This catalog provides information on graduate admission and financial aid, student life, and academic opportunities for graduates at Mills College. Information for undergraduate students is provided in a separate Undergraduate Catalog.
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Mills College

Accreditation
Mills College was founded in 1852 and is fully accredited by the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001. Documents describing the most recent accreditation review by WASC are available on request from the Office of the Provost and Dean of the Faculty at 510.430.2096. All graduate programs and degree requirements at Mills are authorized by the faculty.

Administration of Programs
The programs are administered by the provost and the Graduate Council, a committee of the College consisting of faculty directors of graduate programs.

Nondiscrimination Statement
Mills does not discriminate on the basis of race, color, marital status, age, religious creed, national origin, ancestry, sexual orientation, or disability (in accordance with the Americans with Disabilities Act, 1973 Rehabilitation Act Section 504, and implementing regulations) in its admission policies, scholarship and loan programs, or in the educational programs or activities which it operates. Nor does Mills discriminate on the basis of sex in its graduate programs. Mills enforces against unlawful discrimination through its Campus Policy and Procedure on Discrimination, which is available by request from the Division of Student Life (DSL) at 510.430.2130.

Mills is an equal opportunity employer and seeks to comply with all applicable state and federal laws and local ordinances prohibiting employment discrimination. All aspects of employment are based on merit, qualifications, and job competence. Mills does not discriminate against anyone regarding employment practices, compensation, or promotional or educational opportunities on the basis of race, color, marital status, age, religious creed, national origin, ancestry, sex, sexual orientation, disability, or veteran status. It is Mills policy to provide reasonable job accommodations to disabled employees who can perform essential functions of jobs for which they are otherwise qualified. Inquiries regarding compliance with various employment laws and regulations should be directed to Legal Counsel, Mills College, 5000 MacArthur Boulevard, Oakland, CA 94613, 510.430.2255.

Student Privacy Rights
Mills complies with the provisions of the 1974 Family Educational Rights and Privacy Act (FERPA). FERPA assures students attending a postsecondary educational institution that they have the right to inspect and review certain of their educational records and to seek corrections of inaccurate or misleading data through informal or formal procedures. FERPA also protects student privacy rights by setting strict limits on disclosure of their educational records without their consent. Students can seek enforcement of their FERPA rights by filing complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, DC 20202-5920. Information about this office is available on the Internet at www.ed.gov/offices/OM/fpco.

Copies of federal regulations governing student privacy rights are available from the website named above or the Division of Student Life at Mills. A statement on procedural steps for seeking to correct inaccurate or misleading data in student records also is available from DSL on request at 510.430.2130.

Campus Photography
Mills College reserves the right to photograph students for the purpose of institutional promotion. Whenever possible, Mills observes the common practice among colleges of obtaining individual permissions for the use of campus photographs in which students are prominently featured. However, permissions are not obtained for the use of student images in photographs of public events on campus, such as rehearsals, performances, lectures, readings, athletic events, student life events, and College ceremonies. Academic departments, such as but not limited to dance, music, and art, also reserve the right to photograph students and their work for institutional use. Questions about this policy should be directed to marketing@mills.edu.

Student Graduation and Persistence Rates
In compliance with federal law, Mills reports a 66.7 percent graduation rate for students who began as freshwomen in fall 2000 and earned four-year degrees by spring 2006. The return (persistence) rate for Mills freshwomen who began their studies in fall 2005 and returned in fall 2006 is 71 percent.

Directions to Mills
For directions to campus, visit www.mills.edu/maps or call 510.430.3250 for prerecorded instructions.

Changes
The information in this catalog is current as of March 2007. The College reserves the right to make changes affecting policies, fees, curricula, or any other matters announced in this catalog.
**Academic Calendar**

**Fall Semester 2007**

Wednesday, Aug. 1  
Tuition and fees due (a late payment fee of $250 will be charged to students whose payments are not received by this date)

Monday, Aug. 13  
Online Check-In available for all students except new international students

Saturday, Aug. 25  
Check-In and Orientation for new and readmitted undergraduate students  
Check-In for new residential graduate students  
Residence halls open for new and readmitted students

Monday, Aug. 27  
Check-In for new commuting graduate students and all continuing students  
(students checking in after this date will incur a $250 late check-in fee)  
Orientation for new graduate students  
Residence halls open for continuing students

Tue–Fri, Aug. 28–31  
Online registration for new and readmitted students (students registering after August 31 will incur a $250 late registration fee)

**Wednesday, Aug. 29**  
*Instruction begins at 8:00 am*

Monday, Sept. 3  
Labor Day Holiday

Wednesday, Sept. 12  
Last day to add a class  
Last day to increase credit for a variable-credit course or undergraduate 1-credit course  
Last day to register for a course with an audit grade option or to change an existing course from graded or pass/no pass to audit or from audit to graded or pass/no pass

Friday, Oct. 19  
Mid-Semester Holiday

Wednesday, Oct. 24  
Last day to drop a class  
Last day to decrease credit for a variable-credit course or an undergraduate 1-credit course  
Last day to change grade option from graded to pass/no pass or pass/no pass to graded

Friday, Nov. 2  
Last day to file graduation applications for undergraduate degrees to be conferred January or May 2008  
Last day for undergraduates graduating in January or May 2008 to declare a minor  
Last day to file graduate petitions for candidacy for master’s or doctoral degrees to be conferred May 2008

Wednesday, Nov. 7  
Last day to withdraw from a class

Mon–Wed, Nov. 12–21  
Online registration for continuing and returning students for spring 2008  
(continuing and returning students not registered by November 21 will incur a $250 late registration fee)

Wednesday, Nov. 21  
Classes end at 2:30 pm

Thur–Fri, Nov. 22–23  
Thanksgiving Holidays

Monday, Nov. 26  
Master’s theses and doctoral dissertations for degrees to be conferred January 2008 due in the Office of Graduate Studies

**Monday, Dec. 10**  
*Instruction ends*

Tue–Wed, Dec. 11–12  
Reading Days

Thur–Tue, Dec. 13–18  
Final Exams

Wednesday, Dec. 19  
Residence halls close

Friday, Dec. 21  
Grades due
**Spring Semester 2008**

**Wednesday, Jan. 2**  
Tuition and fees due (a late payment fee of $250 will be charged to students whose payments are not received by this date)

**Monday, Jan. 14**  
Online Check-In available for all students except new international students

**Monday, Jan. 21**  
Martin Luther King Jr. Holiday

**Tuesday, Jan. 22**  
Check-In (students checking in after this date will incur a $250 late check-in fee)  
Orientation for new and readmitted students  
Residence halls open

**Tue–Fri, Jan. 22–25**  
Registration for new and readmitted students (students registering after January 25 will incur a $250 late registration fee)

**Wednesday, Jan. 23**  
**Instruction begins at 8:00 am**

**Wednesday, Feb. 6**  
Last day to add a class  
Last day to increase credit for a variable-credit course or undergraduate 1-credit course  
Last day to register for a course with an audit grade option or to change an existing course from graded or pass/no pass to audit or from audit to graded or pass/no pass

**Monday, Feb. 18**  
Presidents’ Day Holiday

**Wednesday, March 19**  
Last day to drop a class  
Last day to decrease credit for a variable-credit course or an undergraduate 1-credit course  
Last day to change grade option from graded to pass/no pass or pass/no pass to graded

**Mon–Fri, March 24–28**  
Spring Break

**Wednesday, April 2**  
Last day to withdraw from a class

**Friday, April 4**  
Last day to file graduate petitions for candidacy for master’s or doctoral degrees to be conferred January 2008

**Mon–Wed, April 14–23**  
Continuing and returning student registration for fall 2008 (continuing students not registered by April 23 will incur a $250 late registration fee)

**Friday, April 25**  
Master’s theses and doctoral dissertations for degrees to be conferred May 2008 due in the Office of Graduate Studies

**Wednesday, May 7**  
**Instruction ends**

**Thur–Fri, May 8–9**  
Reading Days

**Sat–Thur, May 10–15**  
Final Exams

**Thursday, May 15**  
Graduating student grades due by 4:00 pm, except for Thursday finals

**Friday, May 16**  
Residence halls close for non-graduating students  
Graduating student grades due by 12:00 pm for Thursday finals

**Saturday, May 17**  
120th Commencement

**Sunday, May 18**  
Residence halls close, except for Underwood Apartments and Courtyard Townhouses

**Wednesday, May 21**  
Non-graduating-student grades due

**Saturday, May 31**  
Underwood Apartments and Courtyard Townhouse residences close
Overview
Located in the foothills of Oakland, California, on the east shore of the San Francisco Bay, Mills College is an independent liberal arts college for women with graduate programs for women and men. The College educates students to think critically and communicate responsibly and effectively, to accept the challenges of their creative visions, and to acquire the knowledge and skills necessary to effect thoughtful changes in a global, multicultural society. Founded in 1852 as an undergraduate college for women, Mills introduced its first graduate programs in the 1920s. Since that time, Mills has earned a national and international reputation based on groundbreaking work in fields such as electronic music, studio art, and education.

We offer graduate degree and certificate programs to approximately 500 coed graduate students annually. On the undergraduate level, Mills offers bachelor’s degrees to approximately 900 women each year. Some of our graduate programs include: Studio Art, Computer Science, Dance, Education, English, Infant Mental Health, MBA, Music, Pre-Med, and Public Policy.

Mills advanced-degree candidates are accomplished students who are drawn by the outstanding reputation of our curriculum, faculty, and the intellectual environment of the campus itself. Graduate programs at Mills offer serious students an opportunity to delve intensely into their field of study, cross traditional disciplinary boundaries, and explore new ways of thinking.

At Mills, we value the diversity of people and ideas. Thirty-seven percent of our graduate population are students of color, while another 7 percent identify themselves as multi-ethnic.

Faculty
The Mills faculty is composed of an accomplished cadre of artists, educators, authors, business professionals, and scholars. At the heart of our graduate education is the interaction between these distinguished faculty members and talented students. In an intellectual environment dedicated to advanced study, graduate students work closely with accessible and engaged faculty to explore their field of study in the context of broader academic interests, a testament to our heritage as one of the top liberal arts colleges in the nation. Statistically, Mills faculty members are also unique. Sixty-four percent of our full-time faculty are women, while 25 percent are faculty of color. Eighty-nine percent of the full-time faculty have their terminal degree.

Academic Environment
Amid the green rolling hills and century-old eucalyptus trees of the 135-acre Mills campus, graduate students find inspiration both in their work and in their environment. Each graduate program forms a community of students and faculty focused intensely on academic pursuits. Ideas, opinions, and minds are challenged in an open environment of academic excellence and collaboration. As a vital part of the San Francisco
Bay Area, Mills is intricately connected to the community. Professors and students work in the neighboring cities and bring their experience and knowledge into the classroom. Faculty encourage students to get involved with the local artistic and scholarly scenes, so that students connect with a broader community and expand their opportunities for intellectual and professional growth.

Thanks to the extraordinary reputation of Mills and its faculty, we also attract an amazing array of world-class speakers and performers to the campus. Due to the intentionally small size of these events, Mills graduate students have access to these dignitaries and often engage with them one-on-one before, during, and after events. In addition, Mills’ dedicated alumnae are an integral part of the life of the College, participating in activities and sharing their professional expertise. Since so many Mills graduates have gone on to success in their areas of study, this network and influence can be far-reaching. It all adds up to a dynamic environment that is the signature of the Mills graduate experience.

Campus Resources
Mills students enjoy an educational environment enriched by a wide variety of exhibits, concerts, performances, and lectures that support intellectual exploration and growth. The physical environment of the campus itself provides a source of inspiration with historic cultural resources such as the Concert Hall, Lisser Theatre, the Center for Contemporary Music, and the Mills College Art Museum.

Students can also experience one-of-a-kind resources such as the Eucalyptus Press, home to the
internationally renowned Book Art Program, or the Children’s School, the first laboratory school founded west of the Mississippi. The Special Collections of the F.W. Olin Library contain more than 20,000 rare books and manuscripts, including a First Folio of William Shakespeare, a Mozart manuscript, and an edition of Alice in Wonderland illustrated by Salvador Dali. The Trefethen Aquatic Center and the Haas Pavilion offer a wide variety of options for athletics, physical fitness, and recreation, while the campus chapel provides a peaceful environment for spiritual reflection and renewal.

Please visit www.mills.edu for more information on each of these special resources:

- Aron Art Center
- Art Museum
- Career Services
- Center for Contemporary Music
- Chapel
- Children’s School
- Concert Hall
- Diversity Programs
- Eucalyptus Press
- F.W. Olin Library
- Haas Pavilion
- Health and Counseling Services
- Institute for Civic Leadership
- Lisser Theatre
- Mills Community Link
- Services for Students with Disabilities
- Special Collections, Heller Room
- The Place for Writers
- Trefethen Aquatic Center
- Women’s Leadership Institute
- Writing Center

**Graduate Housing**
Living on campus is a valuable part of the Mills experience. Students can take advantage of campus programs and services while enjoying a beautiful park-like campus environment. For specific housing descriptions, accessibility, and fees, please visit Housing under Campus Life at www.mills.edu.

**History**
Founded in 1852 as the Young Ladies’ Seminary in Benicia, California, Mills College boasts a rich history as a pioneer in women’s education. Mills was founded the same year California was admitted to statehood and the city of Oakland was established. The University of California and Stanford had yet
to exist, and newly prosperous miners, farmers, and merchants wanted to educate their daughters without sending them on the perilous journey to East Coast schools.

Over the decades, Mills “firsts” have been numerous: the first women's college west of the Rockies (chartered 1885), the first laboratory school west of the Mississippi for aspiring teachers (1926), and the first women’s college to offer a computer science major (1974) and a 4+1 MBA degree (2001). Always a leader in the arts, Mills was among the first liberal arts colleges to offer a modern dance degree (1941), and it became the national center for modern dance outside New York City. The Center for Contemporary Music, dedicated in 1967, is a preeminent center for electronic music. Many of the world’s foremost artists, politicians, and scholars have taught, lectured, and performed at Mills, including Gertrude Stein, Mark Twain, Darius Milhaud, Alfred Neumeyer, John Cage, Isabel Allende, and Gloria Steinem. Notable alumnae of the College include: media personality Renel Brooks-Moon, dancer/choreographer Trisha Brown, artist Elizabeth Murray, business leader Bonnie Guiton Hill, musician Dave Brubeck, and Congresswoman Barbara Lee.

For more than 150 years, Mills has continued to be a draw to people interested in experimentation, leadership, social responsibility, and creativity—the hallmarks of a 21st-century Mills education.
Art Studio
Art Studio
510.430.2117

Faculty: Professional interests

Hung Liu
  Painting, drawing, print making, installation, public art projects

Steven Matheson
  Experimental video and film, interdisciplinary and collaborative art practices, conceptual art, performance art

Anna Valentina Murch
  Sculpture, installation, public art, ecological design, collaborative projects

Ron Nagle
  Ceramics, painting, sculpture, songwriting, record production, sound design

Catherine F. Wagner
  Photography, art and science, conceptual art, contemporary art philosophy

The Art Department of Mills College offers the master of fine arts (MFA) degree and has a distinguished faculty of internationally known artists. The program offers painting, ceramics, sculpture (including installation), photography, intermedia, video, and electronic arts. Students are encouraged to work across media boundaries. The two-year graduate program is selective, limited to 12 new students each year, and is designed to meet the demanding standards of the profession.

The graduate program in studio art provides a combination of structure and freedom. Students receive individual attention that encourages personal and professional development. Every graduate student has a graduate committee consisting of three faculty members who are responsible for critiquing the student’s independent work and progress. At the end of the first year of study, the work of each student is reviewed by all faculty members of the Art Department and, if passed successfully, the student is advanced to candidacy status in the second year. At the end of the second year, the program culminates in a public exhibition held in the Mills College Art Museum, supplemented with a written artist’s statement. All students must complete the graduate residency requirement of two years (four semesters) of full-time enrollment consecutively.

The Jane B. Aron Art Center houses excellent classroom studios for ceramics, painting, drawing, photography, sculpture, and intermedia/installation, in addition to the Art Museum and slide collection. Facilities also include an analog electronic and digital computer lab, video suites, and private graduate studios for each artist. Students are required to work in these campus studios to encourage interaction with fellow artists and faculty.

Special Admission Requirements
In addition to the regular graduate admission requirements, applicants for the MFA degree must submit documentation of their work in any of the following formats: slides (10–15 images), PowerPoint Presentation CD-ROMs (Mac-compatibility is required), DVD (NTSC format only) or 1/2-inch video tapes (VHS and NTSC format only), and CD or audio cassettes. Slides must be loaded in a Kodak Carousel Transvue 80 slide tray in a carousel box, and must be accompanied with a slide list. CD-ROMs must be a PowerPoint presentation package (self-contained) with 10–15 slides. Label each slide in the PowerPoint presentation with the name of the work, the dimensions, and type; i.e. oil on canvas. Video and audio material must not exceed five minutes in length; if on tape, cue to start of the program. Send documentation materials to the Art Department, P.O. Box 9975, Mills College, Oakland, CA 94613. Do not send originals. Please enclose a check for the amount of Priority Mail made payable to Mills College for return postage. All other application materials should be sent directly to the Office of Graduate Studies. Please keep your Statement of Purpose limited to one page. The portfolio and the application form must be postmarked by February 1; no exceptions.

The Master of Fine Arts
(11.5 semester course credits)

Required:

ARTS 201 Concentrations in Painting, Sculpture, Ceramics, Photography, Electronic Arts, Video (1; 1; 1; 1; 1). This course must be taken each semester.
ARTS 287 Topics in Contemporary Art (1)
ARTS 288 Contemporary Art and Critical Thinking (1)
ARTS 291 Graduate Seminar (.5; .5) This course must be taken twice in the first year.
ARTS 293 Degree Exhibition and Artist Statement (.25; .25) This course must be taken twice in the second year.

And select four courses from the following list, or other courses in consultation with faculty advisor:

ARTS 116 Contemporary Photographic Concerns II (1)
ARTS 156 Contemporary Photographic Concerns III (1)
ARTS 161 Advanced Painting (1)
ARTS 164 Advanced Ceramics (1)
ARTS 173 Advanced Sculpture (1)
ARTS 205 Concentrations in Ceramics, Painting, Photography, Sculpture/Intermedia (1)
This course may be taken four times.
IART 219 Electronic Arts (1)
IART 220 Advanced Electronic Arts (1)
IART 247 Video I (1)
IART 248 Video II (1)
Or one upper-division course in art history or in another academic subject in consultation with faculty advisor.

Courses

ARTS 201 Concentrations in Painting, Sculpture, Ceramics, Photography, Electronic Arts, Video (1)
These courses are devoted to independent studio work, which is reviewed and critiqued by each student’s graduate committee. Must be taken each of four semesters. Fall and Spring
Instructor(s): Hung Liu, Anna Valentina Murch, Ron Nagle, Catherine Wagner, Steven Matheson, and/or Staff.
Letter grade only.
Limit 10 students.
This course may be taken four times.

ARTS 205 Concentrations in Ceramics, Painting, Photography, Sculpture/Intermedia (1)
This course deals with the concerns of specific media, and its content will vary depending on the instructor. Each medium area will be offered once every two years. Fall and Spring
Instructor(s): Hung Liu, Anna Valentina Murch, Ron Nagle, Catherine Wagner.
Letter grade only.
Limit 15 students.
This course may be taken four times.

ARTS 287 Topics in Contemporary Art (1)
The course explores the multifaceted world of contemporary art. A broad array of current artists and their work will be presented and discussed. Fall
Instructor(s): Staff.
Letter grade only.
Limit 12 students.

ARTS 288 Contemporary Art and Critical Thinking (1)
This graduate course focuses on contemporary art in its theoretical, historical, and critical aspects. Spring
Instructor(s): Staff.
Letter grade only.
Limit 12 students.

ARTS 291 Graduate Seminar (.5)
The graduate seminar is required for all first-year students. Course content includes studio visits, readings, discussions, presentations, and guest speakers. Must be taken twice in the first year. Fall and Spring
Instructor(s): Ron Nagle, Anna Valentina Murch.
Letter grade only.
Limit 15 students.
This course may be taken two times.

ARTS 293 Degree Exhibition and Artist Statement (.25)
The exhibition in the Mills College Art Museum and the artist’s statement complete the degree requirements. Must be taken twice in the second year. Fall and Spring
Instructor(s): Hung Liu, Anna Valentina Murch, Ron Nagle, Catherine Wagner.
Letter grade only.
This course may be taken two times.

ARTH 223 (123) Northern European Art (1)
This course examines painting and printmaking in the Low Countries and Germany from about 1400 to 1550. Fall
Instructor(s): JoAnne Bernstein.
Offered in 2007–08 and then every other year. Offered in alternation with: ARTH 121.

ARTH 239 (139) History of Performance Art (1)
Performance art developed in the ’60s, a highly theatrical as well as political decade. The course examines work by contemporary performance artists, primarily in the U.S., and earlier performance history beginning with the European personality and theatrical experiments of the Dada, Surrealist, Futurist, and Russian revolutionary art movements. Performance art is also placed in a wider context of experimental theater, dance and music, and the Dandy tradition. Online course materials. Fall
Instructor(s): Moira Roth.

ARTH 285 (185) Painting of China (1)
The painting of China from the Han to the Qing Dynasty is studied and concludes with discussions of painting during the Cultural Revolution and contemporary works that are being produced in the People’s Republic of China today. Critical texts on calligraphy, painting styles and forms, together with writings on theory and methodology, will be read. Fall
Instructor(s): Mary-Ann Milford/Staff.

ARTH 286 (186) Japanese Painting and Prints (1)
This course traces the persistence of tradition and the development of an aesthetic that prevails in Japan’s visual arts. Heian court paintings that include the Tale of Genji, which were to influence Japanese aesthetics to the present day, will be studied. Ukiyo-e, woodblock prints of Floating World that reflect the popular tastes of Edo’s merchants, will also be studied. Spring
Instructor(s): Mary-Ann Milford/Staff.
Biochemistry and Molecular Biology
Faculty: Professional Interests

Barbara Bowman
Molecular evolution of fungi, group I introns

John S. Brabson
Pine genome structure and evolution, sphingolipid metabolism in Pichia Ciferrii

Lisa Urry
Developmental biology of sea urchin embryos and larvae, cell-cell and cell-extracellular matrix interactions

John J. Vollmer
Natural product chemistry, isolation and identification of toxic constituents of plants, chemical education, science writing

Jared Young
Genetics and pharmacology of learned behaviors in the nematode C. elegans

Mills College provides a certificate program in biochemistry and molecular biology for those who possess a baccalaureate degree in a non-science area who now wish to enroll in course work equivalent to that required for a BA degree in biochemistry and molecular biology at Mills. Individuals apply to this program through the post-baccalaureate Pre-Medical Program.

The standard length of the program is three years (six semesters) and 16 Mills course credits. At minimum, students must complete more than half of their course work for the certificate at Mills and must attain a Mills GPA of 3.0 or higher. The certificate program is intended for students with a serious commitment to qualify for graduate study in biochemistry and molecular biology, molecular genetics, developmental biology, and other post-graduate science programs. It also provides excellent training for a variety of careers, such as laboratory research, science teaching, science writing, or patent law.

The Biochemistry and Molecular Biology Committee, composed of biology and chemistry faculty members, administers the program and advises students wishing to complete the certificate. Students use the excellent laboratory facilities of the Biology and Chemistry/Physics Departments and are also encouraged to expand their research experience by enrolling in a directed research course or by participating in a summer research project on or off campus.

Special Admission Requirements
In addition to the regular graduate admission requirements, applicants to the Biochemistry and Molecular Biology Program must submit a supplementary application form, available from the Office of Graduate Studies, as well as official GRE general test, SAT, or ACT scores. Application to this program is through the post-baccalaureate Pre-Medical Program.

Biochemistry and Molecular Biology Certificate Program (16 semester course credits)

Required:
BIO 001–002 General Biology I and II (1.25; 1.25)
BIO 133 Molecular Cell Biology (1)
BIO 135 Genetics (1)
BIOC 141 Protein Chemistry and Enzymology (1)
BIOC 142 Metabolism and Proteomics (1)
BIOC 143 Analytical Biochemistry (1)
CHEM 017–018 General Chemistry I and II (1.25; 1.25)
CHEM 105–106 Organic Chemistry I and II (1.25; 1.25)
PHYS 061–062 General Physics I and II (1.25; 1.25)
BIO 191 Senior Seminar (1) or
CHEM 191 Senior Seminar (1)

Note: It is recommended that students complete at least two upper-division biology courses prior to taking BIO 191.
Computer Science
**Faculty: Professional Interests**

**Almudena Konrad**  
*Computer networks, wireless communication, modeling, analysis and prediction of network measurements*

**Barbara Li Santi**  
*Artificial intelligence applications in education, cognitive science, intelligent tutoring systems, computer science education, linear algebra*

**Ellen Spertus**  
*Information retrieval, online communities, social issues, computer architecture, compilers*

**Susan S. Wang**  
*Design and analysis of algorithms, very large-scale integrated systems, parallel computation*

Mills offers unique graduate programs for people with bachelor’s degrees in other fields who wish to transition into computer science or interdisciplinary work. We believe that knowledge of another discipline and computer science is a powerful combination that allows our graduates to enrich themselves and the world. Students can enter this degree program either after earning their bachelor’s degree or through a five-year joint BA/MA program.

Our Master of Arts in Interdisciplinary Computer Science (ICS) Program provides students of liberal arts backgrounds with knowledge of computer science and how computers interact with other disciplines, gives students perspective on the strengths and limitations of computers, and suggests what advances are needed in computer science to solve theoretical problems in a variety of fields. The innovative aspect of the program that distinguishes it from other master’s programs in computer science is its focus on relating computers to other disciplines where the combination has potential for great impact, including art, biology, business, education, health, music, and psychology. Graduates of this program have found employment with companies, nonprofits, and educational institutions such as Apple Computer, Google, Hewlett-Packard, Sun Microsystems, and Chabot Space and Science Center.

Mills also offers post-baccalaureate certificate programs focusing exclusively on computer science. There are two tracks: one for students planning to directly enter industry, and a “reentry program” for students who wish to go on to earn doctorates in computer science. Students from our certificate program have been admitted to top graduate schools, including MIT, University of Washington, University of Virginia, and University of California, San Diego.

**Special Admission Requirements**

In addition to the regular graduate admission requirements, applicants to the Interdisciplinary Computer Science Master’s Program and the advanced-degree track of the post-baccalaureate program must have the equivalent of:

- One year of introductory computer science using Java or C++; and
- One year of discrete mathematics. (Students with only one semester of discrete mathematics may arrange to complete their second semester at Mills, but this credit will not count toward their degree.)

Provisions may be made to complete these requirements through the Mills post-baccalaureate certificate program.

Applicants must possess a bachelor’s degree in a major other than computer science.

Because our students and programs are so unique, we encourage prospective students to contact us to discuss their educational goals and whether Mills would be a good match.

**The Master of Arts in Interdisciplinary Computer Science (11 semester course credits)**

**Required:**

- CS 111 Introduction to Computer Architecture (1)
- CS 124 Data Structures and Algorithms (1)
- CS 214 Programming Languages (1)
- CS 222 Operating Systems (1)
- CS 232 The Interdisciplinary Computer Science Research Process (1)
- CS 250 Thesis for the Degree of Master of Arts in Interdisciplinary Computer Science (1)

And select one additional interdisciplinary course in a discipline related to your prior background or professional interest for 1 graduate or upper-division undergraduate credit.

And select four courses from:

- CS 113 Compiler Design and Implementation (1)
- CS 212 (112) Contemporary Computer Architecture (1)
- CS 223 (123) Robots, Persons, and the Future (1)
CS 225 (125) Theory of Algorithms (1)  
CS 227 (127) Linear Optimization (1)  
CS 228 (128) Theory of Computation (1)  
CS 231 (131) Computer Networks (1)  
CS 263 (163) Computer Graphics (1)  
CS 270 (170) Software Engineering (1)  
CS 280 (180) Topics in Computer Science (1)  
CS 286 (186) Web Programming (1)  

Other elective courses may be accepted at the discretion of the department.  

Note: For courses offered at both the 100 and the 200 level, students enrolled at the 200 level will be required to do additional work in the course.

Post-Baccalaureate Program in Computer Science  
Since the fall of 1982, Mills has provided a certificate program in computer science for college graduates, especially women, who intend to pursue employment, advancement, or graduate studies in computer science and need to acquire the proper background.  

The Mills post-baccalaureate program has two tracks for students with different goals. The post-baccalaureate certificate program, for students interested in entering the professional computing workforce, has no programming or mathematics prerequisites. The advanced-degree preparatory track is for students whose goal is further graduate study (MS or PhD) in computer science and has the same special admission requirements as the MA program in interdisciplinary computer science. This small program offers support and personal attention while students study computer science. It also provides substantial opportunity for hands-on experience with programming on a variety of computer systems. Each student’s course of study is tailored to individual needs and includes independent study options.

Post-Baccalaureate Certificate Program (8 semester course credits)  
Required:  
CS 063 Introduction to Computer Science (1)  
CS 064 Computer Concepts and Intermediate Programming (1)  
CS 111 Introduction to Computer Architecture (1)  
CS 124 Data Structures and Algorithms (1)  
CS 214 (114) Programming Languages (1)  
CS 222 (122) Operating Systems (1)  
CS 225 (125) Theory of Algorithms (1)  
MATH 004 Discrete Mathematics I (1)  

And select two courses from the following:  
CS 113 Compiler Design and Implementation (1)  
CS 212 (112) Contemporary Computer Architecture (1)  
CS 223 (123) Robots, Persons, and the Future (1)  
CS 227 (127) Linear Optimization (1)  
CS 231 (131) Computer Networks (1)  
CS 263 (163) Computer Graphics (1)  
CS 270 (170) Software Engineering (1)  
CS 280 (180) Topics in Computer Science (1)  
CS 286 (186) Web Programming (1)  

Other elective courses may be accepted at the discretion of the department.

Advanced-Degree Preparatory Track (8 semester course credits)  
Required:  
CS 111 Introduction to Computer Architecture (1)  
CS 124 Data Structures and Algorithms (1)  
CS 214 (114) Programming Languages (1)  
CS 222 (122) Operating Systems (1)  
CS 225 (125) Theory of Algorithms (1)  
CS 228 (128) Theory of Computation (1)  

And select two courses from the following:  
CS 113 Compiler Design and Implementation (1)  
CS 212 (112) Contemporary Computer Architecture (1)  
CS 223 (123) Robots, Persons, and the Future (1)  
CS 227 (127) Linear Optimization (1)  
CS 231 (131) Computer Networks (1)  
CS 263 (163) Computer Graphics (1)  
CS 270 (170) Software Engineering (1)  
CS 280 (180) Topics in Computer Science (1)  
CS 286 (186) Web Programming (1)  

Other elective courses may be accepted at the discretion of the department.

Courses  
CS 212 (112) Contemporary Computer Architecture (1)  
Advanced topics in computer architecture and organization. Topics include analog electronics, digital design, modern processors (including pipelining, superscalar parallelism, and branch prediction), memory hierarchies, and parallel computers and networks. Spring  
Instructor(s): Ellen Spertus.  
Offered in 2008–09 and then every other year. Offered in alternation with: CS 223.  
Prerequisite(s): MATH 006 and CS 111.  
Note(s): Concurrent lab required.
CS 214 (114) Programming Languages (1)
Theory of and practice in the four main programming paradigms: declarative programming, object-oriented programming, functional programming, and logic programming. Topics include the role of structure in programming, procedure activation, program semantics, and variable binding and scoping. Languages studied include Java, C++, Prolog, ML, and Scheme. **Spring**
Instructor(s): Ellen Spertus.
Prerequisite(s): MATH 006 and CS 124.
Note(s): Concurrent lab required.

CS 222 (122) Operating Systems (1)
Basic issues in process management, memory management, protection, and distributed systems. These concepts are illustrated through examples drawn from modern operating systems. **Spring**
Instructor(s): Almudena Konrad.
Prerequisite(s): CS 111 and CS 124.

CS 223 (123) Robots, Persons, and the Future (1)
An interdisciplinary study of robots, cyborgs, wearable computers, nanotechnology, and other technologies that challenge our ideas of what it means to be a human being. Students will gain a solid technical foundation by building, debugging, and programming robots. We will also read a wide variety of fiction and essays. All students will have to write evaluative and predictive essays. Graduate students will be required to build a robot of their own design. **Fall**
Instructor(s): Ellen Spertus.
Offered in 2007–08 and then every other year. Offered in alternation with: CS 212.

CS 225 (125) Theory of Algorithms (1)
An introduction to general algorithmic techniques including divide-and-conquer, dynamic programming, and greedy algorithms. Construction and analysis of some important classes of algorithms such as graph algorithms and string algorithms. An introduction to the complexity classes P, NP, and NP-complete (tractable versus intractable problems). If time allows, special topics, such as approximate algorithms, parallel algorithms, computability, and undecidability, may be included. **Spring**
Instructor(s): Susan Wang.
Prerequisite(s): MATH 006 and CS 124.
Note(s): Concurrent workshop required.

CS 227 (127) Linear Optimization (1)
Introduction to linear optimization—optimizing a linear function subject to a set of linear constraints, emphasizing quantitative modeling, methodology, and the underlying mathematical structures and geometrical ideas. Topics include problem formulation, simplex method, sensitivity analysis, and duality theory. **Spring**
Instructor(s): Susan Wang.
Offered in 2008–09 and then every other year. Offered in alternation with: CS 228.
Prerequisite(s): MATH 004, MATH 047, or ECON 081.
Note(s): Concurrent workshop required.
Prerequisite of MATH 004 or MATH 047 or ECON 081 may be waived by the instructor.

CS 228 (128) Theory of Computation (1)
An introduction to the mathematical basis for the study of computability and to the formal theory behind compiler design. Topics include the formal models of computation such as finite state automata, pushdown automata, and Turing machines; languages and grammars, such as regular languages and grammars, context-free languages and grammars, and recursively enumerable languages and grammars; and the problems that a machine can and cannot solve. **Spring**
Instructor(s): Steven Givant, Susan Wang.
Offered in 2007–08 and then every other year. Offered in alternation with: CS 227.
Prerequisite(s): MATH 006 or MATH 048.
Note(s): Concurrent workshop required.
Prerequisite of MATH 006 or MATH 048 may be waived by the instructor.

CS 231 (131) Computer Networks (1)
This course studies the Internet, different types of computer networks, and many components that make up these networks. The course addresses many important issues of networks, such as congestion control, flow control, routing, quality of service, security, and network management. Students will identify the fundamental issues and some of the current network research efforts. Small-scale research will be required, where students will identify a problem, execute network research, and write and present the results. **Fall**
Instructor(s): Almudena Konrad.
Prerequisite(s): CS 064.
CS 232 The Interdisciplinary Computer Science Research Process (1)
This course teaches the research process in the Interdisciplinary Computer Science Program at Mills College. The students will learn to find research topics, critically read research papers, and write and communicate research results effectively. Other topics include intellectual property, publishing, funding, performance evaluation, and statistical techniques. During the course, students will work toward their research thesis proposal or their final thesis write-up. Fall
Instructor(s): Almudena Konrad.
Prerequisite(s): CS 064.
Note(s): Course is intended primarily for graduate students in the first year of the ICS Program.

CS 250 Thesis for Degree of Master of Arts in Interdisciplinary Computer Science (1)
Before commencing work on the thesis project, the student must submit a thesis proposal for review and acceptance by the director of the ICS Program and the faculty members of the student’s thesis advisory committee. Only upon completion of a successful review process may the student proceed with the thesis. Fall and Spring
Instructor(s): Staff.
Letter grade only.

CS 263 (163) Computer Graphics (1)
Principles of three-dimensional computer graphics and their applications, including computer animation. Advanced techniques are derived from a minimal set of graphics primitives. Coordinate systems, viewing, transformations, and splines are introduced in a two-dimensional environment and extended to three-dimensional systems. Algorithms for line and polygon drawing, clipping, filling, projection, and hidden-line removal lead to realistic shading, illumination, and object rendering. Fall
Instructor(s): Almudena Konrad.
Offered in 2008–09 and then every other year.
Offered in alternation with: CS 286.
Prerequisite(s): MATH 006 and CS 124.

CS 270 (170) Software Engineering (1)
A course designed to help students transform themselves into skilled software engineers, able to apply their knowledge of coding, algorithms, and systems to write elegant, efficient, and correct programs. Topics include techniques and tools for design, documentation, collaboration, development, building, testing, debugging, and maintenance, primarily using the extreme programming methodology. Spring
Instructor(s): Ellen Spertus.
Offered in 2007–08 and then every other year.
Offered in alternation with: CS 113.
Prerequisite(s): CS 124 and CS 122.
Note(s): Prerequisite CS 222 (122) may be taken concurrently.

CS 280 (180) Topics in Computer Science (1)
Offers topics that are not offered in the regular curriculum. Topics may include neural networks and other specialized topics in artificial intelligence, networking, very large-scale integrated systems, multimedia design and development, parallel and distributed computing, and information retrieval. Fall
Instructor(s): Staff.
This course may be taken two times.

CS 286 (186) Web Programming (1)
This course studies the design and implementation of Web applications. Students will learn HTML, Java Applets and graphics, animations, multi-threaded programming, network programming, JavaScripts, CGI, Websecurity, multimedia design, Perl, XML, and SQL. There will be several programming assignments and a final project, where each student will build a Web application with components covered during the semester. Spring
Instructor(s): Almudena Konrad.
Offered in 2007–08 and then every other year.
Offered in alternation with: CS 263.
Prerequisite(s): CS 064.
Dance
Dance
510.430.2175

Faculty: Professional Interests

Sonya Delwaide
  Repertory company director, modern techniques, ballet, choreography

Molissa Fenley
  Choreography, repertory, modern dance forms, thesis supervision

Judith F. Rosenberg
  Dance in relation to the other arts, music composition for dance and film

Founded in 1941, the Mills Graduate Dance Program enjoys distinction as the oldest ongoing graduate dance program in the country. Located in one of the largest dance centers in the United States, Mills is at the heart of a dynamic urban dance community. The longevity of our program and its international reputation are testaments to the quality of instruction and the successful philosophy that guides our curriculum.

The strength of our program lies in our unique combination of creative and critical dance studies, choreography, and performance practices. Put simply, we stretch the mind as well as the body. We work with students to become articulate artists who can express themselves both creatively and through critical discourse. We help them hone their skills in performance, choreography, research, and writing about dance.

Mills is at the forefront of the movement toward defining dance practice as research. Our goal is to help students develop as artists and scholars, giving them the power to shape the future of dance by pushing through traditional boundaries. Our performances focus on challenging pieces that reflect global issues and multicultural perspectives.

The Mills Dance Program is highly selective. We intentionally keep classes small in order to provide the one-on-one interaction that is the hallmark of a Mills education. Our student-to-teacher ratio is an impressive 4:1. This is particularly significant because of the professional caliber of the faculty and visiting artists who teach in our program. Students have the opportunity to work with accomplished dancers, choreographers, and scholars who offer a broad and varied base of experience in diverse dance forms. What’s more, our enviable location in the San Francisco Bay Area connects students to a lively dance scene for artistic inspiration and professional opportunities.

Master’s Degree Programs

The Master of Arts in Dance
The master of arts in dance is an academic degree focused on scholarly research-based activities that may be related to issues concerning dance aesthetics, theory, history, cultural studies, or educational perspectives. The MA degree is for dance scholars and, often, a step toward completion of the PhD.

The Master of Fine Arts in Dance
The master of fine arts in dance is a terminal professional degree in dance that is largely focused on the “making and doing” of dance itself. The MFA is designed for students who possess significant experience in the art and are prepared to deepen their work as choreographers and dancers and to expand their theoretical and historical knowledge in the field.

Prerequisites
The MA and MFA degree programs require that students possess an intermediate level of modern dance technique upon admission. Applicants to the MFA program should possess significant choreographic and performing experience. Other prerequisites include: DNC 157 Music for the Dancer; DNC 133 Dance Kinesiology; DNC 165 Modern to Contemporary Performance: History, Theory, and Practice; and DNC 181 Solo Choreography (prerequisites vary according to program). Graduate students may complete prerequisites concurrently with other course work. Students are typically admitted in the fall semester; spring admissions are on a case-by-case basis.

Special Admission Requirements
Graduate applicants must contact the Office of Graduate Studies and complete all forms forwarded by them. International students should receive information regarding TOEFL and student visa information as well. Applicants attending scheduled audition dates should be prepared to take an intermediate/advanced technique class and (for MA applicants) provide a writing sample and a video of their technical dancing skills, or (for MFA applicants) provide a clear example of original choreography on video. Applicants who are not able to attend scheduled auditions must submit a clear example of their technical skill on the tape and a composition or writing sample as it applies. Applicants who wish to have the videotape returned must include a stamped, self-addressed envelope.
Note: Because the details and course credit requirements for each program vary slightly depending on emphasis, the applicant should read the following sections closely. For example, the MA degree program requires more theory and written work; the MFA programs require more choreography and performance. In addition, graduate students are required to participate in special activities of the department, including setting up, crewing, and striking dance productions. Graduate students should expect to incur additional costs related to performances and thesis work.

The Master of Arts in Dance
(10 semester course credits, 7 at the graduate level)

Prerequisites:
The following prerequisites may be taken concurrently with other course work if not already completed elsewhere.
- DNC 133 Dance Kinesiology (1)
- DNC 165 Modern to Contemporary Performance: History, Theory, and Practice (1)

Required:
History/Theory (select courses from the following to equal 2 course credits):
- DNC 176 Dance Cultures (1)
- DNC 265 Modern to Contemporary Performance: History, Theory, and Practice (1)
- DNC 288 Critical Acts: Dancing Strategies, Theories, and Contexts (1)

Research (.5 course credit):
- DNC 203 Graduate Research (.5)

Seminars (select courses from the following to equal 2.5 course credits):
- DNC 291 Early Modern Women: Western Dance Pioneers (.5–1)
- DNC 292 The Diaghilev Ballet Russes and the Making of Modern Culture (.5–1)
- DNC 293 Contemporary Issues in Choreography (.5–1)
- DNC 294 New Genre: Interdisciplinary Collaborations (.5–1)
- DNC 295 Time and Space in Asian Performance (.5–1)
- DNC 296 Live and Media Performance (.5–1)
- DNC 297 Ideas about Space (.5–1)
- DNC 298 Dance Theater in Traditional and Contemporary Performing Arts (.5–1)

Technique (1 course credit; .25–.5 course credit per semester, minimum of two classes per week, for four semesters):
- DNC 107 Intermediate Modern Dance (.25–.5) or
- DNC 109 Advanced Modern Dance (.25–.5)

Thesis (2 course credits):
- DNC 250A/B Type A Research Thesis (1; 1)
  (fall/spring sequence only)

And select 2 more graduate or upper-division undergraduate course credits from the following:
- DNC 101 Elementary Ballet (.25)
- DNC 103 Intermediate Ballet (.25)
- DNC 203 Graduate Research (.5)
- DNC 233 Choreographic Project (.5)
- DNC 243 Independent Project (.5–1)
- DNC 245 Theory of Teaching Dance (.5)
- DNC 254 Laboratory Teaching of Dance (.5)
- DNC 255A/B Repertory Dance Company (.5; .5)
- DNC 282 Group Choreography (1)
- DNC 285 Sources and Inventions (1)
- DNC 286 Contemporary Choreography: Stylistic and Contextual Investigations (1)
- DNC 291 Early Modern Women: Western Dance Pioneers (.5–1)
- DNC 292 The Diaghilev Ballet Russes and the Making of Modern Culture (.5–1)
- DNC 293 Contemporary Issues in Choreography (.5–1)
- DNC 294 New Genre: Interdisciplinary Collaborations (.5–1)
- DNC 295 Time and Space in Asian Performance (.5–1)
- DNC 296 Live and Media Performance (.5–1)
- DNC 297 Ideas about Space (.5–1)
- DNC 298 Dance Theater in Traditional and Contemporary Performing Arts (.5–1)

The Master of Fine Arts in Dance with an Emphasis in Choreography
(11.5 semester course credits, 7 at the graduate level)

Prerequisites:
Intermediate-level modern dance technique upon admission.

The following prerequisites may be taken concurrently with other coursework if not already completed elsewhere.
- DNC 133 Dance Kinesiology (1)
- DNC 157 Music for the Dancer (1)
  Entering graduate students who have never taken a music for dance course must take this class. Students who have had a music for dance course must take the rhythmic exemption exam. If they don’t pass it, they must take DNC 213 Rhythmic Practicum (.25).
- DNC 181 Solo Choreography (1)
The Master of Fine Arts in Dance with an Emphasis in Choreography and Performance

(12 semester course credits, 8 at the graduate level)

Prerequisites:
Elementary-level ballet technique upon admission. Advanced-level modern dance technique must also be achieved by the beginning of the second year.

- DNC 133 Dance Kinesiology (1)
- DNC 157 Music for the Dancer (1)

Entering graduate students who have never taken a music for dance course must take this course. Students who have had a music for dance course must take the rhythmic exemption exam. If they don’t pass it, they must take DNC 213 Rhythmic Practicum (.25).

- DNC 181 Solo Choreography (1)

Required:
Choreography (either 2 course credits selected from the following choreographic sequence, or 1 course credit from the sequence and one choreographic project):

- DNC 282 Group Choreography (1)
- DNC 285 Sources and Inventions (1)
- DNC 286 Contemporary Choreography: Stylistic and Contextual Investigations (1)

History/Theory (2 course credits):

- DNC 265 Modern to Contemporary Performance: History, Theory, and Practice (1)
- DNC 288 Critical Acts: Dancing Strategies, Theories, and Contexts (1)

Performance (2 course credits):

- DNC 255A/B Repertory Dance Company (two years, .5 course credit per semester)

Choreography and performance students must participate in other student choreographic projects and concerts to satisfy the performance requirement.

Technique (2 course credits; four semesters of modern technique, five classes per week):

- DNC 109 Advanced Modern Dance (.5) (four semesters, .5 course credit per semester)

Thesis (2 course credits):

- DNC 250A/B Type B Concert Thesis (1; 1) (fall/spring sequence only)

And select 2 more graduate or undergraduate course credits from the courses listed as electives under the MFA with an emphasis in choreography.

- DNC 113 Somatic Arts (.25)
- DNC 157 Music for the Dancer (1)

Entering graduate students who have never taken a music for dance course must take this course. Students who have had a music for dance course must take the rhythmic exemption exam. If they don’t pass it, they must take DNC 213 Rhythmic Practicum (.25).

- DNC 174 Ballet History from the 16th through the 19th Centuries (1)
- DNC 176 Dance Cultures (1)
- DNC 233 Choreographic Project (.5)*
- DNC 243 Independent Project (.5–1)*
- DNC 253 Theory of Teaching Dance (.5)
- DNC 254 Laboratory Teaching of Dance (.5)
- DNC 255A/B Repertory Dance Company (.5; .5) (fall/spring sequence only; a second year may be elected)
- DNC 291 Early Modern Women: Western Dance Pioneers (.5–1)
- DNC 293 Contemporary Issues in Choreography (.5–1)
- DNC 294 New Genre: Interdisciplinary Collaborations (.5–1)
- DNC 295 Time and Space in Asian Performance (.5–1)
- DNC 296 Live and Media Performance (.5–1)
- DNC 297 Ideas about Space (.5–1)
- DNC 298 Dance Theater in Traditional and Contemporary Performing Arts (.5–1)

*may be repeated

Required:
Choreography (either 2 course credits selected from the following choreographic sequence, or 1 course credit from the sequence and one choreographic project):

- DNC 282 Group Choreography (1)
- DNC 285 Sources and Inventions (1)
- DNC 286 Contemporary Choreography: Stylistic and Contextual Investigations (1)

History/Theory (2 course credits):

- DNC 265 Modern to Contemporary Performance: History, Theory, and Practice (1)
- DNC 288 Critical Acts: Dancing Strategies, Theories, and Contexts (1)

Performance (1 course credit):

- DNC 255A/B Repertory Dance Company (.5; .5)

Technique (2.5 course credits; four semesters of modern technique, five classes per week, and two semesters of ballet. Select from the following):

- DNC 103 Intermediate Ballet (.25)
- DNC 107 Intermediate Modern Dance (.5)
- DNC 109 Advanced Modern Dance (.5)

Thesis (2 course credits):

- DNC 250A/B Type B Concert Thesis (1; 1) (fall/spring sequence only)

And select 2 more graduate or undergraduate course credits from the following:

- DNC 113 Somatic Arts (.25)
- DNC 157 Music for the Dancer (1)

Entering graduate students who have never taken a music for dance course must take this course. Students who have had a music for dance course must take the rhythmic exemption exam. If they don’t pass it, they must take DNC 213 Rhythmic Practicum (.25).

- DNC 181 Solo Choreography (1)

The Master of Fine Arts in Dance with an Emphasis in Choreography and Performance

(12 semester course credits, 8 at the graduate level)

Prerequisites:
Elementary-level ballet technique upon admission. Advanced-level modern dance technique must also be achieved by the beginning of the second year.

- DNC 133 Dance Kinesiology (1)
- DNC 157 Music for the Dancer (1)

Entering graduate students who have never taken a music for dance course must take this course. Students who have had a music for dance course must take the rhythmic exemption exam. If they don’t pass it, they must take DNC 213 Rhythmic Practicum (.25).

- DNC 181 Solo Choreography (1)

Required:
Choreography (either 2 course credits selected from the following choreographic sequence, or 1 course credit from the sequence and one choreographic project):

- DNC 282 Group Choreography (1)
- DNC 285 Sources and Inventions (1)
- DNC 286 Contemporary Choreography: Stylistic and Contextual Investigations (1)

History/Theory (2 course credits):

- DNC 265 Modern to Contemporary Performance: History, Theory, and Practice (1)
- DNC 288 Critical Acts: Dancing Strategies, Theories, and Contexts (1)

Performance (2 course credits):

- DNC 255A/B Repertory Dance Company (two years, .5 course credit per semester)

Technique (2 course credits; four semesters of modern technique, five classes per week):

- DNC 109 Advanced Modern Dance (.5) (four semesters, .5 course credit per semester)

Thesis (2 course credits):

- DNC 250A/B Type B Concert Thesis (1; 1) (fall/spring sequence only)

And select 2 more graduate or undergraduate course credits from the courses listed as electives under the MFA with an emphasis in choreography.

- DNC 113 Somatic Arts (.25)
- DNC 157 Music for the Dancer (1)

Entering graduate students who have never taken a music for dance course must take this course. Students who have had a music for dance course must take the rhythmic exemption exam. If they don’t pass it, they must take DNC 213 Rhythmic Practicum (.25).

- DNC 181 Solo Choreography (1)
Courses
DNC 203 Graduate Research (.5)
Research project in dance history, theory, criticism, education, or other areas of concern. Presentation of findings in written form. Fall and Spring
Instructor(s): Staff.
This course may be taken four times.

DNC 213 Rhythmic Practicum (.25)
Graduate dance students will study rhythmic concepts and musical notation applied to choreography, performance, and dance education. Prerequisite is an elementary understanding of musical rhythm. Fall
Instructor(s): Judith Rosenberg.

DNC 233 Choreographic Project (.5)
Students work under mentorship to create and present a dance work designed for performance in a non-proscenium environment. Students are encouraged to collaborate and explore other media. Fall and Spring
Instructor(s): Staff.
Instructor consent required.
This course may be taken four times.

DNC 243 Independent Project (.5–1)
Research and fieldwork in dance movement that has an experiential component, development of methods and materials for dance in particular contexts (education or other art forms). Fall and Spring
Instructor(s): Staff.
This course may be taken four times.

DNC 250A Thesis (1)
Candidates for the MA degree undertake a written research thesis (type A thesis). Candidates for the MFA degree undertake a choreographic thesis and write a critical analysis of their work (type B thesis). DNC 250A is the first semester of the thesis work; DNC 250B is the second semester of the thesis work and may be taken in spring only. Fall
Instructor(s): Staff.
Letter grade only.

DNC 255A (155A) Repertory Dance Company (.5)
The Repertory Dance Company provides performing experience and simulates the creation and rehearsal processes of the professional dance world. To join, students must have dance experience, be registered in a dance technique class, and attend an audition. The course involves rehearsals with renowned choreographers, performances, and participation in festivals and outreach events. The student must fulfill these obligations and must make a one-year commitment. First of two parts, offered in a fall-spring sequence. Fall
Instructor(s): Sonya Delwaide.
Instructor consent required.

DNC 250B Thesis (1)
Candidates for the MA degree undertake a written research thesis (type A thesis). Candidates for the MFA degree undertake a choreographic thesis and write a critical analysis of their work (type B thesis). DNC 250A is the first semester of the thesis work; DNC 250B is the second semester of the thesis work and may be taken in spring only. Spring
Instructor(s): Staff.
Letter grade only.

DNC 255B (155B) Repertory Dance Company (.5)
The Repertory Dance Company provides performing experience and simulates the creation and rehearsal processes of the professional dance world. To join, students must have dance experience, be registered in a dance technique class, and attend an audition. The course involves rehearsals with renowned choreographers, performances, and participation in festivals and outreach events. The student must fulfill these obligations and must make a one-year commitment. Second of two parts, offered in a fall-spring sequence. Spring
Instructor(s): Sonya Delwaide.
Instructor consent required.

DNC 253 Theory of Teaching Dance (.5)
Teaching dance as a human art experience, establishing a philosophy, and developing material for a course of study. Fall
Instructor(s): Staff.
Letter grade only.
Offered in 2008–09 and then every other year.

DNC 254 Laboratory Teaching of Dance (.5)
Analysis, structuring, and practicing of teaching skills. Spring
Instructor(s): Staff.
Letter grade only.
Offered in 2008–09 and then every other year.
Prerequisite(s): DNC 253.

DNC 265 (165) Modern to Contemporary Performance: History, Theory, and Practice (1)
Students encounter the major moments of dance making from the beginning of the 20th century into the 21st century. Students explore these “moments” as cultural modules, considering them within a global system of modernization, experimentation, urbanization, and commodification. Students examine performance “texts” such as choreographers’ histories, dances, and performance theories. Students
consider the larger performance studies contexts, including art, politics, and technological developments. Course includes writing, research, and “practice as research” presentations. 

Fall

Instructor(s): Staff.

DNC 282 Group Choreography (1)

This course investigates the use of choreographic devices such as canon, theme and variation, antiphony, and ground bass to construct systems for building ensemble dances. Structure of study may include sectional, narrative, collage, theme and variation, sonata form, and fugue. Spring

Instructor(s): Molissa Fenley.

Offered 2007–08.

Prerequisite(s): DNC 037 and DNC 181.

DNC 285 Sources and Inventions (1)

A wide range of sources including literature, video, film, spoken word, music, current events, and digital art are investigated as possible tools to cultivate new processes of personal expression. Fall

Instructor(s): Staff.

Instructor consent required.

Letter grade only.

Limit 15 students.

Note(s): Students who take choreography courses must also register for a dance technique class.

DNC 286 Contemporary Choreography: Stylistic and Contextual Investigations (1)

Students research and use various styles of art making (including Expressionism, Surrealism, Dada, Pop, Minimalism, installation art, digital art, etc.) to cultivate new structures and movement material. This exploration deepens and challenges the conceptual nature of making dances. Spring

Instructor(s): Staff.

Limit 15 students.

Note(s): Students who take choreography courses must also register for a dance technique class.

DNC 288 Critical Acts: Dance Strategies, Theories, and Contexts (1)

This course investigates dance as a performance practice, which is an intersection of theory, context, and physical practice. Students study major theories in dance and performance studies, which inform their analysis of contemporary choreography and performance. Students consider the complex social, political, and environmental contexts of performers and spectators, and the critical role of dance making in those contexts. Students hone presentation and writing skills through exposure to different styles and types of critical writing. Spring

Instructor(s): Staff.

DNC 289 Space and Time in Asian Performance (1)

This class investigates concepts of space and time in a variety of traditional and contemporary Asian dance theatre forms. We will study such forms as Sanskrit theatre, Bharatanatyam, Indonesian court dance, Balinese Topeng and shadow puppet theatre, Japanese Noh, Kabuki, Beijing Opera, and contemporary performance forms. This course is history-, theory-, and practice-based, including practice with guest artists, historical and philosophical readings, examination of cultural practices (spirituality, architecture, and social behavior), and a research project. Spring

Instructor(s): Staff.

Pass/No Pass only.

Limit 15 students.

Offered 2007–08 and then every other year.

Recommended Course(s): DNC 176, DNC 298.

DNC 291 Early Modern Women: Western Dance Pioneers (.5–1)

This graduate seminar examines the role women played in shaping contemporary dance in the first half of the 20th century. Discussions, dance viewings, and readings will focus on the intellectual and artistic contributions of early European and American choreographers, looking at their work in terms of historical context, race, gender, and national identity. Fall

Instructor(s): Staff.

Letter grade only.

Limit 15 students.

Offered in 2008–09 and then every other year. This course may be taken four times.

DNC 292 The Diaghilev Ballets Russes and the Making of Modern Culture (1)

This course examines the contribution of Diaghilev’s Ballets Russes to 20th-century Modernism. We will investigate the cultural context in which he worked, as well as the revolutionary collaborations he fostered between innovative choreographers, composers, artists, and writers. Fall

Instructor(s): Judith Rosenberg.

Letter grade only.

Limit 10 students.

Offered 2007–08 and then every other year.
DNC 293 Contemporary Issues in Choreography (.5–1)
This seminar will investigate contemporary dance/theatre works and artists that have been influenced by the race, gender, intercultural, social injustice, physically challenged, and cultural/aesthetic issues of their times. We will look at new processes and ways of thinking in dance which have emerged in the global context of aesthetics and current directions, and the impact on society. These topical investigations may result in the creation of dance/theatre works either independently or involving community partnerships. Fall
Instructor(s): Staff.
Letter grade only.
Limit 15 students.
Offered 2007–08.

DNC 294 New Genre: Interdisciplinary Collaborations (.5–1)
Focusing on hybrid performance works, this seminar for musicians, poets/writers, dancers, and visual and video artists will explore the interdisciplinary nature of the collaborative process in various settings, both architectural and environmental. Explorations in specific tenets of each art form will become the basis for developing a new language and discovering its own sense of “spatial dynamics of time.” Projects may be looked at as proscenium work, installation, site-specific, or audience participation work. Fall
Instructor(s): Staff.
Instructor consent required.
Letter grade only.
Offered in 2008–09 and then every other year.

DNC 296 (196) Live and Media Performance (.5–1)
This interdisciplinary performance seminar combines physical training, multimedia performance making, lively theoretical debate, and performance critique. From a variety of readings in new media theories, feminist film theories, gender studies, and performance studies, we examine live and mediated bodies in dance theatre, film, photography, multimedia performance art, video installation, and Web-based art. Informed by a theory-in-practice model, students create experimental, multimedia performance works using live action/choreography, still projection, video, music/sound, and text. Spring
Instructor(s): Staff.
Limit 15 students.
Note(s): Enrollment is limited due to use of equipment, performance time, and rehearsals. This course may be taken two times.

DNC 297 Ideas about Space (.5–1)
This course explores the particulars of both geometric and mythic space and their potential use in creating choreography. Geometric space concerns the absolutes of the natural world’s points, constants, and directions, whereas mythic space is realized by our spatial perceptions, by our senses, our intuitive and emotional selves. Readings such as Gaston Bachelard and Ernst Cassirer are discussed. Artists from other disciplines will visit the class to describe the use of space in their work. Spring
Instructor(s): Molissa Fenley.
Offered 2008–09 and then every other year.

DNC 298 Dance Theatre in Traditional and Contemporary Performing Arts (.5–1)
This is a “practice as research” seminar in which students study dance theatre forms from particular cultures, participate in physical training sessions, and devise short dance theatre studies. Students investigate the styles, techniques, forms, aesthetics, and theories which inform the dance theatre forms under examination. Training practices emphasize the integration of body-mind and ensemble techniques through a mixture of performance approaches such as mask theatre, corporeal mime, tanztheater, viewpoints/Suzuki, music theatre, and experimental text performance. Fall
Instructor(s): Staff.
Offered 2007–08.
Education
Education
510.430.3190

Faculty: Professional Interests

Jane B. Bowyer
Science education, teacher education, research in cognitive development, adolescent learning, research methods, issues of diversity in classrooms, technology enhanced learning in science (TELS)

Ruth Cossey
Preservice and inservice mathematics and science education, sociology of education in urban environments, mathematics reform in elementary and secondary schools

David Donahue
English and social studies education, service learning, literacy, human rights education

Delaine Eastin
Educational leadership, civic education and democracy, globalization and the educational imperatives that arise from it, public policy and education, universal preschool, hands-on learning

Tomás Galguera
Teacher education for language-minority students, bilingual education and English-language development programs, ethnolinguistic diversity in education

Joseph E. Kahne
Democracy and education, urban educational change and school policy, sociology of education, service learning, youth development

Diane Ketelle
Administrator knowledge, administrator stories, narrative inquiry, fictionalizing real experience

Linda Kroll
Cognitive development, development of literacy, application of developmental theory to educational issues, teacher education, teacher development including development of teachers from their training throughout their careers

Vicki LaBoskey
Self-study of teacher education practices, reflection in teaching, narrative in teaching and teacher education, teacher research

Linda Perez
At-risk children and families, the application of developmental theory to special education issues, mental health and developmental disorders of infancy and early childhood

Anna Richert
Teacher learning and school reform, teacher knowledge, professional education/development, teacher research

The graduate student in education is encouraged to set professional goals and design an appropriate plan of study and field experience to attain those goals. Major areas of focus for graduate study are child development, teacher preparation, and educational leadership.

Graduates of these programs are professional leaders working worldwide in schools, hospitals, and social service and government agencies, and in special programs for children and adolescents. Some have started their own schools, written articles and books, become university professors and researchers, or created new social awareness of young people’s needs in other ways. The knowledge and skills obtained at Mills, along with the development of individual potential, provide a framework for the successes reflected in the career histories of our graduates.

The graduate programs in education are founded on a commitment to excellence and equity and are supported by the following six principles that permeate our course work and fieldwork.

The Principles

Collegiality
Those who work with young children and those who teach children of all ages need to develop good working relationships not only with one another, but also with parents and with the students themselves. The Mills graduate programs emphasize the development of collaborative and collegial work in a variety of scenarios including course work, fieldwork, and program retreats.

Inquiry and Reflective Practice
Thinking about what we do and why we do it is often a challenge in the day-to-day practice of working with children and youth. One major component of our program is to encourage the use of reflection to consider why we are doing what we do, and why it is a good idea to continue or change. Reflection is encouraged primarily through writing, discussion, and collaboration.

Learning as a Constructivist/Developmental Process
Working with children and youth requires an understanding of how children change as they grow. Our program emphasizes the active participation of all learners in the learning process as learners construct new knowledge. Our course work both teaches
about theory and puts the theory into action as we encourage our students to construct their own knowledge of children and teaching.

Teaching as a Political Act
Many social and political factors in our society, in particular the issues of equity and equal access, affect what happens in our schools and in the way we parent, care for, and provide for children. The importance of these factors is continually considered as we think about our actions both in the classroom and in the larger school communities.

Creating an Ethic of Care
Everyone learns best in safe, supportive environments that tolerate difference of opinion and welcome the diversity of experiences and learning styles. Any action we take has a moral component. One important aspect of the Mills programs is a focus on how to recognize the moral content of our work to create such caring communities, both in our College classrooms and in the schools, classrooms, hospitals, and centers in which we work.

The Acquisition of Subject Matter and Professional Knowledge
Part of learning is acquiring knowledge in the disciplines that are the foundation of our profession and in the disciplines we teach. We believe the ability to apply knowledge, critique knowledge, transform knowledge into practice, and develop curriculum to support diverse learners is essential for an education professional. The graduate programs at Mills provide students with opportunities to acquire advanced knowledge and skills in areas of special expertise.

Child Development
Mills College offers specialized graduate study in the field of child development with three specializations: early childhood education, child life in hospitals and community health centers with children who have medical needs, and early childhood special education with young children with special developmental needs.

Early Childhood Education
The master’s degree in education with an emphasis in early childhood education is a rigorous program that provides graduate students with a strong foundation in early childhood education theory and practice with the opportunity to focus on one of two areas of specialization in leadership in early childhood: early childhood development and teaching, or early childhood administration and policy. These programs allow students to pursue a variety of interests within the field, including teaching, administration, special education, public policy, research, and preparation for more advanced doctoral work. Graduates of this program administer child development programs, operate their own schools for young children, work with public and private agencies to establish and evaluate childcare or preschool programs, and teach in community colleges and adult education. Many graduates pursue doctoral degrees leading to research, writing, teaching and other forms of professional leadership.

Child Life in Hospitals and Community Health Centers with Children who have Medical Needs
The master’s degree in education with an emphasis in child life is a rigorous program that provides graduate students with study and training for work with children in hospitals or in community agencies providing services to children and families with medical needs. This program offers a unique focus within the child development master’s degree in education for students who have special interests in chronically ill children. Graduates of this program are often professionally employed in hospitals, clinics, and community health settings. Many graduates also continue their graduate studies in doctoral programs in research writing, teaching, and other forms of professional leadership.

Educational Leadership
The School of Education offers an administrative services credential (ASC), a master’s of arts in education (MA), and a doctor of education (EdD) program in educational leadership, preparing candidates for current challenges facing school administrators. The goal is to enable leaders to effectively serve a diverse constituency, evaluate and implement new ideas for teaching and learning, and develop as both manager and leader in school change. With a focus on developmental and constructivist approaches to education, the ASC program emphasizes the active role of the graduate student in testing theory in practice, thoughtfully anticipating consequences, and evaluating outcomes. It is expected that graduates will become school administrators and leaders in educational reform.
Teacher Preparation
The education of teachers in a liberal arts setting is a proud tradition at Mills. Our nation needs intelligent, gifted, and confident teachers well educated in the liberal arts.

The Mills graduate teacher preparation program emphasizes the development of teacher knowledge, skills, and dispositions. An intensive program of instruction integrates theory and practice in a curriculum that combines course work and classroom teaching. The Mills program encourages collegial interactions among prospective teachers in order to maximize future effectiveness as professionals. In addition, the program provides time for students to reflect extensively on classroom teaching experiences. Relevant research provides frameworks in which to think about “everyday” practice. Peer observations, case conferences about teaching, videotaping, program retreats and seminars, and extensive, interactive supervision by Mills faculty and cooperating teachers characterize teacher preparation at Mills.

Learning to teach in an urban environment, appreciating and valuing cultural diversity, and seeing each child and adolescent as a unique individual are central goals in preparing teachers. Mills establishes a learning environment for prospective teachers that models and complements the environments and the interactions they will create in their own classrooms.

The program is also characterized by a deep network of working partnerships with professionals in education who share our commitment to social equity and inquiry for excellence in teaching.

The Mills School of Education is approved by the California Commission on Teacher Credentialing for the preparation of students for the early childhood special education credential, the multiple subjects credential, the multiple subjects credential with specialization in early childhood education, and the single subject credential in mathematics, science, art, social studies, and English. All K–12 credential preparation has a cross-cultural, language, and academic development emphasis. California teaching credentials are accepted under reciprocity agreements in many states.

The Children’s School
The study of children has special significance at Mills, which in 1926 opened the first campus nursery school on the West Coast. The Children’s School, a laboratory for child study and professional training in modern, attractive facilities equipped for observation, enrolls 135 children from infancy through 10 years of age. The laboratory school includes programs for infants, a preschool, and an elementary school (K–5). A professional staff of teachers is assisted by graduate and undergraduate student teachers in the classrooms.

Master’s Degree Programs

The Master of Arts in Education (Child Development Specialization)
This program requires two years and provides options for specialization either in child life in hospitals, in early childhood education, or in early childhood special education. The curriculum includes content and theory in special areas of focus: research, history, public policy, parent education, child development, special education, and practical applications through individualized special fieldwork. Comprehensive exams include a written project (a research paper or a professional project), an oral presentation, and an oral examination at the end of the second year. A thesis is not required.

The Master of Arts in Education with an Emphasis in Child Life in Hospitals
Child life in hospitals prepares students to work with children in medical and community settings. The curriculum includes content and theory in the special areas integrated with hospital and community observation and field practica.

Prerequisites:
- a GPA of 3.0 or above;
- a course in developmental psychology or child psychology;
- 100 hours of hospital volunteer work in pediatrics as related experience with young children;
- an autobiographical statement of purpose; and
- three letters of recommendation.

Required:
- EDUC 214 Diversity in Children with Special Needs: Cultural and Family Systems (.5)
- EDUC 231 Assessment and Intervention for Children with Special Needs (1)
- EDUC 236 Development and Learning in Young Children (1)
- EDUC 238 Social, Emotional, and Moral Development and Learning (.5)
- EDUC 242 The Hospitalized Child (1)
- EDUC 253 Administering Early Childhood Programs (.5)
- EDUC 254 Medical Information: Children in Hospitals and Clinics (.5)
- EDUC 255 Children with Special Needs: Infants and Young Children (1) or
- EDUC 214 Diversity in Children with Special Needs: Cultural and Family Systems (.5)
EDUC 256 Topics in Child Health and the Exceptional Child (.5)
EDUC 260 History and Theories of Play in Human Development, Culture, and Education (.5)
EDUC 263 Administrative Practicum in Early Childhood Programs (.5–1)
EDUC 273A/B Field Experience in Child Life in Hospitals (1; 1)
EDUC 291A/B Theory and Practice of Early Childhood Education (1–1.5; 1–1.5)
EDUC 294A/B Graduate Seminar: Research in Education (1; 1)
PSYC 080 Adolescence (1) or
PSYC 265 Infancy (1) or
PSYC 142 Attachment and Loss (1)
In addition, one of the following courses is required:
ANTH 172 Alternative Medicine (1)
SOC 142 Medical Sociology (1)
SOC 147 Social Aspects of Cancer (1)
SOC 148 Sociology of Death and Dying (1)
Optional:
ANTH 130 Ethnicity, Race, and Child Development (1)
EDUC 203 Public Policy: Children, Youth, and Family Issues (1)
EDUC 214 Diversity in Children with Special Needs: Cultural and Family Systems (.5)
EDUC 246 Working with Families and the Community (.5)
EDUC 255 Children with Special Needs: Infants and Young Children (1)
EDUC 258 Early Childhood Curricula for Children with Special Needs (.5)
PSYC 142 Attachment and Loss (1)

The Master of Arts in Education with an Emphasis in Early Childhood Education
(13 semester course credits)
This two-year degree program offers the possibility of specializing in one of two strands of early childhood education. Strand 1: development and teaching. Strand 2: administration and policy. It prepares students for professional leadership in preschool, childcare services, and other programs for children and families. Other possibilities include public policy, research, adult education, and parent education. Students may prepare for professional opportunities in program development for private organizations and public agencies, and for more advanced graduate work. It is possible to complete both a master’s degree and a multiple subjects credential with an emphasis in early childhood education by enrolling in the MA and ECE/DPT program. (See Credential Programs section.)

Prerequisites:
• a GPA of 3.0 or above;
• a course in developmental psychology or child psychology;
• 40 hours of experience working with young children;
• an autobiographical statement of purpose;
• three letters of recommendation; and
• an interview with the director of the program.

Required:
Year 1
EDUC 234 Research Methodology for Observing Children (.5)
EDUC 236 Development and Learning in Young Children (1)
EDUC 238 Social, Emotional, and Moral Development and Learning (.5)
EDUC 291A/B Theory and Practice of Early Childhood Education (1–1.5; 1–1.5)
Year 2
EDUC 290 Advanced Seminar in Child Development (1)
EDUC 294A/B Graduate Seminar: Research in Education (1; 1)
EDUC 348 Building Structures for Equity, Excellence, and Access (1)
If your focus is development and teaching you are required to take the following courses:
EDUC 237 Child Language Acquisition (.5)
EDUC 246 Working with Families and the Community (.5)
EDUC 258 Early Childhood Curricula for Children with Special Needs (.5)
PSYC 142 Attachment and Loss (1)
If your focus is leadership and policy you are required to take the following courses:
EDUC 401 The Principalship (1)
EDUC 404 Instructional Leadership (1)
And an additional 3.5 credits from the School of Education and College offerings.
If your focus is development and teaching you are required to take the following courses:
EDUC 401 The Principalship (1)
EDUC 404 Instructional Leadership (1)
And an additional 3.5 credits from the School of Education and College offerings.
In addition, students are encouraged to pursue their own interests, either through course work in other departments on campus or through the educational exchange with other local college campuses.

Early Childhood Special Education Specialist Credential Program
Students can earn both the Preliminary Level I and the Professional Level II credentials. These credentials enable teachers to provide educational services to children from birth to kindergarten who are eligible for early intervention or special education. They can be earned only with a master’s degree in
education with an emphasis in early childhood edu-
cation or child life in hospitals. Students interested
in the early childhood special education credential
must complete a master’s degree in either child
life or early childhood education. (See Credential
Programs section.)

Prerequisites:
• a GPA of 3.0 or above;
• pass the California Basic Educational Skills
Test (CBEST);
• a course in developmental psychology or child
psychology;
• 40 hours experience working with young
children;
• an autobiographical statement of purpose; and
• three letters of recommendation.

Required for the Preliminary Level I Credential:
EDUC 214 Diversity in Children with Special
Needs: Cultural and Family Systems (.5)
EDUC 231 Assessment and Intervention for
Children with Special Needs (1)
EDUC 236 Development and Learning in
Young Children (1)
EDUC 237 Child Language Acquisition (.5)
EDUC 238 Social, Emotional, and Moral
Development and Learning (.5)
EDUC 242 The Hospitalized Child (1)
EDUC 253 Administering Early Childhood
Programs (.5)
EDUC 254 Medical Information: Children in
Hospitals and Clinics (.5)
EDUC 255 Children with Special Needs:
Infants and Young Children (1)
EDUC 256 Topics in Child Health and the
Exceptional Child (.5)
EDUC 258 Early Childhood Curricula for
Children with Special Needs (.5)
EDUC 260 History and Theories of Play in Hu-
man Development, Culture, and Education (.5)
EDUC 263 Administrative Practicum in Early
Childhood Programs (.5–1)
EDUC 275A/B Field Experience in Early
Childhood Special Education or Infant Mental
Health (1; 1)
EDUC 291A/B Theory and Practice of Early
Childhood Education (.5–1.5; .5–1.5)
EDUC 294A/B Graduate Seminar: Research in
Education (1; 1)
EDUC 313 Introduction to Computers in
Education (.5)
EDUC 379 Teaching Language Arts and
Literature in the Primary Grades (1)
PSYC 265 Infancy (1)
Note: EDUC 313 Introduction to Computers in
Education (.5) can also be taken in level II if not
taken in level I. Also, one level II course can be
taken in level I.

In addition to the above courses, one of the fol-
lowing courses is required for child life students:
ANTH 172 Alternative Medicine (1)
SOC 142 Medical Sociology (1)
SOC 147 Social Aspects of Cancer (1)
SOC 148 Sociology of Death and Dying (1)

Required for the Professional Level II
Credential: (3.5 semester course credits)
At this level, each student develops an individual
induction plan in consultation with the advisor. This
requires enrollment in special education pre- and
post-induction planning seminars for .25 credit each,
and the following courses:
EDUC 203 Public Policy: Children, Youth, and
Family Issues (1)
EDUC 252 Supervision of Adults in Children’s
Programs (.5)
EDUC 290 Advanced Seminar in Child
Development (1)
EDUC 296 Independent Study (.5)

The Master of Arts in Education with
an Emphasis in Teaching (MEET)
(10 semester course credits)
This two-year program of professional preparation
for teachers requires one year as a full-time graduate
student in the Mills teacher credential program. The
remainder of the master’s program may be com-
pleted in a subsequent year while the candidate is
teaching in addition to studying at Mills. The second
half of the program offers seminar-style courses
in the evening to support and encourage the pro-
fessional development of beginning teachers, and
to help them as they work toward more powerful
classroom practice and leadership in the schools
where they teach.

Prerequisite:
The first-year applicant must meet the requirements
for entering the Mills teacher credential program.
An applicant entering in the second year must have
satisfactorily completed the Mills teacher credential
program, possess a valid teaching credential, and
be working in schools.

Required for the master's degree beyond the
credential year:
4–6 Mills course credits from the credential
program.
4–6 Mills course credits from the following:
EDUC 207A/B Inquiry into the Teaching
Process: Practice into Theory (1; 1)
EDUC 293A/B Graduate Seminar: Research
in Education (1; 1)
Recommended:
EDUC 201 Social Foundations of Education (1)
EDUC 202 Teaching for Diversity (1)
EDUC 203 Public Policy: Children, Youth, and Family Issues (1)
EDUC 246 Working with Families and the Community (.5)

Note: Other courses may be chosen from the Mills curriculum, in consultation with the program advisor, to meet individual academic goals.

Credential Programs

Special Admission and Program Requirements
Mills credential programs constitute the first year of the MEET or ECE master’s programs. Upon the successful completion of the credential year, students will be eligible to obtain a preliminary credential and begin teaching. Since the Mills teacher preparation program is approved by the Commission on Teacher Credentialing for course work and training leading to California teaching credentials and is designed as a post-baccalaureate and graduate degree program, in addition to the regular graduate admission requirements, all teacher credential applicants are required to:

• pass the California Basic Educational Skills Test (CBEST);
• demonstrate subject matter competence by one of the state-approved criteria as described in the next paragraph (except the early childhood special education credential);
• provide documentation of 40 hours of work with children or youth;
• submit an autobiographical statement of purpose;
• participate in an admission interview scheduled and conducted by the School of Education; and
• submit three letters of recommendation, at least one of which should be an academic recommendation.*

Credential applicants must provide evidence of an approved waiver or pass the California Subject Examinations for Teachers (CSET). These passing scores are required to be on file in the School of Education before an applicant may be placed as a student teacher in a public school.

Information and application forms for the CSET are available from the School of Education, the Office of Graduate Studies, and from www.cset.nesin.com.

Applicants to a teacher preparation program should have a GPA of 3.0 or above. A student with an exceptional background may appeal for special consideration.

An interview with faculty in the School of Education will be scheduled after all application materials are received. After admission to the teacher credential program, before the beginning of the fall semester, each teacher credential candidate must:

• file with the state for a certificate of clearance, including fingerprinting; and
• present evidence of a current clear tuberculosis test to be kept on file in the Mills School of Education.

These are state requirements for the protection of children and for public safety.

Making a Full-Time Commitment
The credential program requires a full-time commitment to professional teacher preparation on the part of each candidate. Student days are full, from early morning until late afternoon, with classes and meetings on campus, observation in classrooms, and student teaching assignments, which begin when schools open in September and continue through the closing of schools in June. We advise against working outside the program if at all possible.

Financial Aid
The School of Education offers departmental assistance to as many students as possible. Special funds have been sought to support teacher preparation. These funds are limited, but are stretched as far as possible among outstanding candidates with financial need.

Loan forgiveness programs are also available to teacher credential candidates, and information regarding these programs can be obtained by contacting the M Center/Financial Aid.

Credential Advising
The coordinator of teacher education is available for consultation on general and individual questions related to becoming a credentialed teacher. She can assist students in completing forms and filing for the certificate of clearance.

*Under an articulation agreement between Mills College and California College of the Arts (CCA), graduates of CCA's Subject Matter in Art (SMART) program are only required to submit one letter of recommendation from the director or faculty of the SMART program.
Special Requirements for All California Teaching Credentials, including the Early Childhood Special Education Specialist Credential

In addition to the requirements for specific credential programs, the following are required for all teacher candidates before a preliminary credential may be obtained:

- Completion of a requirement for knowledge of the U.S. Constitution, either by college course work, by an examination offered at other institutions, or through the naturalization process for U.S. citizenship.
- A valid certification for community CPR (i.e., infants, children, and adults). To remain valid, the certification must be renewed annually; therefore, it is recommended that candidates take this course, offered by the Red Cross or through adult education classes, either the summer before becoming a credential candidate or during the year at Mills.

Teachers for Tomorrow’s Schools (TTS)

This program encompasses both multiple subjects (elementary) and single subjects (secondary) in a core program with separate sections for elementary and secondary teacher credentials.

Developmental Perspectives in Teaching (DPT)

Multiple Subjects Credential with an Early Childhood Emphasis

This credential program prepares one to teach in any self-contained K–12 classroom. This work is completed in conjunction with an early childhood master’s degree either in early childhood education or child life.

Required:

EDUC 236 Development and Learning in Young Children (.5)
EDUC 246 Working with Families and the Community (.5)
EDUC 260 History and Theories of Play in Human Development, Culture, and Education (.5)
EDUC 300A/B Curriculum and Instruction in the Elementary School (1; 1)
EDUC 303 Mathematics in the Elementary School (1)
EDUC 313 Introduction to Computers in Education (.5)
EDUC 347A/B Introduction to the Profession of Teaching Diverse Learners (.5; .5)
EDUC 348 Building Structures for Equity, Excellence, and Access (1)
EDUC 352 English Language Development and Content Instruction Methods—Multiple Subject (1)
EDUC 373A/B Student Teaching in the Elementary School (1–3; 1–3)
EDUC 379 Teaching Language Arts and Literature in the Primary Grades (1)
EDUC 380 Teaching Reading and Language Arts in the Elementary School (1)

Note: See Master of Arts in Education with an Emphasis in Early Childhood Education section for additional course work.

Note: With regard to the core courses for the MA in education with an emphasis in early childhood education, students enrolled in ECE/DPT are not required to take EDUC 234.

Multiple Subjects Credential

This credential authorizes one to teach in any self-contained K–12 classroom, but is recommended for those interested in teaching grades K–6.

Required:

EDUC 236 Development and Learning in Young Children (.5)
EDUC 300A/B Curriculum and Instruction in the Elementary School (1; 1)
EDUC 303 Mathematics in the Elementary School (1)
EDUC 313 Introduction to Computers in Education (.5)
EDUC 347A/B Introduction to the Profession of Teaching Diverse Learners (.5; .5)
EDUC 348 Building Structures for Equity, Excellence, and Access (1)
EDUC 352 English Language Development and Content Instruction Methods—Multiple Subject (1)
EDUC 373A/B Student Teaching in the Elementary School (1–3; 1–3)
EDUC 379 Teaching Language Arts and Literature in the Primary Grades (1)
EDUC 380 Teaching Reading and Language Arts in the Elementary School (1)

Single Subject Credential: Art, English, or Social Studies

This credential program prepares one to teach art, English, or social studies in grades 6–12.

Required:

EDUC 239 Development and Learning in Adolescents (1)
EDUC 301A/B Curriculum and Instruction for Secondary Teachers (1; 1)
EDUC 313 Introduction to Computers in Education (.5)
EDUC 347A/B Introduction to the Profession of Teaching Diverse Learners (.5; .5)
EDUC 348 Building Structures for Equity, Excellence, and Access (1)
EDUC 353 English Language Development and Content Instruction Methods—Single Subject (1)
EDUC 385A/B Student Teaching in the Secondary School (1–3; 1–3)
EDUC 389 Teaching Reading and Writing in the Secondary Schools (.5)

Plus one additional course from your subject area or an upper-level language course.

Midcareer Math and Science (MCMS)

This credential program authorizes one to teach mathematics, life sciences, or physical sciences in grades 6–12.

Required:
EDUC 239 Development and Learning in Adolescents (1)
EDUC 305A/B Curriculum and Instruction for Secondary Math and Science Teachers (1; 1)
EDUC 347A/B Introduction to the Profession of Teaching Diverse Learners (.5; .5)
EDUC 348 Building Structures for Equity, Excellence, and Access (1)
EDUC 353 English Language Development and Content Instruction Methods—Single Subject (1)
EDUC 385A/B Student Teaching (1–3; 1–3)
EDUC 389 Teaching Reading and Writing in the Secondary Schools (.5)

Two of the following:
EDUC 393 Topics in Chemistry (.5)
EDUC 394 Topics in Mathematics (.5)
EDUC 395 Topics in Biology (.5)
EDUC 396 Topics in Physics (.5)

Educational Leadership Programs

Mills College offers graduate programs leading to the California administrative services credential (ASC), master’s of arts in education (MA) degree, and doctor of education (EdD) degree.

The program emphasizes the preparation of educational leaders with the knowledge, skills, and commitment needed to transform organizations and institutions in order to create conditions for optimal learning. The Educational Leadership Program seeks individuals with capacity, passion, and purpose who can envision and implement changes to improve our educational system or related social institutions.

Prerequisites:
All graduate programs in educational leadership require a personal statement of purpose, three letters of recommendation, and official transcripts of undergraduate and graduate work. In addition, admission to the ASC program requires three years of teaching experience and completion of the CBEST. Complete information about requirements is contained in the graduate admission application packet, available from the Office of Graduate Studies.

Administrators for Tomorrow’s Schools Master’s Degree in Educational Leadership

Required:
A total of 12 Mills credits (48 semester units) are required to earn the MA in educational leadership. Most courses offered through the educational leadership program may be applied to the MA and the course of study will be determined by a student in partnership with her/his Mills faculty advisor. Credits earned toward the preliminary ASC may be applied to the MA, and MA course work may be applied toward the EdD.

California Administrative Services Credential (ASC)

Professional educators can earn both the preliminary ASC (Tier I) as well as the professional ASC (Tier II).

Required, Tier I:
EDUC 401 The Principalship (1)
EDUC 403 Administrative Leadership: Theory, Concepts, and Practice (1)
EDUC 404 Instructional Leadership (1)
EDUC 406 Fiscal and Business Services (.5)
EDUC 407 Human Resource Management (.5)
EDUC 409 Field Experience (1)
EDUC 412 School Law and Public Policy (.5)
EDUC 446 Working with Families and the Community (1)

Required, Tier II:
Students enroll in EDUC 417A/B Individualized Professional Development Plan. In addition, students receive field supervision.

Doctor of Education (EdD)

Designed for accomplished practitioners, the doctoral program prepares individuals for professional leadership positions within the educational system and related organizations. The program requires the equivalent of three full years of course work, followed by the doctoral dissertation. Applicants may petition for transfer of some relevant prior graduate-level work.
Required:
Completion of the EdD requires a total of 20 Mills credits. Students who are admitted to the program may petition for transfer of some relevant prior graduate-level work. Upon admission to the program, each student develops a sequence of study in consultation with the academic advisor. This sequence will include core courses related to the theory and practice of leadership, a required set of courses in research methods and an area of specialization, and completion of the doctoral dissertation.

The required courses in research methods and specialization include the following and are listed in order of sequence:

- EDUC 425 Introduction to Research Design (1)
- EDUC 413 Qualitative Methods (1)
- EDUC 414 Quantitative Methods (1)
- EDUC 497 Directed Reading for Dissertation (.5–1)
- EDUC 434 Research Methods: Proposal Design and Development I (1)
- EDUC 435 Research Methods: Proposal Design and Development II (1)

The remainder of the courses may be chosen, with the approval of the advisor, from the courses listed above for the preliminary ASC (with the exception of EDUC 409) and from the following list:

- EDUC 402 Teaching for Diversity (1)
- EDUC 419 Educational Technology and Information Systems (.5)
- EDUC 421A Inquiry into Leadership: Practice into Theory I (1)
- EDUC 421B Inquiry into Leadership: Practice into Theory II (1)
- EDUC 423 Educational Leadership and Public Policy (.5)
- EDUC 424 Educational Program Evaluation (1)
- EDUC 426 Ethical and Moral Considerations in Educational Leadership (.5)
- EDUC 428 Organizational Development and School Improvement (1)
- EDUC 432 Curricular Leadership (1)

With the approval of the advisor, appropriate courses from other departments may also be included in the doctoral program.

Courses

EDUC 201 (101) Social Foundations of Education (1)
Overview of the historical, philosophical, and social influences shaping educational practices, beliefs, and goals through history, from the Greeks to the present, focusing on major historical events and selected educational reformers. This course (or an approved equivalent) is required for all credential candidates who earn master’s degrees, and is strongly recommended for students in early childhood education. It is also recommended for all Mills students who are interested in schools and their role in society. Fall

Instructor(s): Staff.

EDUC 202 (102) Teaching for Diversity (1)
Emphasizes the effects of cultural, racial, gender, and social class influences on what children learn and how they are taught. Spring

Instructor(s): Jane Bowyer.

EDUC 203 (103) Public Policy: Children, Youth, and Family Issues (1)
Provides an overview of theory and trends in public policy and federal programs affecting services for children and families. Examination of the networks of agencies, the legislative maze and process at both state and federal levels, advocacy and lobbying, and ways of identifying sources of funding in both the public and private sectors. Spring

Instructor(s): Delaine Eastin.

EDUC 207A Inquiry into the Teaching Process: Practice into Theory (1)
EDUC 207A is the first semester of the core course for the second year of the Master’s in Education with an Emphasis in Teaching (MEET) Program. Drawing on the collective experiences of the teacher/learners in the class, a body of scholarship and writing of other practicing teachers, and the research literature of the university scholarly community, students hone their inquiry skills to collectively examine the phenomena of teaching and learning in urban school settings. Fall

Instructor(s): Anna Richert.
Letter grade only.

Note(s): Must be a candidate for the MA in education with emphasis in teaching (MEET) or consent of the instructor.
EDUC 207B Inquiry into the Teaching Process: Practice into Theory (1)
EDUC 207B is the second semester of the two-semester core class for MEET students. Continuing in the tradition of their first semester work, students study current research on urban school teaching as they hone their skills of applying theory to understand and challenge their practice. In a similar fashion, they also work to hone their skills of drawing on instances of practice to challenge and better understand current educational theory. Spring
Instructor(s): Anna Richert.
Instructor consent required.
Letter grade only.
Prerequisite(s): EDUC 207A.
Note(s): Must be a candidate for the MA in education with emphasis in teaching (MEET) or consent of the instructor.

EDUC 214 (114) Diversity in Children with Special Needs: Cultural and Family Systems (.5)
This course examines the significance of cultural values, traditions, and practices in childrearing, health, and education for young children at risk and with special needs. Understanding the special needs of children in a multicultural society requires knowledge of child development including expertise on a wide range of biomedical factors affecting the special-needs child. Equally important is knowledge of and sensitivity to family culture and the ability to communicate with children and parents from diverse cultures. Spring
Instructor(s): Staff.
Note(s): Meets the state requirements for early childhood special education certification.

EDUC 231 Assessment and Intervention for Children with Special Needs (1)
Provides an overview of early childhood special needs assessment and intervention strategies. A variety of assessment techniques used in early childhood developmental diagnosis and program planning are included, along with demonstrations of the assessment tools and techniques, and models of planning individual programs for young children at risk in collaboration with families and community agencies. Spring
Instructor(s): Linda Perez.
Instructor consent required.
Prerequisite(s): EDUC 255 and EDUC 258.

EDUC 233 (133) Curriculum and Environments in Early Childhood Education Programs (1)
Curriculum to facilitate age-appropriate learning in each area of development. Creative, thoughtful use of space and appropriate equipment and activities will be evaluated and explored. The creation and use of infant and toddler outdoor play areas as an extension of the classroom and how to create age-appropriate constructive and purposeful yard spaces for the preschool child will be discussed. Fall
Instructor(s): Staff.
Instructor consent required.
Letter grade only.
Prerequisite(s): EDUC 234.
Note(s): Open to majors and graduate students in child development.

EDUC 234 Research Methodology for Observing Children (.5)
Focus on systematic techniques of observation and interpretation of children’s behavior and development. Four hours of observation laboratory required weekly in the Children’s School. Fall
Instructor(s): Jane Bowyer.
Prerequisite(s): PSYC 140.

EDUC 236 Development and Learning in Young Children (1)
Overview of developmental processes related to planning educational programs for the preschool- and elementary-school-aged child, with an emphasis on cognitive development. Implications of physical, cognitive, affective, and social development will be studied. Techniques for assessing individual development within clinical and classroom settings will be discussed and tried. Theories of development, particularly those of Piaget and Vygotsky, will be considered in light of educational issues such as developmental, cultural, socioeconomic, and linguistic differences. Fall
Instructor(s): Linda Kroll.
Instructor consent required.
Note(s): Must be enrolled in the credential or MA in Education Program.

EDUC 237 Child Language Acquisition (.5)
Theories and research on the stages of child language acquisition, first and second language learning, the relationship between language and cognition, and (briefly) the relationship between the development of oral and written language. Students will complete mini research projects in one of these areas. Fall
Instructor(s): Staff.
Offered in 2008–09 and then every other year.
EDUC 238 Social, Emotional, and Moral Development and Learning (.5)

Theories and research on children’s social, emotional, and moral development and its relation to school learning. Students will complete mini research projects in relation to one of these areas. **Spring**

*Instructor(s): Linda Perez.*
*Instructor consent required.*
*Prerequisite(s): PSYC 140.*

EDUC 239 Development and Learning in Adolescents (1)

Overview of developmental processes related to planning educational programs for the junior and senior high school student. Implications for the physical, cognitive, affective, and social growth characteristics of adolescents, and techniques and materials for assessing individual development studied. Reviews health-related issues with implications for educators, professionals in the field of health and child welfare, and parents. Health curricula for children and adolescents examined. Community health resources most frequently utilized by educators and families identified. **Fall and Spring**

*Instructor(s): Anna Richert.*
*Note(s): Must be enrolled in a credential program.*

EDUC 242 (142) The Hospitalized Child (1)

Consideration of special problems arising through hospitalization of children from infancy through adolescence. Designed for, but not limited to, the student interested in a career as a child life specialist. Developmental perspective used has applicability for understanding children’s responses to other critical experiences. Course includes fieldwork in hospitals, clinics, or community agencies. **Fall**

*Instructor(s): Linda Perez.*
*Instructor consent required.*
*Prerequisite(s): PSYC 140.*

EDUC 246 Working with Families and the Community (.5)

This course will prepare educators to be culturally responsive professionals. Students will explore what a community is, how it functions, its role in education, and how to develop strategies for building community within institutions supporting the care, education, and development of youth. Students will develop practical communication skills that will enhance their ability to work with all members of the community toward the education of children and youth. **Spring**

*Instructor(s): Staff.*
*Letter grade only.*

EDUC 250 Thesis for the Degree of Master of Arts in Education (1)

**Fall and Spring**

*Instructor(s): Staff.*
*Letter grade only.*

EDUC 252 Supervision of Adults in Children’s Programs (.5)

Presents processes necessary for supervising adult staff in children’s centers including administration and selection of staff, program planning, team building, implementation strategies, training, evaluation, and feedback as elements of effective supervision. Supervision of professional staff, paraprofessionals, parents, and volunteers of different ages and backgrounds. Theories of organizations and literature on effective leadership in organizations. Communication styles appropriate for different purposes and populations will be explored using theory, case studies, and on-site practica. **Fall**

*Instructor(s): Jane Bowyer.*
*Instructor consent required.*
*Letter grade only.*
*Prerequisite(s): EDUC 253.*

EDUC 253 (153) Administering Early Childhood Programs (.5)

Legal, ethical, and practical problems included in establishing, supervising, and directing preschools, day-care facilities, and other educational programs for young children. Work with parents, paraprofessionals, and professional teams. Project proposals, budgets, and professional reports. **Fall**

*Instructor(s): Staff.*

EDUC 254 (154) Medical Information: Children in Hospitals and Clinics (.5)

Medical and physiological details of the chronic and acute illnesses for which children are hospitalized, as well as the attendant diagnostic and treatment procedures, defined and discussed with a view toward better understanding the impact of the experiences on children. **Fall**

*Instructor(s): Staff.*
*Prerequisite(s): EDUC 242, PSYC 140, or declared pre-health science majors with consent of instructor.*

EDUC 255 (155) Children with Special Needs: Infants and Young Children (1)

Focus on special education issues that arise in teaching infants and young children. The course examines both diagnosis and identification of special needs and remediation and support available in child care, schools, and hospitals. **Fall**

*Instructor(s): Linda Perez.*
*Prerequisite(s): PSYC 140 or equivalent, or instructor consent required.*
EDUC 256 (156) Topics in Child Health and the Exceptional Child (.5)
Selected issues and social problems influencing contexts of healthcare in pediatrics. Hospital organizations; perspectives of professionals in children’s healthcare; social dimensions in prematurity, chronic illness, and adolescent health problems; community interactions associated with pediatric AIDS; and ethnic issues in children’s medical experiences are included for examination. A review of health-related issues and problems with implications for educators, professionals in the field of health and child welfare, and parents. Exemplary health curricula for children and adolescents are critically examined. Community health resources most frequently utilized by educators and families will be identified. **Spring**
*Instructor(s): Staff.*
Letter grade only.
*Prerequisite(s): EDUC 242.*

EDUC 258 (158) Early Childhood Curricula for Children with Special Needs (.5)
Describes major curriculum models developed for preschool special education. It provides a review of developmental, learning, and behavioral characteristics of young children (three to five years) with special needs in the context of early intervention strategies that facilitate optimal development and learning in the least restrictive environment. Includes specific topics such as the development of early literacy and preacademics, multicultural education for preschool children, interagency coordination, collaboration with families, and developmentally appropriate practice adapted for children with disabilities. **Spring**
*Instructor(s): Staff.*
Letter grade only.
*Prerequisite(s): EDUC 255.*

EDUC 260 History and Theories of Play in Human Development, Culture, and Education (.5)
A study of theories of play in historical and contemporary perspectives, including explanations of play in human and animal behavior and the relationships of play to child development and cultural values. Issues about play and learning in childhood are explored through research, reading, and observation of children at play. Anthropology, psychology, sociology, and education are used as interdisciplinary sources for study and discussion. **Fall**
*Instructor(s): Staff.*
Letter grade only.

EDUC 261 (161) Interpersonal Communication (1)
This course focuses on the theory and practice of dyadic communication, reduction of defensive climates as a means of facilitating effective communication, the role of communication in establishing and maintaining organizational cultures, and multicultural communication issues. Special emphasis on perception, interpersonal dynamics, conflict resolution, active listening skills, and verbal and nonverbal communication. **Spring**
*Instructor(s): Staff.*
Letter grade only.

EDUC 263 Administrative Practicum in Early Childhood Programs (.5–1)
Teaching and administrative experiences in preschool and primary grades or healthcare settings. **Fall**
*Instructor(s): Linda Perez.*
This course may be taken two times.

EDUC 273A (173A) Field Experience in Child Life in Hospitals (1)
Students work in a hospital or clinic child life program or in a community agency serving children. Supervision is provided by the hospital staff or by agency staff and Mills faculty. **Fall**
*Instructor(s): Staff.*
*Prerequisite(s): EDUC 242.*
*Note(s): Open to child life graduate students only.*
*Fieldwork hours individually arranged with hospital placement; time required varies according to credit received.*

EDUC 273B (173B) Field Experience in Child Life in Hospitals (1)
Students work in a hospital or clinic child life program or in a community agency serving children. Supervision is provided by the hospital staff or by agency staff and Mills faculty. **Spring**
*Instructor(s): Linda Perez.*
*Prerequisite(s): EDUC 242.*
*Note(s): Open to child life graduate students only.*
*Fieldwork hours individually arranged with hospital placement; time required varies according to credit received.*

EDUC 275A Field Experience in Early Childhood Special Education or Infant Mental Health (1)
Graduate students who are working on their early childhood special education specialist credential will work in early intervention and preschool placements under the supervision of school staff and a Mills supervisor. Hours of seminar are arranged with the Mills supervisor. **Fall**
*Instructor(s): Staff.*
EDUC 275B Field Experience in Early Childhood Special Education or Infant Mental Health (1)
Graduate students who are working on their early childhood special education specialist credential will work in early intervention and preschool placements under the supervision of school staff and a Mills supervisor. Hours of seminar are arranged with the Mills supervisor. Spring
Instructor(s): Staff.
Prerequisite(s): EDUC 275A.

EDUC 277 Special Education Pre-Induction Seminar (.25)
This course discusses and integrates the core academic and non-college activities to be taken under the Professional Level II early childhood special education specialist credential. Students meet with the College advisor and support provider to develop a professional induction plan that outlines specific course work, individual performance goals, and professional non-college activities. Fall and Spring
Instructor(s): Linda Perez.
Instructor consent required.
Letter grade only.
Limit seven students.

EDUC 278 Special Education Post-Induction Seminar (.25)
This course is the final process in obtaining the Professional Level II early childhood special education specialist credential. Students meet with the College advisor and the field support provider to evaluate the completion of the professional induction plan and the credential program. Fall and Spring
Instructor(s): Linda Perez.
Instructor consent required.
Letter grade only.
Limit seven students.

EDUC 280 (180) Special Topics in Education (1)
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff.

EDUC 290 Advanced Seminar in Child Development (1)
Advanced seminar in theories of child development and the application of developmental theory to early childhood educational practice. Fall
Instructor(s): Linda Kroll.
Note(s): Limited to child development graduate students.
This course may be taken two times.

EDUC 291A Theory and Practice of Early Childhood Education (1–1.5)
First of a two-semester series. Survey of theoretical bases of early childhood curriculum, examination of current practices, and application of theory through participation in a teaching team under the supervision of the professional staff in the Children’s School. Three half-days each week with daily sessions critiquing practice and a weekly seminar on the theoretical foundations. Fall
Instructor(s): Staff.
Prerequisite(s): EDUC 134.
Note(s): Arrangements must be made in the spring prior to enrollment.

EDUC 291B Theory and Practice of Early Childhood Education (1–1.5)
Continuation of first semester course. Survey of theoretical bases of early childhood curriculum, examination of current practices, and application of theory through participation in a teaching team under the supervision of the professional staff in the Children’s School. Three half-days each week with daily sessions critiquing practice and a weekly seminar on the theoretical foundations. Spring
Instructor(s): Staff.
Prerequisite(s): EDUC 291A or permission of instructor.
Note(s): Arrangements must be made in the fall prior to enrollment.

EDUC 293A Graduate Seminar: Research in Education—MEET (1)
Review and critical analysis of current educational research. Includes reviewing pertinent literature and designing a master’s research project to be submitted for approval by the Committee for Protection of Human Subjects. This course is the first in the two-course research series EDUC 293A and EDUC 293B. Fall
Instructor(s): Anna Richert.
Note(s): Required for MEET candidates. Other students may take the course with the approval of the instructor and the department.

EDUC 293B Research Seminar—MEET (1)
Through a combination of lectures, demonstrations, hands-on exercises, and workshops, this course, the second in the master’s degree research project sequence for MEET students, provides the continued support and guidance necessary to complete their master’s degree research projects. This course is a continuation of EDUC 293A. Spring
Instructor(s): Anna Richert.
Note(s): Required for MEET candidates. Other students may take the course with the approval of the instructor and the department.
EDUC 294A Graduate Seminar: Research in Education—ECE (1)
Review and critical analysis of current educational research. Includes designing and, where appropriate, initiating a pilot research study. This course is the first in the two-course research series EDUC 294A and EDUC 294B. There are two sections of EDUC 294A: section one is for ECE/DPT and SPED students; section two is for child life and ECE students. Fall
Instructor(s): Jane Bowyer.
Note(s): For ECE and education graduate students. Other students may take the course with special approval of the instructor and the department. Offered in two sections: section one is for ECE/DPT and SPED students; section two is for child life and ECE students.

EDUC 294B Research Seminar—ECE (1)
Through a combination of lectures, demonstrations, hands on exercises, and workshops, this course, the second in the master’s degree research project sequence for ECE/DPT, SPED, and child life students, provides the continued support and guidance necessary to complete their master’s degree research projects. This course is a continuation of EDUC 294A. There are two sections of EDUC 294B. Section one is for ECE/DPT and SPED students; section two is for child life and ECE students. Spring
Instructor(s): Jane Bowyer, Staff.
Note(s): For ECE and education graduate students. Other students may take the course with special approval of the instructor and the department. Offered in two sections: section one is for ECE/DPT and SPED students; section two is for child life and ECE students.

EDUC 300A Curriculum and Instruction in the Elementary School (1)
EDUC 300A and 300B present an overview of curriculum and instruction issues for all elementary credential candidates. Fall: general approaches to classroom management, lesson planning, and methods of teaching and assessment in diverse settings are considered through the lenses of equity and social justice. Spring: these ideas are applied to specific areas—social studies, science, art, music, drama, and physical education. Review of health-related issues, including mainstreaming, are examined throughout the year. Fall
Instructor(s): Vicki LaBoskey.
Letter grade only.
Prerequisite(s): EDUC 300A.
Note(s): Only offered to credential students enrolled in our elementary credential program.

EDUC 300B Curriculum and Instruction in the Elementary School (1)
EDUC 300A and 300B present an overview of curriculum and instruction issues for all elementary credential candidates. Fall: general approaches to classroom management, lesson planning, and methods of teaching and assessment in diverse settings are considered through the lenses of equity and social justice. Spring: these ideas are applied to specific areas—social studies, science, art, music, drama, and physical education. Review of health-related issues, including mainstreaming, are examined throughout the year. Spring
Instructor(s): Vicki LaBoskey.
Letter grade only.

EDUC 301A Curriculum and Instruction for Secondary Teachers (1)
The first of a two-semester series. Provides core instructional component for secondary credential candidates in art, English, and social studies. Includes overview of issues of curriculum and instruction for secondary classrooms. Structure of knowledge in content areas as basis for understanding curricular planning as student-teacher considers what and how to teach, and for what reasons. Other topics include instructional/classroom management strategies, planning and assessment, and mandated state and local frameworks for secondary subjects. Fall
Instructor(s): Staff.
Letter grade only.

EDUC 301B Curriculum and Instruction for Secondary Teachers (1)
The second of a two-semester series. Provides core instructional component for secondary credential candidates in art, English, and social studies. Includes overview of issues of curriculum and instruction for secondary classrooms. Structure of knowledge in content areas as basis for understanding curricular planning as student-teacher considers what and how to teach, and for what reasons. Other topics include instructional/classroom management strategies, planning and assessment, and mandated state and local frameworks for secondary subjects. Spring
Instructor(s): Staff.
Letter grade only.
Prerequisite(s): EDUC 301A.
EDUC 303 Mathematics in the Elementary School (1)
This course is designed to familiarize students with current recommendations from recent research, the state of California, and other experienced educators on the content of elementary school mathematics and on the strategies for the teaching of that content to diverse populations of students. **Spring**
Instructor(s): Ruth Cossey.
Note(s): Teacher credential student or permission of instructor.

EDUC 305A Instruction for Secondary Math and Science Teachers (1)
Two semester-long courses provide core instructional component for secondary math and science credential candidates. Includes an overview of issues of curriculum and instruction for secondary classrooms. Structure of knowledge in content areas is used as basis for understanding curricular planning as the student-teacher considers what and how to teach, and for what reasons. Also includes instructional/classroom management strategies, planning, technology, assessment for secondary classrooms, and mandated state and local frameworks for secondary subjects. **Fall**
Instructor(s): Ruth Cossey.

EDUC 305B Teaching Methods for Integrated Secondary Science and Math Instruction (1)
The second of a two-semester series demonstrates approaches to and materials for the activity-oriented interdisciplinary teaching of science and mathematics. Students will be required to design and implement lessons in their student teaching assignments that manifest techniques and approaches shown. California Science and Mathematics Frameworks and adolescent cognition theories will help students assess effectiveness of their teaching and curriculum. **Spring**
Instructor(s): Ruth Cossey.
Instructor consent required.
Letter grade only.
Prerequisite(s): EDUC 305A.

EDUC 313 Introduction to Computers in Education (.5)
Study of development and learning used to analyze issues and trends in applying computers to public school disciplines. Course provides students in credential programs experience in using databases, spreadsheets, and word processing for classroom record keeping, curriculum development, and assignment and test question preparation. Students will explore and evaluate software currently available for use in developing student skills or enhancing education through use of simulations or experiments in different academic and vocational disciplines taught in schools. **Fall**
Instructor(s): Staff.
Instructor consent required.

EDUC 347A Introduction to the Profession of Teaching Diverse Learners (.5)
This course provides an overview of the issues and dilemmas facing educators and the profession of teaching. The course is designed to assist students in making the transition from student to teacher by examining in depth their assumptions about teaching, learning, and schooling. The course focuses considerable attention on the moral and ethical dimensions of the teacher’s work, and on the complexities of teaching in settings characterized by diversity. **Fall**
Instructor(s): Anna Richert.

EDUC 347B Issues in Education: An Introduction to the Profession of Teaching (.5)
A continuation of EDUC 347A provides an overview of the issues and dilemmas facing educators and the profession of teaching. The course is designed to assist students in making the transition from student to teacher by examining in depth their assumptions about teaching, learning, and schooling. The course focuses considerable attention on the moral and ethical dimensions of the teacher’s work, and on the complexities of teaching in settings characterized by diversity. **Spring**
Instructor(s): Anna Richert.
Instructor consent required.
Prerequisite(s): EDUC 347A or by consent of instructor.

EDUC 348 Building Structures for Equity, Excellence, and Access (.5)
A laboratory workshop to accompany EDUC 347A. The purpose of this laboratory is to explore issues involved in becoming a teacher-leader for educational equity. This course will have students examine personal, interpersonal, and institutional impacts of the intersection of oppressions surrounding race, ethnicity, language, gender, and class. The central question for the course is, how can we teach each child well in a racist society? **Fall**
Instructor(s): Ruth Cossey.
Letter grade only.
Offered 2007–08.
Note(s): Open only to teachers for tomorrow’s schools students.
Must be taken with: EDUC 347A.
EDUC 352 English Language Development and Content Instruction Methods—Multiple Subjects (1)
An exploration of teaching practice for multiple subject preservice teachers of English learners that is informed by relevant second language acquisition theory and research. Through demonstrations and analyses of tasks associated with the teaching of listening, speaking, reading, and writing skills as well as readings, in-class discussions, and lectures, students will develop not only the pedagogical skills but also the theoretical expertise needed to teach both English and subject-matter content to English-language learners. Fall Instructor(s): Tomás Galguera. Instructor consent required. Letter grade only.

EDUC 353 English Language Development and Content Instruction Methods—Single Subject (1)
An exploration of teaching practice for single subject preservice teachers of English learners that is informed by relevant second language acquisition theory and research. Through demonstrations and analyses of tasks associated with the teaching of listening, speaking, reading, and writing skills as well as readings, in-class discussions, and lectures, students will develop not only the pedagogical skills but also the theoretical expertise needed to teach both English and subject-matter content to English-language learners. Spring Instructor(s): Tomás Galguera. Instructor consent required. Letter grade only.

EDUC 379 Teaching Language Arts and Literature in the Primary Grades (1)
Approaches to reading instruction in the primary grades will be studied, including development of oral language and listening comprehension as a basis for learning to read. Techniques for assessment of individual progress in the reading process will be used. A wide variety of literature for children will be explored. Awareness of, and planning for, cultural, linguistic, and ethnic diversity as well as for children with special needs will be stressed. Fall Instructor(s): Linda Kroll.

EDUC 380 Teaching Reading and Language Arts in the Elementary School (1)
Methods, materials for planning, evaluating instruction of language arts in the elementary school, including processes for development of reading, writing, listening, and oral language skills in children. Classroom organization, planning for small group and individual instruction in the classroom. Diagnostic techniques for assessing progress will be covered. Attention given to techniques for teaching reading and language arts for student use in different contexts. Appreciation for cultural and linguistic diversity and importance in language arts instruction emphasized. Spring Instructor(s): Linda Kroll.

EDUC 385A Student Teaching in the Secondary School (1–3)
First part of a two-semester fieldwork sequence for secondary credential students. The introduction to classroom teaching responsibility begins during the fall semester with observation, individual tutoring, small group leadership, and team teaching. By the end of the first semester the student-teacher assumes full responsibility for a unit of classroom instruction. Team teaching, observation, and assistance in additional classes may also be part of fieldwork. Fall Instructor(s): Ruth Cossey, Tomás Galguera.

EDUC 385B Student Teaching in the Secondary School (1–3)
Part two of a two-semester fieldwork sequence for secondary credential students. The introduction to classroom teaching responsibility continues during the spring semester with the student-teacher assuming full responsibility for a minimum of one unit of classroom instruction. Team teaching, observation, and assistance in additional classes are also part of the fieldwork experience during the spring. Spring Instructor(s): Ruth Cossey, Tomás Galguera. Prerequisite(s): EDUC 385A.
EDUC 389 Teaching Reading and Writing in the Secondary Schools (.5)  
Application of theory and methods of instruction to improve reading and writing skills in middle school and high school. Consideration of problems in reading and writing about specific content areas, assessment and remediation of students with limited literacy skills, enhancement of the literacy skills of gifted and talented students, and techniques for improving the literacy of students for whom English is a second language. **Fall**  
Instructor(s): David Donahue.  
Letter grade only.

EDUC 393 Topics in Chemistry (.5)  
A survey of recent major developments in chemistry. Designed to provide a background for teaching in the secondary school. **Fall and Spring**  
Instructor(s): Staff.

EDUC 394 Topics in Mathematics (.5)  
A survey of recent major developments in mathematics. Designed to provide a background for teaching in the secondary school. **Fall and Spring**  
Instructor(s): Barbara Li Santi.

EDUC 395 Topics in Biology (.5)  
A survey of recent major developments in biology. Designed to provide a background for teaching in the secondary school. **Fall and Spring**  
Instructor(s): Staff.

EDUC 396 Topics in Physics (.5)  
A survey of recent major developments in physics. Designed to provide a background for teaching in the secondary school. **Fall and Spring**  
Instructor(s): David Keeports.

EDUC 398 Teaching Methods for Integrated Secondary Science and Mathematics Instruction (1)  
Various approaches to and materials for the activity-oriented interdisciplinary teaching of science and mathematics will be demonstrated. Students will be required to design and implement lessons in their student-teaching assignments that manifest techniques and approaches shown. California Science and Mathematics Frameworks and adolescent cognition theories will help students assess effectiveness of their teaching and curriculum.  
**Spring**  
Instructor(s): Ruth Cossey.  
Letter grade only.

EDUC 401 The Principalship (1)  
Core course for students seeking the administrative services credential (ASC). Along with study of the changing nature of leadership, students will examine the changing role and nature of the public school leader. Students will study and experience some key challenges of the job: leading faculty, parents, students, and other constituents toward leveraging the school’s resources and talents to the levels needed to create the optimum conditions for teaching and learning. **Spring**  
Instructor(s): Diane Ketelle.  
Letter grade only.  
Note(s): Only open to graduate students in educational leadership.

EDUC 402 Teaching for Diversity (1)  
Emphasizes the effects of cultural, racial, gender, and social class influences on what children learn and how they are taught. **Spring**  
Instructor(s): Jane Bowyer.

EDUC 403 Administrative Leadership: Theory, Concepts, and Practice (1)  
This course explores and reflects on various, sometimes contending, purposes of education. Related theories of leadership, strategies, and practices will be the basis for the development of a personal professional perspective, including a philosophy of education and leadership and a conception of the educational system. Draws from literature on leadership, management, organizational behavior, and systems analysis, along with other relevant studies. **Fall**  
Instructor(s): Delaine Eastin.

EDUC 404 Instructional Leadership (1)  
The course is designed to prepare administrators to lead faculties, staffs, and community members to informed and collaborative decisions about curriculum and instruction, consistent with constructivist learning theory and reflective practice. Students will study the history of curriculum development in the U.S.; contending philosophies and views on the purposes of education in American public schools; and current theories and principles regarding the design, implementation, and evaluation of curriculum and instruction for diverse learners. **Fall**  
Instructor(s): Diane Ketelle.
EDUC 406 Fiscal and Business Services (.5)
This course challenges the view that the primary role of business managers should be as guardians of budget limits. Instead, it explores the use of business services as a primary instrument for achieving school and district educational goals. Students will learn to assess the cost-effectiveness and cost-benefits of programs, and to coordinate, leverage, and converge resources toward creating optimum conditions for teaching and learning. **Summer**
Instructor(s): Staff.

EDUC 407 Human Resource Management (.5)
This course prepares future administrators with theory, knowledge, skills, and sensibilities to attract, select, and develop personnel; create policies and conditions to retain the best; and provide opportunities for their growth and advancement to enhance the quality of education for students. This course draws from the substantial literature on the management of human resources, organizational development, human relations, professional development, and other areas of study relevant to the purposes of this course. **Spring**
Instructor(s): Staff.

EDUC 409A Field Experience (1)
Places students in administrative settings to conduct projects, preferably collaboratively with a group of teachers who will provide them with leadership experiences where they can apply course work, including theory, concepts, and strategies. The intent is to enable the students to begin to develop competencies necessary to lead and manage an organization or group to attain its goals effectively, efficiently, and with integrity. **Fall**
Instructor(s): Staff.

EDUC 409B Field Experience (1)
Places students in administrative settings to conduct projects, preferably collaboratively with a group of teachers who will provide them with leadership experiences where they can apply course work, including theory, concepts, and strategies. The intent is to enable the students to begin to develop competencies necessary to lead and manage an organization or group to attain its goals effectively, efficiently, and with integrity. **Spring**
Instructor(s): Staff.

EDUC 412 School Law and Public Policy (.5)
This course is designed to develop students’ knowledge and understanding of the crucial role of the ethical and legal execution, formulation, and enforcement of policy in the successful management of schools and school systems. Students will review the California Educational Code, examples of school policies, and the administrator’s role in both executing and formulating policy. Emphasis will be placed on the interpretation of law in serving the educational interests of students and families. **Summer**
Instructor(s): Staff.

EDUC 413 Qualitative Methods (1)
As applications of inquiry in school settings require more holistic and site-specific research designs, this course prepares students’ use of qualitative research tools by introducing concepts of grounded theory and theoretical sensitivity in designing field methods. Fieldwork methods, strategies for qualitative observation, interviewing, and accurate and detailed field notes are included. Analysis strategies, case development, cross-case comparison, pattern matching, and theme mapping are used to illustrate ways of working with qualitative data. **Fall**
Instructor(s): Staff.

EDUC 414 Quantitative Methods (1)
This course introduces students to the application of quantitative methods in educational research. Major topics include formulation and testing of hypotheses, sampling, establishing validity and reliability, and instrumentation. Examples of various types of observation and survey instruments are used to illustrate the uses and limitations of such tools. The forms and uses of standard design (such as pre- and post-testing) and their applications to specific interventions or research questions are covered. **Spring**
Instructor(s): Joseph Kahne.

EDUC 417A Individualized Professional Development Plan (.5)
As required by the California Credential Accreditation Commission, candidates for the administration credential develop, in consultation with their advisor, an individualized professional plan that maps out course work as well as non-college experiences that lead to the development of required competencies. **Fall**
Instructor(s): Diane Ketelle.
Limit 15 students.
EDUC 417B Individualized Professional Development (.5)
As required by the California Credential Accreditation Commission, candidates for the administration credential, in consultation with their advisor, assess their learning of competencies identified in EDUC 417A. **Spring**
Instructor(s): Diane Ketelle.
Limit 15 students.

EDUC 419 Educational Technology and Information Systems (.5)
Technology is revolutionizing the organization and management of information that an organization needs to carry out its missions. Educational leaders need to know and be able to use technology for managing and designing educational systems. This course provides practical and experimental frameworks for applying technology to student and institutional needs. **Fall**
Instructor(s): Staff.
Letter grade only.

EDUC 421A Inquiry into Leadership: Practice into Theory I (1)
Introduces students to the theory and practice of action research, with a special focus on issues of leadership in education. Emphasis on designing and implementing an action research project related to one’s practice. **Fall**
Instructor(s): Diane Ketelle.
Letter grade only.

EDUC 421B Inquiry into Leadership: Practice into Theory II (1)
Continues the exploration of theoretical and practical issues in action research. Emphasis on the analysis of data and drawing conclusions leading to action for educational leadership. **Spring**
Instructor(s): Diane Ketelle.
Letter grade only.
Prerequisite(s): EDUC 421A.

EDUC 423 Educational Leadership and Public Policy (.5)
Federal, state, and local legislation as well as other forms of public policy determine the fiscal, programmatic, and operational constraints within which educational leaders strive to attain educational goals and serve their communities. Increasingly, educational administrators must learn and exercise political skills to influence, even formulate, policy supportive of their aims. This course examines the process and cases where superintendents, school board members, principals, and other educational leaders have influenced or initiated and moved policy through the political process. **Spring**
Instructor(s): Joseph Kahne.
Letter grade only.

EDUC 424 Educational Program Evaluation (1)
Students will study efforts of school systems to establish systems of accountability. In doing so, they will encounter and learn the uses and limitations of evaluation as an instrument of policy and for improving educational programs, as well as develop skills and awareness of the important role well-designed evaluation systems play in the operation of an effective educational institution. **Spring**
Instructor(s): Staff.
Letter grade only.

EDUC 425 Introduction to Research Design (1)
The course explores the challenges facing those working to design, implement, and evaluate educational policies and programs. Students will deepen their sense of the practical challenges of the policy process and their sense of the roles scholars have and can play in relation to these issues. Attention will also be paid to oral presentations of ideas and facilitation of classroom discussion. **Summer**
Instructor(s): Susan Christopher.

EDUC 426 Ethical and Moral Considerations in Educational Leadership (1)
This course is organized around the concept of education as a moral enterprise and of the role of educational leadership in modern society, and provides students with opportunities to examine their own values, beliefs, and attitudes in relationship to their leadership responsibilities and practice. Emphasis given to the exercise of leadership in the service of the school community. Presents various ethical frameworks and perspectives on ethics, including the importance of ethical principles in decision making. **Fall**
Instructor(s): Staff.
Letter grade only.

EDUC 428 Organizational Development and School Improvement (1)
Examines the application of organizational theory to school change and improvement. Presents views of organizations as rational, human, political, and symbolic systems and examines ways in which these conceptual frames shape the interpretation of events and experiences. Examines research on educational change and the implications for leaders. **Spring**
Instructor(s): Staff.
Letter grade only.
EDUC 432 Curricular Leadership (1)
This course focuses on the role of educational administrators as curriculum leaders. Emphasis is given to the concept of schools as communities of learners and to the use of inquiry as a basis for curriculum planning and development. Spring
Instructor(s): Staff.
Offered in 2008–09 and then every other year.
Note(s): Must be in the Educational Leadership Program.

EDUC 434 Research Methods: Proposal Design and Development I (1)
This course introduces students to the elements of a research/dissertation proposal. The course examines the importance of varied aspects of proposal design, including development of a research question and problem statement; identification and review of relevant literatures; formulation of conceptual frameworks; description and justification of research methods; and consideration of ethical research practices. Students will study these issues as they relate to proposal design in general and in relation to their specific research interests. Spring
Instructor(s): David Donahue.
Letter grade only.

EDUC 435 Research Methods: Proposal Design and Development II (1)
Focuses on refinement of research questions and conceptual frameworks, the use of literature to contextualize research questions, and advanced instruction on research methods. Supports students as they complete the doctoral qualifying exam, defend a dissertation research proposal, and gain approval for research from the Mills College Human Subjects Review Committee. Fall
Instructor(s): Sabrina Zirkel.
Letter grade only.
Prerequisite(s): EDUC 434.

EDUC 446 Working with Families and the Community (.5)
This course will prepare educators to be culturally responsive professionals. Students will explore what a community is, how it functions, its role in education, and how to develop strategies for building community within institutions supporting the care, education, and development of youth. Students will develop practical communication skills that will enhance their ability to work with all members of the community toward the education of children and youth. Spring
Instructor(s): Staff.
Letter grade only.

EDUC 450 Dissertation Research (.5–1)
The dissertation research course provides an opportunity for students who are working on their dissertations to receive ongoing support and guidance. Students are only eligible to enroll in this course once they have completed all their doctoral course work. Students must enroll in this course during the time they are working on their proposals and their dissertations. Students may take this course for up to six semesters. Fall and Spring
Instructor(s): David Donahue, Sabrina Zirkel.
Pass/No Pass only.
This course may be taken six times.

EDUC 480 Special Topics in Education (1)
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff.
This course may be taken four times.

EDUC 497 Directed Reading for Dissertation (.5–1)
Students read extensively in their area of interest under the direction of a faculty member. This directed reading is a requirement for students in the doctoral program. Fall and Spring
Instructor(s): Joseph Kahne.
This course may be taken four times.

PSYC 242 (142) Attachment and Loss (1)
John Bowlby’s seminal work in attachment, separation, and loss. Explores the influence of separation and loss on normative and pathological development. Fall
Instructor(s): Carol George.
Open to sophomores, juniors, seniors, and graduate students.
Prerequisite(s): PSYC 049 and a grade of C or better in PSYC 140.

PSYC 265 (165) Infancy (1)
Theories and research in physical growth, perception, cognition, and social-emotional and language development in infants. Spring
Instructor(s): Carol George.
Prerequisite(s): PSYC 049.
English
510.430.3130

Faculty: Professional Interests

Elmaz Abinader
Creative writing, fiction and nonfiction, theories of creativity, teaching creative writing

Diane Cady
Chaucer, late medieval culture, medieval romance, medieval and early modern drama, new economic criticism, gender studies, cultural studies

Yiyun Li
Creative writing, fiction and nonfiction

Ajuan Mance
African American literature, 19th-century American literature, U.S. popular culture, the oral tradition in U.S. literature, Black feminist thought, African American art

Cornelia Nixon
Fiction writing, modern British literature, contemporary fiction

Sarah Pollock
Magazine and newspaper writing and editing, creative nonfiction, environmental and natural history writing

Stephen Ratcliffe
Creative writing, modern American poetry, Shakespeare, Renaissance poetry, English romantic poetry, contemporary poetry and poetics

Kathryn Reiss
Creative writing, fiction for juveniles and young adults, historical fiction, suspense fiction, literature and time

Kirsten Saxton
Women and the law, the history of the novel, 18th-century British literature and culture, post-colonial literature and culture, theories of sexuality, pedagogy, composition studies

Ruth Saxton
Modern British literature, feminist theory, the novel, Doris Lessing, Virginia Woolf, American women writers, teaching of writing, composition, contemporary fiction

Cynthia Scheinberg
Victorian literature, emphasis poetry, Anglo-Jewish literature, women's studies, religion and literature, feminist theory, genre studies, cinema studies, composition and pedagogy, community service/service learning curriculum development

Juliana Spahr
Poetry and poetics, cultural studies, anti-colonial literature and theory

Thomas Strychacz
American literature, mass culture, political and cultural approaches to literature, science fiction

The graduate program in English at Mills offers students the opportunity to work closely with distinguished faculty in a course of study suited to the individual student’s needs. The department offers two graduate degrees, a master of arts (MA) in English and American literature and a master of fine arts (MFA) in creative writing.

Distinguished visiting writers who have taught graduate workshops at Mills include Cristina Garcia, Robert Grenier, Ginu Kamani, Victor LaValle, Micheline Aharonian Marcom, Walter K. Lew, Daniel Alarcón, and Will Alexander.

The department trains graduate students to teach literature and writing under faculty supervision, administers the Mills College Writing Center and The Place for Writers, and sponsors the Contemporary Writers Series. Graduate students edit and publish 580 Split, a national literary magazine. Writers who have read at Mills include Dave Eggers, Anne Lamott, Khaled Mattawa, Barbara Guest, Claudia Rankine, William T. Vollman, Edwin Torres, Marc Bamuthi Joseph, Tobias Wolff, Ruth Forman, David Mura, Al Young, Ishmael Reed, Daniel Handler, Bhanu Kapil, Chris Abani, and Tayari Jones.

Mills offers many lively events of interest to graduate students, including concerts and lectures sponsored by the Music and Dance Departments and graduate art exhibitions. In addition, students can take advantage of courses, lectures, and exhibitions offered by our own Book Art Program. We encourage interdisciplinary connections with students and faculty across the arts and humanities.

Special Admission Requirements

In addition to the regular graduate admission requirements, applicants to the master of fine arts degree in creative writing must submit a writing sample that consists of 10 poems, a short story, or an excerpt of a novel between 15 and 20 pages, to the Office of Graduate Studies. Master of arts applicants must submit an essay sample of between 15 and 20 pages. If applicants wish to have their work returned, they must include a stamped, self-addressed envelope.
The Master of Arts Degree in English and American Literature
(10 semester course credits)
Required:
At least 8 course credits in literature (including literature courses offered in letters) and two electives. Four of the 10 courses must be graduate-level only (not split-level) and this requirement may not be satisfied through independent study. Two of the 10 courses may be upper-division undergraduate level. No more than two independent studies may be taken to satisfy these requirements.

This is a highly individualized program designed in conjunction with an advisor. The program culminates in a semester-long MA thesis course in which each student produces a directed, article-length thesis (25–40 pages) of original scholarly research. This course satisfies 1 of the 8 course credits in literature.

The Master of Fine Arts Degree in Creative Writing
(11 semester course credits)
Required:
At least four workshops in creative writing, 4 course credits in literature, two electives, and the thesis credit. Of the literature credits, at least 1 must be a craft class and 1 must be graduate-level only. Neither the craft nor graduate-level-only literature requirements may be satisfied through independent study. Additionally, no more than two craft classes can be counted toward the total literature credit. Electives may include creative writing workshops, English literature courses (including craft), Letters Division courses, or any other course across the undergraduate or graduate curriculum at Mills which is taken for academic credit.

Students are required to take three graduate workshops in their area of specialization (the genre in which they were accepted). If they write a combination thesis, they must take three workshops in their primary area and two workshops in their secondary area. Students wishing to change their area of specialization must petition the change no later than the end of their second semester.

Thesis course: The thesis is a substantial compilation of the student’s best creative work produced at Mills.

Note: Two courses (elective or literature only) may be upper-division undergraduate level. MFA students may satisfy 1 of the 4 required literature credits through independent study.

The MFA program in creative writing is designed for students who wish to develop their interest in writing poetry, fiction, creative nonfiction, or children’s literature. The core of the program is the graduate writing workshop, several sections of which are offered each semester. The workshop provides students with the opportunity to present their work to an audience and to receive constructive critical response to it. As an integral part of the workshop, writing students meet regularly in individual conferences with teachers who are themselves acclaimed writers. And, because we believe that one learns to write not only by writing but also by examining the work of writers from the past, students take selected courses in literature.

Courses

ENG 201 Development of the English Language (1)
This course examines the development of the English language, from its Anglo-Saxon roots to its modern American dialects. We will also explore the larger political and cultural functions of language, including the role the English language played (and plays) in the development of English and American identity, its use in the project of colonization, and the way language intersects with constructions of class, race, and gender. Fall
Instructor(s): Diane Cady.

ENG 202 (102) Advanced Composition (1)
A course in expository writing for students who feel they need to polish their styles, and for those who still need some work on basic problems. A good deal of emphasis is placed on sentence patterns and on paragraph organization. In addition to expository and persuasive writing exercises, the student will also practice descriptive and narrative prose. Spring
Instructor(s): Staff.

ENG 203 The Craft of Fiction (1)
Graduate class in the craft of fiction. Discussion will focus on students’ writing as well as the fiction of several published writers. Fall and Spring
Instructor(s): Staff.
Limit 16 students.

ENG 204 The Craft of Poetry (1)
Graduate class in the craft of poetry. Discussion will focus on students’ writing as well as the poetry of several published writers. Fall and Spring
Instructor(s): Staff.
ENG 205 (105) The Age of Chaucer (1)
This course provides an intensive introduction to Chaucer, with a focus on the Canterbury Tales. Close reading will be augmented by examinations of Chaucer’s sources, his social and cultural context, and secondary scholarship. **Fall**
Instructor(s): Diane Cady.
Offered in 2007–08 and then every other year. Offered in alternation with: ENG 206.

ENG 206 (106) Medieval and Renaissance Romance (1)
This course deconstructs the term romance, exploring some of its decidedly “unromantic” concerns, such as the construction of categories of race, class, and gender, and the consolidation of national identity. Authors may include: Andreas Capellanus, Jean de Meun, Chrétien de Troyes, the Pearl-Poet, Chaucer, Malory, and Marie de France. **Fall**
Instructor(s): Diane Cady.
Offered in 2008–09 and then every other year. Offered in alternation with: ENG 205.

ENG 209 (109) The Craft of the Young Adult Novel (1)
This course will examine a wide selection of fiction aimed at readers aged 10 to 16, focusing on the authors’ crafting of the novel, including plot and theme, style, and character development. We will consider the historical events, social issues, genres, and series that have shaped generations of American readers in the 20th century. **Fall**
Instructor(s): Kathryn Reiss.
Letter grade only.

ENG 215 (115) Shakespeare (1)
This course provides an intensive introduction to Shakespeare. Close reading will be augmented by examinations of Shakespeare’s social and cultural context and secondary scholarship. **Spring**
Instructor(s): Diane Cady.
This course may be taken two times.

ENG 217 (117) 20th-Century African American Literature (1)
This course will investigate some of the literary forms, artistic strategies, and intellectual concerns that shaped and defined African American literature during the 20th century. Writers may include DuBois, Hughes, Hurston, Baldwin, Wright, Himes, Morrison, Shange, Lorde, and others. The course will also focus on the socio-political and historical context for these writers and their works. **Spring**
Instructor(s): Ajuan Mance.
Offered in 2007–08 and then every other year. Offered in alternation with: ENG 264.

ENG 218 (118) Listening to Reading: Contemporary “Experimental” Poetry (1)
We will examine the interrelation of sound, shape, and meaning in contemporary “experimental” poetry. We will look from certain ancestors (Mallarmé, Stein, Zukofsky, Niedecker, Creeley, and Cage) to descendants of current writers (Bernstein, Berssenbrugge, Coolidge, Eigner, Guest, Grenier, Hejinian, Howe, Palmer, and Scalapino, among others). We will read their essays in “poetics” to frame our reading of innovative writing and to see how the traditional boundaries between criticism and/or theory and poetry might be re-imagined and redefined. **Fall**
Instructor(s): Stephen Ratcliffe.
Offered in 2007–08 and then every other year. Offered in alternation with: ENG 266.

ENG 221 (121) English Renaissance Poetry (1)
Reading and discussion of 16th- and 17th-century English poetry, including work by Wyatt, Raleigh, Sidney, Spenser, Shakespeare, Donne, Jonson, Herrick, Herbert, Marvell, and others. Issues will include how these poets went about making poems; the (inter) connection between form and content; the elements of poetry, speaker, and audience; the theory and poetics of English Renaissance poetries; the formation of canon; and attitudes toward love (carnal and divine) and toward women. **Spring**
Instructor(s): Stephen Ratcliffe.
Offered in 2008–09 and then every other year. Offered in alternation with: ENG 275.

ENG 226 Craft of Creative Nonfiction (1)
This class includes a study of the literature of creative nonfiction as well as a discussion of techniques and strategies in the writing. The thematic focus may change each year. **Spring**
Instructor(s): Elmaz Abinader, Yiyun Li, and visiting professors.
Limit 16 students.
This course may be taken two times.

ENG 231 (131) 18th-Century Poetry and Prose (1)
Eighteenth-century England is often referred to as the Age of Reason, a period of seeming political stability and formally elegant literature. However, the 18th century was also a period of chaos: in a world seemed turned upside-down, daily life was dangerous and unpredictable, and women and the lower classes, both disenfranchised, posed new threats to the social order. We will read canonical and lesser-known works in light of these views of that period. **Fall**
Instructor(s): Kirsten Saxton.
Offered in 2007–08 and then every other year. Offered in alternation with: ENG 232.
ENG 232 (132) 18th-Century English Novel (1)
This course examines the English novel from its
beginning, with Aphra Behn and Daniel Defoe
through Jane Austen at the end of the century. We
consider the evolution of the novel’s structure, and
how the concerns of the age get embedded in the
structure. Texts may include: Roxana, Pamela,
Tom Jones, Tristram Shandy, Humphrey Clinker,
Fanny Hill, and Pride and Prejudice. Fall
Instructor(s): Kirsten Saxton.
Offered in 2008–09 and then every other year.
Offered in alternation with: ENG 231.

ENG 247 (147) Survey of 19th-Century African
American Literature (1)
This course will investigate some of the literary
strategies and intellectual concerns of African Amer-
ican writers before and after the Civil War. It will
examine works by writers such as Equiano, Jacobs,
Douglass, Harper, Hopkins, and Du Bois. Fall
Instructor(s): Ajuan Mance.
Offered in 2008–09 and then every other year.

ENG 250 Thesis for the MFA Degree (1)
Supervised by a major advisor with an appointed
two-member faculty committee. Fall and Spring
Instructor(s): Staff.

ENG 250A MA Research Project (1)
All English MA candidates will take this course
during their last semester. In the course, they will
each complete a publishable paper of 25–40 pages
as a thesis. They will also polish professional skills
such as: presenting conference papers, teaching
literature, completing an annotated bibliography,
researching literary criticism, revising work into
different forms, etc. Spring
Instructor(s): Staff.
Letter grade only.
Limit nine students.

ENG 255 (155) Graduate Fiction for Children
and Young Adults Workshop (1)
In this advanced writing workshop focusing on
fiction (especially the novel) for children and
teenagers, students will read extensively to famili-
arize themselves with a sampling from the body
of children’s literature, and will write chapters and
an outline of their own novel for younger readers.
Special emphasis in class discussion will be on
character and plot development, structure, subplot,
setting, atmosphere, and dialogue. We will also
look at issues in children’s publishing. Spring
Instructor(s): Kathryn Reiss.
Limit 12 students.
This course may be taken two times.

ENG 258 Contemporary Fiction by Women (1)
This course examines short fiction in English
written by women after 1960. We consider form,
style, and aesthetics, as well as historical context.
We also examine literary representations of identity
with special attention to the intersections of race,
gender, class, nationality, and sexuality. Spring
Instructor(s): Ruth Saxton.
Offered in 2007–08 and then every other year.
Offered in alternation with: ENG 158.

ENG 259 Graduate Novel Workshop (1)
Designed to offer the MFA student a series of work-
shops in which to initiate, develop, and complete a
full-length novel. Fall
Instructor(s): Cornelia Nixon, Staff.
Limit 12 students.

ENG 260 Graduate Novel Workshop (1)
Designed to offer the MFA student a series of work-
shops in which to initiate, develop, and complete a
full-length novel. Spring
Instructor(s): Cornelia Nixon, Staff.
Limit 12 students.

ENG 261 (161) Modern Drama (1)
A study of 20th-century drama in America and
Europe. Includes some discussion of traditions
and social conditions that have influenced the de-
velopment of the theater. Readings from O’Neill,
Brecht, Ibsen, Hellman, Miller, Beckett, Pinter,
Williams, and Stoppard. Spring
Instructor(s): Ajuan Mance, Tom Strychacz.
Offered in 2007–08 and then every other year.

ENG 263 (163) American Literature to 1865:
Romanticism (1)
With an emphasis on the years 1830 to 1865, this
course will explore several works that have signif-
icantly influenced the study of literature in the U.S.
Writers include Emerson, Hawthorne, Douglass,
Stowe, Jacobs, Poe, Whitman, Dickinson, and
Melville. Discussions will focus on issues such
as the “American Renaissance,” historical context,
and national identity. Fall
Instructor(s): Tom Strychacz, Ajuan Mance.
Offered in 2008–09 and then every other year.
Offered in alternation with: ENG 265.

ENG 264 (164) Modern American Fiction (1)
The course will offer an opportunity to trace formal
and thematic developments in American fiction
since the 1920s. Discussions will include such con-
siderations as the effects of the two World Wars
and the Great Depression on American writing,
the nature of artistic experimentation and aesthetic reevaluation initiated by the famous “lost generation” of the ’20s, and the increasing role of women and writers from ethnic minorities in changing the role of literature in the academy and in society. **Spring**

**Instructor(s):** Ajuan Mance, Tom Strychacz.

**Offered in** 2008–09 and then every other year.

**Offered in alternation with:** ENG 217.

**ENG 265 (165) American Literature from 1865 to 1920: Realism (1)**

The course focuses on American fiction between the Civil War and World War I. Readings selected from: Cather, Chestnutt, Chopin, Crane, Dreiser, Far, Harper, Howells, James, Johnson, Mourning Dove, Twain, Wharton, Zitkala-Sa, and others. In addition to analysis of literary form and theme, we will consider the historical context for these works, including urbanization, industrialization, the rise of big business, women’s suffrage, and post-Civil War race relations. **Fall**

**Instructor(s):** Tom Strychacz.

**Offered in** 2007–08 and then every other year.

**Offered in alternation with:** ENG 263.

**ENG 266 (166) Modern American Poetry (1)**

The focus of this course is modernism in American poetry. We will try to understand what modernism was by looking at some 19th-century backgrounds (Whitman and Dickinson), by reading a selection of poems by the classic modernist poets (Stein, Stevens, Williams, Pound, Eliot, H.D., and Moore) and poets writing in traditions that followed these writers (Objectivist, Black Mountain, Confessional, Beat, and New York School). **Fall**

**Instructor(s):** Stephen Ratcliffe.

**Offered in** 2007–08 and then every other year.

**Offered in alternation with:** ENG 218.

**ENG 267 Graduate Creative Nonfiction Workshop (1)**

This course will explore the techniques and characteristics of writing that weave creativity into nonfiction writing. In the workshop setting, the writers will exchange and discuss their works of autobiography, memoir, family history, biography, personal essay, writing about travel and place, and letters. Emphasis will be placed on personal research, historical reconstruction, representation of truth, literary license, and the development of voice. **Fall and Spring**

**Instructor(s):** Elmaz Abinader, Yiyun Li, Staff.

**Limit 12 students.**

**This course may be taken four times.**

**ENG 268 Graduate Fiction Workshop (1)**

A workshop, discussion, and mutual criticism class for the student who has already begun to achieve an individual voice. Frequent consultations with the instructor. **Fall and Spring**

**Instructor(s):** Elmaz Abinader, Yiyun Li, Cornelia Nixon.

**Limit 12 students.**

**This course may be taken four times.**

**ENG 269 Graduate Nonfiction Magazine Workshop (1)**

A journalist’s approach to writing nonfiction. Workshop, discussion, and mutual criticism. Includes the study and practice of elements that strengthen nonfiction: interviews, anecdotes, factual research, and background narrative. Instruction about how to do primary and secondary research for nonfiction articles; how to explore markets and shape work for specific publications; how to approach editors and develop relationships with them; how to create a professional network; and what to look for in contracts. **Fall**

**Instructor(s):** Sarah Pollock.

**This course may be taken two times.**

**ENG 270 Graduate Poetry Workshop (1)**

A workshop, discussion, and mutual criticism class for the student who has already begun to achieve an individual voice. Frequent consultations with the instructor. **Fall and Spring**

**Instructor(s):** Juliana Spahr, Stephen Ratcliffe.

**Limit 12 students.**

**This course may be taken four times.**

**ENG 271 Theories of Creativity and the Teaching of Creative Writing (1)**

Through the study of historical and current theories on creativity, we will examine and evaluate the practices of teaching creative writing. Topics will include the origins of creativity, the relevance of craft to creativity, and whether creative writing can be taught. **Spring**

**Instructor(s):** Elmaz Abinader, Staff.

**Offered in** 2008–09 and then every other year.

**ENG 272 Theories and Strategies of Teaching Writing (1)**

An introduction to current theories of writing pedagogy with an emphasis on issues related to first-year college composition. Includes practical strategies and techniques for teaching writing in college/university courses. **Fall**

**Instructor(s):** Ruth Saxton.

**Note(s):** Required for graduate students receiving departmental assistantships. Enrollment may be concurrent with assistantship.
ENG 275 (175) English Romantic Poetry (1)
Close readings of the major English romantic poets (Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats). We will also read The Grasmere Journals of Dorothy Wordsworth and Mary Shelley’s Frankenstein. Spring Instructor(s): Stephen Ratcliffe. Offered in 2007–08 and then every other year. Offered in alternation with: ENG 221.

ENG 276 (176) The Victorian Period: Prose, Poetry, and Drama (1)
Although the Victorian period (1832–1901) has been read as the bastion of prudish conservative British culture, recent approaches cite it as offering a rich spectrum of divergent voices concerned with political, social, and literary reforms. This course explores writers and poets who transformed genres of the essay, lyric and dramatic poetry, and autobiography in order to engage contemporary issues such as gender identity, political and religious reform, and modernization. Fall Instructor(s): Ruth Saxton, Cynthia Scheinberg. Offered in alternation with: ENG 288.

ENG 277 Advanced Practicum in English (1)
Under faculty supervision, a graduate student in English may receive up to 1 credit for work in the field. This includes internships on magazines, reviews, and scholarly journals; work with publishers and book companies; teaching on a regular basis in a school or community center; and arts administration and production. A supervising faculty member must give permission, and a reporting process will be established. Fall and Spring Instructor(s): Staff. Pass/No Pass only. This course may be taken two times.

ENG 280 (180) Special Topics in Literature and Culture (1)
Topics are selected to offer interdisciplinary or cross-cultural perspectives on literature and culture. Examples of such topics are: African American poetry since 1965, autobiography, characterization in Western literature, lesbian literature, and literatures of Asian/Pacific Americans and the Asian Diaspora. Fall and Spring Instructor(s): Staff.

ENG 281 (181) The British Novel in the 20th Century and Beyond (1)
Our century presents special problems for writers of fiction. We shall consider these and explore the new techniques that were used to deal with them. The early modern experimenters, Virginia Woolf, James Joyce, E.M. Forster, and D.H. Lawrence, will be carefully considered. We shall also read selected texts by Buchi Emecheta, Doris Lessing, Zadie Smith, and Jeanette Winterson. Fall Instructor(s): Ruth Saxton. Offered in 2007–08 and then every other year.

ENG 282 Critical Theory (1)
This course, open to students at an advanced level of literary study, will examine the development and implications of a variety of critical schools and methods that have arisen within the past 50 years and how they have transformed the study of literary texts. Emphasis will be given not only to understanding the critical methods and assumptions, but also to applying them to literary texts read in class. Areas to be covered will include historical/cultural studies, structuralism and post-structuralism, and feminist criticism. Fall Instructor(s): Tom Strychacz.

ENG 283 (183) Advanced Seminar in English (1)
Topics vary from year to year. The following are samples: Shakespeare; the age of Chaucer; Henry James and Edith Wharton; imperial fictions: empire and the British novel, 1660–present; Toni Morrison; Virginia Woolf; Doris Lessing; the Gothic; characterization in Western literature; epistolarity; 19th-century British women’s poetry; Gertrude Stein and her descendants; and queer alchemy. Fall and Spring Instructor(s): Staff. Limit 16 students.

ENG 285 Prose Revision and Publication for MFA Students in Fiction and Nonfiction (1)
Students will read early and late drafts of successfully published works, books on revision, the writing life, the practice of prose and prose style, and professional handbooks on marketing their work. They will submit revised drafts of prose previously discussed in a graduate workshop and do research on work published by individual literary magazines, which they will present to the class, and learn how to submit their own work for publication. Spring Instructor(s): Cornelia Nixon and Staff. Letter grade only. Limit 16 students. Offered 2007–08. Note(s): Open only to MFA students in creative writing.
ENG 286 Teaching English as a Second Language (1)
Students will study common areas of interference confronting non-native speakers writing in English and learn approaches to using all four content areas (listening, speaking, reading, and writing) in teaching composition, focusing not only on what content to teach but when and how (through pedagogy, lesson-planning, creating exercises). Contents will include grammar, logic of English composition, connection of rhythm and phrasing in pronunciation to writing, and literary accounts of teaching ESL or being a non-native speaker. **Spring**
Instructor(s): Kate Brubeck and Staff.
Letter grade only.
Note(s): Open only to graduate students.

ENG 288 (188) The 19th-Century British Novel (1)
An examination of the development of the British novel, focusing on the transformation of the novel from popular to “high” culture, and how writers used it as a vehicle for speaking on many of the central political and social issues of the day. Writers include Dickens, Thackeray, Eliot, Gaskell, the Brontës, and Hardy. Topics include the rise of women writers, the moral and social function of the novel, realism, and the art-for-art’s-sake movement. **Spring**
Instructor(s): Cynthia Scheinberg.
Offered in 2008–09 and then every other year.
Offered in alternation with: ENG 276.

BOOK 213 (113) Artists’ Books: Concept, Content, Form (1)
What are some conceptual building blocks for artists’ books? How do form and content interact in their creation? By what critical standards are they judged? To explore these questions students will create their own artists’ books. We will read from literature, visual studies, and the history and practice of bookmaking, and curate small exhibitions to document concepts and working methods of contemporary book artists as an exploration of current professional practice. **Fall**
Instructor(s): Kathleen Walkup.
Letter grade only.
Limit 12 students.
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2007–08 and then every other year. This course may be taken two times.

BOOK 218 (118) The Book in an Edition (1)
Producing books in editions is a complex and challenging undertaking. Students will create or compile content of their choosing, then edit, design, and produce their own books in small editions. We will focus on the interdependence of form and content through studio work, readings, and the examination of historical and contemporary models, while we explore contemporary publishing practice. Especially suitable for students in creative and performing arts and those who are interested in publishing. **Spring**
Instructor(s): Kathleen Walkup.
Letter grade only.
Limit 12 students.
Note(s): No auditors.
This course may be taken two times.

ETHS 239 (139) Asian/Pacific American Women Writers (1)
Reading works by Asian/Pacific American women, we focus on how these writers represent distinctly Asian/Pacific American experiences. We explore past and present social and political issues of particular relevance to APA women, and consider how these issues appear in the texts. Additional topics include the impact of feminist thought, debates regarding feminism versus cultural nationalism, and resistance and compliance to Orientalist depictions of APA women. **Spring**
Instructor(s): Vivian Chin.
Offered in 2007–08 and then every other year.
Offered in alternation with: ETHS 120.

LET 206 (106) An die Musik: German Poetry and Music (1)
The relationship between music and German poetry from the 13th century to the present, climaxing in the 19th-century lied. Analysis of texts and music through team-taught lectures, discussions, and performance. For the liberal arts curriculum, but may be an elective for the music major. **Spring**
Instructor(s): Elisabeth Siekhaus, Belle Bulwinkle.
Offered in 2008–09 and then every third year.
Offered in rotation with: LET 241, LET 243.
LET 211 (111) Theorizing Cultural Studies in the Americas (1)
This course examines key theories in cultural studies from the Caribbean and North America. We will study the intellectual roots of cultural studies to determine who produces and theorizes culture; the relation between culture, resistance, and social change; and the inscription of culture in hegemonic power systems. Issues discussed include Caribbean creolization, popular culture such as the Bollywood film industry, borderland thinking, Rastafarian resistance, food as philosophy of thought, and subaltern identity. Spring Instructor(s): Brinda Mehta.
Open to sophomores, juniors, seniors, and graduate students. Offered in 2007–08 and then every other year.

LET 231 (131) Aspects of Hispanic American Cultures (1)
Intellectual, social, and political factors will be considered in this critical examination of selected periods and aspects in the cultural formation of Hispanic peoples, from pre-Columbian America and early Spain to present-day cultural developments in Latin America and Hispanic communities in the U.S. Theoretical grounding for the analysis of cultural production will also be provided. Fall and Spring Instructor(s): Carlota Caulfield, H. Mario Cavallari.

LET 241 (141) Faust Through the Centuries (1)
An interdisciplinary study of the evolution of the Faust theme through four centuries in literature, music, on the stage, and in film, with emphasis on the discussion of literature. Consideration given to related theological, philosophical, and sociological questions. Spring Instructor(s): Elisabeth Siekhaus. Offered in 2007–08 and then every third year. Offered in rotation with: LET 206, LET 243.

LET 243 (143) European Realism (1)
Literature in the wake of romanticism in its development toward naturalism. Readings will include German, Russian, French, and Scandinavian writers of the 19th century. Spring Instructor(s): Elisabeth Siekhaus. Offered in 2009–10 and then every third year. Offered in rotation with: LET 206, LET 241.

LET 248 (148) Contemporary French Theory (1)
Introduction to the most influential theoretical contributions of contemporary French thought, from structuralism to deconstruction and postmodernism. Selected writings from Lévi-Strauss, Barthes, Lacan, Derrida, Foucault, Bourdieu, and others. Spring Instructor(s): Christian Marouby. Offered in 2008–09 and then every other year. Offered in alternation with: LET 259.

LET 249 (149) Post-Colonial Conditions: Contemporary Women's Writings from Africa (1)
Exploration of contemporary social issues in Africa through the work of contemporary women writers from Francophone and Anglophone traditions, including Ken Bugul (Senegal), Flora Nwapa (Nigeria), Ama Ata Aidoo (Ghana), Nawal El Saadawi (Egypt), Bessie Head (Botswana), Farida Karodia (South Africa), and Calixthe Beyala (Cameroon/France). Issues include women’s education, women and nation-building, female sexuality, spirituality, exile and expatriate writing, indigenous African feminisms, and changing gender roles. Students will also be introduced to post-colonial theory. Fall Instructor(s): Brinda Mehta. Open to sophomores, juniors, seniors, and graduate students. Offered in 2008–09 and then every other year. Offered in alternation with: LET 115.

LET 255 (155) Reading War in Post-Colonial Literature from Africa and the Middle East (1)
This course will focus on representations of war in post-colonial novels from Nigeria, Algeria, Rwanda, Somalia, Lebanon, and Iraq. We will explore the historical contexts of war in literature, creative resistance to military and political oppression, the link between trauma and memory, women’s efforts to “wage peace,” and war and sexuality in novels by Assia Djebar, Nuruddin Farah, Buchi Emecheta, Hanan Al-Shaykh, Nuha Al-Radi, and Boris Diop, among others. Spring Instructor(s): Brinda Mehta. Pass/No Pass only. Offered in 2007–08 and then every third year.
LET 259 (159) Anthropology and Literature (1)
Exploration of the imaginary or speculative dimension of the Western vision of the primitive. We will seek to define the specular space between anthropology and literature in which Western civilization, from Antiquity to the present, has projected its (mis)conceptions, fascinations, and prejudices about those peoples it once called savages. Readings include texts from Columbus’ travel narratives to Malinowski’s journals, Lévi-Strauss’ *Tristes Tropiques*, Rousseau’s second discourse, Freud’s *Totem and Taboo*, and Bachofen’s theory of *Mother Right*. **Spring**
Instructor(s): Christian Marouby.
Offered in 2007–08 and then every other year. Offered in alternation with: LET 248.

LET 262 (162) U.S. Latino Literature and Culture (1)
A study of U.S. Latino literature and culture with special emphasis on the 20th century. Works by Chicano, Puerto Rican, Mexican, Cuban, Dominican, and other authors writing in the U.S. will be analyzed. By examining works of fiction, poetry, theater, and popular culture, attention will be given to gender, class, and ethnicity in the representations of the experience of U.S. Latinos. The course will introduce critical concepts for the study of Latino/a literature and culture. **Spring**
Instructor(s): Carlota Caulfield, H. Mario Cavallari.

LET 266 (166) National Literatures of Latin America (1)
The literary expression of a particular region through a variety of authors, genres, and periods, concentrating on literary accounts of historic events, political crises, and the phenomena of mass media and trans-culturation since the ’30s. Areas of study include the Caribbean (Cuba and Puerto Rico), Mexico, and the Cono Sur (Uruguay, Argentina, and Chile). **Spring**
Instructor(s): Carlota Caulfield, H. Mario Cavallari.
Instructor consent required.
Offered in 2008–09 and then every other year.

LET 268 (168) Women in the Cinema of Spain (1)
Analysis and discussion of films by or about women and gender issues in the cinema of Spain. Topics include gender roles, the woman as “Other,” the construction of the female subject, women in/and relations of power, traditional and canonical representations of women’s social practices, and the role of cinema in women’s practices of resistance and critical opposition. **Spring**
Instructor(s): H. Mario Cavallari.
Offered in 2007–08 and then every other year.

LET 269 (169) Hispanic Cinema (1)
Structural and historical analysis of major exponents in contemporary Hispanic film, including the cinema of Latin America, Spain, and U.S. Spanish-speaking communities. Drawing from both formal and socio-cultural models of description, the course examines the film production of well-known directors. A grounding in film theory is concurrently provided and developed throughout the semester. Films in original language with English subtitles. **Fall and Spring**
Instructor(s): H. Mario Cavallari.
Offered in 2008–09 and then every other year.

LET 271 (171) Fantastical Writings: 20th-Century Latin American Fiction (1)
The focus emphasizes short narrative texts which designate “uncanny,” “abnormal,” and/or “extraordinary” experiences as a challenge to some of the fundamental assumptions underpinning realist fiction, and as a way to engage in critical consideration of philosophical, literary, and other humanistic questions. Topics include the nature of reality, being and existence, time and space, death, humor, the power of words and imagination, and the limits of human knowledge. **Fall and Spring**
Instructor(s): H. Mario Cavallari.
Offered in 2008–09 and then every other year.
Infant Mental Health
Infant Mental Health
510.430.2328

Faculty: Professional Interests
Carol George
   Developmental psychology, social and emotional development, trauma and loss, attachment theory
Linda Perez
   At-risk children and families, the application of developmental theory to special education issues, mental health and developmental disorders of infancy and early childhood

The Mills Infant Mental Health Graduate Program provides students with the skills and knowledge to become practitioners or researchers that specialize in working with children from birth through age five. Infant mental health is an interdisciplinary field founded on the principle that early relationship-based intervention during this “sensitive period,” in the context of family, community, and culture, can support normative emotional and behavioral development and help children at risk and their families prevent future developmental problems. Graduate students in this program are prepared to work in a range of settings, including pediatric clinics, childcare, classrooms, social service agencies, regional centers, and children’s homes. Students may also use this program as a bridge to other graduate training, such as doctoral work in psychology, early childhood special education, or occupational therapy.

The Mills program builds on a solid background in psychology, research methodology, and normative development. Graduate courses include advanced study of development, assessment, and special needs children, combined with fieldwork and a master’s thesis. Each student works with their advisor to create a plan of graduate study that fits their goals.

Master of Arts in Infant Mental Health (12 semester course credits)
The regular program is designed for students with a baccalaureate degree in psychology or a master’s degree in child development. Students applying to the program should have taken the following prerequisite undergraduate psychology courses: Fundamentals of Psychology, Life-Span Developmental Psychology, Psychopathology, Analytical Methods in Psychology, and Research Methods in Psychology. Some students may be able to work with their advisor to take prerequisite courses as part of their master’s degree program.

Required:
   EDUC 231 Assessment and Intervention for Children with Special Needs (1)
   EDUC 234 Research Methodology for Observing Children (.5)
   EDUC 238 Social, Emotional, and Moral Development and Learning (.5)
   EDUC 242 The Hospitalized Child (1)
   EDUC 255 Children with Special Needs: Infants and Young Children (1)
   EDUC 275A/B Field Experience in Early Childhood Special Education or Infant Mental Health (.5–1; .5–1)
   EDUC 294A/B Graduate Seminar: Research in Education (1; 1)
   PSYC 280 Special Topics in Psychology (1)
In addition, two of the following courses are required:
   EDUC 291A/B Theory and Practice of Early Childhood Education plus infant-toddler practicum (1–1.5; 1–1.5) and
   PSYC 242 Attachment and Loss (1) or
   PSYC 265 Infancy (1) or
   Elective or
   Independent Study
Intermedia Arts
Intermedia Arts
510.430.3197

Faculty: Professional Interests

Chris Brown
Composition and improvisation, interactive electronic and computer music, musical instrument building and new instrumental resources, contemporary piano performance, world music

James Fei
Composition, improvisation, sound installation, live electronic music, recording, intermedia

Steven Matheson
Experimental video and film, interdisciplinary and collaborative art practices, conceptual art, performance art

David Bernstein
Theorist, musicologist, author, specialist in early 20th-century tonal theory and analysis, 12-tone theory, set theory, the aesthetics of the avant-garde

Fred Frith
Composition; the performance of both composed and improvised music; collaboration in the fields of theater, dance, and film; improvisation pedagogy

Anna Valentina Murch
Sculpture, installation, public art, ecological design, collaborative projects

Maggi Payne
Composer, performer, interdisciplinary artist, recording engineer, music editor, creator of many works for electronic or visual media

Juliana Spahr
Poetry and poetics, cultural studies, anti-colonial literature and theory

Ellen Spertus
Information retrieval, online communities, social issues, computer architecture, compilers

Attention is paid to the full range of technical options available to contemporary artists, and an understanding of the strengths and drawbacks of both “low-tech” and “high-tech” means. Within that context, students may utilize practices such as analog electronics, single-channel or installation video, Web-based work, digital sound manipulation, image processing, interactive artworks, hypertext, simulation, and installation, and may explore their integration with more traditional art forms, including dance, performance, music, sculpture, photography, and painting.

Bridging departments in the Fine Arts Division, the Intermedia Arts Program aims to foster cross-fertilization and collaboration between disciplines and to encourage artistic explorations that fall outside the boundaries of traditional modes of production.

Courses

IART 219 (119) Electronic Arts (1)
This studio course will take a broad look at the ways in which computers are affect contemporary art making. Through an investigation of history, current discourses, and extensive applications of digital media, students will become familiar with basic operating systems, software, and peripheral devices, as well as underlying architectures that comprise the digital terrain. Students are expected to use some facet of computer technology in the completion of a final project. Fall
Instructor(s): Staff.
Limit 15 students.

Prerequisite(s): IART 219.
This course may be taken three times.

IART 220 (120) Advanced Electronic Arts (1)
This studio course expands the exploration of digital media in contemporary art with an emphasis on time-based applications, interactivity, multimedia scripting, and the integration of computers into installations, environments, and performance. Students are expected to use some facet of computer technology in the completion of a final project. Spring
Instructor(s): Staff.
Limit 15 students.
Prerequisite(s): IART 219.
This course may be taken three times.
IART 241 (141) Constructing the Technological “Other” (1)
Humans, in our search for understanding, have constructed models of ourselves throughout history. Mechanical, figurative, responsive, and problem-solving, these models take on previously unimagined possibilities as they incorporate new technologies. This course presents introductory methods for building our own robots, automata, and artificial intelligences. Combining an exploration of these intriguing disciplines with contemporary art theory and practice, science fiction, and popular culture, each student will build on simple methods to create a unique technological “other.” Fall
Instructor(s): Staff.
Limit 15 students.
Open to sophomores, juniors, seniors, and graduate students.

IART 243 (143) History of Intermedia and Electronic Art (1)
This course addresses the recent history of artworks that evolved out of experiments with technology. Enabled by the emergence of industrial, military, medical, digital, and electronic technologies, artists have persistently moved into these new realms of media, with the history of experimentalism providing aesthetic and conceptual continuity. Whether utopian or critical, theoretical or functional, these artworks present a fresh and challenging approach to technology resonant within the art historical context. Spring
Instructor(s): Steven Matheson/Staff.
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2008–09 and then every other year.

IART 247 (147) Video I (1)
This course integrates video production with a critical examination of experimental video as an art form, political tool, and social practice. Through substantial production projects, readings, screenings, analysis, and in-class discussions and critique, this course will explore contemporary issues in video. It is designed to introduce students to the technical and conceptual aspects of production and develop individual aesthetic, analytic, and critical skills. Fall and Spring
Instructor(s): Steven Matheson/Staff.
Limit 12 students.
This course may be taken two times.

IART 248 (148) Video II (1)
This course emphasizes the continued acquisition and refinement of individual aesthetic, conceptual, critical, and technical skills in video production and analysis. In addition to readings, screenings, and in-class discussions and critique, students are each required to conceive and complete a large-scale video production project which reflects their particular interests in the methods and modes of video practice. Fall and Spring
Instructor(s): Steven Matheson/Staff.
Limit 12 students.
Prerequisite(s): IART 247.
This course may be taken three times.
MBA
MBA
510.430.3173

Faculty: Professional Interests

Eirik Evenhouse
Economics of transfer programs, economics of the family, health economics, behavioral economics, statistics, econometrics

Siobhan Reilly
Public economics, labor economics, economics of the family, health economics, urban economics, international economics

Lorien Rice
Labor economics, public policy, poverty, education economics, applied econometrics

David Roland-Holst
International trade and finance, economic development, environmental economics

Roger Sparks
Applied microeconomics, banking, energy economics, labor economics

Nancy Thornborrow
Labor economics, macroeconomics, statistics, econometrics

Building on a 155-year heritage as a leader in women’s education, the Mills Graduate School of Business provides a challenging, team-oriented environment that celebrates and fosters female advancement. The Mills MBA Program is coed, but there is an expressed commitment to preparing women for leadership roles in today’s competitive business world.

Mills College welcomes women and men looking for:

• a unique and supportive learning environment;
• flexible program options allowing completion in two to four semesters;
• small classes; and
• a residential campus located in the beautiful San Francisco Bay Area.

There are three ways to earn a Mills MBA. In all cases, the 10 graduate-level courses (five core and five electives) must be taken at Mills. The programs listed outline the paths taken by students:

1. Accelerated Graduate Study (The Fast Track)
Earn the Mills MBA in two semesters if the required foundation courses have been satisfied.

2. Regular Full- or Part-Time Graduate Study (The Flex Track)
Enroll at Mills in whichever MBA foundation courses not yet completed, along with the 10 graduate-level courses, and earn an MBA in two to four semesters.

3. The Mills 4+1 BA/MBA Program
Incorporate the eight economics prerequisite courses in the BA course work and then complete the MBA in one additional graduate year.

Accelerated Graduate Study (The Fast Track)
For those who satisfy the prerequisites, an MBA can be earned one year after entering Mills. Those with a BA degree, the foundation courses described below, and work experience can be admitted in the fall and earn the MBA degree the following spring.

Foundation Curriculum
To be eligible for the Mills Fast Track MBA Program, applicants and current students must complete seven required foundation courses (or approved equivalencies) in economics, accounting, quantitative methods, and finance:

1. Intermediate Microeconomics
2. Intermediate Macroeconomics
3. Financial Accounting
4. Managerial Accounting
5. Quantitative Methods for Business
6. Managerial Economics
7. Corporate Finance

These requirements can be satisfied in three ways:

1. As part of regular undergraduate studies.
2. As post-baccalaureate course work at Mills or another accredited institution.
3. As a Flex Track MBA student, completing the degree in more than one year.

The final requirement for entry into the Fast Track is a summer internship.

The Mills MBA Program requires all students to obtain substantive work experience before beginning their final year of study. Practical experience in a business or nonprofit organizational environment serves three purposes:

1. Students are exposed to the disciplines of management structure and conduct, an experience that contributes to emotional maturity, refined judgment, and a more focused sense of personal development objectives.
2. Work experience helps students understand their prior and later academic training more pragmatically.
3. Prior employment is an important asset for future placement and career development.
Required prior work experience for the MBA Program generally takes the form of a paid or unpaid internship over the summer prior to the final year of MBA course work. The San Francisco Bay Area offers a wide variety of internship opportunities that enhance the academic program. Placement assistance for this internship is available from the College upon or after admission to the Mills MBA Program. In some cases, significant prior work experience will be recognized in lieu of the internship.

After satisfaction of the prerequisites, the Fast Track Mills MBA consists of a final year of full-time study in the graduate curriculum.

**Graduate MBA Curriculum**

To receive the Mills MBA degree, a student must complete 10 graduate courses consisting of five required core courses and five electives.

**Graduate Core Curriculum:**

**Required:** (5 semester course credits)

- MGMT 226 Management Information Systems (1)
- MGMT 230 Marketing Management (1)
- MGMT 232 Operations Management (1)
- MGMT 234 Human Resources Management (1)
- MGMT 244 Ethics, Leadership, and Entrepreneurship (1)

The electives provide an opportunity for students to focus on one of four areas: finance, global business, marketing, or nonprofit.

**Finance electives include:**

- MGMT 213 Individual Investment (1)
- MGMT 218 Financial Derivatives (1)
- MGMT 219 International Finance (1)

**Global business electives include:**

- MGMT 219 International Finance (1)
- MGMT 246 Multinational Business Strategy (1)
- MGMT 255 International Trade (1)

**Marketing electives include:**

- MGMT 223 Advertising and Public Relations (1)
- MGMT 231 Marketing Strategy (1)
- MGMT 233 Marketing Research (1)

**Nonprofit electives include:**

- MGMT 228 Governmental and Nonprofit Accounting (1)
- MGMT 270 Nonprofit Management (1)
- MGMT 271 Strategic Philanthropy and Social Enterprise (1)

**Graduate Electives Curriculum:**

**Required:** (5 semester course credits chosen from the following)

- MGMT 202 Administrative Behavior (1)
- MGMT 203 Organizational Theory (1)
- MGMT 213 Individual Investment (1)
- MGMT 218 Financial Derivatives (1)
- MGMT 219 International Finance (1)
- MGMT 220 Competitive Strategy (1)
- MGMT 221 Labor Economics (1)
- MGMT 222 Legal Environment of Business (1)
- MGMT 223 Advertising and Public Relations (1)
- MGMT 224 Communication for Business (1)
- MGMT 225 Information Technology (1)
- MGMT 227 Negotiations (1)
- MGMT 228 Governmental and Nonprofit Accounting (1)
- MGMT 231 Marketing Strategy (1)
- MGMT 233 Marketing Research (1)
- MGMT 237 Public Sector Economics: The Economics of Government (1)
- MGMT 239 Urban Economics (1)
- MGMT 240 Health Economics (1)
- MGMT 242 Industrial Organization and Public Policy (1)
- MGMT 245 Women and Business (1)
- MGMT 246 Multinational Business Strategy (1)
- MGMT 253 Environmental Economics (1)
- MGMT 255 International Trade (1)
- MGMT 260 Capital Markets, Real Estate, and Consulting (1)
- MGMT 270 Nonprofit Management (1)
- MGMT 271 Strategic Philanthropy and Social Enterprise (1)
- MGMT 274 Innovation in Business (1)
- MGMT 275 Entrepreneurship (1)
- MGMT 280 Topics in Business (1)
- MGMT 282 Modeling and Data Analysis (1)
- MGMT 283 Advanced Seminar (1)
- MGMT 287 Internship in Management (1)
- MGMT 288 Management Practicum (1)

**Regular Full- or Part-Time Graduate Study (The Flex Track)**

Enroll at Mills in whichever MBA foundation courses not yet taken, and then stay for a final year of full-time study in the graduate curriculum. For applicants who lack some or all of the MBA foundation courses, it may take more than one year to complete the Mills MBA. The usual stay in the Flex Track Program is 18–24 months.
The Flex Track allows students to take the foundation curriculum on a full- or part-time basis, although full-time tuition must be paid by any student enrolled in more than one course in a semester. All or part of these courses can be taken at Mills or at an approved alternative institution. The best way to map out a feasible and expedient path to fulfilling all the requirements for the Flex Track MBA is to contact us directly for advising.

The Mills 4+1 BA/MBA Program
The 4+1 option is designed to allow Mills undergraduates, majoring in economics or other fields, to earn both a BA and an MBA in five years, with all requirements for the BA degree completed during the first four years.

The 4+1 program includes a summer internship between graduation and the fifth year. Completion of the prerequisite course work and the required internship ensures that 4+1 participants enter the fifth year prepared for the graduate business curriculum. The San Francisco Bay Area offers a wide variety of internship opportunities that enhance the academic program.

Interested economics majors should discuss their plans with the program’s director and their major advisor no later than the beginning of their junior year to ensure that they have time to satisfy the prerequisites. Students majoring in other subjects should begin curricular planning in their sophomore year. Undergraduates are not eligible to take graduate courses in this program for credit toward any Mills BA degree.

To receive the MBA degree, students must complete the prerequisite courses, the summer internship, the graduate core curriculum, and five graduate elective courses.

Courses

MGMT 200 Microeconomic Theory (1)
A comprehensive introduction to advanced principles of microeconomics, including consumer and firm behavior. Conceptual emphasis is on price-directed markets and resource allocation, with additional treatment of welfare economics and government regulation. **Fall**
Instructor(s): David Roland-Holst.
Crosslisted with: ECON 100.

MGMT 201 Macroeconomic Theory (1)
Theory of income and employment; role of the monetary system; history of business fluctuations; analysis of the “cycle”; and fiscal, monetary, and direct measures for mitigating fluctuations. **Spring**
Instructor(s): Nancy Thornborrow.
Letter grade only.
Prerequisite(s): ECON 050.
Crosslisted with: ECON 101.

MGMT 202 Administrative Behavior (1)
Information gathering, decision making, and implementation processes of modern organizations, and the possible “pathologies” to which they are subject. **Spring**
Instructor(s): Paul Schulman.
Letter grade only.
Crosslisted with: GOVT 102.

MGMT 203 Organizational Theory (1)
Major theories of organizational structure, leadership, communication, and control processes. **Fall**
Instructor(s): Paul Schulman.
Letter grade only.
Crosslisted with: GOVT 101.

MGMT 213 Individual Investment (1)
An investigation of securities markets and individual investment in equities, bonds, and options. Course explores investment principles, fundamental and technical analysis, and online investment resources to develop and maintain model portfolios. **Spring**
Instructor(s): David Roland-Holst.
Letter grade only.
Prerequisite(s): MGMT 281.
Crosslisted with: ECON 114.

MGMT 214 Financial Accounting (1)
Elementary accounting theory, with emphasis on the preparation and interpretation of financial statements. **Fall and Spring**
Instructor(s): Mark Bichsel.
Crosslisted with: ECON 073.

MGMT 215 Managerial Accounting (1)
This course describes and analyzes the tools available for measurement, control, and planning of business firms. Emphasis will be on the accounting of costs in business. **Spring**
Instructor(s): Mark Bichsel.
Prerequisite(s): ECON 073.
Crosslisted with: ECON 115.

MGMT 216 Corporate Finance I (1)
An introduction to the concepts and tools of corporate finance, and a discussion of the practical realities of financial decisions. Topics, among others, include present value and the internal rate of return, portfolio theory, debt-versus-equity financing, and the efficiency of capital markets. **Fall**
Instructor(s): Roger Sparks.
Crosslisted with: ECON 116.
MGMT 218 Financial Derivatives (1)
Covers derivatives markets, including options, futures contracts, and swaps. Explores methods for valuing derivatives and developing risk management strategies. Develops analytical tools such as binomial trees, the Black-Scholes model, and values at risk. **Spring**
_Instructor(s):_ Roger Sparks.
_Prerequisite(s):_ ECON 116.
_Note(s):_ This course is open to MBA students only. Crosslisted with: ECON 118.

MGMT 219 International Finance (1)
A comprehensive introduction to international financial markets and international financial strategy for multinational business. Foreign exchange and international capital markets are discussed in detail, as well as practical issues such as financing international trade, international investment, joint ventures, and foreign currency management. **Spring**
_Instructor(s):_ David Roland-Holst.
_Letter grade only._
_Offered in 2008–09 and then every other year._
_Offered in alternation with: MGMT 242._
_Prerequisite(s):_ ECON 155.

MGMT 220 Competitive Strategy (1)
Covers the development and implementation of strategies for gaining competitive advantage. Examines the strategic problems encountered by top-level managers in a competitive global market from an integrated perspective. Teaches varied approaches to analyzing strategic situations, developing a competitive strategy and managing policies to implement these strategies, including controlling organization-wide policies, leading organizational change and the allocation and leverage of resources. Explores such emerging topics as competitive dynamics, technology-based competition, business-governmental relationships, corporate social responsibility, and cooperative strategy. **Fall**
_Instructor(s):_ Roger Sparks.
_Letter grade only._
_Prerequisite(s):_ ECON 136.
_Note(s):_ This course is open to MBA students only.

MGMT 221 Labor Economics (1)
The labor market, labor movement, and employee-employer relations with emphasis on current issues. **Fall**
_Instructor(s):_ Nancy Thornborrow.
_Offered in 2008–09 and then every other year._
_Offered in alternation with: MGMT 245._
_Prerequisite(s):_ ECON 050.
_Crosslisted with: ECON 121._

MGMT 222 Legal Environment of Business (1)
An introduction to legal processes and substantive legal issues relating to business. We examine substantive areas of business law including contracts, torts, intellectual property, employment law, business entities, and real estate. We also explore how cases are brought to court, alternative dispute resolution, and other practical considerations of business law. **Fall**
_Instructor(s):_ Scott Verges.
_Letter grade only._

MGMT 223 Advertising and Public Relations (1)
Managing advertising and public relations as part of the broader promotional mix. Creating and executing successful advertising and PR campaigns; messaging and copy development. Emphasis is on methods for measuring and testing campaign effectiveness. **Fall**
_Instructor(s):_ Jordan Holtzman.
_Letter grade only._

MGMT 224 Communication for Business (.5–1)
Communication is fundamental to successful business planning and execution. This course examines professional communications skills with an emphasis on business writing. Students will develop an understanding of the writing process, how to self-edit, strike the right tone, and structure various forms of business writing including emails, memos, customer letters, press releases, and performance evaluations. Effective listening, presentation tips, dealing with conflict, nonverbal communication, running meetings, and other interpersonal communication techniques will also be covered. **Spring**
_Instructor(s):_ Barbara Blissert.
_Letter grade only._
_Note(s):_ This course is open to MBA students only.

MGMT 225 Information Technology (1)
In this advanced “hands-on” class students are introduced to computer applications used for simulation and analysis in the social and policy sciences. Topics vary, but typically include advanced applications of standard desktop software, statistical packages, relational databases, network analysis, geographic information systems, intelligent agent models, and systems dynamics simulation. Data and examples are drawn from economics, history, political science, public policy, anthropology, and sociology. **Fall**
_Instructor(s):_ Dan Ryan.
_Letter grade only._
_Limit 15 students._
_Note(s):_ Students expected to possess basic computer skills and an openness to things mathematical and to have undertaken previous course work in social sciences beyond the introductory level.
MGMT 226 Management Information Systems (1)
Gives future business managers a broad introduction to the theory and reality of planning for the use of technology in business, of choosing and managing the introduction of necessary business technology, and of managing the IT (information technology) function. Will make business managers far better informed consumers of the business technology. Will help IT managers work more effectively with business partners. Course does not teach the nuts-and-bolts details of technology.

**Spring**
Instructor(s): Phillip Gordon.
Letter grade only.
Note(s): This course is open to MBA students only.

MGMT 227 Negotiations (1)
The course examines the dynamics that occur before, during, and after negotiations and the theory behind various negotiation approaches. Topics to be addressed will include: claiming versus creating value (also known as distributive and integrative bargaining); preparation strategies; the nature of power; psychological aspects of negotiation; experience and expertise; multi-party/group negotiations; culture and gender; communications and perception; mediation and other alternative dispute resolution systems; working with lawyers; and organizational change and salary negotiations.

**Fall and Spring**
Instructor(s): Staff.
Letter grade only.
Note(s): This course is open to MBA students only.

MGMT 228 Governmental Accounting and Nonprofit Accounting (1)
This course is a comprehensive examination of the basic accounting concepts and practices used in governmental and nonprofit agencies. The course is designed to teach the preparation of financial statements for nonprofit and governmental organizations; the student will gain a thorough understanding of the financial activities of nonprofit and governmental agencies through an analysis of the basic financial statements—specifically, the balance sheet, the income statement, and the statement of cash flows.

**Spring**
Instructor(s): Staff.
Letter grade only.
Prerequisite(s): MGMT 214.
Crosslisted with: ECON 128.

MGMT 230 Marketing Management (1)
Applies the case study method to marketing management and problem solving in a multicultural environment. Teaches methods for managing product positioning, pricing, distribution, and external communications. Examines customer behavior, demand determination, and marketing research. Emphasis is on developing fully integrated marketing programs.

**Fall**
Instructor(s): Lisa Cain.
Letter grade only.
Note(s): This course is open to MBA students only.

MGMT 231 Marketing Strategy (1)
This course builds upon MGMT 230 Marketing Management, with a stronger emphasis on the strategic considerations associated with each element of the marketing mix. In addition to a mix of cases and lectures, we will use a computer simulation over several weeks to allow for practice in marketing decision making. Students will make resource allocation decisions, determine market entry/exit strategies, and analyze competitors. The simulation provides a hands-on approach for learning these aspects of marketing strategy.

**Spring**
Instructor(s): Lisa Cain.
Letter grade only.
Prerequisite(s): MGMT 230.

MGMT 232 Operations Management (1)
Introduces operations as a functional area of management and examines its link with other functional areas of the firm. Teaches about the acquisition and allocation of resources to support the production and delivery of goods and services. Both manufacturing and service systems will be covered. Introduces contemporary issues faced by operations managers today, such as total quality management, just-in-time approaches, and process reengineering to improve productivity and control costs. The case method is emphasized and computer applications are used.

**Fall**
Instructor(s): Nancy Williams.
Letter grade only.
Note(s): This course is open to MBA students only.

MGMT 233 Marketing Research (1)
The course is targeted for students who are expecting to be marketing managers or marketing researchers. By the end of the course, students will be able to translate a marketing problem into a feasible research question; understand various types of research that exist and the conditions under which each of them is appropriate; and interpret the re-
sults of marketing research to make actionable recommendations for decision makers. **Spring**

Instructor(s): Lisa Cain.

Letter grade only.

**Prerequisite(s):** MGMT 230.

**Note(s):** This course is open to MBA students who have already completed MGMT 230.

**MGMT 234 Human Resources Management (1)**

Provides an overview of the essential functions and theories of human resources management in a global work environment. Illustrates the need for management to understand an integrated approach toward human resources planning, staffing, performance management, compensation and benefits, labor relations, and employee separation. Special attention is paid to the role of HRM in ensuring compliance with legal regulations within the employment relationship. **Fall**

Instructor(s): Barbara Blissert.

Letter grade only.

**MGMT 236 Managerial Economics (1)**

This course develops methods for solving business and administrative problems. The course provides a link between economic theory and practice by showing—through examples, case studies, and discussion—how economic analysis can be usefully applied to managerial decision making. The topics to be covered include risk analysis, econometric studies of demand, costs and productivity, the design of optimal pricing schemes, strategic thinking, and global business issues. **Spring**

Instructor(s): Roger Sparks.

Letter grade only.

**Prerequisite(s):** ECON 100.

**Crosslisted with:** ECON 136.

**MGMT 237 Public Sector Economics: The Economics of Government (1)**

Public Sector Economics explores how government can protect our collective well-being when markets fail. It examines market failures and explores policies to address the problems they cause, like pollution, congestion, poverty, inequality, and the underprovision of public goods such as public safety and scientific research. It examines who really bears the burden of taxes, and analyzes government programs like Welfare, Food Stamps, Medicare, and Social Security. It specifically addresses issues of fairness. **Spring**

Instructor(s): Siobhan Reilly.

**Prerequisite(s):** ECON 050.

**Crosslisted with:** ECON 134, PPOL 215.

**MGMT 239 Urban Economics (1)**

Urban Economics uses economic analysis to explore why and where cities develop and how they grow. It also examines important issues cities face, including land use, transportation, education, housing, funding local government, crime, concentrated poverty, and segregation. **Fall**

Instructor(s): Siobhan Reilly.

Offered in 2008–09 and then every other year.

**Recommended Course(s):** ECON 050.

**Crosslisted with:** ECON 139.

**MGMT 240 Health Economics (1)**

This course applies the tools of microeconomics to the study of the healthcare sector in the U.S., with a focus on issues of equity and efficiency. It analyzes healthcare as a commodity, the demand for health and medical care, the incentives facing care providers, the functioning of insurance markets, and the roles of government and the private sector. It examines current programs as well as competing proposals for reform of the system. **Spring**

Instructor(s): Siobhan Reilly.

Letter grade only.

Offered in 2008–09 and then every other year.

**Prerequisite(s):** ECON 050.

**Crosslisted with:** ECON 140.

**MGMT 242 Industrial Organization and Public Policy (1)**

Microeconomic principles applied to everyday market interactions between firms, consumers, and public agencies. Emphasis is on real examples of business competition and strategy, consumer welfare, and the role of government in overseeing and regulating market outcomes. **Spring**

Instructor(s): David Roland-Holst.

Letter grade only.

Offered in 2007–08 and then every other year.

**Offered in alternation with:** MGMT 219.

**Prerequisite(s):** ECON 050.

**MGMT 244 Ethics, Leadership, and Entrepreneurship (1)**

Reviews the basic functions of management planning, organizing, staffing, leading, and controlling, and applies them to the executive level. Gives a management perspective on management theory, decision processes, conflict management, and risk taking and problem solving in the internal and external environments. Surveys ethical problems confronted by managers. Instructional resources include guest lecturers, case studies, and historic and contemporary management readings. Students are expected to write and present a research paper and to participate fully in class discussion. **Spring**

Instructor(s): Nancy Williams.

Letter grade only.

**Note(s):** This course is open to MBA students only.
MGMT 245 Women and Business (1)
This course uses business cases, journal articles, and class discussions to explore a variety of issues relevant to women’s working experiences in managerial and professional positions. Students will study the strategies of women entrepreneurs and explore ways to resolve problems that can be more acute for women. Problems unique to minority women are also examined. **Fall**
Instructor(s): Nancy Thornborrow.
Letter grade only.
Offered in 2007–08 and then every other year.
Offered in alternation with: MGMT 221.
Note(s): This course is open to MBA students only.

MGMT 246 Multinational Business Strategy (1)
This course provides a comprehensive introduction to strategic business practices in an era of globalization. After a review of the principles of international trade and finance, we cover management, operations, marketing, and financial strategy in the context of multinational business. Students should have a high level of interest in all issues related to globalization. **Spring**
Instructor(s): David Roland-Holst.
Letter grade only.

MGMT 253 Environmental Economics (1)
This course will focus on the application of economic analysis to the problems of resource depletion and environmental pollution. Several fundamental questions will be addressed. Does economic growth necessarily imply environmental destruction? What are the optimal levels of pollution control and energy conservation? What policy options exist for achieving these goals? Should the government sell permits to pollute, tax polluters, or impose direct legal restrictions on the quantities of pollutants? We will also examine the effects of market structure and uncertainty on the rate of resource depletion. **Fall**
Instructor(s): Roger Sparks.
Letter grade only.
Offered in 2009–10 and then every third year.
Offered in rotation with: ECON 113, ECON 148.
Prerequisite(s): ECON 050.
Crosslisted with: ECON 153.

MGMT 255 International Trade (1)
A comprehensive introduction to the theory and institutions of international economic relations. Both classical and modern trade theories will be covered and discussion will focus on current issues of U.S. trade and the world economy. **Fall**
Instructor(s): David Roland-Holst.
Letter grade only.

MGMT 260 Capital Markets, Real Estate, and Consulting (1)
This course provides an in-depth understanding of three business disciplines. Recent areas examined were management consulting, capital markets, and real estate. The instructors, one for each five-week segment, are business professionals currently working in these fields. They familiarize students with the overall scope of the field, the variety of transactions that take place, and the strategy areas that exist. By doing hands-on projects, students are introduced to skills necessary for success in these specialties. **Spring**
Instructor(s): Staff.
Letter grade only.

MGMT 263 Quantitative Methods for Business (1)
Introduction to standard statistical methods for analyzing business and financial data. Covers descriptive statistics, probability, sampling distributions, statistical inference and hypothesis testing, and multivariate regression analysis. Emphasis on developing proficiency with standard statistical software, and on becoming a critical consumer of statistical information for purposes of decision making. **Fall**
Instructor(s): Eirik Evenhouse.
Letter grade only.

MGMT 264 Econometrics and Business Forecasting (1)
A comprehensive introduction to statistical methods for economic and business decisions. Emphasis is on practical applications of statistical software and data interpretation. **Spring**
Instructor(s): Nancy Thornborrow.
Letter grade only.
Prerequisite(s): ECON 050 and ECON 081.
Crosslisted with: ECON 164.

MGMT 270 Nonprofit Management (1)
Designed for individuals who plan to provide leadership within the nonprofit sector, either as funders, managers, or board members. Provides an overview of the nonprofit sector, followed by several sessions focused on the importance of mission and strategy. Discusses marketing, nonprofit sources of income including fundraising and earned income, governance and nonprofit boards, managerial control and financial statements, program evaluation, international nongovernmental organizations (NGOs), organizational evolution and strategic change, and the future of the sector. **Fall**
Instructor(s): April Gilbert.
Letter grade only.
Note(s): This course is open to MBA students only.
MGMT 271 Strategic Philanthropy and Social Enterprise (1)
This elective examines the evolving dialogue between profit motives and social causes. The first half of the course focuses on strategic philanthropy by examining the historical and emerging collaborations between nonprofit and for-profit organizations. The second half focuses on social entrepreneurship and the application of entrepreneurial business models to social issues. The main assignment is a case study of strategic philanthropy or a social business plan (per student interests). Spring
Instructor(s): Ellen O’Connor.
Letter grade only.
Note(s): Open to MBA students only.

MGMT 274 Innovation in Business (1)
The course will examine the innovation process in business, the role of the entrepreneur in that process, and the factors that enable, or hinder, that process. The course will provide examples and information from around the world, since innovation and entrepreneurship, despite the perception of the popular press, is not unique to the U.S. Fall
Instructor(s): Phillip Gordon.
Letter grade only.
Offered 2007–08.

MGMT 275 Entrepreneurship (1)
The course is organized around the preparation of a strategic plan and process for successfully launching a new business venture. Plans may be within the for-profit and/or nonprofit sectors. Additionally, actual start-up processes may be undertaken and supported by course work per students’ readiness to execute. The teaching approach emphasizes hands-on access to information and people via case studies, guest speakers, and fieldwork. Spring
Instructor(s): Ellen O’Connor.
Letter grade only.
Note(s): Open to MBA students only.

MGMT 280 Topics in Business (1)
Discussion of a specific business topic(s). Spring
Instructor(s): Staff.
Letter grade only.

MGMT 281 Introduction to Statistics (1)
Experimental design, descriptive statistics, probability, probability distributions, random variables, sampling, estimation, and hypothesis testing. Understanding statistical inference; examples drawn from social science. Fall
Instructor(s): Nancy Thornborrow.
Crosslisted with: ECON 081, PPOL 201.

MGMT 282 Modeling and Data Analysis (1)
Provides analytical concepts/tools for the management of operations and decision making within organizations. Enhances students’ ability to perform the quantitative analysis necessary to make good decisions. Includes decision analysis, forecasting, simulation, and quantitative modeling in spreadsheets. Fall and Spring
Instructor(s): Jasmin Ansar.
Letter grade only.
Prerequisite(s): MGMT 281.
Note(s): This course is open to MBA students only.

MGMT 283 Advanced Seminar (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff.
Letter grade only.

MGMT 287 Internship in Management (0)
Required prior work experience for the MBA Program generally takes the form of a paid or unpaid internship over the summer prior to the final year of MBA course work. Placement assistance for this internship is available from the College upon or after admission to the MBA Program. In some cases, significant prior work experience will be recognized in lieu of the internship. Summer
Instructor(s): Staff.
Note(s): No credit is given for these summer internships as they are done in preparation for the MBA Program, not as part of the program. Students could register as an audit if they want them to show up on their transcripts.

MGMT 288 Management Practicum (1)
A faculty-supervised field practicum, which provides experience directly related to a student’s career goals and academic program, may be taken for credit. The Bay Area offers numerous opportunities for such a hands-on type of learning experience. Fall and Spring
Instructor(s): Staff.
Letter grade only.
Mathematics
510.430.2134

Faculty: Professional Interests

Steven R. Givant
Logic and foundations of mathematics, model theory, general algebra, theory of relations

Barbara Li Santi
Artificial intelligence applications in education, cognitive science, intelligent tutoring systems, computer science education, linear algebra

Ellen Spertus
Information retrieval, online communities, social issues, computer architecture, compilers

Zvezdelina Stankova
Algebraic geometry, representation theory, combinatorics

Susan S. Wang
Design and analysis of algorithms, very large-scale integrated systems, parallel computation

The integrated BA/MA program in mathematics is designed to give strong Mills mathematics majors the opportunity to prepare for graduate/research mathematics in a supportive and personalized environment. Because of the diverse interests of our faculty, students can choose among topics including algebra, algebraic geometry, algebraic logic, analysis, biostatistics and mathematical biology, combinatorics, computational mathematics, geometry, linear algebra, logic, number theory, representation theory, or topology. With the distinction of graduating with a BA/MA in five years, our students will be prepared to succeed in doctoral programs in mathematical science and/or in a wide range of academic, industry, and government jobs that require advanced knowledge of pure and applied mathematics.

Application to the BA/MA Program
A Mills undergraduate student who has declared a mathematics major or is close to declaring it, must:
• choose a tentative MA thesis advisor in the Mathematics Department; and
• submit to this advisor her Mills and transfer transcripts (if any) and a detailed plan for her course of study, including the undergraduate and graduate courses intended to complete all requirements of the BA and MA degrees.

To ensure proper planning and admission to the program, applications should be submitted by the end of the sophomore year/beginning of the junior year.

Prerequisites
To be considered for the BA/MA program, a Mills undergraduate student must have:
• declared a mathematics major (or be close to declaring);
• mathematics GPA of at least 3.5 (including all Mills and transferred courses counted toward the BA mathematics major);
• earned at least an A- in each of the following four courses: MATH 047, MATH 048, MATH 049, and MATH 050 (or their equivalent, if transferred);
• overall Mills GPA of at least 3.0; and
• demonstrated potential for graduate-level work in mathematics.

Exceptions shall be made at the discretion of the Mathematics Department. The BA/MA program is highly selective. Candidates will be accepted to the program after a full evaluation by the Mathematics Department.

Maintaining High Standards
To continue in the BA/MA program, every year the student must have:
• shown satisfactory progress toward the BA and MA degrees;
• maintained an undergraduate mathematics GPA of at least 3.5;
• maintained a graduate mathematics GPA of at least 3.0; and
• maintained overall Mills GPA of at least 3.0.

Degree Requirements
(8 semester course credits)
A BA degree in mathematics at Mills College, and the satisfactory completion of the following MA requirements:

Graduate mathematics courses, select six (6):
MATH 242 Real Analysis (1)
MATH 252 Abstract Algebra II (1)
MATH 254 Foundations of Geometry (1)
MATH 260 Complex Analysis (1)
MATH 280 Topics in Mathematics:
MATH 280A Topics in Algebra (1)
MATH 280B Topics in Algebraic Geometry (1)
MATH 280C Topics in Algebraic Logic (1)
MATH 280D Topics in Analysis (1)
MATH 280E Topics in Applied Linear Algebra (1)
Courses

MATH 242 (142) Real Analysis (1)
Topics include: elementary properties of functions of a single variable; local and global behavior of functions; continuity and limits; Intermediate Value Theorem; properties of continuous functions on compact intervals; Rolle’s Theorem, Mean Value Theorem, and l’Hospital’s rule for indeterminate forms; linearization and applications to convexity; theory of Taylor polynomials; the Riemann integral; Fundamental Theorems of Calculus; improper integrals; and sequences and series of functions.  

Spring 

Instructor(s): Steven Givant, Zvezdelina Stankova.  
Prerequisite(s): MATH 141.

MATH 250A Thesis for the Degree of Master of Arts in Mathematics (1)
The MA thesis is developed over two semesters during the last year of BA/MA program, under the supervision of the student’s MA advisor. Before commencing work on the thesis, the student must submit a thesis proposal for review and acceptance by the student’s MA advisor. The thesis can be expository in nature based on graduate-level books and/or research papers, or original work on graduate-level material.  

Fall and Spring 

Instructor(s): Staff.
Letter grade only.

MATH 250B Thesis for the Degree of Master of Arts in Mathematics (1)
Completion of the master’s thesis begun in MATH 250A. The student will defend her completed thesis in a public presentation with the mathematics faculty in attendance.  

Fall and Spring 

Instructor(s): Staff.
Letter grade only.

MATH 252 (152) Abstract Algebra II (1)
Topics include groups, subgroups, group homomorphisms and isomorphisms, Lagrange’s theorem, normal subgroups, quotient groups, fundamental group isomorphism theorems, symmetric and alternating groups, direct products, classification of finite abelian groups, integral domains, Euclidean domains, principal ideal domains, unique factorization domains, factorization of quadratic integers, and the field of fractions of an integral domain. Additional topics include: Sylow theorems, structure of finite groups, abstract vector spaces, subspaces, linear independence, bases, simple and algebraic field extensions, splitting fields, separability, and finite fields.  

Spring 

Instructor(s): Steven Givant, Zvezdelina Stankova.  
Prerequisite(s): MATH 151.
MATH 254 (154) Foundations of Geometry (1)
A survey of various systems of geometry from a modern point of view, using techniques from algebra and logic. Possible topics include Euclidean geometry, non-Euclidean geometries (such as elliptic, hyperbolic, and parabolic geometry), affine geometry, projective geometry, and finite geometries. **Spring**
Instructor(s): Steven Givant, Zvezdelina Stankova. Offered in 2007–08 and then every other year. Offered in alternation with: MATH 260.

MATH 260 (160) Complex Analysis (1)
An introduction to the calculus of functions that have complex numbers as arguments and values. Topics include algebra and geometry of complex numbers; elementary functions of a complex variable; differentiation and integration of complex functions; Cauchy’s Integral Theorem; Taylor’s and Laurent’s (infinite) series for complex functions; residues; and conformal mapping. **Spring**
Instructor(s): Steven Givant. Offered in 2008–09 and then every other year. Offered in alternation with: MATH 254. Prerequisite(s): MATH 141.

MATH 280 (180) Topics in Mathematics (1)
Offers topics that are not offered in the regular curriculum from the following fields: algebra, algebraic geometry, algebraic logic, analysis, applied linear algebra, combinatorics, geometry, linear algebra, mathematical logic and foundations of mathematics, number theory, representation theory, and topology. **Fall**
Instructor(s): Staff. This course may be taken two times.
Music
Music  
510.430.2171

Faculty: Professional Interests

David Bernstein
Theorist, musicologist, author, specialist in early 20th-century tonal theory and analysis, 12-tone theory, set theory, the aesthetics of the avant-garde

John Bischoff
Composition; electronic music for solo performers, computer network bands, and instrumental ensembles; alternative tuning systems; electro-acoustic instrument construction

Chris Brown
Composition and improvisation, interactive electronic and computer music, musical instrument building and new instrumental resources, contemporary piano performance, world music

Fred Frith
Composition; the performance of both composed and improvised music; collaboration in the fields of theater, dance, and film; improvisation pedagogy

Nalini Ghuman
Nineteenth- and 20th-century western classical music and opera; solo and chamber piano performance; ethnomusicology (particularly North Indian vocal music and Welsh folk music); cultural studies; post-colonial perspectives on musical orientalism, nationalism, and cross-cultural musical exchange

Roscoe Mitchell
Composer/improviser and multi-instrumentalist, founding member of the Association for the Advancement of Creative Musicians (AACM) and the Art Ensemble of Chicago

Maggi Payne
Composer, performer, interdisciplinary artist, recording engineer, music editor, creator of many works for electronic or visual media

For well over half a century, the Mills Music Department has enjoyed an international reputation in the field of contemporary music and has occupied a unique place in Bay Area culture. Our two-year graduate degree programs continue this tradition of excellence. Mills offers a master of arts degree in composition, a master of fine arts degree in electronic music and recording media, and a master of fine arts degree in performance and literature (with specializations in solo and chamber music or in improvisation). These programs successfully blend appreciation for past accomplishment and skills with commitment to artistic innovation and technological advancement. The graduate faculty of leading composers, performers, and scholars prides itself on its creative openness and accessibility to students.


Our unique program in performance provides students with opportunities to study a broad range of repertories and techniques, from traditional solo and chamber music to recently composed works, from notated music to indeterminate scores and free improvisation. Students in our performance program learn in a dynamic environment in which older traditions inform contemporary idioms and new music inspires reinterpretations of works from earlier periods. They study and perform with top San Francisco Bay Area musicians as well as with distinguished guest artists. Musical groups, such as the Contemporary Performance Ensemble, the Mills Performance Collective (which specializes in chamber music), and the Mills Performing Group (an ensemble, originally established by Luciano Berio, Darius Milhaud, and Morton Subotnick, dedicated to presenting works from diverse repertories) provide performance opportunities. Visiting performers in recent years have included Aaron Rosand, Angela Hewitt, AMM, Leo Smith, Warner Bartschi, Anne Queffélec, Frances-Marie Uitti, Susie Ibarra, Kazue Sawai, Marilyn Crispell, Peggy Seeger, Hazel Dickens, Louis Lortie, Charles Rosen, Amy Denio, Laetitia Sonami, and the late David Tudor. Our program’s strong historical, theoretical, and...
critical component allows performers to gain advanced knowledge of the cultural, analytical, and socio-historical aspects of music, thereby enhancing their performance of diverse repertories.

The College’s Center for Contemporary Music (CCM), with its roots in the historic San Francisco Tape Music Center, is world-renowned for its innovative work in electro-acoustic and computer music, performance art, recording media, and sound synthesis. Its popular public events include Songlines, a series of symposia on sound, nature, and new music technologies that brings together in an informal setting guest composers, performing artists, and researchers. Recent guests have included Luc Ferrari, Miya Masaoka, Janice Giteck, “Blue” Gene Tyranny, Tetsu Saitoh, Robert Ashley, Annea Lockwood, Kitundu, Christina Kubisch, Carla Kihlstedt, Amelia Cuni, Neil Rolnick, Nicolas Collins, and Louis Goldstein.

Our commitment to creating interdisciplinary works with other fine arts departments is enhanced by Mills’ Intermedia Arts Program, which generates many fresh ways of making and thinking about music. (See Intermedia Arts Program for more information.)

Aesthetically open-minded, technologically advanced, and artistically active, Mills College is an ideal environment for creative work in music.

**Special Admission Requirements**

In addition to the regular graduate admission requirements, all applicants to the graduate programs in music are required to complete a music supplemental application, available from the Office of Graduate Studies. Each of the degree programs also has special admission requirements as follows. Inquiries concerning any of these requirements should be addressed to the Music Department at 510.430.2171.

Applicants for the master of arts degree in composition must submit scores and CD or cassette recordings of at least three recent compositions.

Applicants for the master of fine arts degree in electronic music and recording media must submit recordings of at least three recent compositions, one of which may be on DVD or video (mini-DV or 1/2-inch, VHS). Applicants should include details of their level of experience in computer programming, and any experience that they may have had with audio recording and intermedia arts. They should also indicate if they wish to specialize in any of the following areas, singly or in combination: composition and performance utilizing electronic media, interdisciplinary media arts, research in electronic instruments or systems design, digital signal processing, and software music languages.

Applicants for the master of fine arts degree in music performance and literature must participate in an audition during the winter or spring preceding proposed registration. In order to be eligible for financial aid, the audition must take place by February 15. When distance makes an audition in person impossible, an unedited recording (not to exceed 45 minutes in length) must be submitted with the application. Please contact the Music Department at 510.430.2171 for additional information or to schedule an audition time.

The essay/analysis and audition/tape or CD requirements for the solo and chamber music specialization of the MFA in music performance and literature are as follows:

**Essay/Analysis:**
Submit a scholarly writing sample on an historical, aesthetic, or analytical topic (this may be an essay that you have written for an upper-division course in music).

**Tape/Audition for:**
- **Instruments (piano, strings, and winds)**
  - One significant work (or movement) representing each of the following categories: Baroque or Renaissance, Classic, 19th century, and 20th century.
- **Voice**
  - A German lied, an early Italian song, a song in a contemporary idiom, and an operatic aria.
- **Other Instruments**
  - Students wishing to apply on an instrument not included in the above categories (e.g., harpsichord, guitar, harp, percussion), or to modify these requirements because of their performance specialization should make inquiries directly to the head of the Music Department at 510.430.2171.

The audition/tape or CD and essay/analysis requirements for the improvisation specialization of the MFA in music performance and literature are as follows:

**Essay/Analysis:**
Submit a writing sample on an historical, aesthetic, or analytical topic relating to improvisation. This may examine a specific style of improvisation or the work of an important improver or ensemble.

**Tape/Audition:**
For tape/CD/video submissions: at least one unedited solo improvisation and two small group
(duo or trio) improvisations. For live auditions: at least one solo improvisation plus two or three improvisations with parameters to be given at the audition. (The live-audition applicant can also submit a tape, CD, or video of small group improvisation if they wish.)

Note: If any of the application materials are considered insufficient by the Music Department, the applicant may be admitted as a graduate student-at-large. In such case, upon completion of the equivalent of one semester’s full course load, the student’s advisor and instructors will evaluate the student’s progress to determine whether the student will be admitted to degree status, given an additional semester to make up deficiencies, or asked to withdraw from the graduate program.

**The Master of Fine Arts in Electronic Music and Recording Media (12 semester course credits)**

Several concentrations are possible within this degree program:

- composition and performance utilizing electronic media;
- instrument-building and systems design for interactive electronic music; and
- intermedia work based in music, but also involving a variety of other time-based forms, such as video, interactive CD-ROMs, Internet, and installation-based works.

Classes in the Electronic Music and Recording Media Program take place in the studios of the Center for Contemporary Music (CCM), and students pursuing intermedia work may also enroll in IART 219 Electronic Arts, which meets in the Prieto Multimedia Lab, and relevant courses in dance and video. Students should budget additionally for materials required for work in these media. An average of $600 per semester is required to cover costs for audio tape, recordable compact discs, removable hard-disk media, software, and electronic supplies.

**Required:**

MUS 212 Seminar in 20th-Century Literature and Theory (1)
MUS 250 Thesis (1), which consists of a performance or installation of original work, accompanied by a journal-length article, and presentation of this work to a committee of faculty members for discussion and review.
MUS 251 Seminar in Computer Music (1)
MUS 252 Seminar in Electronic Music Performance (1)
MUS 292 Composition Seminar (1)

And select one course from:
MUS 210 Selected Issues in Contemporary Performance and Improvisation (1)
IART 219 Electronic Arts (1)
IART 248 Video II (1)

And select one course from:
MUS 224 Contemporary Instrumentation and Orchestration (1)
MUS 264 Advanced Audio Recording (1)
MUS 266 Advanced Orchestration Seminar (1)

And select courses from the following to equal 1 credit:
MUS 205 Selected Issues in Composition (.5–1)
MUS 225 Individual Instruction in Performance and Composition (.5)
MUS 257 Seminar by Visiting Professor (.5–1)
MUS 260 Composition Practicum (.5)
MUS 291–292 Composition Seminar (1; 1)

And select 4 semester course credits in electives, which may include appropriate 100- or 200-level courses in other departments.

**The Master of Arts in Composition (11 semester course credits)**

MUS 210 Selected Issues in Contemporary Performance and Improvisation (1)
MUS 212 Seminar in 20th-Century Literature and Theory (1)
MUS 224 Contemporary Instrumentation and Orchestration (1) or
MUS 266 Advanced Orchestration Seminar (1)
MUS 248 Post-Tonal Theory and Analysis (1)
MUS 237 Seminar in Music Literature and Criticism (1) or
MUS 256 Tonal Analysis (1)
MUS 250 Thesis (1), which consists of the preparation and performance of a major work, including documentation of the work in score or other appropriate form. As part of the thesis project, students must submit an article suitable for publication in a music journal or magazine, and must present their written work to a faculty committee for discussion and review.
MUS 292 Composition Seminar (1)

And select courses from the following to equal 1 credit:
MUS 205 Selected Issues in Composition (.5–1)
MUS 225 Individual Instruction in Performance and Composition (.5)
MUS 260 Composition Practicum (.5)
MUS 291 Composition Seminar (1)

And select 3 course credits in electives.
The Master of Fine Arts in Music Performance and Literature (12 semester course credits)

Two different specializations are possible within this degree program, each having different requirements:

1. Specialization in solo and chamber music
2. Specialization in improvisation

**Required for solo and chamber music specialization:**
- MUS 212 Seminar in 20th-Century Literature and Theory (1)
- MUS 224 Contemporary Instrumentation and Orchestration (1)
- MUS 237 Seminar in Music Literature and Criticism (1)*
- MUS 250 Thesis (1), which consists of a full recital with well-researched program notes, and a major paper suitable for publication in a journal. The recital program and written work are reviewed by a faculty committee of three, which must include the candidate’s instructor in performance.

And select one course from:
- MUS 210 Selected Issues in Contemporary Performance and Improvisation (1)
- MUS 211 Improvisation Workshop (1)

And select one course from:
- MUS 248 Post-Tonal Theory and Analysis (1)
- MUS 256 Tonal Analysis (1)

And two courses (1 credit total) of:
- MUS 231 Performance Collective (.5)

And two courses (1 credit total) of:
- Individual Instrumental Instruction (.5)

And select 4 semester course credits in electives.

**Required for specialization in improvisation:**
- MUS 210 Selected Issues in Contemporary Performance and Improvisation (1)
- MUS 211 Improvisation Workshop (1)
- MUS 224 Seminar in 20th-Century Literature and Theory (1)
- MUS 250 Thesis (1) which consists of a full concert of improvisation with a minimum of one-third solo work, and a paper on a topic related to the subject of improvisation suitable for publication in a music journal or magazine.

And four courses (2 credits total) of either:
- MUS 225 Individual Instrumental Instruction (.5)
- MUS 260 Composition Practicum (.5)

And four courses (2 credits total) of:
- MUS 226 Music Improvisation Ensemble (.5)

And 3 semester course credits in electives.

**First-Year Review: All Candidates**

Students in all three programs must demonstrate professional standards of achievement in the chosen field. At the end of the first year of residence (two semesters of full-time enrollment or its equivalent), students must submit a portfolio representing the work accomplished during the period of enrollment. Only after completion of a successful faculty review will the student be permitted to proceed with the second year of study.

The following undergraduate courses are open to graduate students as well:
- MUS 101 20th-Century Styles and Techniques I: 1900–1945 (1)
- MUS 112 Cross-Currents in Rock Music (1)
- MUS 114 Musics of the World: The Pacific, Asia, and India (1)
- MUS 116 Women and Creative Music (1)
- MUS 117 History of European Music to 1750 (1)
- MUS 118 Classic and Romantic Music (1)
- MUS 120 American Music (1)
- MUS 147 Introduction to Electronic Music (.5–1)
- MUS 154 Introduction to Computer Music (.5–1)
- MUS 159 Seminar in Musical Performance, Composition, and Improvisation (1)
- MUS 163 The World of Opera (1)
- MUS 170 African American Music: The Meaning and the Message (1)
- MUS 180 Special Topics in Music: Deep Listening (.5–1)

**Courses**

**MUS 205 Selected Issues in Composition (.5–1)**
Individual problems in composition, planned to strengthen the student’s knowledge of contemporary techniques and forms and to develop the student’s fluency and stylistic growth. **Fall and Spring Instructor(s): Pauline Oliveros, Guest Composers.**

**MUS 210 Selected Issues in Contemporary Performance and Improvisation (1)**
Evolution of performance practice in contemporary music is examined through seminar discussion, research, and ensemble participation. Special topics will be selected each semester and will include

*MUS 237 may be taken a second time to fulfill an elective credit.*
examination of the literature and the techniques of innovative performers. Students will interact with faculty performers as part of a nucleus ensemble. Improvisation as well as interpretation of structurally determined music will be emphasized. May be repeated for credit with the permission of the instructor. Fall
Instructor(s): Fred Frith.
Letter grade only.
This course may be taken two times.

MUS 211 (111) Improvisation Workshop (1)
This course will offer practical experience of non-idiomatic or pan-idiomatic improvisation in small and large group contexts. Emphasis will be on listening, understanding social structures and how they affect improvisation, basic ear-training to improve rhythmic and melodic skills, and building self-confidence. Students should have at least intermediate instrumental or vocal skills. Fall
Instructor(s): Staff.
Instructor consent required.
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2008–09 and then every other year.
Offered in alternation with: MUS 210.

MUS 212 Seminar in 20th-Century Literature and Theory (1)
Intensive studies in various aspects of the history, theory and literature of contemporary music. Topics may include the New York School; theories of the 20th-century avant-garde; 20th-century theories of musical time; postmodernist aesthetics and criticism; the American experimentalist tradition; and the music, poetry, and art of John Cage. Spring
Instructor(s): David Bernstein.
Limit 18 students.

MUS 219 (119) Performance Practice of Baroque and Classical Music (1)
A study of historical performance practices of baroque and classical music, with emphasis on both research and performance. A survey of the musical forms and compositional and performance styles of each period through music examples and source readings. Small ensemble work with class performances and guest lectures by prominent early music specialists. The course concludes with a final concert. Fall
Instructor(s): Sandra Soderlund.
Offered in 2007–08 and then every other year.
Offered in alternation with: MUS 117.

MUS 224 (124) Contemporary Instrumentation and Orchestration (1)
Historical, analytical, and practical study of instrumentation and orchestration, with emphasis on gaining advanced facility in writing for the orchestral instruments. The course surveys fundamental and advanced techniques for writing for each instrument. The course also covers the basics of score reading, notation, and copying. Focus will be on instrumentation and orchestration from the standpoints of 20th-century and world musics. Students are required to turn in several small and one large orchestral assignment, as well as analytical projects. Spring
Instructor(s): Staff.
Offered in 2008–09 and then every other year.
Offered in alternation with: MUS 266.

MUS 225 Individual Instruction in Performance and Composition (.5)
Open to all graduate students. Lessons are not covered by tuition and must be arranged in person through the Music Department’s administrative assistant prior to the first day of classes. Students may audition for lesson scholarships which must be applied for through the Music Department’s administrative assistant prior to the first day of classes. Fall and Spring
Note(s): See individual lesson instructors in faculty roster.
This course may be taken four times.

MUS 226 (126) Music Improvisation Ensemble (.5)
Even if you’ve never improvised before, you’re welcome in this multi-instrumental/vocal ensemble devoted to intensive work on non-idiomatic (and pan-idiomatic) improvisation. Some basic instrumental or vocal experience is required. Auditions for new members of the ensemble will be held during the first session in fall and spring. Fall and Spring
Instructor(s): Fred Frith.
This course may be taken four times.

MUS 227 (127) Contemporary Performance Ensemble (.5)
Undergraduate and graduate performers, as well as community musicians, are welcome in this multi-instrumental/vocal ensemble devoted to the study and performance of a wide range of contemporary scores. Auditions for new members of the ensemble will be held during the first session in fall and spring. Fall and Spring
Instructor(s): Steed Cowart.
This course may be taken four times.
MUS 228 (128) Gamelan Ensemble (0.5)
Learn the art of improvisation and chamber music in this traditional Indonesian percussion ensemble using the famed American gamelan built by composer Lou Harrison with William Colvig. All levels of musical expertise are welcome. Fall and Spring
Instructor(s): Daniel Schmidt.
This course may be taken four times.

MUS 229 (129) Kongolesse Drumming (0.5)
Join Capoeira Angola drumming master Terry Baruti in the popular Kongolesse drumming ensemble for beginning and skilled percussionists. Fall and Spring
Instructor(s): Terry Baruti.
This course may be taken four times.

MUS 230 (130) Vocal Jazz Improvisation Ensemble (0.5)
The ability to sing in tune is required; an adventurous spirit is suggested. This class explores the boundaries of vocal ensemble through an array of improvisational exercises and “lesser-known,” yet expanded, jazz choral arrangements. Voice technique; ensemble blend and balance; and jazz rhythms, song forms, and scat-singing are also integral to this work which often yields greater personal and creative freedom. Informal group audition at the first rehearsal. Culminates in a “salon” performance. Fall and Spring
Instructor(s): Molly Holm.
This course may be taken four times.

MUS 231 (131) Performance Collective (0.5)
This is a class devoted to the practice and performance of vocal and instrumental chamber music from the Baroque era to the 20th century. Through participation in weekly master classes you will enhance your skills as a chamber musician, develop your interpretation of a variety of musical styles and periods, as well as prepare for and perform in concerts held on campus. Fall and Spring
Instructor(s): Staff.
This course may be taken four times.

MUS 232 (132) Early Music Vocal Ensemble—Beginning (0.5)
The purpose of this vocal ensemble is to study and perform early music. Emphasis is on the musical styles and forms of the Middle Ages, Renaissance, and Baroque periods. Students will develop their ability to perform in small ensembles and improve such aspects of singing as intonation, articulation, phrasing, balance, and interpretation. This course is geared toward students and faculty who have not had much vocal or choral experience and have beginning sightreading skills. Fall and Spring
Instructor(s): Cindy Beitmen.
This course may be taken four times.

MUS 233 (133) Early Music Vocal Ensemble—Intermediate (0.5)
The purpose of this vocal ensemble is to study and perform early music. Emphasis is on the musical styles and forms of the Middle Ages, Renaissance, and Baroque periods. Students will develop their ability to perform in small ensembles and improve such aspects of singing as intonation, articulation, phrasing, balance, and interpretation. This course is designed for students and faculty with choral experience and sightreading skills who are interested in working on more advanced repertoire. Fall and Spring
Instructor(s): Cindy Beitmen.
This course may be taken four times.

MUS 234 (134) Early Music Instrumental Ensemble—Renaissance (0.5)
The recorder ensemble invites both experienced and beginning recorder players to play 17th- and 18th-century music. (The Music Department has some recorders available for loan to ensemble members.) Fall and Spring
Instructor(s): Louise Carslake.
This course may be taken four times.

MUS 235 (135) Early Music Ensemble—Baroque (0.5)
The ensemble brings players of strings, woodwinds, recorders, keyboards, and singers together in playing 17th- and 18th-century music. Fall and Spring
Instructor(s): Louise Carslake.
This course may be taken four times.

MUS 236 (136) Music Instrument Building (.25–.5)
Students design and build their own musical instruments. Instruction includes guidance at all stages, as well as skills development. No prior hand tool or machine tool experience required. Spring
Instructor(s): Daniel Schmidt.
Limit 10 students.
This course may be taken four times.
MUS 237 (137) Seminar in Music Literature and Criticism (1)
This seminar is devoted to the intensive examination of a major topic in musical literature (recent topics include Beethoven, chamber music literature, Wagner’s music dramas, and music and culture in fin-de-siècle Vienna), with exploration of appropriate research methods and bibliographical resources. Students are free to choose a focus for their research depending on their individual emphasis, whether historical studies, analysis, compositional style, or performance practice. Emphasis on developing advanced skills in oral and written communication.
Fall
Instructor(s): Nalini Ghuman.
Prerequisite(s): MUS 056 and MUS 118.
This course may be taken two times.

MUS 248 (148) Post-Tonal Theory and Analysis (1)
An intensive study of theoretical issues associated with music from the early 20th century to the most recent experimental works. Emphasis is placed on developing and learning analytical methods and compositional techniques applicable to post-tonal music (such as pitch-class sets, centricity and important referential collections, invariance, combinatoriality, and integral serialism). The structure of the course may vary from a focus on a specific analytical method to analyses of a series of works approached through different theoretical perspectives.
Fall
Instructor(s): David Bernstein.
Offered in 2007–08 and then every other year.
Offered in alternation with: MUS 256.

MUS 248 (148) Post-Tonal Theory and Analysis (1)
An intensive study of theoretical issues associated with music from the early 20th century to the most recent experimental works. Emphasis is placed on developing and learning analytical methods and compositional techniques applicable to post-tonal music (such as pitch-class sets, centricity and important referential collections, invariance, combinatoriality, and integral serialism). The structure of the course may vary from a focus on a specific analytical method to analyses of a series of works approached through different theoretical perspectives.
Fall
Instructor(s): David Bernstein.
Offered in 2007–08 and then every other year.
Offered in alternation with: MUS 256.

MUS 250 Thesis for the Master’s Degree (1)
Supervised by an appointed three-member faculty committee. See course requirements for the individual degrees for the appropriate course description.
Fall and Spring
Letter grade only.

MUS 251 Seminar in Computer Music (1)
Theory and practice of computer music: digital audio recording and mixing, software synthesis, digital signal-processing, and instrument and sound design. Presentation and discussion of student works of electronic music, development of experimental compositional strategies made possible by electronic technology.
Fall
Instructor(s): Chris Brown.
Limit 15 students.

MUS 252 Seminar in Electronic Music Performance (1)
Instructor(s): Chris Brown.
Limit 15 students.

MUS 256 (156) Tonal Analysis (1)
An intensive study of a single analytical method or a comparative survey of various 20th-century analytical techniques, such as Schenkerian analysis, Schoenbergian tonal theory, and Lehrdahl and Jackendoff’s generative theory for tonal music, as applied to a selection of tonal music. Readings from older treatises may also serve as possible guides to analysis and the formulation of historically tempered analytical methodologies.
Fall
Instructor(s): David Bernstein.
Offered in 2008–09 and then every other year.
Offered in alternation with: MUS 248.

MUS 257 (157) Seminar by Visiting Professor (.5–1)
Fall and Spring

MUS 259 (159) Seminar in Musical Performance, Composition, and Improvisation (1)
A seminar in creative music making and improvisation for composers and performers, including students from other disciplines. Emphasis is placed on developing individual styles in composition and performance. Students work individually and collaboratively. Interdisciplinary collaborations are highly encouraged. Improvisation across disciplines is part of this exploration. We also evaluate compositions and interdisciplinary works from the last 30 years. Fall
Instructor(s): Maggi Payne.
Limit 15 students.

MUS 260 (160) Composition Practicum (.5)
Private instruction in composition. Fall and Spring
Instructor(s): Chris Brown.
Limit eight students.
Prerequisite(s): MUS 101 and MUS 159.
This course may be taken two times.
MUS 261 (161) Sound Techniques of Recording (1)
This course in recording engineering covers basic acoustics, the design and use of microphones, mixing consoles, tape machines (analog and digital), compressors, limiters, equalizers, reverb units, noise reduction, and other peripheral equipment. Students will become proficient in our professional recording studios. May be taken two times for credit. No previous music experience is required. **Fall and Spring**
Instructor(s): Maggi Payne.
Limit 17 students.
Note(s): Enrollment priority to upper-level music majors, graduate students in music, upper-level intermedia arts majors, then other upper-level students.
This course may be taken two times.

MUS 264 (164) Advanced Audio Recording (1)
This course will concentrate on the 24-track recording studio, utilizing multi-track recording and overdubbing, advanced microphone, equalization and compression techniques, mixing, and the use of digital signal processors. Digital recording and editing will also be covered as well as CD-burning techniques. No previous music experience is required. **Spring**
Instructor(s): Staff.
Limit 17 students.
Prerequisite(s): MUS 261 or consent of instructor.

MUS 265 (165) Sound Art (1)
An introduction to the history and practice of sound art, an interdisciplinary field with influences from music, sculpture, and interactive electronic arts.
This course will survey groundbreaking work done by sound artists during the last three decades, and discuss the critical responses to it. Technologies relevant to the practice will be introduced and used in directed projects. Students will create and install their own sound artworks as the final outcome of the course. **Fall**
Instructor(s): James Fei.
Recommended Course(s): MUS 147, MUS 154, MUS 261.

MUS 266 Advanced Orchestration Seminar (1)
A seminar combining analysis of the orchestration of selected 20th-century works with practice in scoring original compositions for large ensembles. Scores to be studied include music by Varhese, Ives, Souza, Stravinsky, Ligeti, Nono, Feldman, Earle Brown, Scelsi, Stockhausen, Gubaidulina, Gil Evans, and Spike Jones. Students will be required to report on their study of one particular 20th-century score, and to compose a short composition for any imaginable ensemble over 25 players (with or without electronics). **Spring**
Instructor(s): Staff.
Offered in 2007–08 and then every other year. Offered in alternation with: MUS 224.
Prerequisite(s): MUS 224.

MUS 291 Composition Seminar (1)
Individual and group work, discussion and performance of student works, and examination of past and present composers. MUS 291 is recommended for students entering the MA in composition. MUS 292 will include discussion and direction of thesis projects. **Fall and Spring**
Instructor(s): Staff.

MUS 292 Composition Seminar (1)
Individual and group work, discussion and performance of student works, and examination of past and present composers. MUS 291 is recommended for students entering the MA in composition. MUS 292 will include discussion and direction of thesis projects. **Fall and Spring**
Instructor(s): Staff.
Pre-Med
Pre-Med
510.430.2317

Faculty: Professional Interests

Biology Faculty

Barbara Bowman
Molecular evolution of fungi, group I introns

John Harris
Behavioral and community ecology, wildlife conservation

Bruce Pavlik
Establishing a major research center for ecological restoration in California, developing scientific approaches to restoring plant populations and ecosystems, ecology of rarity in vascular plants, photosynthesis and water stress acclimation in perennial plants

Susan Spiller
Physiology and molecular biology of plants, photosynthetic bacteria

Lisa Urry
Developmental biology of sea urchin embryos and larvae, cell-cell and cell-extracellular matrix interactions

Jared Young
Genetics and pharmacology of learned behaviors in the nematode C. elegans

Chemistry Faculty

Sandra M. Banks
Chemical education, organic chemistry-spectroscopy and organic chemistry reaction mechanisms

John S. Brabson
Pine genome structure and evolution, sphingolipid metabolism in Pichia Ciferrii

Kristina Faul
Oceanography, climate change, the chemistry of past oceans, paleoceanography

David Keeports
Molecular spectroscopy, physics and chemistry education, software development

John J. Vollmer
Natural product chemistry, isolation and identification of toxic constituents of plants, chemical education, science writing

Elisabeth Wade
Chemical kinetics, atmospheric pollutants, atmospheric and combustion chemistry

Mills College has a record of excellence in preprofessional education of physicians and other health professionals. Mills post-bac pre-med graduates who have applied to medical school have been successful in matriculating to a wide variety of excellent institutions, including UCSF, Stanford, Harvard, UCLA, Washington University, Yale, and many others. Linkages with two allopathic medical schools and one osteopathic medical school allow some of our select students to start medical school in the fall after completing their studies at Mills and skipping the glide year.

The post-baccalaureate Pre-Medical Program opens this educational opportunity to motivated women and men who already have a bachelor’s degree but lack some or all of the basic science courses and have decided to pursue a health professions career in the fields of allopathic medicine, osteopathic medicine, physician assistant, dentistry, pharmacology, veterinary medicine, or optometry. Students who need to complete all of the basic premedical science courses usually take two years (four semesters) to complete the program. Students who have completed a year of general chemistry and a semester of calculus are often able to finish in one year. The program is flexible, and can be tailored to suit a student’s specific background in science and mathematics.

In order to earn the program certificate, students must complete at Mills one-half of the science courses required by medical schools, and achieve a minimum Mills GPA of 3.0.

The required courses are:
- General Biology with Lab
- General Chemistry with Lab
- General Physics with Lab (one semester of calculus is required)
- Organic Chemistry with Lab

Some medical schools have additional requirements such as calculus and/or biochemistry (see Medical School Admission Requirements published annually by the Association of American Medical Colleges concerning the prerequisites at particular schools). Depending on the extent of their preparation and time, students often elect to take additional biology and chemistry courses beyond the basic medical school requirements. Some of the more popular classes include biochemistry, genetics, human physiology, neurobiology, immunology, developmental biology, microbiology, and molecular cell biology.

Post-bac pre-med students enroll in regular Mills courses taught by Mills faculty. The average class size is about 25 students, large enough to offer a
diverse intellectual community, but small enough to get individual attention. Separate lectures of the required courses are designated for post-bac pre-med students and for undergraduates. At Mills, the atmosphere is one in which students support and help each other and are cooperative, optimistic, and encouraging as they seek their mutual goals. The faculty members expect students to achieve their goals and make every reasonable effort to ensure individual success. During the spring semester, faculty members schedule extra lectures to help students review for the MCAT, although many students also enroll in commercial MCAT preparation courses. Faculty members hold regular office hours to assist students and there are teaching assistants in each course to offer individual help as needed. The pre-health professions advisor for post-bac students is John Brabson, professor of chemistry. Students plan their academic course work, as well as other aspects of their preprofessional training, in consultation with the advisor.

The post-bac students at Mills find many exciting opportunities to volunteer in the diverse communities in the San Francisco Bay Area. There are many hospitals, clinics, and facilities where students can work alongside professionals doing research, work in clinics for underserved populations, and many other medically related activities. Our informative handbook has an A–Z listing of volunteer opportunities. The program hosts a weekly brown bag lunch seminar which features pertinent topics such as writing your personal statement, presentations from physicians in different fields of medicine, global health issues, visits from medical school admission personnel, and much more. Students in the post-bac community also have fun, socialize and network with each other, forming friendships that will last throughout their careers.

**Special Admission Requirements**

In addition to the regular graduate admissions requirements, applicants to the post-bac Pre-Med Program must submit a Pre-Med Supplemental Application form, available from the Office of Graduate Studies or online, as well as one of the following official scores: the SAT, ACT, or the GRE general test scores. In general, accepted students have achieved a B+ (3.2) grade or better at the college level. Applications can be found at www.mills.edu/admission/graduate/applications.php.

**Post-Baccalaureate Pre-Medical Program**

A full-time course load for students in the post-baccalaureate Pre-Medical Program is usually two or three courses per semester. Most courses have associated laboratories or workshops, which translate to between 2.5 and 4 credits total per semester. Physical education activity courses do not count toward this limit. Overloads of up to 5 credits may be permitted with approval of the program director. No student may enroll for more than 5 credits.

**Typical course schedule for four semesters:**

**First Year:**
- CHEM 017 and 018 General Chemistry I and II with Lab
- BIO 001 and 002 General Biology I and II with Lab

**Second Year:**
- CHEM 105 and 106 Organic Chemistry I and II with Lab
- PHYS 061 and 062 General Physics I and II with Lab

See schedule of courses in biology, chemistry, and physics.
Public Policy
510.430.2147

Faculty: Professional Interests

Carol Chetkovich
Social identity and public policy, public participation, organizational culture and change, nonprofit management

Marc A. Joseph
Metaphysics, the philosophy of mind and language, logic and the philosophy of logic, the philosophy of mathematics, the history of philosophy, classical studies

Elizabeth Potter
Gender and science, intersections of feminism and epistemology, philosophy of science

Siobhan Reilly
Public economics, labor economics, economics of the family, health economics, urban economics, international economics

Dan Ryan
Organizational features of communities, sociology of information, sociological uses of geographic information systems

Paul Schulman
Bureaucratic organizations and public-policy making, science, technology, and public policy

Nancy Thornborrow
Labor economics, macroeconomics, statistics, econometrics

Bruce Williams
Economic development and social change, comparative race and ethnic relations, historical sociology, urban sociology, rural sociology

Laurie Zimet
First amendment/constitutional law, business law, civil litigation

Master of Public Policy (MPP)
The MPP Program aims to provide students with the skills and perspectives required to formulate, implement, and evaluate public policies (government actions to address social problems). We strive to produce graduates with strong analytic skills who are also prepared to take into account the complex social, economic, and cultural factors that affect policy outcomes. As a result of this training, graduates of the program can expect to have multiple career options as managers or analysts in public, nonprofit, and private organizations.

Advanced, One-Year Program
We offer a one-year advanced MPP curriculum that is designed for students who have completed all or nearly all of a set of basic foundation courses (see list below) in their previous studies at Mills or elsewhere. The advanced curriculum consists of seven required courses and two electives that offer students opportunities to augment and deepen their skills through practical application (see MPP Curriculum for more detail). These courses emphasize both conceptual and applied dimensions of policy making, governance, and management, training students to identify policy options and work through implementation strategies. The curriculum is structured to expose students to the types of challenges they will face as professionals, such as working in teams under tight deadlines, with multiple constituencies and competing interests.

Options for Meeting Prerequisites
We are happy to work with candidates who are interested in the one-year Mills MPP Program, but have not fulfilled all of the program’s prerequisites. We will review a student’s past course work to determine which of the requirements have already been met and help identify the best options for completing the prerequisites. Some candidates take the necessary courses here at Mills on a part- or full-time basis. Others take course equivalents that we have identified at other institutions (such as local campuses in the California State University system or community colleges) in which students can enroll on a temporary basis.

Foundation Requirements (Prerequisites):
Students entering the one-year program must have completed course work in the following areas:

- Politics of the Public Policy-Making Process
- Introduction to Economics/Economic Policy Analysis
- Ethics of Policy/Politics
- Law and Society
- Introduction to Statistics
- Public Sector Economics
- Methods of Policy Analysis
- Dynamics of Race, Ethnicity, Gender, or Class (requirement may be met with any course that exposes students to analysis of these structural dimensions)

Foundation Curriculum
The following courses or their equivalents are prerequisites for the one-year MPP Program:

- The Public Policy-Making Process (at Mills, PPOL 209)
- Introduction to Economics/Economic Policy Analysis (at Mills, PPOL 202 and PPOL 213)
Ethics (at Mills, PPOL 203, PPOL 207, or PPOL 217)
Law and Society (at Mills, PPOL 205)
Introduction to Statistics (at Mills, PPOL 201)
Public Sector Economics (at Mills, PPOL 215)
Methods of Policy Analysis (at Mills, PPOL 211)
Dynamics of Race, Ethnicity, Gender, and Class (requirement may be met with any course that exposes students to analysis of these structural dimensions)

Graduate MPP Curriculum
Following completion of the foundation courses, students take nine graduate-level MPP courses:

- PPOL 220 Professional Challenges I: Organizational Efficacy (1)
- PPOL 221 Professional Challenges II: Political Efficacy (1)
- PPOL 230–231 The Integrative Core I & II: Application/Integration of Policy Analysis Frameworks (1; 1)
- PPOL 225 Simulations and Computer Applications (1)
- PPOL 227 Local and Community Policy Making, Planning, and Management (1)
- MGMT 214 Financial Accounting (1)

Two graduate electives (2 credits total) to be chosen by the student and approved by the program director or advisor. Electives must be selected to deepen the student’s knowledge of either analytic methods or a policy area of concentration. Students should be aware that graduate-level courses in a substantive policy area or advanced methods may require satisfaction of prerequisites.

Courses

PPOL 200 (100) Methods of Policy Analysis (1)
Introduction to the principal methods and approaches to policy analysis and the techniques in conducting a policy analysis. Students become familiar with standard and online data used in policy formulation and analysis with a focus on issues in real policy situations. Students learn hands-on how to perform data analysis and statistical tests, using software applications and online tutorials. **Fall**
Instructor(s): Staff.
Recommended Course(s): PPOL 202, PPOL 209, PPOL 213.

PPOL 201 Introduction to Statistics (1)
This course covers the following topics: descriptive statistics, probability, probability distributions, random variables, sampling, estimation, hypothesis testing, statistical inference, and linear regression. Examples used are drawn largely from social science. **Fall**
Instructor(s): Eirik Evenhouse.
Offered 2007–08.
Crosslisted with: ECON 081, MGMT 281.

PPOL 202 Introduction to Economics (1)
An introduction to economic theory and its application to contemporary economic problems. **Fall and Spring**
Instructor(s): Siobhan Reilly, Lorien Rice.
Offered 2007–08.
Crosslisted with: ECON 050.

PPOL 203 Feminist Social Ethics (1)
An analysis of ethical issues of current concern including preferential hiring, sexual harassment, pornography, rape, and reproductive issues such as abortion, sterilization, and surrogacy. **Spring**
Instructor(s): Elizabeth Potter, Staff.
Offered 2007–08.
Crosslisted with: WMST 094.

PPOL 205 Law and Society (1)
The dynamic relationship between law and the society it serves and controls, with an emphasis on the judicial and legislative roles in the legal process. Special consideration of some of the more difficult social goals and problems confronting the legal system. **Fall**
Instructor(s): Laurie Zimet.
Offered 2007–08.
Crosslisted with: SOSC 093.

PPOL 207 Philosophy of Law (1)
Analytical and normative investigation of legal concepts, emphasizing the application of those concepts in the U.S. legal system. Analysis and evaluation of the relation between laws and morals; the role of liberty and justice in constitutional decisions regarding free speech, privacy, and forms of discrimination; and the relation between legal systems and persons subject to those systems, focusing especially on the nature of criminal responsibility and the moral justification of punishment. **Fall**
Instructor(s): Marc Joseph.
Offered 2008–09 and then every other year.
Crosslisted with: PHIL 125.
PPOL 209 The Public Policy-Making Process (1)
The politics and major institutions involved in the formulation and execution of public undertakings. Analysis of specific public policies and the political environment within which they operate. Students will craft a policy analysis that defines and describes a public problem, assesses an existing policy in relation to that problem, and proposes a policy alternative. Fall
Instructor(s): Paul Schulman.
Offered 2007–08.
Crosslisted with: GOVT 121.

PPOL 213 Economic Policy Analysis (.25)
This course is a supplement to PPOL 202 Introduction to Economics, and should be taken concurrently with PPOL 202 unless PPOL 202, or its equivalent, has already been satisfied. PPOL 213 workshops study the relevance of economic theory and its application to policy analysis. PPOL 213 is a core course requirement for the MPP, though it is open to anyone with PPOL 202 or equivalent. Fall and Spring
Instructor(s): Staff.
Instructor consent required.
Must be taken with: PPOL 202.

PPOL 215 Public Sector Economics: The Economics of Government (1)
Public Sector Economics explores how government can protect our collective well-being when markets fail. It examines market failures and explores policies to address the problems they cause, like pollution, congestion, poverty, inequality, and the under-provision of public goods such as public safety and scientific research. It examines who really bears the burden of taxes, and analyzes government programs like Welfare, Food Stamps, Medicare, and Social Security. It specifically addresses issues of fairness. Spring
Instructor(s): Siobhan Reilly.
Prerequisite(s): PPOL 202.
Crosslisted with: ECON 134, MGMT 237.

PPOL 217 Ethical Reasoning in Politics and Public Policy (1)
Investigation of major normative disputes in such areas as public assistance and entitlements, the environment, civil rights, and healthcare policy making. An examination of the difficulties of applying ethical argument to policy making. Spring
Instructor(s): Paul Schulman.
Offered 2008–09 and then every other year.
Crosslisted with: GOVT 139.

PPOL 220 Professional Challenges I: Organizational Efficacy (1)
The Professional Challenges sequence is informed by the concept of reflective practice, in which the professional develops a repertoire of actions and then employs this repertoire in ways that incorporate the constraints and opportunities presented by any given situation. The case studies and theoretical material for the first semester will focus on organizational contexts, so that students become adept at reading these and devising appropriate policies or strategies for implementation. Fall
Instructor(s): Carol Chetkovich.
Instructor consent required.
Letter grade only.
Offered 2007–08.
Note(s): This is a required course for the MPP.

PPOL 221 Professional Challenges II: Political Efficacy (1)
A major challenge for any policy analyst and policy change agent is to match policy design to the requirements for enactment and implementation. This course will offer a practicum in political feasibility, first teaching the student how to do an institutional inventory of major organizations and institutions necessary for implementation of specific policies. Students will also examine the political environment of specific policy arenas and learn strategies for coalition building, negotiation, and generating public support. Spring
Instructor(s): Paul Schulman.
Instructor consent required.
Letter grade only.
Prerequisite(s): GOVT 221.
Note(s): This is a required course for the MPP.

PPOL 225 Simulation in the Social and Policy Sciences (1)
In this advanced “hands-on” class students are introduced to computer applications used for simulation and analysis in the social and policy sciences. Topics vary, but typically include advanced applications of standard desktop software, statistical packages, relational databases, network analysis, geographic information systems, intelligent agent models, and systems dynamics simulation. Data and examples are drawn from economics, history, political science, public policy, anthropology, and sociology. Spring
Instructor(s): Dan Ryan.
Limit 15 students.
Note(s): Students expected to possess basic computer skills and an openness to things mathematical and to have undertaken previous course work in social sciences beyond the introductory level.
PPOL 227 Local and Community Policy Making, Planning, and Management (1)
This course covers analytical techniques and management practices for policy making at the local level. Substantive learning goals include understanding the varying needs and opportunities of “localities” and “communities;” appreciating the role of local government and community-based organizations; and the application of geographic information systems (GIS) to local issues such as transportation, environment, and housing. Course material is drawn from the Bay Area and students undertake a field practicum as part of the course.

Spring
Instructor(s): Staff.
Instructor consent required.
Letter grade only.
Offered 2007–08.
Note(s): This is a required course for the MPP.

PPOL 230 Integrative Core I: Application/Integration of Policy Analysis Frameworks (1)
The Integrative Core sequence, a two-semester capstone of the MPP Program, is designed to integrate and deepen skills developed in the foundation courses. Students analyze a series of policy and managerial problems, using foundation skills along with new techniques introduced in this course. Methodological tools include statistical techniques, organizational analysis, economics, political analysis, legal and ethical reasoning, and other social science frameworks.

Fall
Instructor(s): Paul Schulman.
Instructor consent required.
Letter grade only.
Offered 2007–08.
Prerequisite(s): PPOL 050, PPOL 010, and ECON 081.
Note(s): This is a required course for the MPP.

PPOL 231 Integrative Core II: Application/Integration of Policy Analysis Frameworks (1)
This course continues the work of PPOL 230 and will also include a policy analysis for an external client. Spring
Instructor(s): Carol Chetkovich.
Instructor consent required.
Letter grade only.
Offered 2007–08.
Prerequisite(s): PPOL 050, PPOL 010, and ECON 081.
Note(s): This is a required course for the MPP.
Admission

Admission Requirements
Application Deadlines and Fee
Application Process
Graduate Probationary Admission
Graduate Record Exam (GRE)
International Students
Admission Requirements

Admission to graduate study at Mills is contingent upon the possession of a bachelor’s degree from an accredited college or university. Two copies of official transcripts from each post-secondary institution attended, including official transcripts documenting the bachelor’s degree, should be sent directly from the institution(s) to the Office of Graduate Studies. If you are still completing your degree at the time of application to graduate school, send official transcripts showing work completed and in progress. If you are admitted to the graduate program at Mills, official transcripts confirming the bachelor’s degree are required prior to enrollment.

In addition to providing transcripts, complete the application for admission as accurately as possible. Three letters of recommendation are also required. These letters might come from your instructors, if you have recently graduated from college, or from work supervisors and other professional contacts who can comment on your character and potential for graduate study. Special recommendation forms are included in the application packet. Recommendation forms should be sent by the recommenders directly to the Office of Graduate Studies. Be sure to ask your recommenders to write before the listed deadlines. We cannot act on your admission until your file is complete. All copies of transcripts and recommendation forms become the property of Mills College. The Office of Graduate Studies cannot provide copies of transcripts or recommendations for your use.

Special Admission Requirements

Some programs have special admission requirements in addition to those listed above. Consult the Programs section of this catalog for details.

Application Deadlines and Fee

The priority deadline for receipt of application materials is February 1 for fall admission. The priority deadline for spring admission is November 1. However, the Studio Art, Dance, Teaching Credential, English Literature, and post-baccalaureate Pre-Medical Programs do not accept applications for spring admission. For all of the teacher credential programs, the application deadline is January 1. The English MFA in creative writing accepts spring applications for poetry only. Applications are reviewed when all supporting materials are received, and official notification of an admission decision is sent in writing from the Office of Graduate Studies. Most programs review applications on a rolling admission basis after the priority deadline.

Application Process

Although the application processes and admission criteria vary from program to program, it is possible to identify certain institution-wide characteristics. The admission decision is individualized, and based on a wide range of information about the applicant. Applications are reviewed by program-specific faculty committees that evaluate an applicant’s potential based on several kinds of evidence including, but not limited to, transcripts of undergraduate work and graduate work (if any); letters of recommendation; work experience; and the applicant’s personal statement. Some programs have additional requirements for evaluation, including auditions, submission of creative work, and standardized tests.

Mills College does not discriminate in its graduate admission policy on the basis of race, color, marital status, sex, age, religious creed, national origin, ancestry, or disability, but reserves the right to refuse admission to anyone on the basis of previous academic record, letter of recommendation, or, in the case of the fine arts areas, auditions, portfolios, manuscripts, or other works submitted.

Graduate Probationary Admission

If you apply for graduate work in a field different from your undergraduate concentration, or if your undergraduate record is below that usually required for admission, you may be offered admission to graduate study on a probationary basis for one semester. This is a period during which you must establish an academic record at Mills that qualifies you to be advanced to degree status. Some courses taken before admission to degree status may be accepted as fulfilling degree requirements by departmental approval. Admission as a probationary candidate does affect a student’s allowable federal student loan limits.

Exception: applications to the MFA Program in Studio Art must be received or postmarked by February 1 in order to be considered.

A $50 nonrefundable application fee, payable to Mills College and drawn from a U.S. bank as a personal check or money order, must be included with application materials. We cannot accept credit card payments for this application fee. However, if you apply online, credit card payments for the application fee are accepted.
Graduate Record Exam (GRE)

California residents wishing to apply for the California State Graduate Fellowship must take the GRE. General information about this fellowship may be obtained by contacting the M Center/Financial Aid, or by requesting detailed information from the Student Aid Commission in Sacramento. Although the graduate programs at Mills do not require the Graduate Record Examination, with the exception of the post-baccalaureate Pre-Medical Program, you may include the GRE test results with your application if you have taken it.

International Students

Mills encourages applications from graduates of colleges and universities abroad that have the equivalent of an American bachelor’s degree, and international students who have graduated from American universities. Admission of international students is highly competitive and is based on a close examination of a variety of credentials. International students should submit certified, English-translation copies of college or university records, school certificates, or examination results, and (for those for whom English is not their native language) official scores from the Test of English as a Foreign Language (TOEFL) administered by the College Entrance Examination Board. Graduate programs in English and computer science require TOEFL scores of 250 or more on the computer-based test or 600 or more on the paper-based test; other programs require 213 or more on the computer-based test or 550 or more on the paper-based test. These tests should be taken in December or January of the year preceding the academic year for which admission is sought. Generally, international students are admitted for the fall semester.

In admitting international students to Mills graduate programs, we pay particular attention to the applicant’s ability to read, write, and understand English because successful completion of a graduate degree at Mills requires a high degree of proficiency in the English language. Letters of recommendation should testify to your ability in written and spoken English as well as potential for success in graduate studies. If, after you arrive, it appears that further help in language is needed, a tutor’s services may have to be obtained at your expense.

International students should be aware that financial assistance is very limited. Even students who receive financial aid must be prepared to contribute significantly to the cost of their education. A Declaration of Finances form, indicating that an international applicant is able to cover two full years of tuition plus living expenses in the United States, must be submitted before the College can provide a certificate of eligibility (I-20 form). The I-20 form will be provided upon admission to a graduate program at Mills only after the applicant has confirmed his or her acceptance by forwarding the $300 nonrefundable enrollment deposit ($500 for studio art), and submitting the Declaration of Finances form to the Office of Graduate Studies.

It is important for international students to follow the regulations for admission to the United States as an international student. A prospective student may not obtain an I-20 from one institution and use it to attend another. International students must be in continuous full-time enrollment in order to retain their student visa status. We advise international applicants to communicate clearly with the U.S. Consulate or Embassy in their country in order to receive the most accurate information and guidance in seeking opportunities for study abroad.

Dormitory space with room and board is available on campus for single female international students. An on-campus graduate residence is available to both male and female international students. We advise international students to plan to live on campus, if possible, in the first year in order to develop a support system with other students as they learn about the fascinating resources in the Bay Area.

Note: All international students (F-1 visa status) are required to pay a health insurance fee. International students with a student visa are not allowed to hold jobs or work off campus. While the visa does allow for on-campus employment, Mills College is unfortunately unable to offer on-campus jobs to international students.
Expenses

2007–08 Graduate Tuition and Fees

Residence and Meal Plan Rates

Special Course Fees and Additional Program Fees

Other Administrative Fees and Charges

Financial Petitions

Tuition and Fees Adjustment Policy
2007–08 Graduate Tuition and Fees

All graduate tuition and fees (or first installment payment) must be paid or postmarked by August 1, 2007, for the fall semester and January 2, 2008, for the spring semester. Failure to pay the appropriate tuition and fees by the specified date will result in a late payment fee of $250. The College reserves the right to change fees at the beginning of any semester.

### Full-Time Graduate Tuition and Fees

<table>
<thead>
<tr>
<th></th>
<th>Semester Cost</th>
<th>Annual Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition¹ (except Studio Art)</td>
<td>$11,396</td>
<td>$22,792</td>
</tr>
<tr>
<td>Tuition, Studio Art¹</td>
<td>$13,896</td>
<td>$27,792</td>
</tr>
<tr>
<td>Campus Comprehensive Fee²</td>
<td>$414</td>
<td>$828</td>
</tr>
<tr>
<td>Major Medical Fee³</td>
<td>$1,045</td>
<td>$2,090</td>
</tr>
</tbody>
</table>

¹. Tuition: Students enrolled in 2 or more credits will be charged the full-time tuition rate. Students enrolled in fewer than 2 credits will be charged the per-course credit rate.

². Campus Comprehensive Fee: The Campus Comprehensive Fee supports basic medical services at UC Berkeley Tang Center, the technology infrastructure, graduate activities, and some public safety services such as the Mills shuttle and parking. Each Mills student is allowed one parking permit and the use of the Mills shuttle free of any additional charge. No portion of the Campus Comprehensive Fee can be waived or petitioned.

³. Major Medical Insurance: The fee for major medical insurance, also known as the Student Health Insurance Plan (SHIP), is mandatory for all graduate students. The major medical fee may be waived if proof of comparable insurance coverage and a completed major medical waiver form are submitted to the M Center by August 1, 2007, for the fall semester and January 2, 2008, for the spring semester. Major medical waivers submitted after the deadline and prior to the first week of the term will be assessed a late major medical waiver fee of $150. Absolutely no waivers will be accepted after the first week of the term.

Part-time graduate students who waive the major medical insurance will also have their Campus Comprehensive Fee reduced by $160 per semester, which will result in no medical services provided through Mills. Students who drop to part time after the add deadline will not have the Campus Comprehensive Fee reduced.

Note: Students who waive the major medical insurance for the fall semester are not required to submit another major medical waiver form for the spring semester. Information regarding the health-care fee and instructions for submitting proof of comparable coverage will be included with your student bill.

### Part-Time Graduate Tuition and Fees

<table>
<thead>
<tr>
<th></th>
<th>Semester Cost</th>
<th>Annual Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Course Credit¹</td>
<td>$5,702</td>
<td>Varies</td>
</tr>
<tr>
<td>Campus Comprehensive Fee²</td>
<td>$414</td>
<td>$828</td>
</tr>
<tr>
<td>Major Medical Fee³</td>
<td>$1,045</td>
<td>$2,090</td>
</tr>
</tbody>
</table>

¹. Tuition: Students enrolled in 2 or more credits will be charged the full-time tuition rate. Students enrolled in fewer than 2 credits will be charged the per-course credit rate.

### Payments and Balances

Students wishing to pay their tuition in full can pay by cash, check, or wire transfer. Checks should be payable to Mills College. All fees are payable in U.S. dollars. Failure to pay the appropriate tuition and fees by the payment deadline will result in a late payment fee of $250.

Students will not be allowed to register and/or occupy any on-campus housing until after the student account is paid in full or a payment arrangement has been made for charges from the prior semester and the appropriate payment/installment(s) for the current semester have been made. Similarly, all bills must be paid before a diploma, transcript, or certificate is issued.

### Installment Plan

Students who prefer to pay their balance in installments can contact Tuition Management Systems to set up a payment plan for each semester. Students can pay in five equal payments, plus an enrollment fee, by automatic bank withdrawal, check, or credit card. Details of the payment plan are included with the first billing statement of each semester (July for fall and December for spring). Students who fail to make their first installment payment by the payment deadline will be assessed a late payment fee of $250.
Residence and Meal Plan Rates

Year-round residency for the Courtyard Townhouses and Underwood Apartments requires the submission of the deposit and first month’s payment for the contract to be considered valid. The two-month summer “rollover” period is required for residents of the Underwood Apartments and Courtyard Townhouses who plan to stay for the following academic year. Applicants for 12-month residency in the Courtyard Townhouses will be given priority over nine-month applicants. Summer housing is not covered by financial aid.

Meal plans are required for residents living in Ege, Ethel Moore, Mary Morse, and Orchard Meadow Halls.

Residence Rates for the 2007–08 Residential Agreement

<table>
<thead>
<tr>
<th>Plan</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>$5,790</td>
</tr>
<tr>
<td>Double</td>
<td>$5,100</td>
</tr>
<tr>
<td>Double (1 person—super single)</td>
<td>$7,020</td>
</tr>
<tr>
<td>Larsen House (9 months)</td>
<td>$7,650</td>
</tr>
<tr>
<td>Ross House (9 months)</td>
<td>$7,650</td>
</tr>
<tr>
<td>Prospect Hill (9 months)</td>
<td>$7,650</td>
</tr>
<tr>
<td>Courtyard Townhouses (9 months)</td>
<td>$9,090</td>
</tr>
<tr>
<td>Courtyard Townhouses (10 months) 2-month summer rollover contract expected if continuing</td>
<td>$10,100</td>
</tr>
<tr>
<td>Underwood Apartments (10 months) 2-month summer rollover contract expected if continuing</td>
<td>$14,860</td>
</tr>
<tr>
<td>Underwood Apartments (2-month summer rollover) Rollover not covered by financial aid</td>
<td>$2,970</td>
</tr>
</tbody>
</table>

Meal Plan Rates for the 2007–08 Residential Agreement

<table>
<thead>
<tr>
<th>Plan</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-Meal Plan</td>
<td>$5,030</td>
</tr>
<tr>
<td>10-Plus Plan</td>
<td>$4,840</td>
</tr>
<tr>
<td>15-Meal Plan</td>
<td>$4,660</td>
</tr>
<tr>
<td>12-Meal Plan</td>
<td>$4,410</td>
</tr>
</tbody>
</table>

19-Meal Plan
- 19 meals per week
- Daily snack swipe (worth $4.00) in the Tea Shop or Café Suzie counts as a meal and can be deducted from a student’s 19 meals per week
- Resets every Wednesday at 2:00 am

10-Plus Plan
- 10 meals per week, to be used at Founders Commons or the Warren Olney or Orchard Meadow Dining Rooms
- $500 in Points per semester, which must be used by check-out day of each semester
- Points can be used at any of the campus dining facilities, but a snack swipe in the Tea Shop or Café Suzie may not be deducted from the 10 meals per week
- Weekly meal count resets every Wednesday at 2:00 am

The 10-Plus Plan is designed for students who want to eat some meals in the traditional all-you-can-eat dining rooms but also want flexibility with Points. With this plan students can use their Points at any time in the Tea Shop or Café Suzie.

15-Meal Plan
- 15 meals per week
- Daily snack swipe (worth $4.00) in the Tea Shop or Café Suzie counts as a meal and can be deducted from a student’s 15 meals per week
- Resets every Wednesday at 2:00 am

12-Meal Plan
- 12 meals per week
- No snack swipe for the Tea Shop or Café Suzie
- Resets every Wednesday at 2:00 am

Important note: Students may revise their meal plan choice during the check-in period of the fall or spring semester. After the check-in period students may buy “up” from any plan, but not “down” from any plan.

Mills Points, which can be used at any time in any of the campus dining facilities, can be added to any plan. Points can be purchased at the HMDS office using cash, check, money order, or credit card.
Special Course Fees and Additional Program Fees

Auditor Tuition
Non-enrolled persons or part-time students enrolled in a course for non-credit pay one-half the regular per-course-credit tuition rate. No auditor’s fee is charged for full-time students.

Book Art
Book art studio fees range from $100 to $150.

Dance
Graduate students in dance should expect to incur additional expenses related to their graduate performances and thesis concert.

MBA Program
Students who take prerequisite courses for the MBA Program when they are not yet officially admitted into that program are charged at the rate of $2,100 per course.

Music
Individual instruction fees, which are in addition to the course credit fee, provide for one lesson a week (a total of 14 per semester). Fees range from $700 to $2,000, depending on the instructor. A list of instructors and their fees is available from the Music Department. Practice rooms may be rented for $60 per semester.

Graduate students in the Electronic Music and Recording Media MFA Program should budget for additional materials required for work in this medium. An average of $600 per semester is required to cover the cost of recordable compact discs and DVDs, hard-drives, software, and electronic supplies.

Studio Art
Students in the Studio Art MFA Program are provided with on-campus studios and are charged a mandatory supplemental art studio fee of $500 per semester. An additional materials fee is required for studio art classes in ceramics and photography as well as classes with a time module: Electronic Arts, Video, and ARTS 205 courses.

Other Administrative Fees and Charges

Late Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Add, Drop, or Withdrawal Fee</td>
<td>up to $250</td>
</tr>
<tr>
<td>Late Check-In Fee</td>
<td>$250</td>
</tr>
</tbody>
</table>

Other Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Enrollment Deposit(^1) (except Studio Art)</td>
<td>$300</td>
</tr>
<tr>
<td>Enrollment Deposit, Studio Art(^1)</td>
<td>$500</td>
</tr>
<tr>
<td>Housing Damage Charge</td>
<td>Varies</td>
</tr>
<tr>
<td>Mills Official Transcript (standard)</td>
<td>$10</td>
</tr>
<tr>
<td>Mills Official Transcript (rush)</td>
<td>$35</td>
</tr>
<tr>
<td>Parking Citation</td>
<td>Varies</td>
</tr>
<tr>
<td>Readmission Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Repatriation Charge(^2)</td>
<td>$25/semester</td>
</tr>
<tr>
<td>Returned Check Charge(^3)</td>
<td>$25</td>
</tr>
<tr>
<td>Thesis-In-Progress Fee(^4)</td>
<td>$100</td>
</tr>
<tr>
<td>Thesis Processing Fee (first term)(^5)</td>
<td>$45</td>
</tr>
</tbody>
</table>

1. Enrollment Deposit: A nonrefundable $300 enrollment deposit ($500 for studio art) is required of all admitted students to confirm their intent to enroll and reserve their place in the graduate program. This deposit will be applied toward the student’s first tuition payment.

2. Repatriation Charge: All international students, exchange visitors, and other persons with a student visa who are temporarily residing outside their home country while actively engaged in educational activities are required to pay for a Repatriation, Medical Evacuation, and Accidental Death and Dismemberment Insurance Plan for Foreign Students sponsored through the University of California. International students must sign up for the program at the beginning of each academic year by completing an enrollment form in the international student advisor’s (ISA) office in the Division of Student Life.

3. Returned Check Charge: There is a $25 charge for each returned check. After a check is returned for insufficient funds, the College will only accept payment via guaranteed funds (cash, cashier’s check, money order, or electronic transfer) for the remainder of the academic year.

4. Thesis-In-Progress Fee: The fee for Thesis-In-Progress status is $100 for the initial semester with a $100 increase for each subsequent semester. This fee is subject to change.
5. Thesis/Dissertation Processing Fee: All students submitting a thesis or dissertation are required to pay a $45 nonrefundable thesis/dissertation processing fee.

Financial Petitions
The Financial Petition Committee handles all petitions that relate to late payment fees, late registration fees, late check-in fees, late major medical fee and tuition adjustments. Petitions must be submitted to the M Center in writing, during the semester in which the charge has been assessed or it will not be reviewed. If a completed major medical waiver form was not submitted and accepted by the published deadline, the major medical charge cannot be petitioned. The financial petition form is available online or at the M Center.

Fees assessed by the Academic Standing Committee must be appealed directly to the Academic Standing Committee. Library fines are handled by the Library and traffic fines are handled by Public Safety.

Tuition and Fees Adjustment Policy
Leave of Absence or Withdrawal
All students considering a leave of absence or withdrawal should see the Leave of Absence and Withdrawal sections in the Academic Regulations part of this catalog. All financial aid recipients considering a leave of absence or withdrawal should review the federal regulations regarding the Return of Title IV Aid and other financial aid impacts in the Financial Aid section of this catalog.

Once a student has completed the procedure for taking a leave of absence or withdrawing from the College, a tuition adjustment will be applied to his or her student account which, in turn, may or may not result in a refund to the student. A student will receive a refund only if there is a credit balance on the student’s account after the tuition adjustment has been made and after federal, institutional, and/or state financial aid has been returned to the programs, if applicable. The leave of absence/withdrawal date is the date the student notifies the Office of Graduate Studies of his or her intent to take a leave of absence or withdraw from the College.

Students who take a leave of absence or withdraw prior to the add deadline of a semester will be credited all but $300 of tuition to their student account. The Campus Comprehensive Fee, special class fees, late fees, and installment fees are nonrefundable.

Students who take a leave of absence or withdraw prior to the add deadline will be ineligible to participate in the Mills Student Health Insurance Program (SHIP). Consequently, they will be credited 100 percent for the major medical insurance charge and will be responsible for any medical claims incurred for the entire coverage period. Students who take a leave of absence or withdraw after the add deadline will not receive any adjustment to the major medical insurance charge.

Students who take a leave of absence or withdraw before the drop deadline will have one-half of their tuition charge adjusted. Students who take a leave of absence or withdraw after the drop deadline will not receive an adjustment. For any of the above-mentioned leave of absence or withdrawal situations, there will not be a refund for housing charges or fees. Meal plans will be prorated and an adjustment to the meal plan charges will be made based on the number of days remaining in the semester (after the leave of absence or withdrawal date).

Refunds to financial aid students will be prorated according to the type of financial aid received as stated in the Financial Aid Return of Title IV Aid policy.

Students taking a leave of absence or withdrawing from the College are responsible for making payment arrangements for any outstanding balance with the College. All College services, including transcripts and readmission, will be withheld until the student account is paid in full.

Change in Enrollment Status from Full Time to Part Time
Students who drop from full time to part time on or before the first day of the term will have their tuition adjusted to reflect their new enrollment status. Students who drop from full time to part time after the first day of the term but before the add deadline will be credited 80 percent for the dropped credits to their student account. After the add deadline, no adjustment will be made.
Financial Aid

Departmental Assistance

Federal and State Aid

Rules and Regulations
Departmental Assistance
Applicants should be aware that departmental assistantships and scholarships are limited. Second-year students who have had a chance to demonstrate their abilities to their department may be given preference for these awards in some programs. All departmental aid decisions are made by the department concerned. Official notification of awards is given in writing from the Office of Graduate Studies. Please note that there is no institutional financial assistance available for work toward the biochemistry and molecular biology certificate, nor for students who are taking the prerequisite courses for the MBA Program at the reduced course rate.

Mills does not require the submission of complex financial statements for departmental assistance, but it is important that you provide some indication of your own resources if you are applying for departmental aid on the graduate application for admission. Departmental aid decisions are made by the departmental faculty. Contact the Office of Graduate Studies for additional information by email at grad@mills.edu or by phone at 510.430.3309.

Departmental Assistantships
Most graduate programs have a small number of assistantships awarded to select students on a competitive basis. Graduate assistants serve their department for a minimum of 12 and normally not more than 20 hours per week for a full assistantship. The work each student performs depends on specific departmental needs, academic programs, and the student’s areas of expertise. Assistants may help tutor or coach undergraduates and serve as assistants to faculty, laboratory and audio-visual assistants, or as teachers in the Children’s School. The full graduate assistantship provides one-half tuition credit and a stipend, which is taxable income. Some departments require a departmental assistantship application. Contact the Office of Graduate Studies for additional information.

Note: Many graduate departments choose to select second-year graduate students with whose work and needs they are more familiar. However, the individual academic departments are under no obligation to award or guarantee an award to any student.

Alumnae Tuition Scholarships
The Mills Alumnae Association funds partial tuition scholarships each year in all graduate degree programs. These scholarships are awarded based on criteria determined by each academic department.

Art Department
The Art Department offers the following awards: departmental assistantship, alumnac tuition scholarships, the Catherine Morgan Trefethen Fellowship, and the Sara Lewis Graduate Fellowship.

English Department
The Mary Baty Gossage Graduate Fellowship in English, established in 1977 in memory of Mary Gossage, is awarded to the best graduate candidate for the year in the English Department. The Marion Hood Boess Haworth Endowment for Children’s Literature was established in 1983 by Mills alumna Marjorie Haworth ’42 for the purposes of encouraging and supporting the creation of high-quality literature for children.

Music Department
The Elizabeth Mills Crothers Fellowship in Music, founded in 1923 by Mrs. William H. Mills as a memorial to her daughter, is awarded annually to a candidate for the degree of master of arts or master of fine arts who shows unusual creative ability in music. The Robert Maas Memorial Scholarship for students of violoncello and the Antonia Menaglia Scholarship for students of piano are awarded to candidates for the master of fine arts degree in music performance and literature. The Evelyn V. Staton Fellowship in Fine Arts provides scholarships for graduate work of African American students studying music or art.

Post-Baccalaureate Pre-Medical Certificate Program
Students entering the program are not eligible to apply for teaching assistantships in biology, chemistry, or physics until they have completed a full academic year at Mills. A small amount of scholarship aid is available to students entering the program. Students completing the program and entering medical school are eligible to receive Scheffler Pre-Medical Science Scholarships. Scholarship recipients are selected on the basis of merit by a faculty committee.

School of Education
The School of Education offers the Laura Lang Balas Fellowship, established in 2002, and the Evelyn K. Oremland Graduate Fellowship, established in 2002 to provide financial assistance for graduate students in education with an emphasis in child life in hospitals. Industry scholarships are available to teacher credential candidates for full or partial tuition remission. The Holland Early Childhood Graduate Fellowship was established in 2004 to provide financial assistance for graduate students in education with an emphasis in early
childhood education. Information regarding scholarship opportunities may be obtained through the School of Education. Please also refer to California State Funding Opportunities for more information on funding sources available to teacher credential candidates.

Federal and State Aid

General Information
The M Center at Mills College awards Federal Stafford Loans to graduate students who qualify based on the results of their Free Application for Federal Student Aid. Departmental assistance is determined by each individual department and is awarded by the Office of Graduate Studies. Recipients may accept or reject any portion of the offer.

In 2006–07 over 70 percent of Mills graduate students received some portion of their aid directly from the College. Eighty percent of our graduate students received more than $8 million in aid in 2006–07. An installment payment plan is also available to help meet educational expenses.

The M Center makes financial aid decisions each spring for graduate students who are admitted for the upcoming fall semester. Financial aid decisions for the spring semester are made later in the year. Applications from continuing students are reviewed once spring grades have been submitted to ensure students have met the financial aid satisfactory academic progress policy standards.

Financial aid is renewed on the basis of need and satisfactory academic progress. A financial aid application must be filed each year in which renewal is requested.

Recipients of financial aid may be required to submit income verification, income tax forms, or other documents that confirm income sources and amounts. The number of semesters of eligibility for entering graduate students is established by the initial graduation date defined by their program requirements upon entrance to Mills. Financial aid eligibility continues only to this expected date of graduation.

Eligibility
Eligibility for need-based financial aid depends on a student’s financial need, which is defined as the difference between estimated expenses and estimated resources. Financial need for each applicant is determined after a careful review of the information submitted as part of the financial aid application.

In establishing eligibility, expenses related to attendance are considered: fees payable to the College, plus an allowance for books, supplies, and personal expenses. Living expenses are considered in determining financial need for commuters, but the Mills award will not cover the often higher costs of living off campus.

Federal Verification Process
Federal verification is a process mandated by the federal government in which students and/or parents are required to provide secondary documentation to support data reported on the FAFSA. Approximately 30 percent of students are selected by the federal government for this verification review and are notified of their selection on their Student Aid Reports.

Students selected for federal verification are required to submit to Mills a signed copy of the student’s prior year federal tax return (and parents’ prior year federal tax returns if the student is dependent and provided parent data on the FAFSA). Students must also complete either a dependent or independent verification worksheet (based on their FAFSA determined status), which is available on the Mills College financial aid website. The tax forms and the Federal Verification Worksheet should be submitted to the M Center within 30 days of the request date. Failure to submit the requested documentation will result in the withdrawal of the student’s financial aid award for the academic year. A revised award letter will be mailed and/or the student will be notified if his or her financial aid award changes as a result of the verification process.

Federal Stafford Loans
There are two government loans available to Mills graduate and certificate students: the Federal Subsidized Stafford Loan and the Federal Unsubsidized Stafford Loan. Both programs are administered by the M Center.

To be considered for a Stafford Loan, a student must be a U.S. citizen/national or eligible non-citizen, must not be in default on a federal student loan or must have made satisfactory arrangements to repay it, and must not owe money back on a federal student grant or must have made satisfactory arrangements to repay it. The student also must be enrolled at least half time in an eligible program and must maintain satisfactory academic progress for financial aid.

Federal Subsidized Stafford Loan
This loan enables students who have demonstrated financial need to borrow from private lenders to help
pay for college expenses. The annual borrowing limit is $8,500 for graduate students enrolled in a master’s degree or doctoral degree program. For students enrolled in an eligible certificate program, the annual borrowing limit is $5,500. The Federal Subsidized Stafford loan does not accrue interest while the student is enrolled at least half time.

This loan program has a deferment provision so that no repayment of the loan is required while the student is enrolled at least half time at an eligible post-secondary institution. The federal government will pay the in-school interest which accrues on the Federal Subsidized Stafford Loan as long as the borrower is enrolled at least half time in an eligible degree or certificate program.

Repayment begins six months after the borrower graduates or is no longer enrolled at least half time at an eligible post-secondary institution. The lender may deduct an origination fee of up to 3 percent and an insurance fee of up to 1 percent from the amount of the loan prior to the disbursement of funds.

Federal Unsubsidized Stafford Loan
This loan is available to students who do not qualify for the Federal Subsidized Stafford Loan or to independent students who want an additional loan to supplement the Federal Subsidized Stafford Loan. For graduate students enrolled in a master’s or doctoral degree program, the annual borrowing limit is $20,500 less the amount of the Subsidized Stafford Loan for which the student qualifies. For independent students enrolled in an eligible certificate program, the annual borrowing limit is $10,500 less the amount of the Federal Subsidized Stafford Loan for which the student qualifies.

A student does not have to demonstrate financial need for a Federal Unsubsidized Stafford Loan except to the extent that total financial aid, including the Unsubsidized Stafford Loan, cannot exceed the student’s cost of attendance for the given academic year. Unlike the Federal Subsidized Stafford Loan program, the government does not pay the interest while the student is in school, and the borrower has the option to make regularly scheduled interest payments while in school or agree to have the interest added to the principal. No repayment of the principal is required while the student is in school at least half time at an eligible post-secondary institution or during grace or deferment periods. Regular monthly payments begin six months after the student graduates or is no longer enrolled at least half time at an eligible post-secondary institution.

How to Apply
Applications filed after the published deadline will be accepted. However, priority for determining student loan eligibility will be given to students who meet the following deadlines.

Forms Required:
- Free Application for Federal Student Aid (FAFSA)
- Federal Stafford Loan Request Statement

Application Deadlines:
- March 2 for fall admission
- November 1 for spring admission

Note: Students who will not be enrolled in a master’s or doctoral degree program at Mills are considered to be fifth year undergraduates for purposes of federal student aid and must fill out their FAFSA accordingly. This requirement includes students in the following programs:
  - Biochemistry and Molecular Biology Certificate Program
  - Post-Baccalaureate Certificate Program in Computer Science
  - Post-Baccalaureate Pre-Medical Certificate Program

Loan Eligibility Notification
Once the FAFSA is received by the federal processor, the results will be forwarded to Mills, where loan eligibility can be determined by the M Center. This office will send a Financial Aid Award letter to the student, indicating his/her Federal Stafford Loan eligibility. The student will be required to complete additional requirements to complete the application process for the Federal Stafford Loan(s).

First-time Federal Stafford Loan borrowers at Mills College must complete the Stafford Loan entrance counseling requirement online and complete a Master Promissory Note with the lender of choice prior to certification of their loan(s). Upon leaving Mills College, borrowers must complete loan exit requirements.

Graduate PLUS Loan
Students enrolled in a master’s or doctoral degree program may also apply for a Graduate PLUS Loan after accepting the maximum annual amounts for which the student qualifies in Stafford Loans. Students may borrow up to the total cost of attendance minus the amount of Federal Stafford Loans and other aid received. To qualify, a student must be a U.S. citizen, U.S. permanent resident, or an eligible non-citizen and must have a valid Social Security number.
Security number. There may be an origination fee of up to 3 percent and a federal default fee of 1 percent. Interest begins to accrue immediately and up to $2,500 of the interest paid each year is tax deductible. Payment starts within 60 days of the last disbursement but can be postponed while the student is in school. The student will be given up to 10 years to repay the loan.

How to Apply
Students must submit the Free Application for Federal Student Aid (FAFSA). Also, students must complete the Master Promissory Note with a lender of their choice and meet the lender’s credit eligibility requirements. Students must also complete a Graduate PLUS Loan Request Statement through the M Center.

State Loan Assumption Program
Assumption Program of Loans for Education (APLE)
The APLE is a competitive teacher incentive program designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas where a critical teacher shortage has been identified or in designated schools meeting specific criteria established by the superintendent of public instruction. In order to be eligible for this assumption program, the student must be approved to receive or have received an educational loan(s) and must not be in default on any educational loans. The student must also agree to teach in a designated California public school or in subject areas where a critical teacher shortage has been identified. Additional information and application can be found on the California Student Aid Commission’s website or by calling 916.526.7590.

Cal Grant Teaching Credential Program Benefit
Students who received Cal Grants as undergraduates within the final 15 months of enrollment may qualify for an additional year of funding while pursuing a teaching credential. Eligible students are required to submit both a Free Application for Federal Student Aid (FAFSA) for the academic year in which benefits are requested and the request for Cal Grant Teaching Credential Program Benefits form through the California Student Aid Commission’s website. Both documents are also available at the M Center.

Work-Study
Because on-campus work eligibility is prioritized for undergraduate students, graduate students typically are not eligible for on-campus work-study positions. Graduate students seeking part-time or other employment opportunities are encouraged to utilize the off-campus job listing services of Career Services located in the Division of Student Life.

Rules and Regulations
Return of Title IV Aid (for financial aid recipients only)
If a student withdraws before 60 percent of the enrollment period (semester) has passed, federal regulations require that Title IV funds be returned to the programs according to a prorated schedule. Title IV funds include Stafford Loans and PLUS Loans. The withdrawal date used to determine the return of federal funds is the date the student notifies the Office of Graduate Studies of his/her intent to take a leave of absence or withdraw from the College. However, if a student leaves without beginning the Mills official withdrawal process or providing notification of his or her intent to withdraw, the withdrawal date will be the 50 percent point in the semester unless Mills determines the last date of an academically related activity of the student.

The percentage of Title IV funds to be returned is calculated by the number of calendar days not completed within a semester, as defined by the withdrawal dates above, divided by the total number of calendar days in the semester (from the first day of classes for the semester to the last day of finals). For example, if there are 100 calendar days in a semester and the student withdraws on the 25th day, 75 days have not been completed. This may result in the return of 75 percent of Title IV funds received by the student. However, if a student withdraws after 60 percent of the enrollment period has passed, no Title IV funds need to be returned.

Both Mills and the student may be responsible for returning federal funds to their source. Mills will return the lesser of the institutional charges times the percentage of unearned Title IV aid or the total of Title IV aid disbursed minus the amount of Title IV aid earned by the student. The student is responsible for returning the difference between the amount of Title IV aid returned by Mills and the total amount of unearned Title IV aid. In each case, funds must be repaid to the following sources, in order, up to the amount received from each source:
1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal PLUS Loan
4. Other Title IV programs

Although Mills will return loan amounts directly to the lender, amounts to be returned by the student
are repaid in accordance with the terms of the promissory note; that is, a student would begin making payments on her student loan after the grace period, if applicable, has expired. Students must repay only 50 percent of any grant amounts scheduled for return by the student.

If there is a credit balance on the student’s account after the adjustment for tuition and/or room and board is made and the amount of unearned Title IV aid due from Mills is returned to the Title IV aid programs, any institutional or state funds received by the student will be returned to the aid programs up to the amounts received for each source and for as long as there is an amount to refund.

If there is a credit balance remaining on the student’s account after institutional and state funds have been returned, a refund for the remaining credit balance will be issued to the student.

The federal formula for the return of Title IV funds is available upon request from the M Center.

Financial Aid Satisfactory Academic Progress Policy

Full-time graduate degree students, with the exception of MBA candidates, are expected to complete a minimum of 2 credits per semester and maintain a minimum 3.0 semester and cumulative grade point average (GPA). Part-time graduate students are expected to complete all credits for which they are enrolled and maintain a minimum 3.0 semester and cumulative GPA.

Full-time MBA candidates and certificate students are expected to complete a minimum of 2 credits per semester and maintain a minimum 2.75 semester and cumulative GPA. Part-time MBA candidates and certificate students are expected to complete all credits for which they are enrolled and maintain a minimum 2.75 semester and cumulative GPA.

Master’s and doctoral degree candidates and certificate students are eligible for financial aid through their original anticipated degree date, which is established by the M Center upon entrance to Mills. Full-time students enrolled in a master’s degree program or the post-baccalaureate Pre-Medical Certificate Program may receive federal financial aid for a maximum of four semesters. Full-time students enrolled in an eligible certificate program may receive federal financial aid for a maximum of two semesters. Students pursuing a doctorate in education may receive federal financial aid for a maximum of six semesters.

Note: Students who are planning to take a reduced course load due to disability will need to submit an academic plan (forms available in the Division of Student Life) to the M Center before the end of the first week of classes for the semester, complete the number of credits indicated on the academic plan, and maintain a minimum 3.0 semester and cumulative GPA to maintain satisfactory academic progress. Any changes to the academic plan for a given semester should be submitted before the end of the first week of classes for that semester.
Advising and Registration

Academic Advising
Accessing Student Records on the Web
Check-In
Registration
Academic Advising
The advisor is the student’s principal connection to the academic programs of the College and is the first person to whom the student should turn for advice on academic questions. The primary responsibility of the advisor is to offer appropriate suggestions for a sound and balanced academic program and to guide the student toward meeting the degree requirements. The advisor should also assist the student in defining educational goals; provide direction, criticism, and praise as needed to help the student achieve those goals; and help the student see the relationship between educational goals and longer-range personal and career goals.

Upon enrolling, students are assigned a departmental advisor. The advisor will help plan the student’s program, choose courses, and make decisions concerning career goals. The Office of Graduate Studies can help students with details of registration, understanding regulations, and referrals to other offices on campus.

Students share in the responsibility for ensuring that their academic needs are met. To this end, students are expected to read the College catalog, keep track of their own academic program, and to be well prepared with relevant notes, plans, or questions when seeking the help of their advisor.

Accessing Student Records on the Web
The Mills Resource Portal, accessed from the Mills website, provides a link to myMILLS where a student can check in, register, and access his or her general student information, schedule of classes, academic transcript, transfer credit report, grades, student account, financial aid information, and graduation status. Students can also update their mailing and email addresses and other personal information through their myMILLS account.

Check-In
All Mills students must check in at the beginning of each semester. Dates for Check-In are on the Academic Calendar. Being eligible to check in requires that a student fulfill his or her financial obligation to the College by making all required payments by their deadlines.

Online Check-In
All students except entering international students may check in through myMILLS via the Mills Resource Portal. Check-In is a two-step process. The first step is to log in to the Portal, enter myMILLS, check in, and print out the Check-In Confirmation Page. The second step is to take this confirmation page to Housing Management and Dining Services (HMDS) to complete the process.

In-Person Check-In
In-person Check-In is available to all students but mandatory for new international students. In-person Check-In starts at the M Center where students will be given a check-in card authorizing them to proceed to HMDS to complete step two of the process.

Late Check-In
Students who do not check in, even if registered, will be withdrawn without notice. Students who check in after the published deadline will incur a $250 late check-in fee.

Registration
General Information
All students may register online through myMILLS via the Mills Resource Portal. Continuing students will have access to online registration on the first day of Continuing Student Registration, which takes place in mid-April for the following fall semester and in mid-November for the subsequent spring semester. All new and readmitted students will have access to online registration during Final Registration, which takes place at the beginning of the term. Prior to registering, all students must consult with their advisors regarding their course selection. The advisor must approve the student’s course selection before the student will be allowed to register.

Entering and Readmitted Student Registration
Entering and readmitted students register during final registration at the beginning of the term. Exact dates are available on the Academic Calendar.

Continuing Student Registration
Continuing Student Registration takes place in mid-April for the following fall semester and in mid-November for the subsequent spring semester. Exact dates for registration are available on the Academic Calendar. Continuing students, including those returning from a leave of absence, must register by the end of Continuing Student Registration or incur a $250 late registration fee.
Registration Deadlines

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<td>Readmitted Students:</td>
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<td>Continuing Students:</td>
<td>End of Continuing Student Registration</td>
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<tr>
<td>Returning Students:</td>
<td>End of Continuing Student Registration</td>
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Refer to the Academic Calendar for registration dates and deadlines.

Late Registration
Students who register after the published registration deadline will incur a $250 late registration fee. Late registration does not excuse a student from the regular assigned work of a course. Students wishing to register after the add deadline must petition the Academic Standing Committee. Students who do not register by the add deadline, even if they have checked in, will be withdrawn without notice from the College.

Course Selection
The spring course schedule is available on the Mills website beginning in early November; the fall course schedule is available on the Mills website beginning in late March. Before students can register online, they must consult with their assigned advisor to finalize their schedule and obtain approval of their course selection. Students may access Student Records/View Student Information in their myMILLS account to confirm the appropriate advisor for this approval.

Course Levels
Graduate students should enroll for classes at the appropriate level for their degree program:

- 100-level: Advanced undergraduate courses (restrictions apply)
- 200-level: Master’s
- 300-level: Credential
- 400-level: Doctorate

Class Meeting Times
Course schedules are posted on the Mills website in early November and late March for the following semester, and incorporate changes in course offerings approved after the publication of the catalog. Classes that meet on Monday, Wednesday, and Friday are scheduled for 50 minutes, or a total of 150 minutes of instruction per week. Classes that meet Tuesday and Thursday are scheduled for 75 minutes, for a total of 150 minutes of instruction per week. Seminars are scheduled for one class meeting per week on Tuesday, Wednesday, or Thursday, for 150 minutes. Evening classes are generally scheduled for one meeting per week for 150 minutes, although occasionally a class may meet for 75 minutes, two evenings per week.

Adding a Course
Students may add courses online during the period of time that they have access to online registration. Students who wish to add a course to their schedule after registration may do so without penalty up to the add deadline, which is the end of the first two weeks of classes. Students wishing to add a class after their online access has expired must complete an Add/Drop form and secure the signature of the advisor and, if the course is closed, the signature of the instructor. After the add deadline, students may add a course only with the approval of the Academic Standing Committee. If the petition is approved, the course will be added to the student’s schedule and a late add fee of $150 will be charged to the student. Add/Drop forms are available in the M Center and online.

Students should refer to the Academic Calendar for the add deadline.

Dropping a Course
Students may drop a course during the time they have access to online registration. Once their access has expired, students who wish to drop a course must complete an Add/Drop form and secure the signature of their advisor, and, beginning the third week of courses, the signature of the instructor. Students may drop courses at any time during the first eight weeks of the semester and these courses will not appear on their transcript. Students are advised to refer to the Tuition Adjustment Policy if the drop will change their enrollment status to part time. After the first eight weeks of the semester but not beyond the last day of the withdrawal period, students may drop a course only with the approval of the Academic Standing Committee and will be charged a $150 late drop fee. Add/Drop forms are available in the M Center and online.

Students should refer to the Academic Calendar for the drop deadline.

Withdrawing from a Course
During the ninth and tenth weeks of the semester, students may withdraw from a course by completing an Add/Drop form, securing the signatures of the advisor and instructor, and submitting the form to the M Center. Courses from which a student has withdrawn will appear on the transcript with a “W”
grade, which is not calculated in the student’s GPA. After the first 10 weeks of the semester but not beyond the final day of instruction, students may withdraw from a course only with the approval of the Academic Standing Committee and will be charged a $150 late withdrawal fee. Add/Drop forms are available in the M Center and online.

Students should refer to the Academic Calendar for the withdrawal deadline.

Unofficial Withdrawal
Students who do not formally drop a course and who have not attended the course may receive either an “F” grade or a “UW” (Unofficial Withdrawal) at the discretion of the instructor.

Pass/No Pass (P/NP) Grading Option
Graduate students may elect to register for a course on a Pass/No Pass basis, but no course graded in this manner may be applied toward the degree (with the exception of EdD students who take their Dissertation Reading [497] and Dissertation Research [450] courses for P/NP). Students select this option when they register.

Students who then wish to change the grading option of a course may do so within the first eight weeks of the semester by completing an Add/Drop form and securing the signatures of the advisor and instructor. The course with the original grading option is listed as a drop and the same course with the new grading option is listed as an add. Beginning the ninth week of the term, no change in grading status may be made except for extraordinary reason and with the approval of the Academic Standing Committee. Students should refer to the Academic Calendar for the exact deadline.

Variable Credit
Courses that are listed in the catalog with a range of credit give the student the option to choose the amount of credit they wish when registering. Changing the amount of credit after registration is done through the add/drop process. Requests for adding credit for these courses must be done by the add deadline; requests for reducing credit must be done by the drop deadline. Refer to the Academic Calendar for exact dates.

Auditing a Course
Students may formally audit a course with permission from the instructor and faculty advisor. Auditors do not participate in class work, take examinations, or receive credit, and they may not subsequently request to receive credit by examination.

Graduate students wishing to participate in a physical education activity course must audit the course. Full-time students do not pay an additional fee to audit a course; part-time students pay one-half the regular cost per course.

Students who choose to audit a course after registration but before the add deadline must obtain an Add/Drop form from the M Center, secure the appropriate signatures, and submit it to the M Center no later than the add deadline. Under no circumstances will a student be allowed to enroll to audit a course after the add deadline. In addition, students will not be allowed to change a grading option to or from an audit option after the add deadline. Students who drop all course work except an audited course must complete an Application for Auditor Status, available online and at the M Center. (See Auditors.)

Auditors
Individuals who are not regular degree-seeking Mills students are welcome to audit Mills courses. An Application for Auditor Status is available online and in the M Center. This application requires the signatures of the student, the instructor, and the head of the applicable department. Once these signatures are obtained, the form is submitted to the M Center and the student will be enrolled in the course(s). The auditor may attend the class only after the form is submitted. The cost of auditing is one-half the regular per-credit tuition rate. Mills does not provide transcripts for auditors.

Cancelled Courses
Courses may be cancelled at the College’s discretion. In the case of a course cancellation, students who have registered for the class are dropped from the class and notified by mail.

Special Courses
Advanced Teaching Practica
These courses cover a variety of directed and supervised experiences in classroom teaching. They are restricted to students who have appropriate background and proven ability, as determined by the faculty supervisor, and require approval of the head of the department in which they are undertaken. Students enrolled in advanced teaching practica are not permitted course overloads. Advanced teaching practica are numbered 277 in the department concerned. Students must submit an advanced teaching practicum enrollment form, available in their graduate department. These courses are P/NP only.
Directed Research
Specific graduate programs offer an opportunity for students in the program to assist a faculty member to do advanced research. Directed research is offered for 1 credit and may be taken twice. Directed research may be undertaken only upon the recommendation of the faculty research supervisor and the head of the department after departmental discussion. Directed research courses are numbered 279 in the department concerned. Directed Research Application forms are available in the M Center and online. These courses are P/NP only.

Individual Music Instruction
These courses, open to all students, are available for individual instruction in composition, voice, and a number of instruments. Placement in these courses requires an audition with the Music Department. The course is numbered MUS 225 and is graded for students in the Music Program or P/NP for others.

Students who wish to enroll in individual instrument or voice instruction should register for the course as listed in the course schedule. The student must then contact the Music Department for an audition in order to be placed with an instructor. Once placements are confirmed by the Music Department, the specific course and instructor will be added to the student’s schedule and the generic course removed. Since auditions are a part of the process, students should not assume that they will be enrolled in the class.

Students who have registered for the generic music instruction course and are not placed with an instructor will be responsible for dropping the course.

Independent Study
Students with proven ability and sufficient background in a given subject may apply for an independent study course in that subject area. Independent study courses are offered for a maximum of 1 credit and are officially numbered 295, 395, and 495 on the graduate level. Independent study may be undertaken only upon the recommendation of the head of the department concerned after departmental discussion. Independent study forms are available online and in the M Center. These courses can be taken for a letter grade or as P/NP.

Internships
Graduate students normally do not enroll for internships. Field practica and field-based experience for credit is under the guidance of the department in which the student is receiving a graduate degree. Such practica are usually directly related to the student’s career goals and academic program, are arranged by the faculty in the department, and are given both credit and a grade. Before arranging an internship through Career Services, check with your advisor about department policy regarding community work or field experience. Internships must be approved in advance by a faculty supervisor, the faculty advisor, and the Academic Standing Committee; therefore, retroactive approval is not permitted.

Cross-Registration
Students who wish to participate in Mills’ Cross-Registration Program must complete the Cross-Registration Permit, which requires approval of each institution’s registrar, the student’s advisor, and the instructor of the course. The student attends the first class session at the host institution to secure the instructor’s signature. (See the Mills website for eligibility requirements, participating schools, deadlines, and procedures for enrolling.)
Academic Regulations

Academic Credit
Attendance Requirements
Transfer Credit
Student Status
Grading
Academic Standing
Student Misconduct and Expulsion
Graduation
Transcripts and Enrollment Verifications
Academic Credit

Definition of Mills Semester Course Credit
A typical academic course at Mills is offered for 1 semester course credit. These courses usually meet for 150 minutes per week for 14 weeks, and require a minimum of 12 hours of outside work per week. A Mills graduate semester course credit is equivalent to 4 semester units, or 6 quarter units.

Attendance Requirements

Degree Requirements
To earn a degree, each student must meet the minimum course requirements as specified by the department concerned. A student’s degree requirements, including sequence requirements, are those stated in the catalog in the year in which she or he is admitted to Mills. Master’s degree candidates must take a minimum of 4 course credits at the 200 level toward the total required for the degree. For these students, some advanced upper-division work (100 level) may be accepted by the department. Candidates for the credential enroll in courses at the 300 level; doctoral degree candidates enroll in courses at the 400 level. Post-baccalaureate certificate students enroll in courses at the undergraduate level.

All graduate students should consult the departmental or program listing for information regarding appropriate course levels and complete degree requirements.

Thesis and Comprehensive Examinations
Most departments offering an advanced degree require a final project or examination. For MA candidates, it may take the form of a comprehensive examination of at least six hours and may be written, oral, or a combination of both, at the discretion of the department. For MFA candidates, it may be a substantial essay relating to their project or performance, to be approved by the department.

Master’s candidates in certain departments are required to complete a thesis with one or two graduate course credits (refer to specific degree requirements for details). The thesis may be a critical written exposition (type A) or a creative work in the fine arts, interdisciplinary computer science, or creative writing (type B).

The bibliographical format of the thesis must be approved by the reference librarian. Certain programs of study require a thesis or formal paper in conjunction with a performance or compilation of an artistic work. Students must enroll in the appropriate thesis class by their last semester of regular enrollment. Students may take up to three additional years to complete their thesis, but must maintain “In-Progress” status during this period (see In-Progress Status). Thesis guidelines are available from the academic department as well as the Office of Graduate Studies.

Doctoral candidates are required to complete a dissertation. Students are required to register in EDUC 450 Dissertation Research each semester that they are working on their dissertation. However, once they have defended their dissertation and are working on final revisions, they may petition for “In-Progress” status rather than enrolling in EDUC 450 (see In-Progress Status).

All students submitting a thesis or dissertation are required to pay a nonrefundable $45 thesis/dissertation processing fee.

Courses Outside Degree Field
As a liberal arts college, Mills encourages students, even at the graduate level, to take some courses in a related discipline but outside the degree field. These courses count toward the degree only with department approval.

Cross-Registration
Graduate students are permitted to apply up to 1.5 course credits (6 semester units) of cross-registration course work toward their degree. Graduate students must be enrolled at least part time at Mills in order to cross-register at another campus. Only one cross-registration course can be taken per semester. Information regarding cross-registration is available online and in the M Center.

Residency Requirement
A graduate degree at Mills, with the exception of the MBA, requires full-time enrollment for a minimum of four semesters. The MBA requires full-time enrollment for a minimum of two semesters. Degree candidates must be enrolled in course work leading to the degree, or enrolled as a continuing candidate “In Progress” in the semester in which the degree is awarded.

Part-time graduate study is considered only on a case-by-case basis and must be approved in writing by the department and the Office of Graduate Studies. Students who are in attendance part time in any semester must enroll for five or more semesters before completing the degree. If part-time study is approved, all policies and stipulations must be
followed. Note: the MFA Program in Studio Art and Teacher Credential Programs do not permit part-time studies. No exceptions will be made.

A student may not receive a degree in a semester in which he or she is officially on a leave of absence.

Program Limits
The maximum period of time allowable to complete programs on the master’s level, with the exception of the master’s in teaching, is five years; for the doctoral level, three years following completion of course work and the qualifying exam, generally six years total. The Master’s in Education with Emphasis in Teaching (MEET) Program allows for eight years maximum for the completion of the degree. Students in this program complete their credential course work first and then have up to five years in which to teach and gain experience before returning to complete the master’s degree.

Concurrent Enrollment in Two Graduate Programs at Mills
Concurrent enrollment in two graduate programs at Mills is possible only under some circumstances. A student interested in this option must apply to and be accepted into each of the graduate programs. Concurrent enrollment requires the consent of both graduate departments. It is the responsibility of the student to work with academic advisors in each program to develop an academic plan that allows for completion of the degrees. That academic plan should identify core courses that must be taken for completion of the degree in each program. The number of unduplicated courses in each field shall be determined by the departments. Rules concerning maximum course loads must be followed. Thus, completion of two programs will require longer than the time allowed for the completion of one program.

Transfer Credit
Transfer Credit Policy
Students who have attended another college or university as graduate students, and have not applied the work done there to an advanced degree, may have, with department approval, up to 1.5 semester course credits (6 semester units) transferred toward a master’s degree at Mills. Up to 6 semester course credits (24 semester units) of course work done at another college or university toward a master’s degree may be used toward the doctoral degree at Mills. An official transcript of such credits must be filed with the M Center at the time of admission. Transcripts are reviewed by the student’s department, which then authorizes the M Center to place the credits on the student’s record.

Credit earned at other institutions through the Cross-Registration Program is treated as transfer credit.

Transfer Credit Equivalents
Mills College follows the semester course credit (SCC) system, as opposed to the semester or quarter unit systems commonly used by other colleges and universities. As such, transfer credit from institutions not on the semester course credit system must be converted upon transfer to Mills.

Semester and quarter units will be converted to Mills semester course credits using the following equivalents:
• 4 semester units equal 1 Mills credit.
• 6 quarter units equal 1 Mills credit.

The sum of the converted credit for a given institution is rounded to the nearest .25 semester course credit.

Student Status
Full-Time Status
Full-time graduate study is 2 semester course credits per semester.

Course Load
Degree candidates are permitted to take a maximum of 4 semester course credits per semester with the following exceptions:
• MFA candidates in studio art or dance may take up to 4.5 semester course credits per semester.
• Post-baccalaureate pre-medical students may take up to 5 semester course credits per semester with the approval of the department head.
• MA candidates in education, child life in hospitals may take up to 5 course credits per semester.
• MBA candidates may take up to 5.5 semester course credits per semester.
• MPP candidates may take up to 5.5 semester course credits per semester.
• Teaching credential candidates may take up to 6 semester course credits per semester.

Overload
Students in programs with a 4-credit limit may petition the Academic Standing Committee (ASC) for an overload maximum of 4.5 credits. Students in programs with higher credit limits may not petition the ASC for overloads.
In-Progress Status

Students who have completed the formal course work for the master’s degree may need additional time to complete their theses or comprehensive exams. Doctoral degree students who have defended their dissertation and are working on final revisions may petition for “In-Progress” status rather than enrolling in EDUC 450. In these cases students must apply for “In-Progress” status by completing and submitting the Request for In-Progress Status form available in the M Center. Although this form is required only for the initial semester of “In-Progress” status, students must confirm their “In-Progress” status each semester until they have graduated or withdrawn. Once a student is “In Progress” he or she may not register for courses nor take a leave of absence. The limit for “In-Progress” status is three years (six semesters). (See Candidacy Lapsed.)

Students who apply for “In-Progress” status to continue writing their thesis will be registered for a “Thesis-in-Progress” course (0 credit, P/NP) each semester until their thesis is completed and submitted. This course, used by the thesis advisors to track their students’ progress, requires a “Pass” (“P”) each semester for the student to remain in the program. Students must have already enrolled in the specific thesis course in their department (usually numbered 250) prior to the beginning of the “In-Progress” period.

The fee for “In-Progress” status is $100 for the initial semester with a $100 increase for each subsequent semester ($200, $300, $400, etc.). This fee is subject to change. The initial semester payment must be submitted with the Request for In-Progress Status form.

Continued Practical Training

Candidates for the master’s in education with an emphasis in teaching (MEET) are allowed up to five years between the completion of the credential component of the program and readmission to the master’s component of the program. During this period of non-enrollment, international students must apply for “In-Progress” status and are registered in a Continued Practical Training course (0 credit, P/NP). This course, used by the College to confirm that the training is continuing, requires a “Pass” (“P”) each semester in order for the student to remain in the program. International MEET students are assessed the “In-Progress” fees as listed above. For more information, contact the M Center.

Special Non-Degree Student Status

Prospective students who possess a baccalaureate degree from an accredited college or university and who wish to enroll in either graduate or undergraduate classes for credit but not a degree program must submit two official transcripts confirming the baccalaureate degree and complete an abbreviated application for admission. If approved, students can be considered non-matriculated for up to two semesters; at that time, students must apply for formal admission to a specific program, demonstrate the need for continued status as non-matriculated students, or withdraw.

Leave of Absence

Students in good standing may take a leave of absence from the College for a period not exceeding four consecutive semesters. If, after two years, the student does not return to Mills, a formal withdrawal must be filed with the Office of Graduate Studies or the student will be withdrawn without notice (see Withdrawal without Notice). A student wishing to take a leave of absence should contact the Office of Graduate Studies to complete the required paperwork. Enrolled students who wish to apply for a leave of absence or a withdrawal effective for the term in which they are currently enrolled must file paperwork by the last day of instruction.

Students who wish to extend a leave of absence or return early from a leave of absence must contact the Office of Graduate Studies.

Leaves of absence are generally not granted in the Studio Art Program. In addition, students who have filed for “In-Progress” status are not permitted to take a leave of absence.

Students should contact the M Center to explore the financial ramifications of taking a leave of absence. (See Tuition and Fee Adjustment Policy.)

Students who wish to complete college work elsewhere while on leave from Mills are advised to discuss this with their department, as limited transfer credit is available to graduate students. Upon completion of the courses, the student should request official transcripts to be mailed to the M Center. These transcripts must be received by the end of the student’s first semester of return to Mills.

Withdrawal

Students wishing to terminate their enrollment in the College should contact the Office of Graduate Studies to complete the required paperwork. Students should contact the M Center to explore the
financial ramifications of withdrawing from the College. (See Tuition and Fee Adjustment Policy.)

**Withdrawal without Notice**

A student who fails to check in or register at the beginning of a given term without filing the required paperwork for a leave of absence or withdrawal or who fails to confirm “In-Progress” status is considered to have terminated his or her enrollment in the College as of the end of the last semester in attendance, and will be withdrawn without notice.

**Candidacy Lapsed**

If a student has not completed his or her thesis at the end of six semesters of “In-Progress” status, his or her candidacy for the degree will be considered lapsed, and a status of “Candidacy Lapsed” (CL) recorded. A grade of “NC” (No Credit) will be entered for the thesis. If the student wishes to be reinstated in the program and finish the thesis, a readmission application and $50 readmission fee must be submitted to the Office of Graduate Studies. If readmitted, the student must then submit a Request for In-Progress Status form to the M Center along with the $700 “In-Progress” fee for the reinstatement of the “In-Progress” status. Fees for subsequent semesters of “In-Progress” status will increase by increments of $100. The student will have an additional three semesters to complete the thesis.

**Readmission**

A student who has withdrawn, has been withdrawn without notice, has been disqualified, or whose candidacy has lapsed and who wishes to be readmitted to Mills must contact the Office of Graduate Studies to request an application for readmission. A $50 readmission application fee must accompany the application. Contact the department concerned for information about readmission deadlines.

Students who initially enrolled in the master’s in education with an emphasis in teaching (MEET) may leave the College for up to five years after completing their credential and then return to the College to complete the master’s portion of their program in one additional year. MEET students must contact the Office of Graduate Studies about their plans to return and complete an Education-Returning MEET Application. There is no fee for students returning within five years. MEET students who do not return within five years and who then wish to complete the master’s portion of the program, must apply for readmission through the Office of Graduate Studies, pay the $50 readmission fee, and will be required to complete the full two years for the master’s degree.

**Grading**

Graduate courses intended to count toward the degree must be taken for letter grades (A–F) only, with the exception of dissertation preparation courses for doctoral students, which may be graded pass/no pass (P/NP). Letter grades are recorded as A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F. Although all grades will be calculated in the GPA, only courses with a “C” grade or better will fulfill degree requirements. Graduate students may take PE courses for audit (AU) only.

Equivalents of letter grades are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Passing, but unsatisfactory</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>.67</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
</tbody>
</table>

Other grades used to report student progress are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit (registered as auditor, but failed to attend)</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>AW</td>
<td>Audit Withdrawal (registered as auditor, but failed to attend)</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>IE</td>
<td>Incomplete Extended</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>P</td>
<td>Pass (minimum of C-work required)</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>PR</td>
<td>In Progress (thesis and special courses only)</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>RD</td>
<td>Report Delayed (faculty has not submitted a grade)</td>
<td>0 (Not computed into GPA)</td>
</tr>
</tbody>
</table>
Final grades are not subject to change by reason of a revision of judgment on the instructor’s part or on the basis of a second trial, e.g., a new examination or additional work undertaken or completed after the date of the semester report.

The grade point average (GPA) of each student is obtained by dividing the number of grade points earned by the number of semester course credits carried. Master’s and doctoral degree candidates and teaching credential candidates must achieve and maintain a cumulative GPA of 3.0 or higher. Students in the post-baccalaureate certificate programs, and special, non-degree graduate students must maintain a GPA of 2.75 or higher. Grades for transferred courses are not calculated into the GPA, with the exception of grades for courses taken through cross-registration.

**In-Progress Grades**
The temporary notation of “PR” (“In Progress”) indicates a course in progress. The “PR” grade is used only for thesis courses and other specifically designated courses in the School of Education that, by the nature of the course work involved, cannot be graded at the end of a given term. In the case of a “PR” grade for the thesis, students who do not complete their thesis during their period of candidacy will have the “PR” grade changed to an “NC” (“No Credit”).

**Class Attendance**
Students are expected to attend all classes for which they are registered. Academic work proceeds up to the date and hour of the beginning of holidays and semester breaks and resumes promptly at the end of such breaks at the time specified in the Academic Calendar. Students are accountable for any work missed by absence from classes.

**Instructor Drops**
Instructors may, at their discretion, drop a student from a class for non-attendance at the first class meeting.

**Examinations and Assignments**
Faculty members establish the requirements and the nature of academic exercises and examinations. Examinations must be turned in at the scheduled completion time, and it is expected that all examinations and manuscripts represent the student’s individual work.

An examination period occurs at the end of each semester. The faculty member concerned decides whether an examination is to be given in a particular course. The final examination, if given, may be one of two types:
- A take-home examination with time and regulations determined by the faculty member
- A scheduled examination—the class meeting time determines the time at which the examination is scheduled. (See Final Examination Schedule.)

Final examinations must be completed during the days designated as the final examination period on the Academic Calendar.

Graduate students registered in undergraduate courses submit to the same examinations required of undergraduates.

All assignments, projects, term papers, and course assignments are due no later than 5:00 pm on the last day of instruction. No examinations may be given by instructors during the last five teaching days of each semester.

Failure to take the final examination, or submit a paper or report that has been substituted for it, is counted as a failure in the examination. Exceptions are made for reasons beyond the student’s control, at the discretion of the instructor. In such cases, students may submit an Incomplete Grade Request/Report form for the course. The course will be graded “I” until the examination has been taken or paper that has been substituted for it is submitted, which must occur by the end of the next semester. (See Incomplete Work.)

**Incomplete Work**
When, for reasons beyond his or her control, a student is unable to complete the final portion of his or her work in a course, he or she may request to receive the temporary grade of Incomplete (“I”). Once the outstanding work is submitted, the instructor will grade the work and the final grade will be recorded by the registrar with a notation of “Inc Grade Removed,” which will appear on the student’s transcript.

For a student to receive an Incomplete, he or she must obtain an Incomplete Grade Request/Report form and file it with the appropriate information and signatures. The form documents the percentage of work completed, the grade for this work, the work
remaining to be completed, and the date by which the remaining work is due. This form must be filed by the last day of instruction, or, in the case of a student’s inability to take the final examination, by the end of the final examination period. Without this form filed in the M Center, the instructor is required to assign a letter grade. A student applying for an Incomplete should refer to the Academic Standing section of this catalog to determine how the Incomplete will affect his or her academic standing.

Faculty members may not assign an Incomplete at will; nor may students simply elect to take an Incomplete without sufficient cause. An Incomplete is not intended to permit a student more time for the work of a course than is normally allowed, and will not be approved unless the student has already completed a minimum of two-thirds of the course work.

The student must complete the remaining work no later than the last day of instruction of the following semester, or the date agreed upon with the instructor, whichever is earlier, whether or not he or she is enrolled at Mills. If the remaining course work is not completed within the required time, the Incomplete will become an “F.”

In extraordinary circumstances, a student may petition the Academic Standing Committee for an extension of the Incomplete deadline. If approved, the existing “I” grade will be replaced by an “IE” grade indicating that an extension was granted. Students may petition for only one extension. Further extensions will not be granted.

The same policy applies to graduate students enrolled in undergraduate courses.

**Grade Reports**

Students may access their semester grades online with their Mills ID and password via the myMILLS link in the Mills Resource Portal. Grade reports are not mailed; however, upon written request of the student, grade reports can be mailed to the student. Grade reports are not sent to the parents of students. Students who have not fulfilled their financial or other obligations to the College will not be able to access their grades until the obligations are met.

**Grade Appeal Procedure**

Any appeal of a grade must be undertaken before the end of the following semester or, in the case of graduating students, before graduation. Reasons for appeal are to correct an actual error in computation or an error in entering the grade, or to address cases where some part of the student’s work has been unintentionally overlooked. The first step in the procedure is an informal consultation between the instructor and student. If the matter remains unresolved, the next steps involve an appeal to the department head and to the academic dean of the division. If the matter still remains unresolved, an appeal may be made to the provost/dean of the faculty, who will make a final disposition of the appeal.

**Repeating a Course**

Students who have received a passing grade in a course are not allowed a reexamination therein, nor may they repeat the course. (Certain courses on the graduate level may be repeated for credit. This will be noted in the course description in the catalog.) Students may repeat any course in which they receive an “F.” Although the “F” remains on the record, the second grade is also recorded and calculated into the GPA.

**Unsatisfactory Performance**

If a student’s work is unsatisfactory, a deficiency notice may be sent via email by the instructor during the semester. A copy of this deficiency notice is sent to the Office of Graduate Studies and to the student’s advisor, who confers with the student regarding improvement of his or her studies.

**Academic Standing**

Students’ academic progress is reviewed by the Academic Standing Committee (ASC) each semester to determine their academic standing as defined below. The ASC will examine students’ academic records based solely on Mills academic work and work done through the Cross-Registration Program. Consideration does not include course work completed on transfer.

Individual graduate programs may establish and administer more stringent requirements governing probation and dismissal in a specific program. Failure to achieve the required level of academic proficiency within the specified time period will lead to automatic dismissal.

**Satisfactory Academic Standing**

Satisfactory academic progress is defined as:

- minimum cumulative GPA of 3.0 (2.75 for post-baccalaureate certificate students or MBA students in their first semester)
- minimum term GPA of 3.0 except MBA students

**Warning**

Students in all programs except MBA and post-baccalaureate certificate are issued a warning letter.
if their cumulative GPA is at least 3.0 but term GPA is below 3.0 and show normal progress toward the degree.

Post-baccalaureate certificate students and MBA students are issued a warning letter if their cumulative GPA is at least 3.0 (2.75 in their first semester) but term GPA is below 3.0 (2.75 in their first semester) and show normal progress toward the degree.

Probation
Students in all programs except MBA and post-baccalaureate certificate may be placed on probation if:

• their cumulative GPA is lower than 3.0; or
• their cumulative GPA is at least 3.0 but their term GPA is lower than 3.0; and
• normal progress toward the degree is not present.

Post-baccalaureate certificate students may be placed on probation if:

• their cumulative GPA is lower than 3.0 (2.75 in their first semester); or
• after their first semester, their cumulative GPA is at least 3.0 but their term GPA is lower than 3.0.

MBA students may be placed on probation if their cumulative GPA is lower than 3.0 (2.75 in their first semester).

Students who are placed on probation will have the permanent notation of “Probation” placed on their transcript for the specific semester in which their academic standing was not satisfactory.

Disqualification
All students who have been placed on probation, either on entry or after their first semester in attendance and whose progress for the following term meets the definition of probation (above) are subject to disqualification. Individual graduate programs may establish and administer more stringent requirements governing probation and disqualification in a specific program. Failure to achieve the required level of academic proficiency within the specified time period will lead to automatic dismissal.

The College reserves the right to suspend or expel a student. The student will be given written notice of the nature of the charge and of the decision made by the appropriate College committee.

Removal from Probation
Students placed on probation are required to achieve a term and cumulative GPA of 3.0 or higher (term GPA may be 2.75 or higher for MBA students) for the subsequent semester to be removed from probation.

Students on probation who take a leave of absence will be considered as on probation.

Appeal of Disqualification
Students who are disqualified will have this notation on their transcript unless they successfully appeal the disqualification, in which case a notation of “Probation” will replace the notation of “Disqualification.” In either case, the notation is permanent. To appeal the disqualification, students may write to the Academic Standing Committee (ASC) with an explanation of the circumstances which led to their poor academic performance. Letters of support from two faculty members who have worked with the student are also required. Appeals must be received no later than the deadline for the first ASC meeting of the semester immediately following the disqualification.

Academic Standing Committee (ASC)
Students who wish to request an exception to academic policy or procedure must petition the ASC, which meets each week during the term. Completed petitions, supporting documentation, etc., must be delivered to the M Center two business days before the next scheduled meeting. Students should not petition a member of the ASC directly. Students should not assume that an exception will be approved and are advised to continue with their current program in the meantime. Students wishing to appeal a grade should not petition the ASC. (See Grade Appeal Procedure.)

For more information, including the ASC meeting schedule, contact the M Center. Petitions to the ASC are available online and in the M Center.

Student Misconduct and Expulsion
The College may suspend or expel any student for any of the following reasons:

• lack of cooperation in maintaining the ideals and standards of the College or failure to profit by its purposes and policies;
• conduct contrary to the standards, rules, and regulations applicable to students which are established from time to time by the College, student government, and faculty; or
• conduct of any nature that endangers the health or safety of the student or any other person.
Cases involving misconduct are customarily heard by the student Judicial Board established by the Associated Students of Mills College (ASMC) Constitution. Such cases are subject to the specific procedures established from time to time by the ASMC Constitution, unless the College exercises its right to decide the case as described below.

The College reserves its right at all times to suspend or expel a student, whether or not the Judicial Board has acted in the matter, provided that the student be given:

- written notice explaining the nature of the charge;
- an opportunity to respond in person to the official or committee making the recommendation to suspend or expel; and
- a written decision explaining the reasons for any action taken.

In addition, the College may suspend any student on an interim basis of no more than 10 class days without notice of any other procedure in the event of conduct involving an imminent threat to the health or safety of the student or any other person. The President of the College may delegate the investigation or hearing of any disciplinary case to a committee appointed by the President to provide the procedural rights noted above.

The College is not obligated to afford any procedural rights or remedies to students in cases involving misconduct that results in a decision to suspend or expel, except the procedures outlined above including the tuition adjustment schedule and the Federal Return of Title IV Aid.

**Graduation**

**Petition for Candidacy**

All degree candidates must file a Petition for Candidacy with the M Center. The petition must be approved and filed before the candidate’s final semester at Mills (see Academic Calendar for deadlines). Students completing a thesis or dissertation are charged a nonrefundable $45 processing fee which should be submitted with the thesis or dissertation to the Office of Graduate Studies.

**Comprehensive Examination**

Comprehensive examinations must be completed and grades submitted before a student will be allowed to graduate or participate in Commencement.

**Thesis or Dissertation**

Two copies of the approved thesis or dissertation must be filed with the Office of Graduate Studies approximately one week prior to the end of instruction for the term in which the student intends to graduate. Refer to the Academic Calendar for deadlines. These approved copies must be signed by the thesis director or dissertation chair, committee members, the reference librarian, and the associate provost or director of graduate studies. They will be deposited in the College library. A nonrefundable $45 processing fee is required.

If the type B thesis (a creative work in the fine arts, interdisciplinary computer science, or creative writing) is of such a nature that it cannot be duplicated, the original work will become the property of the College and will be deposited in the library. If the creator of a type B thesis intends to copyright the thesis, the College retains a nonexclusive copyright interest. A nonrefundable $45 processing fee is required.

No student will be permitted to graduate or participate in the Commencement ceremony until the thesis or dissertation is turned in and a passing grade for the thesis submitted. Doctoral dissertations must be successfully defended in order for doctoral candidates to be eligible to participate in the Commencement ceremony.

**Dates for Conferral of Degree**

Mills College confers degrees three times per year. Students who complete all requirements for the degree in the fall will have an official graduation date of January 2 of the following year. Students who complete all requirements at the end of the spring semester will have an official graduation date that corresponds to the date of Commencement. Students who complete all requirements in the summer will have a graduation date of September 1.

Master’s degree candidates who have completed all of their course work except the thesis must apply for “In-Progress” status and pay the “In-Progress” fee each semester until the thesis is completed and submitted. (See “In-Progress” Status.)

**Commencement**

The Commencement ceremony, which takes place each May, includes the formal conferral of the degree for students who have completed all requirements in the previous summer term, fall semester, or spring semester. For MA, MFA, MBA, and MPP candidates, this includes completion of all formal course work including the thesis, graduate research project, or comprehensive examination. For doctoral candidates this includes completion of all formal course work and the defense of their dissertation.
For certificate candidates, this includes the completion of all course work. The conferral of the degree is signified by the awarding of the doctoral or master’s hood, if applicable, and the presentation of the diploma or certificate.

An exception to this policy may be made on a case-by-case basis for MA and MFA candidates who have completed all required formal course work but who have not yet completed the thesis, and requires the permission of the student’s faculty advisor and the associate provost of graduate studies. If permission is granted, the student must notify the assistant registrar of his or her intention to participate, providing documentation that the participation is approved.

Students with Incomplete grades or whose comprehensive examinations either have not been graded or have received a failing grade, are not eligible to participate in the Commencement ceremony.

Formal academic regalia is required of all students participating in the graduation ceremonies. The robe and hood may be rented by placing an order with the College bookstore approximately six weeks before graduation.

Diplomas
Diplomas for students who have completed their requirements either in the previous summer, fall, or spring are presented at Commencement in May. The diploma bears the degree, the area of study, and the date of the student’s actual graduation.

Diplomas will not be released at Commencement under certain conditions:
- If a student is in financial default, the College may withhold his or her diploma until all financial obligations are cleared.
- If a student has received any “Incomplete” or “In-Progress” grades for the spring, the diploma will be held until the Incomplete courses are completed and graded.
- If a student attended another institution through cross-registration during the final spring semester, the diploma will be held until an official transcript from the institution is received and reviewed and credit is granted.

Transcripts and Enrollment Verifications

Transcripts
Students may order copies of official transcripts through the M Center by completing the Transcript Request form or by writing a letter to the M Center requesting an official transcript. Transcripts will always include all course work completed at Mills, regardless of degree level.

A $10 fee is charged for each transcript to be mailed within five working days of receipt of the written request. For rush service, an additional $25 fee is charged per recipient. Rush requests will be processed within 24 hours of receipt and mailed for next-day delivery to the address(es) provided. International express mail delivery standards vary. The M Center is not responsible for any delays in the receipt of transcripts once they are processed and mailed. Please contact the M Center for details. All fees must be paid at the time of the request in U.S. dollars.

Current students may print an unofficial transcript at any time through myMILLS via the Mills Resource Portal. After Commencement, students who have received their degrees are sent one complimentary official transcript.

During any period that a student is in default on any obligation to the College, including financial, contractual, and academic obligations, or compliance with disciplinary sanctions, the College may withhold, at its discretion, the processing of an official transcript.

Degree and Enrollment Verifications

Current Students
Students are able to print their own enrollment verification by logging into their myMILLS account via the Mills Resource Portal and clicking on the link to the National Student Clearinghouse (NSC). Verifications through NSC will not include GPA information. To obtain an enrollment verification with GPA information, submit an Enrollment Verification Request form, available online and in the M Center, to the M Center.

Third-Party Requests
Mills College has authorized the NSC to provide degree and enrollment verifications for its students. Students who receive requests from third parties for enrollment verifications may refer them to:

National Student Clearinghouse
www.studentclearinghouse.org
Phone: 703.742.4200 • Fax: 703.742.4239
E-mail: service@studentclearinghouse.org
Mail: 13454 Sunrise Valley Drive, Suite 300
Herndon, VA 20171

Please contact the M Center for further information.
Rosters

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Mills College is incorporated under the laws of the State of California and is controlled by a board of trustees that is responsible for all its business and affairs. The board appoints the president of the College, who is the executive and educational head of the College and the chief executive officer of the faculty. The president is a member of the board and all its standing committees. The board, on recommendation of the president, also appoints principal officers of the College and members of the faculty.

Community participation in Board deliberations is assured through the structure of working committees for the Board. Under the College bylaws, student and faculty leaders are members of two standing committees of the Mills Board of Trustees—the Educational Policies and Student Life Committees. In addition, a faculty member from the Mills Department of Economics attends meetings of the Board’s Investment Committees in an advisory capacity.

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