer Credit	25
M		Public Safety	Summer Study	25
Major Field of Study	31	R	T	
Major Programs	31	Radio Station	Teaching Credential	60
Mandatory Health Insurance		Readmission	Television Station	22
Requirement	13	Recreation and Fitness	Ten Month Payment Plan	15
Master of Fine Arts Program in Creative Writing	69	Refund Policy	Test of English as a Foreign Language	
Mathematics and Computer Science	83	Refunds	(TOEFL)	10, 113
Matriculated Students	24	Regents	Theatre	98
Meals	12, 13	Registrar	TOEFL	10, 113
Media Services	18	Registration	Transcripts	27
Medical Professions	106	Regulations	Transfer Credit	25, 27
Ministry	19	Religious Functions	Transfer Students	11
Minor Field of Study	32	Religious Studies	Transferable Courses	11, 25
Miscellaneous Fees	12	Repeating a Course	Trustees	118
Mission Statement	3	Requirements for Bachelor of Arts	Tuition and Fees	12
Modern Languages	86	and Bachelor of Science	Tutorial Program	17
Modern Languages in Translation	92	Residence Directors	U	
Monthly Payment Plan	13	Residence Life	Undergraduate Faculty	121
Music	97	Residence Requirement	Unit Equivalent	23
N		Resident Advisors	V	
Natural Science	92	Rights and Privacy Act	Veterans Benefits	16
National Direct Student or Perkins Loans	15	Room and Board	Veterinary Medicine	106
Non-Discrimination Policy	34	Room Damage Deposit	Vice President for Academic Affairs	17
Nursing	8	ROTC	Vice President for Enrollment Services	9
Nursing Program	3, 8, 93	S	Vice President for Student Affairs	20
O		Satisfactory Academic Progress	W	
Occupational Therapy	106	Scholarships	Withdrawal from a Course	24
Open Enrollment Program	8, 12	Scholastic Assessment Test (SAT I)	Withdrawal from the College	13, 29
		School of Economics and	Women's Resource Center	20
		Business Administration	Women's Studies	115
		School of Education	Written English Requirement	32
		School of Extended Education		
		School of Liberal Arts		
		School of Science		



SAINT MARY'S COLLEGE
of California

Admissions Office
P.O. Box 4800
Moraga, CA 94575-4800
1.800.800.4SMC or 925.631.4224
Fax 925.376.7193
smcadmit@stmarys-ca.edu
www.stmarys-ca.edu