

English with a Creative Writing Emphasis (Day)

Major BA Requirements

Lower Division:			
ENGL 2305		Introduction to Creative Writing	3
ENGL 2306		Introduction to Literature	3
Total Lower Division			6 units
Upper Division:			
ENGL 3000		Literary Criticism	3
ENGL 3010, 3018, 3019		English Literature (two courses from ENGL 3010, 3018, 3019)	6
ENGL 3015		Shakespeare	3
ENGL 3025 or 3026		United States Literature	3
ENGL 3050		World Literature: Western Classics	6
and one course from ENGL 3051-3059		World Literature (ENGL 3051-3059)	
ENGL 3060-3064		Ethnic Literature (two courses from 3060-3064)	3
ENGL 3070-3090		Literary Topics (two courses from 3070-3090)	6
ENGL 4203, 4204		Senior Project	3
ENGL 4996		Internship	1
Electives:			
9 units		Creative Writing Courses	9
or 6 units		Upper Division Creative Writing Courses	
and 3 units		Upper Division Literature Course(s)	
Total Upper Division			43 units
Total English with a Creative Writing Emphasis Major			49 units

Health Science/Pre-Occupational Therapy (BS/MS) and Health Science (BS)

Dominican University of California offers two programs in Health Science: a five-year program leading to the Bachelor of Science in Health Science and the Master of Science in Occupational Therapy, and a four year, interdisciplinary Bachelor of Science program in Health Science that is designed for students interested in a general Health Science major.

Students may enter either program at the freshman, sophomore, or junior transfer level. Students in the BS/MS program complete general education and occupational therapy prerequisites during their freshman and sophomore years, and then enter a three-year course of study in occupational therapy completing all requirements for the Master of Science degree in five years.

Occupational Therapy Overview

Occupational therapists are licensed health professionals who help people of all ages, with and without disabilities, to do the things that are important to them in their daily lives. Occupational therapists work in hospitals, clinics, schools, business, industry, and community settings, serving persons with developmental, physical, or psychiatric disabilities. Occupational therapists also promote health and help prevent disease and disability through occupation-centered interventions and environmental adaptations.

Occupation is a universal human process with physical, social, temporal, and spiritual dimensions. Through active engagement in valued activities, humans evolve, change, and adapt. Injury, illness, developmental delay, or less than optimal social conditions may require that humans modify their daily occupations to achieve satisfying lives. Occupational therapists help people regain function through occupation.

Health Science Overview

Health is central to the human experience, and this major offers students an opportunity to explore the multifaceted and multidisciplinary nature of health and health science. Careers in healthcare are projected to increase considerably in the coming decades, and demand for college graduates with a broad knowledge of health care issues and trends will grow as well.

This interdisciplinary program bridges liberal arts and health professional disciplines and is tailored to students' interests and career goals. The degree draws on course offerings from public health, biology, psychology, occupational therapy, and other disciplines. The program utilizes engaged learning and community-based pedagogies throughout the curriculum, but especially in the senior capstone course, in which students work with faculty to write a proposal and implement a project or conduct a small research study in an area of interest to them.

Health Science/Pre-Occupational Therapy Curriculum Design

The occupational therapy curriculum is developmental, and uses the concept of adaptation. Adaptation takes place on a continuum, from exploration, to competence, achievement, and mastery.

Junior Year: Exploration

Exploration of the profession of occupational therapy, including history, philosophy, theory, and foundational concepts. Psychosocial aspects of occupation and occupations of adults and seniors are introduced. Students begin Level I fieldwork, applying the knowledge gained in coursework to working with clients in community and clinical settings.

Senior Year: Competence

Students continue to gain competence in diverse practice areas and settings including occupations across the lifespan, and apply previously learned concepts of occupational performance, adaptation, clinical reasoning, and environmental modification to resolve problems for clients.

Graduate Year: Achievement

Students complete capstone and community program development projects. A professional development seminar supports the transition to practice. Special topics courses offer opportunities for increased breadth or depth in selected topics. Students complete Level II fieldwork during the Spring Semester.

Post-Graduation: Mastery

As students enter professional practice, they continue their professional development through continuing education and involvement in professional organizations at the local, state and national level. Mastery is achieved through professional practice, experience, reflection, and commitment.

Upon satisfactory completion of the occupational therapy curriculum and all required fieldwork experiences, students are eligible to take the national certifying examination offered by NBCOT, the National Board for Certification of Occupational Therapy. Occupational therapy is licensed in California and qualified individuals may contact the state licensing board for information on obtaining licensure. Please note that prior felony convictions may affect the ability to become certified or licensed.

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). For more information, contact ACOTE at (301) 652-2682; 4720 Montgomery Lane, Bethesda, MD, 20824-1220, www.aota.org.

Curricular Themes

The following curricular themes articulate our beliefs about occupation and occupational therapy, and help shape the focus of our curriculum:

1. Effective occupational therapy practice is occupation-based and client-centered. Occupations are freely chosen and unique to each individual or group served by the occupational therapist. Skilled occupational therapy practice is collaborative, creative, and client centered.
2. Excellent occupational therapy practice is research-driven and evidence-based. Effective occupational therapy practice is theoretically grounded, based on strong scientific evidence, and supported by research and scholarship.
3. Psychosocial dimensions of human performance are fundamental to all aspects of occupation and occupational therapy practice. Inter- and intrapersonal aspects of meaning, motivation, emotions, and relationships influence occupational behavior in all humans. Disruptions to normal occupational patterns elicit psychological responses that must be understood and addressed for effective therapy to take place.
4. Social, cultural, and political contexts significantly shape occupational performance. Human occupations reflect diverse cultural roles, beliefs, values, and traditions. People's occupations are shaped by the opportunities afforded or denied them in social, cultural, and political contexts. Appreciating diverse cultural perspectives is an essential element of occupational therapy practice.
5. Occupations take place in communities. Community is a binding force in our society. In communities, we construct the meaning of our lives through engagement in occupations. Occupational therapists promote health, wellness, and full community inclusion for persons with and without disabilities.

Health Science/Pre-Occupational Therapy Student Learning Outcomes

Upon graduation from the occupational therapy program at Dominican University of California, the student will:

1. Possess knowledge based on a broad foundation in the liberal arts and sciences that will support an understanding of occupations across the lifespan and in varied settings with diverse populations.
2. Articulate an understanding of the history and philosophy of occupational therapy, and role of occupation in promoting health and preventing disease and disability.
3. Understand and apply theories of human occupation as they relate to the profession of occupational therapy.
4. Demonstrate the ability to use standardized and non-standardized assessment instruments and strategies to gain a comprehensive appreciation of client strengths and the need for occupational therapy services.
5. Demonstrate the ability to design, deliver, and evaluate evidence-based, occupation and client-centered skilled interventions that promote optimal functioning for individuals and groups.
6. Consider and value diverse social, educational, cultural, and political systems that influence the occupational health of individuals and communities.
7. Apply principles of management and leadership to develop skills in the design and delivery of occupational therapy services in a variety of institutional and community settings.
8. Demonstrate the ability to understand and apply research to support evidence-based practice and develop the knowledge base of the profession.
9. Understand and demonstrate the ethics, values, and responsibilities of the occupational therapy profession, including self-directed learning, involvement in professional associations, and adherence to the OT Code of Ethics.
10. Demonstrate the ability to apply previous knowledge to meet fieldwork requirements of the profession.

Health Science Student Learning Outcomes

Upon completing the program, BS Health Science students will be able to:

1. Demonstrate an understanding and appreciation of the biological, social, cultural, behavioral, ethical, and economic determinants of health and healthcare provision- locally, nationally, and globally.
2. Identify and analyze critical current issues and trends in health and wellness in diverse individuals, populations, and communities.
3. Demonstrate the ability to critically appraise and utilize evidence-based research in the promotion of health and wellness for individuals, populations, and communities.
4. Define and describe basic management concepts and skills in areas of health and wellness personnel, organizations, and agencies.
5. Demonstrate effective teamwork abilities, problem-solving techniques, and group communication skills needed to be successful in health-related fields.
6. Articulate their own personal definition and philosophy of health and wellness, as supported by best evidence and experts in the field.

Health Science/Pre-Occupational Therapy Major (BS/MS) Requirements

Note: Requirements listed below include General Education Requirements.

Required Lower Division:			
*ART XXXX		Art Elective (*with advisor approval)	3
BIO 1400/1405		Biological Foundations	3
BIO 2500/2505		Human Anatomy	4
BIO 2600/2605		Human Physiology	4
CLQ XXXX		Colloquium	6
CMS 1200		Public Speaking	3
ENGL 1004		Expository Writing (as needed)	3
FYE XXXX		First Year Experience	6
MATH 1210		Elementary/Intermediate Algebra	3
or MATH 1300		Intermediate Algebra for University Students (as needed)	
OT 1001		Occupation and Self (not required for junior transfers)	1
OT 1002		Occupation and Others (not required for junior transfers)	1
OT 1003		Occupation and Community (not required for junior transfers)	1
OT 1004		Occupation as Therapy (not required for junior transfers)	1
PHIL 1109		Ethics in Health Care	3
PHYS 1000/1005		Conceptual Physics	3
PSY 1100		Introduction to Psychology	3
RLGN XXXX		Religion (Lower Division)	3
		Lower Division elective(s)	9
Total Lower Division			60 units
Upper Division:			
BIO 3800/3805		Neuroanatomy and Physiology	3

ENGL 3200		Advanced Writing and Research	3
OT 3011		Conditions in OT	3
OT 3012		Foundations of OT	4
OT 3014		Applied Human Movement	3
OT 3015		Psychosocial Aspects of Occupation I	3
OT 3016		Occupations of Children and Adolescents I	3
OT 3102		Culture and Human Occupations	3
OT 3103		Research in the Health Professions	3
OT 3115		Psychosocial Aspects of Occupation II	5
OT 32XX		OT Electives	2
OT 4017		Occupations of Adults and Seniors I	4
OT 4116		Occupations of Children and Adolescents II	5
OT 4117		Occupations of Adults and Seniors II	5
PSY 3122		Lifespan Development	3
PSY 3141		Abnormal Psychology	3
PSY 3187		Statistics for the Health and Behavioral Sciences	4
RLGN		Religion (Upper Division)	3
Total Upper Division			62 units
Graduate Courses:			
OT 5101		Health Policy Leadership & Management	3
OT 5104		Educational Principles and Practices in OT	3
OT 5107		Professional Development Seminar	3
OT 5100		Introduction to OT ICE	2
OT 5110		OT ICE I	2
OT 5111		OT ICE II	2
OT 5112		OT ICE III	2
OT 5130/5131/5132		Level II Fieldwork in OT	12-18
OT 52XX		OT Special Topics	1

Total Graduate Division		30-36 units
Total for Major (5 year program) BS/MS		152-158 units

Health Science Major (BS) Requirements

General Education Courses

GE Category:			
First Year Experience I		FYE 1000	3
First Year Experience II		FYE XXXX	3
Colloquium		CLQ 3XXX	3
Colloquium		CLQ 3XXX	3
Expository Writing		ENGL 1004 (minimum grade of 'C' is required)	3
Advanced Writing & Research		ENGL 3200 (minimum grade of 'C' is required)	3
Speech & Rhetoric		CMS 1200 or BUS 2030 or BUS 3001	3
Quantitative Reasoning		PSY 3187* (minimum grade of 'C' is required)	4
Social Science		PSY 1100*	3
Physical Sciences		CHEM 1500/1505 or CHEM 1600/1605 or PHYS 1000/1005	3
Biological Sciences		BIO 2500/2505	4
Creative and Performing Arts		Check the Academic Catalog for applicable coursework	3
Moral Philosophy/Ethics		PHIL 1108/3108 or PHIL 1109/3109	3
Lower Division Religion		Western Cultural or Cross-Cultural	3
Upper Division Religion		Western Cultural or Cross-Cultural	3
International Language Competency		Matriculation Requirement	
Total General Education:			47 units

* indicates Health Science Major (BA) required GE Course

Core Courses

Students must enroll in a Health Science Seminar for every semester they are in the major.

(* listed below indicates course may be waived for transfer students)

HLTH 1001*		Health Science Seminar	1
HLTH 1002*		Health Science Seminar	1
HLTH 2001*		Health Science Seminar	1
HLTH 2002*		Health Science Seminar	1
HLTH 3001*		Health Science Seminar	1
HLTH 3002*		Health Science Seminar	1
HLTH 4001		Health Science Capstone Experience I (minimum grade of 'C' is required)	2
HLTH 4002		Health Science Capstone Experience II (minimum grade of 'C' is required)	2
Choose one of the following Research Methods (minimum grade of 'C' is required):			3
OT 3103		Research in the Health Professions	
NURS 3103		Nursing Research	
PH 3103		TBD (course in development)	
BIO 2600/2605		Human Physiology/Lab	4
BUS 1000		Macroeconomics	3
or BUS 1001		Microeconomics	
CMS 3605		Communication Across Cultures	3
or OT 3102		Culture and Human Occupation	
HCS 1101 or HCS 3101		Introduction to Sociology	3
or HCS 1102 or HCS 3102		Cultural Anthropology	
OT 4104 or OT 5104		Educational Principles and Practices in OT	3
PH 2000		Human Health and Disease	3
PH 2001 or 3001		Foundations of Public Health	3
PH 3100		Principles of Global Health	3

or PH 4200		Contemporary Public Health	
PH 3200		Introduction to Health Care Industry and Delivery	3
or OT 5101		Health Policy, Leadership, and Management in OT	
PSY 3122		Lifespan Development	3
PSY 4005		Health Psychology	3
Total Core:			47 units

Suggested Electives

Select electives in consultation with advisor.

BIO 1400/1405		Biological Foundations	3
BIO 1550		Nutrition	3
PSY 3141		Abnormal Psychology	3
Total Electives:			30 units
Total Health Science BA Major			124 units

Health Science/Pre-Occupational Therapy (BS/MS) Additional Requirements

Students may transfer into the OT Major at sophomore or Junior class levels. The program admits once annually in the Fall Semester.

Transfer Requirements for the BS/MS Program in Occupational Therapy

1. Documented evidence of a minimum of 40 hours of volunteer or paid work in a human service setting within the last year. At least 20 of those hours must be in an occupational therapy setting.
2. The following courses must be completed before the student can enter the Junior year of the BS/MSOT program:
 - Human Anatomy (4 units with lab, completed within last five years)
 - Human Physiology (4 units with lab, completed within last five years)
 - Introduction to Psychology (3 units)
 - Descriptive Physics (3 units)
 - Statistics (Math or Psychology) (3-4 units)
 - Abnormal Psychology (3 units)
 - Lifespan Development (3 units)
3. Courses must be taken at an accredited institution of higher learning, such as a junior college, or through an accredited online university. The student must receive a grade of 'C' (2.0) or better.
4. Transfer courses may be taken for Upper or Lower Division credit.
5. Additional courses may be required to meet general education requirements. All occupational therapy courses must be taken at Dominican University of California. Non-OT courses in support of the major may be completed at another

college or university. Students must obtain approval from their faculty advisor before enrolling in a substitute course to ensure transfer of units.

Progression within the Health Science/Pre-Occupational Therapy Major

Occupational therapy majors must attain a minimum grade of 'C' (2.0) in all occupational therapy, prerequisite, and corequisite courses. A student who earns less than 'C' (2.0) in any required course must repeat the course with a passing grade. Progression in the major may be delayed by course failures. OT students are permitted to repeat only one academic OT course and one OT fieldwork course while enrolled in the Occupational Therapy Program. Students must pass the clinical/fieldwork portion of all practice classes in order to pass the class. Additionally, students must achieve an average score of 73% in examinations of specified classes in order to pass the course.

Grade Point Average

All OT students are required to maintain a GPA of 3.0 during their entire academic career. The first semester a student falls below a 3.0 GPA, they are placed on probation. The second semester they fall below a 3.0 GPA, they will be dismissed from the program.

See the Occupational Therapy Student Handbook for other OT Departmental Policies.

Occupational Therapy Course Sequence

- All courses in the Occupational Therapy major, except OT 1001, require admission to the major.
- All practice courses are sequential, and must be taken in order. Exceptions require permission from the academic advisor and instructor.

Health Science/Pre-Occupational Therapy (BS/MS) Course Descriptions

Note: This program includes course requirements from more than one discipline. For complete course descriptions for this major, refer to each discipline within this *Catalog*.

HLTH 1001/1002/2001/2002/3001/3002 Health Science Seminar (1 unit each)

A one-unit integrative seminar, taken by health science majors every semester of the program. Provides an introduction to health and health science, an overview of health science disciplines and careers, serves to develop health science majors into a mutually supportive learning community, and facilitates the identification and development of student-centered areas of interest that may lead to the senior capstone project.

HLTH 4001/4002 Health Science Capstone Experience (2 units per semester)

Support for the student to identify an area of interest in the health sciences, complete a review of the literature, and develop a written proposal for a research or project-based senior capstone experience.

OT 1001 Occupation and Self (1 unit)

This course introduces student to concepts of occupation, adaptation, and participation through study of personal occupational patterns and choices. Students also develop insight into the occupational challenges experienced during times of transition, such as beginning or continuing an academic career, and begin to develop into a learning community.

OT 1002 Occupation and Others (1 unit)

Study of human occupation across the lifespan, in diverse social and functional groups. The emphasis is on cultivating a deeper understanding of and appreciation for the occupations of individuals and groups who are diverse in age, race, gender, socioeconomic status, religion, sexual orientation, and/or nationality.

OT 1003 Occupation and Community (1 unit)

Study of communities and occupation and the ways in which communities facilitate or inhibit optimal occupational performance. Includes service-learning experiences, and reflection on the meaning of community and the creation of intentional communities, including communities of practice.

OT 1004 Occupation as Therapy (1 unit)

An introduction to the profession of occupational therapy, including a brief overview of the history, philosophy, and development of the profession. Current practice and future trends are examined, and opportunities for engagement with practicing occupational therapists are offered.

OT 2999 Independent Study (1-3 units)

Directed reading, research, and/or a project of special interest to a student. May be repeated for credit.

OT 3011 Conditions in OT (3 units)

Etiology, symptoms, clinical course, prognosis, and management of conditions commonly seen in occupational therapy practice, including orthopedic, neurological, general medical and surgical conditions. Emphasis is on developing critical thinking skills and connecting conditions to occupational therapy interventions.

OT 3012 Foundations of OT (4 units)

An introduction to the knowledge, skills, and attitudes necessary to function as an occupational therapist. History, philosophy, concepts, and theories of occupation and occupational therapy, clinical reasoning, the Occupational Therapy Practice Framework, and official documents of the profession are studied. Lab required.

OT 3014 Human Movement Analysis (3 units)

Study of kinesiology and biomechanics related to human motion and occupation. Principles of joint and muscle action correlated with activity, function, and dysfunction of the moving body as it relates to occupation. Lab required.

OT 3015 Psychosocial Aspects of Occupation I (3 units)

Study of psychosocial aspects of human occupation and disability. Includes review of DSM IV; orientation to psychosocial practice settings and professional roles, and introduction to the OT intervention process for individuals with psychosocial dysfunction. Lab required.

OT 3016 Occupations of Children I (3 units)

Occupations of the child from infancy through childhood and adolescence. Developmental theories and typical child development are reviewed. Approaches to working with families and pediatric service delivery systems are introduced. Child and adolescent conditions treated by OT's in varied practice settings are studied. Lab required.

OT 3102 Culture and Human Occupations (3 units)

An exploration of the influence of culture on health and health practices, the challenges that may arise between people, their systems and their health practices as a result of cultural differences, and the influence of culturally aligned health interventions on positive health outcomes.

OT 3103 Research in the Health Profession (3 units)

Introduction to research and its role in supporting evidence-based practice and expanding the knowledge base of occupational therapy and occupational science. Includes quantitative and qualitative design and methods, and experience with data collection and analysis.

OT 3115 Psychosocial Aspects of Occupation II (5 units)

Advanced concepts and skills for occupational therapy assessment and intervention with clients experiencing psychosocial dysfunction and/or serious mental illness. Study of established and emerging practice areas and future trends, including recovery principles and psychiatric rehabilitation. Includes an examination of psychosocial issues across practice areas. Lab required.

OT 32XX/52XX OT Electives (2 units)

Selected topics that provide the student with additional breadth or depth in the field of occupational therapy. Topics vary by semester.

OT 3200 OT Special Topics (1 unit)

Selected topics that provide the student with additional breadth or depth in the field of occupational therapy. Topics vary by semester.

OT 4017 Occupations of Adults and Seniors I (4 units)

Identification and assessment of physically or neurologically disabling conditions seen by occupational therapists in adult and senior populations. Adult development is reviewed, theories used in the treatment of adult dysfunction are introduced, and the processes of evaluation, planning, treatment, and referral are introduced. Lab required.

OT 4116 Occupations of Children and Adolescents II (5 units)

Advanced concepts and skills for OT assessment and intervention with children and their families. Focus on frames of reference and evidence-based practice. Study of established and emerging practice areas and future trends. Lab required.

OT 4117 Occupations of Adults and Seniors II (5 units)

Presentation of integrative models of practice with adults and seniors. Advanced clinical techniques and theories, study of established and emerging practice areas, future trends. Lab required.

OT 4994 Teaching Assistant (1-3 units)

Opportunities to assist OT faculty in conducting research or teaching of OT classes. Prerequisites: Instructor permission, class standing, must have previously completed course with 'A' (4.0) or 'B' (3.0) grade. Fall, Spring Semesters.

OT 4999 Independent Study (1-3 units)

Directed reading, research, and/or a project of special interest to a student. May be repeated for credit.

Master of Science in Education Degree plus Teacher Preparation Programs

Dominican's Master's degree programs develop graduates who become educational leaders trained to meet the needs of California's K-12 diverse populations. We expect our graduates to play an active leadership role in making a positive difference in education communities.

Statement of Purpose

Dominican University of California candidates are prepared to address the needs of 21st century students through skills development in communication, collaboration, creativity, and critical thinking. As candidates move through their programs, they begin with foundational knowledge in teaching, child and adolescent development, culture and diversity and instructional technology; then the progress to subject-specific pedagogies and finally to reflective classroom practice. All candidates enroll in twelve courses and take them in an intentionally sequenced order.

All multiple-single subject and Education Specialist candidates follow the same developmental sequence of courses, which are divided into three categories: (1) core courses; (2) pedagogy and reflective practice; and (3) supervised fieldwork. Each course in this sequence has been assigned specific Teaching Performance Expectations (TPEs). Through this sequence of courses, candidates who are student teaching or intern teaching have opportunities to understand, practice and apply pedagogical competencies as defined by the TPEs.

Student Learning Outcomes

Dominican's Department of Education faculty designed seven Program Student Learning Outcomes, which define the knowledge, skills and abilities that we expect of every candidate who completes Dominican's Multiple/Single Subject Credential Programs, whether in San Rafael or Ukiah, whether a Student Teacher or Intern Teacher. These seven outcomes define for us the characteristics of a Dominican-educated teacher. Further, we have linked each of these PSLOs to the Teaching Performance Expectations (TPEs) in order to be sure that all candidates learn, practice and apply all 13 TPEs in the context of these outcomes.

1. Conceptions of Teaching and Learning

Candidates construct a personal conception of teaching and learning which embraces a belief that all students can learn and reveals their ability to meet the needs of all students, including English learners and students with special needs. **(TPE 7, 8)**

2. Understanding Theories

Candidates value theory as an explanatory tool for practice; they demonstrate a comprehension of theories relating to political, historical, cultural, linguistic, and psychological dimensions of teaching and learning. **(TPE 5, 6, 7)**

3. Creating and Maintaining Effective Environments for Student Learning

Candidates develop and maintain clear expectations for academic and social behavior. They establish procedures for routine tasks and manage transitions to maximize instructional time. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. **(TPE 10, 11)**

4. Planning Instruction and Designing Learning Experiences for Students

Candidates select and adapt instructional strategies, grouping strategies, and instructional materials to meet student learning goals and needs. To accommodate varied student learning and language needs, they plan differentiated instruction. **(TPE 1, 8, 9)**

5. Assessing Student Learning

Candidates understand and use a variety of informal, formal, formative and summative assessments to determine students' progress and plan instruction. **(TPE 2, 3)**

6. Engaging and Supporting Students in Learning

Candidates explain content clearly and reinforce content in multiple ways. They provide opportunities and adequate

time for students to practice and apply what they have learned. They ensure the active and equitable participation of all students. They motivate students and encourage student effort. (TPE 4, 5, 6, 7)

7. Developing as a Professional

Candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students and individuals with disabilities. They are aware of and act in accordance with ethical considerations and model ethical behaviors for students. (TPE 12, 13)

Teacher Preparation Programs

Program Delivery Options

Dominican's credential programs are offered in two options: student teaching or internships.

All credential programs follow both the public school and University calendars. Dominican University supervises student teachers and interns in Marin, Napa, Sonoma, San Francisco, Alameda, Contra Costa, West Contra Costa, Lake, Humboldt, and Mendocino counties.

Student Teaching Option

The student teaching program option provides candidates the opportunity to complete their coursework over a two-, three- or four-semester period. Candidates engage in professional coursework and field experience in the beginning of the program, and continue with professional coursework and full-time student teaching under the direct supervision of an experienced teacher in their last semester.

- The *accelerated* format requires a full-time commitment for preparation over a two-semester period. During the first semester, each candidate engages in professional coursework and field experience in schools, and in the second semester continues with professional course work and full-time supervised student teaching. The accelerated program is available for the multiple and single-subject programs, in San Rafael and Ukiah.
- The *transition* format is designed for adult learners and career changers whose life circumstances require a longer transition into teaching. The program requires participation over three or four semesters. Courses are offered in the late afternoon and evening. Student teaching candidates are required to verify a minimum of 60 hours of observation prior to supervised student teaching. The transition format is available for Multiple Subject, Single Subject, Education Specialist and Dual programs in San Rafael and Ukiah.

Internship Option

The internship credential program option is designed for candidates who are teaching in participating school districts, currently working on an internship credential and wish to obtain their preliminary teaching credential. Teachers who meet the requirements for an internship credential may use their full-time teaching experience, in lieu of a supervised student teaching placement, to obtain their preliminary teaching credential while continuing to work full time. Intern candidates take 8-9 units each semester for up to four semesters. Candidates transferring to the intern program from the student teaching program are required to teach on an intern credential for a minimum of two full semesters. The intern program is available for Multiple Subject, Single Subject and Education Specialist candidates in San Rafael and Ukiah.

Program Co-Requisites

All candidates for the Preliminary Multiple Subject, Preliminary Single Subject, and the Preliminary Education Specialist Mild/Moderate Credentials are required to complete a co-requisite course in Child and Adolescent Development. All candidates must complete the course by the end of the first semester.

In addition to the preliminary credentials listed above, the School of Education and Counseling Psychology offers the following:

- Education Specialist: Autism Spectrum Disorders Added Authorization (San Rafael only)

- Special programs for persons completing additional preliminary credentials. (San Rafael and Ukiah)

For information on Dominican's graduate education program offerings at the Ukiah Center, please call 707-463-4800, email ukiah@dominican.edu or for programs in San Rafael by contacting the Admissions Office at 415-485-3280 or email education@dominican.edu.

Please see the **Admission to Graduate Study** section of the Catalog for admission and prerequisite requirements.

Preliminary Multiple Subject Credential

The Preliminary Multiple Subject Credential authorizes the holder to teach in a self-contained classroom such as classrooms in most elementary schools. However, a teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom (preschool, K-12, or in classes organized primarily for adults). In addition, the holder of a Preliminary Multiple Subject Teaching Credential may serve in a core or team teaching setting.

The Preliminary Multiple Subject Credential authorizes candidates to seek initial employment as a multiple subject (elementary) teacher, but does not authorize ongoing teaching service. Candidates will need to complete professional preparation within five years of the date of issuance of the preliminary credential in order to continue ongoing teaching service as an educator. In order to complete the professional credential, candidates are required to enroll in a commission-accredited Professional Clear Teacher Induction Program.

Preliminary Single Subject Credential

The Preliminary Single Subject Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools. However, a teacher authorized for single subject instruction may be assigned to teach any subject in his or her authorized fields at any grade level (preschool, grades K-12, or in classes organized primarily for adults).

The Preliminary Single Subject Credential authorizes candidates to seek initial employment as a single-subject (secondary) teacher, but does not authorize ongoing teaching service. Candidates will need to complete professional preparation within five years of the date of issuance of the Preliminary Credential in order to continue ongoing teaching service as an educator. In order to complete the Professional Credential, candidates are required to enroll in a commission-accredited Professional Clear Teacher Induction Program.

Preliminary Education Specialist: Mild/Moderate Instruction Credential

The Preliminary Education Specialist: Mild/Moderate Instruction Credential is designed for individuals interested in teaching students with learning challenges. Candidates completing this program will be authorized to teach students with learning disabilities, mental retardation, autism, other health impairments, and emotional disturbances.

The Preliminary Education Specialist Instruction Credential authorizes candidates to seek initial employment as a special education teacher, but does not authorize ongoing teaching service. Candidates need to complete Professional Clear preparation in special education within five years of the date of issuance of the Preliminary Credential in order to continue ongoing teaching service as a special educator.

Dual Credential Teacher Preparation Programs

The Dual Credential Teacher Preparation Programs allow candidates to earn both a Preliminary Education Specialist Instruction and a Preliminary Multiple or Single Subject Credential concurrently. Candidates are required to complete coursework in both credential areas and participate in supervised student teaching or intern assignments in special education and general education classrooms.

Ukiah Center

The Dominican University of California Ukiah Center offers two options for completing the Preliminary Multiple Subject, Preliminary Single Subject, or the Preliminary Education Specialist credential requirements. A one-year supervised student

teaching program is available, as is a two-year internship credential program for all qualified candidates. All programs begin in the Fall semester only, with classes held on afternoons, weekends, and evenings to meet the needs of working adults. Depending on student enrollment and geographic density, classes may be held in Ukiah, Fort Bragg, Lakeport and/or Santa Rosa.

For information on Dominican's graduate education program offerings in Ukiah, please call 707-463-4800, email ukiah@dominican.edu or visit www.dominican.edu/ukiah.

Requirements for California teaching credentials typically undergo significant changes during the two years covered by a University Catalog. Candidates planning to work toward any credential or special program should consult with a Department of Education advisor as soon as possible.

Additional Master of Science in Education Degree Programs

Dominican University of California offers several 30-unit graduate programs leading to the degree of Master of Science in Education. These programs are designed for education professionals who are interested in teaching and learning and who wish to prepare for leadership roles in education. These programs prepare candidates for new roles and responsibilities in education and professional careers.

The two emphasis options are: Special Education or Interdisciplinary Studies. Admission is available in the Fall and Spring semesters. Courses are offered during in the late afternoon, early evening, and in hybrid online/face-to-face formats to accommodate the needs of working professionals.

Please see the **Admission to Graduate Study** section for admission requirements and prerequisites.

Master of Science in Education: Special Education

Thirty units of coursework, and directed research are required for the degree. Students complete 15 units of core classes and 15 units of advanced coursework in Special Education.

Master of Science in Education: Interdisciplinary Studies

The Interdisciplinary program is ideal for working professionals who are interested in advanced studies in education. A minimum of three (3) semesters of graduate level work at the university is usually required.

All candidates in the Interdisciplinary program take a 15-unit core course sequence. Candidates choose an additional 15 units from selected graduate fields, based on individual interests and career goals. Students complete a thesis or directed research project, approved by their advisor, which is presented at the end of the program to faculty and students.

Preliminary Teaching Credential Requirements

To continue as an eligible credential candidate, and prior to being recommended for their preliminary credential, all candidates must meet the following California Commission on Teacher Credentialing (CCTC) requirements:

- All candidates must have current fingerprint records and an approved background check on file with the California Commission on Teacher Credentialing (CCTC). This may include one of the following: Certificate of Clearance, 30 Day Emergency Teaching Permit, Child Development Permit, other current credential authorization from the CCTC.
- All candidates must submit proof of a negative Tuberculosis (TB) examination: Skin test or chest X-ray. Results are valid for 2 years and must remain current throughout the duration of program completion.
- All candidates must complete a course in child and adolescent development as a co-requisite requirement. Candidates are required to complete the course by the end of the first semester.

- All credential candidates must fulfill the Basic Skills Requirement prior to the end of their first semester in the credential program. This requirement may be met by receiving passing scores on the California Basic Educational Skills Test (CBEST), the CSET Multiple Subject Exam with Writing, CSU placement exams, or an approved basic skills exam from another state.
- All candidates must demonstrate subject matter competency. This requirement is met by receiving passing scores on the California Subject Examination for Teachers (CSET) or through the completion of a Commission-approved Subject Matter Preparation Program (secondary only) in the subject area for which they are seeking a credential. All candidates are required to take all sections of the CSET by the end of the 1st semester in their credential program. Accelerated candidates are required to pass this exam prior to the end of their first semester in the credential program. Transitions candidates are required to pass this exam prior to enrolling Observation and Preparation for Supervised Teaching.
- All candidates must verify that they have met the U.S. Constitution requirement by receiving passing scores in a course (at least two semester units or three quarter units) or on an examination in the Provisions and Principles of the U.S. Constitution given by a regionally accredited college or university. This requirement must be met before a candidate can be recommended for his/her preliminary or intern credential.
- All candidates must verify that they have received training and have current validation in CPR for adults, infants and children by the American Heart Association or American Red Cross prior to receiving their preliminary credential.
- Multiple Subject and Education Specialist credential candidates are also required by California Education Code to pass the Reading Instruction Competence Assessment (RICA) before they are recommended for a preliminary credential.

Requirements for California teaching credentials may undergo significant changes during the two years covered by a university catalog. Candidates planning to work toward any credential or special program should consult with a Department of Education advisor as soon as possible.

Curriculum Requirements

Note: Courses numbered EDUC 5010 to EDUC 5385 are available only in San Rafael. Courses numbered EDUC 5510 to EDUC 5695 are available only in Ukiah. Courses numbered EDUC 5800 are ASD added authorization courses. Courses numbered EDUC 5900 are MS Education courses. Semester offerings are subject to change based on enrollment.

Dominican's Preliminary Multiple and Single Subject Teacher Preparation Programs require a total of 34 units for candidates to earn a credential recommendation; the Preliminary Education Specialist teacher preparation program requires a total of 40 units. The specific Course Requirements are listed as follows:

Master of Science in Education Degree plus Preliminary Multiple Subject Teacher Preparation Program (49 units) ***Student Teaching Option***

Core Courses:			
EDUC 5010/5510		Teaching for Equity	3
EDUC 5015/5515		Foundations of Special Education	3
EDUC 5025/5525		Teaching English Learners	3
EDUC 5151/5551		Using Technology in Classrooms	1
Total Core Courses			10 units

Pedagogy and Reflective Practice:			
--	--	--	--

EDUC 5145/5545		Teaching Mathematics in Elementary School	3
EDUC 5155/5555		Integrated Curriculum (Elementary)	3
EDUC 5165/5565		Teaching Reading in Elementary School	3
Total Pedagogy and Reflective Practice			9 units

<i>Supervised Fieldwork:</i>			
EDUC 5160/5560		Elementary Supervised Teaching	10
EDUC 5180/5580		Elementary Preparation for Supervised Teaching	2
EDUC 5185/5585		Elementary Supervised Teaching Seminar	2
EDUC 5195/5595		Elementary Teaching Performance Assessment	1
Total Supervised Fieldwork			15 units

<i>Master of Science in Education Core Courses:</i>			
EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3
EDUC 5920		Cultural Pluralism	3
EDUC 5998		Directed Research in Education	3
Total Units for Master of Science in Education Core Courses			15 units

Master of Science in Education Degree plus Preliminary Multiple Subject Teacher Preparation Program (49 units)
Internship Option

<i>Core Courses:</i>			
EDUC 5010/5510		Teaching for Equity	3
EDUC 5015/5515		Foundations of Special Education	3
EDUC 5025/5525		Teaching English Learners	3
EDUC 5151/5551		Using Technology in Classrooms	1
Total Core Courses			10 units

<i>Pedagogy and Reflective Practice:</i>			
EDUC 5145/5545		Teaching Mathematics in Elementary School	3
EDUC 5155/5555		Integrated Curriculum (Elementary)	3
EDUC 5165/5565		Teaching Reading in Elementary School	3
Total Pedagogy and Reflective Practice			9 units

<i>Supervised Fieldwork:</i>			
EDUC 5163/5563		Professional Development Internship Year 1	1-5
EDUC 5173/5573		Professional Development Internship Year 2	1-5
EDUC 5180/5580		Elementary Preparation for Supervised Teaching	2
EDUC 5185/5585		Elementary Supervised Teaching Seminar	2
EDUC 5195/5595		Elementary Teaching Performance Assessment	1
Total Supervised Fieldwork			15 units

<i>Master of Science in Education Core Courses:</i>			
EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3
EDUC 5920		Cultural Pluralism	3
EDUC 5998		Directed Research in Education	3
Total Units for Master of Science in Education Core Courses			15 units

Master of Science in Education Degree plus Preliminary Single Subject Teacher Preparation Program (49 units)
Student Teaching Option

<i>Core Courses:</i>			
EDUC 5010/5510		Teaching for Equity	3
EDUC 5015/5515		Foundations of Special Education	3

EDUC 5025/5525		Teaching English Learners	3
EDUC 5252/5652		Using Technology in Classrooms	1
Total Core Courses			10 units

<i>Pedagogy and Reflective Practice:</i>			
EDUC 5245/5645		Pedagogical Preparation I	3
EDUC 5255/5655		Pedagogical Preparation II	3
EDUC 5265/5665		Literacy Across the Curriculum	3
Total Pedagogy and Reflective Practice			9 units

<i>Supervised Fieldwork:</i>			
EDUC 5260/5660		Secondary Supervised Teaching	10
EDUC 5280-5680		Secondary Preparation for Supervised Teaching	2
EDUC 5285/5685		Secondary Supervised Teaching Seminar	2
EDUC 5295/5695		Secondary Teaching Performance Assessment	1
Total Supervised Fieldwork			15 units

<i>Master of Science in Education Core Courses:</i>			
EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3
EDUC 5920		Cultural Pluralism	3
EDUC 5998		Directed Research in Education	3
Total Units for Master of Science in Education Core Courses			15 units

***Master of Science in Education Degree plus Preliminary Single Subject Teacher Preparation Program (49 units)
Internship Option***

Core Courses:			
EDUC 5010/5510		Teaching for Equity	3
EDUC 5015/5515		Foundations of Special Education	3
EDUC 5025/5525		Teaching English Learners	3
EDUC 5252/5652		Using Technology in Classrooms	1
Total Core Courses			10 units

Pedagogy and Reflective Practice:			
EDUC 5245/5645		Pedagogical Preparation I	3
EDUC 5255/5655		Pedagogical Preparation II	3
EDUC 5265/5665		Literacy Across the Curriculum	3
Total Pedagogy and Reflective Practice			9 units

Supervised Fieldwork:			
EDUC 5263/5663		Professional Development Internship Year 1	1-5
EDUC 5273/5673		Professional Development Internship Year 2	1-5
EDUC 5280/5680		Secondary Preparation for Supervised Teaching	2
EDUC 5285/5685		Secondary Supervised Teaching Seminar	2
EDUC 5295/5695		Secondary Teaching Performance Assessment	1
Total Supervised Fieldwork			15 units

Master of Science in Education Core Courses:			
EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3
EDUC 5920		Cultural Pluralism	3
EDUC 5998		Directed Research in Education	3
Total Units for Master of Science in Education Core Courses			15 units

***Master of Science in Education Degree plus Preliminary Education Specialist:
Mild/Moderate Teacher Preparation Program (55 units)
Student Teaching Option***

Core Courses:			
EDUC 5015/5515		Foundations of Special Education	3
EDUC 5025/5525		Teaching English Learners	3
EDUC 5151/5551		Using Technology in Classrooms	1
Total Core Courses			7 units

Pedagogy and Reflective Practice:			
EDUC 5145/5545		Teaching Mathematics in Elementary School	3
or EDUC 5245/5645		Pedagogical Preparation I	
EDUC 5165/5565		Teaching Reading in Elementary School	3
EDUC 5302/5502		Program Design and Curriculum Development	3
EDUC 5304/5504		Formal and Informal Assessment	3
EDUC 5306/5506		Behavior Intervention and Support	3
EDUC 5309/5509		Advanced Curriculum for Diverse Learners	3
Total Pedagogy and Reflective Practice			18 units

Supervised Fieldwork:			
EDUC 5160/5560		Elementary Supervised Teaching	5
or EDUC 5260/5660		Secondary Supervised Teaching	
EDUC 5180/5580		Elementary Preparation for Supervised Teaching	2
or EDUC 5280/5680		Secondary Preparation for Supervised Teaching	
EDUC 5360/5587		SPED Supervised Teaching	5
EDUC 5385/5586		SPED Supervised Teaching Seminar	2
EDUC 5395		SPED Teaching Performance Assessment	1
Total Supervised Fieldwork			15 units

Master of Science in Education Core Courses:			
EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3
EDUC 5920		Cultural Pluralism	3
EDUC 5998		Directed Research in Education	3
Total Units for Master of Science in Education Core Courses			15 units

**Master of Science in Education plus Preliminary Education Specialist:
Mild/Moderate Teacher Preparation Program (55 units)
Internship Option**

Core Courses:			
EDUC 5015/5515		Foundations of Special Education	3
EDUC 5025/5525		Teaching English Learners	3
EDUC 5151/5551		Using Technology in Classrooms	1
Total Core Courses			7 units

Pedagogy and Reflective Practice:			
EDUC 5145/5545		Teaching Mathematics in Elementary School	3
or EDUC 5245/5645		Pedagogical Preparation I	
EDUC 5165/5565		Teaching Reading in Elementary School	3
EDUC 5302/5502		Program Design and Curriculum Development	3
EDUC 5304/5504		Formal and Informal Assessment	3
EDUC 5306/5506		Behavior Intervention and Support	3
EDUC 5309/5509		Advanced Curriculum for Diverse Learners	3
Total Pedagogy and Reflective Practice			18 units

Supervised Fieldwork:			
------------------------------	--	--	--

EDUC 5160/5560		Elementary Supervised Teaching	5
or EDUC 5260/5660		Secondary Supervised Teaching	
EDUC 5180/5580		Elementary Preparation for Supervised Teaching	2
or EDUC 5280/5680		Secondary Preparation for Supervised Teaching	
EDUC 5363		Professional Development Internship Year 1	1-5
EDUC 5373		Professional Development Internship Year 2	1-5
EDUC 5385/5586		SPED Supervised Teaching Seminar	2
EDUC 5395		SPED Teaching Performance Assessment	1
Total Supervised Fieldwork			15 units

<i>Master of Science in Education Core Courses:</i>			
EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3
EDUC 5920		Cultural Pluralism	3
EDUC 5998		Directed Research in Education	3
Total Units for Master of Science in Education Core Courses			15 units

***Master of Science in Education Degree plus Preliminary Education Specialist:
Mild/Moderate Teacher Preparation Program for Multiple or Single Subject
Credential Holders (37-39 units)
Student Teaching Option***

<i>Core Courses:</i>			
EDUC 5015/5515		Foundations of Special Education	3
Total Core Courses			3 units

<i>Pedagogy and Reflective Practice:</i>			
EDUC 5302/5502		Program Design and Curriculum Development	3
EDUC 5304/5504		Formal and Informal Assessment	3

EDUC 5306/5506		Behavior Intervention and Support	3
EDUC 5309/5509		Advanced Curriculum for Diverse Learners	3
Total Pedagogy and Reflective Practice			12 units

Supervised Fieldwork:			
EDUC 5360/5587		SPED Supervised Teaching (1)	5
EDUC 5385/5586		SPED Supervised Teaching Seminar	2
EDUC 5350/5550		Observations of Teaching (2)	1
EDUC 5395		SPED Teaching Performance Assessment (3)	1
Total Supervised Fieldwork			7-9 units

1. The supervised teaching requirement must be successfully completed in a special education setting.
2. Not required for SB 2042 credential holders.
3. Not required for candidates with verification of a summative Teaching Performance Assessment.

Master of Science in Education Core Courses:			
EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3
EDUC 5920		Cultural Pluralism	3
EDUC 5998		Directed Research in Education	3
Total Units for Master of Science in Education Core Courses			15 units

Master of Science in Education Degree plus Preliminary Education Specialist: Mild/Moderate Teacher Preparation Program for Multiple or Single Subject Credential Holders (37-39 units)
Internship Option

Core Courses:			
EDUC 5015/5515		Foundations of Special Education	3
Total Core Courses			3 units

Pedagogy and Reflective			
--------------------------------	--	--	--

Practice:			
EDUC 5302/5502		Program Design and Curriculum Development	3
EDUC 5304/5504		Formal and Informal Assessment	3
EDUC 5306/5506		Behavior Intervention and Support	3
EDUC 5309/5509		Advanced Curriculum for Diverse Learners	3
Total Pedagogy and Reflective Practice			12 units

Supervised Fieldwork:			
EDUC 5350/5550		Observations of Teaching (2)	1
EDUC 5363		Professional Development Internship Year 1(1)	3
EDUC 5373		Professional Development Internship Year 2 (1)	2
EDUC 5385/5586		SPED Supervised Teaching Seminar	2
EDUC 5395		SPED Teaching Performance Assessment (3)	1
Total Supervised Fieldwork			7-9 units

1. The supervised teaching requirement must be successfully completed in a special education setting.
2. Not required for SB 2042 credential holders.
3. Not required for candidates with verification of a summative Teaching Performance Assessment.

Master of Science in Education Core Courses:			
EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3
EDUC 5920		Cultural Pluralism	3
EDUC 5998		Directed Research in Education	3
Total Units for Master of Science in Education Core Courses			15 units

***Master of Science in Education Degree plus Dual Teacher Preparation Program - Preliminary Education Specialist: Mild/Moderate and Multiple Subject (63 units)
Student Teaching Option***

Semester One			
EDUC 5010/5510		Teaching for Equity	3
EDUC 5015/5515		Foundations of Special Education	3
EDUC 5025/5525		Teaching English Learners	3
EDUC 5151/5551		Using Technology in Classrooms	1
EDUC 5302/5502		Program Design and Curriculum Development	3
Total Units			13 units

Semester Two			
EDUC 5145/5545		Teaching Mathematics in Elementary School	3
EDUC 5165/5565		Teaching Reading in Elementary School	3
EDUC 5306/5506		Behavior Intervention and Support	3
Total Units			9 units

Semester Three			
EDUC 5155/5555		Integrated Curriculum (Elementary)	3
EDUC 5180/5580		Elementary Preparation for Supervised Teaching	2
EDUC 5304/5504		Formal and Informal Assessment	3
EDUC 5309/5509		Advanced Curriculum for Diverse Learners	3
Total Units			11 units

Semester Four			
EDUC 5160/5560		Elementary Supervised Teaching	5
EDUC 5185/5585		Elementary Supervised Teaching Seminar	2
EDUC 5195/5595		SPED Teaching Performance Assessment	1
EDUC 5360/5587		SPED Supervised Teaching	5
EDUC 5385/5586		SPED Supervised Teaching Seminar	2
Total Units			15 units

Master of Science in Education			
---------------------------------------	--	--	--

Core Courses:			
EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3
EDUC 5920		Cultural Pluralism	3
EDUC 5998		Directed Research in Education	3
Total Units for Master of Science in Education Core Courses			15 units

Master of Science in Education Degree plus Dual Teacher Preparation Program - Preliminary Education Specialist: Mild/Moderate and Multiple Subject (63 units)
Internship Option

Semester One			
EDUC 5010/5510		Teaching for Equity	3
EDUC 5015/5515		Foundations of Special Education	3
EDUC 5025/5525		Teaching English Learners	3
EDUC 5151/5551		Using Technology in Classrooms	1
EDUC 5302/5502		Program Design and Curriculum Development	3
Total Units			13 units

Semester Two			
EDUC 5145/5545		Teaching Mathematics in Elementary School	3
EDUC 5165/5565		Teaching Reading in Elementary School	3
EDUC 5306/5506		Behavior Intervention and Support	3
Total Units			9 units

Semester Three			
EDUC 5155/5555		Integrated Curriculum (Elementary)	3
EDUC 5180/5580		Elementary Preparation for Supervised Teaching	2
EDUC 5304/5504		Formal and Informal Assessment	3

EDUC 5309/5509		Advanced Curriculum for Diverse Learners	3
Total Units			11 units

Semester Four			
EDUC 5160/5560		Elementary Supervised Teaching	5
EDUC 5185/5585		Elementary Supervised Teaching Seminar	2
EDUC 5195/5595		SPED Teaching Performance Assessment	1
EDUC 5363		Professional Development Internship Year 1	1-5
EDUC 5373		Professional Development Internship Year 2	1-5
EDUC 5385/5586		SPED Supervised Teaching Seminar	2
Total Units			15 units

Master of Science in Education Core Courses:			
EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3
EDUC 5920		Cultural Pluralism	3
EDUC 5998		Directed Research in Education	3
Total Units for Master of Science in Education Core Courses			15 units

***Master of Science in Education Degree plus Dual Teacher Preparation
Program - Preliminary Education Specialist: Mild/Moderate and Single
Subject (63 units)
Student Teaching Option***

Semester One			
EDUC 5010/5510		Teaching for Equity	3
EDUC 5015/5515		Foundations of Special Education	3
EDUC 5025/5525		Teaching English Learners	3
EDUC 5252/5652		Using Technology in Classrooms	1

EDUC 5302/5502		Program Design and Curriculum Development	3
Total Units			13 units

Semester Two			
EDUC 5165/5565		Teaching Reading in Elementary School	3
EDUC 5245/5645		Pedagogical Preparation I	3
EDUC 5306/5506		Behavior Intervention and Support	3
Total Units			9 units

Semester Three			
EDUC 5280/5680		Secondary Preparation for Supervised Teaching	2
EDUC 5304/5504		Formal and Informal Assessment	3
EDUC 5309/5509		Advanced Curriculum for Diverse Learners	3
Total Units			8 units

Semester Four			
EDUC 5255/5655		Pedagogical Preparation II	3
EDUC 5260/5660		Secondary Supervised Teaching	5
EDUC 5285/5685		Secondary Supervised Teaching Seminar	2
EDUC 5295/5695		Teaching Performance Assessment	1
EDUC 5360/5587		SPED Supervised Teaching	5
EDUC 5385/5586		SPED Supervised Teaching Seminar	2
Total Units			18 units

Master of Science in Education Core Courses:			
EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3
EDUC 5920		Cultural Pluralism	3
EDUC 5998		Directed Research in Education	3

Total Units for Master of Science in Education Core Courses		15 units
--	--	-----------------

Master of Science in Education Degree plus Dual Teacher Preparation Program - Preliminary Education Specialist: Mild/Moderate and Single Subject (63 units)
Internship Option

Semester One			
EDUC 5010/5510		Teaching for Equity	3
EDUC 5015/5515		Foundations of Special Education	3
EDUC 5025/5525		Teaching English Learners	3
EDUC 5252/5652		Using Technology in Classrooms	1
EDUC 5302/5502		Program Design and Curriculum Development	3
Total Units			13 units

Semester Two			
EDUC 5165/5665		Teaching Reading in Elementary School	3
EDUC 5245/5645		Pedagogical Preparation I	3
EDUC 5306/5506		Behavior Intervention and Support	3
Total Units			9 units

Semester Three			
EDUC 5280/5680		Secondary Preparation for Supervised Teaching	2
EDUC 5304/5504		Formal and Informal Assessment	3
EDUC 5309/5509		Advanced Curriculum for Diverse Learners	3
Total Units			8 units

Semester Four			
EDUC 5255/5655		Pedagogical Preparation II	3
EDUC 5260/5660		Secondary Supervised Teaching	1-5
EDUC 5285/5685		Secondary Supervised Teaching Seminar	2

EDUC 5295/5695		Teaching Performance Assessment	1
EDUC 5363		Professional Development Internship Year 1	1-5
EDUC 5373		Professional Development Internship Year 2	1-5
EDUC 5385/5586		SPED Supervised Teaching Seminar	2
Total Units			18 units

<i>Master of Science in Education Core Courses:</i>			
EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3
EDUC 5920		Cultural Pluralism	3
EDUC 5998		Directed Research in Education	3
Total Units for Master of Science in Education Core Courses			15 units

***Master of Science in Education Degree: Special Education (30 units)
(San Rafael Only)***

<i>Special Education Courses</i>			
EDUC 5404		Advanced Assessment	3
EDUC 5405		Advanced Behavior Support	3
EDUC 5801		Characteristics of Students with Autism Spectrum Disorders	3
EDUC 5802		Assessing and Teaching Students with Autism Spectrum Disorders	3
EDUC 5803		Collaborative Field Experience Seminar	3
Total Units for ASD Added Authorization Courses			15 units

<i>Master of Science in Education Core Courses:</i>			
EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3

EDUC 5920		Cultural Pluralism	3
EDUC 5998		Directed Research in Education	3
Total Units for Master of Science in Education Core Courses			15 units

***Master of Science in Education Degree: Interdisciplinary Studies (30 units)
(San Rafael Only)***

Select 15 units from the following 3 unit courses. Additional graduate courses are available with department approval.

CP 5200		Introduction to Counseling*	3
CP 5215		Child Abuse	3
CP 5219		Human Diversity	3
CP 5231		Phases of Human Development	3
EDUC 5145		Teaching Mathematics in Elementary School	3
EDUC 5155		Integrated Curriculum	3
EDUC 5165		Teaching Reading in Elementary School	3
EDUC 5245		Pedagogical Preparation I	3
EDUC 5265		Literacy Across the Curriculum	3
EDUC 5515		Foundations of Special Education	3
EDUC 5525		Teaching English Learners	3
HCS 5302		Women: Work, Politics and Education, 1800-Present	3
MBA 5203		Introduction to Human Resource Management	3
MBA 5204		Organization and Leadership	3
Total Units			15 units

* Required before other Counseling Psychology courses.

<i>Master of Science in Education Core Courses:</i>			
EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3
EDUC 5920		Cultural Pluralism	3

EDUC 5998		Directed Research in Education	3
Total Units for Master of Science in Education Core Courses			15 units

Master of Science in Education Degree: Interdisciplinary Studies (30 units) (Ukiah Center Only)

Core Requirements for Master of Science in Education

EDUC 5900		Research Methodologies in Education	3
EDUC 5901		Proposal Development	3
EDUC 5910		Leadership and Change in Education	3
EDUC 5920		Cultural Pluralism in Education	3
EDUC 5998		Directed Research in Education	3
Total Units			15 units

Fifteen units of graduate coursework in Special Education are needed to complete the degree. Students also have the option of completing one additional 6-unit course (Student Teaching and Professional Induction Planning) and the Teaching Performance Assessment (1 units) to earn an Preliminary Education Specialist Instruction Credential.

The required courses for the interdisciplinary emphasis are:

EDUC 5515		Foundations of Special Education	3
EDUC 5502		Program Design & Curriculum Development	3
EDUC 5504		Formal & Informal Assessment	3
EDUC 5506		Behavior Intervention & Support	3
EDUC 5508		Current Issues & Practices in Special Education	3
Total Units			15 units

Requirements for California teaching credentials typically undergo significant changes during the two years covered by a University Catalog. Candidates planning to work toward any credential or special program should consult with a Department of Education advisor as soon as possible.

Education (MS) Course Descriptions

Note: Courses numbered EDUC 5010 to EDUC 5385 are available only in San Rafael. Courses numbered EDUC 5510 to EDUC 5695 are available only in Ukiah. Courses numbered EDUC 5800 are ASD added authorization courses. Courses numbered EDUC 5900 are MS Education courses. Semester offerings are subject to change based on enrollment.

(SR=San Rafael Campus, UK=Ukiah Center)

CORE COURSES

EDUC 4010/5010/5510 Teaching for Equity (3 units)

Introduces the foundations of education and the functions of schools in society. Explores the historical and cultural traditions of cultural and ethnic groups in California, and ways to include cultural traditions in instructional programs. Examines principles of educational equity and diversity and their implementation in curriculum content and school practices. Considers the academic needs of students from many ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities, and advanced learners; and students with a combination of special instructional needs. Investigates educational equity; identifies sources of personal bias and institutional bias, and attitudes, beliefs, and expectations about diverse students, families, schools, and communities. Fall, Spring, SR; Spring Semesters, UK.

EDUC 4015/5015/5515 Foundations of Special Education (3 units)

Candidates learn federal and state mandates for serving children and youth with mild to moderate disabilities in schools. Candidates understand the characteristics of exceptional students, determine how students are evaluated and taught, and experience inclusive and collaborative educational activities. Site visits to special and inclusive general education classrooms are required. Fall Intensive, SR; Fall Semesters, SR, UK; Spring Semesters, SR, UK.

EDUC 4025/5025/5525 Teaching English Learners (3 units)

Prepares candidates to teach English Learners in K-12 classrooms. Candidates learn theories and instructional strategies to support English learners. Topics include: language structure; psychological, social, political and cultural factors affecting language acquisition and development; methods and strategies specific for English learners; and the assessment and placement of linguistically diverse students. Fall, Spring Semesters, SR; Fall Semesters, UK.

EDUC 4051/5151/5551/5252/5652 Using Technology in Classrooms (1 unit)

Prepares credential candidates to use instructional technology in ways that are useful for professional educators. Emphasis on using technology to make significant changes in teaching and learning. Focuses on information and communication technologies to gather, process, and communicate information to students. Fall, Spring Semesters, SR; Fall Semesters, UK.

PRELIMINARY MULTIPLE SUBJECTS COURSES

EDUC 4145/5145/5545 Teaching Mathematics in Elementary School (3 units)

Prepares candidates to teach mathematics in elementary school. Candidates learn to deliver a balanced instructional program through active construction of pedagogical knowledge and skills. Candidates learn developmentally appropriate strategies to teach students California's Mathematics Content Standards and the Common Core State Standards for Mathematics. Includes fieldwork where appropriate mathematics instruction is modeled. Fall, Spring Semesters SR, Spring Semesters, UK.

EDUC 4155/5155/5555 Integrated Curriculum (3 units)

Prepares candidates to teach Science, History-Social Science, Visual and Performing Arts, Physical Education, and Health for the elementary grades using California's curriculum frameworks and academic standards. An integrated, thematic approach to teaching and learning is modeled and practiced. Fall, Spring Semesters SR, Fall Semester, UK.

EDUC 4160/5160/5560 Supervised Teaching in Elementary School (10 units)

Full semester student teaching assignment in multiple subject classrooms under the supervision of directing teachers and university supervisors. Taken concurrently with EDUC 4185/5185/5585 Elementary Supervised Teaching Seminar by approval of the School of Education Professional Standards Committee. Fall, Spring Semesters SR, Spring Semesters, UK.

EDUC 4166/5165/5565 Teaching Reading in Elementary School (3 units)

Provides substantive, research-based instruction that prepares candidates to teach Reading/Language Arts in elementary school. Emphasis on organizing systematic instruction in reading, writing, listening and speaking to meet the needs of the full range of learners, including struggling readers, students with special needs, English learners, and advanced learners. Includes fieldwork

where appropriate reading instruction is modeled.
Fall, Spring Semesters SR, Fall Semesters, UK.

EDUC 4180/5180/5580 Elementary Preparation for Supervised Teaching (2 units)

Prepares candidates for supervised teaching in an elementary school. Emphasizes essential knowledge and skills required for effective elementary teaching and learning as defined by the California Teaching Performance Expectations (TPEs). Includes weekly observations and participation in classrooms with diverse populations including English learners and students with special needs in preparation for full semester supervised teaching. Fall, Spring Semesters SR, Fall Semesters, UK.

EDUC 4185/5185/5585 Elementary Supervised Teaching Seminar (2 units)

Candidates discuss their teaching performance related to curriculum, instruction, assessment, and working with colleagues. Candidates draw upon and apply their learning from ongoing and previous coursework as they learn to effectively manage issues and challenges related to teaching and learning. Emphasizes selected knowledge and skills required for effective elementary teaching and learning as defined by the California Teaching Performance Expectations (TPEs). Taken concurrently with EDUC 4160/5160/5560 Supervised Teaching in Elementary School. Fall, Spring Semesters SR, Spring Semesters, UK.

EDUC 5163/5563 Professional Development Internship in Elementary Schools, Year 1 (1-5 units)

First-year internship teaching and concurrent seminar on issues in elementary teaching. Explores essential knowledge and skills required for effective elementary teaching and learning as defined by the Teaching Performance Expectations (TPEs). Topics include effective classroom learning environments, instructional design process, standards-based lesson planning, and overview of student assessment and grading. Attention given to educating students with special needs and English learners. (May be repeated for up to a total of 7 units.) (By approval of Program Coordinator.) Fall, Spring Semesters SR, UK.

EDUC 5173/5573 Professional Development Internship in Elementary Schools, Year 2 (1-5 units)

Second-year internship teaching and concurrent seminar on issues related to teaching in elementary schools. Continued exploration of selected knowledge and skills required for effective secondary teaching and learning as defined by the Teaching Performance Expectations (TPEs). Topics include: monitoring student learning during instruction, student engagement, developmentally appropriate teaching practices, and use of instructional time. Attention given to educating students with special needs and English learners. (May be repeated for up to a total of 7 units.) (By approval of Program Coordinator.) Fall, Spring Semesters SR, UK.

EDUC 5195/5595 Teaching Performance Assessment (Elementary) (1 unit)

Candidates use knowledge of the California Teaching Performance Expectations (TPEs) to complete the Teaching Performance Assessment (TPA) through tasks in curriculum design, instructional planning and differentiated instruction, analysis of student work, and effective teaching. Fall, Spring Semesters, SR, UK.

PRELIMINARY SINGLE SUBJECT COURSES

EDUC 5245/5645 Pedagogical Preparation I (3 units)

Explores instructional methodology, classroom management, and basic concepts of the secondary school curriculum. It includes strategies and activities designed to increase awareness and skill in dealing with diversity in the classroom as well as integrating differentiated instruction. Fall, Spring Semesters SR; Fall Semesters UK.

EDUC 5255/5655 Pedagogical Preparation II (3 units)

Supports student teaching or intern teaching. Integrates educational theory with classroom reality to create standards-based units while using a variety of instructional strategies. Candidates discuss and evaluate assessment methods, student accommodation and modification plans, diversity issues in the classroom, the role of parents and the community in the learning process, and how to use various resources in a meaningful and effective manner. Fall, Spring Semesters SR; Spring Semesters UK.

EDUC 5260/5660 Secondary Supervised Teaching (10 units)

Full semester student teaching assignment in single subject classrooms under the supervision of directing teachers and university supervisors. Attention given to the education of students with special needs and English learners. Taken concurrently

with EDUC 5262/5662. Prerequisite: Approval of School of Education Professional Standards Committee. Fall, Spring Semesters SR, UK.

EDUC 5263/5663 Professional Development Internship in Secondary Schools, Year 1 (1-5 units)

First-year internship teaching in a secondary school setting. Explores the essential knowledge and skills required for effective secondary teaching and learning as defined by the Teaching Performance Expectations (TPEs). Topics include effective classroom learning environments, instructional design process, standards-based lesson planning, and overview of student assessment and grading. Attention given to educating students with special needs and English learners. (May be repeated for up to a total of 7 units.) (By approval of Program Coordinator.) Fall, Spring Semesters SR, UK.

EDUC 5265/5665 Literacy Across the Curriculum (3 units)

Addresses student development as engaged, independent learners who apply literacy skills in all content areas. Examines ways to approach reading in all phases of a lesson. Introduces methods to help students use writing as a way to practice academic language, process learning, and show mastery of content. Fall, Spring Semesters SR, Fall Semesters, UK.

EDUC 5273/5673 Professional Development Internship in Secondary Schools, Year 2 (1-5 units)

Second year internship teaching in a secondary school setting. Continued exploration of selected knowledge and skills required for effective secondary teaching and learning as defined by the Teaching Performance Expectations (TPEs). Topics include: monitoring student learning during instruction, student engagement, developmentally appropriate teaching practices, and use of instructional time. Attention given to educating students with special needs and English learners. (May be repeated for up to a total of 7 units). (By approval of Program Coordinator.) Fall, Spring Semesters SR, UK.

EDUC 5280/5680 Secondary Preparation for Supervised Teaching (2 units)

Develops an understanding of school culture and adolescent development while preparing candidates for the demands of a teaching career. It explores the essential knowledge and skills required for effective secondary teaching and learning as defined by the California Teaching Performance Expectations (TPEs). Fall, Spring Semesters SR, UK.

EDUC 5285/5685 Secondary Supervised Teaching Seminar (2 units)

Explores alternative solutions to perplexing problems related to teaching and learning. Includes reflection on the use of teaching and assessment strategies and continued development as a professional educator. Candidates develop and write educational philosophy statements and prepare for the job search and hiring process. Fall, Spring Semesters SR, UK.

EDUC 5295/5695 Teaching Performance Assessment (Secondary) (1 unit)

Candidates use knowledge of the California Teaching Performance Expectations (TPEs) to complete the Teaching Performance Assessment (TPA) through tasks in curriculum design, instructional planning and differentiated instruction, analysis of student work, and effective teaching. Fall, Spring Semesters, SR, UK.

PRELIMINARY EDUCATION SPECIALIST COURSES

EDUC 4160/5160/5560 Supervised Teaching in Elementary or Secondary School (5 units)

Full semester student teaching assignment in multiple or single subject classrooms under the supervision of directing teachers and university supervisors. Taken concurrently with EDUC 5385-SPED: Supervised Teaching Seminar by approval of the School of Education Professional Standards Committee. Fall, Spring Semesters SR, Spring Semesters, UK.

EDUC 5302/5502 Program Design and Curriculum Development (3 units)

Candidates learn about Individual Education Plan (IEP) development and curriculum planning and instruction for students with mild/moderate learning challenges. Candidates write a complete IEP including transition plans. Candidates learn how to make adaptations to general education curriculum in order to ensure student success. Knowledge of ethical standards related to laws and regulations that provide equity for students with learning challenges is emphasized. Fall Semesters SR, UK.

EDUC 5304/5504 Formal and Informal Assessment for Diverse Learners (3 units)

Candidates learn responsible assessment practices that take into account the diverse backgrounds and needs of the students

they serve. Formal assessment topics include discussions of the relationship between assessment and teaching practices, statistical interpretation of standardized assessment instruments, and interpretation and use of standardized data to inform instructional practices and write appropriate goals and objectives for IEPs. Informal assessment topics include discussions of the use and interpretation of informal measures such as writing portfolios, curriculum-based assessment, student self-assessment and observational data collection. Appropriate transition planning for students with learning challenges is addressed. Fall, Spring Semesters, SR; Spring Semesters, UK.

EDUC 5306/5506 Behavior Intervention & Support (3 units)

Candidates learn positive behavioral interventions and supports for individuals with mild/moderate disabilities, including those with emotional/behavioral disorders and autism spectrum disorders. Candidates are required to conduct Functional Behavior Assessments and develop Positive Behavioral Support Plans and participate effectively in individual, classroom and school-wide behavior support processes using appropriate positive behaviorally-based teaching strategies. Spring Semesters SR, UK.

EDUC 5309/5509 Advanced Curriculum for Diverse Learners (3 units)

Advanced training in assessment and instruction that address the individual needs of students with mild/moderate disabilities. Emphasizes advanced reading, math, and writing curriculum that incorporates sophisticated assessment, lessons plans, instructional modifications, and collaboration between relevant stakeholders. Various instructional technologies are evaluated and utilized to advance individual student learning. Fall Semesters SR, UK.

EDUC 5350/5550 Observations of Teaching (1 unit)

Explores essential knowledge and skills required for special education teaching and learning as defined by the Teaching Performance Expectations (TPEs). Included observations in classrooms with diverse student populations, students with special education needs, and English learners. Leads to supervised teaching assignments. Required for non-SB2042 credential holders only. Fall, Spring Semesters, SR.

EDUC 5360/5587 SPED Supervised Teaching (5 units)

This course is designed to provide practical experience teaching students with mild/moderate disabilities in public and private school (K-12) settings. Candidates participate in the special education process including IEP and BIP development, assessment, instructional planning, and collaboration. Taken concurrently with EDUC 5385/5586-Supervised Teaching Seminar with approval from the Department of Education Professional Standards Committee. Fall, Spring Semesters, SR; Spring Semesters, UK.

EDUC 5363/5373 Professional Development Internship (1-5 units)

Candidates work directly with their field-based supervisors to develop the collaborative and communication skills necessary to become successful teachers. University supervisors and site administrators provide feedback to ensure success on the job, especially as it relates to partnerships with general education teachers and integrated services, such as mental health. Candidates are encouraged to work with school personnel and with families in the school community to gain an appreciation of student needs. Fall, Spring Semesters, SR, UK.

EDUC 5385/5586 SPED Supervised Teaching Seminar (2 units)

Candidates participate in and reflect on a variety of activities representing different roles of special educators, including interactions with parents, and discuss other responsibilities of full-time teachers and service providers. Candidates teach in general and special education classrooms during regular school sessions daily. Students begin to plan for their professional clear credential. Taken concurrently with EDUC 5360/5587-SPED Supervised Teaching. Fall, Spring Semesters, SR; Spring, UK.

EDUC 5395 Teaching Performance Assessment (Special Education) (1 unit)

Candidates use knowledge of the California Teaching Performance Expectations (TPEs) in completing the Teaching Performance Assessment (TPA) through tasks in curriculum design, instructional planning and differentiated instruction, analysis of student work, and effective teaching. Fall, Spring Semesters, SR, UK.