



Dominican University of California

Graduate Education

Academic Catalog 2012-2014

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Graduate Education Information

Graduate Admission Requirements

The admissions committee will consider several factors when evaluating candidates including undergraduate grade point average (GPA), work experience, statement of purpose or intent, goals and achievements, and English language proficiency exam scores when applicable.

Dominican University of California will evaluate the following admission application documents and determine the applicant's admission to the University. Applications are reviewed and evaluated and admission decisions are made on an ongoing basis. Space is limited in some graduate programs, so early submission of application materials is advised.

A complete admissions file must contain:

1. Completed application.
2. Bachelor's degree or its equivalent from a regionally accredited institution of higher learning.
3. Official transcript of coursework from each college or university attended (undergraduate and graduate). Transcripts must be in a sealed envelope sent directly from the college or university. Students who received their undergraduate degrees from an institution outside the United States must also submit a course-by-course evaluation of these transcripts or complete the **Application for a Credential Evaluation** through Dominican. (Please see **Requirements for International Applications**). A grade point average (GPA) of 3.0 is required for the last 60 units of graded undergraduate or graduate course work.
4. Two Letters of Recommendation (academic or professional, and on letterhead).
5. Resume – Professional and/or personal.
6. Statement of Purpose or Intent – See **program specific requirements** for guidelines.
7. Interview with the admissions committee, if needed.

Note: Scores on the GMAT (Graduate Management Aptitude Test) or GRE (Graduate Record Examination) are not required for all programs, but will be considered in the evaluation of an applicant's admissibility.

Additional Requirements Specific to Some Graduate Programs

MBA in Global Management

1. Statement of Purpose or Intent: a brief 3-5 page essay describing 1) interest in global economic issues; 2) professional and/or personal goals and reasons for obtaining an MBA in Global Management.

MBA in Strategic Leadership

1. 5 years (minimum) full-time professional work experience, demonstrating increasing levels of responsibility.
2. 2 years (minimum) management, project management, team leadership or equivalent experience.
3. Statement of Purpose: a brief 3 -5 page essay describing 1) professional and personal goals; 2) how the candidate will utilize the MBA degree to benefit their career; and 3) the candidate's potential contribution to the program.
4. Professional resume providing detailed work history and academic qualifications. Successful candidates present a record of significant achievement and demonstrated leadership ability.

MBA in Strategic Enterprise

1. 2 years (minimum) full time, professional experience demonstrated in the applicant's resume (or equivalent at Admissions Committee discretion).
2. Statement of Purpose: a brief 3 -5 page essay describing 1) interest in environmental, social issues; 2) work experience in sustainability; 3) how the candidate will contribute to the program; and 4) how the candidate will use an MBA in Sustainable Enterprise "to develop effective leadership capabilities to advance economically successful, ecologically restorative, and socially just initiatives in any type of organization" (see Mission Statement for MBA in Sustainable Enterprise).

MS in Biological Sciences

1. Official, sealed Graduate Record Examination (GRE) Score Report.
2. Bachelor of Science degree in Biology, or its equivalent, from a regionally accredited institution of higher learning.
3. In addition, all candidates for admission are expected to have satisfied the following requirements:
 - Two semesters calculus
 - Two semesters physics
 - Two semesters organic chemistry
 - One semester biochemistry
 - One semester statistics

Competency in the above subjects may be demonstrated by either completion of a college course with a grade of "B" (3.0), successfully testing out of a course through challenge exams, or completion of Dominican core competency courses. The department chair will make the determination regarding a candidate's core competency requirements.

Students who need the core competencies may be concurrently enrolled at Dominican in the MS program and in a core competency course. The following courses are considered co-requisites - MATH 1700, PHYS 2100, CHEM 3900, and MATH 2400. These must be taken in the first two semesters of the program.

MS in Counseling Psychology

1. Autobiography that tells of your life up to now and includes a description of those who have been of significant influence in your life. Include experiences you believe to be related to your interest in counseling, your desire to be a counselor, and your ability to understand and help others (maximum length: 5 typed, double-spaced pages).
2. Description of what you believe might be happening in the following situation and how you might handle it.
 - *Someone who has recently moved into your neighborhood has become quite friendly with you, sharing personal feelings and problems. She tells you of a very strained relationship with her partner and difficulties she*

is having with her teenage daughter who she feels is on drugs. She seeks your advice and lets you know how much she depends on you. One day she calls you on the phone to say that she is thinking of committing suicide.

Students who have not already taken an undergraduate or graduate course in Theories of Personality must take this course prior to the completion of their first year in the program.

MS in Nursing

1. Photocopy of current California RN license.
2. Courses in both statistics and research with a grade of 'B' or better, within the last five years or proof of mastery.

MS in Occupational Therapy

1. Official, sealed Graduate Record Examination (GRE) Score Report.
2. 40 hours of volunteer work in a human service setting within the last year.
3. All prerequisite courses must be taken at an accredited institution of higher learning, such as a junior college. In addition, the student must receive a grade of 'B' (3.0) or better.
4. Courses may be taken for Upper or Lower Division credit:
 - Lifespan Human Development or Developmental Psychology (3 units)
 - Medical Terminology (pass or place out)
 - Physics - Introductory, General, Descriptive or Conceptual for non-math majors (3 units, no lab)
 - Three Dimensional Art (e.g., ceramics) (3 units)
 - Statistics (math or psychology) (3 units)
 - 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)
 - Abnormal Psychology or Psychopathology (3 units)

MS in Education: Curriculum & Instruction

For graduates of Dominican University of California's credential program only.

1. Application and statement of purpose are the only materials required to be considered for this master's program.

Credential Programs

All students must verify completion of prerequisite coursework in Child and Adolescent Development prior to starting classes. Dominican University of California offers this class in its regular programming. Please contact the Admissions Office or your Program Director for additional information. (See below for requirements for Dominican credential graduates for admission to the Education Specialist or Professional Level II Mild/Moderate Credential Program.)

1. Official transcripts from each college or university attended.
2. Scores on an approved basic skills exam. Multiple subject and Education Specialist candidates may take the CBEST exam OR the Multiple Subject CSET plus the CSET Writing Skills subtest. Single subject candidates need to take the CBEST. Scores must be received as part of a complete application.
3. Statement of Intent: Please respond to each of the following in a typed essay:
 - Why have you chosen teaching as a profession? Include qualities that you believe make you personally suited for teaching in the credential area (i.e., single subject, multiple subject, education specialist) in which you intend to teach? Please describe them.
 - Recognizing that public school students are diverse in their cultures, languages, and learning needs, what do you think will be the implications for you as a classroom teacher?
 - What are your specific strengths and areas for growth as a prospective teacher?
 - What paid or volunteer experiences have you had working with students in the credential area (i.e., single subject, multiple subject, education specialist) in which you intend to teach? Please describe them.
 - What is your current knowledge and skill with computer-based technology? Describe your skill level.
4. Certificate of Clearance, valid Pre-Intern Certificate, or Intern Credential.
5. Tuberculosis (TB) examination: Skin test or Chest X-ray. Results must be current within 2 years of entering student teaching.

6. The subject matter competency requirement for admission may be met in the following ways:
 - Completion of an approved academic content course of study (waiver program – secondary only).
 - Passing scores on the CSET examination. Scores are valid for five years from the date the test was taken.
 - Verification of CSET test registration (copy of check to testing company or copy of admission ticket with test date included). Passing scores on these tests must be verified by December 10 or May 1 of the first semester in the program.
7. Additional Requirements for Intern Candidates:
 - Completion of a US Constitution course or examination.
 - Issuance of Certificate of Clearance, or valid Emergency Permit, Pre-Intern Certificate, or Intern Credential.
 - Completion of an approved academic content course of study (waiver program – secondary only) or submission of passing scores on the CSET examination.
 - Passing scores on the CBEST examination.
 - Concurrent intern placement in a cooperating school district.

Education Specialist: Mild/Moderate Credential Program

(Requirements for Dominican multiple or single subject credential graduates within the previous 5 years, only.)

1. Completed application
2. Copy of current credential
3. Statement of Purpose
4. Current Tuberculosis (TB) test result (within past two years.)

Education Specialist: Professional Level II Mild/Moderate Credential Program

The Level II program is designed to meet the needs of experienced Special Education professionals. Prior to beginning the Level II program, candidates must complete an Admissions Application. Candidates that complete their Education Specialist Credential at Dominican University of California may be approved to begin their Level II program immediately following the completion of their credential program. These students should apply during their last semester of Education Specialist credential coursework. Admission requirements include the following:

1. Successful completion of the Preliminary Education Specialist: Mild/Moderate Credential and receipt of the credential; a Certificate of Eligibility for the Education Specialist Credential issued by a recommending university—valid during the completion of the Education Specialist program requirements and the receipt of the Education Specialist Credential. Education Specialist: Mild/Moderate Interns may pursue the Level II competencies upon completion of Level I Program coursework.
2. A letter from the supervising administrator (Principal, Assistant-Principal, or Director of Special Education) of the employing district or county office recommending the candidate to the Level II Program, if applicable.
3. An interview with a faculty advisor who will review the candidate's Education Specialist program status, assist the student in completing their Level II program plan, and evaluate the candidate's suitability for program admission.
4. Current Tuberculosis (TB) test result (within past two years.)

Additional Requirements for International Applicants

See **International Students** under *Admission to the University* section of this *Catalog* for details.

International Graduate Students

Dominican University of California welcomes international students who wish to pursue a graduate degree. International students must provide additional documentation beyond the program specific requirements in order to be considered for admission and to obtain the necessary documents to apply for a student visa.

English Language Proficiency Admissions Requirement for International Students

A demonstrated degree of English proficiency is required to be eligible for admission to Dominican. To be eligible for admission to Dominican, graduate international students from countries where English is not an official language can demonstrate their English proficiency by providing original score sheets from one of the following approved tests:

1. SAT Reasoning: 950 Combined Math and Critical Reading (Dominican's SAT code is 4284. For more information about SAT, visit www.collegeboard.com)
2. ACT: 20 Composite (For more information about ACT, visit www.act.org)
3. TOEFL: 550 Paper, 213 Computer, or 80 IBT (For more information, visit www.ets.org/toefl/)
4. IELTS: 7 (For information about IELTS, visit www.ielts.org)
5. PTEA: 53 (For information about the PTEA, visit www.pearsonpte.com)

English proficiency requirement is also satisfied by completing Level 112 English for Academic Purposes (EAP) at ELS Language Centers (www.els.edu), or the successful completion of one academic year in a U.S. institution of higher education.

Application Requirements

All international graduate applications must be received before July 1 for Fall admission and by December 1 for Spring admission. Applications will be reviewed when all of the program specific admissions requirements are met, as well as the following requirements for international students:

1. International students are required to submit official original transcripts from each college or university attended. Dominican is able to offer a credential evaluation for transcripts with this application. Or you may submit a course-by-course credential evaluation by an accredited evaluation service. Notarized or certified translations of all records not printed in English are required. All educational documents (certificates, diplomas, mark sheets, transcripts and test scores) must be sent directly to the Office of Admissions from the issuing educational institution in order to be official. No applicant will be issued an I-20 until official documents have been received and reviewed.

The list below gives the addresses of several private organizations that provide international credential evaluation services. This list is for informational purposes only. (**Note:** The *indicates approved services by the California Commission on Teacher Credentialing for teaching credential applicants.)

Foreign Educational Document Service PO Box 4091 Stockton, CA 95204 Telephone: (209) 948-6589 FAX: (209) 937-0717	Academic Credentials Evaluation Institute, Inc.* PO Box 6908 Beverly Hills, CA 90212 Telephone: (310) 275-3530 Fax: (310) 275-3528 www.acei1.com
	World Education Services (for graduate and transfer students only)* PO Box 5087, Bowling Green Station New York, NY 10271-5087 Telephone: (212) 966-6311 Fax: (211) 739-6100 www.wes.org

2. Official scores from one of the approved English language proficiency tests or official certification from the ELS Language Centers Program (see above regarding English Language Proficiency requirements);

3. Original bank statements indicating sufficient funds in US currency to meet education and living expenses. If your expenses will be paid by a sponsor, the sponsor must provide original bank statements and a notarized declaration of financial support indicating sufficient funds in US currency to meet education and living expenses. All of these forms must be original documents and must be received by the Admissions Office in order for an I-20 form to be issued by the University;
4. International students must also submit health forms and carry health insurance.

Transfer of Credits

Up to six semester units of credit with a 'B' (3.0) or higher may be allowed by Dominican's graduate programs for work taken in graduate status at another regionally accredited institution toward the master's degree at that institution. The graduate program director and the appropriate Dean determine acceptability of the work presented for transfer credit. No course may be taken off campus during the semester in which the student expects to receive a degree.

Admission as a Graduate Non-Degree Student

A student desiring to take courses for graduate credit but not seeking admission to a Dominican master's degree, a certificate, or a credential program, is considered a non-degree student. Graduate students may apply as non-degree seeking students for a maximum of six units by providing evidence of an earned Baccalaureate degree and meeting with an admissions director . Enrollment as a non-degree seeking graduate student is subject to the approval of the specific graduate program chair and an admissions director. Should the applicant desire admission to a program at a later date, the applicant must submit a complete application for that program and meet the admission criteria in effect at the time of admission. Credits earned in graduate non-degree student status that later might be counted in fulfilling minimum requirements for a program may not exceed, by themselves or in combination with transfer credit, the maximum allowed in transfer credit.

Graduate Education Degree Information

Master's Degree

The master's degree is conferred on graduates upon satisfactory completion of a carefully planned curriculum of a minimum of 30 graduate units, 5000-5999 series. Graduate degrees may require a thesis, directed research, comprehensive examination, and/or seminar project approved by the advisor. Students should consult the department requirements for the degree sought.

The unit load of a candidate for the master's degree is decided in consultation with the Chair of the student's major department. In the MBA in Strategic Leadership courses are offered in a 36-unit predetermined sequence cohort program.

Grades for graduate students are 'A' excellent, 'B' good, 'C' acceptable. Degree candidates must maintain an average of 'B' (3.0) in their programs for the degree. A grade of 'Pass' in a graduate level course is equivalent to at least a 'B' (3.0 or better).

Some undergraduate courses may be offered in partial satisfaction of the requirements for an advanced degree. Upper Division courses to be accepted will be determined by the Chair of the major department after he/she has considered the student's previous academic program.

Graduate courses numbered in the 5000 series are open to candidates for the master's degree and to other qualified students with graduate status. Undergraduate seniors and Honors Program students may be admitted to a graduate course upon the recommendation of the student's academic advisor and by petition to the Honors Program Director and by the relevant graduate Program Director.

Graduate courses taken by students during their undergraduate studies that have not been applied toward their baccalaureate degree may be applied toward their graduate degree through petition process to the Dean of their school.

Classification of Students

Degree Status: Students who have satisfied all admission requirements and have registered in a program leading to a master's degree.

Credential Status: Students who meet the requirements for graduate admission and are enrolled by the School of Education in a credential program.

Non-Degree Status: Qualified students taking a course or courses without the objective of a graduate degree or a credential.

Auditor Status: Students who, with the permission of the course instructor and upon payment of the campus comprehensive fee and auditors' fees, attend classes without earning academic credit.

Full-time Students: Graduate students carrying 9 graduate units or 12 units of Upper Division and graduate courses combined during the Fall and/or Spring semesters, or 6 graduate units in the Summer term. Students in the MS in Nursing program are considered full time if they take at least 18 units in the first academic year, and at least 16 units the second academic year.

Part-time Students: Those carrying fewer units than the full-time course loads listed above.

Leave of Absence - Graduate Students

A graduate student wishing to take a leave of absence must submit a Leave of Absence form to the Registrar's Office after it is approved by the Chair of the department. A leave of absence is not generally granted for more than one year. See the section **Leave of Absence** in the *General Academic Policies and Procedures*.

Residence and Time Limit

The minimum residency requirement for a full-time graduate student is one year, generally two semesters and one Summer. A graduate student has six years from the date of first enrollment in which to complete a graduate program.

Comprehensive Clinical Proficiency Review (CCPR)

Students enrolled in the master's program in Counseling Psychology, during their last semester, submit a written case study and sit for an oral review with one faculty member and one alumna/alumnus as reviewers.

Advancement to Candidacy

After the close of each academic year, the Registrar evaluates degree progress and notifies students and their program directors of those likely to be advancing to candidacy (*completing the final coursework required for the degree*) during the following academic year.* This evaluation is based on the student's degree progress to date, as reflected in the online Academic Plan available via the Dominican Self-Service website. Students and their advisors are expected to monitor the online plan regularly throughout the student's enrollment at Dominican to ensure the accuracy and timely posting of all degree requirements, grades, and academic credit.

In order to be eligible for Commencement and degree conferral, all students must confirm their readiness for graduation and declare their anticipated degree completion term (May, August or December), with the approval of their Program Director or academic advisor. Confirmation is fulfilled by responding as directed to the Registrar's Notice of Advancement to Candidacy by the required date (refer to the **Academic Calendar**). Failure to confirm degree candidacy and graduation term in a timely manner may result in delayed graduation and financial penalty.

*For students in graduate programs of shorter duration (12-18 months), students may request that the Program Director initiate notice of their impending candidacy directly to the Registrar's office mid-year, rather than waiting to receive the end-of-year notice. In such cases, notification is required at least one semester in advance of the graduation semester in order to allow adequate time for review and confirmation of candidacy by the Registrar (no later than November 30th for May or August degree candidates and no later than April 30th for December candidates).

Degree Conferral

Degrees are conferred only when the Registrar's Office has verified the successful completion of all graduation requirements. This occurs within 60 days after the close of the student's final semester.

Degree conferrals are actions of Dominican University of California and are not altered in any way by the internal restructuring of schools, academic divisions, departments, or programs.

Graduate Education Degree Programs

Biological Sciences (MS)

The Master of Science in Biological Sciences is a research intensive program designed to address one of the most important topics of our times. The program's goal is to train students for scientific careers focused on biomedicine, including understanding the aging process as well as detecting, preventing, and treating age- and metabolic-related conditions.

Students in this program will be trained as scientists in interdisciplinary research encompassing genetics, biochemistry, molecular biology, cell and developmental biology, neurobiology, environmental sciences and disciplines of biotechnology, including genomics, proteomics, protein interaction networks, and bio-informatics.

Students conducting research at the Buck Institute for Research on Aging cover a diverse range of fields related to geroscience (aging). Students conducting research at BioMarin can expect to get experience in biomedical research with a greater focus on product development and immediate practical application. Alternatively, students can apply to do research with a Dominican faculty members in such areas as: stem-cells and breast cancer.

Student Learning Outcomes

Students completing a Master's degree in Biological Sciences will have acquired:

1. Knowledge in areas of biology relevant to their research interests.
2. The ability to identify research questions on a current issue in biology, critically analyze the relevant literature, and prepare a comprehensive written review.
3. The ability to develop specific hypotheses pertaining to a research problem.
4. The ability to devise and conduct experiments to test hypotheses.
5. The ability to statistically analyze and interpret research data.
6. Laboratory skills and instrument experience that is generally applicable in biotech and academic research laboratories.
7. The ability to discuss, both orally and in writing, the relevance of their research data to the original hypotheses and to the general field of interest.

Admission Requirements

Applications will be accepted in the Spring for Fall admission to the program; students will be notified by May. All applications will require the approval of the program chair for admission.

A complete application to the program will include the following:

1. Bachelor's of Science degree in biology or related subjects, or its equivalent, from an accredited institution of higher learning.
2. A personal statement describing why the student is interested in pursuing a graduate degree: what he/she hopes to gain from it, his/her research interests, and his/her future goals.
3. A recent official transcript of all college work and a resume. The minimum GPA requirement is 3.0 for the last 60 units of graded undergraduate or graduate course work.
4. Two letters of reference from instructors, professors, academic supervisors, and/or professional supervisors.
5. A copy of GRE scores from the general test. Students must score at least in the 50th percentile in each segment of the GRE.
6. Students whose language of instruction was not English must have completed the ELS Language Centers (ELS) Level 112 with a 3.0, or have earned a TOEFL (Test of English as a Foreign Language) score of at least 213 (computer based test) or 80 (Internet based test).

In addition, the following requirements need to be satisfied **before** admission:

1. Graduate students must demonstrate competency in the following areas prior to taking the related graduate courses in the MS program in Biological Sciences:
 - Two semesters calculus (MATH 1600 and 1700);
 - Two semesters physics (PHYS 2000 and 2100);
 - Two semesters organic chemistry (CHEM 3800 and 3900);
 - One semester biochemistry (CHEM 4100);
 - One semester statistics (MATH 2400).
2. Competency may be demonstrated by either completion of a college course with a grade of 'B' (3.0), successfully testing out of a course through challenge exams, or completion of Dominican core competency courses. The Department Chair will determine which core competency areas have not been completed at the time of admission.

Students who need the core competencies may be concurrently enrolled in the MS program and in a core competency course. The following courses are considered co-requisites – MATH 1600, PHYS 2100, CHEM 3900, CHEM 4100, and MATH 2400. These should be taken in the first two semesters of the program.

Biological Sciences (MS) Requirements

1. Completion of 36 units of the program, with a minimum grade of a 'B' or Pass.
2. Completion of an original research thesis approved by the two members of the student's graduate committee including thesis (research) supervisor and an additional faculty member selected in consultation with the advisor and the department chair.
3. Successful completion of both a written and oral presentation of their research.
4. Presentation of research findings at a national/international conference and/or publication in a peer-reviewed journal is strongly encouraged.

The program will be taught by faculty in the Department of Natural Sciences and Mathematics or adjunct faculty from the Buck Institute for Research on Aging. Transfer credits of 3-6 units may be accepted for students who have completed graduate level courses at another accredited institution.

BIO 5001		Graduate Seminar I	1
BIO 5002		Graduate Seminar II	1
BIO 5003		Graduate Seminar III	1
BIO 5004		Graduate Seminar IV	1
BIO 5100		Graduate Research Methodology	3
BIO 5200		Advanced Molecular Biotechnology	3
BIO 5300		Advanced Biochemistry	3
BIO 5400s		Graduate Special Topics: Biology	3
BIO 5701		Graduate Research I	5
BIO 5702		Graduate Research II	5
BIO 5703		Graduate Research III	5
BIO 5704		Graduate Research IV	2
BIO 5901		Master's Thesis	3

Total MS in Biological Sciences		36 units
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Biological Sciences (MS) Course Descriptions

BIO 5001/5002/5003/5004 Graduate Seminar (1 unit each)

This seminar discusses scientific and professional knowledge for graduate students in the sciences. It includes methods of scientific presentations, scientific writing, critical thinking and logical organization for clarity and accuracy, and techniques of interpreting primary scientific literature. Students make and evaluate technical and scientific presentations with an emphasis on journal articles on current literature in their field of interest. Students will also need to participate in presentations and discussion of major papers in their field with their peers. Seminars are taken in numeric sequence each semester of enrollment.

BIO 5100 Graduate Research Methodology (3 units)

This course explores standard, acceptable and ethical research practices in advanced biological sciences, emphasizing responsibilities. For example, record keeping, authorship, peer review, mentoring, and participation in research that engages human or animal subjects will be examined. Additional topics discussed will include: public policy, medical ethics, quality of life issues, conflicts of interest, ownership of data and intellectual property, and other potential problems stemming from use of data from human genetic experiments. Guest speakers from other departments and community organizations will be invited to present information during the semester.

BIO 5200 Advanced Molecular Biotechnology (3 units)

This course will cover applied concepts and research techniques in molecular biology. It is designed to study more advanced concepts and how they may be applied in biotechnology. Topics include: various PCR techniques, recombinant DNA technology, site-directed-mutagenesis, epigenetic modifications, gene silencing, microarrays, and gene expression systems. 3 lecture hours.

BIO 5300 Advanced Biochemistry (3 units)

This course is designed to provide the student the opportunity to study the major aspects of biochemistry. Discussion of biochemical problems at molecular, sub-cellular and cellular levels with emphasis placed on aspects of biochemistry particularly important for biological, animal, and medical sciences will be presented. Specific topics will include (but are not limited to) functions of proteins, cell signaling, molecular biochemistry and regulation of gene expression. 3 lecture hours.

BIO 5400 Graduate Special Topics: Biology (3 units)

Fundamental issues and experimental approaches of stem cell biology research. Topics include embryonic stem cells, adult stem cells, potential basic and clinical applications of stem cell culture, and ethical issues involved in stem cell research. 3 lecture hours.

BIO 5401 Geroscience: Molecular Cell Biology (3 units)

This course is designed to give graduate students the fundamental, but necessarily cursory, knowledge of many of the multiple disciplines, concepts, models and techniques that are crucial for a well-rounded career path. The course will emphasize the molecular and cellular biology of aging and age-related pathology, but will provide students with the tools to delve into other aspects of basic aging research, including evolutionary biology, demography, epidemiology and bioinformatics. The course will also emphasize complexities and controversies in the field, and the increasing need to incorporate multiple approaches and disciplines into their research projects. 3 lecture hours.

BIO 5701/5702/5703 Graduate Research (5 units each)

Experimental research project in various fields of biology, carried out by student under guidance of an instructor. Consulting with their graduate advisor, students will design a reading plan from current and/or seminal literature in their field of interest. This will involve literature searching, developing research project, performing research, collection and analyzing of data, oral and poster presentation of research at a peer forum, and a written submission of the work in a thesis format. Research internships are taken in numeric sequence each semester of enrollment.

BIO 5704 Graduate Research IV (2 units)

Experimental research project in various fields of biology, carried out by student under guidance of an instructor. Consulting with their graduate advisor, students will design a reading plan from current and/or seminal literature in their field of interest. This will involve literature searching, developing research project, performing research, collection and analyzing of data, oral and poster

presentation of research at a peer forum, and a written submission of the work in a thesis format. Research internships are taken in numeric sequence each semester of enrollment.

BIO 5901 Master's Thesis (3 units)

This is the culmination of the master's research experiences producing a master's thesis. This is a written final thesis and an oral presentation. Approval and successful defense of the thesis presentations are required to complete the program 1 lecture hour.

Business Administration (MBA)

The Dominican MBA degree program offers three majors: an MBA in Global Management (GM) which allows students to concentrate in an international domain; the MBA in Strategic Leadership (SL) designed to meet the needs of working adults and focusing on leadership development; and the MBA in Sustainable Enterprise (SE) or Green MBA which seeks to cultivate effective leadership capacities to advance economically successful, ecologically restorative, and socially just initiatives in organizations.

Dominican's small class size allows students to interact with their peers and faculty at an intensive level. Faculty emphasize academic rigor with real world relevance; placing a priority on strong teaching and providing opportunities for students to discuss their assignments and research in a way that allows them to apply what they learn in the classroom today into the workplace tomorrow.

At Dominican, our MBA graduates change the world!

MBA International Study Options

Dominican MBA students have the opportunity to earn course credit by studying abroad. Our study abroad options include both full-semester and short-term executive study abroad options.

Executive Study Abroad:

The University sponsors 10-day trips to exciting locations across the globe. Each trip is worth three credit hours – the equivalent of one MBA course. Students can participate by taking the trip for class credit or just as a trip participant.

Semester Study Abroad:

Students are allowed to take a full semester of coursework at one of our approved exchange partners. This option allows the student to fully immerse themselves in the culture and business practices of the host nation.

No more than three units of study abroad can count toward the MBA degree.

Global Management (MBA-GM)

The Master of Business Administration in Global Management (MBA-GM) addresses emerging workplace needs while retaining an emphasis in international/regional expertise. The MBA-GM teaches students how the world of global management works and gives students the ability to step beyond current business models or self-imposed limitations. MBA-GM students have short and long-term opportunities to study abroad. This travel allows for the gain and application of knowledge at a wide variety of international locations. Program faculty are experienced academics and seasoned working professionals who bring the latest in business thinking, theory, techniques, and application into the classroom. Upon graduation, students will be ready to use their degree-based knowledge to create innovative and more effective working environments. MBA-GM graduates ethically lead change in an interdependent, technologically intensive, and dynamic global environment.

Learn International Business in a Culturally Enriched Setting

Dominican graduate students interact with a culturally diverse student body, faculty and staff in dynamic business locations across the globe.

Tap an Extensive Global Network

Dominican graduate students have full access to an extensive global network of alumni, corporate, educational, government and non-governmental contacts.

Focus on a general global or a region specific area of study (Europe, Asia, Latin America) within a Global Business Framework

Dominican graduate students choose to concentrate on a regional or broader international focus of study within a global business framework. Guided by area experts, students have the advantage of learning the economic, social, cultural, political, and legal implications of conducting business in today's global economy.

Sharpen Change Management Skills

Dominican graduate students learn to lead change in a dynamic environment. Our graduates are proactive, innovative and flexible in their application of strategic initiatives and have refined interpersonal skills.

Incorporate Multiple Views in Decision Making

Dominican graduate students learn to apply reasoning from various areas of knowledge in their approach to problem solving.

Student Learning Outcomes

- 1. Broad Core of Business Knowledge**
MBA graduates will demonstrate knowledge of the abilities necessary to successfully approach, integrate and apply a broad core of global business knowledge to organizational situations requiring interdisciplinary, entrepreneurial and global perspectives.
- 2. Critical Thinking**
MBA graduates will demonstrate knowledge of the systemic, analytical and critical thinking and research skills needed by managers of companies and organizations.
- 3. Change Leadership and Management Skills**
MBA graduates will demonstrate knowledge of the leadership and management skills and abilities to collaboratively create change to achieve optimum organizational outcomes consistent with the values of the organization.
- 4. Socially Responsible and Ethical Decision-Making Skills**
MBA graduates will demonstrate the capacity and attributes required to influence organizational outcomes based on discernment of ethical, societal and environmental implications of managerial and leadership decisions.
- 5. Appreciation and Knowledge of Global Economic and Business Issues**
Global Management MBA graduates will demonstrate the knowledge of, and the ability to apply, managerial skills within the context of an economic, historical and political global business environment.

Global Management (MBA-GM) Requirements

Foundation Courses* (Each course is 3-units for a total of 12 units)

MBA 5006	Applied Statistics and Research Methods	
MBA 5007	Financial and Managerial Accounting	
MBA 5008	Finance	
MBA 5009	Managerial Economics	

*Foundation courses may be waived if a similarly approved course was taken while obtaining an undergraduate degree and the student received a grade of 'B' or better.

Core Courses (Complete the following nine 3-units courses for a total of 27 units)

MBA 5205	International Accounting	
MBA 5206	Strategic International Marketing	
MBA 5209	International Corporate Finance	
MBA 5211	Executive Business Communications	
MBA 5212	Global Organizational Behavior & Team Dynamics in International Business	
MBA 5213	Leadership and Organizational Development in Global Business Settings	
MBA 5217	International Entrepreneurship and Sustainability	
MBA 5218	Global Business Strategy	
MBA 5219	Emerging Markets and International Competitiveness	

Elective Courses (Select two of the following 3-units courses for a total of 6 units)

MBA 5207	Global Information Management and E-Business	
MBA 5216	Global Operations and Supply Chain Management	
MBA 5224	Negotiating Across Stakeholders in International Arenas	
MBA 5225	Special Topics	
MBA 5226	The Business Environment of Asia	
MBA 5227	The Business Environment of Europe	
MBA 5240	The Business Environment of Latin America	
MBA 5250	The Business Environment of Africa	
MBA 5262	Multinational Corporations and the Global Economy	
MBA 5271	International Industry Focus	

MBA 5275		Executive Study Abroad	
MBA 5299		Independent Study	
MBA 5996		Graduate Internship	

The Culminating Experience

MBA 5280		Capstone in Global Management	
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Total MBA-GM			36-48 units
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Global Management (MBA-GM) Course Descriptions

MBA 5006 Applied Statistics & Research Methods (3 units)

The course provides a basic understanding of what research can and cannot accomplish and how to effectively use research tools in management decision-making. Students learn how managers design a research project, when to commission one, and how to interpret and present quantitative and qualitative research results. Students will learn about problem formulation, determining research questions, sample theory and data collection methods.

MBA 5007 Financial and Managerial Accounting (3 units)

The study of accounting information used in decision-making (from a management perspective). Students evaluate corporate reporting using the balance sheet, income statement, statement of cash flows, and financial ratios. Budgeting, product costing and other internal financial management topics are covered. The course includes: problem solving, written analysis, actual company cases and addresses ethical issues.

MBA 5008 Finance (3 units)

Students learn how to obtain and use money to maximize the value of a business. Areas covered include: planning and managing equity financing, control of short term assets and liabilities, and measuring risk and value.

MBA 5009 Managerial Economics (3 units)

Examines forces and factors that impact overall performance on an economic system, including government policy and business decisions. Major topics include: GNP, full employment, unemployment, inflation, stagflation, aggregate demand and supply, and multiplier effects.

MBA 5205 International Accounting (3 units)

Focuses on the financial and managerial accounting issues of international business. Topics include: fluctuating currency levels, accounting for transactions in foreign currencies, restatement of foreign subsidiary financial statements, transfer pricing, and income taxes, consolidation and disclosure problems, and managerial control and organization.

MBA 5206 Strategic International Marketing (3 units)

An in-depth understanding of marketing functions are introduced, specifically focusing on providing students with experience in making marketing and business-related decisions. Attention is paid to areas of increasing importance to marketing professionals, including services and Internet marketing. Case study analysis and discussion form the basis of classroom instruction and a prime objective is to develop a sense of realism within these discussions on current business issues.

MBA 5207 Global Information Management and E-Business (3 units)

Teaches students to prepare and train current and future managers to effectively operate in a globally connected economy. An introduction to, and overview of, the principles of the connected economy and the roles that information technology and e-commerce play in it. Students develop effective strategies, utilize information technology and e-commerce to achieve their global business objectives.

MBA 5209 International Corporate Finance (3 units)

Explores traditional areas of corporate finance from the perspective of a multinational company-concentrating on decision elements that are rarely encountered by purely domestic firms. Elements include multiple currencies, frequent exchange rate changes and varying rates of inflation, differing tax systems and derivatives; also studied are various FX exposures, global cost of capital, FDI strategy and international portfolio diversification.

MBA 5211 Executive Business Communications (3 units)

Focusing on strategic mapping, design and delivery of effective managerial and leadership communication to specific audiences, students strengthen written and oral communication skills critical for global leaders' effectiveness. Executive writing concepts include: strategy, efficient composing, 'scanability', document visual appeal, audience analysis, and crafting reports using data and statistical analysis. Effectively delivering compelling oral presentations emphasizes concepts including: identifying presentation purpose, strategy, design and use of appropriate media, audience analysis, effective use of the environment and stage, and using the body and voice effectively so as to develop a leader's 'stage' presence.

MBA 5212 Global Organizational Behavior & Team Dynamics in International Business (3 units)

Organizations are complex systems which increase in complexity as they expand globally, gain international employees, and develop multi-level relationships with international suppliers, communities and other stakeholders. This course examines how and why organizational and team behaviors are impacted by the challenges of global business, and explores models and applications for understanding these complexities within cultural-behavioral contexts. Students work within project teams to practice skills and strategies needed on global teams, including collaboration across diverse perspectives, conflict-resolution, mutual accountability and ongoing feedback. Ethical dimensions of employer-employee relations within international businesses are examined to hone students' moral reasoning as leaders in a dynamic world.

MBA 5213 Leadership and Organizational Development in Global Business Settings (3 units)

Key business leadership theories are analyzed and applied to assess leaders' effectiveness in international and cross-cultural settings. Leadership behaviors and practices in organizations are evaluated through case studies, exploring impact of leadership styles to achieve organizational goals. Leaders' role as an architect of organization culture and how structure impacts as well as limits change, are analyzed. Examine OD diagnosis and intervention strategies appropriate in various situations and the role of the internal and external OD specialists in a global context. Using a leadership behaviors feedback assessment tool, reflect on one's leadership styles and develop a plan to expand one's leadership style repertoire that demonstrates cultural competence and effectiveness with stakeholders in an international business setting.

MBA 5216 Global Operations and Supply Chain Management (3 units)

Focuses on the managerial challenges in the operations of manufacturing and service industries. Provides an understanding of the functional and strategic roles of production and distribution. Distribution strategies are evaluated and costs and benefits of cooperation and coordination between different firms in the supply chain are also investigated.

MBA 5217 International Entrepreneurship and Sustainability (3 units)

This course extends the notion of entrepreneurship not only across borders but also across the dimension that will define future business models: sustainability. It challenges students to re-imagine business models and introduces the principle that organizations and industries must "innovate sustainably" - using a triple bottom line approach that focuses on social, economic, and environmental factors (people, planet and profit). Students will research and evaluate global entrepreneurs across a broad spectrum of organizations, from new ventures and family-owned businesses to large corporations. The course provides students with a guiding framework for sustainable market-creation. It also highlights the importance of social networks in foreign entrepreneurial success and evaluates the role of public policy on global entrepreneurial ventures.

MBA 5218 Global Business Strategy (3 units)

This course focuses on the definition and implementation of business strategy for global operations. It explores the global competitive, socio-cultural and political environments and equips managers of SMEs and MNEs with a framework to formulate strategies in the global marketplace. It covers international trade and competitive advantage, competitive strategies, and alternative modes of foreign market entry including exporting, contracting with suppliers and distributors in the form of joint ventures and strategic alliances, and foreign direct investment. It also examines how parent-subsidiary relationships help MNEs and SMEs to formulate and implement strategies that would improve their performance.

MBA 5219 Emerging Markets and International Competitiveness (3 units)

This course offers a comprehensive look at emerging markets/economies through the lens of developed country firms as well as

indigenous firms in emerging markets. It investigates how the globalization of emerging markets create opportunities for developed country firms (SMEs and MNEs) and how these could be tapped, what challenges companies operating in emerging markets face, and what lessons can be learned from them. It also examines how indigenous entrepreneurs in emerging markets are building world-class companies to surface globally. The course centers on whether, and how, globalization impacts the international competitiveness of developed countries and firms differently from emerging markets and firms, using analysis at the country, industry, firm as well as subsidiary levels.

MBA 5224 Negotiating Across Stakeholders in International Arenas (3 units)

The long-term success of an international business requires negotiating across the varied interests and needs of multiple stakeholders. This course develops students' capacities to understand multi-stakeholder perspectives, analyze stakeholders' potentially-conflicting needs in global business situations, and practice negotiating strategies that are more or less likely to yield mutually-beneficial outcomes. Students will gain insights and experience in resolving international differences by drawing on theories from social psychology, political science, decision-making, and international law. They will learn personal, strategic, and structural barriers to international negotiations and how to formulate cross-country negotiations that could be acceptable across various global agents.

MBA 5225 Special Topics (3 units)

This course deals with contemporary business issues. Topics vary from year to year in an effort to capitalize on current trends and their impact on future business models and practices.

MBA 5226 The Business Environment of Asia (3 units)

This course discusses the economic potential of the Asia Pacific and South Asian regions where the traditional modes of production, culture, social, and political relations have been undergoing dramatic changes. As a result of advancement of transport and communication technology, economic linkages, and political alliances, Asia Pacific is experiencing intense change. To understand the issues, the course focuses on the economic, cultural and social basis of the countries in the region.

MBA 5227 The Business Environment of Europe (3 units)

This course deals with contemporary business issues relevant to Europe from an interdisciplinary and entrepreneurial perspective. Topics vary from year to year in an effort to capitalize on current trends and their impact on future business models and practices.

MBA 5240 The Business Environment of Latin America (3 units)

This course focuses on the effects of the growing globalization of business highlighting the historical trends and current forces that shape foreign and domestic business organizations doing business in Latin America. Topics include growing economic interdependence, political and cultural globalization, and political and financial risk assessment.

MBA 5250 The Business Environment of Africa (3 units)

This course focuses on the effects of the growing globalization of business highlighting the historical trends and current forces that shape foreign and domestic business organizations doing business in Africa. Topics include growing economic interdependence, political and cultural globalization, and political and financial risk assessment.

MBA 5262 Multinational Corporations and the Global Economy (3 units)

Understanding the working of global business is impossible without a good understanding of the operations of multinational corporations (MNCs); more than that, understanding the international economic environment is increasingly more important for anyone in the business sector. In this course the various types of MNCs, their various strategies, their competitive advantages and the special difficulties they face, are discussed; risk diversification, internalization, international transfer pricing, and foreign direct investment are thoroughly covered, as well as offshoring and outsourcing strategies; international networks, the international financial environment, and international financial crises, along with the dangers and opportunities to MNCs, are analyzed.

MBA 5271 International Industry Focus (3 units)

Focusing on a specific global industry, this course will investigate an industry, analyzing and comparing strategic practices, product marketing and financial standards across the globe. Geographic and cultural affects on the industry are examined and best practices determined.

MBA 5275 Executive Study Abroad (3 units)

Executive Study Abroad is an intense 9-10 day program that exposes the participant to multiple cultures and global business topics. Students are expected to complete in-depth, assigned readings prior to the trip abroad, then attend approximately 40

hours of business and organizational visits/lectures within the host country. Upon their return, participants select an approved topic then write an extensive research paper.

MBA 5280 Capstone Global Management (3 units)

Completed at the end of the MBA program, the capstone experience facilitates students' integration of business and global management knowledge and skills appropriate to an MBA graduate. This applied course stresses the importance of design of an organization's global strategy taking into account the global business environment and competitive pressures. Each student chooses between writing an international business plan, an internationally-focused research project, or a thesis that relates strategic thought to the greater global environment. Successful completion of the capstone demonstrates expertise in all the business disciplines.

MBA 5289 Vote Smart Challenge (1-3 units)

In this course, a team of students identify and conduct research on relevant facts pertaining to current issues. The information is analyzed and culminates in a project or paper.

MBA 5299 Independent Study (1-3 units)

Independent study is an opportunity for the student to customize a course in lieu of the requirements of another course. This option must be approved by the Director of Graduate Business Programs and the content area expert mentor. This option is granted as an exception and is not routinely allowed.

MBA 5996 Graduate Internship (3 units)

A minimum of 135 hours in a work situation which constitutes, in the judgement of the program director, a valid educational experience. Students work under the direction of an on-site supervisor.

Strategic Leadership (MBA-SL)

The MBA Strategic Leadership (MBA-SL) degree program is a challenging, academically rigorous curriculum designed specifically for experienced managers who seek to further their management acumen of domestic and global business, while also honing their team building, coaching and leadership skills. Students will examine and practice Organizational Development strategies and techniques to facilitate innovative organizational change. Focusing on real-world pragmatic business challenges, students will examine salient and timely issues in the work place, expand their leadership competencies and refine their business skills. Consistent with Dominican values, the MBA SL program infuses ethical leadership, sustainability, and globalization throughout the curriculum.

The MBA-SL examines leadership as a process of building constructive relationships that ethically inspire and motivate others to embrace a shared vision culminating in collaborative achievement of common goals, effecting positive change. Leadership education and training experiences in the School of Business and Leadership have an underlying theme: Promoting the leader's responsibility for shaping a constructive organizational culture. A constructive organizational culture, where colleagues trust one another, maintain ethical values and hold one another accountable for achieving shared organizational goals, tends to emerge from an organizational environment that establishes clear priorities and focuses on results. Organizations that empower their employees to demonstrate leadership are often successful and thriving ones. Our leadership development curriculum begins with participants' self-examination of one's leadership behaviors from a 360 degree perspective, exploring relationships among leaders, teams and individuals, and the inter-relationships of trust, conflict, clarity, accountability, innovation empowerment and result achievement.

Specifically designed as a part-time master's degree program for experienced managers, students are able to earn the MBA without interrupting progress in their current careers. Students meet in a cohort of 15 to 20 students every other Saturday for 2 years. The cohort format facilitates development of a supportive learning community and enhances the opportunity for students to build on their career and social networks. Each course includes eight 4-hour sessions on alternate Saturdays. The program's flexible learning model also includes the opportunity to complete an intensive, short-term executive study abroad trip. Two, 1-day Leadership Retreats are held at the beginning and at the end the program. The first retreat is on the Friday of the first weekend of term one to begin the learning community and to underscore the program's foci on theoretical constructs, but also on the increased personal effectiveness of each participant. The culminating retreat will be held on the Friday of the last MBA weekend.

Student Learning Outcomes

- 1. Broad Core of Business Knowledge**
MBA graduates will demonstrate knowledge of the abilities necessary to successfully approach, integrate and apply a broad core of business knowledge to organizational situations requiring interdisciplinary, entrepreneurial and global perspectives.
- 2. Change Leadership and Management**
MBA graduates will demonstrate knowledge of the leadership and management skills and abilities needed to collaboratively achieve optimum organizational outcomes consistent with the values of the organization.
- 3. Socially Responsible and Ethical Decision-Making**
MBA graduates will demonstrate knowledge of the capacity and moral courage required to influence organizational outcomes based on discernment of ethical, societal and environmental implications of managerial and leadership decisions
- 4. Critical Thinking**
MBA graduates will demonstrate knowledge of the systemic, analytical and critical thinking and research skills needed by managers of companies and organizations.
- 5. Application of Leadership Theory**
Strategic Leadership MBA graduates will demonstrate the approach and abilities necessary to successfully apply leadership theories that promote constructive and transparent organizational cultures in a context of global diversity.

Strategic Leadership (MBA-SL) Requirements

Foundation Courses* (Each course is 3-units for a total of 12 units)

MBA 5006		Applied Statistics and Research Methods	
MBA 5007		Financial and Managerial Accounting	
MBA 5008		Finance	
MBA 5009		Managerial Economics	

*Foundation courses may be waived if a similarly approved course was taken while obtaining an undergraduate degree and the student received a grade of 'B' or better.

Semester 1

MBA 5101		Executive Business Communications	
MBA 5115		Leadership Theory, Practice and Ethics	

Semester 2

MBA 5106		Strategic Marketing: Domestic and Global	
MBA 5116		Creating High Performance Teams, Coaching for Development & Performance	

Semester 3

MBA 5105		Accounting for Decision Making	
MBA 5117		Leadership and Strategic Planning for the 21st Century	

Semester 4

MBA 5109		Financial Management and Analysis	
MBA 5118		Leading People, Organizational Development & Consulting	

Semester 5

MBA 5110		Strategic Business Policies: Crafting & Executing Strategy	
MBA 5120		Navigating the Global Business Environment	

Semester 6

MBA 5119		Innovative Change & OD Interventions for Business Transformation	
MBA 5180		Capstone in Strategic Leadership	
Total MBA-SL			36-48 units

Strategic Leadership (MBA-SL) Course Descriptions

MBA 5006 Applied Statistics & Research Methods (3 units)

The course provides a basic understanding of what research can and cannot accomplish and how to effectively use research tools in management decision-making. Students learn how managers design a research project, when to commission one, and how to interpret and present quantitative and qualitative research results. Students will learn about problem formulation, determining research questions, sample theory and data collection methods.

MBA 5007 Financial & Managerial Accounting (3 units)

The study of accounting information used in decision-making (from a management perspective). Students evaluate corporate reporting using the balance sheet, income statement, statement of cash flows, and financial ratios. Budgeting, product costing and other internal financial management topics are covered. The course includes: problem solving, written analysis, actual company cases and addresses ethical issues.

MBA 5008 Finance (3 units)

Students learn how to obtain and use money to maximize the value of a business. Areas covered include: planning and managing equity financing, control of short term assets and liabilities, and measuring risk and value.

MBA 5009 Managerial Economics (3 units)

Examines forces and factors that impact overall performance on an economic system, including government policy and business decisions. Major topics include: GNP, full employment, unemployment, inflation, stagflation, aggregate demand and supply, and multiplier effects.

MBA 5101 Executive Business Communications (3 units)

Focusing on strategic mapping, design and delivery of effective managerial and leadership communication to specific audiences, students strengthen written and oral communication skills critical for global leaders' effectiveness. Executive writing concepts include: strategy, efficient composing, 'scan ability', document visual appeal, audience analysis, and crafting reports using data and statistical analysis. Effectively delivering compelling oral presentations emphasizes concepts including: identifying presentation purpose, strategy, design and use of appropriate media, audience analysis, effective use of the environment and stage, and using the body and voice effectively so as to develop a leader's 'stage' presence.

MBA 5105 Accounting for Decision Making (3 units)

This course examines the interrelations among emerging accounting systems and other organizational changes including new technologies. Participants will increase their ability to understand, analyze, and use financial statements. Students use accounting tools to analyze and classify costs and other data for management decision-making, planning and control.

MBA 5106 Strategic Market: Domestic & Global (3 units)

Examine the core role of strategic marketing in domestic and global business performance by studying the market-driven strategies of successful organizations competing in a wide array of products, services, and market situations. Current and emerging analytic techniques are used to identify and evaluate market opportunities, competition, and customers' needs and expectations. The course includes a study of situation analysis, segmenting and positioning, and the marketing mix, competitive benchmarking, as well as key areas of marketing management. Application will culminate in the creation of a marketing plan for a new or re-branded product or service.

MBA 5109 Financial Management & Analysis (3 units)

Participants examine the evaluation of projects, company strategies, and financial securities together with major financial decision-making areas. Topics include dividend policy, capital structure, mergers and acquisitions, financial restructuring, leveraged buy-outs, share repurchase, venture capital, raising and allocating investment banking, strategic risk management, forces governing world financial markets, and financial forecasting.

MBA 5110 Strategic Business Policies (3 units)

Examine the role of strategy formulation and implementation on sustained performance, the importance of cross functional and

holistic thinking, and the ability to recognize patterns of strategy under conditions of imperfect information. A focus is placed on organizational processes that facilitate strategy implementation in local, national and international arenas. The formulation and implementation of a comprehensive strategic plan (integrating all business disciplines) is reviewed. Consider impact of sustainability values in decision-making.

MBA 5115 Leadership Theory, Practice, and Ethics (3 units)

Key business leadership theories are analyzed and applied to assess leaders' effectiveness in cross-cultural business settings. Organizational leadership behaviors and practices are evaluated through case studies, exploring leadership style variations that influence others to achieve common goals. Evaluate effects of ethical and unethical behaviors and decisions on business effectiveness, and one's own ethical beliefs and actions. Examine and assess one's leadership style and develop a plan to expand one's leadership styles repertoire. Students complete a 360 degree feedback assessment of their leadership behaviors. Create and begin implementation of a leadership development plan, which is monitored throughout the entire SL program.

MBA 5116 Creating High Performance Teams, Coaching for Development & Performance (3 units)

Examine and evaluate theories and practices for optimizing human potential, focused on team performance in sustainable, ethical, strategy-driven organizations. This course focuses on importance of clear individual and team goals and incentives to achieve business objectives. Consider strategies for trust building, motivating, coaching, and mentoring to bridge gap between organizational strategic needs and team members' skill profiles, leading to competitive advantage. Clarify multiple and conflicting demands of successful performance management processes. Practice constructive conflict/negotiation, feedback and coaching skills. Receive personal feedback on leadership effectiveness related to student's leadership development plan originated in MBA 5115.

MBA 5117 Leadership and Strategic Planning for the 21st Century (3 units)

Review how leaders have strategically created and affected organizational outcomes. After examining the elements of a strategic planning process, students apply those principles to the creation of a vision/mission/metrics/strategy sequence, focusing on their own organization. Students create a strategic plan, determine specific outcomes it will deliver, and proceed to identify detailed short-term strategic initiatives and their execution. Using pre-determined processes, monitor effect of those initiatives on advancement of their mission statement while ensuring a targeted degree of inspiration, empowerment, innovation, and creativity. Apply sustainability-driven management practices by integrating sustainability across a sample company's organizational operations.

MBA 5118 Leading People, Organizational Development and Consulting (3 units)

Examine theories and practices for leading people to effect organizational change to achieve business goals. Analyze Organization Development (OD) theories of organizational structure, how structure impacts change, as well as limit its impact and a leader's role as an architect of the organization and its culture. Develop skills in constructive feedback and conflict management skills and negotiation processes to address obstacles and stay focused on the original objectives of a change initiative. Through the Dominican Leadership Learning Laboratory with executive-level clients from Marin businesses and non-profits, students will serve as consultants imparting feedback regarding their clients' 360 degree leadership assessments.

MBA 5119 Innovative Change and Interventions for Business Transformation (3 units)

Investigate impacts of change leadership on individuals, teams, and organizations in a global context. Examine attitudes and actions that overcome resistance, leading to innovative change. Considering OD systems and processes examined in MBA 5118, analyze strategies for approaches of assessing, planning, contracting, and creating organization development interventions, focusing on building managers' skills to act as effective change leaders. Examine OD diagnoses and interventions to achieve an organization's change goals and the roles of the internal and external Organizational Development (OD) specialists. Analyze case studies of intervention designs that seek to achieve an organization's change goals for small and large systems change.

MBA 5120 Navigating the Global Business Environment (3 units)

Analyze the competitive global business environment focusing on the intersection of international economics, finance, politics and culture and their impacts on conducting international business. Topics include economic interdependence, political and economic risk assessment, regulations of the world's national governments, impact of NGOs, international trade and opportunities of emerging markets, environmental sustainability, leveraging changing technologies, and the role of managing across cultures. Team projects focused on country and political risk analyses, industry assessments and feasibility studies to bring a product or service to overseas markets. A short-term intensive executive study abroad trip is optional.

MBA 5175 Executive Study Abroad (3 units)

Executive Study Abroad is an intense 9-10 day program that exposes the participant to multiple cultures and global business

topics. Students are expected to complete in-depth, assigned readings prior to the trip abroad, then attend approximately 40 hours of business and organizational visits/lectures within the host country. Upon their return, participants select an approved topic then write an extensive research paper.

MBA 5180 Capstone in Strategic Leadership (3 units)

Completed in the last semester of the MBA program, the capstone experience facilitates students' integration of business and leadership knowledge and skills appropriate to an MBA graduate. Successful completion of the capstone demonstrates expertise in all the business disciplines. Student teams compete in a business simulation using The Capsim Business Simulation, integrating key functional areas to create organizational results, which includes differentiation of for-profit and non-profit approaches. Teamwork is applied in practice rounds followed by individual performance in competition rounds. Participants of Capsim compete with other MBA teams from throughout the world.

MBA 5189 Vote Smart Challenge: Economy (1-3 units)

In this course, a team of students identify and conduct research on relevant facts pertaining to current issues. The information is analyzed and culminates in a project or paper.

MBA 5199 Independent Study (3 units)

Independent study is an opportunity for the student to customize a course in lieu of the requirements of another course. This option must be approved by the Director of Graduate Business Programs and the content area expert mentor. This option is granted as an exception and is not routinely allowed.

Sustainable Enterprise (Green MBA)

Transform Yourself. Transform Business. Transform The World.

Dominican University of California's Green MBA is an engaged learning community that seeks to promote financial viability, ecological sustainability, and social justice in business and organizations of all types. Students graduate with practical skills and experience, prepared to innovate, communicate, and lead effectively in the face of global challenges.

We provide a culture of collaboration and innovation for those ready to take responsibility in a complex world that needs rethinking.

Based in the San Francisco Bay Area, Dominican's Green MBA is an on-site program whose graduates receive a Master of Business Administration degree in Sustainable Enterprise. Students have a choice of two-year full-time or three-year part-time structures to accommodate life/work balance while pursuing the degree.

Mission

The Green MBA is an engaging learning community where people with strong environmental and social values develop effective leadership capacities to advance economically successful, ecologically restorative, and socially just initiatives in any type of organization.

Curriculum

The Green MBA curriculum integrates the stewardship of financial, human, and natural capital — beyond the triple bottom line — into a world-class program. Our collaborative, project-oriented approach integrates the development of entrepreneurial and intrapreneurial skills with critical thinking and leadership capacities. Our emphasis is on systemic approaches to understanding complexity, equipping students to innovate and nurture resilience in organizations of all sizes.

Transformation

Our guiding principle is: "Transform Yourself. Transform Business. Transform The World." Program participants begin by exploring their beliefs, purpose, passion, and world view. Students acquire the tools to lead organizations to transcend 'business as usual' practices and adapt with a rapidly changing world.

Community

The Green MBA community is a diverse, multi-generational group with a rich variety of life experience and work backgrounds. We cultivate a sense of place and belonging, and our network extends beyond northern California to global partners and a broad array of organizations and individuals who share our common purpose. Community events for students, alumni, faculty, and guests promote cross-pollination of ideas and the expansion of personal and organizational networks. Small classes, transparent communication, faculty-mentors, and collaborative, project-oriented learning create a supportive, challenging environment.

Student Learning Outcomes

1. Broad Core of Business Knowledge

MBA graduates will demonstrate knowledge of the abilities necessary to successfully approach, integrate and apply a broad core of global business knowledge to organizational situations requiring interdisciplinary, entrepreneurial and global perspectives.

2. Critical Thinking

MBA graduates will demonstrate knowledge of the systemic, analytical and critical thinking and research skills needed by managers of companies and organizations.

3. Change Leadership and Management Skills

MBA graduates will demonstrate the knowledge of the leadership and management skills and abilities needed to collaboratively achieve optimum organizational outcomes consistent with the values of the organization.

4. **Socially Responsible and Ethical Decision-Making Skills**

MBA graduates will demonstrate knowledge of the capacity and attributes required to influence organizational outcomes based on ethical, societal and environmental implications of managerial decisions.

5. **Sustainable Enterprise Transformation**

Green MBA graduates will demonstrate knowledge and abilities necessary to design and lead change initiatives to help create sustainable organizations.

Sustainable Enterprise (Green MBA) Requirements

Foundation Course:

Financial Accounting (3 units) must be taken prior to MBA 5305. Undergraduate course work with a grade of 'B' or better may substitute for this foundation course.

Core Courses (15 units)

MBA 5300		Critical Thinking for Business Redesign	6
MBA 5301		Communication Skills for Business Transformation	3
MBA 5302		Social Impacts of Enterprises	3
MBA 5303		Organizational Behavior for Business Transformation	3
MBA 5304		Systemic Thinking Labs	3
MBA 5305		Managerial and Environmental Accounting	3
MBA 5306		Marketing Strategy and Tactics	3
MBA 5309		Entrepreneurial Finance	3
MBA 5315		Sustainable Metrics, Advocacy and Policy	3
MBA 5319		Intrapreneurial Finance	1.5
MBA 5320		Eco-Commerce Models	3
MBA 5331		Marketing Research Methods	1.5
MBA 5340		Operations Management	3
MBA 5351		Ecological Economics	3
MBA 5361		Innovation, Design and Entrepreneurship	3
MBA 5380		Capstone in Strategic Enterprise Planning	3
Total Green MBA			48-51 units

Sustainable Enterprise (Green MBA) Course Descriptions

MBA 5300 Critical Thinking for Business Redesign (6 units)

This course introduces students to concepts and methods for leading the redesign of existing systems and enterprises to meet the authentic needs of humanity and the natural world. Students explore the anatomy of well-reasoned judgments by learning how and when to apply them to perceived opportunities and problems. Knowledge mapping and presentation skills, as well as observational challenges, external interviews and artistic work, infuse the course with a rhythm that includes head, heart, and hands.

MBA 5301 Communication Skills for Business Transformation (3 units)

Within the team setting, students practice specific methods to enhance a broad range of communication skills and their "emotional intelligence", including listening, observing, self-assessment, self-reflection, seeking feedback, providing feedback, addressing conflicts constructively and ethically, collaborating toward a common goal, and team evaluation based on shared standards. The instructor provides extensive feedback to individual students and teams regarding their ability to analyze, synthesize and convey complex ideas in writing. This course is taken concurrently with MBA 5303: Organizational Behavior for Business Transformation.

MBA 5302 Social Impacts of Enterprises (3 units)

"Enterprise" is embedded throughout our lives. We must transform enterprise design and its social impacts by recognizing how "micro-level choices lead to macro-level impacts" in consumerism and workplaces, with both positive and negative consequences to society. In this course student teams conduct qualitative social research to investigate social impacts of and on enterprises, their consequences, and future alternatives. Money systems, globalization, economic history, and community-based cooperative models are explored to support students' empowerment for economic choices, career choices and social transformation.

MBA 5303 Organizational Behavior for Business Transformation (3 units)

This course investigates how and why complexities increase as individuals form groups or teams, and as various groups form organizational systems. Students learn how to bridge leadership-management roles, how to distinguish between required systems and emergent systems, and how to assess ego-motivation, eco-motivation, and employee ownership in designing effective teams and workplaces. This course is taken concurrently with MBA 5301: Communication Skills for Business Transformation.

MBA 5304 Systemic Thinking Labs (3 units)

Complexity theory and the value of a systems perspective as leaders in business and society are explored through experiential exercises, readings and lectures. Essential techniques, tools and practices of systemic thinking and concepts for addressing complex issues are applied as ways of helping organizations take a systemic approach to complexity management.

MBA 5305 Managerial and Environmental Accounting (3 units)

Students learn the fundamentals of managerial accounting and how to use quantitative tools to measure organizational performance in order to achieve economic and environmental objectives. The course teaches students how companies, institutions and regulators can incorporate the concept of triple-bottom-line reporting. Students gain experience researching the financial, environmental, and social performance of various organizations. Prerequisite: Completion of a financial accounting course with a grade of 'B' or better.

MBA 5306 Marketing Strategy & Tactics (3 units)

This course will introduce students to the basic principles and vocabulary of marketing management and to the strategic implications of marketing decision making in the domestic and global marketplace. Instruction will focus on the marketing environment, the competitive challenges of the changing market structures, business ethics, and the tools that today's marketing manager needs to manage and mitigate risk in both for-profit and non-profit companies.

MBA 5309 Entrepreneurial Finance (3 units)

This course covers the development and interpretation of financial statements, with a particular focus on building financial statements and a case for outside funding for new enterprises. Students create financial models for their own enterprise or for a major initiative at an established organization. Prerequisite: Completion of a financial accounting course with a grade of 'B' or

better.

MBA 5315 Sustainable Metrics, Advocacy and Policy (3 units)

This course explores systemic organizational sustainability issues from the perspectives of the internal change agent and the external consultant. Multiple approaches are learned and practiced, from advocating organizational, state, national and global policies that create ground rules with the right incentives to designing metrics that illuminate organizational performance in natural, human and financial capital accounts. The course includes a significant consulting project that integrates and applies learning from this and prior courses.

MBA 5319 Intrapreneurial Finance (1.5 units)

This course includes elements of managerial economics and socially responsible investment that are especially relevant to sustainability entrepreneurs and intrapreneurs. Topics include understanding capital markets and how they affect internal capital budgeting decisions using payback period, NPV, IRR, and MIRR. This course is taken concurrently with Economics for Managers. Prerequisite: Completion of a financial accounting course with a grade of 'B' or better.

MBA 5320 Eco-Commerce Models (3 units)

This survey course provides an overview and comparative analysis of the major initiatives at the intersection of business development and environmental and social responsibility. Students conduct integrated sustainability audits of existing companies using a broad range of methodologies to help those companies achieve green business certification. Through these hands-on consulting projects, students experience a wide array of eco-commerce models and green business strategies.

MBA 5331 Marketing Research Methods (1.5 units)

This course teaches students methods and practices for applied field research to support environmental sustainability in business decision making. Students learn and practice qualitative and quantitative research methods through developing and implementing a research plan and generating a report relevant to a specific industry. Other common market research methods such as observational studies and in-depth interviews with local experts are explored.

MBA 5340 Operations Management (3 units)

This course is focused on the concepts and analytic methods that are useful in the design and management of an organization's operational and supply chain processes. Concepts of operational excellence, Lean, sustainability, and DMAIC are reviewed through exploration of current marketplace practices to identify risks and opportunities for operations managers. This survey course provides students with a review of the language, concepts, insights and tools to assess and improve operations in order to gain competitive advantage.

MBA 5350 Economics for Managers (1.5 units)

This course includes microeconomic concepts and analytical tools commonly used in business decision-making. After reviewing fundamental economic theories, students engage in topics including supply and demand analysis, price elasticity, and production cost analysis. This course is taken concurrently with MBA 5319: Intrapreneurial Finance. Prerequisite: Completion of a financial accounting course with a grade of 'B' or better.

MBA 5351 Ecological Economics (3 units)

In this course students explore how people, acting through the private, public, and nonprofit sectors, can effect change using a "triple-bottom-line" approach-sustainable scale, just distribution and efficient allocation. Through micro, macro, and ecological economics, students will learn how diverse private firms, non-profit organizations and government agencies, design, test and implement models of commerce in the hope of finding ways to protect the earth and its inhabitants while still maximizing value. Prerequisite: Completion of a financial accounting course with a grade of 'B' or better.

MBA 5360 Innovation, Design and Entrepreneurship (1.5 units)

All organizations need to be innovative and entrepreneurial in today's economy. Effectively conceptualizing and leading initiatives that address critical environmental and social issues in business requires creative thinking, market research, financial acumen, resource allocation and the ability to produce new business models. This course challenges students to transform their capacities to generate, plan and execute opportunities to bring new products, services and approaches to the market that have a positive impact on society. This course is open to students who entered the program prior to Fall 2012.

MBA 5361 Innovation, Design and Entrepreneurship (3 units)

Continuous innovation and an entrepreneurial spirit are hallmarks of the 21st century company. The process of design of products, services and organizations is the leverage point for resilient success. Effectively conceptualizing and leading initiatives

that address critical environmental and social issues in business requires creative thinking, market research skills, financial acumen, lean resource allocation and the ability to produce new business models. Students will advance and synthesize these skills through project-based learning. In addition, students will develop opportunity identification capabilities by participating in innovation and design challenges. This course challenges students to transform their capacities to generate, plan and execute opportunities to bring new products, services and approaches to the market that have a positive impact on society. This course is open to students entering the program in Fall 2012 or later.

MBA 5380 Capstone in Strategic Enterprise Planning (3 units)

This is a "capstone" business incubator course. Students develop either an entrepreneurial business plan or a strategic plan for a major new initiative for an existing business, integrating learning from the entire Green MBA program curriculum. Students build on their understanding of financial projection and capital planning by learning about funding options (from self-funding to venture capital), and how to develop flexible and adaptive organizations through the business planning process.

MBA 5389 Vote Smart Challenge: Environment (1-3 units)

In this course, a team of students identify and conduct research on relevant facts pertaining to current issues. The information is analyzed and culminates in a project or paper.

Clinical Laboratory Sciences (MS)

The Master of Science in Clinical Laboratory Sciences with an emphasis in Molecular Diagnostics is a non-thesis program designed to produce future leaders and advanced professionals in the clinical laboratory. The program's primary goal is to provide advanced training to students who are already CLS-licensed or CLS-license eligible.

In this program, students will be prepared to modify systems and procedures in an effort to make the clinical lab more efficient and cost-effective while still emphasizing the importance of obtaining accurate and reproducible patient results. In addition, when the need for more complex and sophisticated testing arises, they will be prepared to critically examine the issues and develop and/or apply new, cutting-edge, molecular technologies that most effectively meet the requirements of an ever-evolving medical "landscape". Molecular diagnostic techniques covered by this program include nucleic acid and protein extraction, gel electrophoresis, PCR, fluorescent *in situ* hybridization (FISH), restriction fragment length polymorphism (RFLP) analysis, and DNA and RNA microarray technology.

Although this degree is not thesis-based, students are expected, in their last semester, to carry out a research project that focuses on a specific issue or problem that currently exists in the clinical lab. The research proposal must be approved by a research supervisor. Upon completion of the program, students must submit a written report and give an oral presentation of their findings to faculty, students, and guests.

Student Learning Outcomes

Students completing a Master's degree in Clinical Laboratory Sciences will have acquired:

1. Knowledge of CLS laws and regulations, ethical practices, financial management strategies, and laboratory utilization in a clinical lab setting.
2. The ability to evaluate effectiveness of current quality system practices in the clinical lab and devise alternative quality control (QC) and/or quality assurance (QA) measures when necessary.
3. The skills necessary to analyze patient samples using state-of-the-art molecular diagnostic techniques combined with various computer applications and database management systems used in the clinical lab.
4. The ability to devise and carry out a research scheme designed to test an original hypothesis pertaining to a current issue in the CLS field.
5. The ability to analyze and evaluate research data and explain, both orally and in journal article format, its relevance to the general field of interest.
6. The ability to generate clear and concise written protocols for various CLS procedures.

Admission Requirements

Applications will be accepted in the Spring for Fall admission to the program; students will be notified by May. All applications will require the approval of the program chair for admission.

A complete application to the program will include the following:

1. Bachelor's degree in CLS, Medical Technology, Microbiology, Biochemistry, Biology, Chemistry or related field from an accredited institution of higher learning.
2. Minimum GPA of 3.0 for the last 60 units of graded undergraduate or graduate course work.
3. Must be nationally certified or license-eligible as a clinical laboratory scientist or medical technologist for the Master's of Science degree in CLS; applicants who are not CLS license-eligible may still apply to this program to earn a Master's of Science degree in Molecular Diagnostics.
4. Official scores on the Graduate Record Examination (GRE), which must have been taken within the last five years.
5. A personal statement (between 300 and 800 words) describing why the student is interested in pursuing a graduate degree.
6. Official transcript(s) of all college work.

7. Three letters of recommendation from instructors, professors, academic supervisors, and/or professional supervisors.
8. **For students whose first language is not English:** Must have completed the ELS Language Centers Level 112 with a 3.0 or have taken the Test of English as a Foreign Language (TOEFL) and earned a score of at least 213 (computer-based test) or 80 (Internet-based test).

In addition, the following requirements need to be satisfied before admission:

1. Graduate students must demonstrate competency in the following areas prior to taking the related graduate courses in the MS program in Clinical Laboratory Sciences:
 - Biostatistics or Statistics in the Health Sciences (MATH 3030);
 - Medical Microbiology (BIO 3620);
 - Medical Parasitology (BIO 4220);
 - Hematology (BIO 3630).
2. Competency may be demonstrated by either completion of a college course with a grade of 'B' (3.0), successfully testing out of a course through challenge exams, or completion of Dominican core competency courses. The Department Chair will determine which core competency areas have not been completed at the time of admission.

These courses must be completed prior to admission to the graduate program and will not be included in the 36 graduate units necessary to complete the program.

Clinical Laboratory Sciences (MS) Requirements

1. Completion of 36 units of the program, with a minimum grade of a 'B' or Pass.
2. Completion of an original research project approved by a research supervisor.
3. Successful completion of both a written and oral presentation of a research project.

The program will be taught by faculty in the Department of Natural Sciences and Mathematics or adjunct faculty from clinical labs and/or other universities that offer clinical laboratory training. Transfer credits of 3-6 units may be accepted for students who have completed similar graduate level courses at another accredited institution.

BIO 5200		Advanced Molecular Biotechnology	3
BIO 5300		Advanced Biochemistry	3
BIO 5410		Molecular Diagnostics Laboratory I	3
BIO 5420		Molecular Diagnostics Laboratory II	3
BIO 5600		Scientific and Technical Writing	3
CLS 5000		Current Issues in Clinical Laboratory Sciences	3
CLS/BIO 5110		Clinical Laboratory Laws, Regulations, Accreditations and Ethics	3
CLS 5120		Clinical Lab: Financial Management and Utilization	3
CLS 5200		Quality Systems	3
CLS 5210		Laboratory Information System (LIS) Applications in the Clinical Lab	3
CLS 5700		Master's Research Project	3
MBA 5225		Technical Project Management	3
Total MS in Clinical Sciences			36 units

Clinical Laboratory Sciences (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*.

BIO 5200 Advanced Molecular Biology (3 units)

This course will cover applied concepts and research techniques in molecular biology. It is designed to study more advanced concepts and how they may be applied in biotechnology. Topics include: various PCR techniques, recombinant DNA technology, site-directed-mutagenesis, epigenetic modifications, gene silencing, microarrays, and gene expression systems. 3 lecture hours.

BIO 5300 Advanced Biochemistry (3 units)

This course is designed to provide the student the opportunity to study the major aspects of biochemistry. Discussion of biochemical problems at molecular, sub-cellular and cellular levels with emphasis placed on aspects of biochemistry particularly important for biological, animal, and medical sciences will be presented. Specific topics will include (but are not limited to) functions of proteins, cell signaling, molecular biochemistry and regulation of gene expression. 3 lecture hours.

BIO 5410 Molecular Diagnostics Lab I (3 units)

This is an introductory lab-based course designed to familiarize students with basic molecular and biochemical techniques including: nucleic acid and protein extraction and quantification; gel electrophoresis, including both agarose and SDS-polyacrylamide gels; Southern, northern, and western blotting; and the polymerase chain reaction (PCR), including reverse transcription PCR (RT-PCR) and "real-time" or quantitative PCR (qPCR).

BIO 5420 Molecular Diagnostics Lab II (3 units)

This lab-based course is intended to build upon the skills acquired in BIO 5410 by introducing students to additional molecular diagnostic techniques used in the clinical lab, such as: DNA sequencing; fluorescent in situ hybridization (FISH); restriction fragment length polymorphism (RFLP) analysis; and DNA and RNA microarray technology.

BIO 5600 Scientific and Technical Writing (3 units)

This course is designed to improve students' scientific and technical writing skills through various reading and writing assignments. Students will learn how to generate comprehensive, easy-to-follow protocols according to CLSI guidelines as well as write papers in journal article format.

CLS 5000 Current Issues in Clinical Laboratory Sciences (3 units)

This is a seminar course designed to discuss the most pertinent issues facing today's clinical laboratory scientists.

CLS/BIO 5110 Clinical Laboratory Laws, Regulations, Accreditations and Ethics (3 units)

Lectures and discussions will provide an in-depth understanding and analysis of current laws, regulations, and accreditations that govern the clinical laboratory. Topics will include understanding and implementing the laws and regulations outlined by: the Clinical Laboratory Improvement Amendments (CLIA); California Business and Profession Code and Code of Regulations covering clinical laboratories; the Occupational Safety and Health Administration (OSHA); the Federal Drug Administration (FDA); the Joint Commission on the Accreditation of Health Care Organizations (JCAHO); the College of American Pathologists (CAP); the Association of Public Health Laboratories (APHL); and the Health Insurance Portability and Accountability Act (HIPAA). This course will also explore standard, acceptable and ethical research practices in advanced biological and clinical laboratory sciences, emphasizing responsibilities.

CLS 5120 Clinical Lab: Financial Management and Utilization (3 units)

This course is designed to introduce students to the various financial issues that must be addressed in the clinical lab. These issues include: generating and implementing a budget; determining laboratory fee rates and employee salaries; managing supply inventories; and preparing for prudent and cost-effective capital expenditures. In addition, students will learn about the various approaches and techniques necessary to make sure that clinical laboratory testing is carried out in a cost-effective way that also ensures optimal quality health care for patients. Topics will include comparing parallel and serial testing and automated patient models.

CLS 5200 Quality Systems (3 units)

This course will discuss and implement an effective quality system model akin to ISO15189 and Clinical and Laboratory Standards Institute (CLSI) GP26. Lectures and discussion will focus on quality management system and quality system essentials. The course will also include topics as related to method validation and specifications development for laboratory developed tests as well as quality control (QC) and quality assurance (QA) measures in the clinical laboratory.

CLS 5210 Laboratory Information System (LIS) Applications in the Clinical Lab (3 units)

This course will describe the various Laboratory Information Systems, middleware applications, and database management systems used in the clinical laboratory. Students will have hands-on experience as they learn how to effectively use these various applications and systems.

CLS 5700 Master's Research Project (3 units)

This is a semester-long, CLS-related research project designed and carried out by the individual student with the aid of a research supervisor. A final paper and oral presentation are required to successfully complete this course.

MBA 5225 Special Topics (3 units)

This course deals with contemporary business issues. Topics vary from year to year in an effort to capitalize on current trends and their impact on future business models and practices.

Counseling Psychology (MS, MFT)

The School of Education and Counseling Psychology develops professionals committed to excellence. Graduates are thoughtful practitioners who demonstrate ethical purpose, apply best practices, and use intercultural knowledge to serve the needs of a diverse and global society.

The Department of Counseling Psychology at Dominican offers professional training leading to the degree of Master of Science (MS) in Counseling Psychology. Those wishing to apply for licensure as Marriage and Family Therapists are required to take the concentration in Marriage and Family Therapy (MFT).

Student Learning Outcomes

The student will demonstrate:

1. An ability to effectively apply theory and techniques of counseling and psychotherapy as assessed by performance in counseling techniques courses; for the MFT specialization, passing the Comprehensive Clinical Proficiency Review (CCPR) and passing the written exam for MFT licensure at a significantly higher rate than the state average; and for the General Master's degree, passing the General Master's Proficiency Project (GMPP).
2. Competency in, effectiveness in implementing and ability to utilize client advocacy and collaborative care documentation that collaborates treatment with various systems of care as demonstrated by passing performance writing Individual Case Study and Treatment Plans, Group Treatment Plans, and Marriage/Family Treatment Plans in the courses: CP 5208 Advanced Counseling Techniques: Brief and Strategic Therapies, CP 5204 Advanced Counseling Techniques: Group Psychotherapy, CP 5246 Advanced Counseling Techniques: Family Therapy, presentation of case documentation in CP 5294 Fieldwork Seminar, and case presentation and CCPR Reviewer's Rating Scale.
3. An understanding of human diversity issues in counseling and the ability to apply interventions with a variety of clients as measured by performance in the course CP 5219 Human Diversity, CP 5294 Fieldwork in Counseling, volunteer service and project management measured in CP 5995 General Master's Proficiency Project Seminar, the CCPR Reviewer's Rating Scale or the General Master's Proficiency Project, and the On-Site Supervisor's Field Placement Evaluation Form or the On-Site Supervisor's Volunteer Placement Evaluation Form.
4. An understanding and ability to apply current law and professional ethics and values to specific client situations as measured by performance in the courses CP 5294 Fieldwork in Counseling Seminar, volunteer service and project management in CP 5995 General Master's Proficiency Project Seminar and CP 5217 Professional Ethics and Law, the CCPR Reviewer's Rating Scale, the General Master's Proficiency Project, the On-Site Supervisor's Field Placement Evaluation Form and the On-Site Supervisor's Volunteer Placement Evaluation Form.
5. Effectiveness and clarity in both written and verbal communication as measured by classroom performance, the CCPR Reviewer's Rating Scale or the General Master's Proficiency Project and the students' On-Site Supervisor's Field Placement or On-Site Supervisor's Volunteer Placement Evaluation Form.

Counseling Psychology (MS, MFT) Requirements

Requirements for Admission

New students are admitted for Fall and Spring semesters. Applicants for the Counseling Psychology Program must meet the requirements as stated in the *Admission to Graduate Study* section of this *Catalog*.

Admitted Student Status

Upon receipt of all required application materials, the Office of Admissions will notify applicants of the status of their applications. Those applicants selected for interviews will be invited to meet with a member of the Department of Counseling Psychology faculty. Applicants will be notified of the Admissions Committee's decision within two weeks.

Curriculum

The Master of Science degree in Counseling Psychology may require up to 60 semester units, depending upon a student's chosen concentration. Six of these units may be transferred from another institution with the approval of the Chair of the Department of Counseling Psychology. All classes are limited to a maximum of 20 students, depending upon course content. Fieldwork and General Master's seminars are limited to a maximum of eight students. Students who have not already taken an undergraduate or graduate course in Theories of Personality must take this course prior to the completion of their first year in the program. CP 5231 Phases of Human Development is a prerequisite for CP 5207 Advanced Counseling Techniques: Psychodynamic and CP 5217 Law and Ethics is a prerequisite to taking CP 5294 Fieldwork in Counseling and CP 5995 GMPP Seminar. It is recommended that students take these prerequisites early in the program. The core courses offered by the Department of Counseling Psychology at Dominican and the additional courses for the area of concentration are as follows:

Requirements for Counseling Psychology MS

CP 5200	Introduction to Counseling: Client-Centered and Crisis Intervention Techniques	3
CP 5203	Advanced Counseling Techniques: Behavioral and Cognitive Behavioral	3
CP 5204	Advanced Counseling Techniques: Groups	3
CP 5205	Advanced Counseling Techniques: Assessment and Treatment of Children	3
CP 5207*	Advanced Counseling Techniques: Psychodynamic	3
CP 5208	Advanced Counseling Techniques: Brief and Strategic Therapies	3
CP 5214	Domestic Violence: Assessment and Treatment	1
CP 5215	Child Abuse: Assessment, Reporting, and Treatment	1
CP 5216	Alcohol and Substance Abuse	2
CP 5217	Professional Ethics and Law	2
CP 5219	Human Diversity	2
CP 5221	Psychological Assessment	3
CP 5222	Research in Human Systems and Treatment Outcome	2
CP 5231	Phases of Human Development	3
CP 5237	Psychopathology and Treatment Planning	3
CP 5995**	GMPP Seminar (2 semesters)	6
Total Master of Science		43 units

*Prerequisite: CP 5231 Phases of Human Development, or consent of instructor

**Prerequisite: CP 5217 Professional Ethics and Law

Master's Degree in Counseling Psychology with a Concentration in Marriage and Family Therapy

CP 5200	Introduction to Counseling: Client-Centered and Crisis Intervention Techniques	3
CP 5203	Advanced Counseling Techniques: Behavioral and Cognitive Behavioral	3
CP 5204	Advanced Counseling Techniques: Groups	3
CP 5205	Advanced Counseling Techniques: Assessment and Treatment of Children	3
CP 5207*	Advanced Counseling Techniques: Psychodynamic	3
CP 5208	Advanced Counseling Techniques: Brief and Strategic Therapies	3
CP 5209	Advanced Counseling Techniques: Client Advocacy and Collaborative Care	3
CP 5214	Domestic Violence: Assessment and Treatment	1
CP 5215	Child Abuse: Assessment, Reporting, and Treatment	1
CP 5216	Alcohol and Substance Abuse	2
CP 5217	Professional Ethics and Law	2
CP 5218	Geriatrics and Long-term Care	1
CP 5219	Human Diversity	2
CP 5221	Psychological Assessment	3
CP 5224	Psychopharmacology	2
CP 5231	Phases of Human Development	3
CP 5237	Psychopathology and Treatment Planning	3
CP 5245	Clinical Aspects of Human Sexuality	1
CP 5246	Advanced Counseling Techniques: Family Therapy	3
CP 5247	Advanced Counseling Techniques: Couple Therapy	3
CP 5294**	Fieldwork in Counseling (4 semesters)	12
Total MFT		60 units

*Prerequisite: CP 5231 Phases of Human Development, or consent of instructor

**Prerequisite: CP 5217 Professional Ethics and Law

Additional Requirements

Competency Based

The Department of Counseling Psychology's program is a competency/outcome-based, program of academic and professional training. For those pursuing state licensure as a Marriage and Family Therapist, the Board of Behavioral Sciences requires that coursework be taken in prescribed areas. The Master's Degree in Counseling Psychology with a concentration in Marriage and Family Therapy is designed to meet the requirements of the Business and Professions Code Section 4980.36. The areas of professional competence required of all students include:

- Assessment, including a review of individual and group psychological, educational and vocational testing, and interviewing techniques
- Psychodiagnosis and treatment planning
- Counseling skills based on techniques from therapy courses in: Client Centered and Crisis Intervention; Psychodynamic; Behavioral and Cognitive Behavioral; Brief and Strategic; Family Therapy; Child Treatment; Groups and Couple Therapy. Many of these skills are used across the life span treating children, adolescents, adults and seniors.
- Consultation techniques
- Research in human systems and treatment outcome
- Human Diversity considerations
- Professional ethics and law
- Human communication
- Human biological, psychological, and social development
- Theories of personality
- Alcohol and substance abuse
- Child abuse, assessment, reporting, and treatment
- Domestic violence
- Building resiliency
- Dealing with trauma

Declaration of Concentration and Advancement to Candidacy

The Counseling Psychology department has two concentrations; Master's of Science (MS) in Counseling Psychology and the MS in Counseling Psychology with a concentration in Marriage and Family Therapy. Students must declare their area of concentration prior to completing their first semester. Students cannot register for any additional courses until they have been approved for their declared concentration.

Upon successful completion of 24 units within the Department, nine of which must be in either CP 5200, 5203, 5204, 5205, 5207 or 5208 (the counseling techniques courses), and fulfilling the prerequisite course in Theories of Personality, students are eligible to become Candidates. Students will be automatically reviewed by faculty for candidacy.

Fieldwork Experience

A minimum of 500 hours of fieldwork is an integral part of the Counseling Psychology program for both the General Master's concentration and the MFT concentration. Students work in governmental agencies, schools or colleges, non-profit and charitable corporations, or licensed health facilities.

General Master's Concentration

On-site professionals closely supervise all students during their volunteer placements. In addition, students participate in a General Master's Proficiency Project seminar composed of only eight students.

Counseling Psychology (MS, MFT) Course Descriptions

CP 5200 Introduction to Counseling: Client-Centered and Crisis Intervention Techniques (3 units)

Study of client-centered and crisis intervention theory and the grief cycle; skill practice in empathic understanding, unconditional positive regard, genuine and congruent interaction and crisis counseling techniques applied to children, adolescents, adults, seniors, couples, and families. Included will be: the study of styles of verbal and nonverbal human communication; human diversity which includes cultural and socio-economic diversity; information processing theory; an introduction to the field of counseling; recovery oriented care; resilience; the Mental Health Services Act; and selected counseling approaches meeting consumer and family member needs. The latest literature regarding evidenced-based therapies will be reviewed. Students not enrolled in the Counseling Psychology program must have instructor approval before registering for this course.

CP 5203 Advanced Counseling Techniques: Behavioral and Cognitive Behavioral (3 units)

Theory and skill practice in evidenced-based and collaborative treatment in behavioral and cognitive behavioral counseling, case management and consultation techniques with children, adolescents, adults, seniors, couples and families from diverse cultural and socio-economic groups. In order to help clients achieve healthy functioning and resilience, students will learn to apply specific behavioral and cognitive behavioral interventions, including treatment plans, to a variety of DSM IV diagnoses and situations such as parenting, school related issues, behavioral addiction and disaster and trauma response. Professional and ethical issues will be explored related to the utilization of these techniques. Students will develop two written case presentations, one behavioral and one cognitive behavioral applied to diverse populations and will write on a behavioral/cognitive behavioral topic of interest. This course is restricted to students in the Counseling Psychology program.

CP 5204 Advanced Counseling Techniques: Groups (3 units)

Theoretical and practical approaches to working with groups. Topics include: setting goals and objectives, group observation and assessment skills, leadership styles, process techniques, developmental stages, cultural and socio-economic diversity, social stress, and termination. Present-centered skills promote a balance of structure and process that facilitates insight, compassion, integrity, and flexibility. Recovery oriented applications are made to psychotherapy groups, support groups, organizational development, schools, managed care, in-patient hospitalization, community mental health, and social services. This course is restricted to students in the Counseling Psychology program.

CP 5205 Advanced Counseling Techniques: Assessment and treatment of Children (3 units)

Evaluation and treatment of children and adolescents in diverse cultural and socio-economic groups, including the study of disorders diagnosed during childhood and adolescence. Special attention will be paid to referral questions, case management in collaboration with family members, schools, and community agencies. Training in social skills will address social stress and encourage resilience. Theoretical orientations include recovery oriented, brief and long-term models, psychodynamic, expressive arts, play therapy, sand tray, behavioral, and cognitive behavioral. This course is restricted to students in the Counseling Psychology program.

CP 5207 Advanced Counseling Techniques: Psychodynamic (3 units)

Recent developments in psychodynamic theory and technique, including Object Relations, Self-Psychology, Control Mastery, Intersubjective, Relational and Masterson theories. Students develop the ability to think psychodynamically, work with transference and counter transference and to utilize relevant, supportive and long-term techniques with adolescents, adults and seniors by integrating theory, self-understanding and case examples from clinical practice. Prerequisite: CP 5231 Phases of Human Development or consent of instructor. This course is restricted to students in the Counseling Psychology program.

CP 5208 Advanced Counseling Techniques: Brief and Strategic Therapies (3 units)

Presentation and practice of brief and strategic psychotherapy models and disaster and trauma response for use within a managed care organization, community or clinical setting. Models include evidence-based, Solution-Focused, Narrative, and I.D.E. approaches applied to consumers and their families, diverse cultural and socio-economic groups, and HMOs. In order to further resilience, health and healthy functioning, issues addressed include behavioral addiction, co-occurring mental health and substance abuse disorders, personality disorders, psychosexual dysfunction, and other DSM IV categories as appropriate. Guest speakers present applications of Brief and Strategic therapy to diverse communities and cultures such as military bases, hospital wards, recovery centers, and prisons. This course is restricted to students in the Counseling Psychology program.

CP 5209 Advanced Counseling Techniques: Client Advocacy and Collaborative Care (3 units)

Students will learn the basic techniques of brokerage and clinical case management and how to apply these skills when working with adults, youth, and families. Specific case management, engagement, and treatment approaches for addressing the needs of “complicated” consumers with severe, persistent mental illness, trauma histories, and co-occurring mental health and substance abuse disorders will also be addressed. Additionally, students will learn how to engage in collaborative treatment with various systems of care, including, but not limited to: community behavioral health; alcohol and drug service providers; human service agencies; law enforcement/criminal justice; primary care; and academic/vocational services. Throughout the course, essential issues regarding resilience, illness prevention, health promotion, human diversity, and legal/ethical concerns will be highlighted and discussed. This course is restricted to students in the Counseling Psychology program.

CP 5214 Domestic Violence: Assessment and Treatment (1 unit)

The study of spousal or partner abuse assessment, detection, and intervention strategies, including knowledge of community resources, cultural and human diversity factors, and same gender abuse dynamics. Specific interventions and assessment strategies will be presented. This course is restricted to students in the Counseling Psychology program.

CP 5215 Child Abuse: Assessment, Reporting, and Treatment (1 unit)

Overview of identification, assessment, and reporting of child abuse and neglect. This course will include discussion of initial response and ongoing treatment for children, adolescents and adult survivors. There will be a speaker from Marin County Child Protective Services. Course meets BBS requirement for training in child abuse and neglect for marriage and family therapists. This course is restricted to students in the Counseling Psychology program.

CP 5216 Alcohol and Substance Abuse (2 units)

An integrative biopsychosocial model for the etiology, assessment and treatment of substance abuse. Topics include: commonly abused substances and trends in drug use; medical aspects of drug use; harm reduction; relapse prevention; legal issues; the relationship of social stress to drug use; co-occurring mental health and substance abuse disorders; and the effect of substance use on the individual, family, and community members. Best practice for evaluation and treatment are studied as applied to diverse cultural and socio-economic groups with an emphasis on at risk populations. In order to further health, healthy functioning and resilience, common resources available for treating alcohol and drug abuse will include speakers from community agencies and consumers of mental health services. Students not enrolled in the Counseling Psychology program must have instructor approval before registering for this course.

CP 5217 Professional Ethics and Law (2 units)

Review and analysis of statutory and regulatory licensing law and licensing process relating to the practice of psychotherapy. Differences in legal and ethical standards for different types of work settings will be explored. Topics include: psychotherapist-patient privilege; confidentiality; exceptions to confidentiality; duty to warn; family law and child therapy; assessment; detection and intervention with dangerousness and suicide; HIPAA; dual relationships; advertising; scope of practice; elder and dependent abuse reporting; child abuse reporting; online therapy; insurance reimbursement; termination of therapy; standards of care; therapist disclosure to patients; and record keeping. A variety of ethical issues and ethical dilemmas are examined by using hypothetical situations and recent court cases. This course is restricted to students in the Counseling Psychology program.

CP 5218 Geriatrics and Long-term Care (1 unit)

Overview of psychological, biological, social, and interpersonal issues during older adulthood. Topics include: biopsychosocial assessment of functioning and psychopathology in the elderly; therapeutic issues; treatment modalities and interventions; caregiving and long-term care and reporting elder abuse. Course meets BBS requirement for training in aging and long-term care for marriage and family therapists. This course is restricted to students in the Counseling Psychology program.

CP 5219 Human Diversity (2 units)

Exploration of issues of human diversity. Topics include: human diversity as it relates to socio-economics; social stress and society; culture; ethnicity; age and development; gender and sexuality; spirituality; DSM diagnoses; and other cultural mores and values. There will be special focus on the implications of human diversity issues on therapeutic and interpersonal relationships. Utilization of appropriate community resources will be addressed. Students will meet consumers and providers of mental health services will address current issues. This course is restricted to students in the Counseling Psychology program.

CP 5221 Psychological Assessment (3 units)

Study of psychometric concepts and theories of assessment. Topics include: cultural and experiential factors intersecting

assessment; how assessment is related to treatment planning and outcome evaluation; professional and ethical standards; and various projective and objective instruments. Included are the WAIS-R, the MMPI-II., Dissociative Experiences Scale, RATC, Beck Depression Inventory, Rorschach, TAT, and various other tests. Interviewing techniques will include: Mental Status Exam; child and family evaluation; and evaluation of social stress, suicide, and homicide. Emphasis will be placed on evidence-based and best practices as applied to the following diagnostic categories: organic brain disorders; thought disorders; mood disorders; adjustment disorders; anxiety disorders; and personality disorders. This course is restricted to students in the Counseling Psychology program.

CP 5222 Research in Human Systems and Treatment Outcome (2 units)

Understanding philosophical, epistemological as well as methodological components necessary to conduct research and study of treatment outcomes. Topics will include: ethical issues; subject selection; types of appropriate research design; and data analysis. Students evaluate research articles and formulate a research proposal in an area of their interest in counseling. This course is restricted to student in the Counseling Psychology program.

CP 5224 Psychopharmacology (2 units)

Study of the range of current psychopharmacological interventions and collaborative treatment as applied to co-occurring mental health and substance abuse disorders, the severely mentally ill, and other DSM IV diagnostic categories. The following medications are studied: anti-depressants; anti-anxiety; mood stabilizers; and anti-psychotics. Neurobiological mechanisms of mental disorders and behavioral addiction are reviewed in terms of current research. An extensive explanation of the process of sleep and sleep disorders is also covered. Interaction of psychopharmacological and psychotherapeutic interventions is discussed, including medication response and side effects. This course is restricted to students in the Counseling Psychology program.

CP 5231 Phases of Human Development (3 units)

Overview of psychological, biological, social, and cognitive concepts of development as applied to the entire lifespan from pre and peri-natal to death and dying. Research findings related to the understanding of human behavior within the context of cultural and socio-economic status will be discussed and interpreted through the perspectives of a number of developmental theorists. These findings will include health issues and counseling strategies involving geriatrics and long term care with diverse populations. Students not enrolled in the Counseling Psychology program must have instructor approval before registering for this course.

CP 5237 Psychopathology and Treatment Planning (3 units)

Study of diagnostic categories to prepare students to diagnose, communicate about, study, and treat individuals from diverse cultural and socio-economic communities. Topics include: organic brain disorders; thought disorders; mood disorders; adjustment disorders; anxiety disorders; stress; behavioral addiction; the severely mentally ill; and psychosexual dysfunction. The DSM-IV TR multi-axial system will be presented. Discussion is to include how culture, family patterns, and socio-economic status affect perceptions and experiences of psychopathology. Films and vignettes will be used to aid in diagnosis. This course is restricted to students in the Counseling Psychology program.

CP 5245 Clinical Aspects of Human Sexuality (1 unit)

Examines diverse views on contemporary issues regarding human sexuality and gender identity. Various physiological, psychological, and socio-cultural perspectives will be highlighted. Study of assessment and treatment of sexual dysfunction includes a review of contemporary best practice and evidence-based counseling approaches. This course is restricted to students in the Counseling Psychology program.

CP 5246 Advanced Counseling Techniques: Family Therapy (3 units)

Understanding of systems concepts and terminology. There will be presentation of various theories of brief and long-term family therapy using evidence-informed principles and their applications with diverse socio-economic populations and cultures. Students will formulate treatment plans applying these theories utilizing a strengths-based approach to written vignettes. Topics include: families as systems; family assessment; effects of developmental issues on families; blended families; parenting, and step-parenting; families of the severely mentally ill; socially and economically disadvantaged families; divorcing families; and how to help families become resilient. Speakers will address various special topics concerning families. This course is restricted to students in the Counseling Psychology program.

CP 5247 Advanced Counseling Techniques: Couple Therapy (3 units)

Presentation of various theories of brief and long-term couples therapy and their application to consumers from a variety of diverse cultural and socio-economic groups. Students will formulate treatment plans applying these theories to written vignettes

and will practice couple therapy techniques during role plays. Topics include: assessment and current couple research; the effects of social stress; stages of development; effect of childbirth on couple dynamics; de-escalation of conflict; differentiation; belief systems; attachment theory and its integration with systems; acceptance and change strategies; alcohol abuse, and spousal or partner abuse. This course is restricted to students in the Counseling Psychology program.

CP 5294 Fieldwork in Counseling (4 semesters) (12 units)

Four seminars are required for the MFT concentration (a total of 12 units) and two seminars (a total of 6 units) are required for the master's degree. This course is restricted to students in the Counseling Psychology program. Application, development and refinement of assessment, counseling, consultation, collaboration and case management skills and client-centered advocacy in approved fieldwork sites. Seminar includes consultation and training in the applied use of evidence-based theory to working with children, adolescents, adults, couples, and families from culturally and socio-economically diverse populations. Documentation skills and resource utilization will be emphasized. The mode of instruction is designed to foster integrity, sensitivity, flexibility, insight, compassion, and personal presence. Students will develop written case studies which include: assessment including mental status exam; family history; previous treatment history; medical history; case conceptualization; differential diagnosis; treatment planning; progress notes documenting the course of treatment; legal and ethical issues; human diversity issues; outcome report and prognosis; and community referrals. Supervision is provided by on-site supervisor and seminar provides group consultation and liaison between the University and on-site supervisor. Students are required to locate their own fieldwork placements and may use the internship files maintained by the Counseling Psychology Department.

CP 5995 GMPP Seminar (2 semesters) (6 units)

The General Master's Proficiency Project Seminar (GMPP) provides an opportunity for those students who wish to obtain a General Master's in Counseling Psychology to integrate, apply and demonstrate their knowledge through the development of a Master's Project pertaining to a special field of interest within Counseling Psychology. The project may comprise research, experience, design, service learning or other contributions to the field of Counseling Psychology which can be documented or presented. Project proposals are approved and monitored by the GMPP Advisor and are presented in progress within the required two semesters of Fieldwork Seminar. A final presentation of the project is made to an appropriate academic or community group or instructor during the semester of planned graduation. This course is restricted to students in the Counseling Psychology program.

CP 5999 Independent Study (1-3 units)

Directed reading and /or independent research on topic of special interest to student and faculty member. Only 6 units may be taken through Independent Study.

Education (MS) Degrees and Teaching Credential 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.

Student Learning Outcomes

Students completing the credential and Master's degree programs will demonstrate these learning 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, including English learners and students with special needs.
- 2. Understanding Theories**
Candidates value theory as an explanatory tool for practice; they demonstrate an understanding of theories relating to political, historical, cultural, linguistic, and psychological dimensions of teaching and learning.
- 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.
- 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.
- 5. Assessing Student Learning**
Candidates understand and use a variety of informal, formal, formative and summative assessments to determine students' progress and plan instruction.
- 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.
- 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.

Education Master's 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 three emphasis options are: Curriculum and Instruction, Special Education, and 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 - Curriculum and Instruction

All post-BA candidates who have completed their preliminary Multiple-Subject, Single-Subject or Education Specialist: Mild/Moderate or Level I credentials at Dominican are eligible to participate in this program of advanced studies in Curriculum and Instruction. This degree is designed to meet the professional career needs of practicing teachers, with an emphasis on teacher-as-researcher and teacher-as-scholar.

Candidates in this program carry 15 units from their credential program forward into this 30-unit master's program, and then complete an additional 15 units of core classes. Candidates complete a thesis or directed research project, approved by their advisor, which is presented at the end of the program to faculty and students.

Master of Science in Special Education

This program includes the Education Specialist Professional Level II Credential or ASD added authorization and a Master of Science in 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

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.

Teaching Credential 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. Supervised student teaching placements and internships are available 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: Professional Level II Mild/Moderate Credential Program. (San Rafael only)
- Education Specialist: Autism Spectrum Disorders Added Authorization (San Rafael only)
- Special program 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 the 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 Instruction Credential Program

The Preliminary Education Specialist Instruction Credential Program 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 Programs

The Dual Credential 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.

Education Specialist: Professional Level II Mild/Moderate Credential Program (San Rafael Only)

The Education Specialist: Professional Level II Mild/Moderate Credential Program is designed for preliminary credential holders to complete the professional induction program. Education Specialist courses may be used as part of the Masters of Science in Special Education degree program.

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.

Supervised student teaching and internship placements are available in Lake, Mendocino, Humboldt, Napa, and Sonoma counties. 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.

Preliminary Credential Program Requirements

Credential Program 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 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.
- 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.

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 5000 to EDUC 5400 are available in San Rafael. Courses numbered EDUC 5500 to EDUC 5600 are available 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.

Multiple Subject Teaching Credential Program (35 units) **Student Teaching Option**

EDUC 5000/5500		Education and Culture	3
EDUC 5056/5556		English Language Development	4
EDUC 5130/5530		Elementary Curriculum-Part 1	4
EDUC 5131/5531		Elementary Curriculum-Part 2	2
EDUC 5140/5540		Reading in Elementary School	3
EDUC 5150/5550		Observation/Preparation for Supervised Teaching	3
EDUC 5151/5551		Using Technology in Classrooms	1
EDUC 5160/5560		Supervised Teaching/Elementary	12
EDUC 5162/5562		Professional Development Seminar	2
EDUC 5164/5564		Teaching Performance Assessment	1
Total Units			35 units

Multiple Subject Teaching Credential Program (35 units) **Internship Option**

EDUC 5000/5500		Education and Culture	3
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EDUC 5056/5556		English Language Development	4
EDUC 5130/5530		Elementary Curriculum-Part 1	4
EDUC 5131/5531		Elementary Curriculum-Part 2	2
EDUC 5140/5540		Reading in Elementary School	3
EDUC 5151/5551		Using Technology in Classrooms	1
EDUC 5163/5563		Internship Year 1	7
EDUC 5164/5564		Teaching Performance Assessment	1
EDUC 5173/5573		Internship Year 2	7
EDUC 5520		Introduction to Teaching/Elementary	3
Total Units			35 units

Single Subject Teaching Credential Program (35 units)
Student Teaching Option

EDUC 5000/5500		Education and Culture	3
EDUC 5056/5556		English Language Development	4
EDUC 5230/5630		Secondary Curriculum-Part 1	4
EDUC 5231/5631		Secondary Curriculum-Part 2	2
EDUC 5240/5640		Literacy and Writing	3
EDUC 5250/5650		Observation/Preparation for Supervised Teaching	3
EDUC 5252/5651		Using Technology in Classrooms	1
EDUC 5260/5660		Supervised Teaching/Secondary	12
EDUC 5262/5662		Professional Development Seminar	2
EDUC 5264/5664		Teaching Performance Assessment	1
Total Units			35 units

Single Subject Teaching Credential Program (35 units)
Internship Option (San Rafael Only)

EDUC 5000		Education and Culture	3
EDUC 5056		English Language Development	4
EDUC 5230		Secondary Curriculum-Part 1	4
EDUC 5231		Secondary Curriculum-Part 2	2

EDUC 5240		Literacy and Writing	3
EDUC 5250		Observation & Preparation for Supervised Teaching	3
EDUC 5252		Using Technology in Classrooms	1
EDUC 5263		Internship Year 1	6
EDUC 5262		Professional Development Seminar	2
EDUC 5264		Teaching Performance Assessment	1
EDUC 5273		Internship Year 2	6
Total Units			35 units

Single Subject Teaching Credential Program (35 units)
Internship Option (Ukiah Only)

EDUC 5500		Education and Culture	3
EDUC 5556		English Language Development	4
EDUC 5620		Introduction to Teaching/Secondary	3
EDUC 5630		Secondary Curriculum-Part 1	4
EDUC 5631		Secondary Curriculum-Part 2	2
EDUC 5640		Literacy and Writing	3
EDUC 5651		Using Technology in Classrooms	1
EDUC 5663		Professional Development Internship Year 1	7
EDUC 5664		Teaching Performance Assessment	1
EDUC 5673		Professional Development Internship Year 2	7
Total Units			35 units

Education Specialist Mild/Moderate Teaching Credential Program (43 units)
Student Teaching Option

EDUC 5056/5556		English Language Development	4
EDUC 5130/5230/5530/5630		Elementary/Secondary Curriculum-Part 1	4
EDUC 5140/5540		Reading in Elementary School	3
EDUC 5150/5250/5550/5650		Observation and Preparation for Supervised Teaching	3
EDUC 5151/5252/5551/5651		Using Technology in Classrooms	1
EDUC 5160/5260/5560/5660		Supervised Teaching Elementary/Secondary	6

EDUC 5301/5501		Introduction to Special Education	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 5307/5507		Supervised Teaching and Professional Induction Planning	6
EDUC 5309		Advanced Curriculum	3
EDUC 5364/5564/5664		Teaching Performance Assessment	1
Total Units			43 units

***Education Specialist Mild/Moderate Teaching Credential Program (43 units)
Internship Option***

EDUC 5056/5556		English Language Development	4
EDUC 5130/5230/5530/5630		Elementary/Secondary Curriculum-Part 1	4
EDUC 5140/5540		Reading in Elementary School	3
EDUC 5150/5250		Observation and Preparation	3
EDUC 5151/5252/5551/5651		Using Technology in Classrooms	1
EDUC 5160/5260/5560/5660		Supervised Teaching Elementary/Secondary	3
EDUC 5301/5501		Introduction to Special Education	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 5307/5507		Supervised Teaching and Professional Induction Planning	2
EDUC 5309		Advanced Curriculum	3
EDUC 5363/5563		Professional Development Internship Year 1	4
EDUC 5364/5564/5664		Teaching Performance Assessment	1
EDUC 5373/5573		Professional Development Internship Year 2	3
Total Units			43 units

***Education Specialist: Mild/Moderate for Multiple or Single Subject Teacher
Credential Holder Program (21-23 units) Student Teaching Option***

EDUC 5301/5501		Introduction to Special Education	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 5307/5507		Supervised Teaching and Professional Induction Planning	6
EDUC 5309		Advanced Curriculum	3
EDUC 5350		Observations or Teaching (2)	1
EDUC 5364/5564/5264/5664		Teaching Performance Assessment (3)	1
Total Units			21-23 units

1. The student 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 a summative Teaching Performance Assessment.

Education Specialist: Mild/Moderate for Multiple or Single Subject Teacher Credential Holder Program (21-23 units) Internship Option

EDUC 5301/5501		Introduction to Special Education	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		Advanced Curriculum	3
EDUC 5350		Observation and Preparation for Supervised Teaching (1)	1
EDUC 5363		Internship Year 1 (2)	3
EDUC 5364/5564/5264/5664		Teaching Performance Assessment (3)	1
EDUC 5373		Internship Year 2 (2)	3
Total Units			21-23 units

1. Not required for SB 2042 credential holders.
2. The internship must be completed in a special education setting.
3. Not required for candidates with a summative Teaching Performance Assessment.

Dual Credential Multiple Subject Teaching Credential Program (50 units) Student Teaching Option

EDUC 5000/5500		Education and Culture	3
EDUC 5056/5556		English Language Development	4

EDUC 5130/5530		Elementary Curriculum-Part 1	4
EDUC 5131/5531		Elementary Curriculum-Part 2	2
EDUC 5140/5540		Reading in Elementary School	3
EDUC 5150/5550		Observation and Preparation for Supervised Teaching	3
EDUC 5151/5551		Using Technology in Classrooms	1
EDUC 5160/5560		Supervised Teaching Elementary	6
EDUC 5162/5562		Professional Development Seminar	2
EDUC 5164/5564		Teaching Performance Assessment	1
EDUC 5301/5501		Introduction to Special Education	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 5307/5507		Supervised Teaching and Professional Induction Planning	6
EDUC 5309		Advanced Curriculum	3
Total Units			50 units

***Dual Credential Multiple Subject Teaching Credential Program (50 units)
Internship Option***

EDUC 5000/5500		Education and Culture	3
EDUC 5056/5556		English Language Development	4
EDUC 5130/5530		Elementary Curriculum-Part 1	4
EDUC 5131/5531		Elementary Curriculum-Part 2	2
EDUC 5140/5540		Reading in Elementary School	3
EDUC 5150/5550		Observation/Preparation for Teaching	3
EDUC 5151/5551		Using Technology in Classrooms	1
EDUC 5160/5560		Supervised Teaching/Elementary	3
EDUC 5162/5562		Professional Development Seminar	2
EDUC 5164/5564		Teaching Performance Assessment	1
EDUC 5301/5501		Introduction to Special Education	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 5307/5507		Supervised Teaching and Professional Induction Planning	2
EDUC 5309		Advanced Curriculum	3
EDUC 5363/5563		Professional Development Internship Year 1	4
EDUC 5373/5573		Professional Development Internship Year 2	3
Total Units			50 units

***Dual Credential Single Subject Teaching Credential Program (50 units)
Student Teaching Option***

EDUC 5000/5500		Education and Culture	3
EDUC 5056/5556		English Language Development	4
EDUC 5140/5540		Reading in Elementary School	3
EDUC 5230/5630		Secondary Curriculum-Part 1	4
EDUC 5231/5631		Secondary Curriculum-Part 2	2
EDUC 5250/5650		Observation/Preparation for Supervised Teaching	3
EDUC 5252/5651		Using Technology in Classrooms	1
EDUC 5260/5660		Supervised Teaching/Secondary	6
EDUC 5262/5662		Professional Development Seminar	2
EDUC 5264/5664		Teaching Performance Assessment	1
EDUC 5301/5501		Introduction to Special Education	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 5307/5507		Supervised Teaching and Professional Induction Planning	6
EDUC 5309		Advanced Curriculum	3
Total Units			50 units

Dual Credential Single Subject Teaching Credential Program (50 units)
Internship Option

EDUC 5000/5500		Education and Culture	3
EDUC 5056/5556		English Language Development	4
EDUC 5140/5540		Reading in Elementary School	3
EDUC 5230/5630		Secondary Curriculum-Part 1	4
EDUC 5231/5631		Secondary Curriculum-Part 2	2
EDUC 5250/5650		Observation & Preparation for Supervised Teaching	3
EDUC 5252/5651		Using Technology in Classrooms	1
EDUC 5260/5660		Supervised Teaching/Secondary	3
EDUC 5262/5662		Professional Development Seminar	2
EDUC 5264/5664		Teaching Performance Assessment	1
EDUC 5301/5551		Introduction to Special Education	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 5307/5507		Supervised Teaching and Professional Induction Planning	2
EDUC 5309		Advanced Curriculum	3
EDUC 5363/5563		Internship Year 1	4
EDUC 5373/5573		Internship Year 2	3
Total Units			50 units

Education Specialist: Professional Mild/Moderate (15 units*)
(San Rafael Campus Only)

EDUC 5401		Professional Induction Planning	2
EDUC 5403		Advanced Curriculum and Instruction	3
EDUC 5404		Advanced Assessment	3
EDUC 5405		Advanced Behavior Support	3
EDUC 5406		Current Issues and Practices in Special Education	3
EDUC 5407		Professional Summative Seminar	1

Total Units		15 units
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*Note: In addition to these units, candidates must complete five additional university or non-university credit hours as outlined in EDUX 5402: Professional Development in Specialized Areas. The candidate may choose from a variety of non-university training options that support advanced professional development.

***Autism Spectrum Disorders Added Authorization (12 units)
(San Rafael Campus Only)***

EDUC 5801	Characteristics of Students with ASD	3
EDUC 5802	Assessing and Teaching students with ASD	3
EDUC 5803	Collaboration	3
EDUC 5804	Supervised Teaching	3
Total Units		12 units

***Master of Science in Education (30 units)
(San Rafael Campus Only)***

Core Requirements for Master of Science in Education

EDUC 5900	Research Methodologies in Education	3
EDUC 5901	Proposal Development	3
EDUC 5902	Courage to Lead	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		18 units

Twelve units of graduate coursework in education, business, humanities, and/or counseling psychology complete the degree (subject to availability and department approval). Additional graduate courses are available with department approval:

Select 12 units from the following 3-unit courses:

CP 5200	Introduction to Counseling*	3
CP 5215	Child Abuse	3
CP 5219	Human Diversity	3
CP 5231	Phases of Human Development	3
HUM 5302	Women, Work, Politics, and Education	3
MBA 5203	Introduction to Human Resource Management	3

MBA 5204		Organization and Leadership	3
Total Units			12 units
Total MS in Education Units			30 units

*Required before other Counseling Psychology classes.

Master of Science in Education: Curriculum & Instruction (30 units)

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

These 15 units are taken during the preliminary credential programs:

EDUC 5000/5500		Education and Culture	3
EDUC 5056/5556		English Language Development	4
EDUC 5130/5230/5530/5630		Elementary/Secondary Curriculum-Part 1	4
EDUC 5131/5231/5531/5631		Elementary/Secondary Curriculum-Part 2	2
EDUC 5140/5240/5540/5640		Elementary Reading/Literacy and Writing	3
EDUC 5301		Introduction to Special Education	3
EDUC 5302		Program Design and Curriculum Development	3
EDUC 5304		Formal and Informal Assessment	3
EDUC 5306		Behavior Intervention and Support	3
Total Units			15 units
Total MS in Education: Curriculum & Instruction			30 units

Master of Science in Special Education (30 units) (San Rafael Campus Only)

Core Requirements for Master of Science in Special Education

EDUC 5900		Research Methodologies in Education	3
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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

The following 15 units are taken during the Professional Mild/Moderate credential program:

EDUC 5401		Professional Induction Planning	2
EDUC 5403		Advanced Curriculum and Instruction	3
EDUC 5404		Advanced Assessment	3
EDUC 5405		Advanced Behavior Support	3
EDUC 5406		Current Issues and Practices in Special Education	3
EDUC 5407		Professional Summative Seminar	1
Total Units			15 units
Total Units MS in Special Education			30 units

Master of Science in Education: 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 5501		Introduction to Special Education	3
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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 5000 to EDUC 5400 are available in San Rafael. Courses numbered EDUC 5500 to EDUC 5600 are available in Ukiah. Courses numbered EDUC 5900 are MS Education courses. Semester offerings are subject to change based on enrollment.

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

EDUC 5000/5500 Education and Culture (3 units)

Explores education from an evolutionary and cross-cultural perspective. Focuses on the nature of culture, the transmission of culture, cultural relativism, and cultural congruence. Addresses the cultural diversity, the acquisition of culture, and inter-group relations. Required by candidates in both the Multiple-Subject and Single-Subject programs. Fall, Spring Semesters SR; Spring UK.

EDUC 5056/5556 English Language Development (4 units)

Introduces the study of language and the development of first and second languages. Includes consideration of linguistics, language structure and function; psychological, social, political, and cultural factors affecting second language acquisition; and strategies for teaching English learners. Fall, Spring Semesters SR; Fall UK.

EDUC 5120/5520 Introduction to Teaching/Elementary (3 units)

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. By approval of School of Education Professional Standards Committee. Fall, Spring SR, UK.

EDUC 5130/5530 Elementary Curriculum-Part 1 (4 units)

Explores instructional methodology, behavior management, classroom management, and basic concepts of the elementary school curriculum. Includes strategies and activities designed to increase skills for addressing diversity in the classroom and integrating technology across the curriculum. Preparation of teaching lessons and units is required. Fall, Spring Semesters SR; Fall UK.

EDUC 5131/5531 Elementary Curriculum-Part 2 (2 units)

Presents a series of workshops on mathematics, science, technology, visual and performing arts, physical education, and behavior management. Provides candidates with opportunities to explore these curriculum areas as they relate to student teaching and the elementary curriculum development. Fall, Spring Semesters SR; Spring UK.

EDUC 5140/5540 Reading in Elementary School (3 units)

Examines current literacy theories, based on principles of human learning and development, supported by strategies that emphasize literacy for all learners. Emphasis on organizing reading instruction, developing phonological and other linguistic processes, developing comprehension and independent reading, and supporting reading through written language. Fall, Spring Semesters SR; Fall UK.

EDUC 5150/5550 Observation/Preparation for Supervised Teaching (3 units)

Explores essential knowledge and skills required for effective elementary teaching according to the Teaching Performance Expectations (TPEs). Includes weekly observations in classrooms with diverse student populations, including special needs students and English learners. Leads to student teaching assignment. Fall, Spring Semesters SR; Fall UK.

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

Prepares credential candidates to use technology in ways that are useful for professional educators. Candidates will have hands on practice with a course management forum, finding and evaluating appropriate software programs and Internet resources, organizing and creating presentations, and basic digital photography and video. May be offered in blended hybrid format. Fall, Spring Semesters SR; Fall UK.

EDUC 5160/5560 Supervised Teaching/Elementary (12 units)

Full semester student teaching assignment in multiple subject classrooms under the supervision of directing teachers and University supervisors. Attention given to the education of special needs students and English learners. Taken concurrently with EDUC 5162/5562. By approval of the School of Education Professional Standards Committee. Fall, Spring Semesters SR, UK.

EDUC 5162/5562 Professional Development Seminar (2 units)

Examines issues and problems related to teaching in the elementary school. Fall, Spring Semesters SR, UK. (Summer by approval of Program Coordinator only.)

EDUC 5163/5563 Professional Development Internship in Elementary Schools, Year 1 (7 units)

First-year internship teaching and concurrent seminar on issues in elementary teaching. Attention given to educating special needs students and English learners. (May be repeated for up to a total of 7 units.) Fall, Spring Semesters SR, UK. (By approval of Program Coordinator.)

EDUC 5164/5564 Teaching Performance Assessment (1 unit)

Assesses the Teaching Performance Expectations (TPEs) through tasks in curriculum design, instructional planning and differentiated instruction, analysis of student work, and effective teaching. Fall, Spring SR, UK. (Summer by approval of Program Director only.)

EDUC 5173/5573 Professional Development Internship in Elementary Schools, Year 2 (7 units)

Second-year internship teaching and concurrent seminar on issues related to teaching in elementary schools. Attention given to educating special needs and English learners. (May be repeated for up to a total of 7 units.) Fall, Spring Semesters SR, UK. (By approval of Program Director.)

EDUC 5220/5620 Introduction to Teaching/Secondary (3 units)

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. Fall Intensive, Fall, Spring Semesters SR, UK. (By approval of Program Coordinator.)

EDUC 5230/5630 Secondary Curriculum-Part 1 (4 units)

Explores instructional planning, methodology, classroom management, and general concepts of secondary school curriculum. Includes strategies designed to increase skill for addressing diversity in the classroom and integrating technology across the curriculum. Preparation of teaching lessons and units is required. Fall, Spring Semesters SR; Fall UK.

EDUC 5231/5631 Secondary Curriculum-Part 2 (2 units)

Explores subject specific curriculum materials, assessments, and strategies for secondary teaching. Topics include art, business education, English, languages, mathematics, music, physical education, science (biology, chemistry, geosciences, and physics). Fall, Spring Semesters SR; Spring UK.

EDUC 5240/5640 Literacy and Writing (3 units)

Examines teaching strategies to foster student comprehension and critical thinking in subject areas. Explores reading apprenticeship model, the content of phonics, evaluating and selecting appropriate reading materials, examining assessment strategies, and interpreting test scores. Fall Intensive, Fall, Spring SR; Fall UK.

EDUC 5250/5650 Observation/Preparation for Supervised Teaching (3 units)

Prepares candidates for the demands of a teaching career through observation and participation in schools (selected by Dominican faculty) that include students from diverse populations, students with special needs, and English learners. Explores essential knowledge and skills, including adolescent development and school culture, required for effective secondary teaching and learning as defined by the California Teaching Performance Expectations (TPEs). Fall, Spring Semesters SR; Fall UK.

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

Prepares credential candidates to use technology in ways that are useful for professional educators. Candidates will have hands on practice with a course management forum, finding and evaluating appropriate software programs and Internet resources, organizing and creating presentations, and basic digital photography and video. May be offered in blended hybrid format. Fall, Spring Semesters SR; Fall UK.

EDUC 5260/5660 Supervised Teaching/Secondary (12 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 special needs students and English learners. Taken concurrently with EDUC 5262/5662. Prerequisite: Approval of School of Education Professional Standards Committee. Fall, Spring Semesters SR, UK.

EDUC 5262/5662 Professional Development Seminar (2 units)

Examines identity and integrity in teaching grades 7 - 12, developing as a professional educator, and issues and problems related to teaching in secondary schools. Attention given to assessment, classroom management, and developing appropriate relationships with students, school personnel, and parents. Fall, Spring Semesters SR, UK.

EDUC 5263/5663 Professional Development Internship in Secondary Schools, Year 1 (7 units)

First-year internship teaching in a secondary school setting. Attention given to the education of special needs students and English learners. (May be repeated for up to a total of 7 units.) Prerequisite: Approval of School of Education Professional Standards Committee. Fall, Spring Semesters SR, UK.

EDUC 5264/5664 Teaching Performance Assessment (1 unit)

Assesses the Teaching Performance Expectations (TPEs) through tasks in curriculum design, instructional planning and differentiated instruction, analysis of student work, and effective teaching. Fall, Spring Semesters SR, UK.

EDUC 5273/5673 Professional Development Internship in Secondary Schools, Year 2 (7 units)

Second year internship teaching in a secondary school setting. Attention given to educating of special needs students and English learners. (May be repeated for up to a total of 7 units). Prerequisite: Approval of School of Education Professional Standards Committee. Fall, Spring Semesters SR, UK.

EDUC 5301/5501 Introduction to Special Education (3 units)

Provides information needed to meet federal and state mandates for serving children and youth with mild to moderate disabilities in schools. Familiarizes candidates with the characteristics of exceptional students to determine how students are evaluated and taught, and provides for inclusive, collaborative educational experiences. Site visits to special education classrooms are required. Fall Intensive SR, UK.

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

Focuses on Individual Education Plan (IEP) development and curriculum planning and instruction for students with mild/moderate learning challenges. Candidates will write a complete IEP including transition plans. Candidates will 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 (3 units)

Focuses on responsible assessment practices that take into account the diverse backgrounds and needs of students with mild/moderate disabilities. Formal assessment topics include the relationship between assessment and teaching practices, statistical interpretation of standardized assessment instruments, and interpretation and use of standardized data to write appropriate goals for IEPs. Informal assessment topics include the use and interpretation of informal measures such as writing portfolios, curriculum-based assessment, student self-assessment and observational data collection. Addresses appropriate transition planning for students with learning challenges. Fall, Spring Semesters SR; Fall UK.

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

Provides an introduction to positive behavioral approaches for individuals with mild/moderate disabilities. Candidates learn that careful observation of behavior and attention to cultural differences are considered basic to the understanding of student behavior. Candidates are trained to develop Positive Behavioral Support Plans and address both individual and group classroom management issues using positive behavioral strategies. Spring Semesters SR, UK.

EDUC 5307/5507 Supervised Teaching and Professional Induction Planning (1-12 variable units)

Provides practical experience teaching students with mild/moderate disabilities and general education students in public and non-public school (K-12) settings. Candidates participate in and reflect on a variety of activities representing the different roles of special educators including: interactions with parents, participating in IEP meetings, and assuming additional responsibilities of full-time teachers and service providers for one semester. Candidates begin to plan for their second level or professional clear credential. This course is taken concurrently with EDUC 5160/5260/5560/5660. Fall, Spring Semesters SR; Spring UK.

EDUC 5309/5509 Advanced Curriculum (3 units)

Advanced training in assessment and instruction that address the individual needs of students with mild/moderate disabilities. Emphasizes advanced reading, mathematics, and writing curriculum that incorporates more sophisticated assessment, lesson plans, instructional modifications, and collaboration between relevant stakeholders. Fall Semesters SR, UK.

EDUC 5350 Observations of Teaching (1 unit)

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

EDUC 5363/5563 Professional Development Internship Year 1 (4 units)

First year internship teaching and concurrent seminar on issues in special education teaching. Provides ongoing support and guidance to first-year intern credentialed teachers serving mild/moderate populations. Focuses on developing a community of learners in special education classrooms that includes: fundamental organization, classroom management, instructional skills, use of assessment instruments, lesson/unit planning, and professional development. (May be repeated for up to a total of 7 units.) Fall, Spring Semesters SR, UK. (By approval of the Program Coordinator.)

EDUC 5364/5564/5664 Teaching Performance Assessment (1 unit)

Assesses the Teaching Performance Expectations (TPE's) through tasks in curriculum design, instructional planning and differentiated instruction, analysis of student work, and effective teaching. Fall, Spring Semesters SR, UK.

EDUC 5373/5573 Professional Development Internship Year 2 (3 units)

Second year internship teaching and concurrent seminar on issues related to special education teaching. Provides ongoing support and guidance to second-year intern credentialed teachers serving mild/moderate populations. Provides practical experience teaching students with mild/moderate disabilities and general education students in public and non-public school (K-12) settings. Candidates participate in and reflect on a variety of activities representing the different roles of special educators including: interactions with parents, participating in IEP meetings, assuming additional responsibilities of full-time teachers and service providers. Candidates begin to plan for their professional clear credential. Fall, Spring Semesters, Summer Sessions SR, UK. (By approval of the Program Coordinator.)

EDUC 5401 Professional Induction Planning (2 units)

Initiates and solidifies the collaborative relationship among the candidate, the University advisor, and the district support provider through the development of the Professional Level II Induction Plan and the Professional Development Portfolio. Candidates identify an experienced district support provider within the first 120 days of employment, with assistance from his/her employer and the University advisor. Prerequisite: Level I or Preliminary Education Specialist credential. Fall, Spring Semesters SR.

EDUC 5403 Advanced Curriculum and Instruction (3 units)

Advanced training in assessment and instruction that address the individual needs of students with mild/moderate disabilities. Emphasizes advanced reading, mathematics, and writing curriculum that incorporates more sophisticated assessment, lesson plans, instructional modifications, and collaboration between relevant stakeholders. Prerequisite: Level I or Preliminary Education Specialist credential. Fall Semesters SR.

EDUC 5404 Advanced Assessment (3 units)

Combines formal and informal assessment skills to evaluate the achievement skills of students with mild/moderate disabilities. Reviews basic formal assessment instruments, and the addition of more specialized instruments. Candidates administer and evaluate informal measures of achievement. Culminating activities include a case study that combines both formal and informal assessment measures. Prerequisite: Level I or Preliminary Education Specialist credential. Fall Semesters SR.

EDUC 5405 Advanced Behavior Support (3 units)

Addresses systems that assess, plan, and include academic and social skills instruction to support students with complex behavioral and emotional needs. Emphasizes behavioral and environmental strategies that support students with mild/moderate disabilities. Candidates collaborate with parents, educational, mental health, and other community resources to insure a positive learning environment and appropriate behavioral supports. Prerequisite: Level I or Preliminary Education Specialist credential. Spring Semesters SR.

EDUC 5406 Current Issues and Practices in Special Education (3 units)

Reviews, analyzes, interprets, and applies specific topical research in special education. Candidates select a research topic, formulate a research question, develop a research proposal, and analyze the literature and formulate a methodology that culminates in a paper/project designed to highlight the candidate's knowledge in a specialized area. Prerequisite: Level I or Preliminary Education Specialist credential. Spring Semesters SR.

EDUC 5407 Professional Summative Seminar (1 unit)

Candidates work with University faculty and district support providers to evaluate and finalize the candidate's Induction Plan Activities and the Professional Development Portfolio. The candidate demonstrates and/or documents his/her ability to implement, evaluate, and modify curricula, plan and present in-service workshops, create an area of professional specialization, apply theoretical knowledge to his/her own classrooms, supervise staff, and assume leadership responsibilities within his/her school, district, and/or community. Prerequisite: Level I or Preliminary Education Specialist credential. Fall, Spring Semesters SR.

EDUC 5801 Characteristics of Students with ASD (3 units)

Foundational understanding of the unique needs and challenges faced by students with Autism Spectrum Disorders and its impact on learning, behavior and information processing. Candidates demonstrate knowledge of the characteristics of students with ASD, including the core challenges associated with language and communication, cognition and neurology, social skills and behavior, processing challenges and its implications for program planning and service delivery. Fall semester, SR.

EDUC 5802 Assessing and Teaching Students with ASD (3 units)

Provides candidates with the knowledge, skills, and abilities to become proficient in implementing evidence-based, multi-faceted assessments, methodologies and strategies necessary in teaching and engaging students with Autism Spectrum Disorders from skills acquisition through generalization. Fall semester, SR.

EDUC 5803 Collaborative Field Seminar (3 units)

Provides support to candidates as they examine issues and challenges related to teaching students with autism spectrum disorders. The perspectives and expertise of collaborative partners will be explored. Concurrent enrollment in EDUC 5804-Supervised Teaching with Students with Autism Spectrum Disorders required. Spring semester, SR.

EDUC 5804 Supervised Teaching (3 units)

Provides candidates with practical experience teaching students with ASD in public and private school (K-12) settings. Candidates demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers, develop and implement transition and IEP plans, and effectively interact with families of students with Autism Spectrum Disorders. Scheduled during regular school sessions daily. Spring semester, SR.

EDUC 5900 Research Methodologies in Education (3 units)

Introduction to necessary components and important issues related to conducting educational research, Emphasis on developing skills necessary to critique research and to design research related to areas of interest. Prerequisite for EDUC 5901 Proposal Development. Hybrid: online and face-to face format. Course availability subject to enrollment. Fall and Spring Semesters, SR. Spring Semesters, UK.

EDUC 5901 Proposal Development (3 units)

Introduction to proposal design. Candidates design a research proposal and submit it for review and final approval as a prerequisite to Directed Research. Prerequisite for EDUC 5998 Directed Research. Hybrid, online and face-to face format. Course availability subject to enrollment. Fall and Spring Semesters, SR. Spring Semesters, UK.

EDUC 5902 Courage to Lead (3 units)

Based on the work of Parker Palmer, *Courage to Teach*, this course emphasizes writing, reflection and research for professionals interested in identifying and documenting value brought forth in their professional lives. Prerequisite for EDUC 5998 Directed Research. Online. Course availability subject to enrollment. SR, UK.

EDUC 5910 Leadership and Change in Education (3 units)

Students study theories of leadership and the history of change in education. Students examine ways in which they assume responsibility as an agent of change. Hybrid: online and face-to face format. Course availability subject to enrollment. Fall and Spring Semesters, SR. Fall Semesters, UK.

EDUC 5920 Cultural Pluralism in Education (3 units)

Students examine how socio-cultural, economic and political forces along with their own perspectives about diversity influence instructional practices. The course has a practical emphasis on identifying and redesigning curriculum that is diverse, inclusive, and respectful. Hybrid: online and face-to face format. Course availability subject to enrollment. Fall and Spring Semesters, SR. Fall Semesters, UK.

EDUC 5996 Internship (1-3 units)

5-15 hours a week in a work situation which constitutes a valid educational experience relevant to an academic discipline. Candidates work under the direction of an on-site supervisor. Units are counted toward graduation and towards some majors; a maximum of six (6) internship units can be counted toward a degree. Grading is Pass/Fail. Candidates must be recommended by their department advisors. Fall, Spring Semesters.

EDUC 5998 Directed Research in Education (3 units)

Please note: Students with no outstanding Incomplete course grades may enroll in EDUC 5998. Admission to this course is subject to final approval of a plan of study as per requirements in EDUC 5901 Proposal Development. SR, UK. Open only to students who have been admitted to candidacy for the Master's degree. Approval by candidate's major professor required. Online. Course availability subject to enrollment. SR, UK.

EDUC 5999 Independent Study (1-3 units)

Permission of instructor required. Faculty supervision.

Humanities (MA)

The Master of Arts in Humanities offers an interdisciplinary program that provides a flexible, integrated course of study designed to lead students to breadth of knowledge spanning the liberal arts. The program encourages students to make connections between different areas of human thought, expression, and experience in such fields as art history, history, literature, creative writing, music, religion, philosophy, and political theory. This interdisciplinary approach allows students to experience the methods and contents of more than one discipline as they investigate the various issues explored within the framework of graduate seminars. Students can have an emphasis in a particular discipline.

Graduate seminars meet one evening a week for two hours. Those students who are able to be more flexible in scheduling courses may be able to take some Upper Division Undergraduate courses, expanded for graduate credit.

The Master of Arts in Humanities is designed to provide life and career enrichment, cultural understanding, and an opportunity for personal advancement and fulfillment. Students who successfully complete the program will be qualified to teach in community colleges and will receive the necessary preparation in library research, critical thinking, and scholarly writing skills to pursue further graduate study.

Student Learning Outcomes

The student will demonstrate:

1. Students will demonstrate graduate level reading comprehension.
2. Students will demonstrate graduate level writing skills.
3. Students will demonstrate graduate level research skills.

An important aim of the program is to develop in students a sense of cooperation and scholarly fellowship as they explore together with the faculty the myriad manifestations of our human wonder and creativity in the seminars, courses, and projects.

Humanities (MA) Admission Requirements

See the **Admission to Graduate Study** section in this *Catalog*.

Program Description

Students select a 30-unit program with a culminating project, or a 33-unit program with no culminating project or the 38-unit Applied Music program. The MA thesis or culminating project is interdisciplinary and may be historical or contemporary in theme.

Project Track

30- or 38-unit program includes:			
		Pro-seminar	3 units
		Core Integrative Seminar	3 units
		Seminars*	21-30 units
		Culminating Project and Culminating Workshops	2 or 3 units

Non-Project Track

33-units program includes:			
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	Pro-seminar	3 units
	Core Integrative Seminar	3 units
	Graduate Seminars*	27 units
*Except for the Creative Writing track, nine (9) of the required units in the 30- or 33-unit programs may come from the following:		9 units
	Applied Music, Studio Art, and Creative Writing Workshops	
	Expanded Upper Division Undergraduate Courses	
	Independent Studies	
	Teaching Assistantships	
	Internships	
	Transferred Units (no more than six [6] – see <i>Transfer of Credit</i> below)	
	Upon approval of the director, students in the Creative Writing Emphasis or taking Studio Art may take up to 6 additional units of Creative Writing Workshops or Studio Art	

Emphasis

Students may choose an emphasis in one of the options noted below. An emphasis (except for Creative Writing) requires 15 (30-33 unit track) or 20 (38-unit applied music track) units in the emphasis, at least 6 units of which must be in graduate humanities seminars (classes numbered HUM 5101 and above) in the emphasis. For the 30-unit project track, three of the 15 units required for the emphasis are the Culminating Project (HUM 5002, 5003, and 5004). For the Creative Writing emphasis, students must take three Creative Writing workshops (9 units), one literature seminar (3 units), and the culminating project (3 units). For the Applied Music 38-unit project track, 2 of the 20 units required for the emphasis are for the Culminating Project (Hum 5004). For the 33-unit non-project track, the emphasis is 15 units. The emphasis is planned in consultation with the Director and the student's advisor. For some emphases, the student will need expanded Upper Division undergraduate classes.

The following are the possible academic discipline emphases:

Art History, Creative Writing, English, History, Music, Philosophy, Political Theory, Religion, Women and Gender Studies.

Note: Students must receive permission from the Chair of the Department of Literature and Language and the Director of the Graduate Humanities Program to select the Creative Writing emphasis. In the Creative Writing emphasis, nine of the required units must be Creative Writing Workshops.

To select the Applied Music emphasis, students must have an undergraduate degree in music or equivalent coursework in music, and permission from the Director of the Music Department and the Director of the Graduate Humanities Program.

Special Students

With the permission of the instructor and Director, non-enrolled (special) students may enroll in graduate seminars on a space available basis. Special students who wish to matriculate formally into the program must complete the requirements for admission in the **Admission to Graduate Study** section of this *Catalog*. A maximum of six units taken as a special student may be applied to the Program requirements after the student has been admitted.

Auditors

Auditors are allowed in most graduate humanities seminars, but must receive permission of the instructor. Auditors are not allowed in seminars where class maximum enrollments are met and in creative writing seminars.

Transfer of Credit

With the approval of the Director, up to six units of graduate coursework may be accepted from an accredited college or university and applied to the coursework for the MA in Humanities. These six units cannot replace the minimum number of graduate seminars at Dominican required by the degree. See the **Admission to Graduate Study** section of this *Catalog*.

Humanities (MA) Course Descriptions

HUM 5000 Professional Seminar: Humanities in the Contemporary World (3 units)

A study of key issues raised in contemporary culture about the humanities. Also provides an introduction to research methods, including use of Internet, CD-ROMs, and other library resources available for advanced study of the humanities.

HUM 5001 Core Integrative Seminar (3 units)

Inquiry into a philosophy of culture that considers the various symbol systems of humankind—language, myth, religion, art, music, and science—as related strands in an evolving web of meaning.

HUM 5002 Culminating Project Workshop I (0 units)

Course meeting several times during the semester to assist students in the preparation of a proposal for the culminating project, as well as assisting with research issues associated with the culminating project.

HUM 5003 Culminating Project Workshop II (1 unit)

Part 2 of workshop sequence providing students the opportunity to discuss issues related to research and completion of culminating project. Also provides a supportive atmosphere in which students can assist each other in dealing with issues related to completion of the culminating project. Prerequisite: HUM 5002.

HUM 5004 Culminating Project (2 units)

Projects are individually designed and developed in consultation with the Director and appropriate faculty members. The project may involve a traditional master's thesis; a research project expanding on a research paper/project from a particular seminar or class; an interesting, enlightening, persuasively argued essay; or a multimedia presentation on an issue related to the humanities.

HUM 5101 The Illustrated Word (3 units)

An introduction to the signs, symbol systems, and alphabets developed by different cultures to convey information through texts, pictures, and messages. The forms, styles, and purposes of written and illustrated materials from antiquity to the Renaissance. Comparisons of systems used in written and visual communication.

HUM 5102 Structures of Faith (3 units)

Focuses on the concept of "sacred space" as embodied in architectural forms developed to meet the needs of different religions; how and why these buildings look as they do. Explores external forms, interior spatial requirements, arrangements of spaces for participants, and liturgical accoutrements, such as statues, paintings, and stained glass.

HUM 5105 History of Gardens & Landscape Design (3 units)

A chronological and thematic survey of garden history and landscape design from the ancient/classical period to the present, including Western and non-Western examples. Literary, philosophical/aesthetic, political, scientific, social architectural, and artistic themes are addressed in this interdisciplinary seminar.

HUM 5106 Byzantium to Istanbul: City Across Time (3 units)

Graduate team-taught seminar (Art History/History) exploring the rich history of this city which has long been a crossroads for

West and East. Concentration on the political, religious, and artistic context of the city as it developed over time. Focus on people and events which have influenced or been influenced by this second Rome.

HUM 5107 Language in the Visual Arts (3 units)

An exploration of the use of written language in the visual arts from ancient to modern times. The relation of text and image in medieval manuscripts, the function of inscriptions and captions in ancient to modern art, the art of fine calligraphy, modern experimental typography, and the works of various artists will be showcased.

HUM 5108 Civic Imagery & Instant Messaging in Western Art (3 units)

An examination of visual structures and/or monuments from the point of view of their civic content. Some of these are overly civic in nature, and others, such as the Sistine Chapel, seem to be religious, but upon closer examination, reveal deeply civic and political content. Students will engage reading in the history, popular culture and philosophy of each period targeted.

HUM 5110 City as Text: Florence (3 units)

This course will study Florence during its Golden Age between the 14th and 16th centuries when Florence contributed much to Western Civilization. Interdisciplinary in nature, the course will investigate the period thematically, drawing on literature, politics, religion, and art to reveal different sides of the city's unique character. Note: not a travel course.

HUM 5111 City as Text: Venice (3 units)

Venice, Queen of the Adriatic and Most Serene Republic, a city of magic and charm is the subject of this seminar. Primary focus is the visual arts but it will also explore literary images of the city, music associated with San Marco and statecraft of the republic from its founding through the late 19th Century. Note: not a travel course.

HUM 5211 Chaucer (3 units)

"Except for Shakespeare," writes Harold Bloom, "Chaucer is foremost among writers in the English language." In this seminar we journey with Chaucer, as he explores the most significant human concerns, by focusing on three primary texts: The Consolation of Philosophy, Troilus and Criseyde, and The Canterbury Tales.

HUM 5212 Archetypes of American Literature (3 units)

Harry Potter a modern day King Arthur? Grendel a tragically wronged outcast? Penelope the true hero of the Odyssey? Through re-imagining familiar myths and tales, writers continue to discover new meanings in archetypes—meanings that rejuvenate our cultural images and simultaneously redefine who we are as individuals and how we live within a community. In this course, the study of such inter-related works, within their historical, social, and geographic contexts, allows exploration of the diversity and universality of human ideas and endeavors. Specific literatures studied (e.g., American, English, literature in translation) will vary from semester to semester.

HUM 5215 Major Authors (3 units)

Study of the works of individual major authors, such as Dante, Chaucer, Shakespeare, as art and in their literary, historical, and cultural contexts, as well as in relationship to other disciplines of study - for instance, art history, philosophy, politics, and religion. Specific authors and works will vary from semester to semester.

HUM 5217 The Active Voice (3 units)

An exploration of how sociological and political crises transform the literature of their time, forcing an intersection of public and private voices. Students will examine the work of poets who push the devastations of their culture into their most personal voice and writers who bear witness in their literary narratives. The course will combine lecture, discussion, and assignments designed to find the "heat" of the writer's experience.

HUM 5218 British Literature in Context (3 units)

This course explores cultural and social issues in nineteenth and twentieth century British Literature. We will read key literary texts by authors such as Charles Dickens, T.S. Eliot, and Virginia Woolf in tandem with scholarship from other disciplines.

HUM 5261 Creative Writing Workshop I (3 units)

An advanced writing workshop that invites students to explore their own capacity to surprise, inform, entertain, and provoke readers in one or more genres of creative writing, such as poetry, prose, drama, or screenwriting. Special emphasis on using themes and/or researched material to develop well-crafted work that is both artistic and authentic. Through readings, exercises, peer workshops, and conferences with the instructor, a portfolio of revised pieces will be developed.

HUM 5262 Creative Writing Workshop II (3 units)

An advanced writing workshop that invites students to explore their own capacity to surprise, inform, entertain, and provoke readers in one or more genres of creative writing, such as poetry, prose, drama, or screenwriting. Special emphasis on using themes and/or researched material to develop well-crafted work that is both artistic and authentic. Through readings, exercises, peer workshops, and conferences with the instructor, a portfolio of revised pieces will be developed. Prerequisite: HUM 5261.

HUM 5263 Creative Writing Workshop III (3 units)

An advanced writing workshop that invites students to explore their own capacity to surprise, inform, entertain, and provoke readers in one or more genres of creative writing, such as poetry, prose, drama, or screenwriting. Special emphasis on using themes and/or researched material to develop well-crafted work that is both artistic and authentic. Through readings, exercises, peer workshops, and conferences with the instructor, a portfolio of revised pieces will be developed. Prerequisites: HUM 5261, HUM 5262.

HUM 5302 Women: Work, Politics and Education, 1800-Present (3 units)

This course looks at women's roles in society and their claims to freedom by reading and discussing the words of the participants themselves. Reformers and defenders of the status quo in both the United States and Europe debated such issues as women's legal status, education, political participation (e.g. the vote), war and peace, and economic opportunity.

HUM 5303 19th Century Paris, City of Light (3 units)

Focuses on Paris, on the women and men (both notable and notorious) who lived, worked, wrote, painted, and died there; also on the monumental architecture which changed the look of the French capital (e.g., Arc de Triomphe, Sacre Coeur, and Eiffel Tower) during the 19th century.

HUM 5306 Women, Gender and Empire (3 units)

During the late 19th and early 20th centuries, European women played a major role in defining and maintaining the European empires. At the same time empires gave non-European women an opportunity to change their lives from those outlined for them. This course examines the contributions of and influences upon these European and non-European women.

HUM 5307 Pleasures of the Imagination (3 units)

Examines selected historical novels in reference to their historical context and the context of the times of their authors. Students evaluate the contributions of representative authors such as Stendhal, Tolstoy, Joseph Conrad, Kaye, and Samkange. Themes include history and popular culture; imagined history as a consumer industry; novels as historical evidence, gender, and class.

HUM 5309 Biography as History (3 units)

Examines biography as a historical genre. Biographies will be selected from different humanities' fields and from different historical eras. Students will study various forms of biography to evaluate biography's usefulness as an historical research technique and for learning history. Students will also study the role of individuals in history.

HUM 5310 Women and Christianity (3 units)

This course explores women's experience in Christianity over the past 2000 years and the importance and consequence of gender in the Christian experience. Is Christianity different for men and women? A respect for the variety within both the Christian tradition and the choices made by different women within it, are also important parts of this course. This course looks at both individuals and movements that fostered women's religious experience and at how different eras described women's religious role.

HUM 5313 Rake's Progress (3 units)

18th Century England. Examines issues in English history from 1688 to 1815 through primary sources and work by current historians. Topics include the Glorious Revolution, the Jacobites, the slave trade, the British Empire, economics, women, the Enlightenment, and the struggle with France.

HUM 5504 Virtuosity: Cultivating Moral & Political Character (3 units)

What does it mean to be virtuous? This seminar will explore a range of moral and political responses to the question of virtue, paying particular attention to the notion that moral and political virtue ought to be understood as a kind of intellectual and practical expertise, or virtuosity.

HUM 5507 Political Philosophy & Isms of Modernity (3 units)

We “late moderns” are confronted by a wide array of competing ideological perspectives, or what can be called the “Isms of Modernity”. What is the nature of ideology? What are the reigning ideologies of modernity, and what are the moral and political visions inherent in those that capture the bulk of our attention and commitment? What is at stake in the competition amongst the “Isms” of modernity? This course will take a philosophical look at the moral and political implications of liberalism, communitarianism, feminism, postmodernism, pragmatism, and various other isms.

HUM 5508 Gender, Ethics, & Politics (3 units)

This course is a survey and critical analysis of contemporary scholarship on the ethical and political implications of gender. We will consider the nature of ethics and politics as it has been reinterpreted from the perspective of various forms of feminist theory and explore the implications of gender from the perspective of studies on masculinity.

HUM 5509 Social Justice, Privilege and Oppression (3 units)

This course will examine how the philosophical constructions of difference are created to justify both privilege and oppression. In particular it will focus on current manifestations of racism, sexism, classism and how they are experienced by different groups of people. It will also explore various theories of social justice.

HUM 5601 The Buddhist Tradition (3 units)

A rigorous engagement with Buddhism’s central ideas and their major permutations against the background of its long pilgrimage across Asia and into the West.

HUM 5603 Science, Religion and the Human Future (3 units)

This course is a meticulous inquiry into the nature of science and the nature of religion as human quests for truth. It examines the history of their interaction, their conflict and cooperation in order to envision the nature and extent of their future coexistence.

HUM 5605 Psychology of Religion (3 units)

This seminar explores the work of the great early theorists in the psychology of religion, including James, Freud, Jung, and Adler, and then considers developments over the last sixty years. Students will investigate the works of Allport, Maslow, Erikson, and Becker, as well as Buddhist psychology, transpersonal psychology, psychology of religious violence, and recent theorizing in neuro-theology.

HUM 5606 Philosophy of Religious Pluralism (3 units)

“Religious pluralism” is the argument that humankind’s religions are, in principle, equally effective, culturally variant responses to a single spiritual reality (John Hick). Some Christian critics argue vociferously against this pluralism. This course is a sustained engagement with this vital debate, a debate that will play a role in shaping the future of religious co-existence on this planet for a long time to come.

HUM 5992 Thesis Continuation (0 units)

If after taking HUM 5004 a student has not completed the culminating project, s/he enrolls in this course in order to complete. The reader must be consulted prior to enrolling to make sure s/he will be available during the semester in which the student wishes to complete. Please note that most readers are unavailable during the Summer. If the project is not completed in the semester they were enrolled in HUM 5004, students have two years to complete their thesis and must register for HUM 4992, "Thesis Continuation," in the semester completed. Students who do not complete their thesis/project in two years, or who wish to abandon their thesis/project, must complete a 33 unit track program to receive their degree.

HUM 5994 Teaching Assistantship (1-3 units)

The privilege of serving as a teaching assistant is available to students who are interested with the approval of the Department Chair, the instructor concerned, and the Dean of the School. A contract between the student and the instructor to determine goals, specifics on project contents/materials, and evaluation process will be required at time of request. Course may be taken for 1-3 units.

HUM 5996 Internship: Graduate Humanities (1-3 units)

Students gain practical, hands-on training in their particular area of career or volunteer interest by working with an organization of their choosing, in consultation with their academic advisor and the Career and Internship office. After meeting with the academic advisor, students meet with the Career and Internship office to fill out the necessary paperwork and, then, after securing all

necessary signatures, submit an add/drop form along with the internship paperwork to the Registrar. This course cannot be accessed via the self-service registration cart. 1-3 units.

HUM 5999 Independent Study (1-3 units)

The privilege of independent study is possible for students who are prepared to undertake it based on student need or interest with approval of the Chair of the department, the instructor concerned, and the Dean of the School. The study must be in an area not covered by a regularly scheduled course. Course may be taken for 1-3 units. The maximum number of units that can be earned in one semester by independent study is 3; a total of up to six units of independent study may be applied to the degree.

Nursing (MSN) Clinical Nurse Leader

Dominican University of California is a University that is known for the ability to offer personal direction while maintaining academic excellence and engaged learning. The MSN, Clinical Nurse Leader (CNL option), program at Dominican provides a curriculum and educational approach that is consistent with this environment, offering a blended approach to understanding, interpretation, planning, and delivery of nursing care. Graduates of the Dominican MSN (CNL option) program serve as nurse leaders and positive agents for change in any setting in which health care is delivered, and assume accountability for health care outcomes across the continuum of care.

The CNL option emphasizes inclusion and respect for all clients, acknowledging diversity among ethnic and gender-specific cultures and the values inherent in each. With these values in mind, the CNL designs, implements, and evaluates client care by coordinating, delegating and supervising patient care provided by the health care team. The Dominican CNL is rooted in clinical nursing; optimistic about the possibility of effecting change in health care systems; committed to improving health care outcomes for all clients, and prepared to assume a leadership role in their selected clinical environment. Upon completion of the clinical and coursework, students are prepared to sit for the national CNL certification, which is a course requirement in their last semester.

The master's portion of the program includes 32 units (9 units in each of 4 semesters). The on-campus program meets once a week on campus. The program does not meet during the Summer. Off-site program schedules may be designed to accommodate our partner organizations. Our highest priority is providing students with a supportive and healthy learning environment. We help you to succeed.

The roles of the CNL include:

- Leadership in the care of clients and families across all environments
- Design and provision of health promotion and risk reduction services for diverse populations
- Provision of evidence-based practice
- Population-appropriate health care to individuals, clinical groups/units, and communities
- Clinical decision-making
- Design and implementation of plans of care
- Risk anticipation
- Participation in identification and collection of care outcomes
- Accountability for evaluation and improvement of point-of-care outcomes
- Customization of care
- Client and community advocacy
- Delegation and oversight of care delivery and outcomes
- Team management and collaboration with other health professional teams members
- Development and leveraging of human, environmental, and material resources
- Management and use of client-care and information technology
- Lateral integration of care for a specified group of patients
- (American Association of Colleges of Nursing, 2007, p. 10-11)

Clinical work is a requirement of the CNL role. For those applicants who are not working clinically, a clinical placement will need to be identified. We will help you find a suitable placement, so that your coursework will be applied in a clinical setting.

There are 400 clinical hours required for the CNL role, with the last 250 hours completed in the final semester as a role immersion. You may consider doing the immersion at your place of employment as the role of the CNL. Students will have the opportunity to complete the CNL competencies as outlined in the White paper (www.aacn.nche.edu/cnl). Students will have the opportunity to do a final CNL project, as well as a professional portfolio highlighting their CNL experiences. They are encouraged to present their projects at local conferences through podium and poster presentations.

Student Learning Objectives

At the end of this program the graduate of the CNL program will demonstrate:

1. Integrate scientific information in their practice.
2. Synthesize and apply organizational and systems leadership.
3. Implement quality improvement and safety measures.
4. Translate scholarship into practice.
5. Synthesize and apply information and health care technology to transform micro systems.
6. Integrate interprofessional collaboration for improving patient and population health outcomes.
7. Design clinical prevention and population health programs to improve health.
8. Participate in activities that advance the practice of nursing and our professionalism and articulate and embody the professional values of nursing.
9. Practice nursing as an advanced generalist.

*Culturally diverse refers to clients of different ethnic groups, religious backgrounds, genders, and sexual preferences. Referring to the client assumes sensitivity for cultural diversity. Client may be a patient in a hospital, individual in the community, or any individual who requires nursing care.

AA to MSN Fast Track

The Associates to Masters accelerated degree program is designed for the nurse with an Associates degree in nursing who wants to advance quickly to the Masters level. The first year in the program is a year of bridge work, after which the student advances into the graduate program, and proceeds through the usual course work after the third semester. This program results in a Masters in Science of Nursing.

Associate RN to MSN Program - Year One, Bridge Work

Fall (Semester 1)

- ENGL 3200 – Advanced Writing (3 units)
- NURS 3201 – Health Care Informatics (1 unit)

Spring (Semester 2)

- NURS 3001 – Transitions and Leadership (3 units)
- NURS 3205 – Nursing Research and Statistics (5 units)

Summer (Semester 3)

- NURS 4150 – Community Health (5 units)

Total 16 units bridge work. At this point, the student advances to graduate studies.

Completion of both the MSN and bridgework requires 52 units.

Clinical Nurse Leader Program Admission and Progression Requirements

See **Admission to Graduate Study** section of this *Catalog*. **Additional Note:** Students must have undergraduate research and statistics within the past five years or demonstrate a basic understanding of research and statistical concepts. Completion of a Community Health Nursing course is required for nurses with a non-nursing bachelor's degree. Completion of this course at Dominican will fulfill the California Board of Registered Nursing requirements for Public Health Nursing certification. Students must maintain an overall 3.0 GPA as defined in this *Catalog* under Graduate Education.

Transfer of Credit

Up to nine semester units of credit towards the MSN degree may be allowed for graduate work at another institution fully accredited for granting the MSN degree, if the grade is 'B' (3.0) or higher. The MSN faculty determines whether the work presented for transfer is acceptable. The units are transferred after the student has satisfactorily completed at least six units of graduate study in Dominican's MSN program. See the **Admission to Graduate Study** section of this *Catalog*.

Required Coursework:

BIO 5501	Epidemiology and Biostatistics	3
NURS 5106	Advanced Physical Assessment	3
NURS 5108	Survey of Nursing Research	2
NURS 5109	Advanced Pathophysiology and Pharmacology	4
NURS 5209	Leadership and Nursing Theories	4
NURS 5302	Outcomes Research and Evaluation Methods	2
NURS 5320	Health Care Economics	3
NURS 5330	Health Promotion and Disease Prevention Management	4
NURS 5410	Quality Assurance and Risk Reduction	5
NURS 5411	Health Care Policy/Organization of Health Care Systems	2
Total for MSN		32 units

Nursing (MSN) Clinical Nurse Leader Course Descriptions

BIO 5501 Epidemiology & Biostatistics (3 units)

The goal of this course is to critically evaluate Medical Literature at the Public Health level. Topics of study include: the use of rates, adjustments and comparisons of rates and risk factors, confounding and study designs (case-control, cohort, and clinical trials). Additionally, some bio-statistical concepts (logistic regression and survival analysis) are introduced. Prerequisite is MATH 2400 or PSY 3187 or equivalent statistics course. 3 lecture hours.

NURS 5106 Advanced Physical Assessment (3 units)

With a focus on health and wellness and associated anatomical dimensions – including health within the context of disability – assessment criteria and techniques are examined and developed. Attention is given to both theoretical content and hands-on laboratory experiences. Specific learning modules are required to supplement classroom work.

NURS 5108 Survey of Nursing Research (2 units)

Research studies in nursing and associated disciplines are surveyed. An overview approach is taken in an examination of the research process, and how this process impacts research in integrated practices. Students are guided to become better consumers of research. Issues concerning ethics, theoretical frameworks, project feasibility, collaborative research methods, funding, and barriers to dissemination are explored with an emphasis on research pertaining to the integration of health practices.

NURS 5109 Advanced Pathophysiology and Pharmacology (4 units)

This course examines physiological systems of the human body, aging processes, and related pathologies, and investigates how these changes and pathologies influence or guide nursing practice. Current insights are explored across the lifespan and the

implications of pharmacology related to pathophysiology.

NURS 5204 Advanced Anatomy, Physiology and Pathophysiology (3 units)

An advanced examination of physiological systems of the human body and their pathologies as influences on Western medical and nursing interventions. Current insights and explorations occurring in these fields are addressed, including the discipline of psychoneuroimmunology and its application to concepts associated with integrated health practices.

NURS 5207 Pharmacology & Herbalism (3 units)

This course focuses on topics of advanced pharmacology; it addresses issues related to the use of alternative/integrative/complementary herbalism, other medicinal substances, and related health care practices. The course examines the pharmacokinetics and pharmacotherapeutics of broad categories of Western pharmacologic agents. It also investigates areas of interaction between non-Western medicinal remedies and Western prescription and/or over-the-counter drugs.

NURS 5209 Leadership and Nursing Theories (4 units)

This course explores leadership theories in nursing and other disciplines that provide a foundation and direction for nursing practice as a clinical nurse leader. This course also explores new directions, adaptations, and application of theories and frameworks studied. Learners also examine how nurses can utilize these theoretical bases in practice in a manner that provides leadership for others.

NURS 5210 Advanced Pharmacology (3 units)

Students will explore the ethical, financial, and cultural implications of the use of traditional western, off-label, and experimental pharmaceuticals in individuals and select populations in a variety of clinical settings and across the lifespan.

NURS 5302 Outcomes Research and Evaluation Methods (2 units)

This course examines research methods used to assess and evaluate both the interest in, and distribution of alternative health practices, as well as the efficacy of the practices themselves and their integration into Western medical care. Evaluation methods for assessing the success of programs utilizing integrated practices are also explored. Students will begin to develop a guided plan for their own thesis work during the course.

NURS 5320 Health Care Economics (3 units)

This course uses a case analysis approach to the financial management of health care institutions. It incorporates quantitative analysis techniques, financial policy analysis, and costing methods. Applications of hospital and health care institutions financial management and decision-making are explored through lectures and case studies. The course includes: problem solving, written analysis, actual company cases and addresses ethical issues as they relate to health care organizations and prepares students for executive roles in health care settings. Prerequisites: Statistics and Nursing Research. Fall Semester.

NURS 5330 Health Promotion and Disease Prevention Management (4 units)

Includes a clinical component of 50 hours. This course on advanced health promotion, disease reduction, and prevention is focused on risk assessment, health literacy, and health education and practice, with a focus on combining western and non-western applications to achieve optimal outcomes. Health promotion, regimen management, caregiver stress, health behaviors, client education, and conceptions of health are examined in the context of the most common acute and chronic conditions affecting young adults middle-aged adults and the elderly. Fall Semester.

NURS 5410 Quality Assurance and Risk Reduction (5 units)

Includes a Clinical Immersion Component of approximately 300 hours. Exemplifies the role of the Clinical Nurse Leader and examines internal and external forces which affect care delivery in a variety of settings within health care systems and organizations. Opportunity to learn strategies for team coordination, quality management, and risk reduction. This course focuses on the client, the systems and processes, measurement, and teamwork. Spring Semester.

NURS 5411 Health Care Policy/Organization of Health Care Systems (2 units)

This course provides a macro and micro view of health care policy, organization, and financing in the US with attention to both the historical context and current political influences. Spring Semester.

NURS 5412 Quality, Safety and Risk Reduction I (3 units)

Students synthesize the information they have gained about the role of the Clinical Nurse Leader at the point of care to ensure

quality of care, safety and risk reduction. Examination of external and internal forces that influence patient outcomes are analyzed - looking at the system, the process, and the outcomes. This course is the first of two that focus on the client, the systems and processes and outcomes through measurement and teamwork. Students will complete 200-300 clinical hours.

NURS 5413 Quality, Safety and Risk Reduction II (3 units)

Students synthesize the information they have gained about the role of the Clinical Nurse Leader at the point of care to ensure quality of care, safety and risk reduction. Examination of external and internal forces that influence patient outcomes are analyzed - looking at the system, the process, and the outcomes. This course is the second of two that focus on the client, the systems and processes and outcomes through measurement and teamwork. Students will complete 200-300 clinical hours.

NURS 5992 Thesis Continuation (0 units)

Thesis continuation semester.

NURS 5999 Independent Study (1-3 units)

Contract required.

Occupational Therapy (MSOT)

Dominican University of California offers a Master of Science in Occupational Therapy degree for students entering at the graduate level.

Occupational Therapy Overview

Occupational therapists are licensed health professionals who help people of all ages, with and without disabilities, 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 of all ages 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.

Curricular Themes and Design

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 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 emotional and 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 engagement for persons with and without disabilities.

Curriculum Design

The MS/OT curriculum is a three-year course of study for individuals with a degree in another field. The concept of adaptation viewed as a continuum from exploration, to competence, achievement, and mastery, is used to organize the occupational therapy curriculum (Reed & Sanderson, 1999).

Year One: Exploration

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

Year Two: Competence

Students continue gaining competence in diverse practice areas and settings including occupations of adults and seniors, and apply previously learned concepts of occupational performance, adaptation, clinical reasoning, and environmental modification to resolve problems for clients. At the conclusion of the Spring semester, students undertake Level II fieldwork. Individual placements are determined with the fieldwork coordinator.

Year Three: Achievement

Students complete master's the and community program development projects. A professional development seminar supports the students' transition to practice. Special topics courses offer opportunities for increased breadth or depth in selected topics. Students complete a second Level II fieldwork during the Spring semester, and a third fieldwork experience is strongly recommended.

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, 20814-1220.

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 the 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.

Admission Requirements

1. Minimum of 40 hours of documented volunteer or paid work in a human service setting within the last year (20 hours of occupational therapy-related experience required).
2. Students must complete the following prerequisites before beginning the MSOT Program:
 - Human Anatomy (4 units with lab, completed within the last five years)
 - Human Physiology (4 units with lab, completed within the last five years)
 - Introduction to Psychology (3 units)
 - Abnormal Psychology (3 units)
 - Lifespan Human Development (3 units)
 - Introduction to Sociology or Cultural Anthropology - recommended, not required (3 units)
 - Conceptual Physics (3 units)
 - Three-dimensional art - e.g. ceramics (3 units) - may be satisfied via portfolio process
 - Statistics (math or psychology - 3 units)
3. Courses must be taken at an accredited institution of higher learning or through an accredited on-line university. The student must receive a grade of 'C' (2.0) or better.
4. Transfer courses may be taken for Lower or Upper Division credit.
5. GRE Scores
6. Minimum overall GPA of 3.0.

See **Graduate Admissions** for more information.

Progression Requirements for Master of Science Program in Occupational Therapy

Students who achieve less than a 'C' (2.0) in any course are required to complete the course satisfactorily prior to graduation. 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. A student who fails to score a 73% average or above on the examinations in a course cannot receive a grade higher than a 'C-' (1.7) regardless of grades earned on written work or other course assignments. Students are allowed to repeat one academic course and one fieldwork course before being subject to dismissal from the program.

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

Occupational Therapy Course Sequence

1. All courses in the occupational therapy major require admission to the major.
2. All practice courses are sequential, and must be taken in order. Exceptions require permission from the academic advisor and instructor.
3. Graduate students must maintain an overall grade point average of 3.0.

Occupational Therapy (MSOT) Requirements

OT Coursework:

OT 5011		Conditions in OT	3
OT 5012		Foundations of OT	4
OT 5014		Applied Human Movement	3
OT 5015		Psychosocial Aspects of Occupation I	3
OT 5016		Occupations of Children & Adolescents I	3

OT 5017		Occupations of Adults and Seniors I	4
OT 5101		Health Policy, Leadership & Management in OT	3
OT 5102		Culture and Human Occupations	3
OT 5103		OT Program Development in the Community	3
or OT 5143		OT Program Development: Assessment	
OT 5104		Educational Principles and Practices in OT	3
OT 5105		Research in the Health Professions	3
OT 5107		Professional Development Seminar	3
OT 5110		Capstone Research Proposal	3
or OT 5140		Capstone Program Development: Proposal	
OT 5111		Capstone Research Completion	2
or OT 5141		Capstone Program Development: Implementation	
OT 5112		Capstone Research Presentation	2
or OT 5142		Capstone Program Development: Presentation	
OT 5115		Psychosocial Aspects of Occupation II	5
OT 5116		Occupations of Children & Adolescents II	5
OT 5117		Occupations of Adults and Seniors II	5
OT 5130		Level II Fieldwork	6
OT 5131 or 5132		Level II Fieldwork	6
OT 52XX		OT Special Topics	2
Non-OT Coursework:			
BIO 5800/5805		Human Neuroanatomy & Physiology (with lab)	3
PHIL 3109		Ethics in Health Care	3
Recommended:		Third Level II Fieldwork in Specialty Practice (i.e., Pediatrics, Hand Therapy, Ergonomics Administration, Research or Program Development)	
Total OT and Non-OT Coursework			80 units

Occupational Therapy (MSOT) Course Descriptions

OT 5011 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 5012 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 other official documents of the profession are studied. Lab required.

OT 5014 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 5015 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 5016 Occupations of Children and Adolescents 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 5017 Occupations of Adults and Seniors I (4 units)

Identification and assessment of physically and/or cognitively 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 process of evaluation, planning, treatment, and referral are introduced. Lab required.

OT 5101 Health Policy, Leadership & Management in OT (3 units)

Health policy, leadership and management theories and principles related to current occupational therapy practice, including planning, organizing, directing, controlling, evaluating, and communicating. Introduction to health care systems, legislation and regulations relating to OT practice. Leadership skill development related to the OT profession.

OT 5102 Culture and Human Occupation (3 units)

An exploration of the influence of culture on health and health practices, the barriers that may occur 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 5103 OT Program Development in the Community (3 units)

Introduction to theoretical and conceptual models supporting community-based occupational therapy practice. Development of skills needed to design, implement, and evaluate innovative occupation-based programs in community settings. Other topics include business planning, grant seeking, and marketing of community-based programs. Community service hours are required. Graduate level status and successful completion of OT practice courses required.

OT 5104 Educational Principles and Practices in OT (3 units)

An introduction to teaching and learning theories used in occupational therapy practice and education. Practice developing educational interventions for clinical, community, and staff in-service teaching. Introduction to academic teaching methods and fieldwork supervision.

OT 5105 Research in the Health Professions (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 5107 Professional Development Seminar (3 units)

Designed to facilitate student transition to professional practice of occupational therapy. Content includes consideration of concepts of professional identity, preparation for fieldwork, and preparation for the national certification examination. Graduate standing in the OT major required.

OT 5110 Capstone Research Proposal (3 units)

Completion of a faculty directed group research proposal.

OT 5111 Capstone Research Completion (2 units)

Implementation of the approved proposal and completion of the written thesis.

OT 5112 Capstone Research Presentation (2 units)

Provides structure and support for thesis presentation and/or publication in a variety of academic and professional venues, including the creation of an academic poster.

OT 5115 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 5116 Occupations of Children & 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 5117 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 5130/5131/5132 Level II Fieldwork (6 units)

A minimum of 480 hours (12 weeks) full-time experience in a community agency or hospital setting with supervision by a registered occupational therapist. Development of skills in patient/client occupational therapy assessment and intervention processes. Prerequisites: Approval of Academic Fieldwork Coordinator, completion of all required courses. May be repeated for credit.

OT 5133 Level II Fieldwork: Special Topic (6 units)

Optional third level II fieldwork. Time and type of placement may vary.

OT 5140 Capstone Program Development: Proposal (3 units)

Completion of a group program development proposal, under faculty direction.

OT 5141 Capstone Program Development: Implementation (2 units)

Implementation of approved proposal in a community setting.

OT 5142 Capstone Program Development: Presentation (2 units)

Presentation of completed program in a variety of professional venues. Includes academic poster creation and submission for presentation or publication.

OT 5143 OT Program Development: Assessment (3 units)

Introduction to program assessment models and methods. Completion of program assessment process for a community program.

OT 5200 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.

Sample Courses (not all courses are taught every semester):

OT 5206 Crafts in OT (1 unit)

This course will provide students hands-on experience and opportunities to develop skills in paper, cloth, needlework, clay modeling, and leather work craft modalities. A variety of approaches to their use in therapeutic settings will be explored. Students will also learn how arts and crafts can be used for observing and describing occupational deficits in persons of all ages.

OT 5207 Wellness Movement (1 unit)

This course will explore movement wellness as the latest paradigm change in health care, and introduce students to a variety of wellness movement approaches. We will discuss wellness movement programs around the country that have been successful, and examine the evidence in support of wellness movement as a therapeutic modality. Wear loose clothing in which you can move comfortably.

OT 5209 Introduction to Hand Therapy & Splinting (1 unit)

This course will provide an introduction to the practice area of hand therapy and hands on lab experience in splint design and fabrication. Materials will include both the use of plaster as well as a variety of low temperature plastics. The course will include splinting for specific diagnosis, choosing the appropriate splint, and materials for joint contracture as well as for progressive mobilization. Static progressive and dynamic splinting will be covered. Emphasis will be on clinical reasoning, quality splint construction, and selection of a splint designed to increase participation in occupation.

OT 5210 Autism Spectrum Disorders - Child (1 unit)

This course will explore the etiology, diagnostic criteria, evaluation and treatment of children with Autism Spectrum Disorders. Designed to benefit both Occupational Therapy and Special Education students, special emphasis will be placed on the wide range of evidence-based interventions and treatments for children with ASD.

OT 5212 Healing & Mindfulness (1 unit)

Provides a historical, theoretical, evidence-based, and experiential introduction to the use of mindfulness as a therapeutic modality. Practical strategies for incorporating mindfulness into health-related professional roles and settings with varied populations will be presented. Students will explore and experience a variety of mindfulness activities, reflect on their individual and collective experience, and deepen their understanding of the healing power of mindfulness.

OT 5213 Teaching Handwriting (1 unit)

This course will provide the student with in-depth knowledge of how to teach handwriting in a fun and efficient manner using "Handwriting Without Tears" program for teaching print through cursive in grades kindergarten to 5th. It will also address the motor, sensory, and perceptual systems that affect pencil grip and classroom performance as it relates to handwriting. Lastly, we address some remediation strategies. In addition to one unit of University credit, students will receive a certificate of attendance from HWT for the HWT Kindergarten-5th course.

OT 5214 Fall Risk Reduction Program (1 unit)

This course will provide students with knowledge of multifactorial fall risks and provide hands on experience conducting psychometric tests to assess fall risk. In addition, students learn to identify intrinsic and extrinsic risk factors for falls and consider ways to decrease falls.

OT 5215 Self Regulation and Social Success (1 unit)

This one unit course will provide occupational therapy students with knowledge and clinical skills to improve the functioning of children and adults with self-regulation difficulties. The course will use lecture, treatment videos, demonstrations, and lab practice to improve students' ability to understand sensory processing, integration, and how it affects modulation. In addition, executive functions that impact self-regulation will be discussed and students will have an opportunity to work with tools that impact levels of alertness, social interaction and optimal functioning across settings.

OT 5217 High and Low Assistive Technology (1 unit)

From electronic health record to Wii-habilitation to virtual reality shopping malls, 21st century technologies are becoming part of mainstream therapy. Through guided explorations and peer presentations, this course informs students about applications of both low- and high-technologies in both remedial and adaptive interventions. Prerequisites: Only open to students who have completed OT 3016, OT 4017, OT 5116 and OT 5117.

OT 5218 Introduction to Sensory Integration (1 unit)

A sensory integration frame of reference is the most common approach used for OT assessment and treatment of children with Autism Spectrum Disorder as well as other learning and behavioral disorders affecting their performance of school related and other daily life skills. Students will learn basic principles of sensory integration, identify indicators for sensory integration interventions, and have an opportunity to use some clinical sensory integration equipment. Prerequisites: OT 3016 or OT 5016.

OT 5250 Writing for Health Professionals (1 unit)

This course is designed to improve students' ability to communicate effectively in writing, particularly related to their technical and specialized responsibilities as health professionals. In addition to the writing process, writing style, organization and clarity of the writing process are applied to the sentence and paragraph structure used in medial report, charting, and documentation.

OT 5992 Thesis Continuation (0 units)

Continuation of Master's thesis process. May be repeated as needed.

OT 5994 Teaching/Assistantship (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.

OT 5999 Independent Study (1-3 units)

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