President’s Welcome

As a Dominican University of California student, you are part of an ever-growing community that has discovered one of the country’s greatest small universities.

The spirit and traditions that built this university more than 100 years ago continue to guide us today. We endeavor to educate students to live and work in a global society, we encourage and support faculty research and scholarship, and we maintain our commitment to the local community. In Spring 2007, we will host the 21st National Conference on Undergraduate Research.

Dominican today has the greatest number of freshmen in the history of the University; in total, over 1,900 undergraduate day, undergraduate working adults, and graduate students are enrolled. We also have more full-time faculty than ever before, and more diversity in our student body, faculty, and staff.

Again, welcome to the Dominican community. We look forward to continuing success and academic excellence.

Joseph R. Fink, President

Correspondence

Mailing address: Dominican University of California
50 Acacia Avenue, San Rafael, California 94901-2298

Main telephone number: (415) 457-4440
Web site: www.dominican.edu
Office of Admissions E-mail enroll@dominican.edu

Campus Tours

Visitors are welcome. Appointments for campus tours should be made in advance with the Office of Admissions, Bertrand Hall, 79 Acacia Avenue.

Dominican University of California reserves the right to update and revise academic and administrative policies and procedures, tuition and fees, admissions and graduation requirements or any other information described in this Catalog without prior notification. Every attempt has been made to ensure that this Catalog is correct; however, the University does not guarantee absolute accuracy. Admission decisions and 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.
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<td>(415) 257-0123 <a href="http://ithome.dominican.edu">http://ithome.dominican.edu</a></td>
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<td>(415) 257-1309</td>
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<td>(415) 485-3207</td>
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<td>President</td>
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<td>(415) 485-3200</td>
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<td>Provost</td>
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<td>(415) 257-0153</td>
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Mark your calendars.

Significant dates for NCUR 2007 are listed below.

- Call for Applications and Abstracts: October 6, 2006
- Deadline for Applications and Abstracts: December 1, 2006
- Notification of Decision on Abstracts: January 19, 2007
- Deadline for Conference Registration: February 16, 2007
- Hotel Reservation Deadline: March 1, 2007
- NCUR 2007: April 12 – 14, 2007
**About the NCUR® Conference at Dominican**

Dominican University of California is proud to have been selected as the host location of the National Conference on Undergraduate Research (NCUR®) in April 2007. NCUR®, established in 1987, is an association supportive of college and university faculty, students, administrators and others interested in the promotion of undergraduate research. The main purposes of NCUR® are to: encourage awareness of undergraduate research, scholarship and creative activity in all fields of study; promote appreciation of the role these components play in complementing the other aspects of undergraduate education; encourage the pursuit of advanced study and academic careers and communicate the results of student-mentor collaborations. NCUR® seeks its goals through sponsorship of an annual conference and subsequent publication of the conference proceedings.

Dominican University of California will be the ideal location for NCUR® 2007 as the culture of the university is committed to fostering an interdisciplinary approach to learning amongst its diverse community of scholars, researchers and artists, all linked by a shared enthusiasm for teaching and learning. Conference participants will enjoy the intimacy of our unique university setting and will have easy access to enjoy the surrounding area. Dominican students, staff and faculty will have the opportunity to attend and participate in NCUR® 2007, since conference activities will replace the usual class schedule from April 11-13, 2007 for the April 12-14 conference.

For the past several years, Dominican students representing art, biology, business, environmental sciences, history, English, political science and psychology have participated in the NCUR® conference. Attendance at NCUR® has become a yearly event at Dominican and has grown from eight accepted students in 2002 to 41 accepted students in 2006.

Dynamic speakers are a key component of each NCUR® conference and 2007 will be no exception. Participants will have the opportunity to be inspired by marine biologist Sylvia Earle, Ph.D., the former chief scientist with the U.S. National Oceanic and Atmospheric Administration who has pioneered research on marine ecosystems and led more than 60 world-wide expeditions; biochemist and former astronaut Millie Fulford-Hughes, Ph.D., who flew in 1991 as a scientist astronaut as part of the Spacelab Life Sciences mission; and Dale Bredesen, M.D., the founding President and CEO of the Buck Institute for Age Research, a leading institution in the field of aging research.

Dr. Joseph R. Fink, President of Dominican, states “NCUR® 2007 participants will experience an outstanding professional program in an exceptional environment.” Our location combined with strategic strengths and facilities provide Dominican University of California with a rich canvas to present NCUR® 2007: “Undergraduate Research: A Fusion of Purpose, Passion and Potential.”
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- School of Business and Leadership  
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**UNDERGRADUATE PROGRAMS (DAY) AND COURSES**  
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- Art History (BA)  
- Biological Sciences (BA, BS)  
- Business Administration (BA)  
- Chemistry (Minor)  
- Communications (BA)  
- Dance (BFA)  
- Drama  
- English (BA), English with a Writing Emphasis (BA)  
- Environmental Studies (Minor)  
- Graphic Art and Design (BA, BFA)  
- Health Science/Pre-Occupational Therapy (BS/MS)  
- History (BA)  
- Humanities and Cultural Studies (BA)  
- International Languages  
- International Studies (BA)  
- Latin American Studies (Minor)  
- Liberal Studies/Teacher Education (Blended) (BA)  
- Mathematics  
- Music (BA), Music with a Concentration in Performance (BA)  
- Nursing (BSN)  
- Philosophy (Minor)  
- Physical Education Program  
- Physical Sciences  
- Politics (BA)  
- Pre-Law (Minor)  
- Psychology (BA)  
- Religion (BA)  
- Social and Cultural Studies  
- Sports Management (Minor)  
- Women and Gender Studies (BA)  

**PATHWAYS (EVENING/WEEKEND) DEGREE PROGRAMS FOR ADULT LEARNERS (BA)**  
- Pathways Evening/Weekend Majors  
- Pathways Combination Day-Evening Majors  
- English and English with a Writing Emphasis Majors (BA)  
- English and Writing (Minors)  
- Humanities and Cultural Studies (BA)  
- Psychology (BA)  
- Strategic Management (BA)  

**GRADUATE DEGREE PROGRAMS**  
- Corporate Education Programs (MAM, MAM-MM, MPA, MSE, MSP)  
- Counseling Psychology (MS, MFT)  
- Education (MS)  
- Global Strategic Management (MBA-GSM)  

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Dominican University of California

General Information

With students and faculty from a wide range of cultural and religious backgrounds, Dominican embraces diversity and a global perspective. Small classes and personal attention by dedicated faculty are the hallmarks of a Dominican education. The Dominican experience features such unique traditions as Shield Day, the senior thesis, and a four-year graduation guarantee. The University enrolls over 1,900 women and men in over 30 graduate and undergraduate degree programs in the liberal arts and professions.

Founded by the Congregation of the Most Holy Name, commonly known as the Dominican Sisters of San Rafael, and chartered in 1890, the University seeks to embody the Dominican educational ideals: love of truth, beauty, and the life of the mind, and a deep respect for the dignity and worth of the individual.

- **Interdisciplinary Study in the Humanities: Global Perspective**
  Through its programs the University seeks to foster an understanding of the human condition, an appreciation of cultural diversity and global interdependence, and to encourage the search for solutions to human problems through integration of the wisdom and perspective of many disciplines.

- **Liberal Arts and Professional Programs**
  In the design of its academic programs, the University places particular emphasis on the connection between liberal arts and professional programs. This connection assures that Dominican’s professional courses of study are informed by humanistic ideals and that the liberal arts disciplines are constantly challenged to integrate theory with realistic awareness of society’s needs and expectations.

- **Student Life**
  The University community is consciously oriented to the intellectual, ethical, spiritual, and social development of students. Faculty and staff challenge students to clarify their values, to think critically and creatively, and to listen and communicate effectively. They also challenge students to make decisions and live with the results of those decisions. Extracurricular activities, residence life, work-study, and internships give students opportunities to experiment with different roles and to experience growing competence.

**Faculty:** Since awarding its first bachelor’s degree in 1917, the University has built its reputation on the quality of its faculty and on excellence in teaching. The faculty of approximately 280 members hold degrees from colleges and universities throughout the world.

**Environment:** Located on 80 wooded acres in Marin County, California, 11 miles north of San Francisco, the University campus offers an environment of great natural beauty and peace, which both attracts students and supports their need for reflection in order to integrate all that they learn and experience.

**Non-Discrimination:** Dominican University of California offers equal education and employment opportunity to all persons regardless of age, color, disability, ethnicity, gender, national origin, pregnancy, race, religion, sexual orientation, or veteran’s status. This policy is in consonance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Executive Order 11246, as amended; Section 504 of the Rehabilitation Act of 1973; the Pregnancy Discrimination Act of 1978; the Age Discrimination Act of 1975; and applicable laws of the State of California.

**Student Body:** Dominican enrolls over 1,900 students – graduate and undergraduate, resident and non-resident – from across the United States and more than 24 other countries. The University has had coeducational graduate enrollment since 1950 and coeducational undergraduate enrollment since 1971.

**Student Life:** Students enjoy on-campus concerts and lectures, art exhibits, and student government. The intercollegiate athletic program supports NAIA teams in men's and women's basketball, soccer, and golf, women's volleyball, softball, and tennis, and men's lacrosse. Proximity to San Francisco and other Bay Area cities affords students many opportunities for education, cultural enrichment, recreation, and employment.
Facilities: Dominican’s physical resources include: library; science, nursing skills and other laboratories; computer center; computer classrooms; amphitheater; art gallery; fine arts studios; music conservatory with concert auditorium; recreation center; swimming pool, athletic fields and tennis courts; student center; residence halls; dining hall; and classroom buildings.

Academic Freedom

Dominican University of California is committed to the open analysis, discussion, and assessment of ideas and values. It supports the proposition that education involves both analysis and re-evaluation of accepted ideas, attitudes, and practices of the culture, with the aim of conserving the good, exploring new ways of thinking and acting, opening new vistas of knowledge, establishing a more profound art, and creating a more vital spirituality.

Dominican assumes that it is the responsibility of all faculty to uphold the purposes and aims of the University as stated in the University Catalog.

Mission

Dominican University of California transforms lives. We are an independent, international, learner-centered university of Catholic heritage which interweaves Dominican values, the liberal arts and sciences, and the skills and knowledge necessary to live and work in an interdependent world.

Diversity Declaration

Dominican University of California declares that its commitment to diversity and the fulfillment of its educational mission is best achieved when every member of the University community upholds in thought, word, and deed:

“E Pluribus Unum; Ut Unum Sint* Two profound visions – our American civic tradition and our Catholic religious heritage – inform Dominican University of California’s commitment to the principle of pluralism and to the dream of a reconciled community. Faithful to these birthrights, Dominican seeks to nurture attitudes and behaviors that promote global awareness, inclusive sensibilities, and respect for the dignity of each individual regardless of race, religion, ethnicity, gender, sexual orientation, age, socio-economic status, culture, political conviction, or disability – all in the light of the Truth that breathes forth love and in the hope of a common life that transforms the world.”

* “Out of many, one; that all may be one”

Consistent with the above declaration and Dominican ideals, the University recommends that every member of the community support and express his or her active commitment to diversity utilizing the guiding principles stated below:

- All members of the University community are collectively responsible for enabling and institutionalizing diversity throughout the University.
- All members of the University community consider diversity constructively in all planning, policy, decision-making, procedural, academic and administrative operations throughout the University.
- All members of the University community refuse to accept any behavior or action that is diversity intolerant, insensitive, and or discriminatory.
- All members of the University community promote an on-campus environment that values equity and access of opportunity for all of its participants irrespective of background, nationality, culture, religion, class, race, ethnicity, sex, gender, sexual orientation, and disability.
General Information

Educational Aims
Dominican University of California produces skilled, knowledgeable persons of character.

Skills
Dominican graduates:
- Read and listen critically.
- Write and speak clearly and effectively.
- Think independently and work collaboratively.
- Use information technology proficiently and with the ability to evaluate critically the quality of the sources.
- Are skilled in the analysis, interpretation, and application of quantitative measures.
- Use quantitative and qualitative methods to analyze questions and solve problems logically and creatively.
- Manage the challenges of personal and professional decisions in a rapidly changing world.
- Develop multi-culturally informed leadership and citizenship skills.

Knowledge
Dominican graduates:
- Have an interdisciplinary understanding of the main branches of knowledge: the natural sciences, the social sciences, and the arts and humanities.
- Possess an informed awareness of the many cultural perspectives and languages that shape civilization.
- Are aware of the theological and spiritual dimensions of the human condition and of the role of religion in life and society.
- Become global citizens with an informed awareness and appreciation of social, political, economic, and ecological interdependence.
- Acquire a substantial and coherent body of knowledge in their major.

Character
Dominican graduates:
- Aspire to virtue, practice compassion, and respect the dignity, worth, and individuality of others.
- Are conscientious and ethical.
- Seek to contribute to the progress of a civil society.
- Are committed to the lifelong pursuit of truth.
Programs Offered

*Bachelor’s Degrees:*

**Day:**
- Art
- Art History
- Biological Sciences with concentrations in Environmental Studies, Molecular Cell Biology, Ecology, and General Biology
- Business Administration
- Communications with concentrations in Print Media, Broadcast Media, and Cinema
- Dance (LINES Ballet)
- English, English with a Writing Emphasis
- Graphic Art and Design
- Health Science/Pre-OT
- History
- Humanities and Cultural Studies
- Interdisciplinary Majors
- International Studies
- Liberal Studies/Teacher Education Blended
- Music, Music with a Concentration in Performance
- Nursing
- Politics
- Psychology, Psychology with concentrations in Clinical/Counseling, Developmental, Business and Organizational, Health and Sports, Communication, and Cognitive Neuroscience
- Religion
- Women and Gender Studies

**Pathways Combination Day/Weekend:**
All Day majors are available but General Education courses must be taken in evenings or Saturdays.

**Pathways Evening/Weekend:**
- English, English with a Writing Emphasis
- Humanities and Cultural Studies
- Psychology, Psychology with concentrations in Clinical/Counseling and Business and Organizational Psychology
- Strategic Management

*Master’s Degrees:*

**Day and Evening:**
- Business Administration in Global Strategic Management
- Counseling Psychology
- Education
- Humanities with emphases in Art History, Creative Writing, English, History, Music, Philosophy, Political Science, and Religion
- Occupational Therapy (MSOT)

**Weekend:**
- Business Administration in Strategic Leadership
- Nursing: Geriatrics (CNS) and Nurse Educator
- Nursing: (CNS) Integrated Health Practice
General Information

Teacher Credential Programs:
Day and Evening in San Rafael; Evening/Weekend in Ukiah:
- Multiple Subject
- Single Subject
- Education Specialist: Mild/Moderate Preliminary Level I
- Education Specialist: Mild/Moderate Professional Level II
- Dual Credential: Mild/Moderate Level I and Multiple Subject
- Dual Credential: Mild/Moderate Level I and Single Subject

Certificate Programs:
Extension courses and workshops; Day and Evening/Weekend through the Department of Professional and Continuing Education.

Minors:
Day:
- Art
- Art History
- Biological Sciences
- Chemistry
- Communications
- Dance (LINES Ballet)
- English, English with a Writing Emphasis
- Environmental Studies
- Graphic Art and Design
- History
- Humanities and Cultural Studies
- Latin American Studies
- Music
- Philosophy
- Politics
- Pre-Law
- Psychology
- Religion
- Sports Management
- Women and Gender Studies

Evening/Weekend:
- English, English with a Writing Emphasis
- Psychology

Corporate Education Degrees – California Management Institute:
- Master of Arts in Management
- Master of Arts in Management: Concentration in Medical Management
- Master of Public Administration
- Master of Science in Education: Administration and Supervision
- Master of Science in Psychology
The Campus

Dominican University of California is located in the hills of Marin County, 11 miles north of San Francisco and within a half-hour’s drive of Pacific Ocean beaches. The University is situated on 80 wooded acres in a residential area of San Rafael, population 56,000.

**Albertus Magnus Hall** has chemistry and biology laboratories.

**Albertus Minor** provides offices for faculty of the Natural Sciences & Mathematics Department.

**Angelico Hall** houses an 840-seat concert auditorium, administrative and faculty offices, offices for the Humanities and Music Departments, classrooms, music studios, and practice rooms.

**Anne Hathaway Cottage** houses faculty, staff, and Student Life, including Campus Ministry.

**Archbishop Alemany Library** houses nearly 100,000 volumes in open stacks, over 3,000 reels of microfilm, 2,000 audio-visual materials and 3,000 electronic books. The Library subscribes to 415 periodicals in print and over 30,000 periodicals in full-text online. The Library provides over 80 online databases and journal archives, over half of which are full-text for in-depth scholarly research. Library users can access the Information Commons and the Fletcher Jones Computer Center or use their own laptops on the library wireless network. The Library building also contains the Walter Rosenberg Reading Room, several classrooms, the Macintosh Computer lab, two computer classrooms and the San Marco Art Gallery.

**Bertrand Hall** has offices for Business Services, Registrar, Admissions in the Florence M. Healey Center, Financial Aid, Human Resources, Academic Advising and Support, the Teaching and Learning Center, the Center for Adult and Extended Education, International Student Services, and offices for the Departments of Psychology and Counseling Psychology, the School of Business and Leadership, the School of Education and its faculty, the mailroom, deliveries, purchasing, and photocopying.

**Brown House** has an art studio and art faculty offices.

**Caleruega Hall** is the University dining hall for resident students, faculty, staff members, and non-resident students who wish to purchase meals on campus.

**Computer Facilities** located in Archbishop Alemany Library consist of four labs and an Information Commons. The Fletcher Jones Computer Center is a drop-in computer lab with 19 PCs, three Macintoshes, and two printers. The Macintosh Laboratory is a digital art lab with 22 Macs, color printers, scanners and video editing equipment. There are two computer classrooms: one with 23 personal computers, and one with 24 computers and a printer. All workstations are connected to the Internet and provide e-mail and print services. Software includes Microsoft Office Suite. Additional software is provided to support each class as required. The new Information Commons area is adjacent to the reference desks and has 26 computers and is available for online research and paper writing. The Teaching and Learning Center in Bertrand Hall has eight computers and a printer.

**Conlan Recreation Center**, opened in spring 2000, has regulation basketball and volleyball courts, arena seating for 1,285, fitness and multipurpose rooms, outdoor recreational pool, and nearby athletic fields and tennis courts.

**Forest Meadows**, approximately 25 acres, includes campus parking, the Conlan Recreation Center, tennis courts, athletic fields, and the Amphitheater, site of the annual commencement exercises.

**Guzman Gazebo**, located between Guzman Hall and Meadowlands, houses offices for the Department of Literature and Language.

**Guzman Hall** contains administrative offices, the School of Arts and Sciences office, a large lecture hall with state-of-the-art multimedia equipment, classrooms, biology and physics laboratories.

**Martin de Porres Hall** and **Ralph Minor Hall** houses the E.L. Wiegand Nursing Laboratories, fully equipped labs for hands-on nursing experience in a simulated clinical setting.
General Information

Residence Halls: Fanjeaux, built in 1927, is an ivy-covered, French-Norman style building. The first floor houses the bookstore and the Student Union. Pennafort, built in 1958, is a redwood, brick, and glass building with three wings joined by shared recreational areas. Meadowlands, originally built in 1889 as the summer home of the Michael de Young family, was purchased by Dominican in 1918. The lower floor houses an assembly hall and offices for the Departments of Nursing and Occupational Therapy. Edgehill Village, built in 2002, is a residential complex of six two-story, cedar-shingled buildings. Each suite features a living room, two bedrooms, and a shared bathroom. All dormitory rooms are equipped with telephones and have Internet and cable access.

San Marco provides art studios and workshops.

Science and Technology Building, scheduled to open in 2007.

Academic Calendar

Calendar is subject to change. (See currently published Academic Calendar for recent updates.)

**Fall 2006**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mon., August 14</td>
<td>Academic Year Begins</td>
</tr>
<tr>
<td>Tues., August 15</td>
<td>New Faculty Orientation</td>
</tr>
<tr>
<td>Thurs., August 17</td>
<td>VPAA Faculty Workshop</td>
</tr>
<tr>
<td>Fri., August 18</td>
<td>Late Registration II begins (continuing students only)</td>
</tr>
<tr>
<td>Sat., August 19</td>
<td>General Orientation Session for New Students</td>
</tr>
<tr>
<td>Mon., August 21</td>
<td>First day of classes (credential programs excluded)</td>
</tr>
<tr>
<td>Sat., Sept. 2-Mon., Sept. 4</td>
<td>Labor Day – Campus Holiday</td>
</tr>
<tr>
<td>Tues., September 12</td>
<td>Mass of the Holy Spirit, Convocation, Shield Day – Adjusted Class Schedule</td>
</tr>
<tr>
<td>Mon., Oct. 9-Sat., Nov. 10</td>
<td>Academic Advising for Spring 2007</td>
</tr>
<tr>
<td>Fri., October 13</td>
<td>Fall Break Day (credential programs excluded)</td>
</tr>
<tr>
<td>Mon., Nov. 13-Fri., Nov. 17</td>
<td>Priority Registration</td>
</tr>
<tr>
<td>Fri., November 17</td>
<td>Deadline to file for May or August 2007 graduation</td>
</tr>
<tr>
<td>Wed., November 22</td>
<td>Thanksgiving – Academic Holiday</td>
</tr>
<tr>
<td>Thurs., Nov. 23-Sat., Nov. 25</td>
<td>Thanksgiving – Campus Holiday</td>
</tr>
<tr>
<td>Fri., December 1</td>
<td>Open Registration for Spring begins (all students)</td>
</tr>
<tr>
<td>Sat., December 2</td>
<td>Last day of classes (credential programs excluded)</td>
</tr>
<tr>
<td>Mon., Dec. 4-Sat., Dec. 9</td>
<td>Final examinations – Exam Schedule TBA</td>
</tr>
<tr>
<td>Sat., December 9</td>
<td>Last day of semester (credential programs excluded)</td>
</tr>
<tr>
<td>Sat., Dec. 9-Wed., Jan. 24, 2007</td>
<td>Late Registration I for Spring (continuing undergraduates only)</td>
</tr>
<tr>
<td>Fri., December 15</td>
<td>Final grades due in the Registrar’s Office</td>
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**Spring-Summer 2007**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wed., Jan. 3-Thurs., Jan. 11</td>
<td>Open Registration continues (continuing graduates and new students)</td>
</tr>
<tr>
<td>Tues., January 9</td>
<td>New Faculty Orientation</td>
</tr>
<tr>
<td>Thurs., January 11</td>
<td>VPAA Faculty Workshop</td>
</tr>
<tr>
<td>Fri., January 12</td>
<td>Late Registration II begins (continuing students only)</td>
</tr>
<tr>
<td>Sat., Jan. 13-Mon., Jan. 15</td>
<td>Martin Luther King Day – Campus Holiday</td>
</tr>
<tr>
<td>Tues., January 16</td>
<td>First day of classes (credential programs excluded)</td>
</tr>
<tr>
<td>Sat., Feb. 17-Mon., Feb. 19</td>
<td>Presidents’ Day – Campus Holiday</td>
</tr>
<tr>
<td>Mon., March 5-Sat., March 10</td>
<td>Spring Break – Academic Holiday</td>
</tr>
<tr>
<td>Fri., March 9</td>
<td>Spring Break Day – Campus Holiday</td>
</tr>
</tbody>
</table>
**General Information**

Mon., March 12-Thurs., April 5  
Fri., March 30  
Fri., April 6-Sun., April 8  
Wed., April 11-Sat., April 14  
Mon., April 16-Fri., April 20  
Mon., April 30  
Tues., May 8  
Wed., May 9  
Thurs., May 10-Wed., May 16  
Wed., May 16  
Thurs., May 17  
Fri., May 18  
Sat., May 19  
Sat., May 26-Mon., May 28  
Thurs., May 31  
Sat., June 2  
Mon., June 18-Aug. 16  
Mon., June 18-July 24  
Wed., July 4-Thurs. July 5  

Academic Advising for Summer and Fall 2007  
Cesar Chavez Day – Campus Holiday  
Good Friday – Campus Holiday  
NCUR Conference at Dominican – schedule TBA  
Priority Registration for Summer and Fall 2007  
Open Registration begins (all students)  
Last day of classes (credential programs excluded)  
Study Day (credential programs excluded)  
Final examinations – Exam Schedule TBA  
Last day of semester (credential programs excluded)  
Commencement Rehearsal  
MA in Humanities Graduation Celebration  
Nursing Pinning Ceremony  
Late Registration I begins (continuing undergraduates only)  
Baccalaureate Mass, Hood Ceremony  
Commencement  
Memorial Day – Campus Holiday  
Academic year ends (credential programs excluded)  
Education Credential Ceremony  
Summer Session I  
Summer Session II  
Fourth of July – Campus Holiday

**Fall 2007**

Mon., August 13  
Tues., August 14  
Thurs., August 16  
Fri., August 17  
Sat., August 18  
Mon., August 20  
Sat., Sept. 1-Mon., Sept. 3  
September – Tues, TBD  
Mon., Oct. 8-Sat., Nov. 10  
Fri., October 12  
Mon., Nov. 12-Fri., Nov. 16  
Fri., November 16  
Wed., November 21  
Thurs., Nov. 22-Sat., Nov. 24  
Mon., Nov. 26-Fri., Dec. 14  
Sat., December 1  
Mon., Dec. 3-Sat., Dec. 8  
Fri., December 7  
Sat., December 8  
Fri., December 14  

Academic Year Begins  
New Faculty Orientation  
VPAA Faculty Workshop  
Late Registration II begins  
General Orientation Session for New Students  
First day of classes (credential programs excluded)  
Labor Day – Campus Holiday  
Mass of the Holy Spirit, Convocation, Shield Day – Adjusted Class Schedule  
Academic Advising for Spring 2008  
Fall Break Day (credential programs excluded)  
Priority Registration  
Deadline to file for May or August 2008 graduation  
Thanksgiving – Academic Holiday  
Thanksgiving – Campus Holiday  
Open Registration for Spring begins (all students)  
Last day of classes (credential programs excluded)  
Final examinations – Exam Schedule TBA  
Late Registration I begins (continuing undergraduates only)  
Last day of semester (credential programs excluded)  
Final grades due in the Registrar’s Office  
Christmas Break – Campus Holiday
General Information

Spring-Summer 2008

Wed., Jan 3-Thurs., Jan. 17
Open Registration continues (continuing graduates and new students)

Tues., January 15
New Faculty Orientation

Thurs., January 17
VPAA Faculty Workshop

Fri., January 18
Late Registration II begins (continuing students only)

Sat., Jan. 19-Mon., Jan. 21
Martin Luther King Day – Campus Holiday

Tues., January 22
First day of classes (credential programs excluded)

Sat., Feb. 16-Mon., Feb. 18
Presidents’ Day – Campus Holiday

Mon., March 17-Sat., March 20
Spring Break – Academic Holiday

Fri., March 21-Sun., March 23
Good Friday – Campus Holiday

Mon., March 24-Sat., April 19
Academic Advising for Summer and Fall 2008

Mon., March 31
Cesar Chavez Day – Campus Holiday

Mon., April 14-Fri., April 18
Priority Registration for Summer and Fall 2008

Tues., May 6
Last day of classes (credential programs excluded)

Wed., May 7
Study Day (credential programs excluded)

Thurs., May 8-Wed., May 14
Final examinations – Exam Schedule TBA

Wed., May 14
Last day of semester (credential programs excluded)

Thurs., May 15
Commencement Rehearsal
MA in Humanities Graduation Celebration
Nursing Pinning Ceremony

Fri., May 16
Baccalaureate Mass, Hood Ceremony

Sat., May 17
Commencement

Sat., May 24-Mon., May 26
Memorial Day – Campus Holiday

Sat., May 31
Academic year ends (credential programs excluded)

Sat., June 8
Education Credential Ceremony

Mon., June 16- Fri., Aug. 15
Summer Session I

Mon., June 16-Tues., July 22
Summer Session II

Wed., July 4-Mon., July 7
Fourth of July – Campus Holiday
**Student Life**

The Dominican University of California campus environment is the result of efforts by a group of determined and thoughtful people to define a space that meets the community’s needs. It is an on-going effort and one that reflects the best traditions of past Dominican communities.

Dominican students get to know and appreciate the uniqueness and worth of other students. The community they create reflects their diversity. They come from all over California, other states, and other parts of the world. Many students come directly to the University from high school while others come back to school after long absences. While over half of the undergraduate day students identify themselves as Catholic, the campus has many ecumenical activities and students of all religious traditions and political ideologies are welcome and represented on campus.

Dominican students enjoy the intimacy of a small university yet have easy access to the resources of Marin County and the greater San Francisco Bay Area. Marin County offers hills for hiking, redwood forests and ocean shorelines for walking, and, in general, a lifestyle unsurpassed anywhere. Only eleven miles south of campus is the Golden Gate Bridge, connecting Marin to San Francisco. This cosmopolitan city provides cultural opportunities and urban excitement to those seeking enrichment and adventure. Students are a short distance from world-renowned opera, symphonies, ballet, museums, and championship athletic teams. The San Francisco Giants and Forty-Niners, the Oakland A's, Raiders, and Golden State Warriors are five of the teams who call the Bay Area home. Dominican is also within an hour’s drive of California’s wine country and Silicon Valley.

The Office of Student Life coordinates many of the services that support the University’s educational mission and enrich students’ personal, social, physical, spiritual, and professional development. A dynamic range of programs and activities is continuously developed to respond to students’ changing needs and interests in areas including career development, academic support, campus ministry, housing, counseling, athletics, health and wellness, and student activities. Committed to working closely and directly with students, the Office of Student Life places particular emphasis on student government, leadership development, and student-run activities, including community service.

**Athletics and Sports**

The Dominican Athletics and Recreation program is comprised of intercollegiate and recreational sports. In the athletics program, the University is a member of the California Pacific Conference of the National Association of Intercollegiate Athletics (NAIA). Our teams also play against NCAA-affiliated schools such as San Francisco State, Chico State, Sonoma State, and UC Davis. All students are welcome to try out for any of the intercollegiate sports offered at Dominican, regardless of previous athletic experience.

Participating in intercollegiate sports at Dominican requires a strong commitment of time, energy, and perseverance. The priority for all student athletes is their academic program; hence, practices are usually scheduled in the late afternoons and evenings to minimize interference with class schedules. All student-athletes participating in intercollegiate sports must meet all NAIA regulations regarding eligibility and academics by making normal progress toward an undergraduate degree. Physical examinations are required for entering freshmen.

**Reasonable Accommodation for Student Athletes**

Dominican University faculty are willing to provide, when possible, reasonable accommodation to any student who, when acting in good faith and in timely fashion, provides faculty with written notification of conflict(s) between the student’s academic and athletic schedules.

**Reasonable accommodation.** In the case of a scheduling conflict, it may be possible for an instructor to offer alternative arrangements for the student to fulfill course requirements. In these cases, it is up to the instructor to determine what constitutes a reasonable alternative. In some cases, it may simply be impossible for an instructor to offer alternative arrangements. In these cases, the question of reasonable accommodation is simply not triggered since no accommodation is possible.
Student Life

**Good faith.** It is incumbent upon the student to identify scheduling conflicts and diligently inform both his/her coach and the relevant instructors, providing clear and accurate documentation to substantiate the claim that a conflict exists.

**Timely fashion.** Almost without exception, a student ought to be able to determine at the beginning of a semester what scheduling conflicts she/he faces. When exceptional circumstances present a conflict that occurs only later and, therefore, could not have been anticipated, it is still incumbent upon the student to act in good faith and as early as possible to inform his/her coach and instructors of the conflict.

Participation on an intercollegiate team is an opportunity of a lifetime. The goal of athletics at the University is to make involvement in intercollegiate athletics a positive and memorable experience for the student-athlete, as well as providing school spirit and enthusiasm for the entire campus community.

Student-athletes should also refer to the Student-Athlete Handbook, published by the Department of Athletics and Recreation, for more detailed information about the athletics program.

The **Dominican Penguins**

How did Dominican University of California end up with the nickname and mascot “Penguins?”

In the mid-1970s, students at the University wanted a nickname and mascot for their athletics teams. The Dominican Sisters of San Rafael who founded the University in 1890 had a distinct presence on campus with their long white habit, black mantle and veil, resembling a penguin. With a good sense of humor intact, the student body voted in the nickname Penguins – which thirty years later is alive and well! Youngstown State in Ohio is the only other four-year school in the United States to have the nickname Penguins. Ironically, the professional hockey team, the Pittsburgh Penguins of the NHL, has the same official colors as Dominican – black, gold, and white.

**Team Sports**

**Men’s and Women’s Soccer:** Both teams start practice in mid-August. Each team has 18-20 matches, usually beginning in late August, and plays their home matches on the multipurpose field in Forest Meadows.

**Women’s Volleyball:** Practice for the women’s team begins before school starts in the fall. The team competes in approximately 24 matches in September and October.

**Men’s and Women’s Basketball:** Practice starts the first week in October while games begin the second week in November. Each team plays approximately 26-30 games in a season including non-conference games. Both teams travel to Southern California at least once, usually during the semester break. The season runs through February.

**Women’s Tennis:** All home matches are played on our beautiful outdoor courts in Forest Meadows, from February through the end of April. Practices and matches are in the late afternoons and on weekends.

**Women’s Softball:** Practice starts in the fall and includes some exhibition games. The softball season begins in February and runs through April.

**Men’s Lacrosse:** Some practices and games scheduled for fall term. Lacrosse season begins in the spring.

**Men’s and Women’s Golf:** Tournament play is scheduled for both teams in the fall and spring semesters.

**Recreational Sports and Activities**

A wide range of participation-oriented recreation sports and activities is offered for the entire University community. Intramural sports are offered in volleyball, soccer, and basketball. Non-credit instruction is offered in a variety of activities including aerobics, dance, self-defense, yoga, NIA, and Jazzercise. A new Wellness Program incorporates personal training, health and fitness appraisals, weight training classes, health and wellness seminars.
Facilities

The Conlan Recreation Center first opened its doors in the Spring of 2000. This state-of-the-art center quickly gained the reputation as being one of the finest small recreation facilities in Northern California.

The center includes a gymnasium with two full-sized basketball and volleyball courts, bleachers that seat 1,285 spectators, a 2,500 sq. ft. fitness center containing free weights plus aerobics and weight machines, a multipurpose room used for activity instructional classes, aerobics and dance, a six-lane swimming pool, and six outdoor championship tennis courts.

All students have free access to the recreation facilities at Dominican. A student ID card is required to gain entry.

Student Government

Associated Students of Dominican University of California (ASDUC)

The primary group that helps students plan and provide campus activities, distribute activity funds, initiate changes in policy, and represent themselves to the University’s administration and the broader community is ASDUC. This group of elected student representatives serves both as the student activities association and the student government board. The members of the ASDUC Senate are composed of representatives from the major student constituencies: the traditional-aged resident and day students, the adult day and evening (Pathways) students, and the graduate students.

ASDUC is composed of an Executive Board and a Senate. The Executive Board includes the following elected members: President, Vice-President, Secretary, Treasurer, and the following appointed members: Activities and Program Director, Community Outreach Director, Publicity Coordinator, and Brown House (student union building) Coordinator. Each member of the Executive Board is required to Chair a standing committee, with the exception of the President and Vice-President. The Senate is composed of three elected members from each of the following student constituencies: senior class, junior class, sophomore class, freshman class, off-campus students, residence hall students, Pathways students, and graduate students. The Office of Student Life serves as the advisor to ASDUC.

Opportunities exist for involvement in many activities on and off campus. ASDUC is committed to helping student clubs and organizations through funding and publicity. All ASDUC meetings are open to the public and to any student wishing to attend. In addition, students who perceive a need for a new and different organization on campus are invited to discuss their ideas with ASDUC, the Dean of Students, or the Office of Student Life.

Residence Life

Dominican offers the opportunity to experience “college life” to its fullest by living on campus. Both traditional and non-traditional aged students are welcome to apply for a space in one of the four residence halls. Living among other students creates a dynamic environment that stimulates educational as well as social growth. The Residence Life staff works together with the community of residents to create a living and learning center in the residence halls. Cultural diversity among students is our greatest learning resource, and in the residence halls, we celebrate this diversity. The University encourages each person to develop a respectful, caring, and supportive attitude toward others, and to learn from the variety of interactions that are provided. The Residence Life staff provides programs and activities that are in harmony with such goals.

Priority for available space is given to full-time undergraduate Dominican students in good academic standing who submit housing applications prior to the deadline each semester. Any student who will not be a full-time student in good academic standing during the semester for which he/she has requested space in the residence halls must indicate what his/her academic status and course load will be. Any student who registers for fewer than 12 units or who reduces his/her course load during the semester to below 12 units must seek written permission from the Office of Student Life to reside in the residence halls. Detailed descriptions of the facilities, regulations, and programs are printed in the Residence Hall Handbook. Smoking and pets are not allowed in the residence halls.
Campus Ministry

The Campus Ministry Office assists Dominican students, faculty, and staff in integrating their spiritual life with the university experience. This is achieved through actively participating in the “four ideals” of Dominican life: reflection (prayer), study, community, and service.

To aid in our tradition of reflection and prayer, the Catholic liturgy is celebrated on campus on Sundays and during the school week. Student participation in the various ministries is highly encouraged. The Office also has a Protestant associate on staff to assist non-Catholic or non-Christians find appropriate services on campus and in the nearby community. Special services, such as the Orientation Mass, Mass of the Holy Spirit, Alumni Christmas Mass, and Baccalaureate Mass are cherished campus traditions.

Retreats foster focused attention on the place of God in our lives. The weeklong Busy Person Retreat is integrated into the normal busy day of student, faculty, or staff. Shorter one-day retreats offer a particular focus: Wellness Retreat, Dominican Leadership Retreat, and New Beginnings for first-year students. Off-campus weekend retreats allow students quality time and space to integrate relationships of God, self, and others in places of natural beauty.

The tradition of study is found through the sponsoring of discussion groups on various topics related to Christian and interfaith topics, Bible studies, the Rite of Christian Initiation of Adults, and workshops on diversity. During the Lenten season, a Soup and Scripture program is offered weekly in conjunction with the Dominican Sisters of San Rafael.

Community activities can be found in the annual Thanksgiving Dinner, caroling on a San Francisco cable car at Christmas time, a Seder meal, and other activities conducted in conjunction with student government.

Students are encouraged to share their time and talent in the local, national, and international community through various volunteer and service agencies. Students also have the opportunity to participate each semester in an immersion program, working in Tijuana, Mexico. A listing of these service projects is available in the Campus Ministry Office.

Members of the Campus Ministry Office are available to all members of the Dominican community for personal spiritual counseling and guidance.

Student Health Center

Dominican maintains a Student Health Center, located in Bertrand Hall, to serve all students. A nurse practitioner provides treatment for acute illnesses and injuries, refers students to off-campus facilities, promotes “wellness” on campus, and provides TB testing and immunizations. Visits to the Student Health Center are confidential. Medical records will not be released to anyone without prior written consent of the student.

All admitted students are required to complete a medical health history, provide documentation of two sets of measles, mumps, and rubella immunizations, and complete a tuberculosis screening form. The Office of Admissions will mail the necessary forms to students after their acceptance. Students living in campus residence halls are required to have a physical examination performed by a health provider of their choice. These forms must be received by the Student Health Center prior to the student taking up residency in the residence hall.

Counseling Services

Students, staff, and faculty frequently seek counseling services from the University to enhance their learning experience, to further and improve relationships, or to seek counsel for personal issues. This service is provided by the University for no fee. The program is staffed by carefully selected trainees in the Dominican Counseling Psychology Program. These trainees are under the supervision of a psychologist who is a Fellow of the Academy of Clinical Psychology and the Director of University Counseling Services. Counseling appointments are available throughout the week. Drop-ins are seen as the schedule allows. Some counselees may be referred off-campus if their needs can be better served in this way. Appointments
are made in person or by phone at the Department of Counseling Psychology. The Department of Counseling Psychology and the counseling offices are located on the second floor in Bertrand Hall.

Career and Internship Services

The Office of Career and Internship Services empowers students to develop skills for lifetime career satisfaction. Career development programs and services and avenues of contacts with employers are provided to both students and alumni. Career awareness and planning begins during the freshmen orientation and continues throughout the student’s academic years. Students are provided with a four-year planner to guide the career planning process. Programs and services offered include:

- Individual career counseling to assist students and alumni with planning for their careers. Students learn how to identify their career interests, skills and values, explore and research occupations, choose a major/career, prepare for graduate and professional school, write effective résumés, learn interview techniques, and develop job-hunting strategies.
- Career information sessions on a variety of career-related topics are provided in classes.
- Professional, full-time, summer, part-time and temporary job listings and internship positions are posted regularly.
- Career and Internship Fairs are held in fall and spring. Students can meet with potential employers to discuss job and internship positions, learn more about their field of interest, and develop future contacts.
- Career books, guides, periodicals, and videotapes are available in Career and Internship Services.
- Special career events are offered throughout the year, including job search skills workshops, guest speakers and lunchtime recruiting. Recent offerings include a Graduate School Information Panel, a Business Etiquette Dinner, Senior Seminar on Job Search Strategies, an Academic Expo/Majors Fair and an alumni panel. Recent guest speakers have included a State Department diplomat, a representative from the Capital Fellows Program, and professionals from a variety of fields.

The Internship Program integrates students’ academic and career interests with hands-on work experience. It is a for-academic credit program whereby students can enhance and apply classroom learning in a work setting related to their major. Internships help students clarify and test their career goals, gain professional contacts and develop self-confidence. Students gain the most benefit from their internship after completing some coursework in their major. Students should discuss their internship potential with their academic advisor and the Office of Career and Internship Services. Allow at least one semester to identify and plan for the internship.

To receive academic credit, students must meet with their advisor, complete the internship forms located in the Office of Career and Internship Services and register for internship credit prior to beginning their internship. A minimum of 45 internship hours must be completed for each 1 unit of credit; a minimum of 90 internship hours must be completed for 2 units; or a minimum of 135 internship hours must be completed for 3 units of credit. Units count toward graduation, and in some cases toward the major. Six (6) internship credits can be counted toward the degree.

Students receive a Pass/Fail Grade from their internship faculty advisor. To earn academic credit, students must complete the number of hours required for the number of units registered, maintain a journal, complete the mid-term evaluation, submit a paper, or give an oral presentation for the final and evaluate the internship upon completion.
Academic Advising and Support Center

Mission Statement
The mission of the Academic Advising and Support Center (AASC) is to support the student community – in all its diversity – to explore, identify, and achieve academic goals. The Center maintains collaborative relationships with academic and other departments to accomplish the University’s admissions and retention objectives. Programs and services include a developmental model of advising and degree planning, tutoring, disability services, study abroad and international student services, faculty advisor development, and academic assessment and skills enhancement. To facilitate these programs and services, the AASC offers supportive technologies through the Teaching and Learning Center. Through personal attention, patience, and humor, the AASC is committed to fostering student independence, responsibility, and a love of learning.

Advising Services
Students may work with both staff and faculty advisors. Professional advisors in the Academic Advising and Support Center provide academic advisement, course scheduling, and degree planning to prospective and current students who have not yet declared a major, as well as to students in cross-disciplinary majors such as Liberal Studies/Teacher Education (Blended). The Chair or other faculty member within their major department advises students with declared majors.

Academic Support Services
Students experiencing difficulties in their studies, as self-identified or as identified by instructors or the Registrar, are assisted in the Academic Advising and Support Center to assess the nature of the problems and to develop strategies for improvement. Academic support staff members also offer workshops on such topics as study skills, time management, writing research papers, and documentation styles.

The Teaching and Learning Center is a resource for students seeking tutoring, both one-on-one and online. It provides eight computer workstations for students using online skills web sites or skill development software, and houses the University’s placement-testing and CLEP test center.

International Student Services
The Office of International Student Services supports international students directly and indirectly through its support of an international ethos for the University. International students are defined as both “outbound” students who travel outside of the US for their studies, as well as “inbound” non-US students studying in San Rafael.

The International Student Advisor provides orientation and programming to meet international students’ interests and needs, including help with maintaining status and compliance with student visa regulations. We welcome all international students – students who have studied, are studying, or want to study outside of their home countries.

Tutoring Services
The University provides tutoring support free of charge to all Dominican students on a one-to-one basis or in small groups. Every effort is made to provide tutoring in as many subjects as possible. However, tutoring subjects other than writing and math cannot be guaranteed. Most of the tutors are Dominican students who have been recommended by faculty and are knowledgeable in their specific subject areas. Tutoring is available by appointment only and is provided on a first come/first served basis. Students are encouraged to sign up early for tutoring because spaces fill up quickly after midterms. To make an appointment, contact the Director of Learning Services in Bertrand Hall.
Services for Students with Disabilities

Accommodations required by the Americans with Disabilities Act (ADA) are intended to remove competitive disadvantages and to enable students with disabilities to realize their potential and objectives. Appropriate modifications or accommodations will be determined on a case-by-case basis and will not necessarily incorporate all requested changes. Available accommodations may include:

- Special testing arrangements (i.e., extended time for exams, alternative testing location).
- Readers, note takers or scribes.
- Individual advising.
- Referral and liaison to state rehabilitation agencies.
- Access assistance for students with mobility impairments.
- Priority registration.
- Other services as needs are identified.

Dominican does not offer students with disabilities the following:

- Diagnostic evaluation for disabilities.
- Special classes.
- Specialized learning center.
- A reduced standard for academic performance.
- Exemption to graduation requirements.

For details see Policies and Procedures for Students with Disabilities in General Academic Policies and Procedures.
General Academic Policies and Procedures

Advising

Students plan their educational programs, with the help of academic advisors, to clarify and meet their personal and educational goals. It is the student’s responsibility to be familiar with all University policies and requirements.

Staff advisors in the Academic Advising and Support Center provide academic advisement to first semester freshmen and students who have not chosen a major. When a student chooses a major, the Chair of his/her major program or another faculty member in the program becomes his/her advisor. Because of their breadth of coursework, students in the Liberal Studies/Teacher Education Program are also advised by staff advisors until they begin their professional preparation.

Registration

Periods of time are set aside each semester prior to the beginning of classes during which each student officially registers for that semester. The dates of these periods are noted in the Academic Calendar.

- **Priority registration** is open to all continuing students who are in clear academic and financial standing. This week-long period occurs near mid-term of the prior semester.

- **Open Registration** is a longer period of time during which continuing and new students may register. New students are assigned special dates for placement testing, advising and registration to be determined by the University annually.

- **Cross-Registration** occurs just prior to the start of the semester and is open to students who need to register in classes outside their usual programs; for example, Pathways students who need to take a Day class. This does not apply to Pathways students who have officially declared a Day major and are eligible to register in Day classes during Priority and Open Registration. Cross-registration requires the approval of the academic advisor and the Chair of the department offering the requested course. Note: Cross-registration is not permitted for Pathways General Education courses.

- **Late Registration** is offered after the close of Open Registration as a final opportunity to those who did not meet the deadlines of the earlier registration periods. Late registrants are subject to a late registration fee. Their enrollment is subject to space available and, beginning on the last working day prior to the start of the term, requires the written permission of each instructor. Dates may differ for undergraduates and graduates.

Before registering, all students are expected to pay all University bills due or to arrange a suitable payment plan with Business Services, to confer with their academic advisors, and to file the required forms with the Registrar’s Office.

Changes in Registration

Students are registered for all available courses that have been requested on the Registration form. Additions or deletions to a course schedule must be made by submitting an Add/Drop form to the Registrar’s Office within the prescribed time limits as outlined in the Academic Calendar. Changes made without the advisor’s approval may result in delaying a student’s program completion and graduation from Dominican. It should be noted that not all courses are offered on a yearly basis. Changes in the number of units in which a student is enrolled may have an impact on financial aid, tuition, graduation date, student visa status, and veterans’ benefits.

A student who adds a course after the term has begun is responsible for completing all coursework for that semester regardless of the date added. A student who fails to attend or complete a course for which he/she is registered without fulfilling the official procedure for dropping or withdrawing from the course will receive a permanent grade of ‘F’ or ‘UF’ in that course.

Financial obligation for tuition and fees related to registration is not waived or canceled by a student’s failure to attend courses. All official procedures must be observed, and reference should be made to the Tuition Refund Policy in this Catalog.
Course Load

Course loads vary from program to program. Students enrolled in Day programs typically carry 16-17 units per semester, while Pathways students are usually enrolled in 6-12 units per semester. Graduate students’ course loads may vary widely depending on the pace of the program they select, but they typically take 9-12 units per semester.

It should be noted that the time it takes to earn a degree is directly impacted by the rate at which a student earns academic credit. For example, a first-time, full-time undergraduate student taking the minimum 12 units per semester will not complete the degree in four years.

It is strongly recommended that students who have not yet met the writing requirement limit their loads to 12-15 units per semester. A student may enroll for 18 units if she/he has carried 15 or more units the previous semester and received at least a 3.0 grade point average during that semester. No further approval by the Petition Committee is needed. Any student who has not completed 15 units with a 3.0 grade point average the previous semester must have the approval of his/her advisor to register for 18 units. Any student desiring to take 19 units or more must have the approval of both her/his academic advisor and the Academic Petition Committee. It should be noted that students are charged additional tuition for units in excess of 17.

Simultaneous registration at Dominican and another college must be approved prior to enrollment. Students must submit to the Registrar’s Office an Authorization to Take Courses Off-Campus Form signed by the advisor. Courses taken without prior approval may not be counted toward the degree.

Course Attendance

The instructor establishes the attendance policy for a course. It is the student’s responsibility to know the policy in each course. Attendance at the first class session of each course is very important. If circumstances demand that a student miss the first session of a class, the student must contact the instructor. It is the student’s responsibility to officially drop and add all classes in consultation with the advisor by submitting an Add/Drop form to the Registrar’s Office. Each student is responsible for all the material covered in a course. The individual instructor determines the degree to which class participation and hence class attendance counts in the grade for the course. A student who knows in advance that it will be necessary to miss a class session should inform the instructor. A student who is ill for a period of time (exceeding one week) should contact the Office of the Dean of Students, or the Academic Advising and Support Center, who will notify the Registrar and/or the instructors. Academic work begins and ends on the days and at the times specified in the University Academic Calendar. It is particularly important that students attend classes immediately preceding and following vacation periods. Special permission to make up work missed at these times is not usually given by the instructor. All students are required to take the regularly scheduled final examination except in cases of sudden illness or an emergency such as a death in the family. Final examinations may not be taken in advance of the scheduled time, nor may examinations be deferred for personal reasons (travel, going home for the holidays, etc.) Permission to take an examination outside of the officially scheduled time must be obtained from the instructor. The instructor makes appropriate arrangements for administration of the examination. The date set should not be during a vacation period when faculty members are not expected to be on campus. Normally, a student is not permitted to retake a final examination.
General Academic Policies and Procedures

Explanation of Course Numbers

Course numbers indicate the level of the course.

1000-2999  Introductory courses, primarily for freshmen and sophomores (lower division)
3000-4999  Advanced courses, primarily for juniors and seniors (upper division)
5000-5999  Graduate courses and Post-Baccalaureate teaching credential courses
7000-7499  Undergraduate level courses in specialized fields that may or may not meet the requirements
            of regular academic programs
9000-9999  Professional development courses

Double-numbered courses marked with slash (/) are lower division courses that, with additional coursework, can be taken for upper division credit (e.g. ARTH 1086/3186).

Grading System

Grades represent the professional judgment about student performance in relation to the goals and requirements of a particular course. Dominican University of California records the student’s progress or achievement in a particular course by letter grades. Grades are given at the end of the semester. The grade submitted to the Registrar’s Office at the end of the semester is the final recorded grade for the course.

Grade notations are as follows:

A      outstanding work
B      very good work: significantly better than average
C      average work: assignments completed in a satisfactory manner
D      work below the standards of the course: credit given for the work done although of inferior quality
F      no credit given for the course: the amount or quality of work done for the course does not deserve credit
I      incomplete: indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. Students should not re-register for a course in which a grade of ‘I’ was received. Grades of ‘I’ are automatically changed to ‘F’ if no grade is submitted by the appropriate deadline.
P      pass: units given for course but no grade points assigned; units for documented demonstration of college level learning. Sources include: Experiential Learning Portfolio, CLEP, Excelsior College, Advanced Placement tests, ACE/PONSI, military basic training, and Dominican course challenge. Pass grades are limited to elective courses only, as letter grades are required for all General Education and Major/Minor coursework. A pass grade is equivalent to a C (2.0) or better in undergraduate courses, and equivalent to a B (3.0) or better in post-baccalaureate or graduate courses.
PR     in progress: given only for senior thesis or courses requiring that work extends into the following semester. This grade does not penalize a student academically in computing the grade point average for the current semester and does not prevent an otherwise qualified student from being on the Dean’s List. Students should not re-register for a course in which a grade of ‘PR’ was received. Grades of ‘PR’ are automatically changed to ‘F’ if no grade is submitted by the appropriate deadline. Grades of ‘PR’ are automatically changed to ‘F’ if no grade is submitted by the appropriate deadline.
NR     grade not reported by instructor
S      satisfactory progress: given only for developmental courses (i.e., ENGL 1001, 1002, and 1003) where the student has not made sufficient progress to exit from the course. Units are awarded.
UF     unofficial failure: Assigned when an ungraded course remains unresolved past deadline. This grade calculates as an ‘F’ in computing the GPA.
W      withdrawn: course dropped after third week of semester
AU     course audited: no credit appears on transcript
NG     not graded: applies to labs and colloquium and cluster titles only
**Calculation of Grade Point Average (GPA)**

Grade points for each semester unit of work are assigned to the grades as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
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<td>C+</td>
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<td>C</td>
<td>2</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>UF</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

‘A+’ grades are recorded as ‘A’ with 4 grade points. Not computed in the grade point average are: I, P, S, W, PR, AU, NG, NR.

The grade point average, which determines the student’s academic standing, is calculated by dividing the total number of grade points earned by the total number of computable, letter-graded, semester units carried.

**Pass-Fail Courses – Undergraduate Programs**

A student in good academic standing (at least a 2.0 cumulative GPA) may enroll in any course on a pass/fail basis if he/she has the consent of the instructor teaching the course. Courses taken pass/fail may not be used to fulfill the General Education requirements for graduation or the units required for a major or minor (with the exception of the senior seminar, internship, fieldwork, and in certain other special cases approved through the academic petition process). After the deadline for adding courses each semester, the student who has registered to take a course for a letter grade or on a pass/fail basis may not change the grading option. A student registered for a course on a pass/fail basis is expected to do all of the work for the course.

The Experiential Learning Portfolio is a process that evaluates college level learning through proficiency assessment. While letter grades are not assigned to units awarded through Experiential Learning Portfolio, students must demonstrate proficiency at the level of ’C’ (2.0) or better. Selected Experiential Learning units may meet General Education requirements or elective units in some majors. See *Credit for Unsponsored Learning* for experiential learning areas that may be petitioned for credit.

Students may apply credit earned through selected CLEP and Excelsior College (formerly Regents or PEP) examinations and through approved course challenges toward requirements in the major or for certain General Education areas because proficiency must be demonstrated above the ‘C’ (2.0) level. See *Credit for Unsponsored Learning*.

Students are advised that the GPA for Graduation Honors must be based on the student’s transferable coursework and all computable units completed at Dominican (a minimum of 30 units taken at Dominican is required for the undergraduate degree). Pass/fail units are not included in the computation for honors at graduation.

**Pass-Fail Courses – Post-Baccalaureate and Graduate Programs**

Graduate level courses are not offered for pass/fail credit, except for internship or field placement courses, or by special permission of the department. By contrast, post-baccalaureate teaching credential courses are graded exclusively on a Pass-Fail basis. A grade of ‘Pass’ in a post-baccalaureate or graduate level course is equivalent to at least a 3.0, which is a grade of ‘B’ or better.

**Incomplete Grades/In Progress**

The student must file a formal request for an Incomplete or In Progress with the Registrar’s Office before the last day of the semester. Requests for an Incomplete or In Progress must have the signatures of the student and the instructor. Unless an earlier date is specified on the request form/contract, all coursework for an incomplete or in progress class incurred during the spring semester or summer sessions must be submitted by the following December 1 and those incurred during the fall semester must be made up by submitting the completed coursework by the following May 1. Students must have the
General Academic Policies and Procedures

instructor’s approval and the approval of the Academic Petition Committee to extend the deadline for completing the work. Failure to meet these deadlines will result in the assignment of the grade of ‘F.’ Incomplete or In Progress grades which have reverted to ‘F’ are final. A student with an ‘Incomplete’ or ‘In Progress’ grade in a prior term is not eligible for honors such as the Dean's List and may jeopardize his/her Financial Aid eligibility in the current term of attendance.

Internship Grading

If students enrolled in internships do not complete their internship hours within the semester, they must file an incomplete request form. If no grade is submitted on the following May 1 for a fall semester ‘incomplete’ or by the following December 1 for a spring or summer session ‘incomplete,’ the ‘incomplete’ will become a ‘UF.’ (‘PR’ or In Progress grades are not allowed for an internship.)

Repeated Courses

Undergraduate students may repeat courses in which a grade of ‘D’ or ‘F’ has been earned. Graduate students may repeat courses with a ‘C’ (2.0) or below with the Program Director’s approval. In certain courses such as English 1004, math courses that are prerequisite to the terminal math course in the Mathematical Thinking & Quantitative Reasoning area of General Education, and certain nursing and OT courses, a student must achieve a grade of ‘C’ (2.0) or above in order to progress in the program, and therefore must repeat any such courses in which less than a 2.0 grade is earned. Students should refer to specific majors for details.

Both grades for repeated Dominican courses remain on the academic record, but upon successful completion of the repeated course, only the higher grade is calculated into the grade point average, and the student receives credit for the course only once. If a course taken at another college is repeated at Dominican, the Dominican grade will be applied toward the degree; both grades will appear on the record and credit will be given only once.

Students should notify the Registrar’s Office in writing after the completion of a repeated course to request to have their grade point average adjusted. See the section on Academic Renewal Policy for unsuccessful work taken at least five years earlier.

Grade Appeal Process

Grades represent the professional judgment about student performance in relation to the goals and requirements of a particular course. Although it is the sole responsibility of the instructor to assign grades, students should not be subjected to prejudicial or capricious grading, such as results from calculation errors or misapplication of course criteria for grading or the application of non-academic criteria, such as race, politics, religion, or gender.

All grades except ‘I’* (incomplete), ‘NR’ (not reported), and ‘PR’** (in progress) are considered final. An instructor may change a grade when he/she has made a computational, procedural, or judgmental error.

If a student believes there has been a computational, procedural, or judgmental error in the calculation of a grade, the student must raise the question with the instructor, either verbally or in writing, no later than February 15 in the case of fall semester grades and October 1 regarding spring semester and summer sessions grades. If an instructor determines that there has been an error in grading, he/she obtains the official form for requesting the change from the Registrar’s Office. The instructor must submit grade change forms directly to the Registrar. Students may not submit the grade change form.

A student who believes he/she has been assigned a grade unfairly, based upon the criteria mentioned in paragraph one above (race, politics, religion, gender), must first discuss the grade with the instructor. The student should begin by requesting the instructor to review with him/her:

1. The factors that were weighed in assigning the grade; and
2. The instructor’s perceptions of where and how the student’s performance fell short.
If the student still thinks that an error has been made, the student must submit to the instructor, with a copy to the Department Chair, a full written statement of the case along with all graded course assignments. This statement must be made no later than March 15 for a fall semester grade and by November 1 for a spring semester or summer session grade. The instructor must make his/her written response to the student, with a copy to the Chair, and set a meeting date with the student within 10 working days of receipt of the student’s written statement.

If, after the exchange of written statements and conversation, the student still thinks that the grade is unfair, he/she must formally appeal in writing to the Chair within 10 working days of the receipt of the instructor’s response. The Chair will consider any additional material presented by either the faculty member or the student and then prepare a written response, with copies to the instructor, student, and Dean of the School, regarding his/her assessment. If, in the judgment of the Chair, the grade is unfair, the Chair will ask the instructor to re-evaluate the student’s work. In every case the burden of proof remains with the student.

If the student wishes to appeal the decision of the Chair, he/she must file a formal complaint in writing to the Dean of the School within 10 working days of the Chair’s decision. The written formal complaint should contain reasons why the Chair’s decision should be reconsidered. The Dean will provide a formal response within 10 working days of receiving the formal complaint. The decision of the Dean is final.

Students who have incurred ‘UF’ grades, assigned by the Registrar’s Office when the course instructor has not assigned a grade, and the student has not properly withdrawn from that course, may, with good reasons, petition for retroactive withdrawal from the course up to the following May 1 for a fall semester course and up to the following December 1 for a spring or summer session course.

**Independent Study**

The privilege of independent study is possible for students who are admitted to the University and who are prepared to undertake it with the approval of the Chair of the department, the instructor concerned, and the Dean of the School. The course may be in any field, provided the department considers the student’s preparation adequate. The study must be in an area not covered by a regularly scheduled course. A contract is drawn by the student and the instructor containing a description of the study, method of evaluation, unit value, and time limit. The student, the instructor, the Department Chair, and the Dean of the School sign the contract. The original is filed in the Registrar’s Office; one copy is retained by the instructor, and one by the student. The maximum number of units that can be earned in one semester by independent study is three; a total of six units of independent study may be applied toward the degree. Exceptions may be made for students in the Honors Program. Students pay the regular tuition for independent study.

**Tutorial Seminars**

Courses with fewer than seven students may be conducted as tutorial seminars. Tutorials meet in face-to-face classes on fewer occasions than a regular semester course. The Office of Academic Affairs establishes the policy on minimum and maximum class sizes. Class sizes may vary between fall, spring, and summer sessions.

**Thesis Continuation**

Each department has a specified number of senior thesis/senior project courses. These vary in number and unit value by department, depending on the nature of the discipline and the stress the department puts on the thesis or project. Students who do not complete the thesis or project during the department’s regular course or courses receive a PR, in progress, grade. A PR grade does not prevent an otherwise qualified student from being on the Dean’s List.

Some academic departments permit students who do not complete the thesis/project within the department’s normal course sequence to register for one semester of thesis continuation. There is a fee of $500 for thesis continuation, which is in addition to tuition for any other courses in which the student may be enrolled. When the student finishes the senior thesis, the PR grades are replaced by the thesis grade (usually ‘A,’ ‘P,’ or ‘F’). Thesis continuation may not be repeated.
General Academic Policies and Procedures

If the student does not finish at the end of the thesis continuation semester, an ‘F’ (or ‘UF’) replaces the ‘PR’ grades in the department’s senior thesis/project course sequence. If the student receives an ‘F’ (or ‘UF’) and later wants to complete the thesis/project, he/she must have the approval of the Department Chair to re-enroll in the department’s appropriate senior thesis/project course(s) for the appropriate units and pay at the tuition rate then applicable.

As always, students may, for good reasons, petition for an exception to policy.

Family Educational Rights and Privacy Act of 1974 (The Buckley Amendment)

The full text of the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, appears below. The University is authorized under the Act to release directory information concerning students unless the University has received a prior written objection from the student specifying information not to be released. Students are notified in writing annually by the Registrar of their rights under FERPA. Forms to request the non-disclosure of directory information, as well as forms to authorize third-party access to confidential student records are available in the Registrar’s Office.

The Federal Family Educational Rights and Privacy Act of 1974 (20 USC 1232g) and regulations adopted thereunder (34 CFR 99) set out requirements designed to protect the privacy of students concerning their records maintained by the campus. Specifically, the statute and regulations govern access to student records maintained by the University, and the release of such records. In brief, the law provides that the University must provide students access to records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor. The law generally requires that written consent of the student be received before releasing personally identifiable data about the student from records to other than a specified list of exceptions. An office and review board has been established by the Department to investigate and adjudicate violations and complaints. The office designated for this purpose is: The Family Educational Rights and Privacy Act Office (FERPA), US Department of Education, 330 C Street, Room 4511, Washington, DC 20202.

The University is authorized under the act to release “directory information” concerning students. “Directory information” includes the student’s name, address, telephone numbers, e-mail address, enrollment status, class level, course-load, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, date(s) of degree(s), and previous educational institutions attended by the student. The above-designated information is subject to release by the University at any time unless the University has received prior written objection from the student specifying information which he/she does not agree to be released. Written objections should be sent to the Registrar’s Office.

The University is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons are those who have responsibilities in connection with the University’s academic, administrative, or service functions and who have reason for using student records connected with their campus or other related academic responsibilities. Disclosure may also be made to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; to other institutions to which the student is transferring.

Academic Honesty Honor Code

Dominican University of California is rooted in the Dominican ideals of love of truth, beauty, and the life of the mind, combined with a deep respect for the dignity and worth of the individual. In the spirit of this philosophy, all members of the University community have the responsibility to protect and maintain an academic climate in which the fundamental freedom to learn and grow can be enjoyed by all its members.

Faculty, administration, staff, and students are expected to demonstrate standards of conduct, personal honor, regard for the rights of others, and respect for order, which are essential for good citizenship and appropriate to the pursuit of
academic goals. In becoming a member of this academic community, one accepts the right and responsibility to abide by standards of intellectual integrity and standards for conduct. The Honor Code depends upon the willingness of members of the campus community, individually and collectively, to maintain and perpetuate standards of the Honor Code. When one becomes aware of a violation of this principle, she/he is bound by honor to take some action. He/she may report the violation, speak personally to the individual involved, or do whatever is appropriate under the circumstances. If one stands by and does nothing, both the spirit and the operation of the principle of honor are threatened.

**Academic Honor**

Dominican University of California is an academic community. All of our community members are expected to abide by ethical standards both in their conduct and in their exercise of responsibilities toward other members of the community. Students, faculty members, administrators, and staff are expected to adopt standards of behavior that place a high value on respecting the ideas of others. All intellectual accomplishments – examinations, papers, lectures, experiments, and other projects – should adhere to the highest standards of academic integrity and ethics.

The faculty, administration, and staff recognize their obligation to provide continuing guidance as to what constitutes academic honesty and to promote procedures and circumstances that will reinforce the principle of academic honor.

Fundamental to the principle of independent learning is the requirement of honesty and integrity in the performance of academic assignments, both in the classroom and outside. Students should avoid academic dishonesty in all of its forms, including plagiarism, cheating, and other forms of academic misconduct.

The University reserves the right to determine, in any given instance, what action constitutes a violation of academic honesty and integrity.

**Plagiarism**

Broadly defined, plagiarism is presenting the work of another person as one’s own. Plagiarism is an act of academic dishonesty and is a serious ethical and scholarly violation unless the words, phrases, or sentences used from published sources are in quotation marks and the sources are given in full. It is unacceptable to copy text or ideas, either verbatim or in using wording or sentences from a source, without citing the author and source. These sources might be written, such as textbooks, library books, journal articles, encyclopedia articles, or they may be electronic, such as computer files, the World Wide Web or Internet, or they may be audio disks, musical scores, or film and video materials. The format of the information is irrelevant; any material written by another that one incorporates into her/his papers must be properly acknowledged using the style manual appropriate to the discipline or required by the instructor. Similar care must be taken in the preparation of oral presentation.

There are two main forms of plagiarism:

1. Direct copying of any source without proper acknowledgment
2. Integrating ideas or concepts from one or various sources without citations

The presentation of material without acknowledging its sources misleads the reader about the source of the ideas, language, or data. Required practices include written citations acknowledging the ideas or work of others that contribute directly to your work. When using the exact language of another, the text must be put in quotation marks and the source acknowledged. When using combined sources for a paper that closely expresses the views of other authors, even though the wording may be changed, each of the works must be cited. Students should consult with their instructor if there are any questions regarding good practices of citation.

Plagiarism is a very serious matter. Plagiarism, like cheating on an assignment or exam, is a violation of the University Honor Code.
General Academic Policies and Procedures

Cheating

While plagiarism is, perhaps, the most common form of academic cheating, other violations of scholarly integrity also undermine the learning process and compromise personal honor. Any effort to flout the general standards of academic conduct or to circumvent the stated course expectations of individual instructors constitutes “cheating” and violates the University Honor Code. Such dishonorable behavior includes:

- Using information from another student’s research or paper.
- Copying information from another student’s test or using unauthorized materials during an examination, whether an in-class or take-home exam.
- Buying, selling, or stealing test questions, answers, or term papers.
- Doing work or taking tests on behalf of another student or submitting work done by another person.
- Falsifying data or laboratory results.
- Submitting the same work for more than one course.

Penalty for Student Acts of Plagiarism or Cheating

Should an incident of plagiarism or cheating occur, the faculty member is expected to take swift action. If, after investigating the incident, speaking with the student involved, and consulting with the chair of the department within which the course is offered, the faculty member determines a violation did occur, the faculty member will report the incident in writing to the Dean of the appropriate school and the Associate Vice-President of Academic Affairs (AVPAA). The report should include copies of the evidence of the plagiarism or cheating. The appropriate penalty determined by the faculty member must be discussed with, and approved by, the Associate Vice-President for Academic Affairs prior to being conveyed to the student. The University reserves the right to determine the final administrative, disciplinary, or legal action including dismissal from the University.

The AVPAA will complete an Academic Misconduct Form and will communicate the ensuing action or penalty to the student by letter, with copies to the chair of the department within which the course is being offered, the chair of the department in which the student is majoring, the instructor of the course, and the Dean. The original documents will remain in a confidential file in the Office of the AVPAA and will be destroyed upon graduation of the student.

Procedures for Students Who Witness an Act of Plagiarism or Cheating

The University expects anyone who witnesses or has knowledge of plagiarism or cheating to report it using the following procedure; 1) report the incident to the faculty member whose course is involved; 2) if not satisfied with the results, discuss the incident with the chair of the department within which the course is being offered; 3) if still not satisfied, see the Dean of the appropriate school. University employees are responsible to maintain confidentiality. Cases should not be discussed beyond official channels; breaking of confidentiality by a faculty member is considered to be unprofessional conduct and is a violation of the Family Educational Rights & Privacy Act of 1974.

Student Rights

A student who believes he/she has been falsely accused of plagiarism or cheating, or that the instructor’s resolution of the alleged incident is unjust, may appeal, in writing, directly to the Dean of the appropriate school. The appeal should follow the process outlined in the section entitled Grievance Procedures in the Student Handbook.

Standards of Conduct

Disrespectful behavior of any kind and the lack of civility in interacting with others fundamentally undermine the educational process. For this reason the University is firmly committed to ensuring that each person in the University community feels valued as an individual and respected for his/her accomplishments and unique contributions to the campus.
**Pager and Cell Phone Policy**

The noise caused by cell phones and pagers is annoying and has a negative impact on a learning environment. For this reason, Dominican University of California asks that students leave phones and pagers outside their classrooms or at least turn them off before the start of a class. Cell phones are to be turned off when entering Alemany Library and may not be used anywhere within the Library building. It is a mark of courtesy to your student colleagues and instructors to keep the classroom cell phone and pager free.

**Resource Use**

Library, computer, laboratory, and studio resources are central to the academic purposes of the University and essential to the work of everyone in the community. No member of the campus community may infringe upon the right of others to have fair and equal access to these resources. Intentional behaviors that limit such access or otherwise interfere with legitimate academic pursuits are always irresponsible, often illegal, and may result in disciplinary action. Examples of inappropriate conduct include:

- Removing Library materials without checkout from the Circulation Desk.
- Hoarding materials for personal use within the Library by hiding them.
- Removing pages from print materials or marking (e.g., highlighting) in books and periodicals.
- Destroying or altering computer files and default settings or installing personal software.
- Damaging the facility through the use of restricted foods and beverages within the Library or labs.
- Behaving in a loud or boisterous manner that undermines the concentration of other patrons.
- Using cell phones in the Library.
- Using computers for prohibited purposes (e.g., e-mail at the Library Reference desk workstations, viewing or printing pornographic sites anywhere on campus).
- Leaving children under 12 years of age unattended in the Library.
- Violating copyright law by reproducing printed or electronic resources without the permission of the library or the publisher.
- Wearing clothing unsuitable to a public service building (e.g., shirts and shoes are required).
- Physically or verbally abusing or harassing Library patrons or personnel in the performance of their duties.

The Library reserves the right in all instances to establish policies consonant with the academic mission of the University, to impose fines for overdue materials, and to charge replacement costs for lost or damaged items owned by the Library or borrowed through interlibrary loan. All users of the facility and its resources are expected to conform to these policies as publicized on the Library Web site.

**University Computer Use Policy**

**Information Technology**

Computers are a critical component of the educational process and the Information Technology Department (IT) is committed to reliably providing technology services for the University. The Information Technology Department is responsible for designing, implementing and supporting all of the computer and phone related services at Dominican. The following sections provide a brief introduction of the various resources and systems that may be utilized while at Dominican. As technology systems change rapidly, URLs are provided for access to more detailed and current information online.
Technology Use Policies

The full technology policies are available online at http://ithome.dominican.edu/students/policies.asp. The key points of the policies are:

- Technology at Dominican should only be used for authorized and legal purposes. Illegal use or distribution of copyrighted material is prohibited. Hacking, using the network for spam, or using the Dominican network for non-Dominican commercial purposes is prohibited.

- Dominican cherishes freedom of expression and our first amendment rights and in turn does not restrict the content of material transported across our networks. However, Dominican reserves the right to limit access to or monitor its networks and to remove material stored or posted on University computers when applicable University policies, contractual obligations, or state or federal laws are violated.

- Computer labs are available for student authorized use. Students are not to reconfigure hardware, software, or make any other changes to any Dominican computer. If a computer is not operating properly, or needs additional software or features, please contact the IT Help Desk. For more information on the various computer labs at Dominican go to http://ithome.dominican.edu/labs/.

Student Computer Support Policy

Dominican does not take responsibility for any student computer failures or problems unless they relate to problems with Dominican provided services. There may be instances where students’ computers are not working due to viruses, software configuration problems, or hardware failures. As time permits the Dominican IT Department is willing to help students diagnose and repair, when possible, problems with student computers. Due to the nature of other emergencies, students who need such assistance will have to coordinate with the IT Department to set a time to stop by for help. Please call the IT Department to set a date and time for computer help. Dominican is not responsible for any data loss or other problems resulting from computer assistance from the IT Department.

How to Get Information and Help

There are a number of resources available for technology assistance.

- The IT Home page is accessible at http://ithome.dominican.edu/students.

- The online IT Help desk is available from http://xhelpdesk.dominican.edu. Go to this URL, create an account for yourself and submit issues to IT online.

- If you are on campus and your computer cannot access the online IT Help Desk, please call ext. 0123 (415-257-0123).

Other IT Services for Students

E-mail, wireless network, on-campus student internet access, on-campus student telephones and voice mail are available. Please consult the IT web page for details on these services.

Existing Legal Context

All existing laws (federal and state) and Dominican University of California regulations and policies apply, including not only those laws and regulations that are specific to computers and networks, but also those that may apply generally to personal conduct.

Misuse of computing, networking, or information resources may result in the loss of computing privileges. Additionally, misuse can be prosecuted under applicable statutes. Users may be held accountable for their conduct under any applicable University policies. Complaints alleging misuse of computing resources will be directed to those responsible for taking appropriate disciplinary action. Illegal reproduction of software protected by US Copyright Law is subject to civil damages and criminal penalties, including fines and imprisonment.
Maintenance of Standards

The University reserves the right to dismiss any student whose conduct is regarded as disruptive to the educational process, or not in accordance with standards the University seeks to maintain. In such cases all charges due or paid to the University will not be remitted or refunded in whole or in part.

Academic Standing

Clear Academic Standing for Undergraduates

Clear Academic Standing is defined as the condition of maintaining a minimum cumulative Dominican GPA of 2.0 and a minimum 2.0 in the major. Students who do not maintain Clear Academic Standing are subject to the provisions as specified below.

Students must be in Clear Academic Standing the semester in which they graduate. A student jeopardizes his/her graduation if a cumulative 2.0 GPA or 2.0 GPA in the major is not maintained in the semester of graduation.

Students will be evaluated for academic standing at the conclusion of the fall and spring semesters. Although all students will be evaluated for, and notified of, any deficiency in their academic standing every fall and spring semester, no posting of academic warning or probationary status to students’ records will be made until the completion of the fall or spring semester in which they have attempted at least 12 cumulative graded units. Students may be referred for academic support services at any time at the discretion of the Registrar and the Director of the Academic Advising and Support Center.

Rate of Progress and Progress Probation

Students are expected to successfully complete the courses in which they enroll each academic year. While an occasional withdrawal from a course may be necessary, no student should withdraw from multiple courses as a strategy for avoiding a deficient grade point average. Students who complete less than three-quarters of the units in which they have enrolled in a given academic year will be subject to Progress Probation. Students on Progress Probation will be subject to dismissal from the University if they again fall below completing three-quarters of the units in which they are enrolled in any subsequent academic year. Students on progress probation may also be referred by the Registrar to the Academic Advising and Support Center for assistance with any specific skills development, tutoring, or assessment that may be useful. Exceptions due to extenuating circumstances such as unforeseen medical emergencies or severe illness may be appealed to the Academic Petition Committee.

Academic Warning

An undergraduate student is placed on Academic Warning if the student’s semester GPA is more than 1.0 but less than 2.0, even if the cumulative GPA remains above 2.0. Students on Academic Warning must meet with their advisors to reflect on the causes of their deficient performance and to take whatever actions are necessary to improve their performance in subsequent semesters. Students on academic warning are also referred by the Registrar to the Academic Advising and Support Center for assistance with any specific skills development, tutoring, or assessment that may be useful. The Academic Warning status is not noted on the transcript.

If the semester GPA is below 2.0 in the subsequent semester, the student is placed on Academic Probation, which is reflected on the transcript.

Academic Probation

If the cumulative GPA is below 2.0, or if the semester GPA is below 1.0, the student is placed on Academic Probation (AP). Students on AP have until the conclusion of the succeeding fall or spring term to raise their cumulative GPA to 2.0 or above.
General Academic Policies and Procedures

Failure to do so results in automatic dismissal from Dominican. Students who earn a semester GPA of less than 1.0 for more than one semester may also be subject to academic dismissal, even if the cumulative GPA remains above 2.0.

Academic Dismissal

Students are subject to Academic Dismissal (AD) under the following two scenarios:

- If, as stated above, they are on AP and fail to raise their cumulative GPA to good standing (2.0), or
- if their cumulative GPA falls below 1.0. In this case AP is bypassed, and the student is immediately disqualified.

Appeals

A student may appeal his/her dismissal and petition for reinstatement. Such an appeal must be made in writing and must have the support of the student’s advisor. The appeal letter should be directed to the Appeals Committee, in care of the Registrar. The student may request to make a personal appearance before the committee. It would then be at the committee’s discretion to either:

1. Reinstate the student on Academic Probation or Continued Academic Probation, or
2. Deny the petition and allow the dismissal to stand.

Reinstatement after Dismissal

A student is generally granted reinstatement if she/she has raised his/her cumulative GPA to a 2.0 or better as adjusted by subsequent transferable work. She/he will need to present compelling evidence that the conditions that led to his/her earlier unsatisfactory performance will no longer affect her/his studies. The subsequent work must be taken at another accredited institution. If this is done within the first two semesters of absence from the University, the student may resume studies at the University by submitting a Readmission Form and by providing official transcripts of the work completed to the Registrar’s Office. If this is not done within one year, the student will have to reapply through the Admissions Office and will be subject to all Catalog requirements in effect at the time of readmission. A student who is reinstated under this policy will be on Academic Warning and will have to clear a 2.0 overall cumulative GPA, cumulative Dominican GPA, and major GPA of 2.0, or, again be dismissed, this time with no possibility of reinstatement.

Note: Dismissal from an academic program, such as Nursing or Health Sciences/Pre-Occupational Therapy, does not necessarily constitute Academic Dismissal (AD) from the University. A student who is otherwise in clear academic standing may be eligible to re-enroll in a different major. Dismissal from an academic program is also not subject to the same appeal process as Academic Dismissal from the University and must be addressed with the Program Chair and the Dean of the School, rather than with the Registrar or the Appeals Committee.

Clear Academic Standing for Graduate Students

Clear Academic Standing for graduate students is defined as the condition of maintaining a minimum overall cumulative grade point average of 3.0 in the graduate program. The first time that a student’s grade point average falls below 3.0, the Program Director is notified and the student is placed on Academic Probation. If, at the end of the semester on Academic Probation, the cumulative GPA is not 3.0 or better, the student is dismissed. In rare cases, at the discretion of the Registrar, a graduate student may continue on Academic Probation if he/she has improved his/her cumulative grade point average during the semester on probation.

A student may not receive a Master’s Degree from Dominican University of California with a cumulative GPA below 3.0.

Veteran’s Academic Standing

A veteran or eligible person whose cumulative Dominican GPA falls below a 2.0 will be placed on Academic Warning. If, at the end of the subsequent semester, the student’s cumulative GPA remains below 2.0, the student will be placed on Academic Probation. If, at the end of the subsequent semester of Academic Probation, the student’s cumulative GPA is still
below 2.0, the student will be dismissed. However, if the student is allowed to remain in the program, he/she will have all veteran’s benefits discontinued and any further certification of benefits eliminated.

**Leave of Absence**

Students may find it necessary to take one or more semesters of leave from the University for personal or professional reasons. This is acceptable to the University; however, students choosing this option must complete a Leave of Absence form. Leaves of Absence will be approved for those students who have good academic, financial, and social standing at the time of the application for Leave. Enrolled students may apply for a Leave of Absence from the University for one academic year (two semesters and one or two summers). Students on Leave of Absence are eligible to return as continuing students upon meeting with their academic advisor, submitting an Application for Re-Admission to the Office of the Registrar, and meeting all financial obligations for the re-registration to the University. Students who file a Leave of Absence Form with the Registrar’s Office and return within one academic year retain the admission and graduation requirements from the Catalog in effect at the time of first matriculation (initial enrollment). Students who do not return within a year must meet the Catalog (admissions, graduation, etc.) requirements in effect at the time of re-enrollment and must reapply through the Admissions Office.

Students returning to Dominican after an absence of five years or less, and who were admitted prior to fall 2002, who are lacking only the senior thesis or 1-6 units of requirements to complete a baccalaureate degree, will not be subject to the new General Education requirements that went into effect in fall 2002. Rather, they will need to satisfy the General Education requirements that were in effect at the time of their withdrawal.

Students who are on Academic Probation or Academic Warning at the time of filing the Leave of Absence form may be readmitted on Academic Probation/Warning for one semester, at the discretion of the Appeals Committee. Such students must earn an overall GPA of 2.0 (‘C’) or above in their re-entering semester. (See Academic Probation section.)

Students who wish to enroll in coursework at other institutions during their leave of absence from the University must complete an Authorization to Take Courses Off-Campus form. Transcripts for all coursework taken off-campus during a leave of absence from Dominican must be forwarded to the Registrar’s Office at Dominican. Courses taken without prior approval may not be counted toward the degree.

Students who leave the University without filing an official Leave of Absence form may apply for readmission through the Registrar’s Office if their absence has been one year or less (two semesters and one or two summers). Students are readmitted under the Catalog in effect at the time of readmission. Students who do not return within a year must meet the Catalog (admissions, graduation, etc.) requirements in effect at the time of re-enrollment and must reapply through the Admissions Office.

Students intending to leave the University without planning to return must complete a Withdrawal form (see Withdrawal from the University).

Registered students who file a Leave of Absence form at the Registrar’s Office prior to the tuition refund dates, as described in the Tuition Refund section of this Catalog, will be partially refunded. If the Leave of Absence form is filed after these dates, or if no form is filed, all tuition, fees, and other appropriate charges will be due. Under no circumstances is the registration fee waived or refunded.

Leave of Absence and Withdrawal forms, Application for Readmission forms, and Authorization to Take Courses Off-Campus forms are obtained from the Registrar’s Office or from the Dominican web site.

**Withdrawal from the University**

Students planning to withdraw from the University are requested to make an appointment with their academic advisor prior to initiating withdrawal procedures.
A student who wishes to officially withdraw from the University must submit a completed Withdrawal form to the Registrar’s Office. Students who stop attending class without filing the required Withdrawal form will have failing grades (‘F’ or ‘UF’) posted to their records.

Completed Withdrawal forms must be received by the University’s Registrar’s Office prior to the tuition refund deadlines (see Tuition Refund in this Catalog and check with the Registrar’s Office for exact dates) for the semester enrolled. If a student chooses to mail his/her Withdrawal form, it is recommended it be sent by certified mail with a return receipt to the attention of the Registrar’s Office. The date of the postmark will be used to determine if a tuition refund is warranted.

Students who withdraw from the University may apply for readmission through the Registrar’s Office if their absence has been one year or less (two semesters and one or two summers). Eligible students are readmitted under the Catalog in effect at the time of readmission. Students who do not return within a year must meet the Catalog (admissions, graduation, etc.) requirements in effect at the time of re-enrollment and must reapply through the Admissions Office.

Conferral of Degrees

In the semester prior to the semester in which they plan to graduate, students must complete and file an Application for Graduation Form by the required date (refer to the Academic Calendar). Students must have satisfied the computer competency requirement and have completed the expository writing (ENGL 1004 and ENGL 3200) and math requirements in order to apply for graduation. Degrees are conferred when the Registrar’s Office has verified the successful completion of all graduation requirements. This typically occurs within 90 days after the close of the student’s final semester.

Admission decisions and 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.

Verification of Enrollment

Upon written request to the Registrar’s Office, a verification of enrollment will be provided. Allow 5 to 10 working days for processing. Verification of Enrollment forms are available at the Registrar’s Office.

Transcripts

Upon written request to the Registrar’s Office, an official transcript bearing the seal of the University and the signature of the Registrar will be mailed for a fee of $5. Additional copies ordered at the same time are $1 each, payable in advance.

A minimum of 5 to 10 working days should be allowed for processing transcript requests. Test scores and transcripts from other colleges/universities are not a part of the Dominican University of California transcript and must be requested from the appropriate testing agency or institution – copies may not be obtained from Dominican.

Unofficial transcripts are available at the Registrar’s Office. Unofficial transcript requests can usually be processed within 24 hours and are available at no charge. Unofficial transcripts require a written request.

The University will not issue official transcripts until all past due balances have been paid. Unofficial transcripts for currently enrolled students may not be available two weeks prior to the mailing of grade reports each semester.

Academic Renewal Policy

The Academic Renewal Policy at Dominican allows for students whose previous college work, either at Dominican or at other post-secondary institutions, has been affected by difficult circumstances. This policy recognizes that, for various reasons, some students have not met the scholastic requirements of their previous educational programs, and it appreciates that students mature, often rediscovering their potential, while gaining new perspectives on the benefits of education.
Academic Renewal of coursework means that all courses in the selected semester/quarter will not be applied toward fulfilling Dominican University of California degree requirements; units will not be applied toward graduation; grades for these courses will not be counted in the student’s cumulative grade point average; and course content will not be accepted towards the completion of Dominican degree requirements.

Even though academic renewal excludes units and corresponding grades from degree requirements and for the purposes of grade point calculations, these courses are not removed from the student’s academic record. Academic renewal is subject to the following conditions:

- After completion of 15 units of coursework at Dominican with a minimum grade point average of 2.5, a student may apply to the Petition Committee, care of the Registrar’s Office, for renewal of academic coursework in its entirety by semester or quarter.
- The semester or quarter must have been completed at least five years prior to the time of the student’s petition to receive academic renewal.
- A Petition for Academic Renewal Form must be filed with the Registrar’s Office at least two full semesters prior to graduation to allow time for making-up credit for completion of degree requirements and to allow for the processing of the petition.
- Academic Renewal will be applied to all courses in the chosen semester(s)/quarter(s).
- The decision of the Academic Petition Committee will be based on the overall quality of the academic work completed and the student’s demonstrated success in the degree program. In addition to the Petition for Academic Renewal Form, applicants should include a personal statement/essay describing the circumstances that led to the poor grades earned in the chosen semester(s) or quarter(s).

**Important Note:** Students should be aware that the Academic Renewal Policy is not the same as Admissions Forgiveness Policy. The Forgiveness Policy is applied for admission purposes only. Grades of ‘D’ and ‘F’ which are older than seven years from the time of admission are not included in determining whether an applicant meets the 2.0 minimum GPA required for admission. However, these courses and their grades remain on the student’s record and are included into the grade point average for academic standing and for graduation unless the student applies and receives approval for Academic Renewal. See the *Admissions Forgiveness Policy* section for more details.

**Implications of Academic Renewal Policy**

Academic renewal candidates who gain approval for renewal are advised of the following:

- **Dean's List:** Students will be eligible for inclusion on the Dean’s List.
- **Gamma Sigma:** Students may be considered for membership in Gamma Sigma, the University Honor Society.
- **Graduation Honors:** Students are eligible based upon all coursework transferred to and completed at Dominican.
- **Official Dominican University of California Transcript:** Any student’s official transcript will always reflect that student’s complete academic history at Dominican.

The Academic Renewal Policy is reviewed periodically and is subject to revision at any time.

**Academic Support – Tutoring Policy**

The Academic Advising and Support Center offers one-to-one or small group tutoring, free of charge, to all Dominican students. The number of hours a student receives for tutoring is determined by the Director of Learning Services on a case by case basis. Students may make an appointment by calling the Center. Tutoring in writing and math is available throughout the semester except on holidays, Fall Break day, Spring Break, and during final examination weeks. While Academic Support Center staff will try to provide tutoring in other subjects as it is requested, there is no guarantee that a qualified tutor will be available. The consequences for missed appointments are spelled out in the tutoring contract between student and tutor.
General Academic Policies and Procedures

Students who are unable to keep a tutoring appointment should cancel as early as possible, so that other students may use that time. Students who miss two tutoring appointments without canceling may make no further appointments during that semester.

Policies and Procedures for Students with Disabilities

University Policy

Dominican University of California is committed to providing effective, reasonable accommodations to qualified students with disabilities in accordance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act. Reasonable accommodations are provided to remove barriers that unfairly deny students with disabilities the opportunity to access the University’s programs, services, and activities. Through advising and support, the Academic Advising and Support Center will provide guidance to assist students with disabilities in their academic pursuits.

It is the University’s policy that no student be excluded from participating in any University program or be subjected to discrimination with regard to any University program. Once a student with a disability is admitted to the University, the student is responsible for notifying the Disability Services Advisor of his/her disability, requesting academic adjustments, and providing any necessary evidence of a disability related need for the requested adjustment.

Some students with disabilities, despite the provision of reasonable accommodations, may be unable to satisfactorily complete certain courses of study. On a case-by-case basis, the University will review the circumstances affecting a student’s condition and course of study. In limited instances, the University may permit a course substitution. However, in no event will the University waive required courses, attendance policies, or test formats that are essential to the degree program in which the student is enrolled.

Definition

The Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973 define a person with a disability as one who:

1. has a physical or mental impairment that substantially limits one or more major life activities, including functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working;
2. has a record of such a disability; or
3. is regarded as having such a disability.

Students with temporary illness, injuries, or conditions are not considered disabled under these laws. However, the Academic Advising and Support Center will work with such students to make appropriate adjustments to assist them within available resources of the Center.

University Procedures

1. To be eligible for accommodation, students must provide the Disability Services Advisor (DSA) with documentation of their disability from a licensed professional, e.g., physician, psychiatrist, psychologist, learning disability specialist, or educational therapist, with the competencies to determine whether the student has a disability which substantially limits one or more major life activities. If a student does not notify the DSA of his/her disability or fails to provide the DSA with adequate documentation in a timely fashion, the University cannot be responsible for providing reasonable accommodation. It will not be possible to assist students who fail to provide the DSA notification of their disability until after they have been academically unsuccessful. The University does not grant accommodations retroactively. Therefore, if a student is unsuccessful because of a failure to seek accommodations in a timely manner, it is unlikely that the student’s record will be altered.

2. Students cannot rely on the University to identify their disabilities nor identify a particular accommodation when a student presents a disability. If a student believes he/she has a learning disability and has not been tested, the student
is encouraged to contact the Disability Services Advisor. Dominican provides neither testing nor assessment. However, the DSA can refer students to an appropriate outside agency. Students must arrange and take financial responsibility for any professional testing and assessment.

3. Generally, documentation of a student’s condition must be conducted within the past three years. However, older assessments of conditions that do not change over time may be acceptable. In other instances, such as chronic health or psychiatric conditions, more recent evaluative information may be necessary. The documentation must include the testing procedures followed, the instruments used to assess the disability, the test results, and interpretation of the results. Students with certain disabilities may be required to provide additional testing or appropriate documentation.

4. Documentation must define the nature of the disability, provide a detailed description of how the student is limited by the disability and clearly state the specific accommodations recommended to help the student achieve academic success. Accommodations need not be based on a student’s preference.

5. All information and records about the student’s disability and accommodations, if any, are treated as confidential information under applicable federal and state laws, as well as under University policies.

6. Students requesting accommodation must schedule an appointment with the Disability Services Advisor no later than two weeks after the semester begins, each semester for which they request accommodation. If a student fails to seek accommodations in a timely manner, it may result in a delay in the receipt of accommodations. Students requesting adaptive technology, a note taker, sign language interpreter, or reader should contact the DSA at least one month prior to the start of the semester.

7. The DSA will issue a letter to each relevant faculty member regarding recommendations for accommodations. The letter is signed by the student and can either be delivered in person by the student or through campus mail.

8. The DSA will serve as an advisor to students and will help arrange the appropriate accommodation for each class. The DSA also will consult with faculty to discuss the logistics of each student’s accommodation and how it will be managed. Accommodations are provided on a case-by-case basis. Please note that each student’s situation is different and accommodations for a particular student may vary from class to class and semester to semester, depending on the content and requirements of the course.

9. With guidance from the DSA, students are responsible for requesting recommendations from their academic departments for note takers. Students also are responsible for selecting the appropriate person(s), pending approval from the DSA.

10. Students requesting proctored exams must notify the DSA at least 10 days prior to the exam. Students are responsible for making arrangements with the faculty to deliver the exam to the Academic Advising and Support Center. Faculty members are asked to provide specific instructions in terms of test administration (e.g., open book, time limit with extended time, etc.).

11. Entering students who would like to be accommodated for the computer competency, English, math, or chemistry placement tests must provide the DSA with the appropriate documentation (see items 1, 3, and 4 above) which must specify how the student is to be accommodated. The documentation must be provided at least 10 days before a scheduled exam.

**Disability Grievance Policy**

Students who believe they have been discriminated against based upon a disability may choose to file a grievance by following procedures outlined in the current *Student Handbook*.

**Transfer Credit Policies**

The comprehensive transfer policy is administered and updated by the Registrar under the direction of the Office of Academic Affairs and the Dominican University of California faculty.

Dominican will grant transfer credit only for college level courses completed at a degree-granting, regionally accredited, post-secondary two-year and four-year college or university and from post-secondary institutions which are candidates for
General Academic Policies and Procedures

accreditation (as defined in the Handbook of Accreditation, Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges). Credit will also be accepted for courses taken at accredited universities outside the United States. Courses from non-accredited institutions are not transferable to Dominican. The University accepts units from other institutions under the guidelines outlined by the American Association of Collegiate Registrars and Admission Officers (AACRAO) and the Western Association of Schools and Colleges (WASC). Generally, Dominican accepts courses that are transferable to the CSU or UC systems.

Students who completed coursework at a college/university operating on the quarter system will receive the equivalent semester units. For example, a 4-quarter unit course is equivalent to 2.7 semester units. When courses of this type are used to fulfill General Education requirements at Dominican, such courses will fulfill 3 semester-unit General Education requirements.

A maximum of 12 units (transfer or Dominican) will be granted, with noted limitations, for physical activity (8 units, including units for basic military rating), work experience (8 units), computer science applications (3 units), and vocational courses (based on course content rather than unit totals).

A maximum of 70 lower division units may be applied toward a Dominican University of California degree.

Units earned through Unsponsored Learning (see Credit for Unsponsored Learning) are in addition to transfer units accepted from another college or university and are not subject to the 70-unit maximum.

Off-Campus Coursework Toward a Dominican Degree

Admitted students who matriculate at Dominican must submit an Authorization to Take Course(s) Off Campus form. See the section Authorization to Take Courses Off Campus.

Important Note: 30 of the final 36 units of the Dominican baccalaureate degree must be taken at Dominican University of California. See Residency Requirement Policy for more details.

International Baccalaureate Examinations (IB)

Dominican University of California recognizes the academic challenge and motivation inherent in the International Baccalaureate program. The University will grant transfer credit of 10 semester units for each Higher Level Subject examination passed with a score or grade of 4, 5, 6, or 7. One grade of 3 will be acceptable if it is compensated by a grade of 5 or above in another subject offered at a higher level. No credit will be awarded for Subsidiary Level passes. No more than a total of 30 semester units of International Baccalaureate or Advanced Placement credit may apply towards the bachelor’s degree at Dominican.

Advanced Level Subject Examinations

Dominican University of California awards advanced standing credit for Advanced (A) level subject examinations passed with a grade of A, B, C, D, or E. No advanced standing is granted for the Ordinary (O) level examination.

Advanced Placement Tests (AP)

Dominican will grant credit toward an undergraduate degree for successful completion of advanced placement tests taken prior to entry. Students must earn a score of 3, 4, or 5 to receive credit. Please refer to the chart below to determine the policy for each department regarding which scores will be accepted and how credit will be awarded. Credit will be granted for exams passed, at the appropriate level, but no letter grade will be assigned. The units granted correspond with the units assigned to each equivalent Dominican course. Advanced placement credit is Lower Division and may be applied towards electives, specified General Education areas, and prerequisites in some majors as noted. No more than a total of 30 semester units of AP or IB credit may apply towards the bachelor’s degree at Dominican.
<table>
<thead>
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<th><strong>AP Exam</strong></th>
<th><strong>Score</strong></th>
<th><strong>DUC Units</strong></th>
<th><strong>DUC Course Equivalent</strong></th>
<th><strong>Day GE</strong></th>
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^ Consult with Department Chair about application of equivalent courses toward Lower Division (LD) requirements in the major.

** Key to Abbreviations for General Education Areas:

CA = Creative Arts  MT = Mathematical Thinking and Quantitative Reasoning
NS = Natural Science SS = Social Science
WI = Expository Writing

**College Level Examination Program (CLEP)**

The University accepts selected General Examinations and Subject Examinations for college credit. Credit is limited as outlined in the *Credit for Un-sponsored Learning* section of the Catalog. Students must earn the minimum ACE recommended score (‘C’ 2.0 level) or higher on General Examinations and on Subject Examinations to receive credit. Examination reports include the ACE Score. **Credit is Lower Division (LD) and may be applied toward electives, specified general education areas, and prerequisites in some majors as noted:**
# General Academic Policies and Procedures

## CLEP Examinations

<table>
<thead>
<tr>
<th>Business Examinations</th>
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<th>DUC Course Equivalent^</th>
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<th>Pathways GE**</th>
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</table>

^ Consult with Department Chair about application of equivalent courses toward Lower Division (LD) requirements in the major.
General Academic Policies and Procedures

* Must be taken prior to matriculation unless a student scores 11 or 12 on the English Placement Exam. A student can receive partial credit for the CLEP exam with a maximum total of six units for ENGL 1004 coursework and the exam.

~ Meets the lecture requirement but does not meet the laboratory requirement

**Key to Abbreviations for General Education Areas:

CA = Creative Arts
MT = Mathematical Thinking and Quantitative Reasoning
NS = Natural Science
SS = Social Science
WI = Expository Writing

For 6-unit examinations, which fulfill three or four units of GE, the remaining units are applied as elective units.

Regional Centers for CLEP Testing

Dominican University of California Test Center
Telephone: (415) 257-1317 (for registration information and testing dates)

National University – San Jose
3031 Tisch Way, 100 Plaza East, San Jose, CA 95128
(408) 236-1166 www.nu.edu

Students petitioning for credit must submit an official CLEP transcript to the Registrar.
The CLEP code number for Dominican University of California is 4284.
To receive information about CLEP examinations or to order a CLEP transcript contact:

CLEP Transcript Request Service
PO Box 6600, Princeton, NJ 08541-6600
(609) 771-7865 or (800) 257-9558 www.collegeboard.com/clep

Excelsior College Examination Program (formerly ACT PEP or Regents)
The University accepts selected examinations in arts and science, business, and nursing with the required score ‘C’ (2.0) level or above. Credit is limited as outlined in the Credit for Unsponsored Learning section of the Catalog. A student should contact a Dominican advisor prior to taking an Excelsior College test to determine the usefulness of the examination within the student’s degree plan. A student must provide an official transcript to have credit transcripted toward a degree. Students must earn the minimum ACE recommended score or higher in order to earn credit. Examination reports include the ACE score. Credit is lower or upper division and may be applied toward electives, specified general education areas, and some majors as noted:

Excelsior College Examinations

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### General Academic Policies and Procedures

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</table>

^ Consult with Department Chair about application of equivalent courses toward Lower Division (LD) requirements in the major.

* Applicable only for nursing students designated as advanced placement

~ Meets the lecture requirement but does not meet the laboratory requirement

**Key to Abbreviations for General Education Areas:

- MT = Mathematical Thinking and Quantitative Reasoning
- RH = Religious Heritage
- PH = Philosophy
- SS = Social Science

### Excelsior College Examinations Information and Transcripts

**Excelsior College**

7 Columbia Circle, Albany, NY 12203-5159
(888) 647-2388 www.excelsior.edu

The Excelsior Examinations code for Dominican University of California is **0256A**.

Individual computerized testing is available at selected local Prometric Testing Centers.

### American Council on Education (ACE)/National Program on Non-Collegiate Sponsored Instruction (PONSI)

Some courses offered by corporate, industry, and military institutions may be awarded transfer credit. The eligible courses are those which have ACE or PONSI recommendations for upper or lower division college credit. Course transferability is out-
General Academic Policies and Procedures

lined in the *National Guide to Educational Credit for Training Programs* (ACE) and in the College Credit Recommendations: The Directory of the National Program on Non-Collegiate Sponsored Instruction (PONSI). Military schools and courses are evaluated according to the ACE recommendations in *A Guide to Evaluation of Educational Experiences in the Armed Forces*.

**For ACE Credit:** Students must submit an official transcript from the American Council on Education (ACE). To obtain an ACE transcript, contact:

Registry of College Recommendations
American Council on Education
One Dupont Circle, NW, Washington, DC 20036-1193
(202) 939-9300 www.acenet.edu

**For PONSI Credit:** Students must submit official verification from the sponsoring organization.

**Military Credit**

Confirmation of active duty service must be made by either a DD214 (for retired military personnel) or a DD295 (for active duty personnel). Students must submit a DD214 or a DD295 to receive activity units for their basic military duty. (A maximum of 8 activity units, which include physical education activity courses, will be applied toward graduation). For a copy of the DD214 contact:

The National Archives & Records Administration
Military Personnel Records
8601 Adelphi Road, College Park, MD 20740-6001
(866) 272-6272 www.archives.gov

Beyond credit for basic training, students may be able to receive additional credit for military coursework or training, if the American Council on Education (ACE) recommends it for credit. To have training evaluated, students must submit more extensive documentation as follows:

**Army:** For students who joined the Army after October 1, 1981, a transcript is required for documenting military training. To request a transcript, students should send their name, social security number, basic active service date (date of entry into the army), and the address of Dominican University of California to:

AARTS Operations Center
415 McPherson Avenue, Fort Leavenworth, KS 66027-1373
(866) 297-4427 http://aarts.army.mil

For students who joined the Army prior to 1981, a transcript is not available, and other forms of documentation are required to assess credit. For information on how to obtain documentation, contact the AARTS program of ACE at (202) 939-9434. Usually the student is asked to submit copies of course certificates and an ACE form called “Request for Course Recommendation” (a copy of this form can be found in the back of the *Guide to the Evaluation of Educational Experiences in the Armed Services*).

**Air Force:** All Air Force personnel should submit a Community College of the Air Force transcript in order to have training evaluated. To obtain a transcript contact:

Community College of the Air Force/RRRA
130 West Maxwell Boulevard, Maxwell Air Force Base, Montgomery, AL 36112-6613
(334) 953-2223 http://www.au.af.mil/au/ccaf

**Marines, Navy, Coast Guard:** Personnel who left service after June 1, 1999 may obtain a Request for Sailor/Marine Council on Education Registry Transcript by calling (877) 253-7122 (a copy of this form can be found in the back of the *Guide to the Evaluation of Educational Experiences in the Armed Services*).
General Academic Policies and Procedures

Credit/No Credit: Proficiency Units

Dominican University of California honors units that are completed through sources of unsponsored learning. These sources receive proficiency units and are graded as ‘P’ for ‘pass’. Semester units are applied toward degree completion but do not earn quality points and are not factored into the cumulative grade point average. Some proficiency units may be used to fulfill requirements for the major or General Education and others will satisfy elective requirements only. Proficiency unit sources are listed below. Degree requirements to which proficiency units may be applied and unit limits vary by academic major. See Credit for Unsponsored Learning sections for details regarding these unit limits:

- Experiential Learning Portfolio
- College Level Examination Program (CLEP)
- Excelsior College Examination Program (Excelsior College, formerly ACT PEP or Regents).
- National League of Nursing Examinations (NLN)
- Basic military service more than one year
- Units recommended by ACE/PONSI
- Advanced Placement credit
- Dominican University of California course challenge

Students must submit official required documentation to the Registrar’s Office to receive credit for proficiency units.

Students are advised that in order to be considered for Graduation Honors, undergraduate students must have earned a minimum cumulative, combined grade point average in all undergraduate coursework – including transferable coursework – and must have completed at least 30 letter-graded units offered for the degree in resident study at Dominican University. Pass/fail and credit/no credit proficiency units are not included in the computation for honors at graduation.

Credit for Unsponsored Learning

Dominican University of California acknowledges that college level learning may be gained from sources other than the traditional college classroom, i.e. unsponsored learning. Students may apply a maximum of 40 units toward completion of the undergraduate degree through the options from unsponsored college level learning with no more than 30 units (NLN examinations excepted) from any one source. Units are applied toward a bachelor’s degree based on required documentation of the college level learning. Units awarded through unsponsored learning cannot duplicate units earned through transfer courses or through courses completed at Dominican.

Such learning must:
1. Have occurred after the student’s completion of secondary school;
2. Be related to the educational goals of the student; and
3. Be consistent with the educational goals and programs of the University.

The student applying for credit must be admitted and matriculated at the University. For most unsponsored learning sources, the process for obtaining credit for unsponsored prior learning may be initiated as soon as the student has registered for his/her first semester of coursework.

Units earned through unsponsored learning sources are recorded as proficiency units and receive the grade of ‘P’ (pass) and may be lower or upper division units. These units are not units for which a student is “registered” since no tuition is paid for them and they are not counted toward financial aid eligibility requirements.

Pass/fail and credit proficiency units are not included in the computation for graduation honors.

Lower division units earned through unsponsored learning options are added to any other lower division units transferred from a regionally accredited college or university and are not subject to the rule of a maximum of 70 lower division transfer units. Units earned through unsponsored learning options are not subject to the policy that 30 out of the last 36 units must be taken at the University.
General Academic Policies and Procedures

CLEP and Excelsior College Examinations
A student may earn college credit by earning the ACE recommended score or higher (minimum ‘C’ 2.0 level or proficiency) on any examination offered through the College Level Examination Program (CLEP) of the Educational Testing Service or The Excelsior College Examination Program (formerly Regents PEP). A student may earn 3 to 6 units (depending upon the specific test) for each examination passed with a satisfactory score. A maximum of 30 units may be earned from CLEP (lower division units) and Excelsior College examinations (lower or upper division units). Students must submit an official CLEP or Excelsior College transcript to the Registrar’s Office to receive credit. See section under Transfer Credit Policies for further information.

National League of Nursing Validation Examinations
Registered nurses and other advanced placement nursing students may validate their educational preparation and experience in nursing by taking National League of Nursing (NLN) examinations for the sophomore and/or junior level courses in the Dominican BSN program. A maximum of 38 units (lower and upper division) may be applied toward the BSN.

Challenging Courses
A student may earn up to 12 units of credit by challenging courses offered by the University provided the student has not previously audited the course. Not all courses can be challenged. Students should check with the Registrar’s office to determine if a particular class can be challenged. A petition including the course title, the date on which the challenge examination (or other required activity) will be completed, and the signatures of the student, the Chair of the Department, and the Dean of the School must be filed in the Registrar’s Office by the end of the third week of the semester in which the examination will be taken. A challenged course must be completed before the student’s final semester. A fee of $50 per unit challenged is charged. Appropriate units will be granted upon successful completion of the challenge and will be considered a part of the 30-unit residency requirement. Students may not petition or receive partial course credit for challenged courses. Up to a 12-unit maximum of a combination of Challenge and/or Experiential Learning may apply toward residency.

American Council on Education (ACE)/National Program on Non-Collegiate Sponsored Instruction (PONSI)
ACE and PONSI review courses offered through corporate, industry, government, and military organizations. These courses may receive lower or upper transferable credit according to ACE/PONSI recommendations. These units may fulfill elective requirements with a limit of 30 units of transfer credit. See section under Transfer Credit Policies for additional information.

Experiential Learning Portfolio
Students may earn up to 24 units of University credit for college level learning which is documented through the satisfactory preparation of an Experiential Learning Portfolio. A student is required to enroll in English 3442: Critical Inquiry and Reflective Writing to prepare the Portfolio. In the Experiential Learning Portfolio a student documents the learning situation, describes and analyzes the learning experience, and demonstrates the knowledge and practical skill competencies as required by the awarding academic department(s).

University credit is granted only for college level learning (minimum ‘C’ level of proficiency) which links the prior learning experience with the theoretical constructs of the appropriate academic discipline. Credit for experiential learning cannot be awarded for duplicate courses completed through other learning sources. Prior to enrolling in English 3442, a student must meet with an academic advisor to determine the applicability of Portfolio units within the student’s degree plan.

A student may complete two submissions of the Experiential Learning Portfolio. The first is prepared in English 3442. The instructor reviews the Portfolio, awards a grade for the course, and forwards the Portfolio for evaluation by the appropriate Dominican University faculty. Up to 12 units of academic credit (usually 1-3 units per course) is awarded by course number,
General Academic Policies and Procedures

title and academic department and may be upper or lower division. The proficiency units earned through Portfolio may be applicable as electives, as electives in selected majors, and for some General Education areas.

The second Portfolio submission must be prepared in conjunction with English 3443 Portfolio Redevelopment Workshop. The second submission may include new experiential learning essays or revisions of essays as recommended by the evaluator(s) of the original essays. Up to 12 additional units of academic credit may be awarded by course number, title, and academic department and may be upper or lower division.

A student planning to use the Portfolio process is advised to enroll in English 3442 at least three semesters prior to expected graduation. This gives sufficient time for the preparation and evaluation of two portfolio submissions.

Experiential Learning Credit is posted to the student’s transcript as proficiency units after the student has completed the 30-unit residency requirement. Up to a 12 unit maximum of a combination of Challenge and/or Experiential Learning may apply toward residency.

Eligibility for the courses ENGL 3442/3443 and for the Experiential Learning and Assessment program requires that students have a minimum of six years professional life experience since completing high school.

Approved Areas for Experiential Learning Essays
(Other areas may be approved on an individual basis by the appropriate academic Department Chair):

Art
Art portfolios
Art History
Art Historical Subjects
Employment Experience at Art Historical Settings
Biology
Cancer
Female-Male Physiology, Sexuality and Sociology
Health and Wellness
Infectious and Non-Infectious Diseases
Psychoactive Drugs: Use, Misuse, and Abuse
Business
Employee Development and Training
Employee and Labor Relations
Inventory Control
Merchandising
Office Management
Organization Development and Change
Personal and Family Finance
Personnel Administration
Production/Operations Management
Property Management
Small Business Management
Supervision
Theory and Practice of Sales
Health
AIDS
Stress Management
History

Participation in an Historical Event
Job-Related Project in History
Music
Performance
Ensembles
Music Theory and Music History
Philosophy
History of Philosophy
Ethics
Logical/Critical Thinking
Psychology
Counseling and Communications
Death and Dying
Interpersonal and Sociological Aspects of Family and Marriage
Negotiation and Mediation
Parenthood
Psychology of Personal Trauma and Crisis
Psycho-Social Aspects of Abuse
Psycho-Social Dimensions of Aging
Small Group Interaction
Religion
Selected topics in: Biblical Studies
Christian or Catholic Theology
Cross-Cultural Studies
Social and Cultural Studies
Cultural Anthropology
Sociology of Sport
Sociology of Volunteer Organizations
Women and Work
Awards and Honors

Honors at Entrance
Honors at Entrance are awarded at the discretion of the Admissions Committee to incoming students who show evidence of outstanding academic ability.

Dean’s List
The Dean’s List honors students who have a minimum semester GPA of 3.6 or above based on a minimum of 12 computable (graded) units taken at Dominican. Students with grades of ‘I’ (incomplete) or ‘UF’ (unofficial failure) are not eligible for the Dean’s List. Pass/fail units are not computable and are not included. Students will not be retroactively placed on the Dean’s List as the result of a grade change.

The Dean’s List is posted on February 15 for the Fall Semester and July 15 for the Spring Semester. Students who attain the Dean’s List for at least two semesters in a calendar year are invited to the Honors Ceremony held annually in late April or early May.

Gamma Sigma
To be eligible for membership in Gamma Sigma, the University Honor Society, the student must have junior standing and a cumulative, combined GPA of 3.6 (includes all transfer coursework). The student must also earn this minimum average at Dominican and must have taken at least 12 computable units at the University.

Early in the Spring Semester, the Registrar’s Office notifies students who are eligible. Each candidate informs the Moderator whether or not he/she wishes to be a member. The list of members is then sent to the Registrar.

National Honors Societies at Dominican University

Alpha Chi
Alpha Chi is a coeducational national honor society whose purpose is to promote academic excellence and exemplary character among college and university students and to honor those who achieve such distinction. Alpha Chi admits membership to students from all academic disciplines who are juniors and seniors, have a minimum 3.5 grade point average, and are in the top 10 percent of their class. As a phrase from its constitution suggests, Alpha Chi seeks to find ways to assist students in “making scholarship effective for good.”

Alpha Sigma Lambda
Alpha Sigma Lambda is a national honor society for non-traditional adult students. Its purpose is to acknowledge adult students who achieve academic excellence while facing the competing interests of family, community, and work. To be eligible students must have a minimum of 24 graded semester hours taken at Dominican, half of which must be outside the chosen major. At least twelve units of the total credits should have been earned in liberal arts/sciences, not including applied arts/sciences courses. Students must have a minimum 3.5 grade point average and be in the top 10 percent of the class.

Alpha Lambda Delta
Alpha Lambda Delta honors excellent academic achievement by students in their first year of study in higher education. Its purpose is “…to encourage superior academic achievement…to promote intelligent living and a continued high standard of learning and to assist students in recognizing and developing meaningful goals for their roles in society.” Eligible students must have a 3.5 grade point average for the first total year of college while carrying a full-time academic load, and must rank in the top 20 percent of their class.
General Academic Policies and Procedures

Departmental Honors
Dominican University of California recognizes students who demonstrate superior performance in their major. Students will be granted Departmental Honors when the following criteria are fulfilled:

1. Minimum overall GPA of 3.6 (based on Dominican coursework only) in all upper division courses in the major. Does not include prerequisite or corequisite courses to prepare for major (e.g. only biology courses for biological science majors, nursing courses for nursing majors);
2. Minimum of half of the upper division units in the major must be taken at Dominican;
3. Minimum of 18 upper division units in the major must be graded; and
4. Senior project must be designated as superior quality by faculty in student’s major.

Departmental Honors are designated on the Dominican transcript and are announced at the Hood Ceremony during Commencement each spring (based on the prior fall's GPA). Departmental Honors are a separate category from the Honors Program and from Graduation Honors.

Graduation Honors
In order to be considered for Graduation Honors, undergraduate students must have earned a minimum cumulative, combined grade point average in all undergraduate coursework—including transferable coursework—and must have completed at least 30 letter-graded units offered for the degree in resident study at Dominican University. Graduation Honors are based on all coursework completed toward the degree and are posted to the student’s record when the degree is conferred. For the purposes of announcing Graduation Honors at Commencement in May, a preliminary calculation including only coursework completed through the prior fall semester is made (students must have completed 30 letter-graded units by the end of the fall semester) including all fall grades submitted through January 31st. Graduation honors will be recalculated at the time of degree conferral to include the student’s final semester of coursework and will be posted on the student’s final transcript.

Students are awarded the bachelor’s degree:
• cum laude for a cumulative, combined GPA of 3.5
• magna cum laude for a cumulative, combined GPA of 3.75
• summa cum laude for a cumulative, combined GPA of 3.85 or above
Special Programs

Vision Quest – A Program For Exploratory Students

Dominican University of California offers a special program, Vision Quest, to entering first-time University students who have not chosen a major. Dominican believes that these exploratory students are interested in many things, are thoughtful in making decisions, are aware that making life decisions requires research and time, and that they are enthusiastic about broadening their horizons as they enter the University. There are a few majors that require decisions upon entrance (check with your advisor) but even those can be entered later in their university career if that is what they decide. With most majors there is plenty of time to explore disciplines, meet faculty, research careers, and chart an academic course.

Vision Quest derives its name from the Native American ritual in which young people take time to seek who they are and open themselves up to discovering what they are to do in the world. The Vision Quest Program at Dominican provides a curriculum that allows students to explore social, academic, and career options while attending Vision Quest courses, which also satisfy General Education requirements. Students in the Vision Quest Program have the same academic advisor and career counselor; a unique course entitled University 101 that provides career exploration, academic acclimatization, and academic and leadership skill development; and two academic courses restricted to Vision Quest students. The program is offered during the fall of a student’s first semester.

Student Learning Outcomes

Students will demonstrate the ability to:
1. Synthesize information across select disciplines as a way to acquire a clearer perspective of the world and their place in it.
2. Articulate their personal/social values.
3. Think analytically and imaginatively about their academic and life vision.
4. Distinguish the relative merits of academic programs as they relate to their lives and their place in the world.

Honors Program: The Scholar in the World

The Honors Program is designed to provide enhanced and alternative modes of education for excellent and highly motivated students throughout the University. It encourages the growth of intellectual independence and initiative, offers special opportunities for independent study and research under faculty mentors, and supports the pursuit of scholarly interests in a broad range of disciplines. It aims to bring together enthusiastic students and faculty so as to further the Dominican ideal of intellectual excellence. The program is directed toward students who seek to be co-responsible for determining the pace, organization, development of their academic experience by electing to take special honors seminars, and/or various forms of independent honors work. To help students set and achieve their own educational goals, they receive academic advisement not only from their major advisor, but also from the Honors Director. The Honors program provides students with the opportunity to enroll in Honors seminars or graduate courses and do an Honors course conversion, course expansion, or an Honors independent study.

Honors Board

The Honors Program is administered by an Honors Board consisting of the Director, the Vice President for Academic Affairs, faculty members, and an Honors student. The Board is responsible for the selection and advisement of Honors students, the assessment of Honors contracts and credits, the maintenance of academic standards for Honors work, and for governance, policy setting, and curriculum development for the Honors Program.
Special Programs

Admission

Students are invited into the Honors Program on the basis of a high level of past academic performance (minimum 3.5 cumulative GPA including transfer coursework) and, in the case of incoming freshmen, correlative entrance exam scores and AP and Honors courses. Students may be accepted into the Honors Program at any point in their academic careers. Any student who feels he/she can succeed at and benefit from Honors work is welcome to speak to the Honors Director about participating.

Requirements

Honors students must maintain a minimum 3.5 cumulative GPA including transfer coursework in order to remain active in the program. To graduate from the Honors Program, a student must have maintained a 3.5 cumulative GPA including transfer coursework while completing Honors Seminars and/or Honors contracts and an Honors Thesis in the student’s discipline. Transfer students will be expected to complete a portion of this requirement depending on particular circumstances. The minimum requirement for graduation from the Honors Program by a transfer student is four Honors Seminars or contracts and an Honors Thesis in the student’s discipline while maintaining the 3.5 GPA including transfer coursework.

Honors Seminars

Taught by faculty across the University, Honors Seminars are small, interdisciplinary, discussion-oriented courses. The seminars’ rigor and depth are designed to stimulate, conceptually challenge, and intellectually stretch highly capable students, encouraging them to perform at the highest level of excellence. The course offerings for Honors Seminars partially meet the General Education requirements and vary from semester to semester and are listed in the academic schedule of class.

The following are some of the seminars that have been, or will be offered, in the program:

The Scholar: Biography and Portraiture (3 units)
What does it mean to be a scholar? How do we assess the achievements and contributions of individual figures from the past and in the modern world? This seminar will investigate the different scholarly approaches to understanding the lives of “great” people from the past and the present, including artists, writers, scientists, politicians and religious figures. Both men and women from a carefully selected and wide variety of cultures and periods will be discussed. The seminar will focus specifically on the modes of written biography and visual portraiture, leading students in a critical analysis of textual and visual sources as historical documents.

The World: Issues and Interdependence (3 units)
This seminar is designed to introduce students to the complex and diverse issues confronting humanity in different regions of the world. It will help increase students understanding of global issues which influence different world regions and how these regions interact with each other. Since each region is characterized by distinct cultural traits, emphasis will be on historical contextualization of the region, identifying relevant issues pertaining to the region, and how they impact at national, regional, and international scale. Throughout the course emphasis will be placed on world regions such as North America, Middle and South America, Asia, Africa, Europe, and the Middle East and thus help students to be globally informed.

The Varieties of World Religious Experience: Worldviews and Practices of the Great Religions (3 units)
A World’s Religions course with a twist: all the work required in the regular course but only half the semester’s hours in class. The other half will be spent visiting religious sites in order to participate in their practices- a Native American sweat lodge, Hindu ritual and yoga, Buddhist meditation exercises, Jewish Sabbath worship, Christian contemplative prayer, Islamic daily prayer, Sufi invocation (and more). As these adventures will require extra and unusual hours of availability, subscribers must be highly flexible and strongly committed.

Self, Community, and Service: Ethical Theory and Practice (3 units)
A rigorous examination of contemporary movement in ethical theory, focusing on the essential need for moral meaning and its modern implications. Themes include questions of identity, responsibility, perception of and relation to the “other.”
Critical analysis of texts and key issues will be performed and understanding of key issues will be deepened through a service component that allows for active cultivation and expression of core values in the local community.

**Natural Disasters: Societal and Individual Reactions to Risk (3 units)**
This course is an in-depth, interdisciplinary and cross-cultural approach to the study of natural disasters such as earthquakes, volcanoes, tsunami, floods and hurricanes and the impact that such events have on human populations around the world. Topics include the geological and climate-related forces that cause various disasters and the areas of the world that are most at risk from certain hazards. We will also consider how humankind has attempted to prevent or mitigate the effects of natural disasters, both at the individual and the societal level, and how these efforts are affected by psychological, social, cultural, and economic factors.

**Community Leadership: A Global Perspective (3 units)**
Transformational change is advanced by individuals who join together in community to make a positive difference in the world. This interdisciplinary course will examine the evolution of leadership through examples of historical and contemporary leaders whose commitment to social justice improved the standard of living for millions. More than 50% of the world’s population lives on less than US$2 per day. Social transformation in pursuit of social justice must, therefore, address this critical issue of global poverty. How can we, as individuals, partner with business, government and community organizations to effect significant improvements to contemporary social problems in our own communities and around the world? Models of community leadership will be explored and practiced.

**Global Health Issues (3 units)**
This course will explore a variety of health issues affecting populations around the world. We will focus on examining the after-effects of natural disasters such as hurricanes and earthquakes, conditions associated with poverty, the potential threat of widespread epidemics and correlations between health and environmental pollutants.

**City as Text (1-3 units)**
This course is coordinated by the Honors Director and team-taught by Dominican faculty. Each year’s offering focuses on a different geographical area (e.g. China, India, Paris, London, Italy) and combines travel with an in-depth exploration of the arts, history, culture, and contemporary social issues related to the city under study.

**Honors Contracts**
Honors contracts are independent projects guided by faculty mentors. They require approval by the Honors Board and are available in four forms:
1. Independent Study;
2. Course Expansion – taking a course offered in the regular curriculum but working with the instructor to develop a project that would expand the scope and the unit total of the course;
3. Course Conversion – taking a course offered in the regular curriculum, electing to expand units, but working with the instructor to transform the course requirements into a project that further supports the student’s initiative and creativity; or
4. Taking a graduate course.

Honors work may not be taken on a pass/fail basis.

**GUIDELINES FOR FACULTY MENTORS**
Contracting for Honors credit is an option students may use to convert or extend a non-honors course to receive Honors credit. It entails an agreement between the student and the course instructor and is monitored by the Honors Program. When the course is successfully completed and the terms of the contract are fulfilled to the satisfaction of the mentoring professor, the student receives Honors credit.
Special Programs

The success of the contract approach to Honors work is directly related to the quality of the relationship between mentoring professor and Honors student. Therefore, regular and frequent meetings, which produce substantial discussion of the proposed Honors work as well as related concepts and material, are highly desirable.

Honors contracts should:

- Promote academic excellence.
- Demonstrate initiative beyond syllabus expectations.
- Encourage and challenge students to strive toward fulfilling their potentials and abilities.
- Extend and enrich the cultural awareness of students.
- Culminate with some kind of product that demonstrates the quality and content of the Honors project. This project need not be a paper, but can be a scrapbook, videotape, portfolio, or other expression of the student’s accomplishment.
- Clearly demonstrate how the Honors component complements the existing course syllabus, yet takes the Honors student beyond established requirements without simply adding work for the sake of work. Tasks involving critical thinking and application of skills and knowledge are expected.

The Honors contract may include the presentation of the student’s work to the class or other interest groups.

A service to the college or community at large is sometimes included in Honors contract projects. The Honors Program encourages such a component when it is appropriate to the project.

An Honors contract should not be a mini-thesis. It should be a reasonable length, considering all the work for the regular course, plus three other courses, probably an outside job, etc. The idea is not added quantity but depth in a subject the student is already engaged in.

Courses in which a contract is done may not be taken P/F if the contract is to count for Honors Program completion. Contracts should not carry over into the following semester. Contracts are to be completed by the end of the semester.

Faculty Responsibilities as Mentor for Honors Students

At the beginning of the semester:

- Help the student focus and design proposal.
- Discuss resources available.
- Set up a realistic time-line for conferences with faculty mentor and for timely completion of contract.
- Help the student to plan the project accordingly.
- After the faculty member has discussed and approved the final draft of the student’s contract, the student should give a copy to the faculty member and send a copy along with the contract to the Honors Program Director by the due date for submission to the Honors Board.

At the end of the semester (and before finals begin):

- Fill out the evaluation form
- Share the evaluation with the student and provide a copy
- Send a copy of the evaluation form (retaining a copy for yourself) to Program Director

Special Advantages

Students obtain a number of immediate and potential long-term benefits from active participation in the Honors program. Active Honors students (i.e., those who have taken an Honors seminar or worked on an Honors contract during the current academic year) may register during the first day of priority registration along with senior year students and receive housing priority. When an Honors student is registered for an Honors seminar, registration is without additional fee if the student registers for over-hours (maximum 3 units). This over-hours privilege can be taken twice during the four years at Dominican. Small classes or team-taught classes allow greater interaction between the students and professors. Professors often invite Honors classes to their homes or to special extracurricular events. The normal ceiling on the amount
of independent study allowed at the University is waived for the members of the Honors Program. The Program provides opportunities for Honors students to get better acquainted with one another, to be involved in Honors activities, and to work together for the good of all. The Honors Center provides a place for the students to meet to work on projects, to study and to have social activities (Library 209). The Honors community provides occasions for the integration of the academic, social, and co-curricular spheres of University life. Students can participate and assume leadership role in Honors student association, L.I.F.E. (Leaders Initiating Fascinating Explorations). Honors students may serve as student representatives to the Honors Board or assist the Director in his/her activities. Many students have attended and presented their research at national meetings such as National Conference on Undergraduate Research (NCUR).

National Collegiate Honors Council

The Honors Program has institutional membership in the National Collegiate Honors Council and the Western Regional Honors Council.

Honors students may participate in NCHC Honors Semesters. In past years, students in programs similar to Dominican’s have attended the Washington Bicentennial Semester; the United Nations Semester: From Urban to Global Community; the Appalachia Culture Semester; and the Iowa Honors Semester: Who Goes Hungry; and Globalization and Communication Semester: Dynamic Transformations.

Service Learning

Dominican University of California’s vision of education encompasses a mission to promote the common good and the values of study, reflection, community, service, ethical responsibility, and respect for multiple cultural traditions. These ideals provide a strong foundation for service learning as a pedagogy that creates intentional links between academic education and community experience, where each strengthens the other. Service learning engages students, faculty, and community partners in collaborative and responsive action, dialogue, and reflection to address community and university-identified needs, expand our perspectives, and broaden education. In this way, service learning creates reciprocal benefits for all involved including:

1. The University is able to live out its mission and enhance its role as a vital and active partner in the community;
2. Faculty and staff are supported in connecting innovative teaching, research/scholarship, and community action;
3. The Marin County community benefits from University resources while contributing to the education of students; and
4. Students gain self-awareness, practical skills, career-related experience, insight into the relevance of academic knowledge, a deeper understanding of their own personal impact, and an enriched capacity to become effective community builders.

Criteria for Service Learning Courses Across the Disciplines

- Academic Connection: Service is related to curriculum and fully integrated into course goals and student learning outcomes. Participation is required.
- Meets Community-Identified Needs: The service project/placement engages needs that are determined through dialogue between the community partner and faculty/students and reflected in the course objectives.
- Reciprocity/Collaboration: Represents an understanding of education in which every individual, organization, and entity involved in the service learning functions as both teacher and learner.
- Reflection: A mechanism that encourages students to link their service experience to course content and to process their personal experience/perceptions.
- Assessment: A method/tool embedded in the course for understanding effectiveness of service learning for all participants: faculty, students, and community partners.
Special Programs

Goals of Service Learning

- To manifest the Dominican ideals of study, reflection, service, and community;
- To foster students’ understanding of the dynamic relationship between theory and practice by providing the opportunity to apply what they learn;
- To meet community needs through service that is meaningful and necessary;
- To create the opportunity for students to explore/build their own core values;
- To help students consider the ethical implications of the application of knowledge in professional and civic life;
- To increase the civic and citizenship skills of students, faculty and staff;
- To expose students to societal inadequacies and injustices and empower students to work for remedies;
- To increase multicultural literacy for students, faculty and staff via the opportunity to learn from members of diverse communities;
- To better prepare students for their careers and continuing education;
- To foster a re-affirmation of students’ career choices;
- To increase leadership opportunities and development;
- To keep students motivated and excited;
- To give students greater responsibility for their learning;
- To impact and raise awareness regarding local and global issues and needs; and
- To develop an environment of collegial participation among students, faculty, staff, and the community and a culture of engaged scholarship on our campus.

Service-Learning Advisory Council

Suresh Appavoo, Director of Campus Diversity Initiatives; Assistant Professor, Education
David Behrs, Associate Provost for University Initiatives/Vice President for Student Life and Enrollment Management
Jenny Bray, student, Politics major
Thomas Burke, Director of Assessment; Assistant Professor, Social and Cultural Studies
Vania Coelho, Assistant Professor, Biology
Christian Dean, Department Chair and Associate Professor, Politics
John Duvall, Assistant Professor, Communications
Susan Fyles, Director of Career and Internship Services
Jayati Ghosh, Co-Director of Honors Program; Professor, Business
Father C. Robert Haberman, Co-Director of Campus Ministry; Assistant Professor, Religion
Sister Carla Kovack, Co-Director of Campus Ministry
Molly Kron, Ambassadors of Hope and Opportunity/Philanthropic Services, Marin Community Foundation
Nancy Legge, Executive Director of Research and Sponsored Programs
Denise Lucy, Director of Institute for Leadership Studies; Professor, Business
Gail Matthews, Professor, Psychology
Martha Nelson, Dean of the School of Arts and Sciences; Professor, Nursing
Mary Omara, Director of MarinLink
Roger Ono, Vice President of Finance
Kenneth Porada, Provost and Vice President for Academic Affairs
Ruth Ramsey, Department Chair and Assistant Professor, Occupational Therapy
Rafael Rivero, Volunteer Services Manager for the Center for Volunteer and Non-Profit Leadership
Ingrid Sheets, Assistant Professor, Nursing
Amy Stasch, student, Humanities major
Harlan Stelmach, Department Chair and Professor, Humanities
Julia van der Ryn, Service Learning Coordinator; Instructor, Humanities
Study Abroad

As part of the University’s mission of fostering an appreciation of cultural diversity and global interdependence, students are encouraged to consider study abroad opportunities while attending Dominican University of California. Students can arrange to study in virtually any country where there exists an accredited study abroad program. Opportunities are available for every major on campus and for periods of study from one week to one year. Contact the Registrar’s Office for International Student Services details.

Why Study Abroad?

Developing an understanding of a different cultural perspective is a fundamental part of a Dominican education. There is no better way to do this than to spend time living, learning and even working in another country. The most important reason, however, is simply practical – there is a growing demand in the United States, regardless of industry and geographical location, for professionals who are multilingual and multicultural.

Requirements

Every student who intends to study abroad must work closely with his or her academic advisor. The Registrar can counsel students on the Dominican University of California and host school requirements that must be completed well in advance of their program’s starting date and help ensure that academic credit will transfer. The student’s academic advisor must approve transferable courses that apply toward the student’s specific major course of study. Dominican University of California will accept units for non-Dominican programs only after a student has obtained pre-departure approval for the program of study from the student’s academic advisor and an approved Authorization to Take Courses Off-Campus from the Registrar.

Individual program requirements may vary, but there are options for every academic major. Some programs may require a specific level of language proficiency, and all require a minimum grade point average. Students should investigate their options as early in their academic career as possible to ensure eligibility and maximum range of options.

Financial Responsibility

The costs for study abroad programs can vary depending upon the program selected. Federal and state financial aid programs are available to help fund study abroad programs that are approved for credit by Dominican. Students must file a Free Application for Federal Student Aid (FAFSA) application in order to apply. Students should contact Dominican’s Financial Aid Office for more information.

Cross Registration with UC Berkeley

The University of California, Berkeley, has agreed to permit students from Dominican University of California to enroll in courses at the University of California, Berkeley, subject to some guidelines. The guidelines are as follows:

- Each student may enroll for only one course per semester.
- A student must be matriculated and currently registered at Dominican University of California.
- The student must be in good standing.
- Enrollment is subject to space availability and the consent of the instructor.
- Students must observe all academic deadlines and regulations of UC Berkeley.
- The student must have completed all matriculation requirements (Math requirement, English requirement, computer competency).
- The student must have a cumulative GPA of 2.5 or better.
- A student may not cross-register for a course at UC Berkeley in the semester in which he/she expects to graduate.
Special Programs

Student obtains from the Dominican Registrar’s Office an Application for Cross-Registration at UC Berkeley and the signatures of the advisor, the Provost or Associate Vice President for Academic Affairs, and Registrar.

ELS Language Centers

ELS Language Centers is the largest campus-based intensive English program in the United States. Since 1961, more than two million students from 130 countries have chosen ELS Language Centers programs as the best way to learn English quickly. Located on the Dominican campus since 1988, ELS offers both intensive and semi-intensive programs, beginning every four weeks, to international students. ELS students integrate into American student life at Dominican and add a welcome internationalism and global perspective to the campus. Successful completion of ELS Level 112 is accepted by Dominican University of California in place of its TOEFL requirement.

For more information, please contact:

ELS Language Centers
Dominican University of California
50 Acacia Avenue, San Rafael, CA 94901-2298
Telephone: (415) 485-3224; Fax: (415) 459-7350
e-mail: sra@els.edu
Admission to the University

Matriculation Status

Students are admitted to the University based upon a set of admission and graduation requirements determined by University Catalog policies in effect at the time the student matriculates (initial registration) at Dominican. Admitted students who do not matriculate for the semester indicated in their admission acceptance letter may defer their matriculation, thus maintaining their admission status based upon the following guidelines:

Admission Deferral – Undergraduate

Undergraduate students who are admitted to the University for a fall semester, but do not matriculate in that term, may defer their admission for one academic year. Undergraduates who are admitted in the spring semester may defer to the fall of the same calendar year. A new application for admission will be required, but the admission application fee will be waived. Merit scholarships are not deferrable; scholarship eligibility will be re-determined at the point of re-admission.

Admission Deferral – Graduate

Graduate students admitted to the University who do not matriculate in the semester indicated in their admission acceptance may defer their admission for two semesters if approved by the Director of Graduate Admissions.

Continuous Enrollment Required to Maintain Matriculation Status

Students must be enrolled every fall and spring from matriculation to graduation to retain the admission and graduation requirements in effect at the time of their initial registration to Dominican. If continuous enrollment is not maintained, the student will be required to reapply for admission prior to re-enrollment at the University. Admissions and graduation requirements in effect at the time of the re-admission will be required.

Leave of Absence

Leaves of Absence allow students to retain their admission status while not being enrolled at Dominican, and to maintain the admission and graduation requirements at the time of the first matriculation. Enrolled students may apply for Leave of Absence from the University for a maximum of one academic year (two semesters and one summer). (See the Leave of Absence section under General Academic Policies and Procedures of this Catalog.)

Re-Admission to the University

Former students who had been admitted and enrolled in a degree program at Dominican, and seek to complete their degree, must apply for re-admission if they have not maintained continuous enrollment or do not have a current approved Leave of Absence. The reapplication fee is waived, but students are required to submit any additional documentation necessary to complete the admission process. These documents include official transcripts for all academic coursework from their attendance at another regionally accredited college or university during their absence from Dominican. The Office of Admissions will contact:

1. Business Services Office to determine if the readmitted student is in good financial standing, and
2. Office of the Registrar to obtain the Dominican of University of California transcript and academic file to determine academic eligibility, and
3. The Dean of Students to verify good social standing within the community.
During the student’s absence, policies regarding admissions and graduation may have changed. Admission and graduation requirements in effect at the time of the reapplication will be applied to the re-admission decision.

Admission decisions and 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.

**Admissions Academic Forgiveness Policy for Transfer Students**

At the point of admission, Dominican University of California has a transfer student forgiveness policy that disregards grades of ‘D’ and ‘F’ that are seven or more years old. The Forgiveness Policy is for admission purposes only. Grades received in forgiven courses are not included in determining whether an applicant meets the 2.0 minimum GPA required for admission. However, these courses and their grades remain on the student’s record and are included in the overall grade point average for academic standing for graduation and for honors at graduation. Students eligible for admissions forgiveness must earn grades in Dominican courses which will bring their overall grade point average to 2.0 at the time of graduation unless the student has applied for Academic Renewal (for information regarding Academic Renewal refer to the Academic Renewal Policy section in this Catalog). This policy applies to all majors except nursing and occupational therapy.

**International Students**

Dominican University of California welcomes international students who have completed secondary school with good academic records. Students who have completed coursework at another university or college may transfer to Dominican, provided they meet transfer admission requirements. The University will grant transfer credit of 10 semester units for each International Baccalaureate (IB) higher level subject examination passed with a score of 4, 5, 6, or 7, up to a maximum of 30 units. Dominican University also awards advanced standing credit for Advanced (A) level subject examinations passed with a grade of A, B, C, D, or E. No advanced standing is granted for the Ordinary (O) level examination.

**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, undergraduate international 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 Test of English as a Foreign Language (TOEFL) score of at least 550 (paper test) or 213 (computer based test) or 80 (Internet based test).

The Educational Testing Service administers this test. Registration information is available through ETS, Princeton, NJ 08541 or through their Web site at www.toefl.org. Graduate students completing ELS 112 must also complete a written case study and presentation to the Admissions Committee.

**Application Requirements**

All international undergraduate 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 following have been received:

1. Completed application form and non-refundable $40 fee. Payment must be by check or bank draft in US dollars drawn on a US bank;
2. Essay as described in the application;
3. International students are required to submit official original transcripts from each college or university attended (secondary through college and university), as well as a course-by-course credential evaluation by a NACES approved evaluating 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. Unofficial documents may be used as interim documents in order to determine admissibility but no applicant will be issued an I-20 until official documents have been received and reviewed.
Admission to the University

The list below gives the addresses of 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.)

**Academic Credentials Evaluation Institute, Inc.***
PO Box 6908
Beverly Hills, CA 90212
Telephone: (310) 559-0578; Fax: (310) 275-3528
www.acei1.com

**Foreign Educational Document Service**
PO Box 4091
Stockton, CA 95204
Telephone: (209) 948-6589

**RWS Group, LLC**
340 Brannan Street, Fifth Floor
San Francisco, CA 94107
Telephone: (415) 982-7658; Fax: (415) 512-8982
www.translate.com

**World Education Services***
(for graduate and transfer students only)
PO Box 745, Old Chelsea Station
New York, NY 10113-0745
Telephone: (212) 966-6311; Fax: (211) 966-6395
www.wes.org

4. Official scores from the Test of English as a Foreign Language (TOEFL) or official certification from the ELS Language Centers Program;

5. One letter of academic recommendation; and

6. Students must be accepted and provide a Declaration of Finances form indicating sufficient funds in US currency to meet education and living expenses in order for an I-20 form to be issued by the University.

7. International students must also submit health forms and carry health insurance.

* For graduate admissions, see Admission to Graduate Study section.

Enrollment of Dominican Sisters of San Rafael

**Dominican Sisters as Auditors**

Dominican Sisters of San Rafael may audit classes at Dominican University of California free of charge. The first time a Sister audits a class she should bring a letter of introduction from the Major Superior or first or second Councillor to the Registrar's Office. The Sister will also need to fill out the tuition waiver request (available from the Human Resources Office) for the number of units she intends to take. The request is then signed and retained by a representative of the Human Resources Office. (If the number of units changes, the Sister should advise the Human Resources Office). The tuition waiver is applied to the Sister's account after census date, at the same time employee tuition waivers are processed.

**Dominican Sisters Taking Courses for Academic Credit**

Dominican Sisters of San Rafael may register to take up to six units of class work for credit per semester in the day, Pathways, or graduate program. They are assigned the student type of the program in which they are enrolled and the corresponding charge is made to their accounts. The tuition charge is subsequently waived through the process described above. Sisters pay the registration fee and other applicable fees (e.g. application fee, graduation fee, etc.)

**Dominican Sisters Applying for Admission to a Degree Program**

Sisters seeking to earn a degree apply through the Admissions Office for admission to the desired program, presenting her letter of introduction from the Major Superior or first or second Councillor. (The Sister keeps the letter of introduction to use at the time of registration). Once a Sister has been admitted, she follows the procedures above to register for classes.
Alternate Admission Opportunities

**Summer Sessions**

The Dominican University of California Summer Sessions Program welcomes enrollment by all current and prospective Dominican students, students attending other colleges who wish to catch up on course requirements and electives, adults seeking enrichment or exploring the option of returning to college, senior citizens, alumni, and college-bound high school students. (Non-Dominican students should refer to the Non-Degree Seeking Students sections in Traditional Undergraduate Program and Graduate Programs for enrollment details).

**Non-Degree Seeking Students**

Undergraduate students may enroll as non-degree seeking students for a maximum nine units. Graduate students may enroll as non-degree seeking students for a maximum of six units with permission of the Director of Graduate Admissions and proof of an earned Baccalaureate degree. Students may petition the Academic Petition Committee to enroll in more than nine units or for more than two semesters. Non-degree students are not eligible for financial aid. (See appropriate sections in Traditional Undergraduate Program and Graduate Programs for enrollment details).

**Auditing a Course**

Anyone may audit a course by registering for it, subject to the permission of the instructor of the course, and by paying the auditor’s fee and the registration fee. The student should indicate on the Registration Form any courses he/she plans to audit. Auditing a course means that the student attends the classes but is not required to do the coursework, does not take examinations, may not ask for work to be evaluated, and does not receive credit for the course. Full-time students are charged for all audited courses in excess of 17 units of combined audit/credit coursework.

Auditors are not admitted to nursing courses or courses that require personal instruction and/or individual participation, such as performance, music studio, laboratory, and writing. Art studio classes may only be audited with the express permission of the Art Department Chairperson.

**Senior Citizens Auditing a Course**

Senior citizens may audit up to two classes per semester at no charge. Only two senior citizen auditors may register for each eligible course, provided the course is not full. Auditing is not permitted for classes that require personal instruction and/or individual participation, such as performance, art or music studio, laboratory, and writing. Registration forms are available in the Registrar's Office. Seniors should obtain the instructor’s permission signature on the Registration Form and then register at the Registrar’s Office.

**Dominican Alumni Auditing a Course**

Alumni Association members may audit one class per semester without tuition and only with the consent of the instructor. Alumni must first obtain consent of the instructor and then present their Alumni Association Benefits Card (obtained through the Alumni Relations Office) upon registration. Normal open registration times (not registration fees) and any applicable class fees apply to alumni. If a class is full with regular students, auditing students will be put on a waiting list and admitted only in the event of a cancellation. Class size may not exceed maximum enrollment.

**Dominican Tuition Exchange Program**

Dominican University of California has an exchange program with: Aquinas College, Grand Rapids, Michigan; Barry University, Miami, Florida; and St. Thomas Aquinas College, Sparkill, New York. The program enables students matriculated at any one of the four colleges (including Dominican) to spend a semester on a campus in a different part of the country, taking advantage of its location and programs. Students pay tuition on their home campus, board and room on the host campus. The program is recommended for students in their sophomore or junior year. Further information is available from the Registrar.
Admission to Undergraduate Study

Undergraduate Degree Program

Dominican University of California welcomes applications from all students without regard to race, age, religion, color, gender, ethnicity, national origin, disability, or sexual orientation. Each candidate for admission is given individual consideration and is evaluated on the basis of a variety of factors, including but not limited to, past scholastic performance, present motivation, and intellectual potential as indicated by all admissions materials submitted. The University seeks to enroll students who will take full advantage of the academic and extracurricular opportunities available.

Continued enrollment at the University is contingent upon sustained academic performance and receipt of a final transcript(s). Dominican reserves the right to deny registration for future terms if the final transcript changes admission eligibility or if any application materials are found to be false or misrepresented. Offers of admission are valid for one semester. Undergraduate students who are admitted to the University for a Fall semester, but do not matriculate in that term, may defer their admission to the Spring of that academic year. Undergraduates who are admitted in the Spring semester may not defer to the Fall. A new application will be required, but the application fee will be waived.

Students admitted to the Nursing and Health Science/Pre-Occupational Therapy Programs must meet progression requirements to continue in the program. For information on Nursing or Health Science/Pre-Occupational Therapy progression requirements, please refer to the respective sections.

Freshmen

Applications are reviewed when all of the following materials have been received:

1. Application form with a $40 non-refundable fee;
2. Essay as described in the application;
3. Official high school transcript (six semester minimum) or proof of equivalency;
4. One recommendation from school faculty, administrator, and/or a counselor. Applicants who have been out of school for more than two years may submit a letter of recommendation from a professional colleague; and
5. Official test scores from either the Scholastic Assessment Reasoning Test (SAT) or the American College Test (ACT). The most favorable combined ACT score or combined math and critical reading score from the SAT test will be used for admission purposes and merit scholarship consideration. The SAT writing component is required for placement into courses, but not for admission purposes. To receive credit for Advanced Placement exams, please make sure all test results are submitted to the institution or are noted on the official high school transcript. Requests for exemption from the SAT/ACT policy may be made in writing to the Director of Undergraduate Admissions.

Information about these tests may be obtained at the student’s high school or by writing to:

SAT scores: The College Board
2099 Gateway Place, Suite 480
San Jose, CA 95110
Telephone (408) 452-1400
E-mail: wro@collegeboard.org

The SAT code for Dominican University of California is 4284.

ACT scores: The American College Testing Program Operations Division
P.O. Box 168
Iowa City, IA 52243

The ACT code for Dominican University of California is 0256.
RECOMMENDED ACADEMIC PREPARATION FOR FRESHMEN

Graduation from an accredited high school with a total of 15 units in college preparatory subjects, to include the following:

- 4 years of English;
- 2 years of one international language;
- 2 years of college preparatory mathematics: algebra, geometry, trigonometry, etc. (3-4 years preferred);
- 1 year of lab science to be taken in grades 10-12 (2 years preferred);
- 1 year of US history or one-half year of US history and one-half year US government (2 years preferred); one year of world history or Western civilization is an acceptable alternative for international students.

The University encourages students to choose additional courses in at least two of the following areas: art, computer science, English, history, international language, music, and social science.

Four-Year Guarantee

Since fall 1992, Dominican University of California has guaranteed graduation from certain undergraduate degree programs within four years of matriculation (initial enrollment) for any student who selects a major by the end of the freshman year, persists in that major and successfully completes a full-time course load (averaging 15.5 units per semester) for eight consecutive fall and spring semesters, adhering to the requirements of the General Education Program and to the requirements of the specific major. Should a student follow the course of study agreed upon with his/her official advisor and not be able to graduate within eight semesters, tuition and fees only for any subsequent coursework necessary for graduation will be waived. Students whose time to obtain a degree is delayed due to courses that the student has dropped, withdrawn from, or that must be repeated for unsatisfactory grades, are not eligible for this guarantee.

This agreement applies to certain undergraduate programs only with the following conditions:

**Biological Sciences:** This agreement applies to a student in the biological sciences program only if he/she begins the prescribed program upon entrance to the University.

**Nursing:** This agreement applies to a student in the nursing program only if he/she begins the prescribed program upon entrance to the University, averages 16 units per semester, and earns a grade of ‘C’ (2.0) or higher in all classes required for the major. Students must also satisfy the minimum eligibility requirements for progression into clinical nursing coursework by the end of their third semester. The agreement does not apply to students who must, because of their proficiency scores, take developmental coursework in English (ENGL 1001, 1002, or 1003), mathematics (MATH 1100, 1200, or 1300), or chemistry (CHEM 1500).

**Liberal Studies/Teacher Education:** This agreement applies to a student in the Liberal Studies/Teacher Education program only if he/she begins the prescribed program upon entrance to the University as a freshman and averages 17 units per semester. The agreement does not apply to students in Liberal Studies/Teacher Education who must, because of their proficiency scores, take developmental coursework in English (ENGL 1001, 1002, or 1003) or mathematics (MATH 1100, 1200, or 1300).

**Pathways:** This agreement applies to a student in the Pathways program who begins the program with no transfer credit, unsponsored learning credit, or other academic credit (all of the student’s undergraduate academic work must be completed at Dominican upon acceptance to the Pathways Program). The student must average 31 units per academic year and not be in need of developmental coursework.

**High School Honors Program**

Dominican University of California is pleased to offer to the public and private high schools of the Bay Area a program to advanced and gifted students. The entire curriculum of the University, on a space available basis, will be available to high school students who have demonstrated strong academic achievement and a high level of motivation. A major purpose of the program is to provide the gifted student the experience of a college campus.
Admission to the University

The University hopes that this program will help local high schools to serve those students who can profit from additional academic challenge or enrichment. Through this program, it would be possible for an advanced student to complete enough units to begin college as a sophomore. The program is open to students in grades 9 through 12. Although the majority of students will take a single course, they may take a maximum of four courses per semester. To participate in the program, a student needs the approval of his/her counselor, headperson, or principal, and must meet the following eligibility requirements:

ELIGIBILITY REQUIREMENTS
1. Student must first fulfill the eligibility criteria for the University Honors Program;
2. A principal or guidance counselor must provide written permission;
3. Student must have 3.3 (B+) average in subject field of course or courses chosen;
4. Course chosen is not offered by the student’s high school; and
5. For upper division humanities or social science courses, a Writing Assessment is required before registering. The assessment will be administered in the student’s high school and takes approximately 75 minutes.

Note: Requirements 3 and 4 may be waived for Summer sessions with permission of the Office of Academic Affairs.

Students participating in the High School Honors Program will be entitled to most of the services available to Dominican students, including use of the library and athletic facilities. For further information, call the Academic Advising and Support Center.

Transfer Students
An applicant is considered a transfer student if he/she has previously enrolled at an accredited college or university. Transfer applicants who have completed less than 24 transferable college semester units must also meet freshman admission requirements. An applicant who has attended a college or university concurrently while attending high school should still apply as a freshman.

Dominican University of California requires applicants to have a coursework minimum 2.0 (‘C’) cumulative grade point average in transferable college units. An Admissions Academic Forgiveness Policy (see the section Admissions Academic Forgiveness Policy for Transfer Students) is available to students who do not meet this requirement (not applicable to nursing or health science/pre-occupational therapy majors). SAT or ACT scores are NOT required of transfer students who have completed 24 or more college units. Requests for exemption from the SAT/ACT policy may be made in writing to the Director of Undergraduate Admissions.

Students are admitted to the university, not the nursing program. Priority consideration for entry into the nursing program as a transfer student is for those who have completed admissions files (all documents and transcripts received) by April 1 for the fall term and November 1 for the spring term. Refer to the Undergraduate Nursing section for specific requirements and prerequisites. Admission to the nursing program will be based on clinical placement and space availability.

Applications are reviewed when all of the following materials are received:
1. Completed application form and a $40 non-refundable fee;
2. Essay as described in the application;
3. Official college transcript(s) from all post-secondary institutions (colleges and universities) attended;
4. Evidence of high school completion either through an official high school transcript or official GED transcript. Transfer students who have successfully completed 24 or more college transferable units and certify on the Dominican application that they have graduated from high school or received a GED will not be required to supply high school or GED transcripts;
5. One letter of recommendation from a professor, academic dean, or counselor. Applicants who have been out of school for more than one year may submit a letter of recommendation from a professional colleague.
6. Specific departments may have additional requirements.
Admission to the University

Pathways Evening/Weekend Undergraduate Program

UNDERGRADUATE ADMISSION REQUIREMENTS

1. A completed application form and a $40 non-refundable fee;
2. Evidence of high school completion either through an official high school transcript, California State Proficiency Exam results, or GED transcript. Transfer students who have successfully completed 24 or more college transferable units and certify on the Dominican application that they have graduated from high school or received a GED will not be required to supply high school or GED transcripts;
3. Six years of full-time work experience since high school, which may be cumulative and may include time spent at home as a family caregiver;
4. Official college transcript(s) from all post-secondary institutions (colleges and universities) attended, if college work has been completed. This includes transcripts from corporate and military courses recommended by the American Council on Education and the National Program on Non-Collegiate Sponsored Instruction; and
5. A student who does not have a minimum 2.0 GPA in transferable units may be admitted on a contingency basis. Continued enrollment at the University is contingent upon successful completion of coursework with a 2.0 GPA for the first semester and the development of an academic contract with an academic advisor. Note: All students must meet the University minimum 2.0 GPA for graduation.

Admission as an Undergraduate Non-Degree Seeking Student

A student desiring to take courses for undergraduate credit but not seeking admission to the University is considered a non-degree student. Undergraduates may enroll as non-degree seeking students for a maximum of nine units and for up to two semesters by submitting a Non-Degree Application form to the Office of Admissions and providing evidence of sufficient preparation for the intended coursework. Students may petition the Academic Petition Committee to enroll in more than nine units or for more than two semesters. 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 same admission criteria in effect at the time of admission. Non-degree students are not eligible for financial aid. Enrollment as a non-degree seeking student is subject to the approval of the Director of Admissions Operations and Data Management.

Admission to Graduate Study

Graduate Admission Requirements

The admissions committee will consider several factors when evaluating candidates including undergraduate grade point average, work experience, statement of purpose or intent, goals and achievements, and TOEFL 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. Non-refundable $40.00 application fee, payable to Dominican University of California.
3. Bachelor’s degree or its equivalent from a regionally accredited institution of higher learning.
4. Official transcript of course work 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. 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.
5. Two letters of recommendation (academic or professional, and on letterhead).
6. Résumé – Professional and/or personal.
7. Statement of Purpose or Intent – A brief essay (500 words) describing professional and or personal goals and reasons for obtaining a graduate degree.
8. Interview with the admissions committee.

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

Additional Requirements Specific to the Following Programs

MBA IN STRATEGIC LEADERSHIP
1. Professional experience and/or demonstrated leadership.

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 husband 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.

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.

MS IN NURSING IN INTEGRATED HEALTH PRACTICES OR GERIATRICS
1. Photocopy of current California RN license.
2. One year of clinical experience as an RN.
3. 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. 40 hours of volunteer work in a human service setting within the last year.
2. All transfer 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 ‘C’ (2.0) or better.
3. Transfer courses may be taken for upper or lower division credit:
   A. Lifespan Human Development (3 units)
   B. Introduction to Sociology or Cultural Anthropology (3 units)
   C. Medical Terminology (pass or place out)
   D. Descriptive Physics (3 units, no lab)
   E. Three Dimensional Art (i.e. ceramics) (3 units)
   F. Statistics (math or psychology) (3 units)
4. Courses which must be completed before student is matriculated:
   A. Human Anatomy (4 units with lab, completed within last five years)
   B. Human Physiology (4 units with lab, completed within last five years)
**Admission to the University**

C. Introduction to Psychology (3 units)
D. Abnormal Psychology (3 units)

**CREDENTIAL PROGRAMS**

All students must verify completion of course work in Child and Adolescent Development prior to the start of classes. Dominican University of California offers this class in regular programming, as well as through the Center for Adult and Extended Education. See the *Professional and Continuing Education* section. Please contact the Admissions Office or your Program Director for additional information.

1. Two official transcripts from each college or university attended.
2. Verification of CBEST test registration (copy of check to testing company or copy of admission ticket) or original passing CBEST scores.
3. Statement of Intent: Please respond to each of the following in a typed essay:
   A. Why have you chosen teaching as a profession? Include qualities that you believe make you personally suited for teaching.
   B. Recognizing that public school students are culturally diverse, what do you think will be the implications for you as a classroom teacher?
   C. Describe your specific strengths and areas for growth as a prospective teacher.
   D. Describe paid or volunteer experiences in working with elementary or secondary school age students. (Formal: tutoring, substitute teaching, etc. Informal: coaching, Big Brothers, etc.)
   E. Describe your current knowledge and skill with computer-based technology.
4. Completed Certificate of Clearance, Live Scan fingerprinting, and fee, 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:
   A. Completion of an approved academic content course of study (waiver program – secondary only).
   B. Passing scores on the CSET examination. Scores are valid for five years from the date the test was taken.
   C. Verification of CSET test registration (copy of check to testing company or copy of admission ticket). Passing scores on these tests must be verified by December 10 or May 1 of the first semester in the program.
7. Intern candidates:
   A. Completion of a US Constitution course or examination.
   B. Issuance of Certificate of Clearance, or valid Emergency Permit, Pre-Intern Certificate, or Intern Credential.
   C. Completion of an approved academic content course of study (waiver program – secondary only) or submission of passing scores on the CSET examination.
   D. Passing scores on the CBEST examination.
   E. Concurrent intern placement in a cooperating school district.

**Additional Requirements for International Applicants**

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

**Transfer of Credits**

Up to six semester units of credit toward a master’s degree may be allowed by Dominican’s graduate programs for work taken in graduate status at another regionally accredited institution for granting the master’s degree if the grade is ‘B’ (3.0) or higher. The Chair of the major department and the appropriate Dean determine acceptability of the work presented for transfer credit.
Admission to the University

No course may be taken off campus during the semester in which the student expects to receive a degree.

Admissions as a Graduate Non-Degree Student

A student desiring to take courses for graduate credit but not seeking admission to a master’s degree, a certificate, or a credential program, is considered a non-degree student. Graduate students may apply as non-degree seeking student for a maximum of six units by submitting a Non-Degree Application form to the Office of Admissions and providing evidence of an earned Baccalaureate degree. Enrollment as a non-degree seeking graduate student is subject to the approval of the Director of Graduate Admissions. 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.
Undergraduate Education

All students must fulfill the requirements of this curriculum, which has been designed to assist students to acquire the knowledge, skills, and attitudes that the University has determined should characterize a liberally educated person. It is the student’s responsibility to be familiar with all degree requirements.

Undergraduate Education at Dominican has three components:

1. **General Education Curriculum (46-48 units):** See General Education Program section.

2. **The Major:** The major is a carefully designed program of 24 or more upper division units (Dominican course numbers 3000-4999) plus lower division prerequisites. The major allows students to develop an in-depth knowledge and firm grasp of the academic theory and methodology of either a single discipline or, in the case of an interdisciplinary major, an understanding of the interrelationship of ideas from several disciplines.

3. **Electives:** The number of elective units required will vary according to the major selected. This aspect of undergraduate education allows students to explore a variety of subjects to round out their education, pursue a personal interest, gather background and perspective on a particular political or social problem, or simply delight in working with a great teacher.

General Requirements for a Baccalaureate Degree

Dominican University of California operates on a semester-unit system. To graduate, the student must complete a minimum of 124 semester units in college courses. At least 48 of the 124 units (133 for Liberal Studies/Teacher Education – Blended majors) must be in upper division courses. Students must complete at least 30 in-class units at Dominican to fulfill the residency requirement. Up to 12 credits for unsponsored prior learning may be used toward satisfying the residency requirement. All students are required to take 30 out of the last 36 units at Dominican and a minimum of one-half of the upper division units in the major must be at Dominican.

In the Day Program one semester-unit generally represents a “50-minute-hour” which a student will spend in class each week during a 15-week semester. For each 3-unit course, the student should expect to be assigned six to nine hours of homework per week.

Dominican also offers alternative formats:

1. Studio and laboratory courses require that students dedicate additional time each week to fulfill the course requirements;

2. Summer sessions offer courses (1-3 units) in an accelerated format and convene in a session shorter than the usual 16-week term;

3. The Pathways evening/weekend degree program offers 1-3-unit courses in an accelerated format that requires students to be in class for two hours per week and also requires additional homework (see the Pathways section for further information);

4. Tutorials;

5. Online courses.

A full-time undergraduate student’s program is normally 16 to 17 units with no fewer than 12 units in each of the fall and spring semesters. Students may take additional units during the University’s Summer Sessions Program.

A transfer student who is a candidate for a degree must complete a minimum of 30 units of coursework at Dominican. A minimum of one-half of the upper division units in the major (and minor, if the student chooses to declare one) must be taken at Dominican.
The student must earn a cumulative grade point average of 2.0 (‘C’) in each of the following areas:

- All courses taken at Dominican;
- All college level work completed (including transfer coursework);
- All courses in the major; and
- All courses in the minor, if the student elects a minor.

**Classification of Students**

Students who are candidates for a bachelor’s degree are classified as follows:

- **Freshmen**: completion of less than 30 semester units
- **Sophomores**: upon completion of 30 semester units
- **Juniors**: upon completion of 60 semester units
- **Seniors**: upon completion of 90 semester units

**Exception**: Class levels for Nursing and Health Sciences majors are determined by the academic department, according to the students’ readiness for clinical fieldwork, not by cumulative units earned.

**Non-Degree Seeking Student**

A student who has not been admitted as a degree candidate may enroll for a maximum of three courses, not to exceed nine units total. Upon his/her enrollment in a degree program, such units will be evaluated in terms of the requirements for the particular degree.

**Auditors**

A student may become an auditor in a course by registering for it, subject to the permission of the instructor of the course, and by paying the auditor’s fee and the registration fee. The student should indicate on the Registration Form any courses he/she plans to audit. Auditing a course means that the student attends the classes, but is not required to do the coursework, does not take examinations, may not ask for work to be evaluated, and does not receive credit for the course. Full-time students are charged for all audited courses in excess of 17 units of combined audit/credit coursework. Audited courses will appear on transcripts.

Auditors are not admitted to nursing courses or courses that require personal instruction and/or individual participation, such as performance, studio, laboratory, and writing.

**Proficiency/Placement Examinations**

To assist students in succeeding in aspects of their education where coursework is heavily dependent on prior knowledge and skills, the University specifies certain proficiency tests and sequences of coursework. These proficiency tests are given during orientation, at the beginning of each semester, and at other scheduled times in the year.

**Computer Applications Competency**

Computer competency is a matriculation requirement. Students may satisfy this requirement by passing the Computer Competency Assessment test. This test is a timed exercise that will allow students to demonstrate computer-use proficiency in MS Word and MS PowerPoint. To satisfy the requirement, a student must pass **ALL** components of the test. Students who fail one or more sections may take COMM 1641: Computer Skills and Applications I (1.5 units).
Undergraduate Education

English Placement Policy

This policy assumes a General Education writing requirement of two English courses: ENGL 1004: Expository Writing (3 units, lower division) and ENGL 3200: Advanced Writing and Research (3 units, upper division). This policy also assumes a General Education information and research requirement: RES 2000: Information and Research: Concepts and Techniques (1 unit, lower division), to be taken concurrently with ENGL 3200: Advanced Writing and Research. (See Alemany Library Information Literacy Courses section for Research course information.)

1. Students who have passed a 3-unit university-level writing course (comparable to ENGL 1004: Expository Writing) with a ‘C’ (2.0) or higher or have received a passing score on the English Composition CLEP test (must be taken prior to matriculation) enroll in ENGL 3200: Advanced Writing and Research.

2. Students who score 4 or 5 on the Advanced Placement English Literature Exam or who score 600+ on SATV (verbal) enroll in ENGL 3200: Advanced Writing and Research. Beginning first-year students and first bachelor degree transfer students who have not passed a 3-unit university-level writing course (comparable to ENGL 1004 Expository Writing) with a ‘C’ (2.0) or higher take the English Placement Exam. Depending on their demonstrated writing skill and the consequent proficiency assessment, students are assigned to ENGL 1001/ENGL 1002: English as a Second Language (4 units each semester), ENGL 1003: Developmental Writing, or ENGL 1004: Expository Writing.

3. Students who have not passed a 3-unit university-level writing course (comparable to ENGL 1004: Expository Writing) with a ‘C’ (2.0) or higher must take the English Placement Exam. Depending on their demonstrated writing skill and the consequent proficiency assessment, students are assigned to ENGL 1001/ENGL 1002: English as a Second Language (4 units each semester), ENGL 1003: Developmental Writing, or ENGL 1004: Expository Writing. There are two other possible options for students who have not passed a 3-unit university-level writing course (comparable to ENGL 1004): those who score 8-10 on the English Placement Exam may meet their Expository Writing requirement by passing the English Composition CLEP exam prior to matriculation; and those who score 11-12 on the English Placement Exam may meet the Expository Writing requirement by passing the CLEP exam either prior to or after matriculation. Students who have met their Expository Writing requirement would then enroll in ENGL 3200: Advanced Writing & Research.

4. Students who have passed two 3-unit college-level or university-level writing courses (comparable to ENGL 1004 and ENGL 3200 as approved by Dominican), each with a ‘C’ (2.0) or higher, have met the GE writing requirement. The two courses transferred in may be lower and/or upper division. Meeting the GE writing requirement in this way does not alter the requirement for a student to complete the RES 2000: Information and Research requirement.

5. Students who have previously completed their BA, or comparable degree, have met the GE writing requirement (including RES 2000).

6. Students are subject to the English Placement Policy in effect at the time they first enroll in or transfer to Dominican.

Math Placement Policy

The Mathematical Thinking and Quantitative Reasoning requirement may be satisfied by completing one of the following courses: MATH 1400: College Algebra (3 units); MATH 1450: Mathematical Thinking and Quantitative Reasoning (4 units); PSY 3187: Statistics for the Health and Behavioral Sciences (4 units); or BUS 4110: Statistics for Management (3 units).

In order to satisfy this requirement with PSY 3187: Statistics for the Health and Behavioral Sciences, a student must be majoring in psychology, nursing, or occupational therapy. In order to satisfy this requirement with BUS 4110: Statistics for Management (3 units), a student must be a Pathways student majoring in strategic management.

Students who score 4 or 5 on the AP Calculus or Statistics exam or have earned a passing score on the Mathematics, Calculus, College Algebra, or Trigonometry CLEP test have met the GE Math requirement.

MATH PREREQUISITE POLICY

In order to enroll in MATH 1400: College Algebra (required of biology majors) students must pass:

- MATH 1300: Intermediate Algebra for University Students (3 units) with a grade of ‘C’ (2.0) or better or obtain an appropriate placement test score.
- or pass MATH 1210: Elementary and Intermediate Algebra for University Students (4 units) with a grade of ‘C’ (2.0) or better, or obtain an appropriate placement test score.
In order to enroll in MATH 1450: Mathematical Thinking and Quantitative Reasoning (4 units) or PSY 3187: Statistics for the Health and Behavioral Sciences (4 units) students must pass (or transfer in a comparable course):

- MATH 1300: Intermediate Algebra for University Students (3 units) with a grade of ‘C’ (2.0) or better, or obtain an appropriate placement test score.
- or pass MATH 1210: Elementary and Intermediate Algebra for University Students (4 units) with a grade of ‘C’ (2.0) or better, or obtain an appropriate placement test score.

In order to enroll in PSY 3187: Grade ‘C’ (2.0) or better in MATH 1300: Intermediate Algebra (or comparable transfer course), or MATH 1210: Elementary and Intermediate Algebra for University Students, or appropriate placement score.

**MATH PLACEMENTS – AN EXPLANATION**

The following explains the mathematics prerequisites required to complete the GE requirement depending on placement scores:

1. Students who place into arithmetic:
   - enroll in MATH 1100: Understanding University Level Mathematics (3 units)
     - before enrolling in MATH 1210: Elementary Intermediate Algebra for University Students (4 units)
     - and subsequently enrolling in MATH 1450 or PSY 3187
   - OR
   - enroll in MATH 1100: Understanding University Level Mathematics (3 units)
     - before enrolling in MATH 1210: Elementary Intermediate Algebra for University Students (4 units)
     - before enrolling in MATH 1300: Intermediate Algebra for University Students (3 units)
     - before enrolling in MATH 1400

2. Students who place into elementary algebra:
   - enroll in MATH 1210: Elementary Intermediate Algebra for University Students (4 units)
     - before enrolling in MATH 1450 or PSY 3187
   - OR
   - enroll in MATH 1210: Elementary Intermediate Algebra for University Students (4 units)
     - before enrolling in MATH 1300: Intermediate Algebra for University Students (3 units)
     - before enrolling in MATH 1400

3. Students who place into intermediate algebra or transfer in an elementary algebra course with a grade of ‘C’ (2.0) or better:
   - enroll in MATH 1300: Intermediate Algebra for University Students (3 units)
     - before enrolling in MATH 1400, MATH 1450, or PSY 3187

4. Students who place into MATH 1450 or transfer in an intermediate algebra course with a grade of ‘C’ (2.0) or better:
   - enroll directly in MATH 1400, MATH 1450, or PSY 3187

5. Students who place out of MATH 1400 or MATH 1450 have met the GE requirement in Mathematical Thinking and Quantitative Reasoning.

6. Students who require additional mathematics beyond MATH 1400 for their major and place out of MATH 1400 may enroll directly into MATH 1500 or MATH 1600, depending on placement score.

**Note:** All prerequisites must be passed with a ‘C’ (2.0) or better before advancing to the next mathematics course.
Undergraduate Education

Pathways Program

1. Students who place into MATH 1100:
   A. enroll in MATH 1100
   B. before enrolling in MATH 2000

2. Students who place in MATH 2000:
   A. enroll directly in MATH 2000

3. Students who place out of MATH 2000:
   A. have met the GE requirement in Mathematical Thinking and Quantitative Reasoning

Students majoring in Strategic Management (SM) or Psychology (PSY)

1. Students who place in MATH 1100:
   A. enroll in MATH 1100
      i. before enrolling in MATH 2000 or MATH 1210
      ii. before enrolling in Business 4110 (SM) or Psychology 3187 (PSY)

2. Students who place in MATH 2000:
   or students who transfer in a class in Elementary Algebra with a ‘C’ (2.0) or better:
   A. enroll in MATH 2000
      i. before enrolling in Business 4110 (SM) or Psychology 3187 (PSY)

3. Students who place out of MATH 1300 or out of MATH 2000:
   or students who transfer in a class in Intermediate Algebra with a ‘C’ (2.0) or better:
   A. take Business 4110 (SM) or Psychology 3187 (PSY)

Note: All prerequisites must be passed with a ‘C’ (2.0) or better before advancing to the next mathematics course.

Other Placement Policies

Students who plan to enroll in Chemistry 2000 take a chemistry placement test.

Biology majors: Students who have not completed a college-level preparatory chemistry class with a ‘B’ (3.0) or better must take a chemistry placement test. Students who pass the test may enroll in Chemistry 2000: General Chemistry. If a student requires review work, he/she enrolls in Chemistry 1500: Introduction to Chemistry prior to enrolling in Chemistry 2000. MATH 1400: University Algebra is a prerequisite for Chemistry 2000.

Nursing majors: If a nursing major has had a high school chemistry class within five years of matriculation, and passed with a ‘B’ (3.0) or better, or passes the chemistry placement test, he/she may enroll directly in Chemistry 1600: Chemistry for the Health Sciences. If a student needs review work, he/she enrolls in Chemistry 1500: Introduction to Chemistry prior to enrolling in Chemistry 1600: Chemistry for Health Sciences.

It is the responsibility of the student to take the placement examination before enrolling in the course and to take any preparatory courses recommended.

Students who enroll in a language course may be given a proficiency test at the first class meeting.

Students who plan to enroll in academic music courses should schedule a discussion with the Chair of Music to ensure correct placement in advanced music courses.
Developmental Courses

Courses offered in all departments assume a certain prerequisite ability on the part of the student in writing and mathematical computation. To assist those students who lack one or more of the prerequisite skills but who have the ability to achieve the University's standards, the University offers the following courses.

- MATH 1100: Understanding College Mathematics (3 units)
- ENGL 1001 and 1002: English as a Second Language (4 units each)
- ENGL 1003: Developmental English (3 units)

These courses are designed to help the student develop the ability to succeed in university work. Students lacking the required high school college-preparatory coursework or who have been placed in the courses listed below on the basis of the University’s proficiency examinations may require more than eight semesters to complete requirements for graduation. Students enrolled in these courses will select their other courses from a list of courses which either do not emphasize writing or math skills or which are supplemented by a special support program.

A maximum of six units of developmental coursework can be counted in the 124 units required for graduation. For speakers of English as a second language an additional 6 units of developmental coursework in English can be counted in the 124 units required for graduation. However, all grades of ‘P’ or ‘S’ earn units which count as part of the unit load for the semester in which they are earned.

Satisfactory Progress in Written English

Students who are required to take a writing course at Dominican must enroll in the course to which they are assigned beginning in their first semester at Dominican and must complete the writing course sequence each subsequent semester until they have fulfilled the writing requirement.

Students who fail to pass ENGL 1001, 1002, 1003, or 1004 after two semesters must submit a petition to the Academic Petition Committee requesting to remain in the University. This petition must be accompanied by a statement from the instructor of the most recent English course regarding the student’s potential for meeting the expository writing requirement.

Students who enter as seniors and place in ENGL 1001, 1002, 1003, or 1004 may not find it possible to graduate in two semesters at Dominican.

Students must complete ENGL 1004 and ENGL 3200 with a grade of ‘C’ (2.0) or higher to fulfill the General Education writing requirements. Concurrent enrollment in or successful completion of ENGL 1004 is a prerequisite for enrolling in upper division courses.

Degree Options

The Major

Students must submit a Declaration of Major form in the first month of the first semester of their junior year. A major consists of a minimum of 24 upper division units and includes all requirements designated by the major department. A student must maintain a minimum average of ‘C’ (2.0) in the major field and must complete a senior thesis, research project, presentation, and/or comprehensive examination. In certain majors, students are required to have a minimum ‘C’ (2.0) average or better in lower division courses required for the major in order to elect it as a major or minor.

In the upper division, a student may choose to concentrate in one of many major areas or plan an interdisciplinary major; a declared minor is optional.

Pathways students may choose from one of the available Pathways majors offered in the evening or may choose a day major (a supplemental day-major fee will apply). A Pathways student must claim a major once the student has completed 60 units of college credit. Students who transfer a minimum of 60 units to Dominican University at the time of enrollment
must declare a chosen major following 18 units completed at Dominican. For details regarding Pathways majors see the Pathways section.

The Double Major
Students choosing to concentrate in two fields rather than one, and thereby to carry a double major, must have and maintain a minimum grade point average of 2.0 in both fields. The consent of the Chairs of both departments is required. Courses may be counted for both majors up to a maximum of six units.

The Interdisciplinary Major
For students choosing to study in a broader area than is afforded by a conventional major field, the University offers the opportunity of designing an interdisciplinary major with courses chosen from two or more departments. Courses should constitute a coherent, integrated course of study. Courses are selected with a view to preparing the student for a senior project or thesis directed towards a specific interdisciplinary problem. The major consists of a core of upper division units, customarily 18 in one department, with additional upper division units such that the whole totals 35-45 units.

The student, when pre-registering for the junior year, initiates the process by obtaining the Interdisciplinary Contract Major Forms from the Provost’s Office.

The student, with faculty representatives of each discipline, designs a program of courses to fit his/her own goals and writes a contract describing the program. The signed contract must be filed in the Registrar’s Office before the beginning of the second semester of the junior year. Students transferring to Dominican as second semester juniors or as seniors may not declare an interdisciplinary major unless they are willing to remain at the University for the equivalent of four semesters of full-time coursework. The student completes a senior project or thesis under the direction of a faculty advisor.

Academic Standing in the Major
The University reserves the right to request a student to withdraw from a major or program due to unsatisfactory performance in the theoretical and/or practical phases of the program. Students may be placed on probation in their major if their grade point average in upper division courses in the major falls below a 2.0.

Probation in the major is removed when the student brings his/her grade point average in upper division courses in the major above a 2.0.

The Minor
A minor consists of a minimum of 12 upper division units and includes all requirements designated by the minor department. If major requirements also include a group of courses, which either in part or in full fulfill the requirements for a minor in another discipline, they may be counted for both. A declared minor is optional. A student must earn a minimum average of ‘C’ (2.0) in the minor field. Students who expect to obtain California State Teaching Credentials are advised to declare a minor. A minimum of one-half of the upper division units in the minor must be taken at Dominican.

Second Bachelor’s Degree
A student who has already earned a bachelor’s degree at an accredited institution may apply through the Admissions Office for a second bachelor’s degree at Dominican upon satisfactory completion of the following requirements:
1. A minimum of 30 units in coursework must be taken at Dominican by students whose first bachelor’s degree was obtained elsewhere; students whose first bachelor’s degree was obtained at Dominican are required to take a minimum of 24 additional units at the University;
2. At least one-half of the upper division units required for the major must be taken at Dominican; and
3. The student must fulfill the competency and General Education requirements of Dominican and all requirements for the second major.
**Concurrent Degree Programs (BA, BS, BFA)**

A Dominican undergraduate may work simultaneously toward two different degrees. In order to qualify for both degrees, a student must complete the General Education requirements, the departmental requirements for each degree, and a total of 72 upper division units.

Should a student meet the academic requirements of both degrees without completing the residence requirement (72 upper division units), the student must choose the degree that will appear on the diploma. Only one degree is awarded; the official transcript will designate both majors.

**General Education Program**

All students must complete a minimum of 46 units of General Education courses to qualify for a degree. These courses develop skills such as writing and mathematics, and include courses in humanities, natural science, creative arts, and the social sciences. Courses taken pass/fail may not be used to fulfill the General Education requirements for graduation or the units required for a major or minor (with the exception of the senior seminar, internship, fieldwork, and in certain other special cases approved by the Office of Academic Affairs through petition).

The Experiential Learning Portfolio is a process that evaluates college-level learning through proficiency assessment. Selected Experiential Learning units may meet General Education requirements. Consult the Experiential Learning Handbook of Course Competence Descriptions for a list of experiential learning competencies that fulfill General Education requirements. Selected CLEP or Excelsior College examinations and course challenge may also apply to General Education Requirements (see sections on Transfer Credit Policies and Credit for Unsponsored Learning).

**Day Program**

**STATEMENT OF PURPOSE**

The General Education curriculum at Dominican fosters the development of the skills, knowledge, and moral character essential to lifelong learning and a rich and satisfying life. It does this by:

1. opening students to the main areas of knowledge,
2. engaging them in the persistent practice of logical and critical thinking, expository writing and effective speaking, and
3. encouraging them to deepen their awareness of the aesthetic, moral, and spiritual dimensions of existence.

**STUDENT LEARNING OUTCOMES FOR GENERAL EDUCATION**

When a student has completed the General Education Program she/he will be able to demonstrate:

1. An understanding of, and the connections among, selected liberal arts disciplines.
2. The ability to access information and critically analyze, synthesize, and apply knowledge in written and oral form.
3. The ability to express awareness of the aesthetic, moral, and spiritual dimensions of existence.

**DAY PROGRAM GENERAL EDUCATION OVERVIEW**

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<th>Component Name</th>
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<td>First Year Foundations (FYF)</td>
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For General Education requirements for Pathways students, see Pathways General Education section.

The General Education requirements are organized around thirteen categories that develop specific academic skills and/or examine content knowledge. The number of units required for students in each category is indicated above. There may be variations in requirements for transfer students as explained in the text below.

Courses within one discipline, which satisfy both General Education requirements and requirements in a student’s major, may be counted for both up to a maximum of six units, exclusive of courses in the Colloquium which may also count in the major.

1. Computer Software Applications Competency (matriculation requirement)

This is a matriculation requirement of all entering students, including transfer students, Pathways students, and second bachelor’s degree students. In order to meet classroom expectations regarding computer competency, all students are required to show basic computer literacy in the following areas: use and navigation of the Windows Operating System; use of Microsoft Word at a basic skill level; use of PowerPoint to a basic skill level; use of e-mail to send, receive, attach, and organize correspondence/files; and the ability to access the Internet to conduct basic searches, navigation to sites, etc.

Computer Skills Placement Policy:
See Proficiency/Placement Examinations section of this Catalog.

Special Conditions for Transfer Students:
Prior to attending Dominican University of California, passing courses comparable to all of the following at a ‘C’ (2.0) level or better:

1. Introductory Computer Literacy or MS Windows
2. MS Word
3. Introductory Internet/e-mail course
4. MS PowerPoint

Course that Fulfills the Requirement:
- COMM 1641: Computer Skills and Applications I (1.5 units). This course may be taken if a student does not pass the placement test.

2. First Year Foundations (FYF) (6 units)

During the first year at Dominican University of California students are asked to explore the significance of a liberal arts education to their own life and the life of society. Students will deepen their comprehension of the breadth and depth of human intellectual and creative expression in the arts, history, literature, music, philosophy, science or anthropology. The courses comprising FYF are globally informed, historically contextualized introductions to fundamental themes within the history of arts, ideas, and human culture formation.

First Year Foundation Curriculum:
The FYF requirement includes 6 units and is to be completed during the first year at Dominican. Everyone is required to enroll in ARTH 1000: Art and Society (2 units). The remaining 4 units are selected from the additional First Year Foundation course options in the fall or spring term. Students may enroll in a maximum of 4 units of FYF during the fall term. Note: Nursing and Occupational Therapy students must complete SCS 1005: Human Cultures and ARTH 1000 with the remaining 2 units selected from the additional First Year Foundation course options.
**Special Conditions for Transfer Students:**
1. Students transferring 12 or more units of applicable and transferable coursework prior to matriculation require 4 units of FYF requirement (not 6) during their first semester at Dominican. One of these classes must be ARTH 1000: Art and Society (2 units). Nursing and Occupational Therapy students must also complete SCS 1005: Human Cultures.
2. Students transferring 24 or more units of applicable and transferable coursework prior to matriculation are exempt from the entire FYF.

**Student Learning Outcomes:**
The FYF student will demonstrate the ability to:
1. Identify and compare the values (social, political, religious, artistic, intellectual) of different cultures through the study of the arts produced by them.
2. Identify and analyze two of the following:
   A. Two or more significant historical events, each through more than one historical source.
   B. Two or more significant pieces and/or styles of music, dance, or theater in their historical/cultural contexts.
   C. Two or more significant philosophical works in their historical/cultural contexts.
   D. Two or more significant literary works and/or genres in their historical/cultural contexts.
   E. Two or more significant scientific discoveries and/or the life and work of two or more great scientists.
   F. Two or more non-Western cultural systems.

**Courses that Fulfill the Requirement:**
- ARTH 1000: Art and Society (2 units) Required of all students transferring 0-23 units of applicable and transferable coursework prior to matriculation.

Students requiring 4 more units select 2 courses from those listed below. Students requiring 2 more units select 1 course from those listed below.
- BIO 1200: Science and Society (2 units)
- ENGL 1000: Classics of World Literature (2 units)
- HIST 1000: Eyewitness to History (2 units)
- MUS 1008: The World of the Performing Arts: Music, Dance or Theater (2 units)
- PHIL 1000: Classics of World Philosophy (2 units)
- SCS 1005: Human Cultures (2 units)

3. **Expository Writing (3 units)**
   Writing of expository essays. Emphasis on essay writing, including essay structure, thesis idea, relation between thesis and rhetorical modes, e.g., process-analysis, illustration, persuasion, comparison and contrast, as well as style and correctness.

**English Placement Policy:**
See Proficiency/Placement Examinations section of this Catalog.

**Special Conditions for Transfer Students:**
1. Students who have passed a 3-unit university-level writing course (comparable to ENGL 1004: Expository Writing) with a ‘C’ (2.0) or higher or have received a passing score on the English Composition College Level Examination Program (CLEP) test enroll in ENGL 3200: Advanced Writing and Research. (CLEP tests may used only if taken prior to matriculation.)
2. Transfer students who have not passed a 3-unit university-level writing course (comparable to ENGL 1004: Expository Writing) with a ‘C’ (2.0) or higher must take the English Placement Exam. Depending on their demonstrated writing skill and the consequent proficiency assessment, students are assigned to ENGL 1001/ENGL 1002: English as a Second Language (4 units each semester), ENGL 1003: Developmental Writing, or ENGL 1004: Expository Writing, unless a
student places into ENGL 1004 Honors on the English Placement exam. Placing into ENGL 1004 Honors allows the transfer student the option of meeting the Expository Writing requirement by passing the CLEP test. The student is then eligible to advance into ENGL 3200: Advanced Writing & Research. Students who have passed two 3-unit university-level writing courses (comparable to ENGL 1004 and ENGL 3200, as approved by Dominican), each with a ‘C’ (2.0) or higher, have met the GE writing requirement. The two courses transferred in may be lower and/or upper division.

3. Students who have previously completed their BA, or comparable degree, have met the GE writing requirement.

4. Students are subject to the English Placement policy in effect at the time they matriculate.

5. If a student has transferred in a course comparable to ENGL 3200, they must still fulfill the requirement RES 2000: Information and Research.

**Course that Fulfills the Requirement:**
- ENGL 1004: Expository Writing (3 units) or its equivalent with a grade of ‘C’ (2.0) or better.

**Student Learning Outcomes:**
The student will demonstrate the ability to construct expository essays that include:

1. A specific, debatable thesis.
2. Relevant and cogent supporting evidence.
3. Logical and coherent organization, including appropriate paragraphing and transitions.
4. Appropriate word choice and correctness in spelling, grammar, mechanics, and punctuation.

3. **Advanced Writing and Research (3 units)**

Practice of research writing and critical thinking. Building on basic skill in expository writing, with emphasis on research writing and critical thinking.

**English Placement Policy:**
See Proficiency/Placement Examinations section of this Catalog.

**Special Conditions for Transfer Students:**
See Special Conditions for Transfers Students under Expository Writing requirement section above.

**GE Prerequisites:**
ENGL 1004: Expository Writing or its equivalent. Passing the Computer Competency Assessment test or passing COMM 1641: Computer Skills and Applications I, with a ‘C’ (2.0) or better and RES 2000: Information & Research – Concepts and Techniques (1 unit) with a ‘C’ (2.0) or better. RES 2000 may also be taken as a corequisite.

**Course that Fulfills the Requirement:**
- ENGL 3200: Advanced Writing and Research (3 units) with a grade of ‘C’ (2.0) or better.
- ENGL 3442: Critical Inquiry and Reflective Writing (3 units) with a grade of ‘C’ (2.0) or better. (Pathways students only). These courses may not be challenged.

**Required Corequisite Course:**
- RES 2000: Information and Research – Concepts and Techniques (1 unit) may be taken as a corequisite with ENGL 3200: Advanced Writing and Research and ENGL 3442: Critical Inquiry and Reflective Writing. ENGL 3200 and ENGL 3442 assume the skill obtained in RES 2000 which must be passed with a ‘C’ (2.0) or better. It is recommended that RES 2000 be taken during the freshman year or, for transfer students, during the first semester at Dominican.

**Student Learning Outcomes:**
The student will demonstrate the ability to construct expository essays that:

1. Show continuing competency in the Student Learning Outcomes of ENGL 1004: Expository Writing.
2. Utilize appropriate research methods and information sources.
3. Are based on the elements of critical thinking, e.g., purpose, question at issue, point of view, concepts, information.
4. Include standard documentation, such as APA, MLA, or Turabian.

5. Information and Research: Concepts and Techniques (1 unit)

During the first year students are asked to obtain information literacy skills useful in all subsequent coursework. This requirement develops expertise in determining information needs, selecting and critically evaluating information resources, and gaining awareness of ethical information use. Students also consider how a society organizes and distributes information.

GE Prerequisite:
Passing the Computer Competency Assessment test or passing COMM 1641: Computer Skills and Applications I, with a ‘C’ (2.0) or better.

Special Conditions for Transfer Students:
It is recommended that a transfer student take RES 2000: Information and Research – Concepts and Techniques (1 unit) during their first semester at Dominican.

Course that Fulfills the Requirement:
• RES 2000: Information and Research – Concepts and Techniques (1 unit) with a grade of ‘C’ (2.0) or better

Student Learning Outcomes:
The student will demonstrate the ability to:
1. Describe his/her information needs and build search strategies using keywords and subject terms.
2. Identify and locate appropriate print and electronic resources to fulfill information needs.
3. Evaluate both individual resources and search strategies for suitability and usefulness.
4. Indicate the sources of information through in-text and bibliographic citation, recognize and avoid plagiarism in quotations in paraphrasing, and gain an awareness of the barriers to information access.

6. Speech and Rhetoric (3 units)

Theory, practice, and evaluation of oral communication. Practice in selection, development, organization, and presentation of ideas in informative and persuasive discourse with attention to ethical responsibility. Study also involves communication in different interpersonal contexts: dyads, interviews, and exercises in listening and speaking intended to develop competence in oral communication. Gender, interracial, and cross-cultural communication patterns will be addressed.

Course that Fulfills the Requirement:
• COMM 1200: Speech and Rhetoric (3 units).

Student Learning Outcomes:
The students will demonstrate:
1. The analytic, organizational, and presentation skills to speak effectively in a variety of ways: discussions, presentations, interviews, and oral interpretation readings.
2. Listening skills that enable them to critically analyze oral presentations and discourse.
3. An understanding of the role of gender, race, and cultural values, beliefs, customs, and attitudes in verbal and non-verbal communication patterns.

7. Quantitative Reasoning (3 or 4 units)

The primary goal of the quantitative reasoning requirement is to help students develop certain general intellectual mathematical abilities as well as see mathematics as an enriching and empowering discipline. Students will undertake practices that encourage independent, non-trivial exploration in mathematics and that develop tenacity and confidence in their abili-
ties to use it. In the courses below, students will address practical mathematical problems posed by real-world situations and will regularly apply inductive and deductive reasoning techniques to build convincing arguments.

Math Placement Policy:
See Proficiency/Placement Examinations section of this Catalog.

Math Prerequisite Policy:
In order to enroll in MATH 1400: College Algebra (required of biology majors) students must pass:
- MATH 1300: Intermediate Algebra for University Students (3 units) with a grade of ‘C’ (2.0) or better or obtain an appropriate placement test score.
- or pass MATH 1210: Elementary and Intermediate Algebra for University Students (4 units) with a grade of ‘C’ (2.0) or better, or obtain an appropriate placement test score.

In order to enroll in MATH 1450: Mathematical Thinking and Quantitative Reasoning (4 units) or PSY 3187: Statistics for the Health and Behavioral Sciences (4 units) students must pass (or transfer in a comparable course):
- MATH 1300: Intermediate Algebra for University Students (3 units) with a grade of ‘C’ (2.0) or better, or obtain an appropriate placement test score
- or pass MATH 1210: Elementary and Intermediate Algebra for University Students (4 units) with a grade of ‘C’ (2.0) or better, or obtain an appropriate placement test score.

In order to enroll in MATH 1450: Mathematical Thinking and Quantitative Reasoning (4 units) or PSY 3187: Statistics for the Health and Behavioral Sciences (4 units) students must pass (or transfer in a comparable course):
- MATH 1300: Intermediate Algebra for University Students (3 units) with a grade of ‘C’ (2.0) or better, or obtain an appropriate placement test score
- or pass MATH 1210: Elementary and Intermediate Algebra for University Students (4 units) with a grade of ‘C’ (2.0) or better, or obtain an appropriate placement test score.

In order to enroll in PSY 3187: Grade ‘C’ (2.0) or better in MATH 1300: Intermediate Algebra (or comparable transfer course), or MATH 1210: Elementary and Intermediate Algebra for University Students, or appropriate placement score.

Courses that Fulfill the Requirement:
- MATH 1400: College Algebra (3 units) or
- MATH 1450: Mathematical Thinking and Quantitative Reasoning (4 units) or
- PSY 3187: Statistics for the Health and Behavioral Sciences (4 units) (Nursing, Occupational Therapy, and Psychology majors only) or
- AP exam score of 4 or 5 in Calculus or Statistics or
- CLEP exam passing score in Mathematics, College Algebra, Calculus, or Trigonometry.

Student Learning Outcomes:
MATH 1400: College Algebra (3 units)
The student will demonstrate:
1. The ability to analyze, quantify, and interpret quantitative information using numerical, graphical, and analytical techniques.
2. An understanding of the fundamental concepts underlying algebra including rational equations and inequalities, rational expressions, algebraic application problems, and polynomial, rational, logarithmic and exponential functions.
3. An understanding of practical applications of all of these types of functions.

MATH 1450: Mathematical Thinking and Quantitative Reasoning (4 units)
The student will demonstrate:
1. An ability to tell the difference between deductive and inductive reasoning and an ability to construct valid deductive arguments.
2. Reasoning and drawing conclusions from numerical information.
3. The ability to translate problem situations into symbolic representations and use those representations to solve problems.
4. An understanding of the concept of a function graphically and symbolically and an incorporation of it into their use of mathematics.
PSY 3187: Statistics for the Health and Behavioral Sciences (4 units)
The student will demonstrate:
1. The ability to summarize, organize, and display quantitative information.
2. The ability to interpret the results of various statistical procedures and to distinguish between valid and invalid conclusions that might be drawn from such data.
3. Understanding of topics in probability such as random sampling, sampling distributions, sample variability, and random error which underlie the use of inferential statistics.
4. An understanding of the logic underlying the testing of statistical hypotheses and to deduce appropriate data analyses for evaluating such hypotheses.
5. The ability to apply the course subject matter to a variety of real-world issues and problems related both to their chosen disciplines and their everyday lives.

8. Social Science (3 units)
The disciplines of social science investigate the thought and behavior of human individuals and groups as cultural contexts and social environments condition it. The aim of social science inquiry is to gather empirical evidence regarding, and to develop theories explaining, human thought, action, and interaction.

Courses that fulfill the requirement:
• Business 1000: Economics for Managers – Macro Theory and Applications (3 units) or
• Politics 1010: Introduction to the Study of Politics (3 units) or
• Psychology 1100: Introduction to Psychology (3 units) or
• Social and Cultural Studies 1001: Introduction to Sociology (3 units) or
• Social and Cultural Studies 1002: Cultural Anthropology (3 units)

Student Learning Outcomes:
The student will demonstrate:
1. Comprehension of the method(s) used by the particular social science under study.
2. Comprehension and application of at least three theories used to understand human behavior in the social science discipline under study.
3. Comprehension of the similarities and differences among the social sciences with respect to their methods of study and their theories of human behavior.

9. Natural Science (3-4 units)
The natural science requirement prepares the student to understand the importance of science in today’s world by completing either requirement A or requirement B, depending on the student’s major.

Requirement A: Ecological principles involved in human relations to and interaction with the environment with the goal of exploring ethical and sustainable use of global resources. (Most students)

OR

Requirement B: Biological and chemical principles involved in the functioning of the human body in health and disease with the goal of understanding the challenges society faces in the realm of human research. (Only for students majoring in biology, dance, nursing, occupational therapy, or psychology)

Special Conditions:
All courses that meet this requirement must involve lab or field work.
Undergraduate Education

Courses that Fulfill Requirement A:
- ENST 2100: Birds and the Environment (3 units) or
- ENST 2000: Environmental Issues (3 units) or
- ENST 3000: Environmental Chemistry (3 units) Prerequisite: CHEM 2000 or the equivalent with a grade of ‘C’ (2.0) or better or
- PHSC 2200: Earth Science (3 units) or
- PHSC 2300: Physical Geology (3 units)

Student Learning Outcomes for Requirement A:

Students will demonstrate:
1. An understanding of the structure and function of an ecosystem.
2. An ability to formulate a cogent argument, both pro and con, regarding an environmental issue.
3. An understanding and use of sustainability practices in regulating human impact on the environment.
4. An understanding of the scientific method and how scientific advancement occurs.

Courses that Fulfill Requirement B:
(These courses are exclusively for majors in biology, dance, nursing, occupational therapy, and psychology.)
- BIO 2500: Human Anatomy (4 units) or
- BIO 2600: Human Physiology (4 units) Prerequisite: BIO 2600: Human Anatomy or
- BIO 3600: Microbiology (4 units) Prerequisite: beginning chemistry course.

Student Learning Outcomes for Requirement B:
The student will demonstrate:
1. An understanding of aspects of anatomy and/or physiology of the human body.
2. An ability to distinguish physiological/morphological differences regarding health and disease and how health can be promoted.
3. An ability to formulate ethical arguments regarding research in the area of human biology and an understanding of the scientific method and how it is used in bio-research.

10. Creative and Performing Arts (3 units)
The experience and growth of one's own creativity through the actual process of making art through studio work, creative writing, performing arts, or music. The creative process should include the use of problem solving and methodology, personal experience, reflection and invention.

Courses that will fulfill the requirement:
- Courses from the departments of Art, Literature and Language, or Music that are listed as fulfilling the Creative or Performing Arts requirement. See each semester’s Course Schedule for this listing.

Student Learning Outcomes:
The student will demonstrate:
1. An understanding of the basic elements and methods of the genre of artistic expression under study.
2. The ability to apply these elements and methods in the creation of individual works in this artistic genre.
3. The ability to use and understand problem-solving methods, including research, development and synthesis, as necessary components of creative thinking and the creative process.

11. Moral Philosophy/Ethics (3 units)
Practicing the art of clear and cogent reasoning in the critical analysis of various moral positions and arguments on a variety of contemporary ethical issues.
Courses that Fulfill the Requirement:
- PHIL 1108/3108: Ethics (3 units)
- PHIL 1109/3109: Ethics in Healthcare (3 units)
- HUM/PHIL 3510: Self, Community, and Service – Modern Identity and Moral Meaning (3 units)
- HUM/PHIL 3520: Self, Community, and Service – Ethics of Love and Moral Responsibility (3 units)
- HONO 3500: Self, Community, and Service – Ethical Theory and Practice (3 units) Honors Program students only.

Student Learning Outcomes:
The student will demonstrate:
1. An ability to identify, display sensitivity to, and clarify their thoughts on contemporary ethical issues, both public and personal.
2. A comprehension of at least two major ethical theories.
3. An ability to evaluate critically ethical theories and arguments.

12. Religion (6 units)
Sustained engagement with the questions of God, social betterment, and individual human fulfillment through the study of Biblical literature, Christian theology and social justice ideals, and/or the world’s major religious traditions.

Special Conditions:
Of the 6 units (2 courses) required, 3 units must be taken in the Judeo-Christian tradition, and 3 must be taken at the upper division level (3000 or above).

Special Conditions for Transfer Students:
Students transferring 45 units of applicable and transferable coursework prior to matriculation need only 3 units of religion and it must be an upper division Judeo-Christian course.

Courses that Fulfill the Requirement:
- Many courses in Religion will meet this requirement. For Judeo-Christian designation and upper division status of Religion courses, see each semester’s Course Schedule.

Note: RLGN 3178: The World’s Religions does not meet the Day GE Religion requirement. However, if a student has previously taken a World Religions course elsewhere, prior to matriculation, that course may be approved to meet the non-Judeo-Christian Religion requirement by special authorization.

Student Learning Outcomes:
The student will demonstrate:
1. Awareness of the fundamental spiritual questions of life and of their own theological and ethical assumptions by reflecting upon and demonstrating comprehension of major features of the Judaeo-Christian tradition (e.g., historical origins, concepts of God, central assumptions about human life and fulfillment, key themes) or similar features in the other major religious traditions of the world.

13. Cultural Heritage Colloquium (CHC) (9 units)
Three interrelated 3-unit courses taken over a period of two semesters, and investigating a particular era, theme, or geographical area.

GE Prerequisites:
Satisfactory completion of ENGL 1004: Expository Writing is required prior to enrollment in the CHC program. Satisfactory completion of ENGL 3200: Advanced Writing and Research and RES 2000: Information and Research is recommended.

Special Conditions:
Limited to juniors and seniors, with the exception of occupational therapy and liberal studies students.
Special Conditions for Transfer Students:

Students who transfer to Dominican may satisfy the General Education Colloquium requirement in one of the following ways:

1. Students transferring 0-44 units of applicable and transferable coursework prior to matriculation require 9 units to satisfy the Colloquium requirement and must take the full colloquium at Dominican.

2. Students transferring 45-69 units of applicable and transferable coursework prior to matriculation require 6 units to satisfy the Colloquium requirement.

3. Students transferring 70 or more units of applicable and transferable coursework prior to matriculation require 3 units to satisfy the Colloquium requirement.

4. At the time of matriculation the transcript evaluator will allow courses from art history, history, humanities, history of music, history of art, history of science, philosophy, political philosophy, and literature to count toward satisfaction of the requirement. “Introduction to...” courses do not count (example, Introduction to Political Science, Introduction to Sociology, etc.). Social science classes cannot be used to fulfill this requirement but can be used to satisfy the social science area of GE.

5. Students may matriculate with Requirement Met under all categories above.

6. Students who have coursework to complete to satisfy the Colloquium requirement must take these units at Dominican. Students who study abroad during their junior/senior years may develop a colloquium abroad with approval of the Director of the General Education Program.

7. Advisors will help transfer students who do not need the full 9-unit Colloquium to make appropriate choices of classes to fulfill the Cultural Heritage Colloquium requirement.

8. Honors Program students will take Colloquia developed specifically for the Honors Program. See Honors Director for selection of courses.

Courses that Fulfill the Requirement:

- Cultural Heritage Colloquia vary from year to year. See the Schedule of Courses for CHC offerings. Colloquia vary in their pattern of course offerings. A fall-spring CHC may be offered with 1 course in the fall followed by 2 courses in the spring, or begin with 2 courses in the fall followed by one in the spring. Spring-fall Colloquia are also given that begin in the spring semester and continue into the fall. Enrollment in all courses in a Colloquium is required for credit to be assigned for completing this GE category. Students may not take some courses from one Colloquium and some from another to meet the 9-unit requirement.

Examples of Colloquia are:

- Images of Jesus through the Centuries and Today
- A Splendid Passage to India
- China and India: Art, Revolution and Globalization
- Religion and Empire: Romans, Christians, and Muslims
- The Middle Ages
- 19th Century: Reformers, Writers, and Artists
- California: The Golden Dream
- The Universe Story
- The Person and Society: Women Artists, Political Activists, and Female Identity
- Latin America: History, Literature, and Language
- Honors: Radical Response: Moral Protest in a Changing World
- Honors: Home and Away: Art, History and Literature during the Age of Empire
Student Learning Outcomes:
The student will demonstrate:

1. An integrated, interdisciplinary understanding of the topic of their colloquium; that is, he/she will, in writing or orally, be able to discuss some important colloquium idea in a fashion that draws upon the perspectives and content of at least two colloquium disciplines.

Taking General Education Courses Off Campus

Once a student has matriculated, he/she must complete the General Education Program as outlined above. Students must obtain permission to take a General Education course off campus and must fill out an Authorization to Take a Class Off Campus form. Courses taken off campus must be comparable in course content to those required by the University. A day student must complete the following courses at Dominican: First Year Foundations, ENGL 1004, ENGL 3200, RES 2000, Cultural Heritage Colloquium courses. Pathways students must take Foundations, ENGL 1004 (if required), ENGL 3200 or ENGL 3442, RES 2000, and interdisciplinary study classes on campus.

First Year Foundation Courses

First Year Foundations Course Descriptions:

ARTH 1000 Art and Society (2 units)
An exploration of the visual arts in their cultural and historical contexts, concentrating on the functions and purposes of art through the ages while familiarizing students with the concepts and terminology of visual analysis. Arranged thematically and chronologically, Art and Society covers selected topics and artistic monuments from prehistoric times to the contemporary period, concentrating on the relationship of art to religious, political, historical, and scientific developments. Note: All FYF students must enroll in Art and Society as one of their course requirements. Fall, Spring Semesters.

BIO 1200 Science and Society (2 units)
A study of the great discoveries and the great discoverers in the history of humanity’s scientific and technological advance. Fall, Spring Semesters.

ENGL 1000 Classics of World literature (2 units)
Selected classics of world literature, related by historical time, geographical place, or theme, from the earliest literature, such as Gilgamesh and the Old Testament, to that of the present. Fall, Spring Semesters.

HIST 1000 Eyewitness to History (2 units)
This course will explore the past by using primary sources such as diaries, personal letters, autobiographies, memoirs, movies, and travel accounts written by men and women of different countries, cultures, religions, and social classes in order to understand different points of view on historical events. Fall, Spring Semesters.

MUS 1008 The World of the Performing Arts: Music, Dance or Theater (2 units)
Students will explore world cultures through the performing arts, focusing on music, dance or theater, sampling and analyzing representative artists, movements, and styles in these genres. Fall, Spring Semesters.

PHIL 1000 Classics of World Philosophy (2 units)
The ideas of select thinkers in the history of philosophy will be studied and evaluated in light of their ethical, political, intellectual, and spiritual significance. Fall, Spring Semesters.

SCS 1005 Human Cultures (2 units)
A comparative exploration of human cultures focusing on diverse family, institutional and community structures. Topics of study to include: kinship, marriage, religion and economics. Students reflect on human social experiences within a global and historical context. Fall, Spring Semesters.
Undergraduate Education

Alemany Library Information Literacy Course

Information Literacy Course Description:

RES 2000 Information and Research – Concepts and Techniques (1 unit)
A theoretical and practical study of the core information literacy competencies necessary for academic research. The course will explore the organization, retrieval, and critical evaluation of information resources. Students will learn to use a variety of print and electronic resources and will develop an awareness of the ethical, legal, and socio-political issues surrounding information and information technology. This class must be passed with a ‘C’ (2.0). Prerequisite: passing the computer competency assessment test or passing COMM 1641: Computer skills and Applications I with a ‘C’ (2.0) or better. RES 2000 is a recommended prerequisite or corequisite for ENGL 3200 and ENGL 3442.

Transfer Students

Day Programs
1. Transfer students who have not previously passed a 3-unit university level writing course (comparable to ENGL 1004: Expository Writing) with a ‘C’ (2.0) or higher, or who have not received a passing score on the English Composition CLEP test, are required to take an English proficiency exam and will be required to take two or more writing courses at Dominican University. (CLEP tests must be taken prior to matriculation.)
2. Students who transfer into the University with 49 or more units may fulfill the Religious Heritage requirement by taking only three units of religion (an upper division, Judeo-Christian course).
3. Students who transfer to Dominican may satisfy the General Education Cultural Heritage Colloquium (CHC) requirement in one of the following ways:
   A. Students transferring 0-44 units of applicable and transferable coursework prior to matriculation require 9 units to satisfy the Colloquium requirement at Dominican.
   B. Students transferring 45-69 units of applicable and transferable coursework prior to matriculation require 6 units to satisfy the Colloquium requirement.
   C. Students transferring 70 or more units of applicable and transferable coursework prior to matriculation require 3 units to satisfy the Colloquium requirement.
   D. Courses taken in the following disciplines may be considered for application to the Colloquium requirement: history, philosophy and ethics, literature including the literature of other languages (in translation or in the original), cultural anthropology, history and criticism of the arts (art, music), comparative religion (provided the units are not being counted for the Religious Heritage requirement), political theory, international relations, the history of the natural or the social sciences, and art history.

4. Day transfer students may meet their General Education requirements in one of the two methods described below.

Dominican University General Education Program
Transfer students may complete the Dominican General Education Program described above. Students may transfer courses from regionally accredited colleges and universities to meet General Education requirements. General Education course equivalency will be determined on a course-by-course basis or through formal articulation agreements with community colleges.

Intersegmental General Education Transfer Curriculum (IGETC)
Transfer students may complete their General Education by completing the Intersegmental General Education Transfer Curriculum (IGETC) Areas 1-5 at a community college and the Dominican University Religion, Moral Philosophy, Advanced
Writing and Research, and Creative or Performing Arts Thematic Areas as described above. All IGETC coursework must be completed with a grade of ‘C’(2.0) or better.

Students who are within two courses of meeting the IGETC General Education requirements at the time of their enrollment may elect to complete their remaining IGETC requirements at Dominican. Students electing this option are also required to complete the Dominican Thematic Areas as described above.

Pathways Evening/Weekend Program

The Pathways General Education Program fosters the development of skills, knowledge, and moral character essential to lifelong learning and a rich and satisfying life. It does this by:
1. Opening students to the main areas of knowledge;
2. Engaging them in the persistent practice of logical and critical thinking, expository writing and effective speaking; and
3. Encouraging them to deepen their awareness of the aesthetic, moral, and spiritual dimensions of existence.

The curriculum seeks to engender an awareness of tradition, a love of truth, a deep respect for the dignity and worth of the individual, an appreciation of human interdependence and cultural differences, a sensitivity to ecological issues, the knowledge and skills to seek the solution of human and global problems through integrating the wisdom and perspective of many disciplines, and the disposition and ability to work cooperatively with others.

The curriculum assists students to acquire a basic body of knowledge and the skills for continuing independent study. It seeks to kindle a desire for lifelong learning that supports both intellectual and personal growth and the need to compete in a challenging job market in a complex and rapidly changing world.

Pathways General Education Overview

The Pathways General Education Program is identical to the Day General Education Program in all areas except those shown in bold type. The unique program components are described below. Please see Day GE Program for all other program descriptions. Placement tests may be required for Computer Applications Competency, Expository Writing and Research Writing and Critical Thinking, and Mathematical Thinking and Quantitative Reasoning. For placement testing policies see Proficiency/Placement Examinations section of this Catalog.

Pathways students may also satisfy their General Education requirements through IGETC certification and by completing the Dominican University Religion, Moral Philosophy, Advanced Writing and Research, and Creative or Performing Arts Thematic Areas.

Note: All Pathways General Education courses must be taken in the Pathways Program. Day classes may not be applied to satisfy Pathways GE requirements.

PATHWAYS PROGRAM GENERAL EDUCATION OVERVIEW

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<tr>
<th>Component Name</th>
<th>Type</th>
<th>Units</th>
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<td>Computer Applications Competency</td>
<td>Matriculation Requirement*</td>
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<tr>
<td>Foundations</td>
<td>Multidisciplinary</td>
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<td>Expository Writing</td>
<td>Skill</td>
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<tr>
<td>Advanced Writing and Research</td>
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<td>Information and Research</td>
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<td>1</td>
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<tr>
<td>Speech and Rhetoric</td>
<td>Skill</td>
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<tr>
<td>Mathematical Thinking and Quantitative Reasoning</td>
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<td>3-6</td>
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<td>Creative and Performing Arts</td>
<td>Knowledge Area/Skill</td>
<td>3</td>
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<tr>
<td>Ethics</td>
<td>Knowledge Area</td>
<td>3</td>
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</table>
1. **Foundations (3 units)**

An interdisciplinary examination of contemporary issues of U.S. culture within the context of a group of adult learners who are beginning and resuming their academic education. Through this examination students practice and refine foundation skills in critical thinking, reading, speaking, listening, and writing, and they integrate their personal and professional experience with their academic studies and goals.

**Course that fulfills this requirement:**
SCS 3160: Foundations in Adult Learning (3 units)

**Student Learning Outcomes:**
The student will demonstrate:
1. An interdisciplinary understanding of specific contemporary issues of U.S. culture.
2. An understanding of the relationship between their life experience and their academic goals.

2. **Advanced Writing and Research (3 units)**

Practice of research writing and critical thinking, building on basic skill in expository writing, with emphasis on research writing and critical thinking.

**Courses that Fulfill the Requirement:**
- ENGL 3200: Advanced Writing and Research (3 units) with a grade of ‘C’ (2.0) or better.
- ENGL 3442: Critical Inquiry and Reflective Writing (3 units) with a grade of ‘C’ (2.0) or better.

**GE Prerequisites:**
- ENGL 1004: Expository Writing or its equivalent. Passing the Computer Competency Assessment test or passing
- COMM 1641: Computer Skills and Applications I, with a ‘C’ (2.0) or better.

**Recommended Corequisite Course:**
ENGL 3200: Advanced Writing and Research or ENGL 3442: Critical Inquiry and Reflective Writing is recommended to be taken concurrently with RES 2000: Information and Research I – Concepts and Techniques (1 unit). It is recommended that this requirement be taken no later than the sophomore year or, for transfer students, during the first semester at Dominican.

**Student Learning Outcomes:**
The student will demonstrate the ability to construct expository essays that:
1. Show continuing competency in the SLO’s of ENGL 1004: Expository Writing.
2. Utilize appropriate research methods and information sources.
3. Are based on the elements of critical thinking, e.g., purpose, question at issue, point of view, concepts, information.
4. Include standard documentation, such as APA, MLA, or Turabian.

3. **Mathematical Thinking and Quantitative Reasoning (6 units)**

The primary goal of the Mathematical Thinking and Quantitative Reasoning Requirement is to help students develop certain general intellectual mathematical abilities as well as see mathematics as an enriching and empowering discipline. Students will undertake practices that encourage independent, nontrivial exploration in mathematics, and that develop tenacity and confidence in their abilities to use mathematics.
Students must take a placement examination and satisfy the prerequisites for the quantitative reasoning classes. See *Proficiency/Placement Examinations* in this *Catalog*.

**Courses that fulfill this requirement:**
- MATH 2000: Finite Mathematics and Mathematical Logic (6 units) Prerequisite: MATH 1100: Understanding College Mathematics or appropriate placement score with grade of ‘C’ (2.0) or better or
- PSY 3187: Statistics for the Health and Behavioral Sciences (4 units) (Psychology majors and Nursing majors only) or
- BUS 4110: Statistics and Research for Decision Making (3 units) (Strategic Management majors only)

Prerequisite for PSY 3187 and BUS 4110: Grade ‘C’ (2.0) or better in MATH 2000: Finite Mathematics and Mathematical Logic, or MATH 1300: Intermediate Algebra (or comparable transfer course), or MATH 1210: Elementary and Intermediate Algebra for University Students, or appropriate placement score.

**Student Learning Outcomes:**

**MATH 2000: Finite Mathematics and Mathematical Logic (6 units)**

The student will demonstrate:
1. An ability to apply algebra in problem solving.
2. An ability to understand and use truth tables, logical operators, and the laws of logic.
3. An ability to understand frequency distributions and to compute and interpret descriptive statistics.
4. An ability to understand and apply the concepts of correlation and regression.

**PSY 3187: Statistics for Health and Behavioral Sciences (4 units) (Psychology and Nursing majors only)**

The student will demonstrate:
1. An ability to summarize, organize, and display quantitative information.
2. An ability to interpret the results of various statistical procedures and to distinguish between valid and invalid conclusions that might be drawn from such data.
3. An understanding of topics in probability such as random sampling, sampling distributions, sample variability, and random error, which underlie the use of inferential statistics.
4. An understanding of the logic underlying the testing of statistical hypotheses and to deduce appropriate data analyses for evaluating such hypotheses.
5. An ability to apply the course subject matter to a variety of real-world issues and problems related both to their chosen disciplines and their everyday lives.

**BUS 4110: Statistics and Research for Decision Making (3 units) (Strategic Management majors only)**

The student will demonstrate:
1. An ability to assemble, edit, and analyze economic and business data.
2. An ability to interpret the results of various statistical procedures. An ability to formulate and test hypotheses in a work environment.
3. An ability to both understand and apply topics in probability such as random sampling, sampling distributions, sample variability, and random error, which underlie the use of inferential statistics.
4. An ability, with the study of correlation and regression analyses, to establish relationships among variables.

**4. Religion (6 units)**

Sustained engagement with the questions of God, social betterment, and individual human fulfillment through the study of Biblical literature, Christian theology and social justice ideals, and/or the world's major religious traditions.
Undergraduate Education

Special conditions:
- Students transferring up to 44 units of applicable and transferable coursework prior to matriculation require 6 units to complete the religion requirement, three units of which must be Religion 3178: The World's Religions.
- Students transferring 45 or more units of applicable and transferable coursework prior to matriculation require three units to complete the religion requirement and those 3 units must be Religion 3178: The World's Religions.

Courses that fulfill this requirement:
- RLGN 3178: The World's Religions (3 units) (does not meet Day GE Religion requirement).
- Other upper division religion courses as listed in the Course Schedule.

Student Learning Outcomes:
RLGN 3178: The World's Religions (3 units)
The student will demonstrate:
1. A basic knowledge of the major religious traditions of the world and an understanding of their similarities and differences.

Other Religion courses (3 units)
The student will demonstrate:
1. An awareness of the fundamental spiritual questions of life and of their own theological and ethical assumptions by showing comprehension of major features of the Judeo-Christian tradition (e.g., historical origins, concepts of God, central assumptions about human life and fulfillment, key themes) or similar features in the other major religious traditions of the world.

5. Interdisciplinary Studies (9 units)
Investigation of a particular era, theme, or geographical area from the perspectives of two or more academic disciplines.

GE Prerequisites:
Satisfactory completion of ENGL 1004: Expository Writing is required prior to enrollment in the Interdisciplinary study program. Satisfactory completion of ENGL 3200: Advanced Writing and Research and RES 2000: Information and Research is highly recommended.

Special conditions:
1. Students transferring 0-44 units of applicable and transferable coursework prior to matriculation require 9 units to satisfy the Interdisciplinary Study requirement.
2. Students transferring 45-69 units of applicable and transferable coursework prior to matriculation require 6 units to satisfy the Interdisciplinary Study requirement.
3. Students transferring 70 or more units of applicable and transferable coursework prior to matriculation require 3 units to satisfy the Interdisciplinary Study requirement.
4. At the time of matriculation the transcript evaluator will allow courses from art history, history, humanities, history of music, history of art, history of science, philosophy, political philosophy, and literature to count toward satisfaction of the requirement. “Introduction to…” courses do not count (example, Introduction to Political Science, Introduction to Sociology, etc.). Social science classes cannot be used to fulfill this requirement but can be used to satisfy the social science area of GE.
5. Students may matriculate with requirements met under all categories above.

Students who have coursework to complete to satisfy the Interdisciplinary Study requirement must take these units at Dominican University.
Courses that fulfill the requirement:
Courses vary each semester. Examples of courses offered are:
  • SCS 3010: Women-Asia: Environment/Work/Development
  • ARTH 3115: World Cities
  • ARTH 3191: The History of Gardens and Landscape Design.
  • PSY 4023: Psychology of Art
  • SCS 3146: Principles of Archeology

The Interdisciplinary Study Program consists of individual upper division courses that integrate the perspectives and knowledge of two or more academic disciplines in a substantial manner.

Student Learning Outcomes:
The student will demonstrate:
1. An integrated, interdisciplinary understanding of the theme, era, or geographic area addressed by the course in a manner that draws upon the perspectives and content of at least two academic disciplines.
Graduate Education

Fields of Graduate Study and Degrees

The following degrees are available in graduate work:

- **Master of Arts in Humanities** with possible specialization in an academic discipline, historical period, geographical area, thematic area, or applied emphasis
- **Master of Business Administration** in Global Strategic Management
- **Master of Business Administration** in Strategic Leadership
- **Master of Science in Education**: Curriculum and Instruction, Emphasis in Special Education, and Master of Science in Education
- **Master of Science in Counseling Psychology**: Marriage and Family Therapy and General Specializations
- **Master of Science in Nursing**: Clinical Nurse Specialist in Integrated Health Practices and Geriatric Nurse Specialist/Nurse Educator
- **Master of Science in Occupational Therapy**
- **Teaching Credentials**: Multiple Subject, Single Subject, Education Specialist, and Dual Credentials
- **Corporate Education Programs**:
  - Master of Arts in Management
  - Master of Arts in Management: Concentration in Medical Management
  - Master of Public Administration
  - Master of Science in Education: Administration and Supervision
  - Master of Science in Psychology

**Master’s Degree**

The master’s degree is conferred on graduates upon the 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, 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 must be 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 by petition to the Honors 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.

Auditors Status: Students who, with the permission of the course instructor and upon payment of the registration fee and auditors’ fees, attend classes without earning academic credit.

Full-time Students: Students carrying 9 graduate units or 12 units of upper-division and graduate courses. Students in the MBA in Strategic Leadership program are considered full-time if they take the required sequence of at least 18 units per academic year. 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.

Registration

(See General Academic Policies and Procedures section for registration information.)

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 signed by the Chair of the department. A leave of absence is not generally granted for more than one year. See Leave of Absence in the General Academic Policies and Procedures.

Residence and Time Limit

The minimum residence for a full-time 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.

Application for Graduation

Application for graduation should be made early in the academic year in which the student expects to receive the master’s degree, in the semester prior to the semester in which the student intends to receive the degree. The student obtains the application form from the Registrar’s Office, secures the signature of the Chair of the major department, and returns the form to the Registrar’s Office by the deadline published in the Academic Calendar.

Students may not take a course required for their degree at another college during the semester of graduation.
Financial Information

Financial Information Fall-Spring 2006-2007

Application fee and transcript evaluation* ............................................................... $40
This fee must be sent with each application form and is not refundable.

Deposits*

Tuition Deposit (Refundable, refer to Letter of Acceptance) ........................................ $250
Pathways Tuition Deposit ......................................................................................... $100
Graduate Tuition Deposit ......................................................................................... $200
MBA in Strategic Leadership Tuition Deposit (one time only) ................................ $400
These non-refundable deposits ensure a place for the accepted student and are credited to the student’s tuition account.

Tuition*

UNDERGRADUATE (DAY) TUITION
Full-time Tuition (12-17 units) annual ................................................................. $27,770
   Per semester ........................................................................................................ $13,885
   Excess of 17 units per semester .............................................................. $13,885 + $1,160 per excess unit
Part-time Tuition (under 12 units) per unit ........................................................... $1,160
   BA Strategic Management in Ukiah (per unit) ................................................. $435

PATHWAYS TUITION
Full-time Tuition (12-17 units) annual ................................................................. $11,900
   Excess of 17 units per semester .............................................................. $5,950 + $495 per excess unit
Part-time Tuition (under 12 units) per unit ........................................................... $495

GRADUATE TUITION
Full-time Tuition (per unit; except the School of Education) ......................... $720
Credential Programs and MS Education continuation in San Rafael (per unit) ........................................... $540
Credential Programs and MS Education continuation in Ukiah (per unit) ........................................... $470
MBA Tuition per unit ......................................................................................... $675
MS Education (stand-alone) and MS Special Education (per unit) ................ $585
Counseling Psychology (per unit) ...................................................................... $735
Waldorf Credential Completion program ....................................................... $485

* Tuition and fees are subject to change at the discretion of the Board of Trustees.
**Financial Information**

**Room and Board**

**UNDERGRADUATE AND GRADUATE STUDENTS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triple occupancy room and 19 meals per week (weekend brunch and dinner)</td>
<td>$10,500</td>
</tr>
<tr>
<td>Per semester</td>
<td>$5,250</td>
</tr>
<tr>
<td>Double occupancy room and 14 meals per week (any 14 meals)</td>
<td>$10,880</td>
</tr>
<tr>
<td>Per semester</td>
<td>$5,440</td>
</tr>
<tr>
<td>Single occupancy room and 10 meals per week (any 10 meals)</td>
<td>$11,740</td>
</tr>
<tr>
<td>Per semester</td>
<td>$5,870</td>
</tr>
<tr>
<td>Housing Deposit &amp; Processing Fee (one-time)*</td>
<td>$250</td>
</tr>
<tr>
<td>Housing Fee for Continuing Students (annual)</td>
<td>$250</td>
</tr>
</tbody>
</table>

* Tuition and fees are subject to change at the discretion of the Board of Trustees.

**Fees**

- Registration – Non-refundable, per semester                                | $100       |
- Thesis Continuation (per semester)                                         | $500       |
- Transcripts – Official ($1 for each additional copy)                       | $5         |
- Graduation Fee                                                             | $75        |
- Auditor’s Fee, per unit (senior citizens exempt)                           | $60        |
- High School Honors Program (per unit)                                      | $60        |
- Course Challenge Fee (per unit)                                            | $50        |
- Late Registration Fee                                                       | $75        |
- Nursing/OT Major Fee (per clinical semesters only for undergraduate programs) | $400   |
- Pathways Day Major Fee (per semester)                                      | $525       |
- Music Lessons (non-majors, per unit, per semester)                         | Variable   |
- Class Materials and Supplies                                               | Variable   |

* Tuition and fees are subject to change at the discretion of the Board of Trustees.

**Health Insurance**

The University requires all students registered for 6 or more units to be covered under a medical insurance plan. Each student will be automatically enrolled in the University sponsored plan and charged approximately $1,500 on July 10, 2006. Students who provide proof of medical insurance and complete the waiver form on or before September 11 will have the charges reversed. The charges are not refundable after September 11, 2006.

Student health insurance including coverage for athletic injuries is mandatory for all athletes and is not provided by the University. Athletes must provide the University with proof of such insurance in order to participate in athletic activities.

**General Payment Terms**

Students wishing to enroll in the University are expected to pay tuition, fees, and room and board costs in full by the first day of classes. If a student is unable to pay in full by the first day of classes, the student will be automatically enrolled in Plan 2 – the Dominican Plan, which is a deferred payment plan. Details of the plan are explained below.
**Payment Plan Selection**

**PLAN 1 – THE FULL PAYMENT PLAN**
- **Eligibility**: All students
- **Payment due dates (2006-2007)**: Fall Semester: August 1, 2006; Spring Semester: January 1, 2007.
- **Payment amount**: Full amount of tuition, fees, room and board charges for the semester less expected financial aid.
- **Late payment**: Late payment will result in automatic enrollment in Plan 2-The Dominican Plan.

**PLAN 2 – THE DOMINICAN PLAN**
- **Eligibility**: All students
- **Number of payments**: Four monthly payments over the course of the semester.
- **Payment due dates**: Fall Semester: August 1, September 1, October 1, and November 1; Spring Semester: January 1, February 1, March 1, and April 1.
- **Minimum payment amount**: Monthly payment of one-quarter of the tuition, fees, room and board charges for the semester, less accepted financial aid plus accrued finance charges.
- **Finance charges**: 0.83% per month is calculated on the remaining balance.
- **Late payment fee**: $20 per billing period when the minimum payment is not made by the 10th of the month.
- **Enrollment information**: Enrollment is automatic for any student not making full payment of tuition and fees by the first day of classes.

**OTHER TUITION PAYMENT OPTIONS**
There are programs including cohorts that are on a non-traditional academic year. These programs have payment and billing formats specific to them. For information regarding these options, please contact the Office of Admissions.

**Other Payment Information**
Students with past due balances will be charged a 0.83% per month finance charge. A student who is in any way indebted to the University may not register for a given semester until the tuition account is paid in full. The University will not issue certificates, diplomas, or official transcripts until all past due balances have been paid. A past due balance may be charged a $250 collection fee and may be referred to one of the University’s collection agencies.
- If a check is returned by the bank for any reason the student responsible may be charged a $30 fee.
- There will be no finance or late charges for the first bill of the semester.

A student is responsible for payment by the first day of classes. The total payment will be equal to the net amount of tuition and fees due after the credit of financial aid awards and student loans. Should a student subsequently fail to receive financial aid or student loans, the student is responsible for the prompt payment of any remaining unpaid balance. If the student does not make prompt and full payment, he/she will be charged finance and late charges.

**Tuition Refund**
Students who drop a class or classes or withdraw from the University must first notify the Registrar in writing of any change in enrollment status. When such notice has been received by the Registrar, tuition will be refunded as follows:

**Fall and Spring Semesters**:  
- Prior to 1st class day of semester: 100% (less registration fee)  
- During 1st week of classes: 100% (less registration fee)  
- During 2nd week of classes: 85% (less registration fee)  
- During 3rd week of classes: 70% (less registration fee)

In order for the University to determine whether a refund of any charges is due, a student must complete a Withdrawal Form, available from the Registrar’s Office. Withdrawal procedures are explained in the *General Academic Policies and
Procedures section of this Catalog. Students who are concerned about the financial implications of choosing to withdraw without completing the semester’s courses are encouraged to make an appointment with a Financial Aid counselor as soon as possible.

Students who received any form of federal or state financial aid for the semester in which they withdrew may owe monies. Federal regulations may require federal funds to be returned to the federal government, thus leaving an account balance. If a student received a cash disbursement of excess financial aid before withdrawing, the federal policies will determine whether or not the student is required to repay part or all of those funds to the federal financial aid programs.

Four-Year Guarantee

Since fall 1992, Dominican University of California has guaranteed graduation from certain undergraduate degree programs within four years of matriculation (initial enrollment) for any student who selects a major by the end of the freshman year, persists in that major and successfully completes a full-time course load (averaging 15.5 units per semester) for eight consecutive fall and spring semesters, adhering to the requirements of the General Education Program and to the requirements of the specific major. Should a student follow the course of study agreed upon with his/her official advisor and not be able to graduate within eight semesters, tuition and fees only for any subsequent coursework necessary for graduation will be waived. Students whose time to degree is delayed due to courses that the student has dropped, withdrawn from, or that must be repeated for unsatisfactory grades, are not eligible for this guarantee.

This agreement applies to certain undergraduate programs only with the following conditions:

Biological Sciences: This agreement applies to a student in the biological sciences program only if he/she begins the prescribed program upon entrance to the University.

Nursing: This agreement applies to a student in the nursing program only if he/she begins the prescribed program upon entrance to the University, averages 16 units per semester, and earns a grade of ‘C’ (2.0) or higher in all classes required for the major. The agreement does not apply to students who must, because of their proficiency scores, take developmental coursework in English (ENGL 1001, 1002, or 1003), mathematics (MATH 1100, 1200, or 1300), or chemistry (CHEM 1500).

Liberal Studies/Teacher Education: This agreement applies to a student in the Liberal Studies/Teacher Education program only if he/she begins the prescribed program upon entrance to the University and averages 17 units per semester. The agreement does not apply to students in Liberal Studies/Teacher Education who must, because of their proficiency scores, take developmental coursework in English (ENGL 1001, 1002, or 1003) or mathematics (MATH 1100, 1200, or 1300).

Pathways: This agreement applies to a student in the Pathways program only if he/she averages 31 units per calendar year and does not need developmental coursework.

Financial Aid

The University offers an extensive financial assistance program to ensure that a highly qualified and diverse population is able to matriculate and continue to graduation. The assistance programs take two major forms: merit-based scholarships and need-based financial aid.

Merit-Based Scholarships (Non-Need-Based Awards)

The University awards a number of scholarships to students who have demonstrated outstanding academic or athletic ability, as well as to students who have exemplary records in community service and leadership. Students are automatically considered for merit-based scholarships at the point of admission; a separate application is not required.
**Financial Information**

**Need-Based Financial Aid**

More than 70% of students at Dominican receive some form of scholarship, grant, loan, or work opportunity to help make educational costs manageable. All eligible students – both candidates for admission and continuing students – are encouraged to apply for need-based financial aid. Need-based aid requires completion of the Free Application for Federal Student Aid (FAFSA). The types of need-based financial aid are listed below:

- Grants and scholarships are forms of assistance that recipients do not repay.
- Low-interest federal loans give students the opportunity to defer a portion of their educational costs by borrowing funds that generally do not come due for repayment until the recipient graduates, leaves school, or drops below half-time status.
- Subsidized work programs enable students to earn a portion of their educational costs and gain valuable on-the-job experience during the academic year.

These types of aid derive from a variety of sources that fall into four general categories:

1. Federal funds are awarded to US citizens and permanent residents who demonstrate financial need, meet specific enrollment criteria, and maintain satisfactory progress (discussed below). The University participates in several need-based federal Title IV programs: Pell and Supplemental Educational Opportunity Grants for undergraduate students; Perkins and Stafford Loans; and Federal Work-Study. Federal programs are authorized annually and depend on appropriations by Congress; thus the amounts and terms of each type of federal aid may be subject to revision. Effective July 1, 2006, the University will also participate in two new federal grant programs, Academic Competitiveness Grant (ACG) and SMART Grant.

2. State funds include grant assistance from the Cal Grant A and Cal Grant B programs for undergraduate students. Recipients of these grant funds must be legal residents of California. Cal Grant A and Cal Grant B are awarded to needy and meritorious undergraduate students. Students from other states are strongly encouraged to explore their eligibility for grants that may be brought to California to pay for costs at Dominican.

3. Dominican awards include scholarships and grants, including funds donated to the University by generous alumni and friends. The amounts and types of Dominican aid awarded to a student depend both on financial need and the extent to which he/she is fulfilling his/her academic promise. The University’s named scholarship funds are listed at the end of the Financial Aid section.

4. Many students qualify for specialized scholarships or grants from outside agencies. Some sources to explore are employers, unions, professional organizations, and community and special interest groups. For instance, many Dominican undergraduates and graduate students who are legal residents of Marin County receive renewable stipends from the Marin Education Fund. Students from Marin County are strongly encouraged to apply for the Marin Education Fund grant. More information is available at www.marineducationfund.org. In addition, a free scholarship search is available at www.finaid.org.

**How to Apply for Financial Aid**

To apply for financial aid, complete the Free Application for Federal Student Aid (FAFSA) and the Dominican Financial Aid Application by the priority deadline of March 2 each year. Students and the parents of dependent students may be required to submit additional supporting documentation (such as copies of prior year federal tax forms) if requested by the Financial Aid Office. The priority deadline for students entering in the spring semester is October 15 of each year. Applications will still be accepted and considered after the priority deadline dates and students will be considered for available funding at the time their application is completed. The Financial Aid Office strongly encourages students to complete their applications by the priority deadlines, in order to ensure maximum consideration for federal, state, and University sources of funding.

For the fastest and most accurate results, you should apply electronically at www.fafsa.ed.gov. Dominican’s financial aid forms can be found at www.dominican.edu.
Standards for Satisfactory Academic Progress

The policy for Satisfactory Academic Progress requires all recipients of assistance, need-based and merit-based, to conform to basic standards. The standards are uniformly applied to all students, according to degree type, who accept any type of financial aid the University administers.

These standards have three principal components:
1. Grade point average.
2. Number of units earned per semester.

To maintain eligibility for federal and state sources of funding, an undergraduate student must achieve at least a 2.0 Grade Point Average (GPA) for each semester. Graduate and credential students must achieve a 3.0 GPA or its equivalent for each semester.

Students must also progress at a normal pace toward successful completion of their degree program. Progress toward a degree at a normal pace means that a student must earn a specified number of units each semester, depending on enrollment status: full-time undergraduates must successfully complete at least 12 units per semester; full-time graduate and credential students must successfully complete at least 9 units per semester; and part-time students must successfully complete at least 75% of units attempted each semester.

In addition, maximum time limits apply; a student may not receive aid for more than 150% of the normal time frame required to complete their degree at Dominican. For undergraduates entering with freshman standing, that is a maximum of 12 full-time semesters. For most graduates, that is a maximum of 6 full-time semesters. Students attending part-time will have their maximum time limit adjusted based on part-time enrollment. Likewise, students entering the University with advanced standing will have their maximum time limit adjusted based on the grade level at which they enter Dominican.

For financial aid purposes, undergraduate students are considered full-time if enrolled in 12 or more units per semester. Undergraduates are considered three-quarter time if enrolled in 9-11 units per semester, and considered half-time if enrolled in 6-8 units per semester. Graduate students are considered full-time if enrolled in 9 or more units per semester. The measure of satisfactory progress for aid purposes is separate from the University’s determination of academic standing.

A student who fails to meet the required federal satisfactory progress standards may be able to receive continuation of aid for one semester on a financial aid probationary basis, provided the student is otherwise in good standing with the University. The determination of financial aid probation is made by the Financial Aid Office, and is a one-time grace period for a student to be able to bring his or her academic standing up to the required levels. A student denied financial aid probation, or one who fails to meet the grade point and earned units requirements for the semester in which the student is on financial aid probation, is not eligible for any form of federal, state, or University assistance until satisfactory progress is met. A student denied aid for failure to meet satisfactory progress has the right to appeal that decision, documenting extenuating circumstances, to the Director of Financial Aid.

To maintain aid eligibility for University sources of funding, students must be full-time and meet the specific renewal requirements of the scholarship program award. GPA requirements for University sources of funding are generally higher than the federal GPA requirements. Students who do not meet the renewal criteria for University assistance may receive reduced aid in some circumstances, or may lose eligibility for the award, until the student meets the renewal criteria.

Students who believe they might be falling behind are urged to seek counseling from the Financial Aid Office and their academic advisors so that every effort can be made to ensure continued financial aid eligibility and timely graduation.
Financial Information

Veteran’s Benefits

The University’s courses are approved for veterans. According to VA requirements, students must be enrolled for the number of units indicated to qualify for the following categories.

<table>
<thead>
<tr>
<th>Undergraduates</th>
<th>Academic Year</th>
<th>Summer Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12 or more units</td>
<td>6 units</td>
</tr>
<tr>
<td>Three-quarters time</td>
<td>9-11 units</td>
<td>4 units</td>
</tr>
<tr>
<td>Half-time</td>
<td>6-8 units</td>
<td>3 units</td>
</tr>
<tr>
<td>No benefits payable</td>
<td>less than 6 units</td>
<td>less than 3 units</td>
</tr>
</tbody>
</table>

Information concerning the University’s procedures for certifying veteran enrollment may be obtained from the Registrar’s Office. Eligible persons should contact the Registrar’s Office at the time of registration to ensure timely processing. Processing takes place only after official registration.

Financing Alternatives

There are some alternatives for students who do not qualify for the types of assistance discussed above or who cannot make the full contribution that is expected of the family that qualifies for some need-based aid.

The federal Parent Loan for Undergraduate Students (PLUS) program enables parents to borrow up to the cost of attendance per year for each dependent child enrolled in college. Interest accrues and repayment begins within 60 days after full disbursement. The interest rate is fixed at 8.5%. Beginning in July 2006, this program is also available for students enrolled in a master’s degree program.

Independent students may borrow on their own behalf under the Unsubsidized Federal Stafford Loan program. Repayment of interest and principle on these loans can be deferred until after graduation.

Private educational loans have become a popular option for some students and their families. Generally, undergraduate students need a credit-worthy co-signer for private educational loan approval. The Financial Aid Office maintains a list of private lenders whose rates and loan repayment options are favorable for Dominican students.

Please contact the Financial Aid Office for more information on PLUS, Unsubsidized Stafford Loans, or private educational loans.

Renewal of Financial Aid

Financial aid is awarded for one academic year at a time and does not automatically roll over to the next academic year. Students and parents should be aware that they must reapply for financial aid each academic year.

The preferred renewal process is to complete the Renewal FAFSA on the Web. Students may use their PIN as early as January 1 to access the Renewal FAFSA on the Web. Remember, the priority deadline is March 2 of each year. If you do not receive a PIN in the mail, you may apply for it on the FAFSA Web site (www.fafsa.ed.gov).

Scholarships

Dominican University of California annually awards a number of scholarships and grants from income provided by annual gifts and endowed funds, as well as from its own general funds. The Financial Aid Office matches the intentions of the donor to the academic and other qualifications of students with need. Students need not apply specifically for the scholarships and grants listed on the following pages. Students who have filed the FAFSA application will automatically become eligible for consideration.
Dominican University of California Scholarships

**Dominican Academic Scholarships** are awarded to entering undergraduate day freshmen and transfer students.

**Undergraduate Day Freshmen** merit awards range from $5,000 to $15,000 annually. Dominican scholarships for undergraduate day are available only to entering high school seniors and transfer students with freshman status (less than 12 units). Award amount is based on SAT/ACT score and high school GPA.

**Transfer Day** merit awards range from $2,500 to $10,000 annually. Award amount is based on college GPA.

**ALANA (African American, Latino, Asian, Native American) Scholarship** Awards are $1,000 to $5,000 and are need-based aid. These awards are available for entering undergraduate day freshmen and are renewable.

**Pathways ALANA (African American, Latino, Asian, Native American) Scholarship** Awards are $1,050 per year. The Pathways ALANA Scholarship is available to traditionally underrepresented Pathways students. Applicants must submit a Pathways ALANA Scholarship Application by the July and December deadlines. Recipients must enroll in 6 or more units per semester as a criteria for this award.

**Graduate Grants** Need-based awards for full-time graduate and credential student studying on the San Rafael campus range from $1,000 to $3,000. Newly admitted applicants must apply by July 1 for the fall semester or December 1 for the spring semester by completing the FAFSA, Dominican Aid Application, and any other financial aid requirements.

**Coaches Awards** are partial-tuition awards for selected students participating in intercollegiate sports.

**Endowed and Privately Funded Scholarships**

**Mother Mary Raymond Memorial Scholarships** – Awards are awarded to qualified relatives of Dominican alumni.

Dominican University of California is deeply grateful to the many donors who have chosen to honor special individuals through the creation of scholarships and grants for students.

**Endowed Scholarships**
- Clotilde Bannan Trust Endowed Scholarship
- Rho Barrett Memorial Music Scholarship
- Mary and Samuel Beatem Memorial Music Scholarship
- Reverend Benedict M. Blank, O.P., Merit Award
- Stephanie Bulich Endowed Scholarship
- Barbara K. Bundy Merit Award Endowed Scholarship
- Grace Cahill Scholarship Fund for Nursing Students
- Sister Catherine Marie Memorial Endowed Scholarship
- Ciszewski Family Endowed Scholarship
- Margaret Reishman Schimandle Cole Memorial Endowed Scholarship
- Compton Foundation Endowed Scholarship
- Marie L. Conlan Endowed Scholarship
- Sister Samuel Conlan, O.P., Endowed Scholarship
- George J. Daly Memorial Endowed Scholarship
- Florence Dodge Endowed Music Scholarship Fund
- Bernardine Murphy Donohue Memorial Endowed Scholarship
- Carlos Freitas Endowed Scholarship
- Caroline Gibb and Mother Mary Raymond Endowed Memorial Scholarship
- Gertrude Gruenberg Memorial Endowed Scholarship
- Robert Hagopian Memorial Endowed Scholarship
- Charles L. Harney Endowed Scholarship
- Sister Patrick Harney, O.P., Memorial Endowed Scholarship
- William R. Hearst Foundation Endowed Scholarship
- Matthew Henderson Memorial Endowed Scholarship
- Linda Louise Hower Memorial Endowed Scholarship
- Martha V. Ives Memorial Endowed Scholarship
- Patricia Jackson Memorial Endowed Scholarship
- Jewett Endowed Scholarship
- Hermanie B. Jonas Memorial Endowed Scholarship
- Catherine E. Keith Memorial Endowed Scholarship
- Mr. and Mrs. Regis Lepage Memorial Endowed Scholarship Fund for International Studies
- Tony Lofting Endowed Memorial Scholarship
Financial Information

- Teresa Bannan Malley Memorial Endowed Scholarship
- Mother Margaret Memorial Endowed Scholarship
- Carrie Jane Andersen Martin Memorial Endowed Scholarship
- Vivian F. McGoldrick Endowed Scholarship
- Rose F. Mellen Scholarship Loan Fund
- Virginia O'Hara Minehan Memorial Endowed Scholarship
- Norbert C. Mirassou Endowed Scholarship
- Huldah Moorhead Memorial Endowed Scholarship
- Jimmy Norton Memorial Endowed Scholarship
- Nu Alpha Endowed Scholarship
- The Bernard Osher Foundation Endowed Scholarship
- Pacific-Western Foundation Scholarship
- Marie Wempe Pellerano Endowed Scholarship
- Thomas and Joanne Peterson Scholarship for Nursing
- Peter’s Fund Scholarship
- Cecilia Perrin Ravizza Endowed Scholarship
- Sandra K. Reilly Memorial Endowed Scholarship
- Norma Riccomini Memorial Endowed Scholarship
- Traci E. Ross Nursing Endowed Scholarship
- Sisters of Saint Dominic Endowed Scholarship
- Geraldine E. Smith Endowed Scholarship
- Alyce Sporer Endowed Scholarship Fund
- Joseffa Stewart Memorial Endowed Scholarship
- The Trustee Endowed Scholarship
- Marjorie Vacarro Music Endowed Scholarship
- The Veritas Endowed Scholarship
- Neil J. and Mary M. Webb Memorial Endowed Scholarship
- Janet Brandt Wilson Memorial Endowed Scholarship
- The Lillian L.Y. Wang Yin, Ph.D., (Chemistry, Class of 1951) Scholarship Fund
- Kathleen Anne Zegart Memorial Endowed Scholarship
# University Governance and Support Organizations

## Board of Trustees Membership Listing 2006-2007

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Organization/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>John F. Allen</td>
<td>Chairman</td>
<td>St. Regis Group</td>
</tr>
<tr>
<td>C. Forrest Bannan</td>
<td>Partner</td>
<td>Bannan, Green, Frank and Terzian, LLP</td>
</tr>
<tr>
<td>Andrew P. Barowsky</td>
<td>President, Treasurer, CEO</td>
<td>Lepage Bakeries</td>
</tr>
<tr>
<td>Timothy Blackburn</td>
<td>President and CEO</td>
<td>The Institute for Strategic Leadership</td>
</tr>
<tr>
<td>Mary Jane Burke</td>
<td>Superintendent of Schools</td>
<td>Marin County Office of Education</td>
</tr>
<tr>
<td>Sisi Damner</td>
<td>Owner</td>
<td>Sleuth Antiques, Ltd.</td>
</tr>
<tr>
<td>James Deitz</td>
<td>President Emeritus</td>
<td>Heald Colleges</td>
</tr>
<tr>
<td>Olga Dollar</td>
<td>Executive Director (Retired)</td>
<td>Olga Dollar Gallery of Contemporary Art</td>
</tr>
<tr>
<td>Gloria C. Duffy</td>
<td>President and CEO</td>
<td>Commonwealth Club of California</td>
</tr>
<tr>
<td>Joseph R. Fink</td>
<td>President</td>
<td>Dominican University of California</td>
</tr>
<tr>
<td>William Grayson</td>
<td>President</td>
<td>EGM Capital</td>
</tr>
<tr>
<td>Sister Joan Hanna, O.P.</td>
<td>Educator</td>
<td>St. Raphael School</td>
</tr>
<tr>
<td>Gary Hickox</td>
<td>Chairman and CEO</td>
<td>AmericanFone, LLC</td>
</tr>
<tr>
<td>Jack Min Intanate</td>
<td>Founder and Chief Advisor</td>
<td>SVOA Public Company, Ltd.</td>
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<tr>
<td>Sister Ramona Krisha, O.P.</td>
<td>Financial Manager</td>
<td>Santa Sabina Center</td>
</tr>
<tr>
<td>Kathryn McGovern</td>
<td>Civic Leader</td>
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</tr>
<tr>
<td>Don J. McGrath</td>
<td>President and CEO</td>
<td>Bank of the West</td>
</tr>
<tr>
<td>Amanda Metcalf</td>
<td>Attorney</td>
<td>Law Offices of Amanda Metcalf</td>
</tr>
<tr>
<td>Laurie Lynch Meyer</td>
<td>Vice President, Corporate Communications</td>
<td>Walgreen Company</td>
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<tr>
<td>Sister Abby Newton, O.P.</td>
<td>Vice President of Mission Integration</td>
<td>St. Joseph’s Medical Center</td>
</tr>
<tr>
<td>Sister Billie Olin, O.P.</td>
<td>Archivist</td>
<td>Dominican Sisters of San Rafael</td>
</tr>
<tr>
<td>Rodney Peck</td>
<td>Managing Partner</td>
<td>Pillsbury Winthrop Shaw Pittman, LLP</td>
</tr>
<tr>
<td>Thomas Peterson</td>
<td>President (Retired)</td>
<td>Bank of America – Global Retail Bank</td>
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<tr>
<td>Amy Bjorklund Reeder</td>
<td>Civic Leader</td>
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<tr>
<td>Haskell Rhett</td>
<td>President Emeritus</td>
<td>Woodrow Wilson National Fellowship Foundation</td>
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<tr>
<td>George W. Rowe</td>
<td>Senior Advisor</td>
<td>J.P. Morgan</td>
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<tr>
<td>Sister Patricia Simpson, O.P.</td>
<td>Prioress General</td>
<td>Dominican Sisters of San Rafael</td>
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<tr>
<td>Kenneth A. Svanum</td>
<td>President and Publisher</td>
<td>Marin Independent Journal</td>
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<tr>
<td>Marsha Vande Berg</td>
<td>Executive Director</td>
<td>Pacific Pension Institute</td>
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<tr>
<td>Alan Fei-Chen Yeh</td>
<td>President</td>
<td>Globe Industries Corporation</td>
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<tr>
<td>TRUSTEES EMERITI</td>
<td>John Gaulding</td>
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<tr>
<td>Joseph R. Gaulding</td>
<td>President and CEO (Retired)</td>
<td>National Insurance Group</td>
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<tr>
<td>Cordell Hull</td>
<td>Chairman (Retired)</td>
<td>Bechtel Enterprises</td>
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<tr>
<td>Gerald Napier</td>
<td>President (Retired)</td>
<td>I. Magnin and Company</td>
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</tbody>
</table>
University Governance and Support Organizations

President’s Council

The Dominican University of California President’s Council is composed of outstanding business and community leaders who are committed to enhancing the role of higher education in Marin County and the Bay Area. Members are selected for their ability to foster interaction between Dominican, businesses, and the community at large.

The members of the Dominican President’s Council serve as goodwill ambassadors representing the University to businesses, organizations, and individuals throughout the San Francisco Bay Area.

Key responsibilities of President’s Council members are communications, fundraising, and student recruitment and retention. The membership meets four times annually on the University campus. This affords them the opportunity to meet students, faculty members, and administrators who share information about recent developments and plans for the future.

President’s Council 2006-2007

Etta Allen  
Jeffrey S. Allen  
Judith Allen  
Mary Jane Burke, EdD  
John Caple  
Rosario Carr-Casanova, PhD  
Catharine Clark-Sayles, MD  
John M. Cox  
Charles I. Daniels, Jr.  
James Deitz  
JoAnne Fabian  
David A. Friedman  
Grant Hellar  
Emily Heller  
Peter Jacobi  
Maurice H. Knox  
John Kuhr  
Sylvia Perel  
John Rosenberg  
M. Gregory Smith  
Barbara Stewart  
Shirley A. Thornton, EdD  
Margaret Woodring  
Cecilia Zamora  
Mario Zeponi

Alumni Association

The Alumni Association includes all graduates; any person who has been a full-time undergraduate for at least two years or has completed 60 units; any person who has received a teaching credential from the University; and any person who has completed one year as a graduate or undergraduate student and indicates a desire to be a member of the Association.

Alumni may purchase an Alumni Benefits Card which is good for one year and entitles the card holder to certain benefits such as:

- Participating in “Course Auditing Program” with consent of the instructor
- Discounted rates for use of the Conlan Recreation Center
- Free access to the Career and Internship Services

Alumni have several opportunities to remain involved with their alma mater. They may serve as class representatives, assist in the admissions efforts through our DARTS (Dominican Alumni Recruiting Tomorrow’s Students) program, volunteer with Career Services to speak to current students in search of careers, host regional alumni gatherings, or become elected to the Alumni Association Board of Directors.

All alumni are invited to indicate their interest in any of the above activities by contacting the Office of Alumni Relations. The Office of Alumni Relations is located in Guzman Hall (Room 100). The telephone number is (415) 485-3242.

Alumni are encouraged to visit the interactive Alumni Online Community at http://alumni.dominican.edu for up to date information on events as well as staying in touch with each other.

The annual Alumni Reunion is held on the campus each spring. The Alumni Association Board of Directors meets four times per year.
**Alumni Board of Directors 2006-2007**

Arian Ahmadi ’03  
Gina Farber Catena ’95  
Claire Diepenbrock ’53  
Bobby Liston Fitzgerald ’69  
Sister Karen Marie Franks, O.P. ’49  
Kathryn Wilen Hobart ’75  
Kelli Tracy Jackman ’92  
Sister Joan King, O.P. ’51  
Kirk Lester ’93  
Stephen Love ’90  

Susan Hartley McCue ’92  
Maureen O’Brien ’93 & ’98 (MA)  
John Ragan ’81  
Amy Bjorklund Reeder ’90  
Erika Riedel ’00  
Leslie Ross ’78  
Sister Marie Saques, O.P. ’51  
Petite Gray Sousa ’67  
Gail Tierney ’00  
Peter Cornel “Chip” Witt ’93 & ’01 (MBA)

**Faculty Forum**

The Faculty Forum provides a forum for debate on University issues relevant to the life and work of the University’s faculty, including providing an avenue for presenting the faculty’s considered decisions and recommendations to faculty representatives on University governance bodies; protecting and promoting academic freedom, recognizing and promoting the professional work and contributions the faculty can make in the development of the University as a community of students and scholars; protecting and promoting the role and responsibility of faculty in curriculum development by subjecting proposals for new curriculum to a vote of approval; protecting and promoting the role and responsibility of faculty in matters concerning faculty contracts, compensation, benefits, and workload by subjecting proposals respecting such matters to a vote of approval. The Faculty Forum membership consists of all full-time faculty and eligible part-time faculty; however, the Forum itself, through its bylaws (see the Faculty Handbook), makes the ultimate determination of the eligibility for membership.

**Staff Assembly**

The bylaws state that the purpose and objectives of the Staff Assembly are: to establish and promote staff representation, responsibility and visibility; to support continued development and empowerment of staff; to improve positive communication, responsibility and accountability; to support a concern for staff welfare within the University community and organizational structure. All regular staff of the University, both full-time and part-time, are members (except members of the Administration).

**Accreditations, Memberships, and Affiliations**

**Accredited by:**
- American Occupational Therapy Association, Inc.
- Commission for Collegiate Nursing Education
- State of California Board of Registered Nursing
- State of California Commission on Teacher Credentialing
- Western Association of Schools and Colleges  
  985 Atlantic Avenue, Suite 100, Alameda, CA 94501  
  Phone: (510) 748-9001
University Governance and Support Organizations

Membership in:

- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Colleges of Nursing
- American Association of Higher Education
- American Association of University Women
- American Colleges Personnel Association
- American Council on Education
- Association of American Colleges and Universities
- Association of Catholic Colleges and Universities
- Association of International Education Administrators
- Association of Physical Plant Administrators
- California Association of College and University Housing Officers
- California Council on Teacher Education
- California Campus Compact
- Council for Advancement and Support of Education
- Council of Independent Colleges
- Council on International Educational Exchange
- Council on Undergraduate Research
- Golden Gateway Library Network of California State Library
- Independent Colleges of Northern California
- Institute of International Education
- NAFSA Association of International Educators
- National Association of College Admissions Counselors
- National Association of College and University Business Offices
- National Association of Foreign Student Advisors
- National Association of Independent Colleges and Universities
- National Association of School Financial Aid Administrators
- National Association of Student Personnel Administrators
- Western Association of Schools and Colleges

Affiliation with:

DOMINICAN CONSORTIUM

The following institutions are part of the Dominican Consortium. While each institution is unique, these institutions share the similar goals of being seekers and preachers of Truth; prizing study, educational excellence, and service to those who make up the campus communities; and believing in the inherent goodness of all God's creations. Trustees, administrators, faculties, students and staff are actively searching out and handing on to others what Dominican himself so valued: contemplation and the sharing of fruits with others.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location</th>
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<tr>
<td>Albertus Magnus College</td>
<td>New Haven, Connecticut</td>
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<td>Aquinas College</td>
<td>Grand Rapids, Michigan</td>
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<td>Aquinas College</td>
<td>Nashville, Tennessee</td>
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<td>Aquinas Institute of Theology</td>
<td>St. Louis, Missouri</td>
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<td>Barry University</td>
<td>Miami Shores, Florida</td>
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<td>Caldwell College</td>
<td>Caldwell, New Jersey</td>
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<td>Dominican College of Blauvelt</td>
<td>Orangeburg, New York</td>
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<tr>
<td>Dominican House of Studies</td>
<td>Washington, D.C.</td>
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<tr>
<td>The Dominican School of Philosophy and Theology</td>
<td>Berkeley, California</td>
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<td>Dominican University</td>
<td>San Rafael, California</td>
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<td>Dominican University of California</td>
<td>Madison, Wisconsin</td>
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<td>Edgewood College</td>
<td>Rockville Centre, New York</td>
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<td>Molloy College</td>
<td>Newburg, New York</td>
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<td>Mount Saint Mary College</td>
<td>Columbus, Ohio</td>
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<td>Ohio Dominican College</td>
<td>Providence, Rhode Island</td>
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<td>Providence College</td>
<td>Saint Catharine, Kentucky</td>
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<td>Saint Catharine College</td>
<td>Sparkill, New York</td>
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<td>St. Thomas Aquinas College</td>
<td>Adrian, Michigan</td>
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<td>Siena Heights University</td>
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Mother Mary Raymond Memorial Scholarship Fund Board

The Mother Mary Raymond Scholarship Fund Board, named in honor of Dominican’s second president, was established in 1944. Its members, alumni and non-alumni, manage an endowment fund. Income from investments is used to provide financial assistance to qualified men and women students who are relatives of Dominican alumni.

Stephanie M. Bulich ’72
Kevin C. Cottrell
Mary K. Malley Dooling ’64
Virginia Formichi ’46
Ellen Gillen ’72

Tara Gillen ’99
Mary Glendening ’50
Richard Jackson
Mark Jordan ’75
John Kuhr ’86

Karen Kushner ’68
Patricia Farbstein McGrath ’55
Iris Campodonico Pera ’58
Wallace Sheehan
John D. Taddeucci

Faculty Awards

Teacher of the Year Award

Each year the Trustees of Dominican University of California fund the prestigious Teacher of the Year Award, an honor which includes a prize of $1,000. All full-time faculty, except previous recipients, are eligible; adjunct (part-time) faculty are eligible after two years at Dominican. Nominations will be accepted from students only and must include a written statement from the student as to why a particular teacher is outstanding. All Dominican students – undergraduate, graduate, Pathways, full and part-time – may submit one nomination each.

The Teacher of the Year should:

1. Make a discernible difference in the lives of students and the campus climate through inspiring teaching and mentoring;
2. Be a model classroom teacher, diligent, creative, and successful in teaching methodology and course development;
3. Be respected and admired by students and colleagues for consistently superior teaching;
4. Be professionally active and generous in service to the University.

Previous recipients:

- 2006 Sibdas Ghosh
- 2005 Craig Singleton
- 2004 Thomas Burke
- 2003 LeeAnn Bartolini
- 2002 Arthur Scott
- 2001 Peter Thut
- 2000 Jan VanStavern
- 1999 Carlos Rodriguez
- 1998 Arnon Hadar
- 1997 Luanne Linnard-Palmer
- 1996 Vince Salyers

- 1995 Sherry Volk
- 1994 Sister Patricia Dougherty
- 1992 Sister Barbara Green
- 1991 Robert Shukraft
- 1991 Philip Novak

Distinguished Professor Award

The Distinguished Professor Year Award is a lifetime achievement award for a professor who has brought distinction to Dominican University. The recipient of this honor is someone who has consistently demonstrated outstanding performance as a teacher, has offered significantly to his/her community through his/her generosity of spirit and has served as a prominent leader in an academic or professional area. Nominations may come from any member of the college community: faculty, students, staff, and administrators.
Candidates include any faculty member, Chair, or Dean who holds the rank of full professor, who has been employed full-time at the University for a minimum of 12 years and who:

1. Is an outstanding teacher fulfilling the criteria of the Teacher of the Year:
   A. Makes a discernible difference in the lives of students and the campus climate through inspiring teaching and mentoring;
   B. Is a model classroom teacher, diligent, creative, and successful in teaching methodology and course development;
   C. Is respected and admired by students and colleagues for consistently superior teaching;

2. Has brought distinction to Dominican University of California in at least two of the following ways:
   A. Research, publication, and/or scholarship
   B. Community service
   C. Leadership of a distinguished academic program

3. Has served as a significant leader as recognized by colleagues at Dominican University of California, and peers outside of the immediate University community, as having made significant contributions to their respective academic and/or professional area.

4. Is generous of spirit and has consistently given his or her time and energy with both colleagues and students.

5. Has fostered students’ intellectual and professional development through the liberal arts.

6. Has contributed to furthering the University’s appreciation of cultural diversity and global interdependence through interdisciplinary initiatives.

Previous recipients:

- 2003 Edythe Bresnahan and Asayehgn Desta
- 2000 Sherry Volk
- 1999 Mary Crosby
- 1998 Françoise Lepage
- 1997 John Savant
- 2001 Phil Novak
Faculty and Administration

Faculty

Faculty listed below were, at the time of publication of this Catalog, associated with Dominican University of California either on a full-time basis or on a regularly recurring part-time basis and have taught more than 12 units at the University. The University employs approximately 73 full-time and 190 part-time faculty members.

**Huda Al-Jamal**
Instructor, Religion
BA University of California, Berkeley; MA Dominican University of California

**Anna Alexander**
Supervisor/Off-site/Clinicals, Nursing
BS, MS University of San Francisco

**Martha L. Allen**
Instructor, Education
BA Swarthmore College; Secondary Teaching Credential

**Martin Anderson**
Assistant Professor, History
BA University of California, Berkeley; MA San Francisco State University; JD Hastings College of the Law; PhD Stanford University

**Suresh Appavoo**
Assistant Professor, Education;
Director, Campus Diversity Initiatives
BBA Madurai Kamaraj University; BSBA University of the Pacific; MIM American Graduate School of International Management; EdD University of San Francisco

**Douglas Armstrong**
Instructor, Psychology
BS University of Arkansas; PsyD California School of Professional Psychology

**Mary Alice Arnold**
Instructor, Education
BS University of California, Los Angeles; MA San Francisco State University

**Dorothy Ayres**
Instructor, Education
BA University of San Francisco; MA San Francisco State University

**Monika U. Balsamo**
Instructor, Nursing
BA University of California, Davis; MA San Francisco State University; BSN Dominican University of California

**Joan Baranow**
Assistant Professor, English
BA Hollins College; MA State University of New York, Binghamton; PhD Rutgers University

**Nicole M. Barnett**
Assistant Professor, Nursing
BS, MBA California State University Dominguez Hills; DHS Nova Southeastern University

**Jeniffer K. Barrera**
Instructor, Nursing
BA Ohio State University; MSN, DNS Case Western Reserve University

**LeeAnn Bartolini**
Professor-Tenured, Psychology; 2003 Teacher of the Year
BA Dominican College of San Rafael; MA, PhD California School of Professional Psychology

**Melba Beals**
Assistant Professor, Communications
BA San Francisco State University; MA Columbia University

**Kathleen Beebe**
Assistant Professor, Nursing
BS, California State University Hayward; MS, PhD University of California at San Francisco

**Thea Bellos**
Instructor, Business
BA State University of New York; MA San Jose State University; MBA Saint Mary’s College of California

**Admassu Bezabeh**
Associate Professor, Business
BA Addis Ababa University, Ethiopia; MBA Oregon State University; MA, PhD University of California, Berkeley

**Charles Billings**
Professor-Tenured, Counseling Psychology
BA, MA Counseling Psychology San Francisco State University; PhD California School of Professional Psychology
Faculty and Administration

David Blakey
Instructor, Music

James J. Boitano
Dean Emeritus, Professor-Tenured Emeritus, Politics
BA Seattle University; MA University of Denver; PhD The Catholic University of America

Christine Bolla
Assistant Professor, Nursing
BA, MS, DNS University of California, San Francisco

Steven M. Borish
Instructor, Social & Cultural Studies
BA Carleton College; MS, PhD Stanford University

Ingeborg Bourdon
Instructor, Biology
BS, MS University of California, Davis

Edythe Bresnahan
Professor-Tenured, Art; 2003 Sarlo Professor of the Year
BA Holy Names College; MA University of California, Berkeley

Billye D. Brown
Assistant Professor, Special Education
BA University of Illinois, Chicago; MS California State University, Hayward; PhD University of California, Berkeley/San Francisco State University

Cynthia Brown
Professor Emerita-Tenured, History
BA Duke University; MAT, PhD Johns Hopkins University

Stanlee Buchanan
Instructor, Education
BS, MA University of San Francisco

Marcia E. Burchard
Instructor, Music
BA San Jose State University; MM Dominican College of San Rafael

Thomas Burke
Assistant Professor, Social & Cultural Studies; 2004 Teacher of the Year
BA Tulane University; Certificat en Langue et Civilization Françaises, Université de Paris, La Sorbonne; MA University of San Francisco

Michelle Bushong
Instructor, Nursing
BS University of San Francisco; MSN University of Utah

Scott Butler
Instructor, Business
BA University of Findlay; MBA University of Phoenix

Dian Calkins
Instructor, Math
BS University of Central Connecticut; MS University of Bridgeport

Diana Camp
Instructor, Nursing
BA Ohio Northern University; MA California Institute of Integral Studies

Christina Campbell
Assistant Professor, Nursing
BS University of Florida; MS San Jose State University; EdD University of San Francisco

Elizabeth D. Capener
Assistant Professor, Business
BS University of California, Berkeley; CPA; MBA Dominican University of California

Padma Catell
Instructor, Counseling Psychology
BA Hunter College, New York; MA City University of New York; PhD California Institute of Integral Studies

Olivia Catolico
Associate Professor, Nursing
BSN California State University, Fresno; MSN Loma Linda University; PhD University of San Diego

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BA Loras College; MDiv St. Mary’s Seminary and University; DMin San Francisco Theological Seminary

Jody Hoppe
Executive Director of Admissions Operations and Data Management
BA, MA University of California, Santa Barbara

Mark Jaime
Director of Alumni Relations
MA Saint Mary’s College

John F. Kennedy
Associate Vice President for Student Life;
Dean of Students
BA Niagara University; MA University of Dayton;
PhD Ohio State University

Nancy Legge
Executive Director of Research & Sponsored Programs
MA New York University

Jenny Li
Director of Institutional Research
BS Shanghai Industrial University; MBA Lincoln University

Peter Mentzer
Director of Web Services
MS Ed Dominican University of California

Terry Dean Ratcliffe
Executive Director, Center for Adult and Extended Education
BS University of Idaho; MEd Arizona State University;
EdD University of California, Berkeley

George Jackson Ratcliffe
Executive Director of Information Technology
BS Duke University

Everil Robertson
Director of Academic Advising and Support Center
BA Arcadia University; MS Dominican University of California

Marianne E. Stickel
Assistant Vice President for Academic Services and Retention; Registrar
BA Holy Names College

Audrey Tanner
Associate Vice President of Financial Aid and Career Services
BA Smith College; BS Boston University; MA University of Phoenix Online

Ian Tonks
Associate Vice President of Institutional Advancement
Completing MBA Dominican University of California

Sherry L. Volk
Dean Emerita, Associate Vice President for Academic Affairs; Professor, Biology; 1995 Teacher of the Year;
2000 Sarlo Distinguished Professor of the Year; Interim Director of the Library
BA, MA San Francisco State University; PhD Oregon State University
School Descriptions

School of Arts and Sciences
The School of Arts and Sciences is committed to fostering the “life of the mind,” a habit of lifelong learning across all disciplines. Through its academic programs, the School provides the essence of a liberal arts education and preparation for meaningful employment and success in graduate and professional schools.

Division of Arts and Humanities
The Division of Arts and Humanities includes undergraduate and graduate programs that prepare students for life in a changing world through emphasis on the creative and interdisciplinary nature of liberal study. The synthesis of traditional and emerging knowledge allows students to communicate ideas clearly, make moral and ethical decisions, think critically and creatively, and work professionally and effectively individually or in teams. Development of core skills for diverse careers in the arts and humanities is enhanced through service learning, internships, and field placements.

Division of Natural, Behavioral, and Health Sciences
The Division of Natural, Behavioral, and Health Sciences includes undergraduate and graduate programs that provide the future-focused education needed to prepare for fast-changing career options in the science and healthcare fields. All programs emphasize the connection between professional knowledge and practice and knowledge from the arts, sciences, and humanities. Extensive experience in applying theoretical knowledge in clinical, fieldwork, or research settings is an important learning component in each of these programs.

School of Business and Leadership
The School of Business and Leadership is committed to offering focused, dynamic, high quality programs that emphasize an interdisciplinary approach to the study of business. The School prepares students to succeed in a new and challenging global setting where demands on professionals in many sectors are becoming increasingly complex. At the undergraduate level, our Business Administration programs underscore this commitment to cross-functional competence. Each concentration allows a degree of specialization for those students keen to focus their business interests. At the graduate level the School of Business and Leadership offers two MBA programs: an MBA in Global Strategic Management (GSM) which allows students to concentrate in an international domain; and the Strategic Leadership (SL) MBA designed to meet the needs of working adults.

Small class size allows students to interact with their peers and faculty at an intensive level, providing many opportunities to interact with other students and faculty. 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.

Students are encouraged to take advantage of this opportunity to engage in conversation with their professors, guest speakers, and other members of the faculty. Students learn to think independently, work collaboratively, and develop leadership and citizenship skills that are grounded on an understanding and acceptance of the diverse world in which they live and work.

The School of Business and Leadership has highly respected programs. Graduates have excellent opportunities for pursuing careers or going on for additional graduate school studies.

Institute for Leadership Studies
Dominican University of California’s Institute for Leadership Studies is housed in the School of Business and Leadership, and serves the entire University, the Bay Area community and beyond.
VISION
The Institute seeks to be nationally recognized as a premiere center for leadership development. It facilitates positive organizational and societal change, engaged citizenship, and socially responsible leadership. Through research, education, and community services, it benefits business, government, non-profit organizations, and the Dominican community.

MISSION
We help people become better leaders. ILS advances the study, teaching, and practice of effective, ethical leadership in our world.

PROGRAMMING AND SERVICES
As a consortium of faculty and students, with business and community leaders committed to providing leadership development opportunities, the Institute serves as an incubator for leadership learning ideas and actions. It serves as one of the University’s portals to and from the community and business world to contribute expanding options for leadership practice, to facilitate constructive change in our society and its organizations. The programs and services offered are in three main areas:

Leadership Research and Planning Services
- Think Tank to advance leadership theory and practice
- Faculty and student research
- Consultation services for planning and program evaluation
- Research projects for business, government, and non-profit organizations
- Leadership impact assessment and organizational analysis and intervention

Leadership Education and Training
- Training and development
- Facilitation, coaching, and strategic planning services
- Student Leadership Academy
- Partner with a variety of academic departments offering leadership degrees, minors and certificates
- Focused Leadership Projects: e.g. Diversity Leadership, Community Leadership, Ethics and Leadership, Women in Leadership, non-profit, healthcare, government and small business leadership

Leadership Practice and Community Service
- Community Leadership: service learning and internship projects advancing social justice
- Public Lectures: Leadership Lecture Series
- Dominican Leadership Learning Laboratory
- Leadership Practicum and Global Ambassadors
- Symposia and workshops advancing leadership theory and practice

We are proud of Dominican's tagline, “This place changes people.” The Institute for Leadership Studies seeks to assert that, “Our people change this world.” The Institute serves as a partner to our campus and our community as we strive toward continuing to achieve our Dominican values of service and community based on knowledge and reflection.

The Institute is led by a faculty member in the School of Business and Leadership and is supported by an Advisory Council of faculty representing a variety of academic disciplines, student development leadership and community leaders from private, independent and government organizations.
School of Education

Dominican University of California has been providing quality programs for teacher preparation since 1924. The School of Education views teaching as a moral and ethical act. Its faculty is committed to the ideals of a democratic and inclusive society. Our mission is to educate teachers who base their practice in current educational theory, who work collaboratively, who exhibit sensitivity to culture and community, and who demonstrate continuous professional development.

School of Education graduates are student-centered teachers who use a wide variety of instructional strategies to meet the needs of California’s diverse school-age population. Beyond the acquisition of basic instructional skills and knowledge, we expect our graduates to play an active role in making a positive difference in their students’ lives.

At the undergraduate level the Blended Liberal Studies/Teacher Education Program is designed for candidates who want to complete a program of study that leads to both an undergraduate degree and a multiple subject teaching credential in four years. At the graduate level post baccalaureate candidates may earn a multiple subject, single subject, or education specialist mild/moderate credential. Candidates interested in combining coursework to earn both an education specialist and either multiple or single subject credentials may pursue a dual credential program. A Master of Science in Education in Curriculum and Instruction is available to graduates of Dominican Credential programs or an Emphasis option is available to non-graduates in Special Education or a specially designed option using specific courses from a variety of academic departments.
Undergraduate Programs (Day) and Courses

Art (BA, BFA)

The Department of Art curriculum is designed to give students a broad background in art theory, technique, and craftsmanship. Its purpose is to provide opportunities to practice and develop skills that further both aesthetic sensitivity and visual awareness.

The Art Department offers a major emphasis in the following undergraduate programs.

- Animation
- Ceramics
- Ceramic Sculpture
- Digital Drawing
- Drawing
- Layout and Design
- Painting
- Photography
- Printmaking
- Video/Multimedia
- Web Design

The Bachelor of Arts degree prepares students for graduate study in art and art related fields such as teaching, museum studies, art management and art therapy. The Bachelor of Fine Arts degree is a professional track program requiring an additional 15 units of studio work. This program is uniquely suited to the needs of the fine artist, the commercial artist, and for those interested in graduate programs in studio art. The Graphic Art and Design programs prepare the student for a professional career in computer-based graphic arts, entertainment arts, promotion, communication, and digital art education.

All of the major emphasis programs stress both the practical and intellectual requirements needed for the creative process. This is accomplished through a sequential progression of classes that enables students to produce work demonstrating sophisticated use of medium and the ability to compose two- and three-dimensional work.

Students study both historical and contemporary art and take advantage of the San Francisco Bay Area's galleries and museums to develop an awareness of historical art forms and current trends. The Art Department hosts an art gallery that exhibits nationally known artists.

All students are required to develop a personal career plan prior to graduation. To facilitate this, students are offered unique opportunities to work with local artists and art organizations through the Dominican Internship Program. This program offers a wide variety of art experiences in both the fine art and commercial art fields. In addition, professional artists are invited to the campus to discuss career opportunities for art majors.

The Department of Art encourages local residents and returning part-time students to enroll for classes of their choice.

Student Learning Outcomes

The student will demonstrate:

1. The ability to make visually sophisticated judgments in the development of their creative work.
2. A comprehension of the fundamentals of design and composition in various media.
3. The ability to observe and reproduce visual phenomena in both two and three-dimensional media accurately.
4. A methodology for exploring the ideas necessary for the production of their art work.
5. The ability to prepare a career plan that includes documentation and presentation of their art work, the necessary tools for self-promotion, and oral slide presentations.
6. In their senior thesis: the production of a body of work that demonstrates sophistication in the use of their chosen medium, the ability to compose two or three dimensional work, the ability to make accurate observation and show original creative interpretation. The student will choose the theme or focus of this work.
7. In their senior thesis project: presentation of a professional show in the University gallery. A committee of the art faculty will choose the work.
### Requirements for the Art Major – Bachelor of Arts

#### Lower Division:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1021</td>
<td>Beginning Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 1022</td>
<td>Intermediate Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 1081</td>
<td>Design and Color</td>
<td>3</td>
</tr>
<tr>
<td>ART 1082</td>
<td>Three Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 1083</td>
<td>Graphic Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Three units drawn from:

- ART 1010  Beginning Printmaking
- ART 1030  Beginning Watercolor
- ART 1070  Beginning Oil Painting
- ART 1501  Introduction to Photography

Three units drawn from:

- ART 1041  Beginning Ceramics
- ART 1240  Beginning Ceramic Sculpture
- ART 1290  Beginning Sculptural Design
- ARTH 1010 Ancient and Medieval Civilization 2
- ARTH 1011 Renaissance to Modern World 2

**Total Lower Division:** 25 units

#### Upper Division:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 3021</td>
<td>Advanced Drawing</td>
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</tr>
<tr>
<td>ART 3121</td>
<td>Life Drawing</td>
<td>3</td>
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</table>

Upper division major emphasis 6

Selected techniques in major emphasis 6

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<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tr>
<td>ART 1501</td>
<td>Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 3900</td>
<td>Junior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ART 3910</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ART 4996</td>
<td>Internship (taken in conjunction with Junior Seminar)</td>
<td>1</td>
</tr>
<tr>
<td>ARTH 3130</td>
<td>American Art</td>
<td>3</td>
</tr>
<tr>
<td>or ARTH 3178</td>
<td>Modern Art: 20th Century</td>
<td></td>
</tr>
<tr>
<td>ARTH 3160</td>
<td>Contemporary Art</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Upper Division:** 34 units

**TOTAL ART BA MAJOR** 59 units

### Requirements for the Art Major – Bachelor of Fine Arts

#### Lower Division:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1021</td>
<td>Beginning Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 1022</td>
<td>Intermediate Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 1070</td>
<td>Beginning Oil Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 1081</td>
<td>Design and Color</td>
<td>3</td>
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<tr>
<td>ART 1082</td>
<td>Three Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 1083</td>
<td>Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 1010</td>
<td>Ancient and Medieval Civilization</td>
<td>2</td>
</tr>
<tr>
<td>ARTH 1011</td>
<td>Renaissance to Modern World</td>
<td>2</td>
</tr>
</tbody>
</table>

Three units drawn from:

- ART 1240  Beginning Ceramic Sculpture
- ART 1290  Beginning Sculptural Design

Three units drawn from:

- ART 1240  Beginning Ceramic Sculpture
- ART 1290  Beginning Sculptural Design
Undergraduate Programs (Day) and Courses

Three units drawn from:
- ART 1010  Beginning Printmaking
- ART 1030  Beginning Watercolor
- ART 1501  Introduction to Photography

Three units drawn from:
- ART 1041  Beginning Ceramics
- ART 1240  Beginning Ceramic Sculpture
- ART 1290  Beginning Sculptural Design

Total Lower Division: \(31 \text{ units}\)

Upper Division:
- ART 3021/3022  Advanced Drawing \(6\) units
- ART 3121/3122  Life Drawing \(6\) units
- Upper division major emphasis \(6\) units
- Selected techniques in major emphasis \(9\) units

- ART 3501  Advanced Photography \(3\) units
- or ART 3502  Advanced Photography \(3\) units
- ART 3900  Junior Seminar \(3\) units
- ART 3910  Senior Seminar \(3\) units
- ART 4996  Internship (taken in conjunction with Junior Seminar) \(1\) unit
- ARTH 3130  American Art \(3\) units
- or ARTH 3178  Modern Art: 20th Century \(3\) units
- ARTH 3160  Contemporary Art \(3\) units

Total Upper Division: \(43 \text{ units}\)

TOTAL ART BFA MAJOR \(74 \text{ UNITS}\)

Requirements for the Art Minor

- ART 1021  Beginning Drawing \(3\) units
- ART 1022  Intermediate Drawing \(3\) units

Three to eight units drawn from:
- ARTH 1010  Ancient and Medieval Civilization
- ARTH 1011  Renaissance to Modern World
- ARTH Elective

Four classes drawn from major emphasis in desired art medium \(12\) units

TOTAL ART MINOR \(21-26 \text{ UNITS}\)

Additional Requirements

Before graduation, art majors are required to give an audiovisual presentation of the results of their Junior Seminar research to the art faculty. They are also required, as part of the Senior Seminar, to pass a comprehensive oral examination and to exhibit at least eight pieces from a visually unified body of work in the annual Senior Art Exhibit. Art majors are, in addition, required to compile a résumé and portfolio under the direction of the art faculty before graduation. For students who declare a double major in art and art history, at least 30 units of upper division studio art courses are required. The remaining art history units are satisfied through the art history major, which must include three units of modern art history: ARTH 3130 or 3178.
Art Course Descriptions

ART 1010 Beginning Printmaking (3 units)
Introduction to basic printmaking processes: etching, calligraphy, monotype, relief printing, and lithography. Development of printmaking as an expressive and unique art medium. 6 hours. Fall, Spring Semesters.

ART 1021/1022 Beginning and Intermediate Drawing and Composition (3 units)
Basic principles of composition involving line, value, space, and texture; includes figure drawing from models or still life. 6 hours. Fall, Spring Semesters.

ART 1030 Beginning Watercolor (3 units)
Contemporary use and exploration of watercolor. Studio work and landscape on location. 6 hours. Fall, Spring Semesters.

ART 1041/1042 Beginning Ceramics (3 units each semester)
Thorough grounding in essentials of the ceramic process, including hand-building and exercise on the potter’s wheel, in a series of assignments of graduated difficulty; glazing, basic firing techniques, including Raku or primitive-style firing. Option: low-fire ceramics. 6 hours. Fall, Spring Semesters.

ART 1050 Calligraphy (3 units)
Freehand lettering in a wide range of styles; application of fine lettering to contemporary uses. Emphasis on layout and creative application. 6 hours.

ART 1070 Beginning Oil Painting (3 units)
Introduction to the medium of oil painting: use and preparation of color, preparation of canvas and other supports. Development of painting concepts is emphasized. 6 hours. Fall, Spring Semesters.

ART 1081 Design and Color (3 units)
Principles and techniques in contemporary two-dimensional design; color as perceived and used for artistic expression. Some computer color models will be investigated using Photoshop, Painter or Illustrator. 6 hours. Fall Semesters.

ART 1082 Three-Dimensional Design Workshop (3 units)
Introduction to elements of design as they relate to three-dimensional form: volume and its effects on proportion, light and dark patterns, line, mass, materials, and color. Perceptions of three-dimensional form: from within, from above, and from below, as well as in environments. 6 hours.

ART 1083 Beginning Page Layout Design with the Mac (3 units)
Introduction to the principles and techniques of two-dimensional design as they relate to printed publication; assignments will be given in paste-up and layout and computer desktop publishing. 6 hours. Fall, Spring Semesters.

ART 1114 Beginning Digital Drawing (3 units)
Basic principles of composition involving line, value, space, and texture; includes some life drawing and still life. At the beginning of the semester, work will be done in the studio, and progressively will move to Macintosh computers using painting and vector drawing software. Does not satisfy the Lower Division Drawing requirement for art majors, but can be a lower division elective. Software used: Illustrator, Photoshop. Prerequisite: ART 1021. Spring Semesters.

ART 1240 Beginning Ceramic Sculpture (3 units)
Introduction to the use of clay as a sculptural medium. Development of form and volume: forms found in nature, relationships of forms and environment, human forms from models. Several modeling and firing techniques will be used: stoneware, Raku, and salt glazing. 6 hours.

ART 1290 Beginning Sculptural Design (3 units)
Basic principles of three-dimensional form in relation to materials and techniques, based on an analytical study of traditional and contemporary sculpture. 6 hours.

ART 1501/1502 Introduction to Photography (3 units each semester)
Basic black and white photography techniques. Developing, printing, and the use of the photograph as a fine art expression. Includes a brief exposure to the history of fine art photography. Lecture and darkroom lab. 6 hours. Fall, Spring Semesters.

ART 2010 History of Design (2 units)
An introduction to the concepts of design throughout history. Emphasis will be placed on graphic and industrial design in the nineteenth and twentieth centuries. Offered regularly.

ART 2115 Beginning Web Site Design (3 units)
Introduction to Web site design. Development of graphics by scanning, drawing. This course introduces students to design Web sites on the Internet. Students in 2-3 person teams use a proven 8-step process to create an actual, functioning Web site. Web site design elements addressed include site architecture, viewer interface, overall look and feel, flow and links. Other issues addressed will be logic and speed of movement between pages on the site, type and con-
tent of graphics, the speed of transmission of images and pages. ART 1081 and 1114, or ART 1083, are recommended prerequisites. Core course for Graphic Art and Design major. Software used: Photoshop, Painter, Dreamweaver, Flash, and Fireworks, and various Internet browsers. Fall, Spring Semesters.

**ART 2116 Three Dimensional Studio/Computer Workshop (3 units)**
Lower Division introduction to elements of design as they relate to three-dimensional form: volume and its effect on proportion, light and dark patterns, line, mass, materials, and color. Perception of three-dimensional form from above, below, within, as well as in environments. Projects will be executed first in the studio, than on Macintosh computers. Software: Maya. Adobe CS2, and other animation software as determined by the Instructor. Fall Semesters.

**ART 2117 Beginning Digital Photography (3 units)**
An introduction to digital photography, from the basic operation of digital cameras to final refinements in digital printing. High resolution scanning of film photographs; use of digital original photographs. Editing and adjustment of images and recording them on CDs. We will investigate finished color printing, including wide format printing. Software used: Various scanning software, Photoshop, RIP. Offered regularly.

**ART 2220 Beginning Digital Video (3 units)**
Introduction to video filming and editing, as well as its use in multimedia. Mini digital cameras will be used in conjunction with late model Mac G4s. Stand-alone CDs and DVDs will be made, as well as using video as part of Web sites and multimedia presentations. Software: Final Cut Pro; Macromedia Director, Steinberg Q Base will be used, as well as other software at the discretion of the instructor. Fall Semesters.

**ART 3021/3022 Advanced Drawing (3 units each semester)**
Continuing investigation of line, color, light and dark patterns, form and content. Stimulation of the student’s creativity by using various themes, media, and experimental techniques. Prerequisite: ART 1021/1022 or equivalent experience. 6 hours. Fall, Spring Semesters.

**ART 3031/3032 Advanced Watercolor (3 units each semester)**
Exploration of advanced problems and techniques in the contemporary use of watercolor. 6 hours. Fall, Spring Semesters.

**ART 3041/3042 Advanced Ceramics (3 units each semester)**
Intensive exercise on the potter’s wheel aimed at mastery of the ceramic medium, coupled with individual projects. Options: High-temperature stoneware, porcelain, vapor glazing, Raku, theory of clay and glaze formation, kiln design and construction, and decorative techniques. Prerequisite: ART 1041/1042 or equivalent experience. 6 hours. Fall, Spring Semesters.

**ART 3071/3072 Advanced Oil Painting (3 units each semester)**
Investigation of concepts of painting and the adaptation of painting materials and visual skills to express the student’s concepts. Emphasis on new ideas and new associations with painting materials. 6 hours. Fall, Spring Semesters.

**ART 3101/3102 Advanced Printmaking (3 units each semester)**
Further investigation of printmaking. Emphasis on printmaking techniques of a student’s choice: etching, monotype, calligraphy, lithography, or photo-reproductive techniques of any of these media. Color printing in all media; combined techniques. Prerequisite: ART 1010 or consent of instructor. 6 hours. Fall, Spring Semesters.

**ART 3119 Drawing for Elementary School Teachers (3 units)**
Designed for Liberal Studies/Teacher Education (Blended). This is a drawing class designed to introduce the student to concepts and language of two-dimensional art. Students will be required to study compositional tools (balance, repetition, contrast, emphasis, and unity), visual perceptions, methods and materials. Students will apply these basic elements and methods of drawing to a series of assignments. Students will be required to use a variety of problem solving methods including: library research, visits to galleries, the development of preliminary drawings to explore visual ideas, and synthesize the various solutions viewed and explored as necessary components of creative thinking and the creative process. Examples of art will be reviewed from a variety of times and cultures. There will be an exploration of three media in class: graphite, pen and ink, and Carand’Ache supracolor water soluble pencil. Assignments will be discussed, evaluated/critiqued on a regular basis to facilitate student learning. Spring Semesters

**ART 3121/3122 Life Drawing (3 units each semester)**
A thorough investigation of the human form. Mastery of the proportional relationships of parts of the human body and the principles of foreshortening, as well as of visual sophistication and tools necessary to create the illusion of
human form by means of light and dark areas, shading and contours. 6 hours. Fall Semesters.

**ART 3140 Advanced Page Layout Design with the Mac (3 units)**

Advanced applications of the principles and techniques of two-dimensional design as they relate to printed publication. Assignments of more extensive projects in layout and product design will be given. 6 hours. Fall Semesters.

**ART 3160 Drawing (3 units)**

This class is designed to introduce the student to basic skills and concepts in drawing, including observational skills, shapes and color, composition, line value, dark and light patterns, and use of different media. Course is taught in three weekend classes with homework and final critique for each class following in two weeks. Offered regularly.

**ART 3170 Monotype (3 units)**

This class is for the student who is interested in a medium that combines painting and printmaking skills and is suitable for students at the beginning or advanced level. Monotype is simply painting on a blank printing plate and using an etching press to obtain a print. It encourages spontaneity and is a way of exploring many ideas regarding color and composition in a creative, engaging manner. Offered regularly.

**ART 3180 Beginning Ceramic Sculpture (3 units)**

Introduction to the use of clay as a sculptural medium. Development of form and volume: forms found in nature, relationships of forms and environment, and human forms from mod. Several modeling and firing techniques will be used: stoneware, Raku, and salt glazing. Offered regularly.

**ART 3190 Advanced Color and Design (3 units each semester)**

This course will introduce the fundamental elements of pictorial art: color, form, line, light and dark (value), composition. Students will develop a visual vocabulary, which can be utilized in viewing and creating art works in the future. Using simple materials, we will approach these skills through increasingly refined looking and sharpening our perceptions. Offered regularly.

**ART 3241/3242 Advanced Clay Sculpture (3 units each semester)**

Continuing exploration of three-dimensional form through the use of clay construction and firing techniques. The student should focus on both form and content of sculpture, as well as ceramics techniques that will best express these concepts. 6 hours.

**ART 3191/3292 Advanced Sculptural Design (3 units each semester)**

Advanced work with three-dimensional form and materials; sculpture in relation to environment. 6 hours.

**ART 3301/3302/3303/3304/3305/3306 Research and Application in Drawing (1-3 units each semester)**

Advanced work in an upper division medium to be undertaken only upon completion of upper division courses offered in that medium. Opportunity for students to continue work on their individual interests in art on a more advanced level. Required of all BA and BFA Art Majors. 6 hours. Fall, Spring Semesters.

**ART 3311/3312/3313/3314/3315 Research and Application in Watercolor (1-3 units each semester)**

See ART 3301 for course description. 6 hours. Fall, Spring Semesters.

**ART 3321/3322/3323/3324/3325 Research and Application in Ceramics (1-3 units each semester)**

See ART 3301 for course description. 6 hours. Fall, Spring Semesters.

**ART 3331/3332/3333/3334/3335 Research and Application in Oil Painting (1-3 units each semester)**

See ART 3301 for course description. 6 hours. Fall, Spring Semesters.

**ART 3341/3342/3343/3344/3345 Research and Application in Design and Color (1-3 units each semester)**

See ART 3301 for course description. 6 hours. Fall Semesters.

**ART 3351/3352/3353/3354/3355 Research and Application in Page Layout with the Mac (1-3 units each semester)**

See ART 3301 for course description. 6 hours. Fall Semesters.

**ART 3361/3362/3363/3364/3365 Research and Application in Sculptural Design (1-3 units each semester)**

See ART 3301 for course description. 6 hours.

**ART 3371/3372/3373/3374/3375 Research and Application in Photography (1-3 units each semester)**

See ART 3301 for course description. 6 hours. Fall, Spring Semesters.

**ART 3381/3382/3383/3384/3385 Research and Application in Sculptural Ceramics (1-3 units each semester)**

See ART 3301 for course description. 6 hours. Fall, Spring Semesters.
ART 3501/3502 Advanced Photography
(3 units each semester)
Advanced black and white techniques in printing and processing. Introduction to color processing and printing, as well as to various non-silver photographic processes. Photocollage, hand coloring, and toning. The student is encouraged to develop a personal style. Lecture/darkroom lab. 6 hours. Fall, Spring Semesters.

ART 3601/3602/3603/3604 Research and Application in Printmaking (1-3 units each semester)
See ART 3301 for course description. 6 hours. Fall, Spring Semesters.

ART 3621/3622 Research and Application in Life Drawing (1-3 units each semester)
See ART 3301 for course description. 6 hours.

ART 3771/3772/3773/3774 Research and Application in Digital Photography (1-3 units each semester)
See ART 3301 for course description. 6 hours.

ART 3900 Junior Seminar (3 units)
Directed work in preparation of a student portfolio and study of the concerns of a professional artist. Required of all BA and BFA Art Majors; recommended for art minors. Work is supervised by the Department Chair and the appropriate member of the art faculty. One unit internship is also required. Offered regularly.

ART 3910 Senior Seminar (3 units)
Continuing the introduction to professional concerns of art begun during Junior Seminar. Final development of portfolios and résumés, photographic documentation of artwork, various business concerns of artists. Selection of student’s artwork and its installation in the San Marco Gallery for annual Senior Exhibit. 3 hours. Spring Semesters.

ART 3991 Digital Art Junior Seminar (3 units)
Directed work in preparation of an electronic or traditional student portfolio and study of the concerns of a professional digital artist. Required of all BA and BFA Graphic Art and Design Majors; recommended for art minors. Work is supervised by the Program Director and the appropriate member of the art faculty. One unit internship is also required. Offered regularly.

ART 4114 Advanced Digital Drawing (3 units)
Detailed investigation of several graphics editors. Development of original drawings on the computer and modifying scanned drawings originally in other media. Scanning and editing photographic material, and development of composite images. Software used: Painter, Photoshop, and Illustrator. 6 hours. Fall, Spring Semesters.

ART 4115 Advanced Web Site Design (3 units)
This course will cover intermediate and advanced issues in publishing on the World Wide Web. Web delivery of sound, video, and interactive content needed for electronic commerce will be covered. Using various types of software, students will create fully functional Web sites including complex site structures and animation. ART 1081 and ART 1082, or ART 1083, are recommended prerequisites. Software used: Painter, Photoshop, Dreamweaver, Flash, Fireworks, and various Internet browsers. Fall, Spring Semesters.

ART 4116 Three Dimensional Studio/Computer Workshop (3 units)
Introduction to elements of design as they relate to three-dimensional form: volume and its effect on proportion, light and dark patterns, line, mass, materials, and color. Perception of three-dimensional form from above, below, within, as well as in environments. Projects will be executed first in the studio, than on Macintosh computers. Software: Maya, Adobe CS, and other 3D animation software as determined by the instructor. Fall Semesters.

ART 4117 Digital Photography (3 units)
Advanced projects in the use of digital photographs. Editing and adjustment of images and recording them on CDs. We will investigate finished color printing, including wide format printing. Software used: Various scanning software, Photoshop, RIP. Offered regularly.

ART 4118 Advanced 3D Studio and Animation Workshop (3 units)
This course is an introduction to the basic principles of animation. Scripting and storyboarding will be an important foundation for continuing work in animation. Currently available software will be used to develop animation for the Web, as well as for creative art in animation. Introduction to 3D environments, lighting, photo-realistic rendering. Essential prerequisites: ART 1081, ART 4113, ART 4119. Software: Adobe Premier, Macromedia Director, Maya, and other animation and illustration packages to be determined by instructor. Spring Semesters.

ART 4119 Illustration (3 units)
A specialized drawing course that emphasizes accurate observation and rendering of forms and surfaces. Faces, hands, hair, textures will be emphasized. Perspective will be stressed in all projects. This course will make maximum use of available illustration software on Macintosh computers. Software used: Photoshop, Painter, Illustrator.
ART 4120 Digital Video/Multimedia Workshop (3 units)
Introduction to video filming and editing, as well as its use in multimedia. Mini digital cameras will be used in conjunction with late model Mac G4s. Stand-alone CDs and DVDs will be made, as well as using video as part of Web sites and multimedia presentations. Software: Final Cut Pro; Macromedia Director, Steinberg Q Base will be used, as well as other software at the discretion of the advisor. Fall Semesters.

ART 4301/4302/4303/4304 Research and Application in Digital Drawing (1-3 units each semester)
Advanced work in an upper division digital medium to be undertaken only upon completion of upper division courses offered in that medium. Opportunity for students to continue work on their individual interests in digital art on a more advanced level. 6 hours. Fall Semesters.

ART 4311/4312/4313/4314 Research and Application in Web Design (1-3 units each semester)
See ART 4301 for course description. 6 hours. Fall, Spring Semesters.

ART 4321/4322/4323/4324 Research and Application in Life Drawing (1-3 units each semester)
See ART 4301 for course description. 6 hours. Fall Semesters.

ART 4331/4332/4333/4334 Research and Application in Animation (1-3 units each semester)
See ART 4301 for course description. 6 hours. Spring Semesters.

ART 4341/4342/4343/4344 Research and Application in Three Dimensional Computer Aided Design (1-3 units each semester)
See ART 4301 for course description. 6 hours. Spring Semesters.

ART 4351/4352/4353/4354 Research and Application in Illustration (1-3 units each semester)
See ART 4301 for course description. 6 hours.

ART 4361/4362/4363/4364 Research and Application in Digital Video/Multimedia (1-3 units each semester)
See ART 4301 for course description. 6 hours. Fall Semesters.

ART 4991 Capstone Thesis (3 units)
The capstone thesis course finishes the professional preparation of the student’s work begun during the Junior year and Junior Seminar. Under the instructor’s and gallery Curator’s supervision, graduating seniors will prepare their digital work done as their emphases for exhibition and/or electronic presentation in San Marco Gallery. Spring Semesters.

ART 4994 Teaching Assistantship (1-3 units)
Off-campus study with a selected local artist or with a member of the Art Department faculty in an area not offered on campus. Opportunity to learn the daily operations of a professional studio. Subject to the approval of the Dean of the School of Arts and Sciences, the student’s advisor, and the Department Chair. 6-8 hours. Fall, Spring Semesters.

ART 4996 Internships in Art (1-3 units)
Opportunity for the student to gain practical on-the-job experience by working with local publishers, art museums, art organizations, galleries, or other local businesses. (1 unit must be taken in conjunction with ART 3900: Junior Seminar and ART 3991: Digital Art Junior Seminar) Hours to be arranged. Fall, Spring Semesters.

ART 4996 Internships in Digital Art (1-3 units)
Opportunity for the student to gain practical on-the-job experience by working with local Web site publishers, digital film studios, advertising agencies, or other local businesses using digital art. Offered regularly.

ART 4999 Independent Study (1-3 units)
Opportunity for a student to study a medium that can be supervised by the Department Chair and Art faculty. Must be approved by the Department Chair. Student must participate in group critiques arranged by professors of the art medium involved in the independent study. Hours to be arranged. Fall, Spring Semesters.

General Description – All Internships:
ART 4996 Internship (1-3 units)
5-15 hours a week in a work situation which constitutes a valid educational experience relevant to an academic discipline. Students are required to keep a journal and submit a final paper. Students work under the direction of an on-site supervisor. Units are counted toward graduation and towards some majors; a maximum of six (6) internship (Course 4996) units can be counted toward a degree. Grading is Pass/Fail. Students must be recommended by their department advisors. Fall, Spring Semesters.
Art History (BA)

Dominican’s program in Art History offers courses designed to provide an understanding of the visual arts in their cultural contexts. Coursework in art history provides students with a basic training in art history as a humanistic discipline via visual analysis and interpretation of works of art from both the Western and Eastern worlds. The Art History program prepares students for advanced graduate training as professional historians of art, for careers in museum and gallery work, and for work in the areas of art appraisal and criticism.

Lower division survey courses provide basic introductions to chronology, cultural study, and visual analysis. Upper division surveys broaden the scope by focusing on particular periods. All departmental courses are open to qualified students regardless of major. Students with special interests and an adequate general background may arrange an individualized interdisciplinary or double major.

Internships in art history are encouraged and are arranged to provide students with direct and practical experience, especially in the fields of museum and gallery work.

Majors in art history complete introductory survey courses plus courses chosen from each major historical period: Classical, Medieval, Renaissance, Modern, Non-Western. Art History Majors also take at least two courses in studio art to gain direct experience with artistic techniques and the creative process. Semester-long seminars in methodology and research are required of Art History Majors, as well as the completion of a senior thesis or comprehensive exam. Students planning graduate work in art history are encouraged to learn an international language (e.g., French and/or German).

Minors in art history complete introductory survey courses plus the methodology or research seminars. Two upper division elective art history courses plus one course in studio art complete the minor in art history.

Students may complete an emphasis in Arts Management with a combination of Art History and Business courses.

Student Learning Outcomes

The student will demonstrate:
1. Fundamental skills and appropriate vocabulary for analysis and interpretation of works of art in their historical contexts.
2. Competency in the use of library resources, critical and original thinking, writing and oral skills, the preparation and presentation of short and long papers which describe and/or compare works of art, or exhibit knowledge in development of a theme or thesis.
3. An understanding and appreciation of art and architecture directly through visits to museums, churches, galleries, studios, and historical sites, through internships, participatory and career-oriented courses, and through courses in studio art.
4. The ability to identify and compare the values (social, political, religious, artistic, intellectual) of different cultures through their chronological study of the arts produced by different societies.

Requirements for the Art History Major BA

Lower Division:

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<thead>
<tr>
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<th>Units</th>
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</tr>
<tr>
<td>HIST 1001</td>
<td>Ancient and Medieval Civilizations</td>
<td>2</td>
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<tr>
<td>ARTH 1011</td>
<td>Renaissance to Modern World</td>
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<td>Art studio courses</td>
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Upper Division:

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<td>ARTH 3190</td>
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<tr>
<td>ARTH 3191</td>
<td>Research Seminar</td>
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</table>
Undergraduate Programs (Day) and Courses

ARTH 4910/4911 Senior Projects (Senior thesis or comprehensive exam) 3
HUM 4920/4921 Senior Project Workshop 1
Upper division courses (one from each major period) 18

Total Upper Division 28 units

TOTAL ART HISTORY BA MAJOR 42 UNITS

Requirements for the Emphasis in Arts Management

Lower Division:
ARTH 1010 Ancient and Medieval Civilizations 2
HIST 1010 Ancient and Medieval Civilizations 2
ARTH 1011 Renaissance to Modern World 2
HIST 1011 Renaissance to Modern World 2

Total Lower Division 8 units

Upper Division:
ARTH 3120 Museum Studies 3
ARTH 4996 Internship 1-3
One additional upper division Art History course 3
Three upper division courses in Business to be selected from the following areas: 9
- Marketing Principles, Human Resources Management, International Business,
- Organizational Management, Management Information Systems

Total Upper Division 16-18 units

TOTAL EMPHASIS IN ARTS MANAGEMENT 24-26 UNITS

Requirements for the Art History Minor

Lower Division:
ARTH 1010 Ancient and Medieval Civilizations 2
HIST 1010 Ancient and Medieval Civilizations 2
ARTH 1011 Renaissance to Modern World 2
HIST 1011 Renaissance to Modern World 2
Art studio course 3

Total Lower Division 11 units

Upper Division:
ARTH 3190 Seminar in Methodology 3
or ARTH 3191 Research Seminar

Upper division courses (two electives) 6

Total Upper Division 9 units

TOTAL MINOR 20 UNITS

Transfer students with more than 30 units may substitute ARTH 3000: Art of the Western World and HIST 3000: History of the Western World or ARTH 3100: Art of the Non-Western World and HIST 3001: History of the Non-Western World for ARTH 1010/1011 and HIST 1010/1011.
Art History Course Descriptions

ARTH 1010 Ancient and Medieval Civilizations (2 units)
A chronological and thematic introduction to different world cultures and civilizations from ancient times through the medieval period. Artistic monuments and historical events discussed in the context of social concerns, religious belief systems, political circumstances and cultural values. Emphasis on key periods and events as well as cultural influences and interactions. Course paired with History 1010. Spring Semesters.

ARTH 1011 Renaissance to Modern World (2 units)
An introduction to world cultures and civilizations from the Renaissance to the modern period. Chronological and thematic coverage of artistic monuments and historical events in the context of social concerns, religious belief systems, political circumstances and cultural values. Emphasis on key periods and events as well as cultural influences and interactions. Course paired with History 1011. Fall Semesters.

ARTH 3000 Art of the Western World (3 units)
A fast-paced survey of the major periods and styles in Western art from ancient Greece to the modern period including architecture, sculpture, and painting. Emphasis on understanding art within historical, social, and cultural contexts. Slide lectures, videos, and class discussions. Pathways. Spring Semesters.

ARTH 3100 Art of the Non-Western World (3 units)
An introduction to the arts of diverse world cultures, including Meso-Americans, Native American, African, Oceanic, and Asian. Emphasis on understanding art within historical, social, and cultural contexts. Slide lectures, videos, and class discussions. Pathways. Fall Semesters.

ARTH 3110 The World’s Great Architecture (3 units)
A cross-cultural investigation of the styles, forms, purposes, and symbolism of notable and traditional architectural forms- from ancient pyramids to modern skyscrapers. Architecture as a reflection of divergent historical and cultural contexts. Offered regularly.

ARTH 3111 Modern Architecture: 20th Century (3 units)
Historical survey of the major monuments of modern architecture with emphasis on the works of Frank Lloyd Wright, Mies van der Rohe, Le Corbusier and their contemporary followers. Offered regularly.

ARTH 3115 World Cities (3 units)
The architecture, planning and culture of selected cities and the geographic, historic, social, political and economic forces that continue to shape them. Offered intermittently.

ARTH 3120 Museum Studies (3 units)
Introduction to problems of administration and operation of art museums with emphasis on methods of display, cataloging, and conservation. Special attention given to art exhibitions and museum practices in the Bay Area. Fall Semesters.

ARTH 3124 Art Criticism (3 units)
Study of criteria and methods used in evaluation of art. Communicating art judgments with written reviews. Critique of critical writings. Offered intermittently.

ARTH 3128 Connoisseurship (3 units)
The history and principles of art and antique collecting. Attribution, appraisal, authenticity. Emphasis on the environmental and decorative arts: ceramics, silver, glass, furniture, textiles, jewelry. Field trips to museums and private collections, auctions and shops. Offered intermittently.

ARTH 3129 History and Art of Communication (3 units)
Introduction to the symbols, language and art of visual, textual and oral communication. Offered intermittently.

ARTH 3130 American Art (3 units)
Art of the United States from colonial times to the mid-20th century. Emphasis on American contributions to the history of painting and architecture. Offered regularly.

ARTH 3131 Latin American Art (3 units)
The arts of Central and South America. Emphasis on the cultures of the Maya, Inca, and Aztecs; Mexican art from the Colonial period to the present. Offered regularly.

ARTH 3149 Women, Art and Culture (3 units)
An examination of the intersections of women, art and culture in Western society from the ancient world to the present. Emphasis on the production and reception of art by, for, and of women, the cultural attitudes that shaped representations of women, and the means by which images influenced cultural views of femininity. Summer Sessions.

ARTH 3150 History of Photography (3 units)
The history of photography from the 19th century to the contemporary period. The influence of photographic vision on today’s world. Visits to Bay Area museums and galleries. Offered regularly.
ARTh 3160 Contemporary Art (3 units)
An introduction to the current trends in contemporary art. The latest developments in both traditional media and new art forms (video, performance, electronic/computer arts and mixed media) in relation to Modernist and Post-Modernist thought. Lectures, field trips and classroom demonstrations. Offered regularly.

ARTh 3170 Classical Arts: Greek and Roman (3 units)
Architecture, sculpture, painting, and minor arts of ancient Greece and Rome from the early Minoan-Mycenaean period through the late Roman Empire. The development of the Greek temple and the Roman city and the influence of classical culture on the development of Western civilization. Fall Semesters.

ARTh 3172 Medieval Art: Early Christian, Byzantine and Islamic (3 units)
The development of Christian art within the late antique period in the Western and Eastern (Byzantine) empires. Sculpture, architecture, painting, mosaics, and minor arts in Rome, Ravenna, and Constantinople. The development of Islamic art through the later medieval period. Fall Semesters.

ARTh 3173 Medieval Art: Early Medieval, Romanesque and Gothic (3 units)
The art of Western Europe from the early Middle Ages through the late Gothic period. Invasion period metalwork, art in the age of Charlemagne, the development of the medieval monastery, illuminated manuscripts, Gothic cathedrals, and stained glass. Fall Semesters.

ARTh 3174 Renaissance Art: Italy (3 units)
Architecture, sculpture, and painting of the Renaissance period in Italy. Early Renaissance art from Giotto through the High Renaissance achievements of Leonardo, Michelangelo, and Raphael. The contribution of Renaissance culture to Western civilization. Spring Semesters.

ARTh 3175 Renaissance Art: Northern Europe (3 units)
Art of the Renaissance period in Germany, France, England, and the Netherlands. Achievements in late Gothic manuscript illumination and the development of naturalistic painting and graphic arts in northern Europe, including the work of Jan Van Eyck, Bosch, Breughel, and Durer. Spring Semesters.

ARTh 3176 Baroque and Rococo Arts (3 units)
Masterpieces of architecture, sculpture, and painting of 17th and 18th century Europe. Offered regularly.

ARTh 3177 Modern Art: 19th Century (3 units)
Neo-Classicism, Romanticism, Realism, Impressionism, and Post-Impressionism in the visual arts and in relationship to the great revolutionary movements in the 19th century. Spring Semesters.

ARTh 3178 Modern Art: 20th Century (3 units)

ARTh 3179 Native American Art (1.5 units)
Surveys historical as well as contemporary Native American artifacts: basketry, pottery, masks, paintings and sculptures. Offered intermittently.

ARTh 3180 Gender and Images (3 units)
The study of both men and women as art patrons and artists and how they have represented the opposite sex in art through different historical periods and cultures. Offered intermittently.

ARTh 3181 Queen Victoria to Mary Cassatt (3 units)
The major art movements of the 19th century with specific reference to increased numbers of practicing professional women artists. Offered intermittently.

ARTh 3183 Roots to the Present: Art in Transition (3 units)
Examination of the foundations of the present American art reality. Emphasis on the evolution of art from origin to the present US manifestations. Art produced by ethnic groups including Asian American, African American, Native American, and Latino/Hispanic American. Offered regularly.

ARTh 3184 Feminine Images and Female Artists (3 units)
Images of women and art produced by women in Asian and Western cultures. Offered regularly.

ARTh 3186 Survey of Asian Art (3 units)
General, chronological survey of Asian art from prehistoric cultures to the modern period. China, Japan, India, Korea, Pacific Basin emphasis. Visits to the Asian Art Museum of San Francisco. Offered intermittently.

ARTh 3187 Asian Arts: China (3 units)
Development of Chinese art from prehistoric times through the 20th century. Emphasis on early bronzes and pottery and later porcelain and painting. Visits to the Asian Art Museum of San Francisco. Offered intermittently.
ARTH 3188 Asian Arts: Japan (3 units)

ARTH 3189 Asian Arts: India (3 units)
Chronological survey of the architecture, sculpture, painting, and minor arts of India: Vedic, Buddhist, Hindu, and Mughal art. Visits to the Asian Art Museum of San Francisco. Offered regularly.

ARTH 3190 Seminar in Methodology (3 units)
Study of different methods of scholarly inquiry in the history of art: formal, iconological, psychological, and sociological approaches to art. Fall Semesters.

ARTH 3191 Research Seminar: History of Gardens and Landscape Design (3 units)
Gardens and landscape design from ancient Greece to the contemporary period as expressions of cultural values, concerns, and attitudes to the natural environment. Offered regularly.

ARTH 3192 Art, Science and Technology (3 units)
The relationship of scientific thought, technological inventions, and the visual arts from ancient times to the contemporary period. The impact of geometry, mathematics, photography, film, radio, television, and the computer on the arts. Offered intermittently.

ARTH 3193 Structures of Faith (3 units)
Architectural forms associated with world religions. Classical temples, Gothic cathedrals, Hindu, Buddhist, Jewish, and Islamic religious architecture. 3 hours. Offered regularly.

ARTH 3325 Glory of Stained Glass (3 units)
A chronological and thematic investigation of the art and symbolism of stained glass from medieval times to the contemporary period. Summer Sessions.

ARTH 3800s Art and Artists in Focus Series (1-3 units)
Short courses focusing on selected materials and techniques, or specific artists or Bay Area galleries and museums. Art in Focus topics include: Print and Drawings, Ceramics, Furniture, Antiquarian and Rare Books, Textiles, and San Francisco Galleries. Artists in Focus topics may include: Frida Kahlo, Pablo Picasso, Marcel Duchamp, Camille Claudel, and Auguste Rodin. Offered regularly.

ARTH 4910/4911 Senior Projects
(1-2 units each semester)
Senior Art History Majors elect to complete their degree in art history by writing a senior thesis or taking a comprehensive examination. Individual preparation and progress take place on a directed study and consultation basis. Plus Humanities Workshop (HUM 4920/4921).

ARTH 4994 Teaching Assistantship (1-3 units)
Fall, Spring Semesters.

ARTH 4996 Internship (1-3 units)
Internship opportunities in art history include placement in Bay Area art galleries, museums, and various arts organizations. Fieldwork in art appraisal, sales, exhibitions, slide curatorship, art conservation, research, and art editing. Internships are arranged on an individual basis for qualified students. For full description see General Description – ART 4996 – All Internships at end of Art Course Descriptions. Fall, Spring Semesters; Summer Sessions.

ARTH 4999 Independent Study (1-3 units)
Directed research on a subject of the student’s choice. 1-3 hours. Fall, Spring Semesters.
Biological Sciences (BA, BS)

The Department of Natural Sciences and Mathematics offers a balanced curriculum designed to prepare students for a wide range of graduate programs, teacher credential programs, entry-level careers in government or private environmental organizations, and professional programs in medicine, dentistry, veterinary, optometry, physical therapy, nursing, and related paramedical careers. The department assists students to develop an understanding of the fundamental concepts of scientific method, careful laboratory technique, the ability to use scientific literature, and sensitivity to the interrelationship of science and human values.

Students may choose between four curricular emphases leading to either a BA or BS in the biological sciences: Ecology, Environmental Sciences, General Biology, and Molecular Cell Biotechnology (pre-professionals). Three minors offered by the department include biology, chemistry and environmental sciences. Also, science and mathematics core classes are taught for other departments, in particular, Nursing and Occupational Therapy, Liberal Studies/Teacher Education, and natural sciences and mathematics as general education requirements for the entire campus.

Students have the opportunity of participating in research activities, thereby gaining valuable hands on experience in research methodology, problem solving, and intellectual discovery. The department provides internships in career related areas. Students planning to go on to graduate programs are strongly urged to study an international language.

Student Learning Outcomes

Students completing a degree with a major in the biological sciences will demonstrate:
1. Comprehension and integration of fundamental scientific concepts in the biological and physical sciences.
2. The ability to safely and effectively perform selected laboratory techniques in modern science.
3. The ability to apply scientific and mathematical principles in developing an independent research project, utilizing appropriate scientific techniques, including information and data analysis technology.
4. Objectivity in scientific investigations by suspending preliminary judgments, drawing conclusions only from observable and testable data, and attempting to exclude cultural assumptions and biases.
5. Effective communication skills in written and oral presentation of research processes and results.
6. The ability to integrate concepts of scientific and humanistic study and to understand the interaction of science and human values.
7. Appreciation and knowledge of the range of possible science-based careers.
8. The ability to apply scientific concepts, principles, and techniques in a professional scientific setting.

Requirements for the Biological Sciences Major – BA or BS

ECOLOGY EMPHASIS
(Chemistry Minor or Environmental Studies Minor is recommended)

Bachelor of Arts Lower Division:

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<td>BIO 1000</td>
<td>Organismal Biology</td>
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<td>BIO 1100</td>
<td>Cell and Developmental Biology</td>
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<td>BIO 2800</td>
<td>Genetics and Molecular Biology</td>
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<td>BIO 2900</td>
<td>Ecology and Evolution</td>
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<tr>
<td>BIO 2990</td>
<td>Biological Research Methodology 1</td>
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<tr>
<td>CHEM 2000</td>
<td>General Chemistry I</td>
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<td>MATH 1500</td>
<td>Precalculus</td>
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<tr>
<td>MATH 2400</td>
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Total Bachelor of Arts Lower Division: 27 units

Bachelor of Science Lower Division:

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<td>BIO 1000</td>
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Undergraduate Programs (Day) and Courses
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<th>Course</th>
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<tr>
<td>BIO 1100</td>
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<td>CHEM 2000 and 2100</td>
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<td>MATH 1600 and 1700</td>
<td>Calculus with Analytic Geometry</td>
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<td>MATH 2400</td>
<td>Probability and Statistics</td>
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<td>PHYS 2000</td>
<td>General Physics I</td>
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**Total Bachelor of Science Lower Division** 40 units

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<td>BIO 3250</td>
<td>Plant Kingdom</td>
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<td>BIO 3500 or BIO 3505</td>
<td>Field Biology or International Field Biology</td>
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<td>BIO 3501</td>
<td>Science Seminar</td>
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<td>BIO 4310</td>
<td>Advanced Ecology</td>
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<td>BIO 4610</td>
<td>Biological Data Analysis</td>
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<td>BIO 4996 or ENST 4996</td>
<td>Service Learning (Internship)</td>
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<td>BIO 4998 or ENST 4998</td>
<td>Directed Research</td>
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<td>or BIO 4990, 4991, 4993</td>
<td>Biological Research Methodology II, III, IV</td>
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<td>ENST 4000</td>
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Elective (Choose courses from the following): 6 units

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<td>BIO 3200</td>
<td>Advanced Genetics (3 units)</td>
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<td>BIO 3700</td>
<td>Comparative Anatomy (3 units)</td>
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<td>BIO 3800</td>
<td>Human Neuroanatomy and Physiology (3 units)</td>
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<td>BIO 4110</td>
<td>Animal Physiology (3 units)</td>
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<td>BIO 4200</td>
<td>Marine Biology (3 units)</td>
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<tr>
<td>BIO 4210</td>
<td>Plant Physiology (3 units)</td>
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<td>BIO 4300</td>
<td>Animal Behavior (3 units)</td>
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<td>BIO 4410</td>
<td>Molecular Cell Biotechnology (3 units)</td>
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<tr>
<td>BIO 4510</td>
<td>Developmental Biology (3 units)</td>
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<tr>
<td>BIO 4800 or ENST 4800</td>
<td>Special Topics (3 units)</td>
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<td>BIO 4810</td>
<td>Histology (3 units)</td>
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<td>Bioinformatics (3 units)</td>
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<tr>
<td>CHEM 4100</td>
<td>Biochemistry (3 units)</td>
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<tr>
<td>ENST 3000</td>
<td>Environmental Chemistry (3 units)</td>
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</tbody>
</table>

**Total BA or BS Upper Division** 29-34 units

**TOTAL ECOLOGY EMPHASIS BA 56-61 UNITS**

**TOTAL ECOLOGY EMPHASIS BS 69-74 UNITS**

### Environmental Studies Emphasis

(Chemistry minor is recommended)

**Bachelor of Arts Lower Division:**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
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<td>BIO 1100</td>
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<td>BIO 2800</td>
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</tr>
<tr>
<td>BIO 2900</td>
<td>Ecology and Evolution</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2990</td>
<td>Biological Research Methodology 1</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 2000</td>
<td>General Chemistry I</td>
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<tr>
<td>ENST 2000</td>
<td>Environmental Issues</td>
<td>3</td>
</tr>
</tbody>
</table>
Undergraduate Programs (Day) and Courses

MATH 1500  Precalculus  3
MATH 2400  Probability and Statistics  3
PHSC 2200  Earth Science  3
or PHSC 2300  Physical Geology

Total Bachelor of Arts Lower Division  33 units

Bachelor of Science Lower Division:

BIO 1000  Organismal Biology  4
BIO 1100  Cell and Developmental Biology  4
BIO 2800  Genetics and Molecular Biology  4
BIO 2900  Ecology and Evolution  4
BIO 2990  Biology Research Methodology I  1
CHEM 2000 and 2100  General Chemistry I & II  8
ENST 2000  Environmental Issues  3
MATH 1600 and 1700  Calculus with Analytic Geometry  8
MATH 2400  Probability and Statistics  3
PHSC 2200  Earth Science  3
or PHSC 2300  Physical Geology
PHYS 2000  General Physics I  4

Total Bachelor of Science Lower Division  46 units

BA or BS Upper Division:

BIO 3150  Invertebrate Biology  3
BIO 3500 or 3505  Field Biology or International Field Biology  1-3
BIO 3501  Science Seminar  1
BIO 4200  Marine Biology  3
BIO 4310  Advanced Ecology  3
BIO 4610  Biological Data Analysis  3
ENST 3000  Environmental Chemistry  3
ENST 4000  Conservation Biology  3
ENST 4800  Special Topics  3
ENST 4996  Service Learning (Internship)  1-3
ENST 4998  Directed Research  5-6
or BIO 4990, 4991, 4993  Biological Research Methodology II, III, IV

Total Science Upper Division  29-34 units

Electives – choose two courses from the following three groups:  9 units
Business
BUS 4020  Sustainable Economic Development (3)
BUS 4022  International Trade and the Environment (3)
BUS 4021  International Environmental Analysis (3)

Humanities
ARTH 3191  The History of Gardens and Landscape Design (3)
ENGL 4016  Literature of Nature (3)
HIST 3711  US Environmental History (3)
PHIL 3110  Environmental Ethics (3)
RLGN 3170  The Spirit of the Earth (3)

Policy
POL 3430  The Politics of Environmental Law (3)
POL 3530  Global Politics of the Environment (3)
Undergraduate Programs (Day) and Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 4003</td>
<td>Human Response to Natural Disaster</td>
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<td>PSY 4006</td>
<td>Environmental Psychology</td>
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**Total Upper Division** 38-43 units

**Recommended**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>BUS 1000 and 1001</td>
<td>Economics for Managers I &amp; II</td>
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</tbody>
</table>

**Total Recommended** 6 units

**TOTAL ENVIRONMENTAL STUDIES EMPHASIS BA** 71-76 UNITS
(without 6 recommended units)

**TOTAL ENVIRONMENTAL STUDIES EMPHASIS BS** 84-89 UNITS
(without 6 recommended units)

**GENERAL BIOLOGY EMPHASIS**
(Chemistry minor or Environmental Studies minor is recommended)

**Bachelor of Arts Lower Division:**

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<td>Ecology and Evolution</td>
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</tr>
<tr>
<td>BIO 2990</td>
<td>Biological Research Methodology I</td>
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<tr>
<td>CHEM 2000</td>
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<tr>
<td>MATH 2400</td>
<td>Probability and Statistics</td>
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**Total Bachelor of Arts Lower Division** 27 units

**Bachelor of Science Lower Division:**

<table>
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<tr>
<th>Course</th>
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<tr>
<td>BIO 2990</td>
<td>Biological Research Methodology I</td>
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</tr>
<tr>
<td>CHEM 2000 and 2100</td>
<td>General Chemistry I &amp; II</td>
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<tr>
<td>MATH 1600 and 1700</td>
<td>Calculus with Analytic Geometry</td>
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<td>MATH 2400</td>
<td>Probability and Statistics</td>
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</tr>
<tr>
<td>PHYS 2000</td>
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**Total Bachelor of Science Lower Division** 40 units

**BA or BS Upper Division:**

<table>
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<th>Units</th>
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<tr>
<td>BIO 3501</td>
<td>Science Seminar</td>
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<tr>
<td>BIO 3610</td>
<td>Advanced Microbiology</td>
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</tr>
<tr>
<td>BIO 4996</td>
<td>Service Learning (Internship)</td>
<td>1-3</td>
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<tr>
<td>BIO 4998</td>
<td>Directed Research</td>
<td>5-6</td>
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<tr>
<td>or BIO 4990, 4991, 4993</td>
<td>Biological Research Methodology II, III, IV</td>
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</table>

Choose any seven courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIO 3000</td>
<td>Cell Biology (3 units)</td>
<td></td>
</tr>
<tr>
<td>BIO 3150</td>
<td>Invertebrate Biology (3 units)</td>
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</tr>
<tr>
<td>BIO 3200</td>
<td>Advanced Genetics (3 units)</td>
<td></td>
</tr>
<tr>
<td>BIO 3250</td>
<td>Plant Kingdom (3 units)</td>
<td></td>
</tr>
<tr>
<td>BIO 3500 or BIO 3505</td>
<td>Field Biology or International Field Biology (1-3 units)</td>
<td></td>
</tr>
<tr>
<td>BIO 3700</td>
<td>Comparative Anatomy (3 units)</td>
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</table>
BIO 3800  Human Neuroanatomy and Physiology (3 units)
BIO 4110  Animal Physiology (3 units)
BIO 4200  Marine Biology (3 units)
BIO 4210  Plant Physiology (3 units)
BIO 4300  Animal Behavior (3 units)
BIO 4310  Advanced Ecology (3 units)
BIO 4410  Molecular Cell Biotechnology (3 units)
BIO 4510  Developmental Biology (3 units)
BIO 4610  Biological Data Analysis (3 units)
BIO 4800  Special Topics (3 units)
BIO 4810  Histology (3 units)
BIO 4820  Bioinformatics (3 units)
CHEM 4100  Biochemistry (3 units)
ENST 3000  Environmental Chemistry (3 units)
ENST 4000  Conservation Biology (3 units)

Total BA or BS Upper Division 31.5-35 units

TOTAL GENERAL BIOLOGY EMPHASIS BA 58.5-62 UNITS
TOTAL GENERAL BIOLOGY EMPHASIS BS 71.5-75 UNITS

MOLECULAR CELL BIOLOGY EMPHASIS
(Chemistry minor is recommended)

Bachelor of Arts Lower Division:
BIO 1000  Organismal Biology 4
BIO 1100  Cell and Developmental Biology 4
BIO 2800  Genetics and Molecular Biology 4
BIO 2900  Ecology and Evolution 4
BIO 2990  Biological Research Methodology 1 1
CHEM 2000  General Chemistry I 4
MATH 1500  Precalculus with Analytic Geometry 3
MATH 2400  Probability and Statistics 3

Total Bachelor of Arts Lower Division 27 units

Bachelor of Science Lower Division:
BIO 1000  Organismal Biology 4
BIO 1100  Cell and Developmental Biology 4
BIO 2800  Genetics and Molecular Biology 4
BIO 2900  Ecology and Evolution 4
BIO 2990  Biological Research Methodology 1 1
CHEM 2000 and 2100  General Chemistry I & II 8
MATH 1600 and 1700  Calculus with Analytic Geometry 8
MATH 2400  Probability and Statistics 3
PHYS 2000  General Physics I 4

Total Bachelor of Science Lower Division 40 units

BA or BS Upper Division
BIO 3501  Science Seminar 0.5-1
BIO 3610  Advanced Microbiology 4
BIO 4110  Animal Physiology 3
or BIO 4210  Plant Physiology
BIO 4410  Molecular Cell Biotechnology 3
BIO 4510  Developmental Biology 3
**Undergraduate Programs (Day) and Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>BIO 4996</td>
<td>Service Learning (Internship)</td>
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<td>BIO 4998</td>
<td>Directed Research</td>
<td>5-6</td>
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<tr>
<td>or BIO 4990, 4991, 4993</td>
<td>Biological Research Methodology II, III, IV</td>
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<tr>
<td>CHEM 4100</td>
<td>Biochemistry</td>
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</table>

Electives – choose two courses from the following: 6 units

<table>
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<tr>
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<td>Field Biology</td>
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<td>ENST 4000</td>
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**Total BA or BS Upper Division** 31.5-35 units

**TOTAL MOLECULAR CELL BIOLOGY EMPHASIS BA** 58.5-62 UNITS

**TOTAL MOLECULAR CELL BIOLOGY EMPHASIS BS** 71.5-75 UNITS

**Requirements for the Biology Minor**

**Lower Division:**

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<td>Ecology and Evolution</td>
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<tr>
<td>BIO 2990</td>
<td>Biological Reserach Methodology 1</td>
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**Total Lower Division** 17 units

**Upper Division:**

Choose 9 upper division units from the following: 9 units

<table>
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<td>Science Seminar</td>
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BIO 4410 Molecular Cell Biotechnology (3 units)
BIO 4610 Biological Data Analysis (3 units)
BIO 4800 Special Topics (3 units)
BIO 4810 Histology (3 units)
BIO 4820 Bioinformatics (3 units)
BIO 4998 Directed Research (3 units)
or BIO 4990, 4991, 4993 Bio Research Methodology II, III, IV

**TOTAL BIOLOGY MINOR 26 UNITS**

Requirements for the Chemistry Minor

**Lower Division:**
CHEM 2000 & 2100 General Chemistry I & II 8

**Total Lower Division 8 units**

**Upper Division:**
Core:
CHEM 3800 & 3900 Organic Chemistry I & II 8

Breadth (Choose two courses):
CHEM 4100 Biochemistry (3 units)
CHEM 4000 Quantitative Analysis (4 units)
CHEM 4800 Special Topics (3 units)
ENST 3000 Environmental Chemistry (3 units)

**Total Upper Division 14-15 units**

**Recommended:**
PHYS 2000 & 2100 General Physics I & II 8

**Total Recommended 8 units**

**TOTAL CHEMISTRY MINOR (without recommended courses) 22-23 UNITS**

Requirements for the Environmental Studies Minor

**Core Lower Division:**
BIO 1000 Organismal Biology 4
BIO 1100 Cell and Developmental Biology 4
BIO 2900 Ecology and Evolution 4
BIO 2990 Biological Research Methodology I 1
PHSC 2300 Physical Geology 3
or ENST 2000 Environmental Issues

**Total Lower Division 16 units**

**Core Upper Division:**
BIO 3500 Field Biology 1-3
or BIO 3505 International Field Biology
BIO 3501 Science Seminar 0.5-1
BIO 3610 Advanced Microbiology 4

**Total Core Upper Division 5.5-8 units**
Electives – choose two courses from the following groups:  

6

**Sciences**

- BIO 4610 Biological Data Analysis (3 units)
- ENST 3000 Environmental Chemistry (3 units)
- ENST 4000 Conservation Biology (3 units)
- ENST 4800 Special Topics in Environment (3 units)

**Business**

- BUS 4020 Sustainable Economic Development (3 units)
- BUS 4021 International Environmental Analysis (3 units)
- BUS 4022 International Trade and the Environment (3 units)

**Humanities**

- ARTH 3191 The History of Gardens and Landscape Design (3 units)
- ENGL 4016 Literature of Nature (3 units)
- HIST 3711 Environmental History (3 units)
- PHIL 3110 Environmental Ethics (3 units)
- RLGN 3170 The Spirit of the Earth (3 units)

**Policy**

- POL 3430 The Politics of Environmental Law (3 units)
- POL 3530 Global Politics of the Environment (3 units)
- PSY 4003 Human Response to Natural Disaster (3 units)
- PSY 4006 Environmental Psychology (3 units)

_**Total Upper**_  

11.5-14

_**TOTAL ENVIRONMENTAL STUDIES MINOR**_  

27.5-30 UNITS

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**Biological Sciences Course Descriptions**

**BIO 1000 Organismal Biology (4 units)**  
This course investigates biodiversity, evolution, ecology, and conservation biology using plants, microbial and animal organ systems as models. Students will utilize microscopes as well as live animals and plants to perform experiments. 3 lecture hours, 3 lab hours. Fall Semesters

**BIO 1100 Cell and Developmental Biology (4 units)**  
This course introduces life on the planet emphasizing cell biology, molecular genetics and development and physiology using plant, animal and microbial model systems throughout. Students may utilize microscopic techniques, physiological recording equipment, and techniques of spectrophotometry. 3 lecture hours, 3 lab hours. Spring Semesters.

**BIO 1200 Science and Society (2 units)**  
A study of the great discoveries and the great discoverers in the history of humanity’s scientific and technological advances. First Year Foundation Course. 2 lecture hours. Fall, Spring Semesters

**BIO 1400 Biological Foundations (3 units)**  
An introduction to the basic principles of life, leading to broader understanding of our biological environment and our place within it. Origin of life, structure and function of cells and organisms, reproduction, evolution, bio-diversity, and adaptation are discussed. Open to non-majors. Does not count toward degree for biology or environmental studies majors. 3 lecture hours. Spring Semesters

**BIO 1550 Nutrition (3 units)**  
Fundamental aspects of human nutrition including basic food groups, functions of protein, carbohydrate, fat, minerals, and vitamins in the body, nutrition throughout the life cycle, preservation of foods, food additives, weight reduction programs. Dental health and diet management will also be studied. 3 lecture hours. Fall, Spring Semesters.
**BIO 2500 Human Anatomy (4 units)**
Morphology of organ systems and integration of the anatomical systems will be emphasized. The laboratory component is a microscopic presentation of the tissue types in the body and examination of the individual organ systems and their components. 3 lecture hours, 3 lab hours. Fall, Spring Semesters.

**BIO 2600 Human Physiology (4 units)**
Processes and mechanisms underlying the normal functioning of the body: cellular metabolism and processes. Special emphasis on the functioning of the nervous, endocrine, urinary, respiratory, immune, digestive and reproductive systems. 3 lecture hours, 3 lab hours. Fall, Spring Semesters.

**BIO 2800 Genetics and Molecular Biology (4 units)**
Topics to be studied will include: Mendelian genetics, gene linkages, sex determination, chemistry and structure of genes, chemical nature of mutations, population genetics, molecular genetics and biotechnology. Prerequisite: BIO 1000 and 1100. 3 lecture hours, 3 lab hours. Fall Semesters.

**BIO 2900 Ecology and Evolution (4 units)**
Topics to be studied will include: population growth and regulation, competition, predator-prey interactions succession, energy and nutrition flow in ecosystems, food webs, conservation, environmental impacts, adaptation, specialization and micro-macro evolution. Prerequisite: BIO 1000 and 1100. 3 lecture hours, 3 lab hours. Fall Semesters.

**BIO 2990 Bio Research Methodology I (1 unit)**
This is a research based laboratory course designed to introduce methods for researching the literature and writing a research proposal in the fields of field biology, organismal biology, molecular cell physiology, biochemistry, biotechnology, or environmental sciences. 2.5 lab hours. Fall, Spring Semesters.

**BIO 2999 Independent Study (1-3 units)**
Directed reading on specialized topics or development of a set of special laboratory skills. 2-6 hours. Fall, Spring Semesters.

**BIO 3000 Cell Biology (3 units)**
In-depth study of the structure, organization, and biochemistry of the cell. Areas of study include: chemical components of a cell; metabolism of major cellular constituents; molecular organization of the cell; enzymatic catalysts and metabolic processes; mechanisms of heredity; and cell growth and differentiation. Prerequisite: BIO 2800 and 2900 or consent of the instructor. 2 lecture hours, 3 lab hours. Fall Semesters.

**BIO 3100 Natural History (3 units)**
This course covers deserts, mountains, forests, freshwater, and marine ecosystems. Field trips to local habitats will provide examples of how plants and animals adapt to each other and to the physical environment. Open to non-majors. 2 hours lecture, 3 hours lab. Spring Semesters.

**BIO 3150 Invertebrate Biology (3 units)**
Evolutionary relationships of invertebrate animals, including anatomy, physiology, classification, development, and ecology. Prerequisites: BIO 2900. 2 lecture hours, 3 lab hours. Fall Semesters.

**BIO 3200 Advanced Genetics (3 units)**
In-depth study of genetics. Selected topics to be included: gene linkage, chromosome mapping, chemical nature of mutations, protein synthesis and its regulation, transposable genetic element, and gene chemistry, cloning and sequencing. In laboratory, techniques of DNA analysis including recombination, restriction mapping and polymerase chain reactions will be used to study gene expression and regulation in both prokaryotic and eukaryotic organisms. Prerequisite: BIO 2800 and 2900 or consent of the instructor. 2 lecture hours, 3 lab hours. Spring Semesters.

**BIO 3250 Plant Kingdom (3 units)**
A study of the entire plant kingdom including the topics of systematics, evolution, structure, function, reproduction, and ecology. Prerequisite: BIO 2900. 2 lecture hours, 3 lab hours. Spring Semester.

**BIO 3300 Health and Wellness (3 units)**
This course provides students with opportunities to explore current issues related to health and the prevention of illness. Topics studied include: drug and alcohol abuse, cultural differences in methods of healing and perceptions of the healthcare system, nutrition, family violence (child and elder abuse, rape), AIDS, quackery, and ethical dilemmas resulting from technological advances in medicine. 3 lecture hours. Fall, Spring Semesters.

**BIO 3400 Physical Development of the Child (1 unit)**
Study of motor development of the child from birth to adolescence; sensory-motor integration and learning; stress, relaxation, and physical fitness; basic movement skills; role of nutrition and sleep; influence of media; history of physical education; multicultural games and movement; movement activities for the exceptional child; active participation in games and movement dance. Fall, Spring Semesters.
Undergraduate Programs (Day) and Courses

BIO 3500 Field Biology (1-3 units)
A field class, applying principles and techniques from natural history to the natural environment. An original research project and report will result from a field trip to selected localities in California and Nevada. May be taken twice for credit. Prerequisite: BIO 2800 and 2900, or BIO 2100 or BIO 2200. Trip fee variable. 1-week duration for 1 unit. Spring Semesters.

BIO 3501 Science Seminar (0.5 – 1 unit)
Lecture on current research and career opportunities in biology through the seminar format. Required of Biology majors offered on satisfactory/no credit basis. May be taken twice for credit. Prerequisite: BIO 2800 and 2900. Fall, Spring Semesters.

BIO 3505 International Field Biology (1-3 units)
In this field based class we will apply principles and techniques from ecology and natural history to study natural environments overseas. Original research projects will be conducted in the field and the results will be analyzed and discussed orally and in a written report. This course may be taken twice for credit. Trip fee variable including 10- to 12-day duration. Trips in either January or May. Fall, Spring Semesters.

BIO 3600 Microbiology (4 units)
Classification, morphology, growth, and metabolism of bacteria, non-bacterial microorganisms, and viruses. Physical and chemical methods for determination and control of microorganisms; human defense mechanisms and immunology. Prerequisite: CHEM 2000 and 2100 or CHEM 1500 and CHEM 1600. 3 lecture hours, 3 lab hours. Fall, Spring Semesters.

BIO 3610 Advanced Microbiology (4 units)
In-depth study of cell structure, cell metabolism, and genetics of microorganisms. Also, microbial pathogenesis and host defense mechanisms are included. Emphasis is placed on molecular microbiology including the study of bacterial gene expression, DNA replication, and recombinant DNA mechanisms. Prerequisite: BIO 2800 and 2900 or consent of the instructor. 3 lecture hours, 3 lab hours. Fall Semesters.

BIO 3700 Comparative Anatomy (3 units)
Vertebrate ancestry and phylogeny; structure and evolutionary trends in the integumentary, skeletal, muscular, digestive, respiratory, circulatory, urogenital, nervous, and endocrine systems of vertebrates in relation to function and evolution. 2 lecture hours, 3 lab hours. Fall Semesters.

BIO 3800 Human Neuroanatomy and Physiology (3 units)
Gross and microscopic structure and function of the human nervous system with introduction to experimental and clinical technique. 2 lecture hours, 3 lab hours. Fall Semesters.

BIO 3810 Anatomy and Kinesiology for Dance (3 units)
Students will be introduced to anatomy and kinesiology as applied to their own bodies. The course materials approach the understanding of the body primarily through skeletal, muscular, and neurological systems, but also through consideration of other systems (e.g., digestive, respiratory), body image and concepts. 3 lecture hours and 3 lab hours. Offered as needed.

BIO 4100 Natural History of California (3 units)
A study of the natural history of California’s deserts, mountains, forests, freshwater, and marine ecosystems. Field trips to local habitats will provide examples of how plants and animals adapt to each other and to the physical environment. Observing and appreciating the natural world will be emphasized. Offered as cultural heritage colloquium only. 3 lecture hours. Fall Semesters.

BIO 4110 Animal Physiology (3 units)
This course deals with the functional mechanisms that underlie the life processes in animals. Particular focus will be on energy utilization, gas transport, kidney function, and muscle function of organisms from diverse habitats. 2 hours lecture, 3 hours lab. Spring Semesters.

BIO 4200 Marine Biology (3 units)
This course includes the study of the physical and biological aspects of the marine environment with an emphasis on how marine plants and animals have adapted to the challenges of their environment. Field as well as laboratory investigations will be stressed in lab. Prerequisite: BIO 2800 and 2900 or consent of the instructor. 2 lecture hours, 3 lab hours. Fall, Spring Semesters.

BIO 4210 Plant Physiology (3 units)
This course covers the basic processes occurring in vascular plants. In particular, movement of water and solutes, photosynthesis and respiration, phytohormones and growth regulators, plant growth and development, and plant reactions to environmental stress will be studied. 2 lecture hours, 3 lab hours. Spring Semesters.

BIO 4300 Animal Behavior (3 units)
This course studies animal behavior with an emphasis on the evolution and adaptive significance of behavior. Areas to be studied will include genetics and development of behav-
ior, communication, feeding and predatory behavior, mating and reproductive behavior, and social behavior. Open to both majors and non-majors. 2 lecture hours, 3 lab hours. Spring Semesters.

BIO 4310 Advanced Ecology (3 units)
Advanced concepts in ecology will be studied in this course such as modeling of competition and predation, and factors influencing community structure. The lecture concentrates on ecosystem energies, population dynamics, community structure and physiological adaptations. The laboratory investigates population and community problems in specific environments. 2 lecture hours, 3 lab hours. Fall Semesters.

BIO 4410 Molecular Cell Biotechnology (3 units)
This course covers underlying scientific principles and the wide-ranging industrial, agricultural, pharmaceutical and biomedical applications of recombinant DNA technology. 2 lecture hours, 3 lab hours. Fall Semesters.

BIO 4510 Developmental Biology (3 units)
Gametogenesis and fertilization; ovulation and uterine cycles, cleavage, gastrulation, determination of primary organ rudiments; embryonic adaptations; development of ectodermal, endodermal, and mesodermal structures; cellular differentiation; metamorphosis. 2 lecture hours, 3 lab hours. Spring Semesters.

BIO 4610 Biological Data Analysis (3 units)
Quantitative analysis of biological experimental data. A study in experimental design and the statistical tools used in advanced study in ecology, conservation, and environmental biology. The class will analyze real data using statistical software. Prerequisite: MATH 2400. 3 lecture hours. Spring Semesters.

BIO 4800 Special Topics in Biology (1-3 units)
An in depth evaluation of selected topics in the biological sciences. Issues of current or historical interest are addressed. May be repeated when topic changes. A total of 3 units may be applied to the biology major or minor. Fall, Spring Semesters.

BIO 4810 Histology (3 units)
This course studies the microscopic anatomy which comprises the structural basis of normal physiology. Students are expected to identify the specialized cells, tissue and organs, and understand the structural basis of their function. 2 lecture hours, 3 lab hours. Fall Semesters.

BIO 4820 Bioinformatics (3 units)
This course uses a variety of computational tools to organize current knowledge and uncover new biological information. Areas include: Sequence comparison, domain/motif detection, gene finding, databases, and some associated statistics. Students are expected to make databases and learn some programming. Prerequisite: BIO 1100 and 2800. 2 lecture hours, 3 lab hours. Spring Semesters.

BIO 4990 and 4991 Bio Research Methodology II and III (2 units each course)
These are research based laboratory courses designed to introduce students to the methods of biological research including sampling plan, data collection, data analysis and discussion in terms of the practical process of scientific experimentation in the fields of organismal biology, molecular cell physiology, biochemistry, biotechnology, or environmental sciences. Prerequisite BIO 2990 or equivalent. 6 lab hours each course. Fall, Spring Semesters.

BIO 4993 Bio Research Methodology IV (1 unit)
This is a research based writing laboratory course designed to introduce students to the methods of presentations and writing of scientific topics Audience analysis and adaptation, techniques of support and visualization, organization for clarity and accuracy, and techniques of interpreting and answering questions. Students make and evaluate technical and scientific presentations with an emphasis on seminar reports and professional conference papers. Prerequisite BIO 4990, BIO 4991, or equivalent. 1 lecture hour. Fall, Spring Semesters.

BIO 4994 Teaching Assistantship (1-3 units)
This course provides teaching experience at the undergraduate level. Students will assist faculty members in preparing, delivering, and tearing down laboratory (and/or discussion section) instructional units in biology courses, conducting review sessions and tutoring students under the direct supervision of a faculty mentor. Prerequisite: Grade B or better in assigned course and a GPA of 3.0 or better. 2-6 hours. Prerequisite: consent of the instructor. Fall, Spring Semesters.

BIO 4996 Internship (1-3 units)
This course provides opportunities for experiencing the practical and experimental application of biological principles. Students will be involved via volunteer or paid work experience in biological research projects conducted by agencies and institutions outside the university, for example, state parks, zoos, private or public biological industries, and universities. Prerequisite: consent of the department coordinator.
Undergraduate Programs (Day) and Courses

BIO 4998 Directed Research (0.5-6 units)
Experimental research project in various fields of biology, carried out by student under guidance of an instructor. This involves 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. 2-12 hours. Fall, Spring Semesters.

BIO 4999 Independent Study (1-3 units)
Directed reading or development of a set of special laboratory skills. 2-6 hours. Fall, Spring Semesters.

Business Administration (BA)
Dominican University of California’s Bachelor of Arts in Business Administration uniquely prepares students for positions of leadership in organizations located anywhere in the world. This uniqueness stems from the distinct strengths of both the program design and the faculty scholars who teach in the major. Acknowledging that virtually all organizations must now function to at least some degree in the global arena, the program offers an integrative approach to international business issues, embracing such concepts throughout the curriculum. Courses present perspectives based on theory allied to practical applications at use in the business world. The faculty scholars and practitioners who teach in the program come with both a research and business practice background, assuring students of a balanced exposure to multiple viewpoints across their classroom experiences.

Further supporting the uniqueness of the BA in Business Administration is the program’s exceptional degree of flexibility, supporting the maximum expression of students’ individual interests. Students are encouraged to participate in an internship, study abroad for a semester, and engage in networking opportunities such as becoming an active participant in the Dominican University of California Business Association (DUCBA). An additional benefit of the flexible curriculum is that students transferring from other accredited institutions can typically complete the BA in Business Administration in two years. Students must choose one concentration from a choice of six, in addition to both the core lower and upper division requirements. The concentrations choices are:
- Accounting
- Finance
- International Business
- Management
- Management Information Systems
- Marketing

Given this breadth of options, students can customize their educational experience to best support their goals and aspirations. Whether seeking to build a generalist business foundation or to begin focusing on an in-depth area of expertise within business, students will find that the program encourages individual expression.

Student Learning Outcomes
Students will demonstrate:
1. Mastery of the foundation knowledge in the core business areas of economics, accounting, finance, marketing, information technology, and management to the degree that they are able to effectively contribute to, and manage projects in, any of these functional areas.
2. Business research and problem solving skills that will allow them to procure and evaluate critically the information necessary to make managerial decisions. This competence in information gathering and discernment also assures that students have the basic skills and intellectual discipline to maintain credibility in discussions on global business issues.
3. Specialist knowledge of the discipline area, to the extent that they are able to immediately contribute to one of these fields in a significant professional capacity upon graduation.

4. An in-depth understanding of the more recent business models to evolve in the marketplace and the ability to write a strategic business plan integrating the functional knowledge acquired throughout the major.

Requirements for Business Administration Major – Bachelor of Arts

Lower Division:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1000</td>
<td>Macro-Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1001</td>
<td>Micro-Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1002/3004</td>
<td>Research Methods &amp; Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2000</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2001</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2030/3001</td>
<td>Business Communications &amp; Critical Thinking</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Lower 18 units

Upper Division Core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 3011</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3012</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3013</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3014</td>
<td>Management Information Systems (MIS)</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3015</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3016</td>
<td>Sustainable Development</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3017</td>
<td>Business Law &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3018</td>
<td>Business Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Upper Core 24 units

TOTAL BUSINESS ADMINISTRATION BA MAJOR CORE 42 UNITS

Accounting Concentration

Demand for reliable and informative financial data is at an all time high. Accounting students learn to analyze the financial information of internal and external parties. Internal data are evaluated in the context of effectively managing a business. Ethical issues are covered throughout the curriculum so students are prepared to work in the new regulatory environment. Accountants can pursue a broad range of career tracks in public and private arenas including corporate finance (CFO); banking (financial services); investments (financial analyst); executive manager (CEO); public accounting (CPA); management accounting (controller, CMA, internal audit); treasury; entrepreneur, as well as positions in government and non-profit entities.

Students can properly prepare for professional certification (CPA exam, CMA exam) by taking additional special topics courses in accounting beyond those required for the degree.

REQUIREMENTS FOR ACCOUNTING CONCENTRATION:

Four of the following 3-unit courses: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4029</td>
<td>Financial Statement Analysis</td>
</tr>
<tr>
<td>BUS 4030</td>
<td>Intermediate Financial Accounting I</td>
</tr>
<tr>
<td>BUS 4031</td>
<td>Intermediate Financial Accounting II</td>
</tr>
<tr>
<td>BUS 4032</td>
<td>Taxation, A Business Perspective</td>
</tr>
<tr>
<td>BUS 4921</td>
<td>Special Topics</td>
</tr>
<tr>
<td>BUS 4996/4912/4914</td>
<td>Internship/Senior Project/Thesis</td>
</tr>
</tbody>
</table>
Finance Concentration

From the smallest venture to the largest multinational corporation, financial information is essential for business success. The finance concentration is designed to prepare students for a career in financial management, including portfolio and other investment consultancies. Some of the major topics covered are financial analysis, investment options, and cross-border transactions.

REQUIREMENTS FOR FINANCE CONCENTRATION:
Four of the following 3-unit courses:

- BUS 4027 International Finance
- BUS 4028 Investment Principles
- BUS 4029 Financial Statement Analysis
- BUS 4030 Intermediate Financial Accounting I
- BUS 4031 Intermediate Financial Accounting II
- BUS 4921 Special Topics
- BUS 4996/4912/4914 Internship/Senior Project/Thesis

TOTAL FINANCE CONCENTRATION 12 UNITS

International Business Concentration

International trade in the United States accounts for over 2 trillion dollars annually or 25% of its total GNP. As a result, an ever-increasing number of corporations are hiring business graduates who have a background in international business. In response to these stakeholders, Dominican University of California offers an International Business concentration to prepare students to assume general management positions and/or functional positions in the global economy.

Students who complete the BA in Business Administration with a concentration in International Business will acquire business research and problem solving skills that will allow them to procure and evaluate critically the information necessary to make managerial decisions within a global context. Students will demonstrate understanding of the global context in which most organizations now compete, and have an in-depth knowledge of the political, environmental, and social/cultural features. In addition, students will be competent in a number of professional skills such as conflict resolution, negotiation, team leadership, and personal career management that are normally associated with professionals who already have substantial work experience.

REQUIREMENTS FOR INTERNATIONAL BUSINESS CONCENTRATION:
Four of the following 3-unit courses:

- BUS 4010 Marketing Research
- BUS 4027 International Managerial Finance
- BUS 4039 Information Technology and Management
- BUS 4076 Global Cultures and Management
- BUS 4923 Special Topics
- BUS 4996/4912/4914 Internship/Senior Project/Thesis

TOTAL INTERNATIONAL BUSINESS CONCENTRATION 12 UNITS

Management Concentration

The concentration in management is designed to provide students with the skills necessary to achieve leadership success in any business or organization. Tapping into key management theories, students learn to effectively lead by integrating knowledge from all business disciplines. From the individual (Human Resources and Entrepreneurship and Small Business Management) to the global marketplace (Global Cultures and Management) the management concentration students will learn to develop and apply their leadership skills (Leadership: Theory and Application) in a dynamic and challenging environment.
REQUIREMENTS FOR MANAGEMENT CONCENTRATION:

Four of the following 3-unit courses: 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BUS 4000</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>BUS 4074</td>
<td>Entrepreneurship and Small Business Management</td>
</tr>
<tr>
<td>BUS 4075</td>
<td>Leadership: Theory and Application</td>
</tr>
<tr>
<td>BUS 4076</td>
<td>Global Cultures and Management</td>
</tr>
<tr>
<td>BUS 4924</td>
<td>Special Topics</td>
</tr>
<tr>
<td>BUS 4996/4912/4914</td>
<td>Internship/Senior Project/Thesis</td>
</tr>
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</table>

TOTAL MANAGEMENT CONCENTRATION 12 UNITS

Management Information Systems (MIS) Concentration

The MIS concentration prepares students to play an important role within organizations as they transition the use of the Internet and adopt the latest technology into the everyday domain of the business world. Adopting a cross-functional managerial approach, students will gain a solid foundation in understanding how businesses operate across various functions such as management, finance, marketing, strategy, legal, and technology. The courses in the MIS concentration have been designed to broaden the students’ appreciation of the reach of electronic business, to examine the positive rationale of doing business online, to investigate the explicit benefits from adopting the Internet, and to better understand the effect of this evolutionary business paradigm as consumers become increasingly sophisticated in advancing their individual lifestyles.

REQUIREMENTS FOR MIS CONCENTRATION:

Four of the following 3-unit courses: 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BUS 4015</td>
<td>Internet Marketing</td>
</tr>
<tr>
<td>BUS 4038</td>
<td>eBusiness Strategy and Planning</td>
</tr>
<tr>
<td>BUS 4039</td>
<td>Information Technology and Management</td>
</tr>
<tr>
<td>BUS 4925</td>
<td>Special Topics</td>
</tr>
<tr>
<td>BUS 4996/4912/4914</td>
<td>Internship/Senior Project/Thesis</td>
</tr>
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</table>

TOTAL MIS CONCENTRATION 12 UNITS

Marketing Concentration

The undergraduate concentration in marketing provides students with both a theoretical and a practical knowledge of marketing. The curriculum achieves this by integrating practical applications with theoretical and conceptual understanding. Examples include hands on computer usage, team projects and case analysis, and marketing simulation games. As a way of doing business the Internet is forcing companies, regardless of their physical location, to redefine their markets and establish new strategies that enhance their competitive positioning. Therefore, marketing issues related to the Internet are addressed in each course. In addition, ethics, cultural, and international topics are woven throughout the curriculum to further enrich the student’s marketing background.

REQUIREMENTS FOR MARKETING CONCENTRATION:

Four of the following 3-unit courses: 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BUS 4010</td>
<td>Marketing Research</td>
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<tr>
<td>BUS 4014</td>
<td>Integrated Marketing Communications</td>
</tr>
<tr>
<td>BUS 4015</td>
<td>Internet Marketing</td>
</tr>
<tr>
<td>BUS 4016</td>
<td>Social Marketing</td>
</tr>
<tr>
<td>BUS 4926</td>
<td>Special Topics</td>
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<td>BUS 4996/4912/4914</td>
<td>Internship/Senior Project/Thesis</td>
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</table>

TOTAL MARKETING CONCENTRATION 12 UNITS

TOTAL BUSINESS ADMINISTRATION BA MAJOR WITH CONCENTRATION 54 UNITS
Undergraduate Programs (Day) and Courses

**Business Administration Minor**

The minor in Business Administration requires a total of 18 units. Two lower division classes, Macro-Economics and Financial Accounting, are required in addition to 12 units selected from the Business Administration (core). With the approval of the Department Chair, courses may also be selected from the business concentrations (courses with a 4000 series prefix).

**REQUIREMENTS FOR THE BUSINESS ADMINISTRATION MINOR**

*Lower Division:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BUS 1000</td>
<td>Macro-Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1001</td>
<td>Micro-Economics</td>
<td>3</td>
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<tr>
<td><strong>Total Lower</strong></td>
<td></td>
<td><strong>6 units</strong></td>
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</table>

*Upper Division:*

Choose 4 classes (3 units each) from the upper division Core (BUS 3011-3018)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td><strong>Total Upper Core</strong></td>
<td>12</td>
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</table>

**TOTAL BUSINESS ADMINISTRATION MINOR**

18 UNITS

**Sports Management Minor**

See the *Sports Management Minor* section in this *Catalog* for program information.

**Strategic Management Bachelor of Arts**

See the *Pathways Degree Programs for Adult Learners* section in this *Catalog* for information on the Bachelor of Arts in Strategic Management.

**Business BA-to-MBA Program (MBA 4+1)**

The Division of Business and International Studies has a unique and exciting BA-to-MBA Program. This program allows business students to complete both the BA and MBA degrees in five (5) years of study. Transfer students can complete the program, but the number of semesters required will depend on the number and type of undergraduate units transferred to Dominican University of California.

The accelerated format of the Freshman-to-MBA Program saves students time and money, and allows them to enter the workforce earlier and better prepares them for higher-level management positions. Curricula for the two degrees conferred (the BA in Business Administration and the MBA in Global Strategic Management) emphasize the international context of modern business, teamwork, hands-on corporate projects, and Internet-related business techniques. Students also benefit from interacting with their peers – who come from countries around the world – in culturally diverse class groups.

The BA-to-MBA Program allows participating students the same undergraduate concentrations, or majors, as other business students. Students will need to take some courses in the summer and will be allowed to take four graduate courses to replace undergraduate courses. Undergraduate students should take Statistics (MATH 2400) to maximize the benefits of the 4+1 Program. When students complete the undergraduate degree requirements, the BA degree will be conferred.

Entry into the program is based on a number of factors that indicate a student’s aptitude for high-level academic activity; among these may be motivation, background and record in quantitative subjects, business experience, completion of the MBA prerequisite courses with a grade of ‘B’ (3.0) or better, and a satisfactory cumulative grade-point average (3.0). A committee of the faculty will grant final approval for participation in the BA-to-MBA Program.

Participants of the BA-to-MBA program must submit an MBA application form and its required documentation one semester prior to completion of the BA degree. Students who fulfill the admissions requirements of the MBA program may matriculate into the MBA program in the semester following completion of the BA degree. BA graduates must matriculate into the MBA program within one year following their undergraduate graduation to retain the waiver for the MBA courses.
If students do not retain continuous enrollment from the BA to the MBA program, degree requirements are subject to change as the BA and/or the MBA program curricula are updated.

**Business Administration Course Descriptions**

**BUSINESS ADMINISTRATION LOWER DIVISION CORE COURSE DESCRIPTIONS:**

**BUS 1000 Macro-Economics (3 units)**
This course focuses on forces and factors that influence the overall performance of an economic system – whether national or global. Among the measures studied are gross national product, the balance of trade, employment levels, inflation and deflation, real and nominal interest rates, and aggregate supply and demand. The effect of monetary and fiscal policies at the national level is also considered. Fall, Spring Semesters.

**BUS 1001 Micro-Economics (3 units)**
This course focuses on the decision-making behavior of smaller economic units, such as individuals, households, and firms. Among the issues studied are how individuals and firms respond to economic policy implemented at the national level, as well as the role of rational self-interest and profit maximization. Industry-level dynamics are also considered: regulation, consolidation, perfect competition, and monopolies. Fall, Spring Semesters.

**BUS 1002/3004 Research Methods & Business Statistics (3 units)**
This course will teach skills for acquiring data – either by searching the existing academic and practitioner literature, conducting interviews with subject matter experts or by designing a research study designed to “get the answers.” One-third of this course will be devoted to business statistics, including sampling methods, descriptive statistics, hypothesis testing, and linear and multiple regression and correlation analysis. The upper division option available to transfer students requires an additional project. Fall, Spring Semesters.

**BUS 1040 Introduction to Sports Management (3 units)**
This course provides a general introduction to the sports management field. There are three main goals associated with this course: (a) to provide a perspective of the sports and recreation industry, (b) to explore the wide variety of exciting career opportunities in an expanding array of sport and recreation delivery systems such as Parks and Recreation, Health Clubs, university and professional sport, and (c) to focus on some of the most important issues impacting the sport and recreation field today. Fall Semesters.

**BUS 1900 Professional Development Seminar – MS Office (1 unit)**
This workshop builds basic proficiency in MS Word, PowerPoint, and Outlook with in-depth coverage of Excel. Emphasis is on common managerial uses of the software tools in specific business situations. Offered once every two years.

**BUS 1901 Professional Development Seminar – Business Career Management (1 unit)**
This workshop introduces students to the concept of managing their own careers and choosing jobs or projects with a focus toward building their skills and talents – as well as their own marketability. Balancing employer-specific training and assignments with experience that can be applied to their industries or employers is explained. Students will learn to manage and market themselves as though they were a unique “brand.” Offered once every two years.

**BUS 1902 Professional Development Seminar – Project Management (1 unit)**
The majority of work today is structured as projects – rather than ongoing tasks. This workshop will equip students with the basics of leading a simple project, including how to write a work breakdown structure, create timelines, and plan for contingencies. Communication skills and techniques for project leaders will be emphasized. Offered once every two years.

**BUS 1903 Professional Development Seminar – Team Development and Leadership (1 unit)**
This workshop will teach students about the classic theory of team development, as well as team member roles. It will also give tips for first-time team leaders – what they can expect and what pitfalls to avoid. Offered once every two years.

**BUS 2000 Financial Accounting (3 units)**
This course introduces financial statements, including the balance sheet, income statement, and statement of equity. A thorough study of the accounting cycle emphasizing how information moves through an accounting system is covered. The class presents detailed accounting for cash flows, merchandising activities, financial assets, inventories, depreciation, liabilities, income, and retained earnings. Group work, written case analysis, quizzes, examinations, understanding ethical issues, and a presentation are required. Recommended prerequisites: MATH 1400, BUS 1000 and BUS 1001. Fall, Spring Semesters.

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BUS 2001 Managerial Accounting (3 units)
The class begins with an annual report financial statement analysis project and a study of global accounting issues. Managerial accounting topics fill the remainder of the sessions, including computation of the cost of goods manufactured, cost-volume-profit, incremental analysis, and responsibility accounting concepts are applied in a decision-making context. Group work, written case analysis, understanding ethical issues, reading outside articles and financial statements, examinations, and a presentation are required. Prerequisite: BUS 2000. Fall, Spring Semesters.

BUS 2030/3001 Business Communications & Critical Thinking (3 units)
This course helps students to develop sound business writing and presentation skills while honing critical thinking / analytic skills. Concepts emphasized in writing include: information packaging, the strategic planning of communication, writing for the reader, visual appeal in writing, and the effective use of “headlines.” Critical thinking is reviewed through analyzing non-linear, creative and analytic thought. The upper division option available to transfer students requires an additional project.

BUSINESS ADMINISTRATION UPPER DIVISION CORE COURSE DESCRIPTIONS:
BUS 3011 Organizational Behavior (3 units)
This course examines organizational behavior foundations, theories and concepts, with an emphasis on real world application through experiential learning. Both profit and not-for profit organizations are investigated at the organization, group, and individual levels. Particular attention is given to the role of the individual within the organization, motivation, job design, corporate governance, and how individuals and groups affect the structure and operation of organizations. Fall, Spring Semesters.

BUS 3012 Marketing Principles (3 units)
Marketing deals with customers. Understanding, creating, communicating, and delivering customer value and satisfaction are at the very core of modern marketing thinking and practice. The marketer’s role is to build a portfolio of products or services that bring value to targeted customers, to be able to assess that value and price accordingly, and to plan for the effective distribution of the goods. Fall, Spring Semesters.

BUS 3013 Corporate Finance (3 units)
Some of the key concepts in this course are determining the value of the firm, which investments to undertake, the assessment of risk, and the relationship between risk and rate of return. Present and future value, long-term capital structure, dividend policy and leverage, the capital asset pricing model (CAPM), beta, the cost of capital, and Economic Value Added (EVA) are also included among the modern topics of finance. Fall, Spring Semesters.

BUS 3014 Management Information Systems (MIS) (3 units)
This course provides an in-depth analysis of the most common management information systems in use today: accounting and financial information systems; marketing or customer relation management (CRM) systems; manufacturing and supply chain information systems; and human resources software – all within the context of being able to enter, exchange, and access the systems via the Internet or through an organization’s intranet site. Fall, Spring Semesters.

BUS 3015 International Business (3 units)
An introductory course on how multinational companies manage basic business processes in responding to the complex challenges of operating in an international environment of diverse economic, cultural, and political systems. The course will examine concepts and theories in international business, impact of environment on business, global markets and institutions, and international business strategies. Fall, Spring Semesters.

BUS 3016 Sustainable Development (3 units)
This course centers on the relationship between social and economic development and the environment – focusing on the concept of sustainable development. Many dilemmas of the modern-day world will be raised in this class, such as how do we allocate scarce resources to maximize the well-being of human life or how can market forces be harnessed to ensure that the environment is protected in the long term? Fall, Spring Semesters.

BUS 3017 Business Law & Ethics (3 units)
This course provides an introduction to law, legal institutions, and the legal environment affecting business and business managers. The focus is on principles of justice and ethics in the business environment. Topics include the following: Key provisions of the US Constitution impacting business; formation of contracts and remedies for breach of contract; anti-trust; employment and labor law; environmental regulation; securities law; intellectual property; taxation; and international business issues. Fall, Spring Semesters.
BUS 3018 Business Policy Capstone (3 units)
This capstone course for seniors will integrate the functional knowledge acquired throughout the major (economics, accounting, finance, marketing, strategy, and organization design). The central theme of this course is sustained success through dynamic strategic planning. The course will stress the importance of strategy by establishing a clear mission and goals; identifying the strengths, weaknesses, opportunities, and threats of an organization; and relating strategic thought to the organization, industries and the greater global environment. The assessment and management of risk will be considered, as well as guiding principles for making ethical, long-term decisions. A comprehensive written strategic plan is required. Fall, Spring Semesters.

OTHER BUSINESS ADMINISTRATION UPPER DIVISION COURSE DESCRIPTIONS:
BUS 3350 Facilities and Operational Management (3 units)
This course introduces students to a variety of job functions and managerial skills in the professional field of sports and recreation. Through involvement in experiential activities, group discussion, guest lectures, readings and research, students will gain an insight into the role of a manager. The course is intended to help students answer the question, “What does it take to become a successful manager of sports or recreational facilities or operations?” Offered once every two years.

BUS 3351 Legal Liability and Risk Management (3 units)
This course provides participants with the knowledge and skills needed to reduce the risk of injury in sport, leisure, and recreation activities, and the potential for negligence litigation. It explores negligence liability and the risk management planning process. Participants will learn the critical concept of “reasonable standard of care” and how this impacts all risk management planning. Valuable risk management planning tools will provide the skills necessary to develop and implement a comprehensive risk management plan. Furthermore, this class will explore major legal concepts ranging from constitutional law, employment law, and intellectual property.

BUS 3355 Sports Media and Public Relations (3 units)
This class introduces students to an historical and current review of the business of sports media and related public relations field. It defines and examines occupational and career opportunities surrounding sports and sports teams. Sports media includes television, radio, print and sales. Public relations includes college and professional team media relations, and public relations agencies.

BUS 3359 Special Topics – Sports Management (3 units)
A variety of topics will be introduced on an ongoing basis. Special topic courses are developed from current issues in Sports Management and may draw from other disciplines. Topics may include: Special Events Management in Sports; Women in Sports and Title IX; Coaching Theory and Practice.

BUS 3900 Professional Development Seminar – Conflict Resolution (1 unit)
Whether on a one-to-one basis between co-workers or as an alternative to costly litigation, conflict resolution can be invaluable to managers. This course will teach the basics of conflict resolution – as well as conflict prevention.

BUS 3901 Professional Development Seminar – Collaborative Negotiation for Long-Term Relationships (1 unit)
Negotiating with a winner-take-all mentality may work in the short-term, but it generally fails to build the long-term relationships that most organizations desire with their customers and suppliers. This workshop will teach the basics of collaborative or win-win negotiation.

BUS 3902 Professional Development Seminar – Strategies for Leading Change (1 unit)
Since constant innovation is a necessity for the survival of most organizations, the attendant change that accompanies innovation has become a constant in organizational life. Managers are often placed in the role of implementing change and thus need to understand how individuals vary in their reaction to change, as well as leadership behaviors that help support the implementation of organizational change.

BUS 3903 Professional Development Seminar – Peer Coaching (1 unit)
Since more and more work is being done in self-managing teams, the ability to give and receive feedback among one’s team members/peers in order to keep team member relationships healthy and productive is essential. Students will learn and practice the basic steps in giving and receiving performance-related feedback with peers.

BUS 4000 Human Resources Management (3 units)
This course examines organizations’ superior performance from a human resource based perspective, by integration of the activities of human resources to meet business objectives through strategic partnership. Key features of high-
performance employee development systems are examined including recruitment, selection, evaluation, and continuous learning/training. Current topics include using the Internet for recruiting, creating knowledge management and performance support systems.

**BUS 4010 Marketing Research (3 units)**

The collection and analysis of market and consumer-related data are foundation skills for those who expect to manage projects within a marketing function. The role and design of research in solving marketing and business problems, how to identify and define the information needed, methods of collecting data, analyzing data using statistical software packages, and evaluating the success of the research design and methodology are covered.

**BUS 4014 Integrated Marketing Communications (3 units)**

Marketing communications has become more complex than ever; and while many believe the Internet will supplant other media forms as the primary mode of marketing communication, the use of TV, radio, and print media to generate Web site traffic is proof enough that it is the mix that counts. This course will teach strategies for conveying a consistent, compelling message to your targeted customer just when they need it, and at the lowest possible cost.

**BUS 4015 Internet Marketing (3 units)**

Company sites from a marketing perspective will be scrutinized and students will then have the opportunity to critique different forms of multimedia and to learn of strategies for adding online sales to sites. Internet marketing principles are covered and online customer service and retention, buyer behavior, merchant services, and current Internet commerce issues are presented. Online store experiences are also reviewed.

**BUS 4016 Social Marketing (3 units)**

Social marketing theory has played an important role over the past decade in addressing issues such as AIDS awareness. Students will be challenged to explore marketing techniques such as advertising, sales promotions, and the marketing mix to address important social and health related problems. Theories underpinning social marketing will be debated as the class seeks to gain a broad understanding of consumers’ perceptions.

**BUS 4027 International Finance (3 units)**

The globalization process – accelerated dramatically by the telecommunication and information revolution – has been particularly evident in the financial arena. A financial crisis in one country can quickly take global dimensions. This course covers these topics and provides the tools to understand them. Students will learn the most important instruments used in cross-border financial transactions, and get a sense of the tremendous opportunities, and risks, involved.

**BUS 4028 Investment Principles (3 units)**

This course investigates the valuation of financial assets, and their optimal allocation in a portfolio. Other topics include investment companies, financial institutions and securities markets, portfolio analysis, security analysis, economic and industry analysis, overview of financial statement analysis, yield curve, weighted average cost of capital, and valuation of the firm.

**BUS 4029 Financial Statement Analysis (3 units)**

Students will identify the critical data needed to make effective business decisions. Students will learn how financial information is used in equity valuation, consideration of loan applications, credit analysis and initial public offerings. The needs and motivations of internal and external interested parties, including regulatory agencies and competitors are covered. Students will develop strategic financial analytical skills including issues in working capital management, financial leverage, and sustainable profitability.

**BUS 4030 Intermediate Financial Accounting I (3 units)**


**BUS 4031 Intermediate Financial Accounting II (3 units)**

Prerequisites: BUS 4030. An evaluation of the sources of debt and equity capital for the business is the primary focus of this class. Implications of the time value of money on debt-financing decisions; lease versus purchase options for assets; preparation and interpretation of the statement of cash flows; and the computation and analysis of earnings per share and its importance in merger and acquisitions are key topics.

**BUS 4032 Taxation, a Business Perspective (3 units)**

Students will determine Federal individual and corporate tax liabilities and conduct tax research. The tax implica-
tions of investment, retirement, and business decisions are covered. The class will study the impact of tax policies on the economy. Students may apply their knowledge of taxation in a service-learning opportunity with Tax Aid.

**BUS 4038 eBusiness Strategy and Planning (3 units)**

Despite the Internet’s phenomenal impact on business and its reach across all sectors, no model has clearly emerged that values companies’ Internet efforts with clarity. Determining where the value proposition is being offered, understanding the factors that drive revenues, costs, and profits and the ability to make key strategic decisions that confront companies pursuing specific model, e.g., aggressive growth strategies or diversification, are analyzed in this course.

**BUS 4039 Information Technology and Management (3 units)**

The term eBusiness encompasses IT and management issues covering a range of activities involved in promoting business transactions over the Internet. This course is designed to create an understanding among students of the interactive forces of business, technology, and societal change that influence the way people live, work and meet their needs for products, services and community. Topics include customers and markets, virtual communities, technical infrastructure and management regulatory issues.

**BUS 4074 Entrepreneurship and Small Business Management (3 units)**

Small businesses play an important role in the United States and world economies. Students will explore the personal and business objectives of entrepreneurs and small business owners, and the current opportunities and challenges facing the small business community. The unique challenges faced by the small business in marketing, management, operations, and financing are presented. Through the examination of real-world examples, case studies, and current issues, students gather practical advice to design and grow new small ventures.

**BUS 4075 Leadership: Theory and Application (3 units)**

This course examines the role of leaders in business, leadership styles, the ethical responsibilities of leadership, strategies for team development and leading, planning for organizational change, as well as conflict resolution and group decision-making. Particular emphasis is placed on the strategic significance of the organization’s structure and ways in which this impacts both the leader, members of the organization, and both internal and external relationships.

**BUS 4076 Global Cultures and Management (3 units)**

In today’s global economy managers need to negotiate across cultures and on a global scale to conduct international business. To be successful both individuals and institutions need to have an informed understanding of different cultures. This course will examine spatial cultural patterns, cultural impacts on management and business, and approaches for conducting business in specific cultural regions. Offered once every two years.

**BUS 4200 Executive Study Abroad (ESA) (3 units)**

Designed as a unique opportunity for high achieving undergraduates, ESA is an intense 9-10 day program that exposes participants to multiple cultures, high level business executives, and global business topics. Students may participate in ESA trips, earning one (1) to three (3) credit hours (serves as an elective course). Sample trip combinations already completed or in design include: Zurich, Lausanne and Geneva, Switzerland; Santiago, Chile and Buenos Aires, Argentina; and London, England and Dublin, Ireland. Students are expected to complete in depth, assigned readings prior to the trip abroad and then design and write a comprehensive paper on a topic covered during the trip. Note: BUS 4200 is offered in cooperation with the Graduate Business Program. Spring Semesters, Summer Sessions.

**BUS 4210/4211/4212/ Spanish/French/German for Business (3 units)**

Foreign language needs for the business professional can be very unique. This course is designed to provide beginners with the many unique business terms in the Spanish/French/German language. Students will practice day-to-day conversational Spanish/French/German in business specific settings. By course completion, the student will be comfortable with basic business discussions conducted in Spanish/French/German. Note: BUS 4210-4212 are offered in cooperation with the Graduate Business Program. Offered once every two years; languages vary.

**BUS 4912 Business Senior Project (3 units)**

The goal of the project is to present extended project related material in a clear and effective manner. The project or written creative work is a serious demonstration of a student’s ability to explore, develop and organize materials and should become a visible and permanent record of the quality of the work that a student has accomplished. The student usually selects a subject clearly relevant to his/her course specialization. Fall, Spring Semesters.

**BUS 4914 Business Senior Thesis (3 units)**

The senior thesis is intended to provide the student with an opportunity for personal intellectual growth in their
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final year. It is a serious demonstration of a student’s ability to explore, develop and organize materials relating to a specific area of interest. It can take the form of an original research effort or it can be a deeper exploration of a subject or topic and approximately 5,000 words in length. Fall, Spring Semesters.

BUS 4921 Special Topics: Accounting (3 units)
A variety of topics may be introduced on an ongoing basis. Courses will generally address current developments in accounting. Topics may include: Auditing; Cost Accounting; Advanced Accounting, Accounting Research. Offered as needed.

BUS 4922 Special Topics: Finance (3 units)
A variety of topics may be introduced on an ongoing basis. Courses will generally address current developments in finance. Topics may include: Financial Modeling; Money and Financial Institutions. Offered as needed.

BUS 4923 Special Topics: International Business (3 units)
A variety of topics may be introduced on an ongoing basis. Courses will generally address current developments in International Business. Topics may include: Multinational Corporations; Import/Export and International Trade. Offered as needed.

BUS 4924 Special Topics: Management (3 units)
A variety of topics may be introduced on an ongoing basis. Courses will generally address current developments in management. Topics may include: Staffing and Benefits; Conflict Resolution. Offered as needed.

BUS 4925 Special Topics: Management Information Systems (3 units)
A variety of topics may be introduced on an ongoing basis. Courses will generally address current developments in MIS. Topics may include: Data Networks; Programming; Database Management; Systems Analysis. Offered as needed.

BUS 4926 Special Topics: Marketing (3 units)
A variety of topics may be introduced on an ongoing basis. Courses will generally address current developments in marketing. Topics may include: Marketing in the Music Industry; Strategic Brand Management; Advertising and Promotion. Offered as needed.

BUS 4927 Teaching Assistant /Tutoring (1-3 units)
This course provides teaching experience at the undergraduate level and allows students to gain experience working with students both in a classroom and on an individual basis. Permission of the Department Chair is required. Fall, Spring Semesters.

BUS 4996 Internship in Sports Management (1-3 units)
Students must have completed all lower division prerequisites before being accepted into the Internship Program. Internships set in a variety of sports and recreation settings help students build professional competencies and a network of industry contacts. Managerial placements in the Conlan Recreation Center and in professional and intercollegiate sports, health and fitness clubs, sport marketing and management firms provide students with real “on-the-job” working experiences in the sport industry. Students may apply a maximum of 3 Internship units to the minor.

BUS 4996 Internship in Business (1-3 units)
The ability to work off campus will provide students with the opportunity to develop an awareness of business topics and skills in an actual work setting outside the classroom. Getting the opportunity to observe business related practices in the workplace and being able to connect this experience to the classroom theories are a particular emphasis. Students will meet the academic requirements determined by the faculty sponsor. For full description see General Description – ART 4996 – All Internships at end of Art Course Descriptions. Fall, Spring Semesters, Summer Sessions.

BUS 4999 Independent Study (1-3 units)
Independent research may be conducted on a topic of special interest to a student and a supervising faculty member. This course is available by request, and subject to the approval of the Chair of Business Programs and the Dean. Offered as needed.

Chemistry (Minor)
See the Biological Sciences section of this Catalog for information on the Chemistry Minor.

Communications (BA)
Communications is a versatile major which prepares the student to succeed at any career. Courses within the discipline provide students with the skills of interpersonal communication, public speaking and writing with clarity and authority. These skills ensure that students accomplish their goals in any professional field. For those majors who wish to pursue careers in either communications, broadcast journalism, print media or cinema, this major offers
an opportunity for focus through specialized classes taught by instructors who have academic preparation and professional experience in their fields.

An added advantage of Dominican’s Communications Department is the opportunity for hands-on participation. Students don’t just talk about broadcasting, publishing or cinema; here they do it. Within six weeks of their arrival, freshmen students expressing a desire to concentrate on radio broadcast begin their semester crafting original shows. They launch their careers by broadcasting over Dominican’s award-winning Internet radio station, radio.dominican.edu. The experience they gain prepares them for internships with professional radio stations that often lead to job offers, even before graduation.

The publication of Dominican University’s student-run newspaper, The Habit, teaches students real-life skills in meeting deadlines, writing and reporting news with ethically responsible views and serving the community through dissemination of information. Journalism students also use their experience with The Habit to successfully complete internships that lead to industry jobs.

Dominican’s Communications Department classes in cinema emphasize production and screenwriting and introduce students to cinema aesthetics, history and theory. The skills and understanding gained from cinema study are applicable to all visual and aural media.

Communicating to lead and to manage a workforce with inspiration and diplomacy is a core aspect for those who choose to focus their studies in communications. Students learn communication theory so that they can analyze the aspects of effective communication. The nature of cross cultural communications is an essential element of this focus. Listening with sensitivity, awareness, compassion, and purpose are key elements within this track.

**Student Learning Outcomes**

The student will demonstrate the ability to:

1. Speak and write with clarity and authority; skillfully adapting to the knowledge, culture, and expectations of a target audience;
2. Research issues thoroughly and accurately with effective use of interview techniques employing a variety of sources;
3. Identify a news story and its elements, and report with objectivity and ethical understanding;
4. Practice interpersonal communication and cooperative teamwork needed to professionally produce any product;
5. Use technologies skillfully (in convergence to each other) to produce appropriate messages;
6. Cinematic students will practice all aspects of cinematic story telling from writing and producing to directing sound design cinematography and editing;
7. Exhibit professionalism in choices that are affected in work ethic, interaction and behavior.

**Communications Core Courses**

**Lower Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1083</td>
<td>Page Layout/Design with Mac</td>
<td>3</td>
</tr>
<tr>
<td>ART 1501</td>
<td>Introduction to Photography</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1421</td>
<td>Beginning Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1500</td>
<td>Introduction to Communications and Mass Media</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Lower Division**

12 units

**Upper Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 3422</td>
<td>Advanced Journalism 1</td>
<td>2</td>
</tr>
<tr>
<td>COMM 3426</td>
<td>Advanced Journalism Lab 1</td>
<td>2</td>
</tr>
<tr>
<td>COMM 3522</td>
<td>Research Methods in Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>COMM 3530</td>
<td>News Reporting</td>
<td>3</td>
</tr>
<tr>
<td>COMM 3531</td>
<td>Photojournalism</td>
<td>3</td>
</tr>
<tr>
<td>COMM 3534</td>
<td>Legal and Ethical Issues in Journalism</td>
<td>3</td>
</tr>
</tbody>
</table>
Undergraduate Programs (Day) and Courses

COMM 3603  Communication with Success  3
COMM 3605  Communication across Cultures  3
PSY 3160  Social Psychology  3
COMM 4901  Senior Project 1  1.5
COMM 4902  Senior Project 2  1.5
COMM 4996  Internship  3

Total Upper Division  31 units

TOTAL CORE  43 UNITS

REQUIREMENTS FOR THE MAJOR IN COMMUNICATIONS BA

Core Courses listed above*  43
COMM  Upper Division Electives  12
COMM 3523  Communications Theory II  3
COMM 3601  PR & Marketing  3
COMM 3604  Business & Professional Communication  3

TOTAL MAJOR  65 UNITS

*NOTE: Advanced Journalism (and Lab) and News Reporting are not core prerequisites for the Cinema or Communications Concentrations.

REQUIREMENTS FOR PRINT MEDIA CONCENTRATION

Core Courses listed above:  43
COMM 3423  Advanced Journalism 2  2
COMM 3424  Advanced Journalism 3  2
COMM 3427  Advanced Journalism Lab 2  2
COMM 3601  Introduction to PR & Marketing  3
COMM 3425, 3429, and/or courses from the 3600s  7

TOTAL MAJOR  61 UNITS

REQUIREMENTS FOR BROADCAST MEDIA CONCENTRATION

Core Courses listed above:  43
COMM 3501  Broadcast Journalism: Radio 1  3
COMM 3502  Broadcast Journalism: Radio 2  3
COMM 3503  Broadcast Journalism: TV News 1  3
COMM 3504  Broadcast Journalism: TV News 2  3
COMM 3505  Broadcast Journalism: Radio 3  3
COMM 3507  TV News Production 1  3
COMM 3508  TV News Production 2  3

TOTAL MAJOR  64 UNITS

REQUIREMENTS FOR CINEMA CONCENTRATION

Core Courses listed above*:  36
COMM 1601  Cinema Editing  1.5
COMM 1602  Seminar in Cinematography  1.5
COMM 1800/3800  Cinema Production  3
COMM 1801/3801  Advanced Screenwriting  3
COMM 1820/3820  The Art of Film  3
COMM 1830  History of Cinema Production  3
COMM 3540  Film Criticism and Theory  3
COMM 3850  Documentary Production  3

TOTAL MAJOR  56 UNITS
REQUIREMENTS FOR THE COMMUNICATIONS MINOR

Lower Division:
COMM 1500  
Introduction to Communications and Mass Media  
3 units

Total Lower Division  
3 units

Upper Division:
COMM 3605  
Communication across Cultures  
3 units

COMM  
Upper Division Communications Courses  
9 units

Total Upper Division  
12 units

TOTAL MINOR  
15 UNITS

Communications Course Descriptions

COMM 1011 Word Processing Using MS Word (1 unit)
Practice and development of word processing formatting and editing skills and knowledge to produce various types of documents, including memos, letters, papers, reports, and e-mail using MS Word. Summer Sessions.

COMM 1012 Electronic Spreadsheets Using MS Excel (1 unit)
Practice and development of electronic spreadsheet formatting and editing skills and knowledge to produce various types of spreadsheets, multiple-sheet workbooks and charts using MS Excel. Fall Semesters; Summer Sessions.

COMM 1013 Creating Presentations Using MS PowerPoint (1 unit)
Practice and development of presentations using MS PowerPoint, including formatting and editing skills, inserting graphics, sound, drawing techniques, animation, charts and preparing presentations for use on the Web. Fall, Spring Semesters.

COMM 1014 Introduction to the Internet Using Internet Explorer (1 unit)
Practice and development of skills in using (surfing) the Internet for communication and research. This course is browser independent, enabling students to use Microsoft Internet Explorer, Netscape Navigator, or both. Includes coverage of electronic commerce. Fall, Spring Semesters.

COMM 1200 Speech and Rhetoric (3 units)
Theory, practice, and evaluation of oral communication, with main emphasis on public speaking. Practice in selection, development, organization, and presentation of ideas in informative and persuasive discourse with attention to ethical responsibility. Communication in different interpersonal contexts: dyads, interviews, and exercises in listening and speaking. Gender, interracial, and cross-cultural communication patterns will be addressed. Fall, Spring Semesters.

COMM 1421 Beginning Journalism (3 units)
Study and practice of the fundamentals of print journalism to include identifying, researching, investigating, and writing for print media. The course develops skills of interviewing and the ability to write clear, concise, and objective news stories in journalistic writing style. Spring Semesters.

COMM 1500 Introduction to Communications and Mass Media (3 units)
Survey course designed to examine the role of print and electronic media in dissemination of information. This study reveals how a wide spectrum of media influences the culture. Topics include the role of mass media in manipulating political elections, freedom of speech, how media sways how one thinks, and the responsibility each individual has in filtering mass media. Fall Semesters.

COMM 1601 Seminar in Cinema Editing (1.5 units)
This half-semester seminar gives students practical experience in developing higher-level expertise with professional video and audio editing software and techniques. Spring Semester 2008.
Undergraduate Programs (Day) and Courses

COMM 1602 Seminar in Cinematography and Lighting (1.5 units)
This half-semester seminar gives students practical experience in developing higher-level expertise with digital video camera operation and advanced lighting techniques. Offered as needed.

COMM 1641 Computer Skills and Applications 1 (1.5 units)
Introduction to computer literacy, the fundamentals of the Windows Operating system, and basic typing skills plus the Microsoft Office Products: Word, PowerPoint, and Outlook. This course meets the matriculation requirement for Computer Applications Competency. It also provides a review or enhancement of basic computer skills. Fall, Spring Semesters; Summer Sessions.

COMM 1642 Computer Skills and Applications 2 (1.5 units)
Introduction to Microsoft Office Excel, Access, and software integration. Recommended especially for courses or majors requiring computational, spreadsheet, and/or database skills. Prerequisite: passing the Computer Applications Competency exam or COMM 1641. Fall, Spring Semesters; Summer Sessions.

COMM 1703/3703 Operating a Camera (1 unit)
This course guides students in learning and practicing the aesthetic and technical aspects of digital video camera operation. Students will gain an in-depth understanding of the principles of composition, depth and movement. Upper division students will develop and practice camera operating skills not examined in beginners’ exercises.

COMM 1712/3712 Editing Sound for Cinema (1 unit)
A hands-on workshop in editing, manipulation and mixing sound elements for cinema. Upper division students will develop and practice skills in complex sound productions that involve added elements from multiple sound sources. Fall 2007.

COMM 1800/3800 Cinema Production (3 units)
This course provides experience in the principles of filmmaking. Students learn cinema techniques by doing video exercises and making short creative productions. Spring Semesters.

COMM 1820/3820 The Art of Film (3 units)
This course provides a framework for understanding cinema as an art form, by studying elements like set design, color, camera composition and movement, lighting, editing, sound effects and music. Students analyze clips from feature films and create short video exercises. Fall Semesters.

COMM 1830/3830 History of Cinema Production (3 units)
This course gives students an appreciation of the historical development of the cinema. Students view clips from significant films, learn the contributions of important directors, producers and stars, and study the evolution of the film industry and its impact on society. Fall Semesters.

COMM 2999 Independent Study
Communications students who demonstrate the required level of preparation which supports independent exploration of a topic related to Communications, but not covered by a regular scheduled course may enroll in an independent study. Students must have the approval of the Department Chair, the instructor concerned, and the Dean of the school.

COMM 3422 Advanced Journalism 1 (2 units)
The study and practice of the fundamentals of researching, reporting and publishing news in print. Students serve as section editors and senior reporters as they continue to explore and practice skills needed to publish the University newspaper, The Habit. They identify research, investigate, and write articles focusing on news from the campus and from the surrounding community. Concurrent enrollment in COMM 3426 required. Fall, Spring Semesters.

COMM 3423 Advanced Journalism 2 (2 units)
Advanced study and practice of the fundamentals of researching, reporting and publishing the news. This course includes multiple phases of newspaper work. Students enrolled serve as staff members of the University newspaper, The Habit. They give careful attention to guideline like the justification for and nature of story assignments, and the overall design of the newspaper. Prerequisite: COMM 3422. Concurrent enrollment in COMM 3427 required. Fall, Spring Semesters.

COMM 3424 Advanced Journalism 3 (2 units)
Intensive study and practice of the fundamentals of print journalism and all phases of newspaper work. Students enrolled serve as staff members of the University newspaper, The Habit. The course focuses on developing and disseminating news stories within a professional context through careful attention to the management aspects of newspaper
production. Prerequisite: COMM 3423. Concurrent enrollment in COMM 3428 required. Fall, Spring Semesters.

COMM 3425 Advanced Journalism 4 (2 units)
Further intensive study and practice of the fundamentals of print journalism and all phases of newspaper work. Advanced students enrolled serve as editors and assistant editors while practicing the fundamentals of print journalism and all aspects of the newspaper profession. Students focus on in-depth investigative reporting as members of the University newspaper, The Habit. Prerequisite: COMM 3424. Concurrent enrollment in COMM 3429 required. Fall, Spring Semesters.

COMM 3426 Advanced Journalism Lab 1 (2 units)
Production of the University newspaper, The Habit. Students develop and practice cooperative teamwork and fundamental journalistic skills. Concurrent enrollment in COMM 3422 required. Fall, Spring Semesters.

COMM 3427 Advanced Journalism Lab 2 (2 units)
Production of the University newspaper, The Habit. Students develop and practice cooperative teamwork and fundamental journalistic skills. Concurrent enrollment in COMM 3423 required. Fall, Spring Semesters.

COMM 3428 Advanced Journalism Lab 3 (2 units)
Production of the University newspaper, The Habit. Students manage the development and practice cooperative teamwork and fundamental journalistic skills. Concurrent enrollment in COMM 3424 required. Fall, Spring Semesters.

COMM 3429 Advanced Journalism Lab 4 (2 units)
Production of the University newspaper, The Habit. Students apprentice and observe professional newspaper productions as they practice cooperative teamwork and fundamental journalistic skills. Concurrent enrollment in COMM 3425 required. Fall, Spring Semesters.

COMM 3501 Broadcast Journalism: Radio 1 (3 units)
Study of the history and present state of the radio industry and practice of the skills required for professional broadcasting. Students learn to create formats and broadcast their original radio shows over Dominican’s Internet radio station radio.domingican.edu, focuses on using the human voice as an instrument, and appropriate control of the microphone. Students develop and present original, on-air programs, on Dominican’s Internet Radio. Prerequisite: COMM 3505. Fall, Spring Semesters.

COMM 3502 Broadcast Journalism: Radio 2 (3 units)
Advanced study of industry practices like podcasting, writing news and magazine format segments for radio broadcasts. Assignments, include the study of sound editing, and mixing and mastering the technology necessary for professional presentation. Students polish their ability to develop radio formats through regular broadcast of their original radio shows on Dominican’s Internet Radio. Prerequisite: COMM 3501. Fall, Spring Semesters.

COMM 3503 Broadcast Journalism: Television News 1 (3 units)
Introduction to the basic skills needed to script and produce a television news segment. Emphasis on writing television news scripts and integrating pictures and words to tell a story that is clear, concise, and informative. Study of the language, timing, and format unique to television newscasters. Spring Semesters.

COMM 3504 Broadcast Journalism: Television News 2 (3 units)
Further development of the basic skills needed to script and produce a television news segment. Integration of segments into a cohesive 30-minute news broadcasts build skills in mastering timing and technology as well as presentation. Topics include identifying viable news stories, developing the skills needed for professional on-camera news reading and integration of news segments into a professional quality news show. Prerequisite: COMM 3503. Spring Semesters.

COMM 3505 Broadcast Journalism: Radio 3 (3 units)
Study and practice in the refinement of skills of production. Emphasis on training to perform broadcasts at peak level for electronic media. Students practice exercises for improving articulation, pronunciation, voice quality, and communicative ability. Students continue as regular broadcasters on the University’s Internet Radio. Prerequisite: COMM 3502. Fall, Spring Semesters.

COMM 3506 Broadcast Journalism: Radio 4 (3 units)
Study and practice of field production of news briefs and document news segments. Perfecting the skills acquired in Radio, 1, 2, and 3, students edit audiotape to combine the elements of interview, music, and natural sound to create informative and entertaining broadcasts. Students continue as regular broadcasters on the University’s Internet Radio. Prerequisite: COMM 3505. Fall, Spring Semesters.

COMM 3507 TV News Production 1 (3 units)
Study and practice in field producing of news briefs and document news segments. Perfecting the skills acquired in Radio, 1, 2, and 3, students edit audiotape to combine the elements of interview, music, and natural sound to create informative and entertaining broadcasts. Students continue as regular broadcasters on the University’s Internet Radio. Prerequisite: COMM 3505. Fall, Spring Semesters.
Undergraduate Programs (Day) and Courses

COMM 3508 TV News Production 2 (3 units)
Study and practice in combining elements of videography and broadcast script writing to produce longer and more complex documentary news segments. Students learn comprehensive coverage of news issues and events in a way that informs and enlightens the public. They further develop and integrate skills from prior TV courses. Prerequisite: COMM 3507. Spring Semesters.

COMM 3521 Communications Theory I (3 units)
A conceptual and theoretical understanding of how verbal and non-verbal communication influences perception of self, others and cultures. Fall Semesters.

COMM 3522 Research Methods in Mass Communications (3 units)
This course is designed to prepare Communications majors and minors to research subject areas in their discipline. Exploring multiple resources in search of data regarding issues and advances in the field of communications also prepares students to complete their upper division thesis projects required for graduation. Varying aspects of the communication field are also explored in an effort to introduce students to specific tasks performed in relationship to specific chosen professions. Fall, Spring Semesters.

COMM 3523 Communications Theory II (3 units)
Participants advance their practice in understanding by studying advanced theories in small group action, in argument and resolution, persuasion all pointing to the notion that we are one with all humans if we are willing to listen with open hearts and minds. Students practice active listening to the words that portray the differences that divide. Spring Semester 2008.

COMM 3530 News Reporting (3 units)
Comprehensive overview of the basic skills needed for clear, concise, and objective news reporting. Study of the news gathering process with development of journalistic writing skills. Students practice investigative reporting and explore the evolving categories of reporting, such as literary journalism and business reporting. Skills in news reporting are further developed through writing assignments for the University newspaper, The Habit. Prerequisite: COMM 1421. Fall Semesters.

COMM 3531 Photojournalism (3 units)
Practice and development of the skills of photojournalism in order to produce quality news photos. Study of what makes an informative news photo that, when combined with copy, provides a balanced and accurate story of what has taken place. Examination of the work of professionals that are deemed outstanding contributors. Prerequisite in Spring ‘05: ART 1501 Introduction to Photography. Spring Semesters.

COMM 3534 Legal and Ethical Issues in Journalism (3 units)
Study of current legal and ethical issues in journalism/communications. The course examines press law and includes a study of free speech. It focuses on several legal and ethical issues, such as whether to identify juvenile crime suspects and rape victims and the narrowing gap between the tabloid news and the serious mainstream news media. Fall Semesters.

COMM 3600s Special Topics (3 units)
Study of particular topics in more detail than covered by other courses in the Communications curriculum.

COMM 3601 Introduction to Public Relations and Marketing (3 units)
Study of the basic public relations process and development of the skills necessary to orchestrate and execute a persuasive campaign. Close examination of public relations tasks to emphasize the skill of writing clear and intriguing copy for news releases, choosing media outlets that target the appropriate audience, persuading media outlets to grant media exposure, grooming the client, and controlling negative publicity. Fall Semesters.

COMM 3602 Special Topics: Feature Writing (3 units)
Study of feature writing: original, thoughtful, and in-depth writing done in the context of news reporting. Emphasis on reading, writing, and use of creative techniques in a variety of feature writing contexts. Students sample a wide range of feature writing, such as food, humor, travel, nature, memoir, and immersion journalism. Spring Semester 2008.

COMM 3603 Special Topics: Communicating with Success (3 units)
Introduction to the principals of effective communication: how to say what you mean and get what you want. This class emphasizes the art of writing and speaking in a way that conveys a message with clarity and command. It increases understanding of oneself, the many roles one plays in the communication process, and the interpersonal relationships of individuals in society. Appropriate and dynamic crafting of sentences that attract and hold the attention of the listener, guaranteeing a desired response is the focus of this class. Spring Semesters.
COMM 3604 Special Topics: Business & Professional Communication (3 units)
This class is a study of the theory and principles involved in communication situations in business or in any professional interaction. Students increase their understanding of team work and leadership and speaking in away that makes the role of leadership value workers and inspire personal best. Fall Semesters 2007, 2008.

COMM 3605 Special Topics: Communication across Cultures (3 units)
Participants practice positive interaction, no matter the gender, race, color, or creed, by studying theories and data that point to the notion that we are one with all humans if we are willing to listen with open hearts and minds. Students practice active listening to the messages sent by members of a Global Village with varying social, cultural, and psychological and environmental influences. Assignments direct students to explore the differences in effective communication especially when differences would be the wall that divides. Spring Semester 2007.

COMM 3606 Special Topics: Public Relations, Marketing & Advertising II (3 units)
Developing skills of branding and promoting products and services through varied industry channels like blogging and Internet television. The introduction into the leading edge world of advertising through sophisticated promotional campaigns that compel the student to think out of the box. Spring Semester 2007.

COMM 3607 Interpersonal Communication (3 units)
This course focuses on understanding one’s self and one’s agenda as the key to clarity in the interpersonal communication process. Verbal and nonverbal communication, and the role language plays in structuring interpersonal situations as well as the role of dialogue in resolving interpersonal conflicts will be explored. Spring Semester 2008.

COMM 3608 Famous Cinema Directors (3 units)
The Auteur Theory proposes that many films are dominated by the personal vision of the film’s director. Students will examine how a filmmaker’s vision can be understood through an examination of the body of his life’s work, characterized by a unity of themes and style. Offered as needed.

COMM 3609 Cinema Genres (3 units)
This course will focus on specific film genres, such as Romantic Comedy, Mystery, Horror, etc. Students will investigate what characterizes a particular genre, identify sub-genres or stylistic categories, and analyze specific films as examples. Spring Semester 2008.

COMM 3610 Cultural Diversity in Cinema (3 units)
This course investigates the historical portrayal of minority, ethnic and national cultures in cinema history. The goal of the course is to encourage students to understand cultural prejudices fostered by cinema and envision film’s potential for expanding cross-cultural understanding. Fall Semester 2008.

COMM 3611 Introduction to Business and Economic Reporting (3 units)
Students get hands on experience in researching, writing, and reporting the latest news about volatile markets, corporate scandals, the world economy, and business cycles. In-class writing assignments with deadlines and verbal presentations provide skills that spell success within the world of business. The focus is also on developing skills that prepare participants to publish articles, and to develop a personal image that enhances the presentation of projects before corporate decision-makers. Fall Semesters 2007, 2008.

COMM 3612 Science Reporting (3 units)
This course is designed to provide students with the perspective and skills needed to investigate and report on scientific inquiries and advances. Mastering the specific language, and technique of conveying information about scientific development in a way that is understood by all readers is the goal of writing assignments. Spring Semester 2008.

COMM 3700s Special Topics in Communications (1 unit)
Study of particular topics in more detail than, or not covered by, one of the other courses in the Communications program.

COMM 3701 Special Topics: Looking at Mass Media with a Critical Eye (1 unit)
A survey of ads and programs that degrade by virtue of their format and content, softly killing without license perceptions of individuals and to cultures. Spring 2008.

COMM 3702 Special Topics: Writing for Broadcast (1 unit)
Emphasis on combining appropriate words and phrases to accompany video pictures to attract and inform radio listeners. Students enhance writing skills for broadcast. Fall Semesters 2007, 2008.
COMM 3705 Special Topics: Teaching with Cinema (1 unit)
Using films as a teaching instrument in disciplines across the liberal arts and science spectrums including: psychology, communications, and history. Spring Semester 2008.

COMM 3706 Special Topics: The Business of Cinema (1 unit)
A survey of the economic aspects of the production, marketing, and distribution of motion pictures and television. Spring Semesters.

COMM 3707 Special Topics: Writing for Print Media (1 unit)
Provocative leads, short sentences, paragraphs that draw the reader to read to the bottom of the journalistic pyramid are the focus of this writing experience. Students study words and sentences that paint pictures, sometimes urgent, always colorful and informative. Fall Semesters 2007, 2008.

COMM 3708 Special Topics: Writing and Editing News or Magazine Print (1 unit)
Adapting one’s writing style to cut and paste appropriate words to fit the format of varying periodicals in a way that attracts and holds readers interest is the focus of this course. Universally recognized symbols for editing news and feature articles, are practiced so that participants develop a professional editing skill. Fall Semester 2006, Spring Semester 2008.

COMM 3709 Special Topics: Interviewing Principles and Practices (1 unit)
The art of interviewing without invading or insulting is the focus of activities in this class. How to maximize the research and minimize the negative energy that can emerge when one crosses sometimes invisible walls of privacy. Students begin by practicing interviews on each other and developing skills that inquire while holding the attention and positive direction of the interviewee. Fall Semesters 2007, 2008.

COMM 3710 Special Topics: Gender Communication and Culture (1 unit)
The acknowledgement of gender differences in perceptions of words, facilitate effective communication. This course examines theories that define and dictate direction in speaking honestly without devaluation. The exploration of theories and practice of conversation enlightens participants and prepare them to consistently converse while taking gender into consideration and how this brings success in communicating. Fall Semesters 2007, 2008.

COMM 3711 Special Topics: Organizational Communication (1 unit)
This course offers students the opportunity to explore topics such as effective communication in expressing leadership values, words and sentences that inspire colleagues to give personal best rather than dysfunctional behavior, and communication training and development. Participants will study theories like the way in which organizational culture dictates communication patterns. Spring Semester 2008.

COMM 3712 Special Topics: Editing Sound for Cinema (1 unit)
A hands on workshop in the editing and manipulation of sound effects for motion pictures. Spring Semester 2008.

COMM 3713 Special Topics: Planning a Cinema Production (1 unit)
A seminar in various aspects of film and television production planning including such elements as: budgeting, location scouting, set design, auditions, costuming, and scheduling. Offered as needed.

COMM 3714 Special Topics: Conflict Resolution and Crisis Management (1 unit)
This course focuses on investigation of those concepts which facilitate understanding. Participants discover analysis and testing of practical arguments and the nature and function of proof. Students explore ways of facilitating the kind of understanding that brings about agreement to disagree or mutual purpose from varying approaches. Fall Semester 2008.

COMM 3715 Sports Casting (1 unit)
Investigating, analyzing and describing sports events in a language and manner that appeals to a wide audience. Spring Semester 2008.

COMM 3716 Travel Reporting (1 unit)
Students study the elements involved in the genre of travel writing. Students learn to observe and report on excursions to unfamiliar places with accuracy. Offered as needed.

COMM 3717 Special Topics: Periodical Design (1 unit)
Designing for the critical eye a periodical that would both appeal to and to inform the reader. Developing skills using InDesign program. Fall Semester 2008.

COMM 3840 Film Criticism and Theory (3 units)
This course provides an introduction to writing about film, including major theoretical and critical approaches to the study of film. Students study scholarly articles about cinema and write their own film criticism. Spring Semester 2008.
COMM 3850 Documentary Production (3 units)
This course explores various forms and movements of documentary film, combining an historical survey of the genre, an approach to critical thinking about documentary, and an introduction to the production of documentary filmmaking. Fall Semesters.

COMM 3860 Corporate Video Production (3 units)
This course teaches students to produce audiovisual productions in a corporate environment. Examples of projects would include public relations videos and training films. Students work with real-world clients in the local community to gain experience in a semi-professional partnership. Spring Semester 2008.

COMM 4901 Senior Project 1 (1.5 units)
The first semester of a two-semester course to produce the senior project, an in-depth research paper on a topic chosen from issues in communications and journalism. The senior project requires original research, investigation, interviews, case studies, etc. Normally enrolling two semesters before graduating, students choose a subject, develop a thesis idea, working bibliography, provisional outline, and write a preliminary draft. Fall, Spring Semesters.

COMM 4902 Senior Project 2 (1.5 units)
The second semester of a two-semester course to produce the senior project. Through a process of drafting and revision, students refine and complete their project, submit the bound final draft, and present it orally. The final draft of the senior project must earn a ‘C’ (2.0) or higher to meet the requirement for the major. Fall, Spring Semesters.

COMM 4996 Internship (1-3 units)
Students apply the principles, knowledge, and skills from their communications Major to a work experience position in the communications industry. They earn units for volunteer or paid work in some area related to communications. The internship is arranged in cooperation with a supervising faculty member and the Director of Career Services. For full description see ART 4996 course description. Fall, Spring Semesters.

COMM 4999 Independent Study (1-3 units)
Individual or group study/project on a topic of special interest to the student or students. Instructor’s permission required. Fall, Spring Semesters.

Dance (BFA)
The BFA in Dance combines the comprehensive liberal arts education of Dominican University of California with the technically rigorous and artistically expansive dance training of Alonzo King’s LINES Ballet. The re-invigoration and continued development of Western Classical Dance (ballet) is at the heart of LINES Ballet’s mission. Utilizing ballet as the foundation, the program will ask students to investigate dance from many different perspectives, discovering the common language of the human experience.

In the art of dance, the dancer is charged with the act of becoming, moment-by-moment, the embodiment of living ideas. With its direct relationship to one of the foremost choreographers of our time, the program stands in a unique position, offering students access to the process and environment in which current thought in the art form is being shaped. Students will be challenged to discover and articulate, through both verbal and physical means, their own point of view as dance artists and human beings.

“In LINES' training philosophy, each individual’s interior facility is tapped, cajoled, nourished and brought forth. By focusing on individual character, we are offering a key to knowledge and awareness that will be utilized whether or not the student chooses to pursue a performing career in dance.”—Alonzo King

This approach to understanding the interior character of each human being, as expressed by Alonzo King, is in keeping with Dominican’s ideals and the mission of liberal education.
Undergraduate Programs (Day) and Courses

The BFA in Dance reflects a need expressed by dance students (LINES Ballet School and Pre-Professional Program, School of the Arts, Marin Ballet School, San Francisco Ballet School among others) for a program with a strong emphasis on ballet technique and artistry with a contemporary approach.

Of the many BFA in Dance programs nationwide, only a handful emphasizes ballet as their foundation. None of these expressly identify a contemporary approach within a ballet framework. In the professional dance world, companies are increasingly demanding that dancers possess a wide range of skills and knowledge beyond ballet technique. Today’s ballet dancers are being asked to improvise, to generate dance material and participate in the creative processes of dance making to a greater degree than ever before. The LINES/Dominican BFA in Dance program aims to meet these challenges in preparing students for the current professional dance world through a curriculum that combines intensive ballet training with improvisation and composition studies. Of equal importance, the program offers the knowledge and insight of intensive study in an art discipline, which can enrich and inform one’s life in profound ways, regardless of career path.

In addition, the program offers a unique opportunity for the pre-professional student of dance not to put on hold their college career. The program is organized to allow dance students to combine their hopes for a professional dance career with the academic and social benefits of a collegiate experience.

Student Learning Outcomes

The student will be able to:

1. Demonstrate a critical understanding of dance as an expressive art that transcends style and form;
2. Recognize and understand the vital importance of individual effort, application, and understanding in the study of dance;
3. Demonstrate accomplished dance technique married to expressive range;
4. Express concepts and ideas in legible physical terms; and
5. Employ the BFA in Dance as a platform to pursue various dance related career options.

Requirements for the Dance Major – Bachelor of Fine Arts

Core Courses:

- DANC 1101/1102/2101/2102/3101/3102/4101/4102 Ballet Technique 24
- DANC 1201/1202/2201/2202/3201/3202/4201/4202 Modern Technique 12
- DANC 1301/1302/2301/2302/3301/3302/4301/4302 Workshops 16
- DANC 1401/1402/2401/2402/3401/3402/4401/4402 GYROKINESIS®, GYROTONICS® 12
- MUS 3341 Music for Dancers 3
- DANC 3501 Dance History I (World) 3
- DANC 3502 Dance History II 3
- BIO 3810 Anatomy & Kinesiology 3
- Dance Elective 3000s 3
- DANC 4991 Senior Project 3

TOTAL CORE COURSES 82 UNITS

The location of courses will be shared by Dominican University of California and LINES’ San Francisco Dance Center with cooperation with the Marin Ballet School. Performance courses will be held in the studios of the Dance Schools. General Education and Theory courses will be held on the Dominican University of California campus in San Rafael.

Academic Admission Requirements

Academic admission requirements are the same as general admission for other Liberal Arts majors at Dominican University of California. In addition, BFA in Dance applicants are required to write a letter of intent and take an individual dance audition, to take place in San Francisco by mutual agreement.
Transfer students are evaluated by the University under the same policies that apply to all Dominican University of California transfer applicants. Equivalencies for the performance-based courses are evaluated by the Lead Faculty in the Dance major in consultation with the Department Chair. An audition is also required of all transfer students.

Dance Opportunities for Non-Majors

Opportunities exist for the creation of dance electives for non-majors. Permission is granted on a case-by-case basis.

The program shares the evolving work of the BFA students with the larger campus community in informal presentations both on campus and at the Marin Ballet studios.

Dance Course Descriptions

DANC 1101/1102/2101/2102/3101/3102/4101/4102
Ballet Technique
(3 units per semester, 8 semesters required)
Ballet technique is the foundation of the LINES/Dominican BFA program. Ballet class will be held five times a week, for one hour and forty-five minutes. The intention of the program is that all applicants accepted will be capable of the advanced level ballet technique; therefore, the ballet curriculum is maintained at the advanced level throughout the four years of the program.

DANC 1201/1202/2201/2202/3201/3202/4201/4202
Modern Technique (1.5 units per semester, 8 semesters required)
Modern technique classes to be taken two or more times per week for one and a half hours throughout the program. The program will explore this ever-changing art form from a variety of perspectives. Students are exposed to past and current viewpoints in Modern dance technique, including Release technique, Graham and Cunningham, among others.

DANC 1301/1302/2301/2302/3301/3302/4301/4302
Workshop
(2 units per semester, 8 semesters required)
Specific workshops TBA

DANC 1401/1402/2401/2402/3401/3402/4401/4402
GYROKINESIS®, GYROTONICS® (1.5 units per semester, 8 semesters required)
Twice weekly 90 minute sessions in either GYROKINESIS® or GYROTONICS®. The GYROTONIC EXPANSION SYSTEM® (GES) is an exercise system utilizing specially designed equipment created to develop freedom of movement, strength with flexibility, and coordination. The GES is a core component of the curriculum employed to cultivate physical knowledge and awareness and to foster a healthy approach to all movement based work. GYROTONIC®/GYROKINESIS® courses follow a detailed progression over four years of the program.

DANC 3501 Dance History I (World Dance) (3 units)
This course discusses the theory and development of dance from its evolution in anthropological sources to 20th century dance. It is a survey history course and therefore we will touch on the anthropological basis of dance and will emphasize the history of classical ballet, American/European modern dance, African-Haitian dance and the American idioms of tap and jazz.

DANC 3502 Dance History II (3 units)
Historical, sociological, and cultural development of dance as a performing art in Western Europe and the United States of America including the cultural, aesthetic, structural, and functional contributions from Africa, the Caribbean, Asia and Latin America. While the course covers dance as a performing art from 1450 to the present, emphasis is on 20th century concert dance in the United States.

DANC 3000 Elective Courses (3 units)
Specific electives TBA

DANC 4991 Senior Project (3 units)
The culmination of the creative work of the program. Building on the knowledge and skills developed throughout the program, students, with the support of faculty, will develop and complete a work of choreography to be presented to the community. Emphasis will be placed on the creation of a highly personal, layered work, with all theatrical elements such as location, score, lighting, and costuming considered. Included in the Senior Project is a written explanation of the origins, impulses, and choices made, as well as an oral presentation that may include a question/answer session with viewers.

MUS 3341 Music for Dancers (3 units)
Explores the major historical periods, styles, and genres of western music. Particular emphasis is placed on those composers who have made a significant impact on the art of dance. In addition, the course will develop interpretive and analytic tools for dancers to apply in their own relationship to music as dance artists. Spring 2008.
Drama

Drama courses provide students with the opportunity to experience the art and pleasure of acting, to bring dramatic literature to stage performance, and to improve their own oral presentation styles. Courses may be taken as complements to majors in Communications, English, and Liberal Studies/Teacher Education and as General Education or elective courses.

Drama Course Descriptions

DRAM 3501 Performance in the Workplace (1 unit)
A workshop-based course teaching professional presentations with clarity, confidence, and impact. Selected acting exercises and improvisational techniques along with specific preparation and rehearsal strategies will be explored. Offered as needed.

DRAM 3502 Acting: Improvisation and Scene Study (2 units)
An introductory workshop in the art and pleasure of acting. This class will approach varied techniques of ensemble focus and safe creative play as a means to enhance the expressive capabilities of the individual. Classroom exercises will explore vocal and physical expression, sensory awareness and emotional access, spontaneity and presence, clarity and commitment. The course emphasizes participation and progress over performance expectations. Fall 2006.

DRAM 3503 Page to Stage (1 unit)
Exploration of language and the process of bringing dramatic literature to life on stage through scenes and monologues. Proceeding from essential Stanislavsky-based acting techniques, students learn how to play the intention of a scene through actions and objectives while incorporating the rich subtext of a character. Spring Semesters.

DRAM 3504 Contemporary Scene Study and Performance (3 units)
A course bringing text to life through Stanislavsky-based acting training. Using a variety of contemporary plays from 1940 forward, students progress in individual monologues and scenes with partners. Students learn to apply the standard tools of the actor to the rehearsal and performance of a scene from dramatic literature. The class will culminate in a studio performance of monologues and scenes from contemporary playwrights. Offered as needed.

English (BA), English with a Writing Emphasis (BA)

The major in English provides the following:

- An opportunity for all students to develop expertise and depth in reading, writing, speaking, and research.
- Undergraduate majors in English and English with a Writing Emphasis through both the Day Program and the Pathways Program.
- Undergraduate minors in English and English with a Writing Emphasis.
- Graduate courses and seminars in the M.A. Humanities Program in English and Creative Writing.

The English Program engages students in understanding and creating well-crafted writing through an intensive study of literature and creative writing. Under the tutelage of scholars and writers from the Bay Area’s renowned literary arts communities, students hone their skills in critical analysis, literary interpretation, and the broad range of writing modes. The program’s rich array of courses enables students to investigate the cultural and artistic spectrums of American, British, and world literatures as well as explore the art of writing. Such scope and depth of knowledge prepare students for careers in communications, creative writing, editing, education, journalism, law, marketing/advertising, multimedia writing, public relations, radio/TV production, research, speechwriting, and a host of other fields.
Major: English

Literature comes to life through the major in English, where students explore the linguistic, cultural, and personal meaning of epics, poems, novels, and plays. Through studies in literature’s diverse texts—from Shakespeare to Toni Morrison, and world literature to Western classics—students investigate the cultural significance and literary craft of many texts and contexts. This diverse canon trains students to read critically, comprehend contextually, and write analytically, as they bring their own interpretations and ideas to their critical work.

The senior experience for this major involves researching and writing an extended analysis of a literary topic. Students present a summary of this advanced work for members of the University community and invited guests toward the end of the semester at a reading that culminates and celebrates their accomplishment.

Major: English with a Writing Emphasis

The major in English with a Writing Emphasis enables students to draw from literatures of the world and of many traditions, and to work under skilled writers to germinate their own creative talents. It joins the disciplined reading, writing, and literary explorations of the English major with the students’ own creative writing from among several genres.

The senior experience for this major involves developing a portfolio of writing in a chosen genre or genres, together with an introductory essay discussing the portfolio in its literary and creative context. Students read from their portfolios for members of the University community and invited guests toward the end of the semester at a presentation that culminates and celebrates their accomplishments.

Minors: English and English with a Writing Emphasis

The minor in English and the minor in Writing form excellent additions to majors in other disciplines, both for the of students’ development, and also for their future study and employment. These minors complement majors in art, art history, history, humanities, international studies, politics, and psychology, preparing students to analyze carefully and write clearly in fields such as communications, education, environmental studies, law, and public relations.

Pathways English Majors: Intensive Evening/Weekend Program for Adult Learners

The Department of Literature and Language offers a Bachelor of Arts in English and a Bachelor of Arts in English with a Writing Emphasis through the Pathways Program, in which courses for the major are offered in the evening and/or weekends. The Program is designed for adults who work inside or outside the home, and is intensive and accelerated. It recognizes the needs, experience, and skills of adult learners. In the Pathways Program the requirements for the English majors are similar to those in the Day Program. Please refer to the Pathways section of the Catalog for details regarding the eligibility requirements, major and degree requirements, policies, and procedures for Pathways students.

Student Learning Outcomes

The student will demonstrate the ability to do the following:

1. Verbal literacy – to write expository essays that have focused theses, organization, development, and Standard English, that draw upon both primary and secondary sources, and that document those sources correctly.

2. Literary Forms and Concepts – to identify and analyze the literary elements and forms of major genres: drama, epic, fiction, and poetry.

3. Historical and cultural contexts – to make connections between a specific literary work (e.g., subject, form, style) and its historical and cultural contexts (e.g., major event, documents, behavior patterns, beliefs).

4. Major in English – to focus and sustain an argument relating to literary works, analyzing and synthesizing materials from both primary and secondary sources and interrelating critical and research skills.

5. Major in English with a Writing Emphasis – to focus and sustain a creative writing portfolio, interrelating form and technique appropriate to a specific literary genre.
## Undergraduate Programs (Day) and Courses

### Requirements for English (Day Program) Major BA

#### Lower or Upper Division:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Genre</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2301/3301</td>
<td></td>
<td>Epic</td>
<td>1.5</td>
</tr>
<tr>
<td>ENGL 2302/3302</td>
<td></td>
<td>Epic</td>
<td>1.5</td>
</tr>
<tr>
<td>ENGL 2303/3303</td>
<td></td>
<td>Fiction</td>
<td>1.5</td>
</tr>
<tr>
<td>ENGL 2304/3304</td>
<td></td>
<td>Drama</td>
<td>1.5</td>
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**Total Lower Division** 6 units

#### Upper Division:

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 3000</td>
<td>Literary Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3015</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3024</td>
<td>US Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4201, 4202</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4996</td>
<td>Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

One of these courses in British literature: ENGL 3010 or 3011 3
One of these courses in world literature: ENGL 3050, 3051, 3052, 3053, 3054, or 3055 3
Two of these courses in American ethnic literature: ENGL 3060, 3061, 3062, or 3063 3
Two of these courses in studies in literary topics: ENGL 3071, 3072, 3073, 3074, 3075 6
Electives: Either 9 units in literature courses 9
or 6 units in literature courses plus 3 units in creative writing courses

**Total Upper Division** 37 units

**TOTAL ENGLISH MAJOR** 43 UNITS

### Requirements for English with a Writing Emphasis (Day Program) Major BA

#### Lower Division:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Genre</th>
<th>Units</th>
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<tbody>
<tr>
<td>ENGL 2301</td>
<td></td>
<td>Epic</td>
<td>1.5</td>
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<tr>
<td>ENGL 2302</td>
<td></td>
<td>Poetry</td>
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<tr>
<td>ENGL 2303</td>
<td></td>
<td>Fiction</td>
<td>1.5</td>
</tr>
<tr>
<td>ENGL 2304</td>
<td></td>
<td>Drama</td>
<td>1.5</td>
</tr>
<tr>
<td>ENGL 2305</td>
<td>Introduction to Creative Writing</td>
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<td>3</td>
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</table>

**Total Lower Division** 9 units

#### Upper Division:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>ENGL 3000</td>
<td>Literary Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3015</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3024</td>
<td>US Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4203, 4204</td>
<td>Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4196</td>
<td>Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

One of these courses in British literature: ENGL 3010 or 3011 3
One of these courses in world literature: ENGL 3050, 3051, 3052, 3053, 3054, or 3055 3
Two of these courses in American ethnic literature: ENGL 3060, 3061, 3062, or 3063 3
Two of these courses in studies in literary topics: ENGL 3071, 3072, 3073, 3074, 3075 6
Electives: Either 9 units in creative writing courses in two or more genre 9
or 6 units in two or more genres plus 3 units in literature courses

**Total Upper Division** 37 units

**TOTAL ENGLISH WITH A WRITING EMPHASIS MAJOR** 46 UNITS
Undergraduate Programs (Day) and Courses

Requirements for English (Day Program) Minor

Lower Division:
Two of these courses: ENGL 2301, 2302, 2303, 2304 3  
Total Lower Division 3 units

Upper Division:
Either 12 units in literature courses
or 9 units literature courses plus 3 units in creative writing courses 12  
Total Upper Division 12 units  
TOTAL ENGLISH MINOR 15 UNITS

Requirements for Writing (Day Program) Minor

Lower Division:
ENGL 2305 Introduction to Creative Writing 3
Two of these courses: ENGL 2301, 2302, 2303, 2304 6  
Total Lower Division 6 units

Upper Division:
Either 12 units in creative writing courses in 2 or more genres or 9 units in creative writing courses in 2 or more genres plus 3 units in literature courses 12  
Total Upper Division 12 units  
TOTAL WRITING MINOR 18 UNITS

Only with explicit approval of the Department of Literature and Language may Colloquium or Honors courses substitute for requirements for the major in English, the major in English with a Writing Emphasis, the minor in English, or the minor in Writing.

English Course Descriptions

ENGL 1001 English as a Second Language (4 units)
The first of a two-semester course for students whose first language is not English and whose English Placement Test places them into ESL. Emphasis on the writing of grammatical, well-structured sentences and the development of paragraphs in clear, idiomatic English. Grades: Pass/Fail/Satisfactory Progress. Fall Semesters.

ENGL 1002 English as a Second Language (4 units)
The second of a two-semester course for students whose first language is not English and whose English Placement Test places them into ESL. Continued emphasis on the writing of grammatical, well-structured sentences and the development of paragraphs in clear, idiomatic English. Grades: Pass/Fail/Satisfactory Progress. Spring Semesters.

ENGL 1003 Developmental Writing (3 units)

ENGL 1004 Expository Writing (3 units)
University-level writing. Writing of expository essays. Emphasis on essay writing, including essay structure, thesis idea, relation between thesis and rhetorical modes as well as style and correctness. Students must complete this course with a ‘C’ (2.0) or higher to fulfill the first of a two-semester General Education requirement in writing. Prerequisite: placement test or passing ENGL 1003 or its equivalent. Please see also English Placement Policy in this catalog. Fall, Spring Semesters.
ENGL 2301 Genre: Epic (1.5 units)
Formal study of the genre of epic, with analysis of its literary elements (protagonist, supernatural beings, elevated style, etc.), focusing on Homer’s Odyssey and Beowulf. May be taken for upper division credit as ENGL 3301. Fall Semesters.

ENGL 2302 Genre: Poetry (1.5 units)
Formal study of the genre of poetry, with analysis of its literary elements (imagery, metaphor, rhythm, etc.), covering selected poets and forms through contemporary times. May be taken for upper division credit as ENGL 3302. Fall Semesters.

ENGL 2303 Genre: Fiction (1.5 units)
Formal study of the genre of fiction, with analysis of its literary elements (point of view, character, plot, etc.), covering both short fiction and novels through contemporary times. May be taken for upper division credit as ENGL 3303. Spring Semesters.

ENGL 2304 Genre: Drama (1.5 units)
Formal study of the genre of drama, with analysis of its literary and performance elements (character, dialogue, staging, etc.), covering selected playwrights and forms from classical Greek through contemporary times. May be taken for upper division credit as ENGL 3304. Spring Semesters.

ENGL 2305 Introduction to Creative Writing (3 units)
Introduction to many forms of creative writing, including poetry, fiction, and drama writing. Study of key terms and concepts in the writing process and practice in peer workshops. Fall Semesters.

ENGL 3000 Literary Criticism (3 units)

ENGL 3001 Linguistics (3 units)
Introduction to linguistics: the scientific inquiry into human language, its structures and uses and the relationship between them, as well as into the development and acquisition of language. Fall Semesters.

ENGL 3010 Survey of English Literature 1 (3 units)
Study of major works of English literature from the Middle Ages through the Restoration and 18th century, including such authors as More, Spenser, Donne, Milton, Dryden, Behn, Swift, Pope. Spring Semester 2007.

ENGL 3011 Survey of English Literature 2 (3 units)
Study of major works of English literature from the Romantic Period through the present, including such authors as Wordsworth, Coleridge, Tennyson, Browning, Woolf, Elliot. Offered as needed.

ENGL 3015 Shakespeare (3 units)
Reading of many of Shakespeare’s plays (history, comedy, tragedy, romance) and a selection of the sonnets, with some emphasis on Shakespearean criticism. Completion of ENGL 2302 and ENGL 2304 is strongly recommended before enrolling. Spring Semester 2008.

ENGL 3017 Children’s Literature (3 units)
Study of Children’s Literature from a range of cultures. Themes are derived from cultural patterns and symbols found in rituals, mythologies, and traditions. Fiction and non-fiction is explored with focus on identifying and analyzing structural devices in prose and poetry (such as rhyme, metaphor and alliteration). For those preparing to teach elementary school. Spring Semesters.

ENGL 3024 United States Literature (3 units)
Survey of the literature of the United States from its beginnings to the present, including fiction, nonfiction, poetry, and prose written by men and women from a diversity of ethnic backgrounds. Fall Semester 2007.

ENGL 3028 Literature by Women (3 units)
Examination of the evolution and revolution of literature by women and their tradition in English. Study of women’s writings in English from the Middle Ages to the present and from geographically and culturally diverse areas. Exploration of feminist literary criticism, which considers the impact of gender upon writing and reading. Spring Semesters.

ENGL 3029 Early Literacy (3 units)
Considers the theoretical foundations for the development of literacy in school-age children. Special attention will be paid to the social and cultural factors that affect literacy development. Also examines important authors and illustrators and the historical development, current issues, and uses of children’s literature for teachers and others. Spring Semesters.

ENGL 3030 Film Studies (3 units)
Study and history of the genre of narrative cinema, concentrating on the American film tradition, from its origins to contemporary times. Instruction stresses understanding
Undergraduate Programs (Day) and Courses

ENGL 3050 World Literature: Western Classics (3 units)
Study of major works of Western literature from its beginnings through the Renaissance, including mainly pieces composed or written in languages other than English, such as the Old and New Testaments, *The Epic of Gilgamesh*, Homer’s *Iliad*, poetry of Sappho, Virgil’s *Aeneid*, Tristan & Isolde. Selected works may vary from semester to semester. Fall Semester 2007.

ENGL 3051 World Literature: Latin American (3 units)
Study of major works and movements of Latin arts from across or within major geographical regions of Latin America; focus on specific literary periods varying from pre-contact indigenous works to 21st century postmodernism. Works and writers may include “Popol Vuh,” “Quetzalcoatl,” Garcia Marquez, Allende, Borges, Neruda, and Paz. Fall Semester 06.

ENGL 3052 World Literature: Asian (3 units)
Introduction to the literature of one or more Asian literatures, translated into English, in aesthetic, religious, and cultural contexts. Topics may include: haiku, women’s literary history of Japan, and Buddhism and literature. Authors studied may include Basho, Mishima, Murasaki, Kenaburo, Li Po, Tu Fu, Li Ching Chao, and Ikkyu. Spring Semester 2007.

ENGL 3053 World Literature: Canadian (3 units)
Study of Canadian literature as a national literature on an international stage. Emphasizing English-Canadian writings, the course also looks at Canadian-Quebec works (in translation) and native or ethnic literatures. Selected authors may include Atwood, Birdsell, Blaise, Davies, Kogawa, Kroetsch, Lawrence, Munro, Ondaatje, Purdy, Shields, Wah, Watson, and many others. Offered as needed.

ENGL 3054 World Literature: European (3 units)
Study of major works of European literature, particularly those written in languages other than English. Focusing on European literature within multiregional and/or global perspective nationhood, the concerns of race and racism, and the issues of assimilation and colonialism. Selected authors may include Joyce, Kafka, Pirandello, Proust, Rilke, Rimbaud. Offered as needed.

ENGL 3055 World Literature: African (3 units)
Study of major works of African literature from a variety of cultures and countries; examination of cultural and aesthetic issues in works by such writers as Tutuala, Achebe, Emecheta, Fugard, and Soyinka. Examines such issues as the role of languages, colonialism and post-colonialism, global health crises and identity. Fall Semester 2007.

ENGL 3060 Ethnic Literature: Asian American (1.5 units)
Study of writings of Asian American authors from a diversity of national origins: Chinese, Filpino, Hawaiian, Japanese, Korean, Pakistani, Vietnamese, and others. In drama, fiction, memoirs, and poetry, the course examines Asian American themes relating to historical, cultural, and societal issues, such as immigration, social conflicts, family, gender, identity. Fall Semesters.

ENGL 3061 Ethnic Literature: Native American (1.5 units)
Study of writings of Native American authors from a diversity of North American tribes: Cherokee, Chickasaw, Creek, Kiowa, Laguna, Mohawk, Navajo, Sioux, and others. From oral tradition to contemporary forms of literature, examines Native American themes relating to historical and cultural issues, such as identity, spirit world, earth, and language. Fall Semesters.

ENGL 3062 Ethnic Literature: Hispanic American (1.5 units)
Study of writings of Hispanic American authors from early to contemporary times. In drama, essays, fiction, and poetry, the course examines African American themes relating to historical, cultural, and societal issues, such as folk tradition, language, the blues, slavery, gender, family and ancestors, identity. Spring Semesters.

ENGL 3063 Ethnic Literature: Hispanic American (1.5 units)
Study of writings of Hispanic American authors from early to contemporary times. In drama, essays, fiction, and poetry, the course examines African American themes relating to historical, cultural, and societal issues, such as folk tradition, language, the blues, slavery, gender, family and ancestors, identity. Spring Semesters.

ENGL 3071 Studies in Literary Topics: Postcolonialism (3 units)
Study of literature produced by cultures that developed in response to colonial domination, using the theoretical framework of colonialist and anticolonialist ideologies. Also

**ENGL 3072 Studies in Literary Topics: Toni Morrison (3 units)**

Study of the novels of Toni Morrison, the first African American woman to win the Pulitzer Prize. Selected novels may include The Bluest Eye, Sula, Beloved, and others. Spring Semester 2007.

**ENGL 3073 Studies in Literary Topics: Southern Writing (3 units)**

Study of Literature from the Southern United States, and the literary and cultural perspectives offered by these texts. Considerations of race, post-war identity, regionalism may be examined. Authors may include Welty, Faulkner, O'Connor, Hurston, and contemporary authors Butler and Johnson. Fall Semester 2008.

**ENGL 3074 Studies in Literary Topics: Virginia Woolf & Co. (3 units)**

Study of the novels, short fiction, and essays of Virginia Woolf, as well as selected writings of her contemporaries. Course includes exploration of critical commentary on Woolf's work. Spring Semester 2006.

**ENGL 3075 Studies in Literary Topics: Poetry and Identity**

Study of poetry that reflects a culture, speaker, or writer's concerns for establishing identity through place, gender, philosophy or imagery. The work studied may include poems by Whitman, Heaney, Bishop, Hughes, Harjo, Rich, and will be examined in light of theories and criticism of place and identity. Fall Semester 2007.

**ENGL 3200 Advanced Writing and Research (3 units)**

Practice of research writing and critical thinking. Building on expository writing, with emphasis on research writing and critical thinking. Students must complete this course with a ‘C’ (2.0) or higher to fulfill the second General Education requirement in writing. The corequisite or prerequisite for this course is RES 2000. Fall, Spring Semesters, and Summer Sessions. Prerequisite: passing ENGL 1004 or its equivalent with a grade of ‘C’ or higher. Please also see English Placement Policy in this catalog. Fall, Spring semesters, Summer Session.

**ENGL 3305 Craft of Poetry (1 unit)**

A brief, intensive poetry workshop that focuses on a specific issue in poetry writing; for example, persona, voice, imagery, or the long poem. Readings, discussion, writing and workshopping lead to the revision of selected poems. Fall Semester 2007.

**ENGL 3307 Publish Your Writing (1 unit)**

A brief hand’s-on look at the business of getting published, from market research, query letters, and copyright laws to the issues of multiple submissions and print vs. online publications. Through readings, activities and exercises, students learn strategies for submitting work successfully. Fall Semester 2006, Fall Semester 2008.

**ENGL 3308 Craft of Fiction (1 unit)**

A brief, intensive workshop that focuses on a specific issue in fiction writing; for example, plot, tension, dialogue, or experimental structures. Readings, discussion, writing and workshops lead to the revision of one or more short stories. Offered as needed.

**ENGL 3309 Grant Writing (1 unit)**

Introduction to grant proposal writing, from research and writing standards to presentation methods, follow through, and approvals. Prepares students for work with Development Agencies and Nonprofit agencies, to support their own work or the works of others. Spring Semesters.

**ENGL 3401 Children's Literature Writing (3 units)**


**ENGL 3402 Drama Writing (3 units)**

Introduction to the art and craft of writing for the stage. Special emphasis will be given to the technical elements of playwriting, the vocabulary of the playwright, and the nature of the writing experience. Fall Semester 2007.

**ENGL 3403 Fiction Writing 1 (3 units)**

Introduction to the craft of short fiction through study of exemplary models and exercises in such elements of form as point of view, narrative modes, dialogue, imagery, etc. Students critique one another’s work and complete a number of stories for a final portfolio. Spring Semester 2007, Fall Semester 2007, Fall Semester 2008.

**ENGL 3404 Film Writing (3 units)**

Instruction and practice in the art of cinematic adaptation of literary works (with focus on adapting short fiction) and the writing of original screenplays or teleplays. Offered as needed.
ENGL 3405 Poetry Writing 1 (3 units)
Introduction to poetry writing, with readings, discussion, workshopping, and a revised final portfolio; may include forms, free verse, imitation poems, and public readings of revised student work. Spring Semesters.

ENGL 3406 Travel Writing (3 units)
Introduction to travel writing, with readings, discussion, workshopping, and a revised final portfolio; may include examinations of types of travel writing and explorations of form, voice and audience. Fall Semester 2006.

ENGL 3409 Auto/Biography Writing (3 units)
Introduction to the art of writing the personal essay and biographical sketch through readings, exercises, and workshopping. Summer Session 2008.

ENGL 3426 Literary Magazine 1 (1 unit)
Practical experience in evaluating, editing, and publishing writings submitted for the University literary magazine, Tuxedo. Students gain the skills necessary to produce this online journal. Grade: Pass/Fail. Fall, Spring Semesters.

ENGL 3427 Literary Magazine 2 (1 unit)
See description for 3426. Fall, Spring Semesters.

ENGL 3428 Literary Magazine 3 (1 unit)
See description for 3426. Fall, Spring Semesters.

ENGL 3429 Literary Magazine 4 (1 unit)
See description for 3426. Fall, Spring Semesters.

ENGL 3430 Poetry Writing: 2 (3 units)
Advanced creative work in the genre of poetry. Prerequisite: Engl 3405. Fall Semester 2007, Fall Semester 2008.

ENGL 3431 Fiction Writing: 2 (3 units)

ENGL 3432 Critical Inquiry and Reflective Writing (3 units)
Provides the context for the exploration of lifelong learning. Preparation of the Experiential Learning Portfolio that documents prior experience in terms of university-level learning outcomes essays that may be submitted to for possible university credit. Practice research writing and critical thinking. Satisfies the second semester General Education requirement in writing for Pathways students only (corequisite or prerequisite GE requirement is RES 2000). Fall Semesters.

ENGL 3443 Portfolio Redevelopment Workshop (1 unit)
Provides the opportunity for a student to work within a structured course environment to develop the second portfolio submission. This submission may include revisions to the original essays (as recommended by the previous evaluators) and/or new essays and supporting documentation. Prerequisite: ENGL 3442. Fall Semesters.

ENGL 4201 Senior Thesis 1 (1.5 units)
The first semester of a two-semester course to produce the Senior Thesis. Normally enrolling two semesters before graduating, students choose a subject and literary works, develop a thesis idea, working bibliography of primary and secondary sources, and a provisional outline of the Senior Thesis. Fall, Spring Semesters.

ENGL 4202 Senior Thesis 2 (1.5 units)
The second semester of a two-semester course to produce the Senior Thesis. Students draft the Senior Thesis, submit the completed paper, and present it orally to the University community. Fall, Spring Semesters.

ENGL 4203 Senior Project 1 (1.5 units)
The first semester of a two-semester course to produce the Senior Project. Normally enrolling two semesters before graduating, students develop a portfolio of creative writing in a given genre or genres (e.g., drama, fiction, film, non-fiction prose, poetry) together with an introductory essay discussing their project. Fall, Spring Semesters.

ENGL 4204 Senior Project 2 (1.5 units)
The second semester of a two-semester course to produce the Senior Project. Students complete their draft of the Senior Project, submit the completed Portfolio, and present it orally to the University community. Fall, Spring Semesters.

ENGL 4992 Thesis Continuation (0 units)
Fall, Spring Semesters.

ENGL 4994 Teaching Assistant/Tutoring (1-3 units)
Fall, Spring Semesters.

ENGL 4996 Internship (1-3 units)
An internship of 1 unit is a requirement for the majors in English and in English with a Writing Emphasis. For full description see General Description – ART 4996 – All Internships at end of Art Course Descriptions. Grades: Pass/Fail. Fall, Spring Semesters, and Summer Sessions.
ENGL 2999/4999 Independent Study (1-3 units)
Individual or group project entailing literary study, research, and/or writing. Instructor’s permission required. May not be taken as substitute for regularly offered class. Fall, Spring Semesters, and Summer Sessions.

Environmental Studies (Minor)
The program offers courses designed for non-majors, prerequisites for pre-professionals and majors for other departments. See the Biological Sciences section of this Catalog for information on the Environmental Studies Minor.

Environmental Studies Course Descriptions
ENST 2000 Environmental Issues (3 units)
Investigation of ecological principles involved in human relationship to and interaction with the environment. Emphasis is given to political and economic aspects involved in the solution of environmental problems. Also, a limited number of laboratory/field problems are studied. Open to non-majors. 2 lecture hours, 3 lab hours. Fall, Spring Semesters.

ENST 2100 Birds and the Environment (3 units)
An introduction to the study of birds with an emphasis on the parts they play in ecosystems. The role of birds as early warning indicators of ecological disasters will be stressed in this course. Open to non-majors. 2 lecture hours, 3 lab hours. Spring Semesters.

ENST 2999 Independent Study (1-3 units)
Directed reading on specialized topics or development of a set of special laboratory skills. 2-6 hours. Fall, Spring Semesters.

ENST 3000 Environmental Chemistry (3 units)
This course is a study of chemical principles as applied to ecosystems, soil, water and water management, pest control, sediments, nutrients, sewage and air pollution, pollution from hazardous chemicals and solar and other renewable energy sources. Prerequisites: CHEM 2000 or equivalent. 2 lecture hours, 3 lab hours. Fall Semesters.

ENST 3100 Environmental Field Studies (1-3 units)
A stand-alone lab course to introduce non-science majors to some of the field techniques used in environmental science. Using both the laboratory and various habitats on and around the campus, students will collect and analyze ecological data. We will consider the role of the data, the scientist, and the citizen in various environmental issues, both global and local. Two Saturdays for one unit. Summer Sessions.

ENST 4000 Conservation Biology (3 units)
Biological principles will be applied to the conservation of species with an emphasis on the maintenance of biodiversity. The discussion on conservation of game, non-game and endangered species will be included. Field trips to biological preserves, habitat restoration sites and captive breeding facilities will be included. 2 hours lecture, 3 hours lab. Spring Semesters.

ENST 4800 Special Topics in Environment (1-3 units)
An in depth evaluation of selected environmental related topics. Issues of current or historical interest are addressed. May be repeated when topic changes. A total of 3 units may be applied to the Environmental Studies minor. Fall, Spring Semesters.

ENST 4994 Teaching Assistantship (1-3 units)
This course provides teaching experience in environmental studies at the undergraduate level. Students will assist faculty members in preparing, delivering, and teaching laboratory (and/or discussion section) instructional units in environmental studies courses, conducting review sessions and tutoring students under the direct supervision of a faculty mentor. Prerequisite: Grade ‘B’ (3.0) or better in assigned course and a GPA of 3.0 or better. 2-6 hours. Prerequisite: consent of the instructor. Fall, Spring Semesters.

ENST 4996 Internship (1-3 units)
This course provides opportunities for experiencing the practical and experimental application of environmental principles. Students will be involved via volunteer or paid work experience in environmental studies research projects conducted by agencies and institutions outside the university, for example, state parks, zoos, private or public chemical industries, and universities. Prerequisite: consent of the program coordinator. For full description see General Description – ART 4996 – All Internships at end of Art Course Descriptions. Fall, Spring Semesters.

ENST 4998 Directed Research (0.5-6 units)
Experimental research project in various fields of environmental studies, carried out by student under guidance of an instructor. This involves 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. 2-12 hours. Fall, Spring Semesters.
Graphic Art and Design (BA, BFA)

The Graphic Art and Design Program equips students to pursue a specialized program to develop state-of-the-art electronic art skills on the computer. All digital art students will be required to develop basic studio art skills through a structured program that presents beginning and advanced studio art classes in conjunction with their digital art courses. This program is ideally suited for students who have an interest in computer generated art and advanced electronic new media.

The Graphic Art and Design Program offers two distinct degree programs. The Bachelor of Art in Graphic Art and Design is similar in scope to the BA in Art; preparing students for careers in computer-based graphic art as well as computer-based fine art with opportunities to pursue elective courses in other academic disciplines. The Bachelor of Fine Art in Graphic Art and Design offers a more intense program in both computer-based art as well as studio art, adding 13 more units in computer and studio work. This program is suited to the needs of those who are interested in studio and digital art, fine artists, commercial designers, or for those interested in graduate programs in Digital Art.

Combined with the University’s General Education Program and liberal arts electives, our students will have a unique sense of cultural, historical, and moral perspective. Since Dominican is located in the heart of a major center of information technology, students in the Graphic Art and Design Program will apply classroom knowledge to real situations through mandatory internships with leading high tech companies in the San Francisco Bay Area. Finally they will hone their skills by completing a substantial capstone project that will present their senior work through various digital, web-based, or traditional media.

**Student Learning Outcomes**

The student will demonstrate:

1. The ability to make visually sophisticated judgments in the development of creative work and communication on the computer.
2. A comprehension of the fundamentals of design and composition in various media and their application to electronic media.
3. The ability to observe and reproduce visual phenomena and anatomy in repose or in movement as stationary or animated graphics on the computer.
4. The ability to develop a career plan that includes electronic files of their computer graphics work and the development of web pages for the presentation and promotion of their work.
5. The development of a body of electronic graphics work that demonstrates a developing maturity of artistic thought through the use of various computer graphics applications, such as photographic images, electronic drawing and painting, web site design, animation, and digital video films. The student will choose the theme and focus of this work.
6. Senior Thesis-Capstone (senior project): the development of a professional quality, sophisticated body of electronic art that will be uploaded to the Internet, showcasing work developed for the senior thesis.

**Note:** Entering transfer students will present portfolios as well as transcripts for advising and placement in upper division courses of the program. Admission into the program is not contingent on review of these portfolios.

**Storage:** Entering students will be required to purchase their own personal portable USB flash memory storage, to be used throughout their course of studies in the Graphic Art and Design Program. The memory should have a minimum of 128 MB.

**Requirements for the Graphic Art and Design Major – Bachelor of Arts**

**Lower Division:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1021</td>
<td>Beginning Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 1022</td>
<td>Intermediate Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 1081</td>
<td>Design and Color</td>
<td>3</td>
</tr>
<tr>
<td>ART 1082</td>
<td>Three Dimensional Design</td>
<td>3</td>
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</tbody>
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**Undergraduate Programs (Day) and Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1083</td>
<td>Layout and Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 1114</td>
<td>Beginning Digital Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 2010</td>
<td>History of Design</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Pass the Computer Competency Test, or take COMM 1641</td>
<td></td>
</tr>
<tr>
<td>ARTH 1010</td>
<td>Ancient and Medieval Civilizations</td>
<td>2</td>
</tr>
<tr>
<td>ARTH 1011</td>
<td>Renaissance to Modern World</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Lower Division</strong></td>
<td><strong>24 units</strong></td>
</tr>
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</table>

**Upper Division:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 3021</td>
<td>Advanced Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 3121 &amp; ART 3122</td>
<td>Life Drawing</td>
<td>6</td>
</tr>
<tr>
<td>ART 4114</td>
<td>Advanced Digital Drawing (Prerequisite: ART 1114)</td>
<td>3</td>
</tr>
<tr>
<td>ART1501/3501</td>
<td>Beginning or Advanced Photography</td>
<td>3</td>
</tr>
<tr>
<td>BA Emphasis</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Four-semester sequence of advanced computer graphics courses based on a program developed with advisor (see below). The following emphasis courses will be cycled over a repeating two-semester sequence. Emphasis must be declared at the beginning of the junior year. Three or more classes must be taken in one discipline at least through the research and applications level. The other classes must support the emphasis. Research and applications and independent study in a chosen field is also possible after taking the appropriate course listed below. **Note:** ART 2115 must be taken before ART 4115. Please note also the recommended prerequisites in course descriptions.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2115</td>
<td>Web Site Design (Prerequisites: ART 1081, 1083, 1114)</td>
<td></td>
</tr>
<tr>
<td>ART 3140</td>
<td>Advanced Layout Design with the Mac</td>
<td></td>
</tr>
<tr>
<td>ART 4115</td>
<td>Advanced Web Site Design</td>
<td></td>
</tr>
<tr>
<td>ART 2116/4116</td>
<td>3D CAD Workshop (Prerequisite: ART 1082)</td>
<td></td>
</tr>
<tr>
<td>ART 2117/4117</td>
<td>Digital Photography</td>
<td></td>
</tr>
<tr>
<td>ART 4118</td>
<td>Animation Workshop (Prerequisites: ART 3021, 3022, 3114)</td>
<td></td>
</tr>
<tr>
<td>ART 2220/4120</td>
<td>Digital Video and Multimedia Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose two of the following:</td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>ARTH 3130</td>
<td>American Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 3160</td>
<td>Contemporary Art</td>
<td></td>
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<tr>
<td>ARTH 3178</td>
<td>Modern Art: 20th Century</td>
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<tr>
<td>ART 3900</td>
<td>Junior Seminar</td>
<td>3</td>
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<tr>
<td>ART 4991</td>
<td>Capstone Thesis</td>
<td>3</td>
</tr>
<tr>
<td>ART 4996</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Upper Division</strong></td>
<td><strong>40 units</strong></td>
</tr>
</tbody>
</table>

**TOTAL GRAPHIC ART AND DESIGN BA MAJOR**  **64 UNITS**

**Requirements for the Graphic Art and Design Major – Bachelor of Fine Arts**

**Lower Division:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1021</td>
<td>Beginning Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 1022</td>
<td>Intermediate Drawing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose one of the following:</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>ART 1010</td>
<td>Beginning Printmaking</td>
<td></td>
</tr>
<tr>
<td>or ART 1070</td>
<td>Beginning Oil Painting</td>
<td></td>
</tr>
<tr>
<td>ART 1081</td>
<td>Design and Color</td>
<td>3</td>
</tr>
<tr>
<td>ART 1082</td>
<td>Three Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 1083</td>
<td>Layout and Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 1114</td>
<td>Beginning Digital Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 4116</td>
<td>Beginning 3D Studio/Computer Workshop</td>
<td>3</td>
</tr>
</tbody>
</table>

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Undergraduate Programs (Day) and Courses

Undergraduate Programs (Day) and Courses

ART 2010 History of Design 2
Pass the Computer Competency Test or take COMM 1641
ARTH 1010 Ancient and Medieval Civilizations 2
ARTH 1011 Renaissance to Modern World 2
Total Lower Division 30 units

Upper Division:
ART 3021 & 3022 Advanced Drawing 6
ART 3121 & 3122 Life Drawing 6
ART 4114 Advanced Digital Drawing (Prerequisite: ART 1114) 3
ART 1501 & 3501 Beginning or Advanced Photography 3
BA Emphasis 15

Four-semester sequence of advanced computer graphics courses based on a program developed with
advisor (see below). The following emphasis courses will be cycled over a repeating two-semester
sequence. Emphasis must be declared at the beginning of the junior year. Three or more classes must
be taken in one discipline at least through the research and applications level. The other classes must
support the emphasis. Research and applications and independent study in a chosen field is also pos-
sible after taking the appropriate course listed below. Note: ART 2115 must be taken before ART 4115.
Please note also the recommended prerequisites in course descriptions.

ART 2115 Web Site Design (Prerequisites: ART 1081, 1083, 1114)
ART 3140 Advanced Layout Design with the Mac
ART 4115 Advanced Web Site Design
ART 2116/4116 3D CAD (Prerequisite: ART 1082)
ART 2117/4117 Digital Photography
ART 4118 Animation Workshop (Prerequisites: ART3021, 3022, 3114)
ART 2220/4120 Digital Video and Multimedia Workshop

Choose one of the following: 3
ARTH 3130 American Art
ARTH 3178 Modern Art: 20th Century
ARTH 3160 Contemporary Art
ART 3900 Junior Seminar 3
ART 4991 Capstone Thesis 3
ART 4996 Internship 1

Total Upper Division 43 units
TOTAL GRAPHIC ART AND DESIGN BFA MAJOR 73 UNITS

Suggestions for Elective Courses:
The Art Department recommends that students take as many of the following courses as their elective time allows. These
courses will add depth to their undergraduate experience in art.

ART 1010 Beginning Printmaking
ART 1030 Beginning Watercolor
ART 1070 Beginning Oil Painting
ART 1501 Beginning Photography
ART 1240 Ceramic Sculpture
ART 1290 Sculptural Design

Requirements for the Graphic Art and Design Minor
ART 1021 Beginning Drawing 3
ART 1022 Intermediate Drawing 3
Undergraduate Programs (Day) and Courses

Choice of:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 1010</td>
<td>Ancient and Medieval Civilizations</td>
<td>2</td>
</tr>
<tr>
<td>ARTH 1011</td>
<td>Renaissance to Modern World</td>
<td></td>
</tr>
<tr>
<td>ARTH</td>
<td>Upper Division Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Four classes drawn from major emphasis in Graphic Art and Design (must be taken to the advanced level)

TOTAL GRAPHIC ART AND DESIGN MINOR 23 UNITS

Additional Requirements

Before graduation, art majors are required to give an audiovisual presentation of the results of their Junior Seminar research to the art faculty. They are also required, as part of the Senior Seminar, to pass a comprehensive oral examination and to exhibit at least eight pieces from a visually unified body of work in the annual Senior Art Exhibit. Art majors are, in addition, required to compile a résumé and portfolio under the direction of the art faculty before graduation.

Graphic Art and Design Course Descriptions

For course descriptions, please refer to the Art section of this Catalog.

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

Dominican University of California offers a five-year program leading to the Bachelor of Science in Health Science and the Master of Science in Occupational Therapy with a transfer option.

Occupational Therapy Overview

Occupational therapy is a licensed health and human service profession using occupation, or activities of daily living, to help people achieve optimal independence. Occupational therapists work in hospitals, clinics, schools, and community settings, helping clients learn skills to enhance or resume their daily lives.

Occupation is universal, facilitates healthy participation in life and requires adaptation. Injury, illness, developmental delay, or less than optimal social conditions require that humans adapt their daily occupations to achieve satisfying lives. It is the task of the occupational therapist to promote occupation as an avenue to increased health and well-being using client-centered interventions.

Curricular Themes

The following curricular themes articulate our core educational philosophies:

Occupation by Design: Satisfying occupations are inherently creative, involving innovation and problem solving, must be freely chosen by the individual and are unique to that individual.

Cultural Responsiveness: Occupations are culturally imbedded, and reflect our cultural roles, beliefs, values, and traditions. Appreciating diverse cultural perspectives is essential for effective occupational therapy practice.

Socio-Political Contexts of Occupation: All persons and their occupations are shaped by the opportunities afforded or denied them in socio-political contexts. Occupational therapists have a responsibility to work for social and political change to increase occupational choice for all.

Community Occupations: Community is a binding force in our society. In communities, we construct the meaning of our lives through our occupations. Occupational therapists promote community integration for persons with disabilities.
Curriculum Design

The OT curriculum is a five-year course of study for individuals entering as freshmen, and also offers a transfer option. The concept of adaptation as a continuum, from curiosity through exploration, competence, and achievement, is applied to the occupational therapy curriculum.

Curriculum Sequence

YEARS ONE AND TWO: PREPARATION
The first two years are spent taking general education courses and prerequisites to the major. These include courses in the sciences, psychology and humanities, and an introduction to the field of occupational therapy.

YEAR THREE: EXPLORATION
Exploration of the profession of occupational therapy. Students study the history, philosophy, theory, and practice of occupational therapy. Practice classes are taken in psychosocial aspects of occupation and occupations of children and adolescents. Students begin Level I fieldwork working with clients in community and clinical settings.

YEAR FOUR: COMPETENCE
Fourth year students continue gaining competence in all practice areas and apply previously learned concepts of occupational performance, adaptation, clinical reasoning, and environmental modification. At the conclusion of the Spring semester, students undertake Level II fieldwork.

YEAR FIVE: ACHIEVEMENT
Students return to design and complete a culminating thesis or project and a community program development project. Professional course work supports the students' transition to practice. Students typically complete their 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 education, and involvement in professional organizations at the local, state and national level. Mastery is achieved through practice, experience 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. Licensing requirements vary by state. 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 one’s ability to become certified or licensed.

The Occupational Therapy Program is 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.

In accordance with American Occupational Therapy Association policies, beginning January 1, 2007, only those individuals who graduate from accredited occupational therapy programs at the post-baccalaureate level will be eligible to sit for the certification examination.

Student Learning Outcomes

Upon graduation from Dominican University of California, the Health Science/Pre-Occupational Therapy student will demonstrate the following outcomes:

1. Understand and apply theories of human occupation to design, deliver, and evaluate effective, creative, therapeutic, and safe occupational therapy interventions for individuals, groups, and communities.
2. Consider and value diverse social, cultural, and political systems and issues as they impact the occupational health of individuals, groups, and communities.

3. Articulate and demonstrate the role of research and education in supporting the practice of occupational therapy and in the development and testing of theories.

4. Demonstrate exemplary professional behaviors and attitudes essential to professional practice, including the Occupational Therapy Code of Ethics; respect for diversity; leadership and advocacy skills; professional involvement; and self-directed, lifelong learning.

**Requirements for the Health Science/Pre-Occupational Therapy Major BS-MS**

(Includes General Education Requirements)

**Lower Division:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ART</td>
<td>Art Elective *with advisor approval</td>
<td>3</td>
</tr>
<tr>
<td>BIO 2500/2505</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2600/2605</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1200</td>
<td>Speech and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1004</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>FYF</td>
<td>First Year Foundations</td>
<td>6</td>
</tr>
<tr>
<td>MATH 1210</td>
<td>Elementary/Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 1300</td>
<td>Intermediate Algebra for University Students</td>
<td></td>
</tr>
<tr>
<td>PHIL 1109</td>
<td>Ethics in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1000</td>
<td>Descriptive Physics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RLGN</td>
<td>Religion</td>
<td>3</td>
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<tr>
<td>RES 2000</td>
<td>Information and Research</td>
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<tr>
<td>Lower division elective(s)</td>
<td>3-9</td>
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**Total Required Lower Division** 42-48 units

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<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIO 1400</td>
<td>Biological Foundations (may be waived with advisor consent)</td>
<td>3</td>
</tr>
<tr>
<td>OT 1001</td>
<td>Introduction to Occupational Therapy</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Optional Lower Division** 5 units

**Total Lower Division** 42-53 units

**Upper Division:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3800/3805</td>
<td>Neuroanatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>CQ</td>
<td>Cultural Heritage Colloquium</td>
<td>9</td>
</tr>
<tr>
<td>ENGL 3200</td>
<td>Research Writing</td>
<td>3</td>
</tr>
<tr>
<td>OT 3011</td>
<td>Conditions in OT</td>
<td>3</td>
</tr>
<tr>
<td>OT 3012</td>
<td>Foundations of OT</td>
<td>4</td>
</tr>
<tr>
<td>OT 3013</td>
<td>OT Essentials</td>
<td>3</td>
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<tr>
<td>OT 3014</td>
<td>Human Movement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>OT 3015</td>
<td>Psychosocial Aspects of Occupation I</td>
<td>3</td>
</tr>
<tr>
<td>OT 3016</td>
<td>Occupations of Children and Adolescents I</td>
<td>3</td>
</tr>
<tr>
<td>OT 3115</td>
<td>Psychosocial Aspects of Occupation II</td>
<td>5</td>
</tr>
<tr>
<td>OT 4017</td>
<td>Occupations of Adults and Seniors I</td>
<td>3</td>
</tr>
<tr>
<td>OT 4116</td>
<td>Occupations of Children and Adolescents II</td>
<td>5</td>
</tr>
<tr>
<td>OT 4117</td>
<td>Occupations of Adults and Seniors II</td>
<td>5</td>
</tr>
<tr>
<td>PSY 3122</td>
<td>Lifespan Development</td>
<td>3</td>
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<tr>
<td>PSY 3141</td>
<td>Abnormal Psychology</td>
<td>3</td>
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</table>
### Undergraduate Programs (Day) and Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 3187</td>
<td>Statistics for the Health and Behavioral Sciences</td>
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<tr>
<td>RLGN</td>
<td>Religion (upper division)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>(upper division)</td>
<td>5</td>
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<tr>
<td><strong>Total Upper Division</strong></td>
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<td><strong>70 units</strong></td>
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**Graduate Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5101</td>
<td>Management of OT Practice</td>
<td>3</td>
</tr>
<tr>
<td>OT 5103</td>
<td>OT Program Development</td>
<td>4</td>
</tr>
<tr>
<td>OT 5104</td>
<td>Educational Principles and Practice in OT</td>
<td>3</td>
</tr>
<tr>
<td>OT 5105</td>
<td>Research in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>OT 5106</td>
<td>Advanced Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>OT 5107</td>
<td>Professional Development Seminar</td>
<td>3</td>
</tr>
<tr>
<td>OT 5108</td>
<td>Culture and Human Occupation</td>
<td>3</td>
</tr>
<tr>
<td>OT 5109</td>
<td>OT Topics in Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>OT 5110</td>
<td>OT Thesis/Project Proposal</td>
<td>2</td>
</tr>
<tr>
<td>OT 5111</td>
<td>OT Thesis/Project Completion</td>
<td>2</td>
</tr>
<tr>
<td>OT 5130/5131/5132/5133</td>
<td>Level II Fieldwork in OT</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Graduate Division</strong></td>
<td></td>
<td><strong>41 units</strong></td>
</tr>
</tbody>
</table>

**TOTAL FOR MAJOR (5 YEAR PROGRAM) BS/MS** 153-164 UNITS

### Appendix

Students may transfer into the OT Major at sophomore or junior class levels.

**TRANSFER REQUIREMENTS FOR THE BS/MS PROGRAM IN OCCUPATIONAL THERAPY**

1. Minimum of 40 hours of documented volunteer work in a human service setting within the last year.
2. Courses must be taken at an accredited institution of higher learning, such as a junior college, or through an accredited online university. The student must receive a grade of ‘C’ (2.0) or better.
3. Transfer courses may be taken for upper or lower division credit.
4. The following courses must be completed before the student can enter the junior year of the BS/MS program:
   - Human Anatomy (4 units with lab, completed within last five years)
   - Human Physiology (4 units with lab, completed within last five years)
   - Introduction to Psychology (3 units)
   - Abnormal Psychology (3 units)
5. The following courses may be taken at DUC concurrent with the OT program:
   - Lifespan Development (3 units)
   - Descriptive Physics (3 units, no lab)
   - Three Dimensional art (i.e., ceramics) (3 units)
   - Statistics (math or psychology) (3 units)

Occupational therapy courses must be taken at Dominican University of California. Other courses in support of the major may be completed at community colleges or other colleges and universities. Students must obtain approval from their faculty advisor before enrolling in a substitute course to ensure transfer of units.

**Progression within the Health Science/Pre-Occupational Therapy Major**

Occupational therapy majors must attain a minimum grade of ‘C’ (2.0) in all occupational therapy, prerequisite, and corequisite courses. A student who earns less than ‘C’ (2.0) in an occupational therapy course must repeat the course with a passing grade. Progression in the major may be delayed by course failures.
OT students are permitted to repeat only one academic OT course and one OT fieldwork course while enrolled in the Occupational Therapy Program.

Students who achieve less than a 'C' (2.0) in prerequisite or corequisite courses may petition to continue in the Occupational Therapy Program, but are required to complete the course satisfactorily prior to graduation and taking the NBCOT certification examination. 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 all classes in order to pass the course.

**Grade Point Average**
- All OT students are required to achieve a GPA of 2.70* by their junior year.
  (*Students applying for admission with a GPA of less than 2.70 may petition for special consideration.)
- All OT majors must achieve a GPA of 3.0 for the fifth (graduate) year.

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

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

**Health Science/Pre-Occupational Therapy Course Descriptions**

**OT 1001 Introduction to Occupational Therapy (2 units)**
Orientation to occupation and occupational therapy in humans throughout the lifespan. Concepts of occupation, function, adaptation, and occupational design are introduced. The history, philosophy, practice areas, professional roles, attitudes, and guiding principles of occupational therapy are studied. Curricular themes are introduced. Spring Semesters.

**OT 3011 Conditions in Occupational Therapy (3 units)**
Etiology, symptoms, clinical course, prognoses, and medical management of conditions seen in occupational therapy practice, including orthopedic, neurological, general medical and surgical conditions. Emphasis on developing clinical thinking skills connecting conditions to interventions in occupational therapy services. Prerequisites: BIO 2500, BIO 2600, BIO 3800, OT 1001. Spring Semesters.

**OT 3012 Foundations of Occupational Therapy (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, and official documents of the profession are studied. Fall Semesters.

**OT 3014 Human Movement Analysis (3 units)**
Study of kinesiology and biomechanics related to human motion and occupation. Principles of joint and muscle action correlated with activity, function, and dysfunction of the moving body. Laboratory: Activities designed to increase knowledge of joint structure and function, principles of goniometry, range of motion assessment and muscle strength testing. Prerequisites: BIO 2500, BIO 2600, and PHYS 1000. Spring Semesters.

**OT 3015 Psychosocial Aspects of Occupation I (3 units)**
Study of psychosocial aspects of human occupation and disability. Includes review of DSM IV; orientation to practice settings and professional roles, and introduction to the OT intervention process for individuals with psychosocial dysfunction. Laboratory: Therapeutic communication, interviewing, evaluation, treatment planning, and group leadership skill development. Prerequisites: PSY 1100, PSY 3122, PSY 3141. Fall Semesters.

**OT 3016 Occupations of Children and Adolescents I (3 units)**
Occupations of the child from infancy through childhood and adolescence. Prenatal influences and typical and atypical development are surveyed. Conditions treated by OT’s in varied practice settings are studied. Laboratory: Overview of assessment and intervention procedures used within pediatric & adolescent practice including neurodevelopmental approaches and theory and function of play behavior. Prerequisites: PSY 1100, PSY 3122, OT 3012. Spring Semesters.

**OT 3115 Psychosocial Aspects of Occupation II (5 units)**
Occupational therapy intervention for clients with psychosocial dysfunction. Emerging practice areas and future trends, including psychiatric rehabilitation, independent living, vocational programs, and examination of the psychological issues of physical disability. Laboratory: Developing, implementing and documenting evidence-based OT interventions. In-depth exploration of selected assessment
tools. Includes community practice laboratory and Level I Fieldwork. Prerequisite: OT 3015. Spring Semesters.

OT 4017 Occupations of Adults and Seniors I (3 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 evaluation, planning, treatment, and referral are introduced. Laboratory: practice with case analysis, assessment, treatment planning and intervention. Prerequisite: OT 3012, BIO 2500, BIO 2600, BIO 3800, PHYS 1000, OT 3014. Fall Semesters.

OT 4116 Occupations of Children and Adolescents II (5 units)
Advanced concepts and skills for OT assessment and intervention with children and their families. Focus on frames of reference and evidence-based practice. Study of established and emerging practice areas and future trends. Laboratory: Assessments, developing, implementing, and documenting effective intervention techniques using clinical reasoning skills. Includes community practice laboratory and Level I Fieldwork. Prerequisite: OT 4017. Fall Semesters.

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

OT 4994/5994 Teaching/Research Assistant (1-3 units)
Opportunities to assist OT faculty in conducting research or teaching of OT classes. Prerequisites: Instructor permission, class standing, must have previously completed course with ‘A’ (4.0) or ’B’ (3.0) grade. Fall, Spring Semesters.

OT 4999 Directed Study (1-3 units)
Directed reading, research, and/or a project of special interest to a student. May be repeated for credit.

OT 5101 Leadership & Management in Occupational Therapy (3 units)
Leadership and management theories and principles related to current occupational therapy models of practice and reimbursement, including planning, organizing, directing, controlling, evaluating, and communicating. Introduction to healthcare systems, legislation and regulations relating to OT practice. Leadership skill development related to the OT profession. Prerequisites: OT 3012. Spring Semesters.

OT 5103 Occupational Therapy Program Development (4 units)
Development of skills needed to design and implement innovative occupation-based programs in community settings using a service-learning model. Topics covered include theoretical frameworks, research, development, implementation and evaluation of community programs, business planning, grant seeking, and marketing. Community service hours are required. Prerequisite: Graduate status, completion of OT practice courses. Fall Semesters.

OT 5104 Educational Principles and Practice in OT (3 units)
Teaching and learning theories, common occupational therapy practice, including community/group, client/individual teaching, family teaching, health education and prevention, and staff in-service teaching. Includes development and implementation of clinical or community teaching modules. Spring Semesters.

OT 5105 Research in the Health Professions (3 units)
Introduction to research and its role in the study and solution of OT problems, the improvement of healthcare, and the development of OT science. Includes quantitative and qualitative design and methods, and an introduction to evidence-based practice. Prerequisite: PSY 3187. Fall Semesters.

OT 5106 Advanced Theory and Research Methods (3 units)
Study of emerging and advanced theory based research designs specific to the profession of occupational therapy, and issues related to human subject studies. Content advances the student toward preparation of a thesis proposal. Prerequisite: OT 5105. Fall Semesters.

OT 5107 Professional Development Seminar (3 units)
Designed to facilitate the transition to professional practice of occupational therapy. Content includes portfolio preparation, preparation for fieldwork and preparation for the national certification examination. Prerequisite: Graduate standing in the OT department. Fall Semesters.

OT 5108 Culture and Human Occupation (3 units)
An exploration of the influence of culture on health and health practices, the barriers that occur between people, their systems and their health practices as a result of cul-
tural differences, and the influence of culturally aligned health interventions on positive health outcomes. Summer Sessions.

**OT 5109 OT Topics in Advanced Practice (3 units)**
Exploration of topics related to advance practice and specialty practice areas. Specific focus varies. Fall Semesters.

**OT 5110 OT Thesis Proposal (2 units)**
This course culminates in the student completing a written proposal and the acceptance of the proposal for a thesis or project. Peer and faculty support is provided to explore topics, research and review the literature, design a study, and submit the proposal. Prerequisite: Completion of all practice classes, OT 5105, OT 5106. Spring Semesters.

**OT 5111 OT Thesis Completion (2 units)**
Implementation of the approved proposal. Completion of a written thesis. Presentation of the thesis content in poster and Power Point formats. Students are required to submit their thesis or project for presentation or publication in professional venues. Prerequisite: Successful completion of OT 5110. Fall Semesters.

**OT 5130/5131/5132/5133 Level II Fieldwork (1-6 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 Program Director, completion of all required courses. May be repeated for credit. Fall, Spring Semesters.

**OT 5992 Thesis Continuation (0 units)**
Continuation of Master’s thesis process. May be repeated as needed.

**OT 5994 Teaching/Research Assistant (1-3 units)**
Opportunities to assist OT faculty in conducting research or teaching of OT classes. Prerequisites: Instructor permission, class standing, must have previously completed course with ‘A’ (4.0) or ‘B’ (3.0) grade. Fall, Spring Semesters.

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**History (BA)**

The History Program offers students the opportunity to develop knowledge of the world's history and cultures and the research, writing, and presentation skills to enable them to generate, analyze, and present knowledge effectively. The program offers lower and upper division courses in the geographical areas of the United States, Latin America, Asia, Europe, and Africa. Survey courses help the student understand the broad historical and cultural significance of events, persons, and trends, which make each region unique. Upper division courses provide an opportunity for the student to explore in depth a theme, area, or a chronological period.

The courses are designed to show the richness and variety of human experience, to teach the tools of historical research, and to encourage the interpretation of historical materials. The study of history emphasizes critical reading and clear, analytical writing – both of which are needed to understand the stories and societies of our past.

In the senior year, history majors undertake research projects in which they develop a topic, evaluate and interpret sources and materials, and write a senior thesis.

History offers an excellent preparation for graduate study and careers in education, government, journalism, law, and business.

The Marshall Dill, Jr. Distinguished Lectures is an endowed lectureship established by students and friends of Marshall Dill, Jr., Professor Emeritus of History, to honor an outstanding Dominican teacher and to enable the University to invite distinguished guests to lecture on campus.
Student Learning Outcomes

Historical Knowledge
The student will demonstrate the ability to:
1. Identify, describe, and analyze historical events, issues, and values (compare and contrast these in diverse cultural groups).
2. Identify, describe, and assess the role of humans and the effects of human action and/or inaction in particular times and places.
3. Describe the interaction of geography and time as a context for historical events.
4. Explain the significance of the past to their lives and to their society.
5. Articulate the relationship of their historical studies to personal and/or professional goals.

Research Skills
The student will demonstrate the ability to:
1. Analyze primary sources.
2. Design, refine and implement a study/research plan on a historical topic.
3. Conduct library searches for information on a specific historical topic, including the Internet, online databases, and CD-ROMs.
4. Select, evaluate, and incorporate primary and secondary sources appropriate to a historical topic (including discriminating between the important and the inconsequential).

Writing and Presentation Skills
The student will demonstrate the ability to:
1. Voice with confidence their opinions, interpretations, and historical insights and base them on sufficient and relevant evidence.
2. Write in a variety of historical modes (such as annotated bibliographies, book reviews, term papers, analytical essays, senior theses).
3. Communicate orally in a variety of modes (such as collaborative critical discussions and clear, coherent, cogent presentations).

Requirements for the History Major

Lower Division:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 1010</td>
<td>Ancient and Medieval Civilizations</td>
<td>2</td>
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<tr>
<td>HIST 1010</td>
<td>Ancient and Medieval Civilizations</td>
<td>2</td>
</tr>
<tr>
<td>ARTH 1011</td>
<td>Renaissance – Modern World</td>
<td>2</td>
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<tr>
<td>HIST 1011</td>
<td>Modern World History</td>
<td>2</td>
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<td>One of the following:</td>
<td>3-4</td>
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<tr>
<td>HIST 1015/3015</td>
<td>African History and Culture (3 units)</td>
<td></td>
</tr>
<tr>
<td>HIST 1018/3018</td>
<td>Asia Survey (3 units)</td>
<td></td>
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<tr>
<td>HIST 1019/3019</td>
<td>Latin American Survey (3 units)</td>
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<tr>
<td>HIST 1117</td>
<td>United States Survey (4 units)</td>
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Total Lower Division: 11-12 units

Upper Division:

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<tr>
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<th>Title</th>
<th>Units</th>
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<tr>
<td>Upper division units in History (to include courses in at least two regions of the world) chosen in consultation with advisor.</td>
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<tr>
<td>HIST 3910</td>
<td>Professional Readiness Seminar</td>
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<tr>
<td>HIST 3911</td>
<td>Historian’s Craft</td>
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</tbody>
</table>
Undergraduate Programs (Day) and Courses

HIST 4910/4911 Senior Project 1-3
HIST 4920/4921 Senior Project Workshop 1

Acceptable senior thesis

Total Upper Division 28-30 units

Total History Major 39-42 units

It is strongly recommended that History Majors gain proficiency in an international language.

Requirements for the History Minor

Lower Division:
One of the following: 3-4

ARTH 1010 and HIST 1010 Ancient and Medieval Civilizations (2 units)
ARTH 1011 and HIST 1011 Renaissance – Modern World (2 units)
HIST 1015/3015 African History and Culture (3 units)
HIST 1018/3018 Asia Survey (3 units)
HIST 1019/3019 Latin American Survey (3 units)
HIST 1117 United States Survey (4 units)

Total Lower Division 3-4 units

Upper Division:
12 upper division units in History 12

Total Upper Division 12 units

Total History Minor 15-16 units

History Course Descriptions

HIST 1000 Eyewitness to History (2 units)
Explores the past by using such primary sources as diaries, personal letters, autobiographies, memoirs, and travel accounts written by men and women of different countries, cultures, religions and social classes in order to understand different points of view of historical events. Fall, Spring Semesters.

HIST 1001 Introduction to History (3 units)
Examines the nature of the study of history as a social science and deals with the nature of historical argument, interpretation, evidence and sources.

HIST 1010 Ancient and Medieval Civilizations (2 units)
Surveys major developments in history beginning with ancient Greece and continuing through the Renaissance. Emphasis on key events, ideas, and movements as well as on persons who were the agents of social, religious, economic, political, and cultural change. Paired with Art History 1010. Spring Semesters.

HIST 1011 Modern World History (2 units)
Provides a broad introduction to different cultures and civilizations of the modern world and their interaction from c. 1500 through the 20th century. Emphasis on key events, ideas, and movements as well as on persons who were the agents of social, religious, economic, political, and cultural change. Paired with Art History 1011. Fall Semesters.

HIST 1015/3015 African History and Culture (3 units)
Surveys the origins and development of African cultures with a focus on selected civilizations and societies. Key themes include: unity and diversity in African history, the impact of Islam, trading cities, and the Diaspora to the Caribbean. Offered regularly.
HIST 1018/3018 Asia Survey (3 units)
Surveys the three major civilizations of Asia: China, Japan, and India. Particular emphasis is placed on Western impact, and how each society in its search for national identity and autonomy created a distinctive style of modernity blending traditional with Western values. Offered regularly.

HIST 1019/3019 Latin American Survey (3 units)
Covers the colonial history of Central and South America beginning with precolonization and up to the present. Examines independence movements, the formation of the 19th Century nations, and contemporary economic, political, and cultural crises of Latin America. Offered regularly.

HIST 1117 United States Survey (4 units)
Covers both colonial and modern periods. Topics include indigenous peoples, European colonization, early political and constitutional history, Civil War, westward movement, industrialization, world wars, and the emergence of US as world power. Fall Semesters.

HIST 3000 History of the Western World (3 units)
Broad introduction to key periods, ideas, events, and people of Western civilization beginning with ancient Greece and concentrating on the modern world (post 1500). Students will read, discuss, and interpret a variety of sources in order to learn about the life and values of different eras. (Pathways) Fall Semesters.

HIST 3001 History of the Non-Western World (3 units)
Broad introduction to key periods, ideas, events, and people of world civilization. Students will read, discuss, and interpret a variety of sources in order to learn about the life and values of different eras. (Pathways) Spring Semesters.

HIST 3008 World History and Geography (3 units)
Covers the main phases of world history in major geographical regions outside North America. Reviews historical and physical geography and ancient, medieval, and modern history in Europe, Africa, the Middle East, South America, and Asia. Primarily geared for future elementary school teachers. Spring Semesters.

HIST 3010 Middle East: Star, Cross, and Crescent (3 units)
Explores the encounters of Judaism, Christianity and Islam in the Middle East (especially Palestine). Offered regularly.

HIST 3020 20th Century: A Global Perspective (3 units)
Covers the major steps in world history from the European nation states and their empires through their global conflicts during WWI, WWII, and the Cold War, to decolonization and the rise of a multi-polar global world. Themes include cultural exchange, consumer economies, nationalism and internationalism, the environment, the individual and society, and the impact of technology. Offered regularly.

HIST 3100s Biographical Approach to History (1-3 units)
Looks at the lives, ideas, and influence of individuals through the study of biographies and/or autobiographies. Courses have included: Flora Tristan, Hernando Cortez, Angela Davis, Eleanor Roosevelt, Abigail Adams, Cochise and Crazy Horse, Ida B. Wells, and La Malinche. Fall, Spring Semesters.

HIST 3202 Woman and the American Experience (3 units)
Looks at women’s experience (in their own words) from the colonial period through the 20th century in the United States. Examines female experience in family life, economic life, and public life and shows how women contributed to the shaping of American life and culture. Offered regularly.

HIST 3203 In the Name of Liberty: Women, Power, and Politics, 1750-1850 (3 units)
Explores the public debate about the nature and role of women in Europe and the United States over a tumultuous century (The American, French, 1848, and Industrial Revolutions). Offered intermittently.

HIST 3204 In the Name of Liberty: Women, Power, and Politics, 1850-1950 (3 units)
Looks at women’s roles and the debate over their role in society in both the United States and Europe. Topics include: education, the vote, war/peace, and economic opportunity. Offered intermittently.

HIST 3205 Women in Early Modern Europe (3 units)
Looks at the experiences and the lives of women in early modern Europe with special emphasis on France and Britain in the 17th and 18th centuries. Topics include women in religious and political movements (e.g., witchcraft and English Civil War), women and work (rural and urban) and women and culture. Offered intermittently.

HIST 3215 Women in Islam: Women Warriors and Royal Courtesans (3 units)
Explores the diverse roles of women in Islamic history from desert warriors to courtesans, from modern Islamic feminists to religious conservatives. Begins And concludes with the emergence of contemporary feminist discourse and discussion of issues affecting women today in Islamic nations. Offered intermittently.
HIST 3216 Women in Middle Eastern Film (3 units)
Film is an ideal lens to examine gender portrayals in many cultures. Looking at popular as well as independent films from a number of countries in the Middle East, we will closely examine representations of women and how they have changed over the course of the twentieth century. We will also investigate the social and historical background of each of the countries in which these films were produced. Summer Sessions.

HIST 3219 Women in the Ancient World (3 units)
Looks at such women as Cleopatra, Sappho, Aspasia, Livia, and Galla Placidia. Examines the lives and experiences of actual women, both illustrious and ordinary and how gender attitudes and politics shaped their lives. Also studies the images of women as they are portrayed in mythology, religion, literature, and the visual arts. Offered as needed.

HIST 3220 Women and Christianity (3 units)
Explores women's experience in Christianity over the past 2000 years. Many women throughout the history of Christianity have preached (broadly defined as delivering a religious message). This course looks at both individuals and movements that fostered women's preaching and how different eras described women's religious role. Offered as needed.

HIST 3230/3231 Women's Causes, Women's Voices (3 units)
Looks at Western women's experience during the 19th century, examining family life, economic life, and public life. This provides a framework for studying the changing role of women and understanding how women contributed to reforming their society. Women advocated reforms in prisons, changes in marriage laws, and improvements in working conditions. Offered as needed.

HIST 3236 Ancient Sumer & Egypt: Messages From The Past (3 units)
Explores the origins, history, and legacy of ancient Sumer and Egypt upon the Western experience. Special attention will be placed on geography and river systems (Tigris-Euphrates, Nile) of the Fertile Crescent. Field trips will be an integral part of the class. Offered as needed.

HIST 3310 Romans and Christians (3 units)
Looks at the Roman Empire from its beginnings under Augustus through its transformation under Constantine to its continuation as the Byzantine Empire. Emphasis on the interaction of Romans, Christians, and Byzantines in the Mediterranean world. Offered regularly.

HIST 3320 Medieval Europe (3 units)
Explores society and culture in the Middle Ages with special reference to their influence on modern culture and society. Topics include feudal society and chivalry, the rise of towns, and the development of universities. Fall 2007.

HIST 3333 Renaissance Europe 1350-1550 (3 units)
This course examines the social and cultural context of the Renaissance as it developed in 15th century Florence and spread to other Italian city-states and eventually to the rest of Europe. Emphasis is on the interrelationship of statecraft, philosophy, the arts, and science that helped shape Western culture. Offered as needed.

HIST 3349 Versailles to Waterloo: Europe, 1660-1815 (3 units)
This course starts with Louis XIV and moves to England's 1689 Glorious Revolution and the struggle between Britain and France for world domination in the 18th century and the rise of Enlightenment ideals that opposed Europe's traditional political and social structures leading to the French Revolution and Napoleon. Offered regularly.

HIST 3350 Age of Enlightenment (3 units)
Studies the people and ideas of the 17th and 18th centuries. The 17th century saw the development of constitutional and absolute monarchy. The 18th was an era in which European philosophers (e.g., Montesquieu, Voltaire) sought to understand and improve their societies by using reason, common sense, and humanitarianism. Offered as needed.

HIST 3351 Historical Roots of US Law (3 units)
Examines ancient and Roman legal ideas and political and legal developments in British history from which the United States shaped its Constitution and law. Students are introduced to concepts of property rights, marriage rights, torts, contracts, and Constitutional rights. Offered regularly.

HIST 3410 19th Century Europe (3 units)
This course examines major developments in European history such as the industrial revolution, Marxism, nationalism, romanticism, liberalism, and women's rights, along with the revolutions of the 1830s and of 1848, concluding with the unification of Germany and Italy and imperialism towards the end of the century. Offered regularly.

HIST 3420 20th Century Europe (3 units)
Looks at the political, social, and economic issues in Europe from the turn of the century through World War II. Topics include la belle epoque, total war, use of propaganda, decline of European power, rise of Mussolini, Stalin, and Hitler. Offered regularly.
HIST 3421 Postwar Europe (3 units)
Looks at the history of Europe since 1945. Topics include Cold War, development of the welfare state, search for unity, 1968 student unrest, decolonization, and the dismantling of communism. Offered regularly.

HIST 3450 Russia/USSR/CIS (3 units)
Surveys political, social and economic history of imperial, soviet, and post-Gorbachev Russia. The course begins with Russia under Tsar Nicholas I in 1825, focuses on the year 1917 in which the Bolsheviks successfully seized power, and concludes with the Gorbachev revolution and the disintegration of the USSR. Offered regularly.

HIST 3470 Imperialism and Colonization (3 units)
Examines how European notions of technology, science, culture, and race accompanied and facilitated colonial expansion during the modern era with emphasis on the 19th century. Offered regularly.

HIST 3611 Women in Latin America (3 units)
Looks at the historical and contemporary roles of women as well as the contributions they made in the course of Latin American history. Explores both significant and not so significant historical women who contributed to the disciplines of art, literature, philosophy, politics and religion of the colonial and modern epochs of Latin American history. Offered regularly.

HIST 3622 Mexico: Aztecs to the Present (3 units)
Surveys the history of Mexico from the earliest human inhabitation to the present. Examines the era of conquest, exploration, and settlement, the Mexican Revolution of the 20th century, Mexico US relations and the political, cultural, social factors. Offered regularly.

HIST 3630 Cuba and the Caribbean (3 units)
Considers the Caribbean Islands’ history, emphasizing 20th century Cuba, Dominican Republic, and Haiti. Examines national movements for independence as well as European and African contributions to Caribbean social, political, and intellectual traditions. Contemporary topics include the impact of the Cuban Revolution and Marxism on political and intellectual life in the Caribbean. Offered regularly.

HIST 3710 US Multicultural History (3 units)
Depending upon the instructor, this course, in addition to history, will draw on sociology or political, cultural, or religious methodologies to examine diversity in American culture and the history of interaction between European immigrants, Native Americans, Afro-Americans, Latin Americans, and Asian Americans and the differing interpretations of those interactions. Offered regularly.

HIST 3711 US Environmental History: From Boston Common to Golden Gate Park (3 units)
Investigates origins of the American idea of “common space;” the struggle between Native Americans and Europeans over land; origins and development of the National Park system; conflicts between industry and environmentalists; and women’s groups in urban beautification. The environmental movement of the 1960s and the ecological consciousness of the 1970s are analyzed. Offered regularly.

HIST 3712 Religion in American History (3 units)
Looks at U.S. religion from pre-colonial times to the present. Focuses on the roles of Protestants, Catholics, and Jews in American pluralistic society. Areas to explore are how religion is affected by politics, law, gender, economy, migration, and region. Offered regularly.

HIST 3730 Postwar United States (3 units)
Examines the relationships of students, their parents, and their grandparents to recent US events and values. Studies the Civil Rights movement, the McCarthy era, the Vietnam War, and the 1960s movements for students,' women's, and gay and lesbian rights. Offered regularly.

HIST 3789 California: The Golden Dream (3 units)
Introduces broad themes and important issues in California history, from Pre-Columbian period to the present. Topics include: Native Americans, Spanish and Mexican Era, Gold Rush, missions, patterns of immigration, suburbanization and urbanization, Reform Movements, Depression, World War II, Cold War, and the Civil Rights Movement. Primarily geared for future elementary school teachers. Spring semesters.

HIST 3790 California (3 units)
Looks at the indigenous, colonial, and modern history of the thirty-first state, with special attention to the history of San Francisco and Los Angeles as cultural, economic, and political centers of the state.

HIST 3791 Southwest Borderlands (3 units)
Examines the continuous Spanish and Mexican phases of northward expansion and the settlement of New Mexico, California, Texas and Primerea Alta. Surveys cultural, religious, economic, agricultural and political change initiated by European contact and colonization. Also explores contributions made by significant indigenous and European peoples of the regions under consideration. Offered intermittently.
HIST 3811 Revolutionary China: From Sun Yat-sen to Mao Zedong (3 units)
Looks at the revolutionary changes that have shaped China during the 20th century: 1911 revolution, May 4th movement, rise of Mao and Chinese Communist Party, the Sino-Japanese War (1931-45), 1949 Maoist triumph, the Great Leap Forward and Cultural Revolution, and the economic reforms of Deng Xiaoping. Offered as needed.

HIST 3840 India and Southeast Asia (3 units)
Focuses on the distinct civilization India had before the British conquest and on its search for autonomy and national identity in the Gandhian era and aftermath. Highlights colonialism, nationalism, and independence in Southeast Asia, including Vietnam and the Philippines. Offered regularly.

HIST 3910 Professional Readiness Seminar (1 unit)
Majors explore career options and internships. The aim is to help students set and move towards their career goals and to prepare them for the research and writing of their senior thesis. Offered every other Fall.

HIST 3911 The Historian's Craft (1 unit)
Examines history as a discipline that has been practiced for millennia. The ideas of Herodotus along with Greek, Roman, Renaissance and Enlightenment historians are reviewed as well as historians of the early 19th century. The course focuses on the debates about history among modern British, French, and American historians. Offered every other Fall.

HIST 3930 Special Interest Course: History and Film (1-3 units)
Examines a theme, an era, or a geographic area by use of a series of films. 1-3 hours. Offered as needed.

HIST 4910/4911 Senior Project (1-3 units)
Students select and develop a research project and write a major research paper. Students also study some major historians and historiographical questions. Corequisites: 4920/4921. Fall, Spring Semesters.

HIST 4920/4921 Senior Project Workshop (0.5 unit each)
Course helps students through the process of writing a senior project paper. Corequisites: 4910/4911. Fall, Spring Semesters.

HIST 4996 Internship (1-3 units)
For full description see General Description – All Internships at end of Art Course Descriptions.

HIST 4998 Directed Research (1-3 units)

HIST 2999/4999 Independent Study (1-3 units)

The following courses have been offered in the past and may be offered in response to student needs and interests:

HIST 3331 The Age of Discovery: Renaissance Trade and Exploration
HIST 3340 Reformation Society and Culture
HIST 3440 Great Britain: From Empire to Welfare State
HIST 3810 China: Silk Road to Fax Machine
HIST 3820 Japan

Humanities and Cultural Studies (BA)

The Humanities and Cultural Studies major offers students the opportunity to study the meaning of the human condition through interdisciplinary course work. The course of study brings together such disciplines as art, art history, history, literature, music, philosophy, and religion to help the student examine the fundamental questions that have shaped the human community, such as: What are truth and beauty? What are the limits of science and technology? How do we live a responsible life? What makes us more fully human? Competence in critical analysis, written and spoken discourse, and a love of learning are hallmarks of a student completing this major.

The major has a practical outcome: to discover what is most valued in life and make appropriate decisions for one's future. The curriculum has special features to prepare students for success in the workplace and civic life. Internships or work-related projects are integral to the course work. Career plans are part and parcel of the student’s curriculum and the formal advising process. Graduates in Humanities and Cultural Studies are prepared for graduate school and choose careers that include law, public service, non-profit management, arts administration, journalism, ministry, teaching, and business.

The Foundational courses provide the student with a broad base of knowledge primarily in the traditions of the West. Concentration Tracks (chosen in consultation with their designated advisor) offer in-depth work in a specific academic discipline or interdisciplinary field. Interdisciplinary Concentration Tracks currently available are: Area Studies, Environment and Culture, Film and Culture Studies, Latin American Studies, Interdisciplinary Studies in Spirituality, and Women and Gender Studies. Discipline-based Concentration Tracks include: Art, Art History, Communications, Literature, History, Humanistic Social Science, Music, Philosophy and Religion: Cross Cultural
Analyses, and Writing. Students may individualize a track with the approval of the Chair of the department. Students are encouraged to take courses in non-Western traditions within their Concentration.

Global and national realities demand that the Humanities and Cultural Studies majors acquire the ability to relate to multiple worldviews and diverse cultural experiences. To this end, international and cross-cultural study is recommended along with appropriate international language competence. The University provides such opportunities through the Honors Program and International Student Services.

The senior project is the culmination of the Humanities and Cultural Studies Major. The project is prepared under faculty guidance and offers the opportunity of further in-depth study of an interdisciplinary topic of special interest to the student.

**Accelerated Bachelor and Master’s of Arts in Humanities**

Students interested in a five-year accelerated program leading to both a BA and MA in Humanities should contact the Program Director of the Graduate Humanities program.

**Student Learning Outcomes**

The student will demonstrate the ability to:

1. Articulate an understanding of the chronological development of world cultures and their interaction.
2. Analyze critically philosophic and historic texts, works of art, visual arts, music, and literature.
3. Synthesize material from various disciplines to form a broad and deep understanding of cultures and their common themes.
4. Demonstrate an appreciation of the fruits of liberal education through intellectual curiosity and community responsibility.
5. Communicate effectively orally and in writing.
6. Think creatively and problem-solve effectively.
7. Articulate life and career goals within a framework of the humanities.

**Requirements for the Humanities and Cultural Studies Major**

**RELATION OF MAJOR TO GENERAL EDUCATION CURRICULUM (GE) AND DOMINICAN’S HERITAGE:**

The following plan of study complements the humanities oriented General Education curriculum available for all Dominican students. The major in the Humanities and Cultural Studies provides for greater breadth and depth in the key disciplines of the student’s liberal arts education. The interdisciplinary course work also insures that the student will confront key social, cultural, and historical interconnections. The spirit of our Dominican heritage, which combines community, study, prayer and meditation, and service, guides the curriculum in its design. Note below specific General Education curriculum prerequisites for various major requirements. With the approval of the Department Chair, a maximum of 6 units earned for a GE requirement can be applied to a requirement for the major.

**Foundational Courses**

For complete course descriptions refer to each discipline and program explanation in the relevant sections of this Catalog. Where course options are available, these will be selected in consultation with advisor.

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<tr>
<th>Course Code</th>
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<th>Units</th>
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<td>Modern World History</td>
<td>2</td>
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</table>
Undergraduate Programs (Day) and Courses

One of the following: 3
- PHIL 1105/3105 Ancient Greek Philosophy
- PHIL 1107/3107 Logic
- PHIL 3104 Philosophy of Human Nature

Two of the following 1.5 unit Literature Courses: 3
- ENGL 2301 Genre: Epic
- ENGL 2302 Genre: Poetry
- ENGL 2303 Genre: Fiction
- ENGL 2304 Genre: Drama

One of the following: 3
- ART 1082 Three-Dimensional Design Workshop
- ART 3119 Introduction to Drawing
- MUS 3301 History and Literature of Music: Antiquity – 1750
- MUS 3302 History and Literature of Music: 1750 – Present

Total Foundational Requirements 17 units

Concentration Track Requirements (12 units)

The Concentration Track is designated by the student in consultation with their faculty advisor. The Concentration Track consists of 12 units of upper division courses (or approved lower division courses). The student will choose a minimum of 12 units from approved courses in their chosen Track. The courses listed below are those recommended by the Chairs of each program or discipline as important building blocks for advancing in the area of study. Each semester other courses may be added to expand approved options for the student.

INTERDISCIPLINARY TRACKS:

Area Studies:
Note: Twelve units from at least two disciplines in one of the following geographical areas: Europe, United States, Latin American, Asia.

1. Environment and Culture: (Required: ENST 2000 Environmental Issues)
- ARTH 3191 History of Gardens and Landscape Design
- ENGL 4016 Literature of Nature
- HIST 3711 US Environmental History
- PHIL 3110 Environmental Philosophy
- POL 3323 Globalization
- RLGN 3170 The Spirit of the Earth

2. Film and Culture Studies: (Required: ENGL 3030 Film Studies)
- ARTH 3160 Contemporary Art
- HIST 4001 Film and History
- RLGN 1010/3110 Christianity in Contemporary Film
- SCS 1012/3112 Latino Lens
- SCS 3110 Film and Society

3. Latin American Studies: (Required: LAS 2003/4003 Perspectives of Latin America)
- ARTH 3131 Latin American Art
- ENGL 3051 World Literature: Latin America
- HIST 3017 Modern Latin America
Undergraduate Programs (Day) and Courses

POL 3610  Politics of Latin America
RLGN 3155  Passion for Justice

4. Religion and Spirituality

ARTH 3193  Structures of Faith
HIST 3712  Religion in American History
RLGN 3163  Mysticism
RLGN 1077/3177  Philosophies and Religions of Asia
RLGN 3179  Myth, Symbol and Ritual
RLGN 3180  The Theory and Practice of Christian Prayer and Meditation
(Plus an approved meditative retreat at the Santa Sabina Center)

5. Social and Cultural Studies (Required: SCS 1005 Human Cultures and SCS 1002/3102 Cultural Anthropology)

SCS 1001  Introduction to Sociology
SCS 3075  Sociology of Religion
One of the following:
   SCS 3103  Problems of Contemporary Society
   SCS 3105  Social Impact of Biotechnology
   SCS 3205  Modernity and the Dark Side

6. Women and Gender Studies: (Required: WGS 2000/4000 Introduction to Women and Gender Studies)

ARTH 3149  Women Art and Culture
ENGL 3028  Literature by Women
HIST 3202  Women and the American Experience
PHIL 1350/3150  Sexual Morality
POL 3220  Gender Ethics and Politics
PSY 4011  Psychology of Women
   or PSY 4012  Psychology of Men

Discipline-Based Tracks

1. Art: (Prerequisite: either ART 3119 or ART 1082)
If ART 3119 as Foundational:
   ART 1081/3081  Design and Color
   ART 1070/3070  Beginning Oil Painting
   ART 1501/02 and 3501/02  Introduction to Photography
   ART 1010/3010  Beginning Printmaking
If ART 1082 as Foundational:
   ART 1041/42 and 3041/42  Beginning Ceramics
   ART 1240/3240  Beginning Ceramic Sculpture
   ART 1290/3290  Beginning Sculptural Design

2. Art History:
ARTH 3120  Museum Studies
ARTH 3170  Classical Arts: Greek and Roman
ARTH 3173  Medieval Art: Romanesque and Gothic
ARTH 3174  Renaissance Art: Italy
ARTH 3178  Modern Art: Twentieth Century
ARTH 3186  Survey of Non-Western Art
### 3. Communications: (Required: COMM 1421: Beginning Journalism)

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<td>Mass Media</td>
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<tr>
<td>COMM 3422</td>
<td>Advanced Journalism 1</td>
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<td>COMM 3501</td>
<td>Broadcast Journalism: Radio 1</td>
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<td>COMM 3503</td>
<td>Broadcast Journalism: Television News 1</td>
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<tr>
<td>COMM 3530</td>
<td>News Reporting</td>
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<tr>
<td>COMM 3532</td>
<td>Investigative Reporting</td>
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</tbody>
</table>

### 4. History:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3015</td>
<td>African History and Culture</td>
</tr>
<tr>
<td>HIST 3016</td>
<td>Early Latin America</td>
</tr>
<tr>
<td>or HIST 3017</td>
<td>Modern Latin America</td>
</tr>
<tr>
<td>HIST 3018</td>
<td>Asia Survey: China, Japan &amp; India</td>
</tr>
<tr>
<td>HIST 3020</td>
<td>20th Century: A Global Perspective</td>
</tr>
<tr>
<td>HIST 3710</td>
<td>US Multicultural History or any approved non-Western history course</td>
</tr>
</tbody>
</table>

### 5. Humanistic Social Science (Required: SCS 1002/3002 Cultural Anthropology or SCS 1001 Introduction to Sociology or PSY 1100 Introduction to Psychology or POL 1010 Introduction to the Study of Politics)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3020</td>
<td>20th Century: A Global Perspective</td>
</tr>
<tr>
<td>PSY 3111</td>
<td>Theories of Personality: History and Systems I</td>
</tr>
<tr>
<td>PSY 3112</td>
<td>Theories of Personality: History and Systems II</td>
</tr>
<tr>
<td>POL 3561</td>
<td>International Political Economy</td>
</tr>
<tr>
<td>POL 3420</td>
<td>Race, Class, Gender and the Law</td>
</tr>
<tr>
<td>SCS 3103</td>
<td>Problems of Contemporary Society</td>
</tr>
<tr>
<td>SCS 3146</td>
<td>Principles of Archaeology</td>
</tr>
</tbody>
</table>

### 6. English (Required: 1 or 2 of the Genre courses not taken as Foundational Courses (ENGL 2301/3301 Genre: Epic; ENGL 2302/3302 Genre: Poetry; ENGL 2303/3303 Genre: Fiction; ENGL 2304/3304 Genre: Drama-each 1.5 units))

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 3000</td>
<td>Literary Criticism</td>
</tr>
<tr>
<td>ENGL 3010</td>
<td>Survey of English Literature 1</td>
</tr>
<tr>
<td>or ENGL 3011</td>
<td>Survey of English Literature 2</td>
</tr>
<tr>
<td>ENGL 3015</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>ENGL 3024</td>
<td>US Literature</td>
</tr>
<tr>
<td>ENGL 3050-3055</td>
<td>World Literature courses (e.g. Western Classics; Latin American; Asian; Canadian, European or African)</td>
</tr>
<tr>
<td>ENGL 3060-3063</td>
<td>Ethnic Literature courses (e.g. Asian American; Native American, African American, Hispanic American)</td>
</tr>
</tbody>
</table>

### 7. Music (Corequisite MUS 3301 or MUS 3302):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1001</td>
<td>Materials of Music</td>
</tr>
<tr>
<td>MUS 1002</td>
<td>Harmony</td>
</tr>
<tr>
<td>MUS 1003</td>
<td>Musicianship</td>
</tr>
<tr>
<td>MUS 3301</td>
<td>History and Literature of Music: Antiquity to 1750</td>
</tr>
<tr>
<td>or MUS 3302</td>
<td>History and Literature of Music: 1750 to Present</td>
</tr>
<tr>
<td>MUS 3501-3804</td>
<td>Private Applied Instruction (Three Semesters)</td>
</tr>
<tr>
<td>MUS 3400-3408</td>
<td>Ensembles (Two Semesters)</td>
</tr>
</tbody>
</table>
8. Philosophy
PHIL 3104 Philosophy of Human Nature
PHIL 3106 Medieval Philosophy
PHIL 3107 Logic
PHIL 3175 Philosophy of Religion
PHIL 3200 Political Philosophy and the Quest for Justice
PHIL 3201 Political Philosophy and the Problem of Power

9. Religion and Spirituality
RLGN 3152 Contemporary Views of Christ
RLGN 3155 A Passion for Justice: Contemporary Christian Liberation Theologies
RLGN 3175 Sociology of Religion
RLGN 3176 Western Religions
or RLGN 3145 Scripture: God in History
RLGN 3177 Philosophies and Religions of Asia
RLGN 3179 Myth, Symbol, and Ritual

10. Writing: [Required: ENGL 2305 Introduction to Creative Writing and an upper division literature course (written in English, not translated) ENGL 3015 Shakespeare; ENGL 3011 Survey of English Literature 2 or ENGL 3024 US Literature]
ENGL 3401 Children’s Literature Writing
ENGL 3402 Drama Writing
ENGL 3403 Fiction Writing 1
ENGL 3404 Film Writing
ENGL 3405 Poetry Writing
ENGL 3406 Travel Writing

11. International Languages: (Any 12 units of Language)

Teacher Education Option
Students interested in moving toward a teacher credential will be advised on which courses will be most valuable for their particular credential interest. All students interested in this option will have to pass the appropriate state exam.
Total Foundational Requirements 17 units
Total Concentration Track Requirements 12 units

Remaining Requirements
Upper Division
International Language (May be fulfilled by any introductory college level language course) 3-4
One of the following: 1-3
    HUM 3500 Service Learning (3 units)
    HUM 4996 Internship/Career Exploration (1-3 units)
HUM 4930 Humanities Seminar 3
HUM 4920/4921 Senior Project Workshop 1
HUM 4910/4911 Senior Project 2-4
Total Remaining Requirements 10-15 units
TOTAL HUMANITIES AND CULTURAL STUDIES MAJOR 39-44 UNITS
Requirements for the Humanities and Cultural Studies Minor

Core:
Six to seven units chosen from the following:

- ARTH 1010 Ancient and Medieval Civilizations (2 units)
- ARTH 1011 Renaissance – Modern World (2 units)
- ENGL 2301 Genre: Epic (1.5 units)
- ENGL 2302 Genre: Poetry (1.5 units)
- ENGL 2303 Genre: Fiction (1.5 units)
- ENGL 2304 Genre: Drama (1.5 units)
- ENGL 3050 World Literature: Western Classics (3 units)
- MUS 3301 History and Literature of Music from Antiquity to 1750 (3 units)
- MUS 3302 History and Literature of Music from 1750 to present (3 units)
- PHIL 1104/3104 Philosophy of Human Nature (3 units)
- PHIL 1105/3105 Ancient Greek Philosophy (3 units)

Total Core 6-7 units

Emphasis

Courses

- HIST 1010 Ancient and Medieval Civilizations (2 units)
- HIST 1011 Modern World History (2 units)
- ENGL 2301 Genre: Epic (1.5 units)
- ENGL 2302 Genre: Poetry (1.5 units)
- ENGL 2303 Genre: Fiction (1.5 units)
- ENGL 2304 Genre: Drama (1.5 units)

Total Emphasis 11-12 units

Total Minor 17-19 units

Humanities Council and Departmental Forum

The Humanities Council is a group of Bay Area professionals, academics, and citizens who have a special interest in strengthening and promoting interdisciplinary education in the humanities and cultural studies. These individuals assist the University in our “arts and lecture series” and provide resources for our on-going student-faculty departmental forums. These forums enrich the regular curriculum by connecting the resources of the community and campus on key social issues for mutual benefit.

Humanities and Cultural Studies Course Descriptions

For complete course descriptions for the major refer to each discipline and program explanation in the relevant sections of this Catalog.

HUM 1105/3105 Global Peace and Conflict Studies (3 units)

Explores the significant intellectual and practical contributions of this interdisciplinary field of study. Learn about the legacy of humanities past attempt in the ongoing quest for peace and justice, and assess our prospects for future survival and societal transformations. Topics covered include the war system, nonviolence, conflict resolution, social movements, peace building and the United Nations. Summer Sessions.

HUM 3500 Service Learning I (3 units)

The purpose of all Service Learning courses is to answer the question, “How do I live my values?” The method is a combination of experiential and academic learning. Students will spend six weeks in reading and classroom discussion. They will then spend seven weeks working in the field and will finish with two weeks of review and reflective writing. The theme of the course will change each semester. Students may enroll in the course more than once. Fall, Spring Semesters.
HUM 3510 Service Learning II (3 units)
See course description for HUM 3500.

HUM 4910/4911 Senior Project (2-4 units)
Specific work on the senior project with the student’s primary reader. Requirements depend upon the student’s Concentration Track. Fall, Spring Semesters.

HUM 4920/4921 Senior Project Workshop (1 unit)
A two semester practical workshop with other students working on their senior project. The workshop orients students to thesis or project options, choice of primary reader and the process and requirements of the senior project. Fall, Spring Semesters.

HUM 4930 Humanities Seminar (3 units)
A team-taught, multi-cultural course devoted to reading and discussing traditional and modern “classics,” addressing fundamental questions in diverse areas of thought and achievement.

HUM 4994 Teaching Assistantship (1-3 units)
Fall, Spring Semesters.

HUM 4996 Internship (1-3 units)
An opportunity for the student to evaluate their current career path through a special placement or a workplace project. Or students may choose a community service placement to expand their knowledge of and commitment to civic responsibility. For full description see General Description – ART 4996 – All Internships at end of Art Course Descriptions. Fall, Spring Semesters.

HUM 4999 Independent Study (1-3 units)
Fall, Spring Semesters.

International Languages

The International Languages program supports students seeking to become multilingual and to work effectively with diverse cultures. The study of a language complements many majors including education, English, history, nursing, occupational therapy, humanities, international studies, social and cultural studies. Learning Spanish is of particular importance to students who minor in Latin American studies. American Sign Language, created to meet the needs of the deaf community, is a linguistically complete language, and is the core of a new literary tradition, in both poetry and theater.

International Languages Course Descriptions

ASL 1000 American Sign Language (3 units)
In this introductory course that emphasizes visual readiness skills for recognizing and expressing appropriate facial and body movements, students will study communicative functions, vocabulary, and grammar of ASL, as well as learning about cultural aspects of the deaf community. Spring and Fall Semesters.

ASL 1001 American Sign Language II (3 units)
In this course students continue studying cultural aspects of the deaf community while advancing their ASL skills in general conversation and visual perception. (Prerequisite ASL 1000). Spring and Fall Semesters.

SPAN 1001 Spanish Conversation I (3 units)
Spanish Conversation is designed to teach beginners the use of modern colloquial Spanish in conversation with elementary grammar. Oral practice in speaking and listening to Spanish through selected textbooks and audiovisual packages related to class work. Students acquire skills of the spoken language with a minimum of formal grammar. Three lecture and three laboratory hours weekly. No prerequisite. Offered as needed.

SPAN 1101 Elementary Spanish I (4 units)
Speaking, listening to, reading, and writing Spanish, with an introduction to Hispanic culture. Language laboratory time is an integral component to this course. Fall Semesters.

SPAN 1111 Spanish for Health Professionals I (3 units)
This introductory course, appropriate for all health-related disciplines, provides students with knowledge of basic structures of the Spanish language, and specialized medical vocabulary needed to communicate effectively with Spanish speaking patients in a variety of healthcare situations. Course includes cultural studies emphasizing health beliefs of Spanish speaking peoples. Fall Semesters.

SPAN 1112 Spanish for Health Professionals II (3 units)
Further study of language and culture for those in health-related disciplines, who work with Spanish speaking peoples. Prerequisite: SPAN 1111. Spring Semesters.

SPAN 1201 Elementary Spanish II (4 units)
Continuation of SPAN 1101: practice in speaking, listening to, reading, and writing Spanish. Further study of Hispanic culture. Language laboratory time is an integral component of this course. Prerequisite: Span 1101 or equivalent, or permission of languages coordinator. Spring Semesters.
SPAN 2101 Intermediate Spanish I (4 units)
Continuation of SPAN 1201: further practice in speaking, listening to, reading, and writing Spanish. Grammar review, oral practice, composition, and introduction to literature. Use of audiovisual materials for improved fluency and accuracy in pronunciation as well as the presentation of cultural and literary topics. Four lecture and three laboratory hours weekly. Prerequisite: Span 1201 or equivalent, or permission of languages coordinator. Fall Semesters, as needed.

SPAN 2201 Intermediate Spanish II (4 units)
Continuation of SPAN 2101: additional practice in speaking, understanding, reading, and writing Spanish. Completion of the review of Spanish grammar in depth. Reading of significant literary works, history, and culture of the Spanish-speaking world. Four lecture and three laboratory hours weekly. Prerequisite: SPAN 2101 or equivalent, or permission of languages coordinator. Spring Semesters, as needed.

International Studies (BA)
The International Studies major is ideal for students who are interested in an educational program that is global in its perspective and interdisciplinary in its approach. A modern liberal arts education is incomplete without some understanding of the international and global nature of human society. International Studies majors can use the major as a means to explore the international and global dimensions of economics, politics, or culture, especially as they relate to a particular geographic area of study.

The changing demographics in California have brought the diversity of the globe to our local communities. The major is designed to give students the knowledge, skills, and confidence to work in multicultural settings, whether here or abroad. International studies students learn to develop and articulate their own ideas about the importance of having an international and global perspective in an increasingly multicultural workplace. Students gain an understanding of how cultures differ, as well as the advantages and challenges of cultural diversity. International Studies majors also acquire a richer perspective of their own culture in the process.

In addition to the understanding of international and global issues that they develop in their core courses, International Studies majors work with their advisor to devise a curricular plan that focuses their study on a specific region of the world. This focused study often inspires and facilitates an experience studying abroad in their region of choice.

International Studies graduates have found the major to be an excellent preparation for careers including international business, international development, diplomacy, and teaching, as well as for graduate programs in law and business.

Student Learning Outcomes
International Studies majors will demonstrate:
1. An understanding of the international dimensions of economics, politics, or culture.
2. An understanding of the economics, politics, or culture of a specific region of the world.
3. An understanding of how cultures differ, as well as the advantages and challenges of cultural diversity.
4. The knowledge, skills, and confidence to work in multicultural settings, whether here or abroad.
5. A second-year proficiency in a second language.

Requirements for the International Studies Major BA
Curriculum Core Requirements
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1000</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3020</td>
<td>20th Century: A Global Perspective</td>
<td>3</td>
</tr>
<tr>
<td>IS 4910</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>IS 4996</td>
<td>Internship</td>
<td>1-3</td>
</tr>
<tr>
<td>POL 1010</td>
<td>Introduction to the Study of Politics</td>
<td>3</td>
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</table>
**Undergraduate Programs (Day) and Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 1500</td>
<td>Introduction to International Relations</td>
<td>3</td>
</tr>
<tr>
<td>POL 1600</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>SCS 1002</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Core Requirements** 22-24 units

**Upper Division Requirements**

- Upper-division elective coursework that is international or global in scope or represents a distinct region of the world (courses must be chosen in consultation with and be approved by the major advisor).
- Elementary proficiency in a second language (test or coursework) 0-8

**Total Upper Division Requirements** 18-26 units

**TOTAL INTERNATIONAL STUDIES MAJOR** 40-50 UNITS

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### International Studies Course Descriptions

**IS 4910 Senior Seminar (3 units)**

The Senior Seminar provides a collaborative setting within which students work to complete their senior thesis. It involves development of the thesis in discussion with other students and with the seminar leader.

**IS 4911 Special Topics Course (3 units)**

A course designed to study an international topic not covered by regularly scheduled courses. Topic will depend on the instructor. May be taken more than once for credit. Not offered on a regular basis.

**IS 4912 Internship (1-3 units)**

Students can earn units for volunteer or paid work in some area related to international studies. The internship must be arranged in cooperation with a supervising faculty member and the Director of Career Services.

**IS 4999 Independent Study (1-3 units)**

Independent research on a topic of special interest to a student and a supervising faculty member. Offered by request, and subject to the approval of the Department Chair and the Dean.

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### Latin American Studies (Minor)

Latin American Studies Minor at Dominican University of California is an interdisciplinary program in the Humanities introducing students to Latin American perspectives on language, history, geography, literature, politics, and art. Rather than reduce the complexities of Latin America to broad overviews, the minor seeks to concentrate student studies on significant areas, periods, issues, movements, and individuals. An introduction to Spanish is required to bolster student engagement of materials and subjects of the Latin American Studies Minor. Dominican offers a study abroad option for minors in Latin American Studies.

### Requirements for the Latin American Studies Minor

For course descriptions, please see departmental listings of courses in this Catalog. See also Latin American Studies emphasis under Humanities and Cultural Studies.

**Core Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 1101</td>
<td>Elementary Spanish I (Student may test out of Spanish I)</td>
<td>3-4</td>
</tr>
<tr>
<td>SPAN 1201</td>
<td>Elementary Spanish II (Student may test out of Spanish II)</td>
<td>3-4</td>
</tr>
<tr>
<td>LAS 2003</td>
<td>Perspectives of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>Choose either of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 3131</td>
<td>Latin American Art (3 units)</td>
<td>3-6</td>
</tr>
</tbody>
</table>

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202
Undergraduate Programs (Day) and Courses

LAS 1012/3112 or CHC
The Latino Lens (3units)
Cultural Heritage Colloquium (Two of three courses from a Colloquium taught on a Latin American theme) (6units)

Total Core 12-17 units

Other Requirements
A minimum of one of the following courses: 1-1.5
   HIST 3100s  History biographies on individuals in Latin American or Native American history; courses listed under Undergraduate History/Undergraduate Pathways History (1unit)
   ENGL 3063  Ethnic Literature: Hispanic American Literature (1.5 units)

Section I-Survey Courses
A minimum of one of the following 3-unit courses: 3
   ENGL 3051  World Literature: Latin American Literature
   HIST 3019  Early Latin America
   HIST 3611  Women in Latin America
   POL 3610  Politics of Latin America

Section II-Special Topics Courses
A minimum of one of the following 3-unit courses: 3
   CHC  One of three courses from a Colloquium taught on a Latin American theme except CQAH 3131
   HIST 3620  Mexico in the 20th Century
   HIST 3630  Cuba and the Caribbean
   LAS 1012/3112  The Latino Lens
   LAS 3198  Special Topics in Latin American Cinema
   RLGN 3153  Passion for Justice

Internship (required) 1
Latino focused internships including: Latino Film Festival of the San Francisco Bay Area, Youth and Video Project of the Latino Film Festival, Latino Canal Ministries, Canal Outreach

Total Other Requirements 8-8.5 units
TOTAL LATIN AMERICAN STUDIES MINOR 20-25.5 UNITS

LAS Study Abroad Option
Summer Ecuador Program (highly recommended) 1 – 3 units

Students who register for 3 units in LAS 2005/4005 Andean Peoples: Cultural History of Ecuador, may apply them to fulfill required 3-unit course listed above in either Sections I or II. Other LAS Study Abroad options are available through International Student Services.

Latin American Course Descriptions

LAS 1012/3112 The Latino Lens (3 units)
Designed to raise awareness and educate students about the fastest growing groups in the United States, this course is an introduction into the lives and cultures of Latino Americans through film and video. Issues such as stereotypes, discrimination, religion, language, immigration, generation gaps, and culture clash, to name a few, are covered. Screenings, small group discussions, and group projects all work together to bring the perspectives of Latinos, “The Latino Lens,” into sharp focus. Fall Semesters.
LAS 2003/4003 Perspectives of Latin America: Physical Geography, Culture (3 units)
An integrative, interdisciplinary course that serves as an introduction to the landscapes, diverse peoples and customs of Latin America. The course may be team taught from different disciplines or perspectives. Spring Semesters.

LAS 2005/4005 Andean Peoples: Cultural History of Ecuador (3 units)
Students will meet in Quito, Ecuador and will attend lectures on the culture/history of the peoples of Andean Ecuador. Students will be introduced to various civil and religious agencies and their leaders serving the needs of the rural and urban indigenous peoples. Students will travel by land to Cuenca, Ecuador and then on to Guayaquil, Ecuador. This travel is intended to illustrate differences between cultures and peoples of the Andean highlands and the coastal lowlands. Summer Sessions.

LAS 3198 Special Topics in Latin American Cinema (3 units)
An introduction to Latin American cinema and the film archives of the Latino Film Festival at Alemany Library. This course examines particular directors' works, themes, genres, or countries. Possible topics may include immigration, gender roles, civil rights, contemporary Mexican cinema, Latin American shorts, and other topics. Offered regularly.

Liberal Studies/Teacher Education (Blended) (BA)

Subject Matter Preparation Program
The Liberal Studies/Teacher Education (Blended) Program is a multidisciplinary major for candidates who wish to prepare themselves to teach in elementary schools. The Liberal Studies/Teacher Education (Blended) Program integrates a variety of perspectives from humanities, science, mathematics, social science, and pedagogy. As a result, the Program equips candidates to make a difference – not just as teachers, but also as members of society.

The Program, taught by faculty from the School of Arts and Sciences and the School of Education, provides prospective elementary teachers with a deep understanding of the subject matter they will teach, appropriate methods for conveying it, and opportunities to draw connections between the academic content and sound pedagogy. Courses in the Liberal Studies/Teacher Education (Blended) Program are drawn from throughout the curriculum, reflecting the Program's commitment to multidisciplinary and multicultural education. With this approach to knowledge, the curriculum strives to provide intellectual tools and insights that enable candidates to live in and teach about a world of diversity.

Liberal Studies/Teacher Education (Blended) candidates observe and participate in local elementary schools from their earliest days in the program, and engage in weekly seminars, which blend theory and practice, knowledge and application. Early advisement and continuous field experiences ensure that prospective candidates are prepared to transition into the Teacher Education portion of the program in their senior year.

The culminating work of the Liberal Studies/Teacher Education (Blended) Program is the Capstone Project. This project focuses on one curriculum area. The Capstone Project is incorporated into the Program Portfolio, allowing for the synthesis of theory with practical application in the field of education.

Candidates who enter the Program as first-year students and successfully follow the prescribed course sequence may complete the Bachelor of Arts in Liberal Studies/Teacher Education (Blended) and the Multiple Subject Credential Program in four years.

Student Learning Outcomes
Candidates will demonstrate:
1. An openness to different perspectives and respect for human similarities and differences.
2. An understanding of three types of knowledge:
   » the heritage of liberal learning;
   » emerging skills of the contemporary world; and
Undergraduate Programs (Day) and Courses

» the changing world of educational experience where knowledge is put to use and makes a difference in the lives of children.

3. An understanding of the link between academic content knowledge and its application to the field of elementary education.

4. An understanding of the uses of technology as a tool of instruction, the social and ethical implications of various technologies, and technology for personal use.

In addition to the above outcomes, Liberal Studies/Teacher Education (Blended) majors will also demonstrate competency in the Multiple Subject Credential Program student learning outcomes. (See description under Teaching Credentials in Graduate Degree Programs section.)

Prior to advancement to the Multiple Subject Teaching Credential Program, a prospective elementary teacher must demonstrate a competent understanding of subjects commonly taught in the elementary schools by successfully completing an approved Elementary Subject Matter Preparation Program and by receiving passing scores on the California Basic Educational Skills Test (CBEST), and the California Subject Examination for Teachers (CSET). The Liberal Studies/Teacher Education (Blended) Program at Dominican University of California is approved as an Elementary Subject Matter Preparation Program by the California Commission on Teacher Credentialing.

Requirements for Liberal Studies Majors

Prior to receiving the Bachelor of Arts in Liberal Studies/Teacher Education (Blended) (BLS/TE) and the Multiple Subject Credential, candidates must demonstrate a competent understanding of the subjects commonly taught in the elementary schools. At Dominican University of California, the Liberal Studies/Teacher Education (Blended) Subject Matter Preparation Program as approved by the California Commission on Teacher Credentialing requires candidates to:

- Have an overall GPA of 3.0;
- Receive at least a ‘C’ (2.0) grade in all courses for the major (LS seminars and Blended Courses);
- Participate (years 1, 2, 3) in an end-of-each-semester review and evaluation of their portfolio. Portfolios include Subject Matter evidence;
- Successfully complete fieldwork and the required documentation;
- Pass California Basic Educational Skills Test (CBEST) prior to entering the teacher education portion of the Program;
- Pass the California Subject Examination for Teachers (CSET) prior to entering the teacher education portion of the Program; and
- Pass Reading Instruction Competence Assessment (RICA) prior to applying for the Preliminary Multiple Subject Credential.

Important notes:

- Upon entering Year Four, a one-unit Technology Lab course is required. Tuition for that lab course will be in addition to the seventeen unit full-time tuition rate.
- The above requirements apply only to candidates in the Liberal Studies/Teacher Education (Blended) Subject Matter Preparation Program who intend to enter the Multiple Subject Teaching Credential Program; they do not apply to Dominican’s graduation requirements for a Bachelor of Arts in Liberal Studies/Teacher Education.
- This program includes the required hours of clinical field experience in a public elementary school classroom.
- Summer course work may be necessary to complete the Program requirements in four years.
- General Education requirements are met by completing the Liberal Studies/Teacher Education (Blended) curriculum. Course work taken at other colleges will be accepted as part of the Liberal Studies/Teacher Education (Blended) Major, if they are reasonable equivalents, in content and area of study, of courses listed in the Liberal Studies/Teacher Education (Blended) curriculum. Transfer credit decisions are subject to approval of the Registrar and the Director of the Liberal Studies/Teacher Education (Blended) Program. For course descriptions, consult the listings of individual programs in this Catalog.
Candidates interested in fulfilling the requirements of the Liberal Studies/Teacher Education (Blended) Subject Matter Preparation Program and Multiple Subject Credential Program must consult a Liberal Studies/Teacher Education advisor as soon as possible.

Requirements for this program may undergo changes during the two years covered by this Catalog. See the Director of the Liberal Studies/Teacher Education (Blended) Program for the most current requirements. Indications of semester offerings are subject to change based on enrollment.

Appeals Process:
Candidates may appeal a failure to meet any of the above requirements by submitting a written statement to the Director of the Liberal Studies/Teacher Education (Blended) Subject Matter Preparation Program and the Dean of the School of Education within 30 days of the date of receiving notice from the Director. The Director will respond in writing within 10 working days of receipt of the candidate’s written statement.

Core Requirements for Liberal Studies/Teacher Education BA and Multiple Subject Credential

**Literature and Language Arts**
- ENGL 1004: Expository Writing 3
- ENGL 3001: Linguistics 3
- ENGL 3017: Children’s Literature 3
- ENGL 3029: Early Literacy 3
- ENGL 3060: Multi-Ethnic Literature 3
- ENGL 3200: Research Writing and Critical Thinking 3
- RES 2000: Information and Research 1

**Total Literature and Language Arts** 19 units

**Cultures, Values and Philosophies**
- Cultural Heritage Colloquium – California, The Golden Dream 9
- FYF: Art & Society 2
- FYF: Elective 4
- PHIL 1108/3108: Ethics 3
- RLGN 3000-4999: An Upper Division Religion Class 3
- Religion (Judeo-Christian) 3

**Total Values and Philosophies** 24 units

**Mathematics**
- MATH 1450: Math Thinking and Quantitative Reasoning 4
- MATH 3110: Structure of the Real Number System 3
- MATH 3120: Geometry Explorations 2

**Total Mathematics** 9 units

**Western Cultures**
- HIST 1117: US Survey 4
- POL 1100/3100: Introduction to American Politics 3

**Total Western Cultures** 7 units

**Fine Arts**
- ART 3119: Drawing for Elementary Teachers 3
- DRAM 3503: Page to Stage 1
- MUSIC 3201: Bringing Music into the Classroom 2

**Total Fine Arts** 6 units
Undergraduate Programs (Day) and Courses

Social Sciences
COMM 1200 Speech and Rhetoric 3
HIST 3008 World History and Geography 3
PSY 3120 Child and Adolescent Development 3
SCS 1002 Cultural Anthropology 3
Total Social Sciences 12 units

Natural Sciences
BIO 1400 Biological Foundations 3
BIO 3300 Health and Wellness 3
BIO 3400 Physical Development of the Child 1
BIO 4100 Natural History of California *
PHSC 2200/2205 Earth Science/Lab 3
PHYS 1500/1505 Practical Physics/Lab 3
Total Natural Sciences 13 units
*Unit value of Bio 4100 (Natural History of California) is included within the Cultural Heritage Colloquium units.

TOTAL CORE 90 UNITS

Area of Concentration
For candidates completing the four-year Liberal Studies/Teacher Education (Blended) Program, there is a Language and Literature concentration of 12 upper division units. Courses include: English 3001 Linguistics; English 3029 Early Literacy; English 3060 Ethnic Literature and English 3017 Children's Literature.

Transfer students and those completing the Program in five years may choose a 12-unit concentration from the following content areas: science, history, humanities, art, art history, psychology, and politics. Please consult with the Director of the Liberal Studies/Teacher Education (Blended) Program to develop an appropriate course sequence.

Liberal Studies Concentration Courses
LS 1000 School and Community 1
LS 1001 Foundations of Education 1
LS 2000/3000 Issues in Education 1
LS 2001/3001 Connections in Education 1
LS 4000 Capstone Project 2
LS 4001 Capstone Project 2

Education Concentration Courses
EDUC 4000 Education and Culture 3
EDUC 4056 English Language Development 4
EDUC 4130 Elementary Curriculum and Instruction 4
EDUC 4131 Elementary Curriculum and Instruction 2
EDUC 4140 Reading in Elementary Schools 3
EDUC 4150 Observation/Preparation for Student Teaching 3
EDUC 4151 Technology for the Elementary Classroom 1
EDUC 4160 Student Teaching/Elementary School (6 units) 12
EDUC 4162 Professional Development Seminar 2
EDUC 4164 Teacher Performance Assessment 1
Total Concentration 43 units

TOTAL LIBERAL STUDIES/TEACHER EDUCATION BA AND MULTIPLE SUBJECT CREDENTIAL MAJOR 133 UNITS

For Education Course Descriptions see the Teaching Credentials section in Graduate Degree Programs section.
**Liberal Studies Course Descriptions**

**LS 1000 School and Community (1 unit)**
An opportunity for candidates interested in becoming elementary teachers to explore the link between the school and community. Candidates begin constructing the required Program Portfolio as well as observing and participating in elementary classrooms. Fall Semesters.

**LS 1001 Foundations in Education (1 unit)**
An opportunity for candidates interested in becoming elementary teachers to explore the philosophical foundations of education. Candidates continue constructing the Program Portfolio. Candidates observe and participate in elementary classrooms. Spring Semesters.

**LS 2000/3000 Issues in Education (1 unit)**
An opportunity for candidates interested in becoming elementary teachers to become familiar with the history of education and the issues affecting schools. Candidates continue constructing the Program Portfolio. Candidates observe and participate in elementary classrooms. Fall Semesters.

**LS 2001/3001 Connections in Education (1 unit)**
An opportunity for candidates interested in becoming elementary teachers to explore the variety of career opportunities within the field of education. Candidates begin preparing for advancement to the Multiple Subject Credential Program. Candidates continue constructing the Program Portfolio. Candidates observe and participate in elementary classrooms. Spring Semesters.

**LS 2999/3999/4999 Independent Study in Liberal Studies (1-3 units)**
Permission of faculty supervisor. Fall, Spring Semesters.

**LS 4000 Capstone Project (2 units)**
Candidates will write comprehensive essays connecting theory and practice. Candidates complete the process of advancement to the Multiple Subject Credential Program. Candidates continue constructing the Program Portfolio. Candidates observe and participate in elementary classrooms. Fall Semesters.

**LS 4001 Capstone Project (2 units)**
Candidates will complete the Program Portfolio prior to advancement to the Multiple Subject Credential Program. Candidates observe and participate in elementary classrooms. Candidates participate in an assessment process to verify their Subject Matter competence. Spring Semesters.

**LS 4996 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.

**Mathematics**

Courses offered in mathematics are designed to fulfill General Education requirements and as prerequisites for majors in other departments.

**Mathematics Course Descriptions**

**MATH 1100 Understanding College Mathematics (3 units)**
Topics covered include how to study mathematics, scientific notation, computations with a calculator, representing data, graphs, basic statistics, principles of signed arithmetic, and introduction to algebra. Purchase of a specific brand and model of a graphing calculator is required. This course may be waived by a placement examination into MATH 2000. Fall, Spring Semesters (Day Division and Pathways).

**MATH 1200 Elementary Algebra for University Students (3 units)**
A basic course in algebra covering integers and real numbers, whole number exponents, linear equations, Cartesian coordinates and graphing of linear equations and verbal problems, systems of linear equations, polynomials, and factoring. Prerequisite: sufficient score on mathematics placement exam or MATH 1100 with a grade of ‘C’ (2.0) or better. 3 hours. Fall, Spring Semesters.

**MATH 1210 Elementary and Intermediate Algebra for University Students (4 units)**
A combined course in elementary and intermediate algebra. Topics include integers and real numbers, whole number exponents, linear equations, Cartesian coordinates and graphing of linear equations, systems of linear equations, polynomials, factoring, scientific notation, algebraic fractions, radicals and radical equations, higher order equations, and application problems. Purchase of a specific brand and model of a graphing calculator is required. Prerequisite: sufficient score on mathematics placement exam or MATH 1100 with a grade of ‘C’ (2.0) or better. 4 hours. Fall, Spring Semesters.
MATH 1300 Intermediate Algebra for University Students (3 units)
An innovative second course in algebra using real data, graphs, and tables to give meaning to the concepts studied. Topics include describing data, functions and their use in modeling, linear equations, linear models, and linear inequalities, polynomials and factoring, quadratic functions and models, rational functions and equations and modeling with proportions and variations. Purchase of a specific brand and model of a graphing calculator is required. Prerequisite: sufficient score on mathematics placement exam or MATH 1200 with a grade of ‘C’ (2.0) or better. 3 hours. Fall, Spring Semesters.

MATH 1400 College Algebra (3 units)
A course that consistently links mathematical concepts to real-world applications by moving from the concrete to the abstract. Topics covered include data and problem solving, visualizing data, functions and their representations, linear functions and models, polynomial functions and models, equations and inequalities, graphs and functions, zeros of polynomial functions, logarithmic and exponential growth and constructing nonlinear models and systems of equations and inequalities, matrices and determinants. Purchase of a specific brand and model of a graphing calculator is required. Prerequisite: sufficient score on mathematics placement exam or MATH 1210 or MATH 1300 with a grade of ‘C’ (2.0) or better. 3 hours. Fall, Spring Semesters.

MATH 1450 Mathematical Thinking and Quantitative Reasoning (4 units)
An introductory university mathematics course designed to enable students to see mathematics as an enriching and empowering discipline. Topics covered include problem-solving tools, fundamentals of statistics, modeling our world, exponential growth and decay, fundamentals of probability, putting statistics to work, real-world mathematical applications. Purchase of a specific brand and model of a graphing calculator is required. Prerequisite: sufficient score on mathematics placement exam or MATH 1210 or MATH 1300 with a grade of ‘C’ (2.0) or better or satisfactory score on the mathematics placement exam. 4 hours. Fall, Spring Semesters.

MATH 1500 Precalculus (3 units)
A unified course in plane analytic geometry and trigonometry taught from concrete real-world applications. A variety of data based, contemporary applications are used to motivate the mathematics through modeling and visualization. Applications are integrated with mathematical concepts enabling the students to enhance their intuition and understanding while developing their symbolic, graphical and numerical skills. Purchase of a specific brand and model of a graphing calculator is required. Prerequisite: sufficient score on mathematics placement exam or MATH 1400 with a grade of ‘C’ (2.0) or better. or equivalent. 3 hours. Fall, Spring Semesters.

MATH 1600/1700 Calculus (4 units each)
These courses explore elementary differential and integral calculus with applications in business, social sciences, sciences, computer science, and mathematics. Every topic is considered graphically, numerically and analytically enabling the student to gain a deep understanding of one of the most important accomplishments of the millennium — calculus. Purchase of a specific brand and model of a graphing calculator is required. Prerequisite: sufficient score on mathematics placement exam or MATH 1500 or with a grade of ‘C’ (2.0) or better equivalent. 4 hours. Fall, Spring Semesters.

MATH 2000 Finite Mathematics and Mathematical Logic (6 units)
Foundations of mathematics provide a logical base to reason in mathematics and everyday life. Topics include set theory, combinatorics, probability, and various introductory topics in statistics such as graphical data representation, frequency distributions, sampling, normal density curve, correlation, and linear regression. Purchase of a specific brand and model of a graphing calculator is required. Prerequisite: MATH 1100 with a grade of ‘C’ (2.0) or better or satisfactory score on the Pathways mathematics placement exam. Fall, Spring Semesters, and Summer Sessions (Pathways).

MATH 2400 Probability and Statistics (3 units)
Elementary probability, organization of data, binomial and normal distributions, sampling, basic statistics, hypothesis testing, regression, correlation. This course uses both a statistical calculator and statistical software. Prerequisite: MATH 1400 with a grade of ‘C’ (2.0) or better or sufficient score on the mathematics placement exam. 3 hours. Fall, Spring Semesters.

MATH 2450 Mathematical and Biostatistical Methods for Health Professionals (4 units)
An introductory university mathematics course designed for students who intend to become health science professionals. Topics covered include problem-solving tools, fundamentals of biostatistics, modeling disease, fundamentals of probability and probability models, putting biostatistics to work, health and the power of numbers. Purchase of a specific brand and model of a graphing calculator is required.
Prerequisite: MATH 1210 or MATH 1300 with a grade of ‘C’ (2.0) or better or satisfactory score on the Mathematics Placement Exam. 4 hours. Fall, Spring Semesters.

MATH 2999/4999 Independent Study (1-3 units)
Directed reading and development of mathematical ideas. Prerequisite: consent of the instructor. 2-6 hours.

MATH 3110 Math for Elementary Teachers: Structure of the Real Number System and Pedagogy (3 units)
Topics include problem solving techniques, sets and operations, whole numbers, fractions, percents, stems of numeration, development of the decimal system including natural numbers, integers, rational and irrational numbers. This course is for Liberal Studies/Teacher Education Majors and prospective elementary teachers. Prerequisite: MATH 1400 or 1450 with a grade of ‘C’ (2.0) or better. 3 hours. Fall Semesters.

MATH 3120 Mathematics for Elementary Teachers: Geometry Explorations and Pedagogy (2 units)
Topics include reasoning and conjecture, axioms of geometry, angle relationships, similarity, congruence, transformations, and measurement. This course is intended for Liberal Studies/Teacher Education Majors and prospective elementary teachers. Prerequisite: MATH 1400 or 1450 with a grade of ‘C’ (2.0) or better. 2 hours. Spring Semesters.

MATH 4994 Teaching Assistantship (1-3 units)
This course provides teaching experience at the undergraduate level. This course allows students to gain experience designing problem set and working with students both in a classroom and on an individual basis. 2-6 hours. Prerequisite: consent of the instructor. Fall, Spring Semesters.

Music (BA), Music with a Concentration in Performance (BA)

The Department of Music offers courses designed to give students a broad understanding and appreciation of the intellectual, social, and spiritual values of music in the individual's cultural life through performance, the study of theory and literature, participation in performing ensembles, and listening to music. Musical skills are cultivated by an extensive program of music theory, tonic solfège and keyboard study. The undergraduate curriculum is comprehensive because of the faculty's fundamental belief in the reciprocal influences of performance, scholarship, and individual creativity, all of which, in turn, prepare the student for further graduate study or to proceed to the chosen vocation.

The Department of Music welcomes the non-music major to participate in the department's performing ensembles, to study an instrument or voice in group or private study, to learn about music through the department's history and appreciation courses, and to study music humanistically through the General Education Program.

Two types of curricula are offered to the music major. The Bachelor of Arts degree is designed for those students who wish to study music as part of the liberal arts program irrespective of specific career goals, or for students who plan careers in music which require a broader general education and less emphasis upon solo performance (e.g., teaching K-12, musicology, music history, music theory, music criticism, music business, or arts management). The content of the Bachelor of Arts with a Concentration in Performance includes a strong emphasis upon performance, along with supportive studies in music, and Dominican's program of General Education. Students in both programs are required to audition, which may be done at the campus, or submitted by video or audio media. For more information about the audition, contact the Music Department.

Student Learning Outcomes

Upon completion of the music major, the student will demonstrate:

1. An historical knowledge of music (the continuity of music from antiquity to the present).
2. A knowledge of music theory (the understanding of various systems of harmony and counterpoint, past and present).
3. Performance skills (mastery as an instrumentalist or vocalist, proficiency in piano and/or another secondary instrument, ability as an ensemble member).
**Performer’s Seminar**

Music students are encouraged to develop performance skills through participation in Music 1000/3000, Performer’s Seminar.

Eight semesters of Performer’s Seminar are required of all music majors, while two semesters are required of music minors. Music 1000/3000 functions as a lab of each student’s applied study, and credit does not count toward the total number of units required for graduation. Transfer students will enroll in Performer’s Seminar for the semesters in residence at Dominican.

Performer’s Seminar includes a weekly class period in which students perform for each other or hear presentations by faculty and other professional musicians. In addition, students are required to attend both on and off-campus musical events. A calendar providing the dates for all required performances is distributed to students at the beginning of each semester.

**Applied Music and Recitals**

Music majors are required to take eight semesters of private applied study. This study will culminate in junior and/or senior recitals. For the Bachelor of Arts degree, students are required a culminating senior recital of 30 minutes, or a creative project. For the Bachelor of Arts with a Concentration in Performance, junior (30 minutes) and senior (60 minutes) recitals are required.

In addition, music majors will enroll in a secondary applied area for four semesters (4 units). Normally, for all non-keyboard majors the secondary applied area will be piano. However, if non-keyboard majors pass the piano proficiency prior to completing the secondary applied music requirements, these students may choose another instrument or voice, or continue with piano until the secondary requirements are met.

Music minors are required four semesters of private applied study in an instrument or voice.

Students who are not music majors are encouraged to enroll in private applied study. Supplementary fees are required for all private lessons. Contact the Music Office for a fee schedule.

**Ensembles**

Participation in ensembles is an integral part of the music major and minor experience. Music majors are required eight semesters of ensembles and music minors are required four semesters. Students receiving music scholarships are required two ensembles each semester. The second ensemble may be taken for credit or non-credit, depending on the student’s academic needs.

For required ensembles, students should chose those which best support the needs of the applied concentration (for example, voice students should choose choral ensembles). Students are encouraged, however, to enroll in additional elective ensembles outside the applied concentration, as long as minimum performance standards for the ensembles are met.

Piano concentrations may be allowed to count accompanying as elective ensemble credit if approved by the director of the Music Department.

Students who are not music majors or minors are encouraged to participate in ensembles.

Auditions are required for all ensembles.

**Juries**

At the end of each semester, music majors enrolled in applied music are required to perform for a faculty jury in a final examination. The examination covers the student’s applied work for the semester and serves as an evaluation of the student’s overall progress in applied studies. Secondary and music minor applied study is not subject to jury examination.
Piano Proficiency

Each music major, whose applied area is not keyboard, is required to pass the piano proficiency. The piano proficiency requirements include all major and white-key minor scales with I-IV-V7-I chord progressions, a simple melody with chordal accompaniment by ear, a simple four-part chorale or hymn, and a simple piano solo. Entering students may attempt the piano proficiency exam during the orientation period just prior to the first semester of study (see Academic Calendar). Students who do not pass the proficiency at this time will be required to enroll in Music 2652, Piano Class, each semester until the requirements are completed. Every attempt should be made to complete the Piano Proficiency by the end of the sophomore year. Four units of Music 2652 may be counted as the secondary applied music requirement for all non-keyboard music majors. Any piano units beyond these four, taken prior to passing the proficiency, do not count toward the total needed for graduation.

Facilities

The Music Program is housed in Angelico Hall, which has studios, classrooms, and practice rooms, an auditorium seating 850, the Music Program’s office, and offices of the music faculty. The program owns twenty-two pianos, two of which are concert grands, three harpsichords, one harp, and percussion equipment. The music and recording library, housed in the Archbishop Alemany Library, has a collection of over 5,000 recordings and 10,000 scores.

The Archbishop Alemany Library houses the largest music collection in Marin County, including the complete works of many composers, major collections, an extensive reference section in most languages, and the major musical bibliographic tools for research.

Transfer Students

Credit from accredited institutions with a grade of ‘C’ (2.0) or better in courses paralleling those in the Department of Music curriculum generally will be accepted. Acceptance of transfer credit in applied music will be determined by audition at the time of entrance. Transfer students should refer to the Transfer Credit Policies section of this Catalog.

Requirements for the Music Major

Lower Division:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1001</td>
<td>Materials of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 1002</td>
<td>Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUS 1003</td>
<td>Musicianship</td>
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<tr>
<td>MUS 1004</td>
<td>Musicianship</td>
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<td>MUS 1005</td>
<td>Musicianship</td>
<td>1</td>
</tr>
<tr>
<td>MUS 1006</td>
<td>Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUS 1007</td>
<td>Musicianship</td>
<td>1</td>
</tr>
<tr>
<td>Ensembles</td>
<td>Ensembles (4 semesters, 1 unit per semester) 4</td>
<td></td>
</tr>
<tr>
<td>Applied Music</td>
<td>Applied Music (4 semesters, 1 unit per semester) 4</td>
<td></td>
</tr>
<tr>
<td>Secondary Applied Music</td>
<td>Secondary Applied Music 4</td>
<td></td>
</tr>
<tr>
<td>or MUS 2652</td>
<td>Piano Class</td>
<td>4</td>
</tr>
<tr>
<td>MUS 1000</td>
<td>Performer’s Seminar (4 semesters)</td>
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Total Lower Division: 27 units

Upper Division:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 3101</td>
<td>Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 3301</td>
<td>History/Literature of Music from Antiquity to 1750</td>
<td>3</td>
</tr>
<tr>
<td>MUS 3302</td>
<td>History/Literature of Music from 1750 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>Ensembles</td>
<td>Ensembles (4 semesters, 1 unit per semester) 4</td>
<td></td>
</tr>
<tr>
<td>Applied Music</td>
<td>Applied Music (4 semesters, 1 unit per semester) 4</td>
<td></td>
</tr>
</tbody>
</table>

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### Undergraduate Programs (Day) and Courses

**Music Electives**

- or Music Electives (6 units)
- and MUS 4491 Senior Project (2 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 3000</td>
<td>0</td>
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</tbody>
</table>

**Total Upper Division** 24 units

**TOTAL MUSIC MAJOR** 51 UNITS

### Requirements for the Music with a Concentration in Performance Major

#### Lower Division:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1001</td>
<td>Materials of Music</td>
</tr>
<tr>
<td>MUS 1002</td>
<td>Harmony</td>
</tr>
<tr>
<td>MUS 1003</td>
<td>Musicianship</td>
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<td>MUS 1004</td>
<td>Musicianship</td>
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<tr>
<td>MUS 1005</td>
<td>Musicianship</td>
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<td>MUS 1006</td>
<td>Harmony</td>
</tr>
<tr>
<td>MUS 1007</td>
<td>Musicianship</td>
</tr>
</tbody>
</table>

Ensembles (4 semesters, 1 unit per semester) 4

Applied Music (4 semesters, 3 units per semester) 12

Secondary Applied Music or MUS 2652 Piano Class 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MUS 1000</td>
<td>Performer’s Seminar (4 semesters)</td>
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</table>

**Total Lower Division** 35 units

#### Upper Division:

<table>
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<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUS 3101</td>
<td>Conducting</td>
</tr>
<tr>
<td>MUS 3301</td>
<td>History/Literature of Music from Antiquity to 1750</td>
</tr>
<tr>
<td>MUS 3302</td>
<td>History/Literature of Music from 1750 to the Present</td>
</tr>
</tbody>
</table>

Ensembles (4 semesters, 1 unit per semester) 4

Applied Music (4 semesters, 3 units per semester) 12

Music Electives or Music Electives (6 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 3000</td>
<td>Performer’s Seminar (4 semesters)</td>
</tr>
</tbody>
</table>

**Total Upper Division** 32 units

**TOTAL MUSIC MAJOR WITH A CONCENTRATION IN PERFORMANCE** 67 UNITS

### Requirements for the Music Minor

#### Lower Division:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MUS 1001</td>
<td>Materials of Music</td>
</tr>
<tr>
<td>MUS 1002</td>
<td>Harmony</td>
</tr>
<tr>
<td>MUS 1003</td>
<td>Musicianship</td>
</tr>
</tbody>
</table>

Ensembles (2 semesters, 1 unit per semester) 2

Applied Music (2 semesters, 1 unit per semester) 2

**Total Lower Division** 11 units

#### Upper Division:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 3301</td>
<td>History/Literature of Music from Antiquity to 1750</td>
</tr>
</tbody>
</table>

and MUS 3302 History/Literature of Music from 1750 to the Present 3

or MUS 3300 Enjoyment of Music 3

**Total Upper Division** 11 units

**TOTAL MUSIC MINOR** 22 UNITS
Undergraduate Programs (Day) and Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUS 3327</td>
<td>World Music</td>
<td>3</td>
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<tr>
<td>Ensembles (2 semesters, 1 unit per semester)</td>
<td>2</td>
<td></td>
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<tr>
<td>Applied Music (2 semesters, 1 unit per semester)</td>
<td>2</td>
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</tr>
<tr>
<td>MUS 3000</td>
<td>Performer’s Seminar (4 semesters)</td>
<td>0</td>
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<tr>
<td>Music Electives</td>
<td>2</td>
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</tr>
</tbody>
</table>

**Total Upper Division** | 12 units

**TOTAL MUSIC MAJOR** | 23 UNITS

Requirements for the Interdisciplinary Music Major (BA)

MUS 1001 through MUS 1003 plus an agreed-upon number of upper division units by contract with the Chair of the Department of Music.

Music Course Descriptions

**MUS 1001 Materials of Music (3 units)**
Includes study of the fundamentals of music, beginning sight singing, and beginning harmony. This course is designed for the beginning music student and the general student. Fall Semesters.

**MUS 1002 Harmony (3 units)**
Study of diatonic harmony, the dominant seventh, and secondary dominant chords. Emphasis on studying music literature with supplementary exercises. Prerequisite: MUS 1001 or passing the entrance tests. Fall, Spring Semesters. Prerequisite: Music 1001 or its equivalent.

**MUS 1003 Musicianship (1 unit)**
Intervallic, melodic, keyboard, and rhythmic skills, dictation, and fixed and movable “do” sight-singing. Fall, Spring Semesters. Prerequisite: MUS 1001 or its equivalent.

**MUS 1004 Harmony (3 units)**
Continuation of MUS 1002 with a thorough study of diminished seventh, ninth, eleventh, and thirteenth chords, modulation, and some chromatic harmony. Prerequisite: MUS 1002 or permission of Chair. Fall, Spring Semesters. Prerequisite: Music 1002 or its equivalent.

**MUS 1005 Musicianship (1 unit)**
Continuation of MUS 1003. Prerequisite: MUS 1003 or its equivalent. Fall, Spring Semesters.

**MUS 1006 Harmony (3 units)**
Continuation of MUS 1004 with use of augmented sixth chords, comparable music literature, and more involved modulation. Prerequisite: MUS 1004 or its equivalent. Fall, Spring Semesters.

**MUS 1007 Musicianship (1 unit)**
Continuation of MUS 1005. Prerequisite: MUS 1005 or its equivalent. Fall, Spring Semesters.

**MUS 1300/3300 The Enjoyment of Music (3 units)**
Designed for the music minor and as an elective for the general student population, this course encompasses an exploration of music of all types, including early music, romantic music, contemporary music, ethnic music, jazz, rock, commercial, and theatrical music (both musical theater and opera). Offered intermittently.

**MUS 3001 20th-Century History and Compositional Techniques (3 units)**
History of the 20th century is taught through composing and analysis of 20th-century compositional techniques. Prerequisite: MUS 1006. Offered intermittently.
MUS 3002 Counterpoint (3 units)
Thorough study of the linear aspects of music literature as realized through writing the forms used during the Renaissance and Baroque eras. Prerequisite: MUS 1006. Offered intermittently.

MUS 3003 Orchestration (3 units)
A study of the technical aspect of orchestral instruments, score reading, arrangement of compositions for orchestra, and small instrumental ensembles. Offered intermittently.

MUS 3004 Form and Analysis (3 units)
Analysis of structural elements in all forms from the Renaissance through the 20th century. Offered intermittently.

MUS 3005 Composition (1-3 units)
Offered by permission of the Music Department Director. May be repeated for credit.

MUS 3101 Conducting (2 units)
Techniques of the baton; demonstration and individual practice; score reading; study of representative works from the choral and orchestral literature of various levels; choral and orchestral techniques. Offered intermittently.

MUS 3102 Advanced Conducting (2 units)
A continuation of MUS 3101. Offered intermittently.

MUS 3106 Introduction to Music Technology (2 units)
An introduction to the use of MIDI applications and hardware. Emphasis will be given to applications for music publication, sequencing, and music education. Prerequisites: Music 1001 and basic computer skills. Additional fee required. Offered intermittently.

MUS 3201 Bringing Music into the Classroom (2 units)
Provides students with tools for weaving music into the K-5 core curriculum. Students will explore classroom music resources, and develop basic music skills. These resources and skills may be used to enhance K-5 listening experiences, and reinforce other core subjects such as language arts, math, and social studies. Designed for the Liberal Studies major. Fall, Spring Semesters.

MUS 3301 History and Literature of Music From Antiquity to 1750 (3 units)
A thorough examination of music literature from antiquity to the year 1750 with an emphasis on cultural ideas, the Church’s influence upon music, the socio-political implications connected to music, and the continuity of music. The course is open to all students. Fall Semesters.

MUS 3302 History and Literature of Music From 1750-Present (3 units)
A thorough examination of music literature from the Classic period to the present with emphasis upon cultural ideas, pivotal compositions of music in each era. The course is open to all students. Spring Semesters.

MUS 3304 Songs that Built America (3 units)
A survey of 19th Century American work songs and folk ballads. Students will study and sing songs representing varieties of the American cultural experience. Fall, Spring Semesters.

MUS 3305 In Search of Early American Women Through Song (3 units)
The wealth of American song literature, from both folk and art traditions, provides a unique insight into American culture. This class explores the representation of the new, more independent woman as seen and heard through American songs of the 18th – 20th centuries. These songs provide a revealing view of the times, struggles, and courage of our foremothers. Offered intermittently.

MUS 3327 World Music (3 units)
This course will explore a variety of old and traditional musical styles and examine the functions of music in societies. It will provide both an overview of ethnic styles worldwide and insights into selected specific national, regional, or tribal usage. Included are in-class lectures, discussion, demonstrations, and performances. Audiotapes, videotapes of performances, attendance at selected live performances will be used to illustrate the various musical styles. Offered intermittently.

MUS 3328 Jazz History (3 units)
The development of jazz from its origins to the present via analysis of its stylistic flux from Dixieland and swing, to bebop, avant-garde, and rock-influenced crossovers. Attention will be given to both the musicians who generated the changes and the cultural conditions that often provided the impetus. Offered intermittently.

MUS 3329 Rock History (3 units)
The development of rock from its origins to the present via analysis of its stylistic flux from rhythm-and-blues and ‘50s rock-and-roll to recent trends in the ‘90s. Attention will be given to both the musicians who generated the changes and the cultural conditions that often provided the impetus. Offered intermittently.
MUS 3330 Music of the Pacific Basin (3 units)
This course will explore a variety of old and new musical styles of Australia, East Asia, North and South America, and the Pacific Islands. Offered intermittently.

MUS 3341 Music for Dancers (3 units)
Explores the major historical periods, styles, and genres of western music. Particular emphasis is placed on those composers who have made a significant impact on the art of dance. In addition, the course will develop interpretive and analytic tools for dancers to apply in their own relationship to music as dance artists. Spring 2008.

MUS 4491 Senior Project (2 units)
A research project in music history, music theory, or music education. Students pursuing a Bachelor of Arts in music may select this option in lieu of the senior recital. Fall, Spring Semesters.

MUS 4994 Teaching Assistantship (1 – 3 units)
Students gain teaching skill by assisting music faculty in the classroom or ensemble. Permission required. Fall, Spring Semesters.

MUS 4996 Internship (1 – 3 units)
Internship opportunities include placement in Bay Area musical organizations or work in public or private music schools. Internships are arranged in cooperation with the Office of Career and Internship Services and the Department of Music. For full description see General Description – ART 4996 – All Internships at end of Art Course Descriptions. Fall, Spring Semesters.

MUS 4999 Independent Study (1 – 3 units)
Supervised music research on a selected topic which is not covered in a regularly offered class. Permission required. Fall, Spring Semesters.

Private Lessons and Related Courses

Applied Music (1-3 units)
Students receive weekly private lessons of 1/2 hour (1 unit), 3/4 hour (2 units), or 1 hour (3 units). Music majors and minors are required to study privately (MUS 1XXX and MUS 3XXX), and non-music majors or minors are encouraged to study privately (MUS 2XXX and MUS 4XXX). Additional fees are required. Please contact the Music Office, (415) 485-3236 (x3236), for permission to enroll and a fee schedule. Fall, Spring Semesters.

MUS 1501/2501/3501/4501 Voice
MUS 1601/2601/3601/4601 Piano

MUS 1602/2602/3602/4602 Organ
MUS 1603/2603/3603/4603 Harpsichord
MUS 1604/2604/3604/4604 Harp
MUS 1605/2605/3605/4605 Guitar
MUS 1701/2701/3701/4701 Violin
MUS 1702/2702/3702/4702 Viola
MUS 1703/2703/3703/4703 Cello
MUS 1704/2704/3704/4704 String Bass
MUS 1711/2711/3711/4711 Flute
MUS 1712/2712/3712/4712 Oboe, English Horn
MUS 1713/2713/3713/4713 Clarinet
MUS 1714/2714/3714/4714 Bassoon
MUS 1715/2715/3715/4715 Saxophone
MUS 1721/2721/3721/4721 Trumpet
MUS 1722/2722/3722/4722 French Horn
MUS 1723/2723/3723/4723 Trombone
MUS 1724/2724/3724/4724 Tuba
MUS 1731/2731/3731/4731 Percussion
MUS 1801/2801/3801/4801 Other Applied
MUS 1802/2802/3802/4802 Composition
MUS 1803/2803/3803/4803 Conducting
MUS 1804/2804/3804/4804 Accompanying

MUS 2651/2652 Piano Class (1 unit)
Functional aspects of piano playing. Piano proficiency requirements may be fulfilled in this course with the approval of the instructor. Fall, Spring Semesters.

MUS 2655/4655 Guitar Class (1 unit)
Functional aspects of guitar playing. May be repeated for credit. Fall, Spring Semesters.

MUS 2751 Beginning String Instruments (1 unit)
Introduction to violin, viola, cello, and double bass with emphasis on practical experience and group performance. Offered intermittently.

MUS 2752 Beginning Brass Instruments (1 unit)
Introduction to the trumpet, horn, trombone, baritone, and tuba with emphasis on practical experience in a group performance. Offered intermittently.

MUS 2753 Beginning Percussion Instruments (1 unit)
Introduction to the instruments of the percussion family with emphasis on practical experience in a group performance. Offered intermittently.
Undergraduate Programs (Day) and Courses

MUS 2754 Beginning Woodwind Instruments (1 unit)
Introduction to the flute, oboe-English horn, clarinet, bassoon, and other members of the woodwind family with emphasis on practical experience in a group performance. Offered intermittently.

Performing Organizations

MUS 1000/3000 Performer’s Seminar (0 units)
Weekly seminar. Students perform and discuss their performances; and attend on and off-campus recitals and concerts. Required of all music majors and minors. Fall, Spring Semesters.

MUS 1400/3400 Dominican Winifred Baker Chorale (1 unit)
A community chorus open to all students, faculty, staff and community, concentrating on the performance of larger choral works with orchestra. May be repeated for credit. Audition required. Fall, Spring Semesters.

MUS 1401/3401 Dominican Chamber Singers (1 unit)
An auditioned vocal ensemble performing choral music in a variety of musical styles. May be repeated for credit. Fall, Spring Semesters.

MUS 1406/3406 Marin Symphony Youth Orchestra (1 unit)
Prestigious, award winning orchestra composed of young musicians of Marin County (by audition). University credit is available to all students for participation in the MSYO, which meets Saturdays. May be repeated for credit. Audition required. Fall, Spring Semesters.

MUS 1407/3407 Dominican Chamber Music (1 unit)
Faculty-student ensembles which perform music from the wealth of chamber literature. May be repeated for credit. Audition required. Fall, Spring Semesters.

MUS 1408/3408 Dominican Jazz Ensemble (1 unit)
A instrumental ensemble open to general students and music majors, with performance of a wide variety of jazz styles. The band meets for weekly rehearsals and performs concerts at the end of the semester. May be repeated for credit. Audition required. Fall, Spring Semesters.

MUS 1409/3409 Opera/Musical Theater Workshop (1 unit)
Preparation and performance of scenes from opera and musical theater repertoire. May be repeated for credit. Audition Required. Fall, Spring Semesters.

Nursing (BSN)

Dominican University of California offers a Bachelor of Science in Nursing (BSN) degree for students wishing to enter the field of professional nursing. Prerequisite courses must be completed before advancing to the clinical nursing coursework in the second semester of the sophomore year. For a detailed description of the criteria for progression into clinical coursework, see progression criteria in this section. Information about progression during clinical nursing coursework will be found in the Undergraduate Nursing Student Handbook. Students may enter clinical nursing coursework in either Fall or Spring Semester. Clinical experiences in the sophomore, junior, and senior years take place at a variety of affiliated agencies. Throughout the four-year program, theory classes are held on the Dominican campus.

Upon satisfactory completion of the nursing curriculum, students are granted the Bachelor of Science in Nursing degree, are eligible to take the NCLEX-RN Examination for licensure as a registered nurse (RN), and to obtain a California Public Health Nursing Certificate.

Advanced placement is available for transfer students from other nursing programs, registered nurses, licensed vocational nurses, and healthcare workers who wish to obtain a baccalaureate in nursing. A 30-unit non-degree option is also available for licensed vocational nurses seeking registered nurse licensure only. Students are admitted on a space available basis.
The Nursing program is approved by the California Board of Registered Nursing and is accredited by the Commission for Collegiate Nursing Education.

**Philosophy and Goals**

In accordance with the core philosophy and values of Dominican University of California, we the faculty of the Department of Nursing believe that every human being is unique, and has innate dignity and worth. We view the person as a developing bio-psychosocial and spiritual being whose functioning is highly integrated throughout the life cycle. Human beings are linked to their internal and external environments and live in and are influenced by a society whose values they shape and reflect. Cultural values, biological and psychological factors, and the individual’s unique patterns of responding to internal and external stimuli influence behavior in health and illness.

Health exists on a continuum. It is not necessarily the absence of disease, but a balance of physical, psychosocial functioning and spiritual well being. Each person has a particular set of health needs. When an individual is unable or unwilling to take steps to meet those needs, care by others may be required. A society which values care of self and care of others will also value nursing as a profession dedicated to helping people maximize their health.

Nursing is a dynamic, interpersonal process based on the premise of individual worth and human dignity. The goal of nursing is to help individuals, families, and groups. The nursing faculty embrace the American Nurses’ Association (ANA) definition of nursing which is, “Nursing is the diagnosis and treatment of human responses to health and illness.” Nurses value caring, community, excellence, lifelong learning, contemplation, service, social justice, and integrity.

Professional nurses accept responsibility and are accountable for the choice and outcomes of nursing interventions and for their ethical and legal implications. They collaborate as colleagues with other health team members and serve clients in the roles of advocate, teacher, manager, and provider of care. Professional nurses utilize the nursing process as the scientific basis for designing systems of nursing care, and for providing and delegating aspects of that care. They incorporate knowledge from the humanities and the sciences in adapting care to the individual client’s cultural orientation, developmental level, and healthcare needs. Understanding of the research process and utilization of research findings in the investigation and solution of problems are characteristic of professional nursing practice. The professional nurse is committed to continued excellence in practice and lifelong learning, and contributes to the development of nursing as a profession and scientific discipline.

Education for professional nursing takes place within institutions of higher education, preparing graduates to practice as generalists in a variety of institutional and community settings. We educate baccalaureate nurses to practice as generalists and graduate nurses to practice as specialists. Professional nursing education is based upon and integrates study of the humanities and the sciences with clinical practice. We believe that education for professional nurses should take place in a baccalaureate or higher program.

Learning is the assimilation of knowledge leading to a change in behavior. Learning is fostered in an environment where there is reinforcement, as well as opportunity to apply theoretical concepts, humanistic values, and scientific principles. Learners come to the educational environment with diverse cultural and ethnic backgrounds, learning styles and rates, motives and aspirations. Learning, therefore, is promoted in an atmosphere that acknowledges the learner’s unique needs and capabilities and provides a system of student support. We believe that mutual inquiry and respect facilitate the teaching-learning process. Recognizing that motivation and self-direction are essential to learning, the teacher serves as facilitator, role model, and resource person rather than solely as a transmitter of knowledge and skills.

**Baccalaureate Nursing Program Goals**

The goals of the baccalaureate nursing program are:

1. To develop beginning professional practitioners of nursing as generalists, capable of providing healthcare to meet the needs of individuals, families, and groups in diverse settings.
2. To provide an environment that will foster the student’s personal, intellectual, and professional development toward excellence in nursing practice.
3. To promote caring, integrity, and awareness of social justice in the development of the student.
4. To provide the community with practitioners of professional nursing who are capable of meeting the healthcare needs of culturally diverse clients across the lifespan.

5. To provide educational opportunities for advancement within the nursing profession for registered nurses, licensed vocational nurses, and healthcare workers.

6. To provide an educational foundation for graduate study in nursing and promote life long leaning.

**Student Learning Outcomes**

The curriculum is designed to assist students to develop a foundation for professional practice, which integrates knowledge from the humanities and sciences with the study of nursing. Upon completion of the program the graduate is able to:

1. Synthesize knowledge from the humanities and the natural, behavioral, and nursing sciences as a basis for nursing interventions designed to meet the health needs of culturally diverse clients across the life span.

2. Utilize the nursing process in a variety of settings to design nursing systems which assist clients to attain and/or maintain an optimum level of health.

3. Apply principles of goal-oriented communication to establish and maintain professional and therapeutic relationships with individuals, families, and groups.

4. Evaluate the learning needs of individuals, families, groups, and communities implementing strategies based on knowledge of teaching-learning principles.

5. Collaborate with other members of the health team to improve the delivery of care to individuals, families, groups, and the community.

6. Accept responsibility and accountability for the choice and outcomes of nursing interventions and for their legal and ethical implications.

7. Apply leadership-management principles and theories in the attainment of goals with clients and colleagues.

8. Utilize research findings in the provision of nursing care and the investigation of client health problems.

9. Demonstrate self-direction in developing as a professional nurse.

10. Analyze the effect of social and political influences on professional nursing.

11. Demonstrate proficiency in the application of information technology.

12. Demonstrate behaviors reflecting the values of integrity, compassion, and respect consistent with the Nursing Code of Ethics.

**General Requirements for Bachelor of Science in Nursing**

To be eligible for the Bachelor of Science in Nursing degree the student must have completed 124 – 125 units of which 60 units must be in Nursing. At least 48 units must be in upper division courses. Courses in the sciences and General Education required for nursing must be completed with a grade of ‘C’ (2.0) or better. Prerequisites in chemistry, anatomy, physiology, and microbiology must be taken within the past five years. During the senior year, nursing students are required to complete a project that is based on research and that addresses a current issue or health problem related to professional nursing practice. A student must have an overall ‘C’ (2.0) average in University coursework and 30 of the last 36 units counted toward the degree must be taken at Dominican.

**General Education Course Requirements in Addition to Those Included in the Nursing Major**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Foundations: Must include Art and Society (Human Cultures is required for the Nursing Major and is listed below)</td>
<td>4</td>
</tr>
<tr>
<td>Creative or Performing Arts</td>
<td>3</td>
</tr>
<tr>
<td>Religion (see GE section; one comparative or cross-cultural recommended)</td>
<td>6</td>
</tr>
<tr>
<td>Cultural Heritage Colloquium</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Additional GE Requirements</strong></td>
<td><strong>22 units</strong></td>
</tr>
</tbody>
</table>
Requirements for the Nursing Major BS

Supplemental Courses as Needed

ENGL 1003 Developmental Writing (3 units)
CHEM 1500 Introduction to Chemistry (3 units)
MATH 1210 Elementary & Intermediate Algebra (4 units)
or MATH 1300 Intermediate Algebra (3 units)

Lower Division:

*BIO 1550 Nutrition 3
*BIO 2500 Human Anatomy 4
*BIO 2600 Human Physiology 4
*CHEM 1600 Chemistry for the Health Sciences 3
*COMM 1200 Speech and Rhetoric 3
*ENGL 1004 Expository Writing 3
NURS 2001 Concepts in Nursing 1
NURS 2012 Nursing Technologies I 1
NURS 2014 Health Assessment 2
NURS 2018 Pathophysiology 3
NURS 2020 Foundations of Pharmacology 1
NURS 2100 Basic Patient Care/Skills 6
NURS 2150 Geriatric Foundations/Skills 4
*PSY 1100 Introduction to Psychology 3
*RES 2000 Information & Research 1
SCS 1005 Human Cultures 2

or Introduction to Sociology/Cultural Anthropology or comparable for upper-level transfer students

Total Lower Division 44 units

Upper Division:

*BIO 3600 Microbiology 4
*ENGL 3200 Advanced Writing & Research 3
NURS 3100 Maternal-NB & Women’s Health Nursing 5
NURS 3101 Pediatric Nursing 5
NURS 3103 Nursing Research 3
NURS 3105 Medical Surgical Nursing 5
NURS 3106 Psychiatric and Mental Health Nursing 5
NURS 4100 Advanced Med-Surg Nursing 5
NURS 4114 Health Policies and Practices 1
NURS 4119 Senior Synthesis: Professional Accountability in Nursing 1
NURS 4150 Community Health and Nursing 5
NURS 4200 Leadership and Nursing Care Management 6
NURS 4997 Directed Research: Proposal Development 1
NURS 4998 Directed Research: Implementation 1
PHIL 1108/3108 Ethics
or PHIL 1109/3109 Ethics for Healthcare 3
*PSY 3122 Lifespan Development 3
*PSY 3187 Statistics for the Health and Behavioral Sciences 4

Total Upper Division 60 units

TOTAL NURSING MAJOR BS 126 UNITS

*Prerequisite courses
Licensed Vocational Nurse to Registered Nurse Option

In compliance with the regulations of the California Board of Registered Nursing, Dominican University of California offers an LVN to RN (30 units maximum) option plan for LVNs who are currently licensed in California and who wish to prepare only for licensure as a registered nurse in California. Upon successful completion of the LVN-RN program, the student is eligible to take the California State Board Examination for licensure as a registered nurse. This program does not lead to a BSN and licensure is not recognized in all states.

LVN to RN Option Admission Requirements

Pre-admission advising is available by appointment for all LVNs seeking to meet licensure requirements through the LVN-RN option plan at Dominican University of California. Based on an evaluation of the individual's nursing knowledge and skills, as well as his/her learning needs and capabilities, and evaluation of previous academic coursework, a program of study will be recommended. Placement in clinical nursing courses is contingent upon the availability of spaces and these may be limited. LVN-RN option students are eligible for placement in clinical nursing courses after meeting the conditions listed below:

1. Completion of Human Physiology (BIO 2600*);
2. Completion of Microbiology (BIO 3600*);
3. Cumulative GPA of 3.0; and
4. Submission of evidence of all clinical record clearance requirements.

* Must have been completed within 5 years of admission to nursing program.

Sample Curriculum Plan for LVN to RN Option

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 2600</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 3600</td>
<td>Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

Subtotal 8 units

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 2014</td>
<td>Health Assessment</td>
<td>2</td>
</tr>
<tr>
<td>NURS 2150</td>
<td>Geriatric Foundations/Skills</td>
<td>4</td>
</tr>
</tbody>
</table>

Subtotal 6 units

Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4100</td>
<td>Advanced Med-Surg Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 3106</td>
<td>Psychiatric &amp; Mental Health Nursing</td>
<td>5</td>
</tr>
</tbody>
</table>

Subtotal 10 units

Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4200</td>
<td>Leadership and Care Management</td>
<td>6</td>
</tr>
</tbody>
</table>

Subtotal 6 units

Total for LVN to RN Option 30 units
Appendix

SCIENCE PREPARATION
The following high school classes are considered minimum preparation for the college-level science classes required for nursing majors:
- 2 years of college preparatory mathematics – algebra, geometry, etc.
- 1 year of biology
- 1 year of chemistry

ACADEMIC ADVISING
All nursing majors are assigned an academic advisor. Students are responsible for monitoring their progress toward meeting degree requirements and for consultation with their advisors at least once every semester.

POLICIES FOR CLINICAL LABORATORY
Appropriate dress and behavior are important aspects of professional nursing practice. Students are required to meet the dress standards outlined in the Department of Nursing Student Handbook.

Clinical laboratory attendance is mandatory. Students are expected to notify the clinical faculty member personally before or within the first thirty (30) minutes of the scheduled clinical experience if they are unable to attend. All absences must be discussed with the clinical faculty member. As a result of this discussion, additional clinical experience(s) and/or alternative student activities, as deemed appropriate by the faculty member, may be assigned.

CLINICAL RECORD CLEARANCE POLICY
Before beginning clinical classes all nursing students are required to submit results of a physical examination, a health history, TB screening, and required immunizations done within six months prior to registration. Forms may be obtained from the Nursing Department office on the Dominican campus. Students are also required to submit documentation of current Healthcare Provider CPR certification and will be required to have background checks done by a provider designated by the nursing program. Annual TB screening and current CPR certification are required before beginning the junior and senior years of the clinical nursing major as well. Nursing students are responsible for the costs of the physical examination, screening, immunizations, and CPR certification. Students’ pre-clinical and annual physical examinations will be reviewed and the University reserves the right to require additional diagnostic information and treatment, if necessary.

Nursing applicants who are concerned about health problems that might interfere with their fulfillment of clinical course objectives should seek medical consultation well in advance of their pre-clinical physical examination. Clinical instructors will ask students to provide them with a Clinical Record Clearance Card before beginning each clinical experience. These may be obtained in the Department of Nursing office.

INSURANCE
Students are covered by the University for liability insurance. It is required that students carry individual health insurance or purchase insurance through the University plan.

PROGRESSION CRITERIA
To be eligible for progression into clinical nursing coursework, students must fulfill the criteria listed below:
1. Completion of or placement out of MATH 1210 or 1300 and COMM 1641;
2. Completion of the following prerequisite courses:
   - CHEM 1600* Chemistry for the Health Sciences (prerequisite must be met)
   - BIO 2500* Human Anatomy
   - BIO 2600* Human Physiology
   - PSY 1100 Introduction to Psychology
   - PSY 3187 Statistics for Behavioral Health Sciences
Undergraduate Programs (Day) and Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1550</td>
<td>Nutrition</td>
</tr>
<tr>
<td>SCS 1005</td>
<td>Human Cultures</td>
</tr>
<tr>
<td>or SCS 1001</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>or SCS 1002</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>ENGL 1004</td>
<td>Expository Writing</td>
</tr>
<tr>
<td>ENGL 3200</td>
<td>Advanced Writing &amp; Research</td>
</tr>
<tr>
<td>PSY 3122</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>BIO 3600*</td>
<td>Microbiology</td>
</tr>
<tr>
<td>RES 2000</td>
<td>Information and Research</td>
</tr>
<tr>
<td>NURS 2001</td>
<td>Concepts in Nursing</td>
</tr>
<tr>
<td>COMM 1200</td>
<td>Speech and Rhetoric</td>
</tr>
</tbody>
</table>

*Must be taken within the past five years. Prerequisite courses taken after a student has matriculated at Dominican University of California may be repeated only once and a minimum grade of ‘B-‘ is required for all repeated courses.

A minimum GPA of 3.0 is required in the above listed prerequisite courses. Nursing majors must attain a minimum grade of ‘C’ (2.0) in all nursing, prerequisite, and corequisite courses.

**CLINICAL PROGRESSION**

A student who earns less than ‘C’ (2.0) in a nursing course must repeat that course (or an equivalent approved by the nursing faculty) before enrolling in the next course in the nursing sequence. This includes nursing courses taken at another institution for which the student has a grade lower than a ‘C’ (2.0). If a student withdraws from a nursing course after the academic mid-term in the semester and the student is failing the course at that time, the ‘W’ (for withdrawal) is considered a failure in terms of the Nursing Department’s progression policy. Nursing students are permitted to repeat only one clinical nursing course and one non-clinical nursing course while enrolled in the nursing program. Placement into repeated nursing courses will be on a space-available basis. Students may repeat courses off campus only with department approval.

When a student takes a nursing course for the second time, he/she must earn a grade of ‘B-‘ (2.7) or better in order to progress in the nursing program. Information about approved equivalents may be obtained from the Nursing Department office at Dominican.

Students must demonstrate competence in both theory and clinical in order to earn a course grade of ‘C’ (2.0) or higher and to be eligible to progress in the nursing program. Thus, in nursing courses with a clinical component, students must meet all clinical performance objectives satisfactorily in order to earn a grade of ‘C’ (2.0) or higher for the course. A student who fails to complete any of the clinical performance objectives at a satisfactory level cannot receive a course grade higher than a ‘D’ (1.0) regardless of the grades earned in the theory component of this course. Students required to repeat a clinical course must repeat both the clinical and theory components.

Clinical evaluations are important, especially those given at mid-rotation. At this time the student and instructor meet to assess the student’s progress in achieving class and clinical objectives. Students whose mid-term grade is ‘C’ (2.0) or below may be asked to meet with the Faculty of Record to plan strategies for improving performance.

Students in ALL nursing courses must score an average of 75% (absolute) or better on all examinations, in order to earn a course grade of ‘C’ (2.0) or higher. A student who fails to score a 75% average or above on all examinations cannot receive a grade higher than a ‘C-‘ (1.7), regardless of grades earned on written work or other course assignments.

**ADVANCED STANDING IN NURSING**

Registered nurses, licensed vocational nurses, and other healthcare workers with previous education or experience in nursing may apply for admission to the Nursing Major with advanced standing. Transfer students enrolled and in good standing at an accredited nursing school or who have been enrolled and in good standing within the past five years, may apply for advanced standing in the major. Transfer students must complete 30 units at Dominican and half of the upper division major courses (21.5 units) including NURS 4100, NURS 4200, NURS 4119, NURS 4997, and NURS 4998, and at least one other upper division clinical course. Part-time and full-time programs of study are available.
Academic advising is an integral part of the advanced placement program. Each student’s educational preparation and nursing experience are evaluated individually. In consultation with a nursing advisor, the student plans a program of study which is appropriate to his/her background, abilities, knowledge, and career aspirations. Credit for prior learning for all nursing courses may be obtained by transfer of earned college credits, credit by examination, course challenge, or portfolio.

Advanced placement candidates should apply for admission to the University as early in the academic year as possible. Placement in clinical classes is contingent on the availability of spaces and these may be limited.

*Nursing Course Descriptions*

**NURS 2001 Concepts in Nursing (1 unit)**
This one unit pre-clinical course briefly addresses the phenomena in the philosophy and conceptual framework of the Nursing Department. It also incorporates content on additional areas basic to the discipline of nursing including communication, legal and ethical issues, cultural considerations, and client education. Prerequisite: Completion of the first two semesters of nursing prerequisite classes. 1 hour theory. Offered Fall and Spring semesters.

**NURS 2014 Health Assessment (2 units)**
Initial course in health assessment which includes: obtaining health histories, performing health screenings, and risk identification, and normal physical assessments throughout the life cycle. Requirements: Completion of pre-clinical courses and progression to the sophomore level. Corequisites are NURS 2100, 2150, 2018, and 2020. 1.5 hours theory, 1.5 hours laboratory once per week. Offered Fall and Spring semesters.

**NURS 2020 Foundations of Pharmacology (1 unit)**
Pharmacology is integrated throughout the curriculum. This introductory course will discuss the foundations of pharmacology essential to the development of a pharmacology knowledge base in preparation for assuming the role of the professional nurse. Nursing process will be applied to pharmacology in a broad context. Issues and topics relevant to the professional nurse’s responsibilities in the administration of medications will be integrated with the assessment and evaluation of client outcomes. In addition, the student will be introduced to a system and process for the classification of drugs, as a foundation for the integrated content. Requirements: Completion of all pre-clinical courses and progression to the sophomore level. 1 hour of theory. Offered Fall and Spring semesters.

**NURS 2100 Basic Patient Care/Skills (6 units)**
This is an introductory course to the concepts and practice of basic patient care. It incorporates beginning principles of medical-surgical nursing including the planning and providing of care for adult clients in the hospital setting. The students also learn, practice and apply basic nursing skills. The ATI Fundamentals of Nursing exam will be taken at the completion of this course. Passage of this exam is a requirement for junior level coursework. Requirements: Completion of all prerequisite pre-clinical classes and NURS 2001. Corequisites are NURS 2014, 2100, 2150. 3.5 units of theory and 2.5 units of clinical (15 hours/per week for last 5 weeks). Offered Fall and Spring semesters.

**NURS 2150 Geriatric Foundations/Skills (4 units)**
This beginning level course introduces the students to the basic principles and practices for care of elderly individuals. The course will explore the needs of the older population including health promotion, coping with chronic illness, acute illness, and facing loss and death. It will address the needs of the elderly across the spectrum of living arrangements from the independent home dweller to institutional care. Requirements: Completion of all prerequisite pre-clinical courses and admittance to the clinical nursing program. Corequisites: NURS 2018, 2100, 2150. 1.5 hours of theory and 2.5 units of clinical per week for 7 weeks in the first half of the semester. Offered Fall and Spring semesters.

**NURS 2100 Basic Patient Care/Skills (6 units)**
This is an introductory course to the concepts and practice of basic patient care. It incorporates beginning principles of medical-surgical nursing including the planning and providing of care for adult clients in the hospital setting. The students also learn, practice and apply basic nursing skills. The ATI Fundamentals of Nursing exam will be taken at the completion of this course. Passage of this exam is a requirement for junior level coursework. Requirements: Completion of all prerequisite pre-clinical classes and NURS 2001. Corequisites are NURS 2014, 2100, 2150. 3.5 units of theory and 2.5 units of clinical (15 hours/per week for last 5 weeks). Offered Fall and Spring semesters.

**NURS 2150 Geriatric Foundations/Skills (4 units)**
This beginning level course introduces the students to the basic principles and practices for care of elderly individuals. The course will explore the needs of the older population including health promotion, coping with chronic illness, acute illness, and facing loss and death. It will address the needs of the elderly across the spectrum of living arrangements from the independent home dweller to institutional care. Requirements: Completion of all prerequisite pre-clinical courses and admittance to the clinical nursing program. Corequisites: NURS 2018, 2100, 2150. 1.5 hours of theory and 2.5 units of clinical per week for 7 weeks in the first half of the semester. Offered Fall and Spring semesters.

**NURS 3100 Maternal Newborn and Women's Health Nursing (5 units)**
This course is devoted to the study of biopsychosocial factors affecting the health and development of childbearing clients, newborns and their families, as well as the interper-
sonal and relational role of the professional nurse in identifying and meeting the healthcare needs of this focused population. The nursing process is applied to the design of integrated and individualized plans of care. Learners will apply and synthesize knowledge from prior coursework in the basic sciences, mathematics, humanities, and foundational nursing classes to further develop and inform their nursing care practices in maternity, neonatal, and women’s healthcare environments. Requirements: Completion of all second semester sophomore nursing courses and first semester junior coursework 2.5 hours of theory and 15 hours a week of clinical for 7.5 weeks. Offered Fall and Spring semesters.

NURS 3101 Pediatric Nursing (5 units)
This course is devoted to the study of biopsychosocial factors affecting the health and development of children and their families. The course involves the study of well-child principles as well as human responses to acute and chronic illness. Requirements: Completion of all second semester sophomore coursework and first semester junior coursework 2.5 hours of theory and 15 hours a week of clinical for 7.5 weeks. Offered Fall and Spring semesters.

NURS 3103 Nursing Research (3 units)
Introduction to research and its role in the study and solution of problems related to client care, the improvement of healthcare, and the development of nursing science and related fields. This course is a prerequisite for NURS 4997. Requirements: completion of PSY 3187 or its equivalent and all sophomore nursing courses. 3 hours. Offered Fall and Spring semesters.

NURS 3105 Medical-Surgical Nursing (5 units)
This course involves the study of physiological, psychosocial, and cultural factors affecting human responses to acute and chronic illness. The study of health-care problems among young, middle and older aged adults is included. The nursing process is applied to a variety of patient-care situations in theory and in practical experiences at the intermediate level. Requirements: completion of second semester sophomore courses and successful completion of the fundamentals ATI exam. 2.5 units of theory and 15 hours of clinical per week for 7.5 weeks. Offered Fall and Spring semesters.

NURS 3106 Psychiatric and Mental Health Nursing (5 units)
This course is devoted to the study of nursing care of clients in acute care psychiatric settings and in community health settings. The course applies mental health principles in the process of caring for patients in other situations. Content includes physiological, psychosocial, and cultural factors affecting the mental health of individuals; psychiatric disorders and therapeutic approaches including therapeutic communication, psychopharmacology, special or vulnerable populations, and confidentiality and legal issues are addressed. Requirements: completion of second semester sophomore courses and successful completion of the fundamentals ATI exam. 2.5 units of theory and 15 hours of clinical per week for 7.5 weeks. Offered Fall and Spring semesters.

NURS 4100 Advanced Med-Surg (5 units)
This course is designed to facilitate the application of prior coursework to the medical-surgical client with high-acuity illness. Learners will incorporate biologic, psychosocial, and cultural factors in the planning of and providing care of these clients with complex, multi-system health problems, and will apply nursing concepts and skills according to their needs. The clinical component will take place in selected critical care and high acuity adult settings. Requirements: successful completion of all sophomore and junior level nursing courses. 2.5 units of theory and 15 hours per week of clinical for 7.5 weeks. Offered Fall and Spring semesters.

NURS 4114 Health Policies and Practices (1 unit)
This course examines the US healthcare system including its structure, financing, and the economics. An introduction to policy, politics, and policy analysis provides a framework to examine the nation’s healthcare objectives, delivery systems, and the healthcare workforce. The course examines emerging health policy issues with attention to health disparities and access to care. Corequisite: NURS 4150. Open to all students. 1 hour of theory. Offered Fall and Spring semesters.

NURS 4119 Senior Synthesis: Professional Accountability in Nursing (1 unit)
The second semester senior nursing student will participate in self-assessment, professional development and activities related to the legislative and regulatory aspects of nursing practice. The student will demonstrate an understanding of professional standards, commitment to lifelong learning, and successful strategies to enter the professional arena, including those necessary for a successful NCLEX-RN outcome. Requirement: Second semester senior standing. Offered Fall and Spring semesters.

NURS 4150 Community Health & Nursing (5 units)
This course is an introduction to population-focused nursing practice. The course utilizes National Health Objectives, public health core functions, and the nursing process as the basis for health promotion, health protection, disease prevention, health maintenance, health restoration, and health
surveillance of individuals, families, aggregates, and communities at the local state, national, and global levels. This course emphasizes the needs of vulnerable populations across the lifespan, and examines socioeconomic, cultural, gendered, racial and political dimensions of vulnerability and risk. Requirements: successful completion of all sophomore and junior level nursing courses. 2.5 units of theory and 15 hours per week of clinical for 7.5 weeks. Offered Fall and Spring semesters.

**NURS 4200 Leadership & Nursing Care Management (6 units)**
This course focuses on nursing concepts and skills related to the development and application of leadership/management theory as the student experiences professional role immersion in a beginning staff nurse setting. Students apply these leadership and management skills in collaboration with clients, their families, and members of the healthcare team in clinical settings using the preceptorship model. The student is responsible for all previous coursework in the application of biopsychosocial theory and nursing care to client populations. Requirements: successful completion of all sophomore, junior and first semester senior courses. 2.0 units of theory and 4.0 units of clinical (180 hours clinical). Offered Fall and Spring semesters.

**NURS 4995 Elective Preceptorship (1-3 units)**
Supervised clinical practice in a healthcare setting. Arranged individually with course faculty in collaboration with an on-site preceptor. Open to nursing students after satisfactory completion of all junior-level nursing courses. Requirement: Faculty approval. 45 clinical hours per unit. Fall, Spring Semesters.

**NURS 4997/4998 Directed Research: Proposal Development and Implementation (1 unit each semester)**
The nursing senior project is a two-semester course required for successful completion of the B.S.N. degree. The project demonstrates a synthesis of experiences in the nursing program and achievement of the program objectives. The senior project is an individual scholarly endeavor that reflects the interest of the student, addressing an actual or potential health condition within the scope of professional nursing practice. The nursing senior project series progresses from project development in NURS 4997 through implementation and evaluation which is emphasized in NURS 4998. Requirement: Senior standing and completion of NURS 3103. 1 hour of theory. Offered Fall and Spring semesters.

**NURS 4999 Independent Study (1-3 units)**
Directed study of an area of interest in the field of nursing or healthcare. Open to all majors. 1 to 3 theory hours per unit. Offered Fall and Spring semesters.

**Philosophy (Minor)**

Philosophy is a passionately rational attempt to discover what is true about the world and ourselves. Dominican’s program in Philosophy (in cooperation with the Department of Politics) emphasizes the history of metaphysical, ethical, and political philosophy in the West and includes the study of logic, Asian philosophy, philosophy of religion, and environmental philosophy. Studying philosophy strengthens the mind’s abilities to reason, analyze, and interpret, while it heightens the soul’s capacity for vision, contemplation, and wonder. We believe that these talents are as important for earning a living as they are for living a meaningful life.

**Requirements for the Philosophy Minor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 1107</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3105</td>
<td>Ancient Greek Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>or POL 3202</td>
<td>Ancient, Medieval, and Early Modern Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3177</td>
<td>Philosophies and Religions of Asia</td>
<td>3</td>
</tr>
<tr>
<td>POL 3203</td>
<td>Modern and Contemporary Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>3 electives, at least two of which must be upper division</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL PHILOSOPHY MINOR 21 UNITS**
Philosophy Course Descriptions

PHIL 1000 Classics of World Philosophy (3 units)
Study of select thinkers in the history of philosophy in light of their ethical, political, intellectual, and spiritual significance. Offered regularly.

PHIL 1104/3104 Philosophy of Human Nature (3 units)
Inquiry into the enduring questions of human nature including the meaning and purpose of human life, the questions of its spiritual origin and destiny, its capacities for good and evil, the scope and limits of its freedom, the nature of knowing, and the question of immortality, drawing upon a range of Western thought. Particular attention is given to the tension between classical religious and philosophical views and those stemming from modern human sciences such as psychology, sociology, and sociobiology. Offered regularly.

PHIL 1105/3105 Ancient Greek Philosophy (3 units)
Study of the seminal ideas of Socrates, Plato, and Aristotle regarding the nature of reality and the nature and destiny of human beings. Pre-Socratic philosophical thought and the views of the Stoics and Epicureans are also considered. Offered regularly.

PHIL 1106/3106 Medieval Philosophy (3 units)
Study of the philosophical issues of central concern to the leading thinkers of the Middle Ages: the nature of the human person, the relationship between persons and God, the good life, and the nature of reality in Augustine, Anselm, John of Salisbury, Thomas Aquinas, and Ockham. Offered every year.

PHIL 1107 Logic (3 units)
Introduction to the liberal art of logic. Primary goal is to enable students to construct sound arguments and identify fallacious ones. Introduces the student to traditional formal logic with an emphasis on Aristotle's categories as a tool to critically analyze our world as essential to our role as responsible citizens in a democratic society. Offered regularly.

PHIL 1108/3108 Ethics (3 units)
An introduction to ethical theory in Western philosophy followed by an investigation of a range of contemporary ethical problems drawn from private life, public policy, law, medicine, and business. Offered regularly.

PHIL 1109/3109 Ethics in Healthcare (3 units)
An introduction to ethical theory in Western philosophy followed by an investigation of contemporary ethical problems drawn from the field of healthcare, e.g., scarce resource allotment, genetic intervention, control, and research, dilemmas in nursing, medical paternalism, AIDS issues, reproductive control, abortion, euthanasia. Offered regularly.

PHIL 1077/3177 Philosophies and Religions of Asia (3 units)
(Cross-listed as RLGN 1077/3177) An exploration of Hindu and Buddhist traditions and, to a lesser extent, the Chinese traditions of Confucianism and Taoism, attempting to understand how each tradition conceives the nature of reality, the goals of human life, and the way to those goals. Field trips. Spring Semesters.

PHIL 3110 Environmental Philosophy (3 units)
A cross-cultural investigation of philosophical perspectives on humanity's relation to nature, combined with an exploration of contemporary environmental issues and related political decision-making. Offered intermittently.

PHIL 3115 Embodied Philosophy: Yoga Theory and Practice (3 units)
The practice of yoga and the study of its foundational texts (Upanishads, Gita, Yoga Sutras) to understand this classical Indian science of mind-body integration. Note: Half of the course consists of physical exercise. No prior yoga experience is required, but willingness to participate in such exercise is essential.

PHIL 3116 Native American Philosophy (3 units)
An inquiry into the worldviews of the Native American peoples in their unity and diversity. Offered intermittently.

PHIL 3120 Honors: The Rhetoric of Belief (3 units)
An investigation of God-language in the speeches and writings of outstanding politicians, novelists, poets, philosophers, and religious activists from around the world, this Honors seminar aims at deepening our skills as communicators, sharpening our capacity for critical analysis, and understanding the complex relationship between language and belief. Spring Semesters.

PHIL 3136 Native American Philosophy (3 units)
An inquiry into the worldviews of the Native American peoples in their unity and diversity. Offered intermittently.

PHIL 3150 Sexual Morality (3 units)
Examination of contemporary philosophical debate over sexual morality. Among the questions discussed in the course are: What does it mean to say that a sexual practice is unnatural? Does acceptance of feminism commit one to opposing prostitution? What distinguishes sexual harassment from other forms of sexual interaction? Summer Session.

PHIL 3175 Philosophy of Religion (3 units)
A rigorous inquiry into topics central to the philosophy of religion including the nature of God, grounds for belief and
disbelief, freedom and necessity, space and time, human
destiny East and West, problems of religious language, the
problem of proof and the nature of religious faith, the prob-
lem of conflicting truth claims among different religions.
Offered intermittently.

PHIL 3202 Ancient, Medieval, and Early
Modern Political Philosophy (3 units)
(Cross-listed as POL 3200) Survey course focusing on
the key writings of several important thinkers of Ancient,
Medieval, and early Modern Western civilization. Emphasis
in the course is on the development of key values and con-
cepts that have shaped our civilization (e.g. citizenship,
legitimacy of political rule, the ideal political community,
virtue). Major emphasis on the ideas of Plato, Aristotle,
Augustine, Thomas Aquinas, and Machiavelli. Spring
Semesters.

PHIL 3203 Modern and Contemporary
Political Philosophy (3 units)
(Cross-listed as POL 3201) Survey course focusing on
the key writings of several important thinkers of Modern
and Contemporary Western civilization. Emphasis in the
course is on the development of key values and concepts
that have shaped our modern world (e.g. power, realpolitik,
legitimacy of political rule, freedom, citizenship). Various
thinkers of the 17th, 18th, 19th, 20th, and 21st centuries
will be considered. Fall Semesters.

PHIL 3210 Transforming Political
Theory into Practice (3 units)
This course trains its sights on an enduring problem in
political philosophy, namely, how theory can be trans-
lated into practice. Each semester the insights of a set of
thinkers from both Western and Eastern traditions will be
brought to bear on an analysis of a contemporary ethical
and political issue such as homelessness, welfare depen-
dency, and gang violence. The aim is to arrive at a better
understanding of the possibilities for promoting – in both
theory and practice – effective social change. This course
will be offered with an honors option for honors students.
Spring Semesters.

PHIL 3220 Gender: Ethics and Politics (3 units)
A survey and critical analysis of contemporary feminist
scholarship. Course will explore the distinctions between
the various forms of feminism, such as liberal, socialist,
radical, lesbian, and postmodern, and will address such
concepts and topics as gender socialization, gender in rela-
tion to race and class, inequality, oppression, violence, work,
families, mothering and fathering, intimacy and sexuality,
health and medicine, and ethics. This course will be offered
with an honors option for honors students. Fall, Spring
Semesters.

PHIL 3230 Traditional Asian Ethical
and Political Thought (3 units)
(Cross-listed as POL 3230) A general survey of the tradition
of Asian ethical and political thought focusing primarily on
the thought of Confucius, Lao Tzu (Taoism), and Mencius.
In addition, some aspects of legalism and realism in Asian
political thinking will be considered. Offered as needed.

PHIL 3510 Self, Community, and Service:
Modern Identity and Moral Meaning (3 units)
Exploration of contemporary moral philosophy directed at
the existential questions of selfhood, authenticity, percep-
tion, and ethical relation to the “other” in a pluralist society.
Critical analysis of texts and understanding of key issues
will be deepened through reflection on local community
service that allows for active cultivation and expression of
core values. Fall, Spring Semesters.

PHIL 3520 Self, Community, and Service: Ethics
of Love and Moral Responsibility (3 units)
Exploration of a range of moral philosophy examining
human nature and the desire/need to be connected to others
and the world. The course will excavate questions of motiva-
tion, self-love, and self-sacrifice through critical analysis of
texts, reflection, and action. A service component bridges
theory to practice through social involvement in the local
community.

PHIL 4999 Independent Study (1 – 3 units)
Offered as needed.

Physical Education Program

Dominican seeks to promote the total development of its
students. The Conlan Recreation Center provides a wide
variety of recreational and fitness opportunities for all stu-
dents. Non-credit instructional classes are offered through-
out the academic year in activities such as yoga, dance,
aerobics, weight training, tai chi, and swimming.

Credit classes are available for members of the University’s
intercollegiate sports program. Dominican offers the fol-
lowing team sports: men’s and women’s basketball, golf, and
soccer; women’s volleyball, tennis and softball; and men’s
lacrosse. Athletes receive unit credit on a credit/no credit
basis up to a total of 8 units. These classes are more com-
petitive and focus on building specific skills and enhancing
the student’s knowledge of individual sports.
Physical Education credits come from practicing or playing with a team at Dominican University.

Physical Sciences

The program offers chemistry, physical sciences, and physics courses designed for non-majors, prerequisites for pre-professionals and majors for other departments including biological sciences.

Chemistry Course Descriptions

CHEM 1500 Introduction to Chemistry: A Preparatory Course (3 units)
This course is designed to prepare students for CHEM 1600 or CHEM 2000. Topics include: periodic table, properties and states of matter, electron configuration, chemical bonds, types of chemical reactions, concentration and solutions, structure of atom, introduction to common laboratory practices; and use of common laboratory equipment. There will be a mathematics review and an introduction to stoichiometry and balancing equations. 3 hours. Fall, Spring Semesters.

CHEM 1600 Chemistry for the Health Sciences (3 units)
This course is designed to expose students in the health sciences to chemical principles important to human physiology. Topics include: reaction rates, chemical equilibrium and gas laws; chemistry of water, solutions, colloids, acids, and bases; carbon chemistry containing heteroatoms; biochemistry of carbohydrates, lipids, proteins, nucleic acids, enzymes, vitamins, and hormones; chemistry of body fluids; and metabolic pathways. 2 lecture hours, 2 lab hours. Fall, Spring Semesters.

CHEM 2000 General Chemistry I (4 units)
This course is designed towards a study of fundamental principles and theories of chemistry with special emphasis on chemical calculations. Topics include atomic structure, gases, kinetic-molecular theory, periodicity and bonding, chemical thermodynamics etc. Prerequisite: MATH 1400 or College Algebra and pass a chemistry placement test or CHEM 1500. 3 lecture hours, 3 lab hours. Fall Semesters.

CHEM 2100 General Chemistry II (4 units)
This course is a continuation of General Chemistry I. Topics include introduction to chemical analysis, gas and solution equilibria, acid-base chemistry, metals and non-metals, oxidation-reduction, electrochemistry, radiochemistry, introductory organic and biochemistry. Prerequisite: CHEM 2000. 3 lecture hours, 3 lab hours. Spring Semesters.

CHEM 2999 Independent Study (1-3 units)
Directed reading on specialized topics or development of a set of special laboratory skills. 2-6 hours. Fall, Spring Semesters.

CHEM 3800 Organic Chemistry I (4 units)
Introduction to the fundamental concepts of organic compounds in terms of their structure, bonding, stereochemistry and chemical reactivity. This course covers the introduction, naming and reactivities of simple organic molecules such as alkanes, alkenes, alkynes, aromatics, alkyl halides, alcohols and ethers. Prerequisite: at least a ‘C’ (2.0) grade in CHEM 2000 and CHEM 2100. 3 lecture hours, 3 lab hours. Fall Semesters.

CHEM 3900 Organic Chemistry II (4 units)
This course is a continuation of Organic Chemistry I. Topics include structure, naming and chemical reactivity of aldehydes, ketones, carboxylic acids, amines, phenols, aryl halides and heterocyclic compounds. This course also includes spectroscopy and biomolecules such as fats, carbohydrates, lipids, steroids, proteins and nucleic acids. Prerequisite: CHEM 3800. 3 lecture hours, 3 lab hours. Fall Semesters.

CHEM 4000 Quantitative Analysis (4 units)
Gravimetry, acid-base, redox, complex-formation equilibria, and their applications in volumetric titrations. Ion exchange and chromatography separation techniques. Selected topics in instrumental analysis. Prerequisites: CHEM 2000 and 2100. 3 hours lecture, 3 lab hours. Fall Semesters.

CHEM 4100 Biochemistry (3 units)
Course dealing with traditional and contemporary molecular biological techniques, such as protein analysis, elec-
trophoretic techniques, and enzymology. Prerequisites: CHEM 3800 and 3900. 2 hours lecture, 3 lab hours. Spring Semesters.

CHEM 4800 Special Topics in Chemistry (1-3 units)
An in-depth evaluation of selected topics in chemistry. Issues of current or historical interest are addressed. May be repeated when topic changes. A total of 3 units may be applied to the chemistry minor. Prerequisite: consent of the instructor. Fall/Spring Semesters.

CHEM 4994 Teaching Assistantship (1-3 units)
This course provides teaching experience at the undergraduate level. Students will assist faculty members in preparing, delivering, and tearing down laboratory (and/or discussion section) instructional units in chemistry courses, conducting review sessions and tutoring students under the direct supervision of a faculty mentor. Prerequisite: Grade ‘B’ (3.0) or better in assigned course and a GPA of 3.0 or better. 2-6 hours. Prerequisite: consent of the instructor. Fall, Spring Semesters.

CHEM 4996 Internship (1-3 units)
This course provides opportunities for experiencing the practical and experimental application of chemical principles. Students will be involved via volunteer or paid work experience in chemical research projects conducted by agencies and institutions outside the university; for example, state parks, zoos, private or public chemical industries, and universities. Prerequisite: consent of the program coordinator. For full description see General Description – ART 4996 – All Internships at end of Art Course Descriptions. Fall, Spring Semesters.

CHEM 4998 Directed Research (0.5-6 units)
Experimental research project in various fields of chemistry, carried out by student under guidance of an instructor. This involves 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. 2-12 hours. Fall, Spring Semesters.

CHEM 4999 Independent Study (1-3 units)
Directed reading or development of a set of special laboratory skills. 2-6 hours. Fall, Spring Semesters.

Physical Sciences Course Descriptions

PHSC 2200 Earth Science (3 units)
Survey of the natural processes of the earth and its atmosphere. Topics will include: land forms, weather, climate, and geologic processes and the effects of natural processes on human activities. 2 hours lecture, 3 lab hours. Spring Semesters.

PHSC 2300 Physical Geology (3 units)
An introduction to geology that emphasizes physical processes affecting the earth. The nature and origin of the earth’s crustal materials, and the forces that create changes on continents and in ocean basins, will be the focus of the class. Field trips will focus on the examples of these processes in national parks of the region. 2 hours lecture, 3 lab hours. Fall Semesters.

Physics Course Descriptions

PHYS 1000 Descriptive Physics (3 units)
An introductory physics class for occupational therapy and other non-science majors. May include topics such as mechanics, properties of matter, heat, light, electricity, and nuclear physics. 3 lecture hours. Spring Semesters.

PHYS 1500 Practical Physics (3 units)
Introductory physics for liberal studies/teacher education and other non-science majors. Emphasizes conceptual understanding of principles using a hands-on laboratory approach. Includes topics such as mechanics, properties of matter, heat, light, and electricity. 2 lecture hours, 2 lab hours. Fall Semesters.

PHYS 2000 General Physics I (4 units)
This is part one of a two-part sequence introductory physics course for biology majors and others wishing to apply to medical school. This course covers properties of matter, mechanics, and heat. Prerequisite: MATH 1400 or College Algebra. 3 lecture hours, 3 lab hours. Fall Semesters.

PHYS 2100 General Physics II (4 units)
This is part two of a two-part sequence introductory physics course for biology majors and others wishing to apply to medical school. This course covers sound, electricity, magnetism and modern physics. Prerequisite: PHYS 2000. 3 lecture hours, 3 lab hours. Spring Semesters.

Politics (BA)

The study of politics entails much more than an analysis of current events, the activities of politicians, or the workings of government institutions. In a broad sense, politics is concerned with the nature of power and with its uses and abuses. Because this definition encompasses all of human activity, the study of politics must attend to a vast range
of human endeavors. The sheer breadth of the field is what makes the study of politics so intriguing and so important. Moreover, the study of politics is a vital component of an authentic liberal arts education, an education with which students learn to identify, analyze, and evaluate critically significant aspects of the human condition.

The Politics Major at Dominican University of California is distinguished not only by its commitment to a genuine liberal arts education, but also by its commitment to promoting the development of skills requisite for an informed, active, and responsible citizenship. The Politics Major prepares students for a variety of careers in the areas of policy analysis, teaching, law, diplomacy, business, government, non-governmental organization, campaign management, and journalism.

Each politics major takes a core sequence of introductory courses designed to provide a broad foundation of understanding of the discipline. Then, each politics major takes a set of upper-division core courses including two courses in political philosophy, a requirement designed to cultivate a greater awareness of what is ultimately at stake for humans in their moral and political lives. In addition to the lower- and upper-division core courses, politics majors direct their studies toward one or more of the following concentrations: international affairs, international political economy, public law, American politics, and moral and political philosophy.

**Student Learning Outcomes**

Politics majors will demonstrate:
1. Ability to identify, analyze, and evaluate critically basic moral and political concepts.
2. Ability to identify, analyze, and evaluate critically significant political institutions and practices.
3. Writing, analysis, and oral presentation skills that conform to the scholarly expectations of the discipline.

**Requirements for the Politics Major BA**

**Lower Division:**

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<th>Course</th>
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<th>Units</th>
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<tr>
<td>BUS 1000</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>POL 1010</td>
<td>Introduction to the Study of Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 1100</td>
<td>Introduction to American Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 1500</td>
<td>Introduction to International Relations</td>
<td>3</td>
</tr>
<tr>
<td>POL 1600</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
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**Total Lower** 15 units

**Upper Division:**

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<th>Course</th>
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<tr>
<td>POL 3101</td>
<td>Research Methods in Political Science</td>
<td>3</td>
</tr>
<tr>
<td>POL 3202</td>
<td>Ancient, Medieval, and Early Modern Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>POL 3203</td>
<td>Modern and Contemporary Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>POL 4910</td>
<td>Senior Seminar</td>
<td>4-6</td>
</tr>
<tr>
<td>POL 4996</td>
<td>Internship</td>
<td>1-3</td>
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**Total Upper** 14-18 units

**International Affairs Concentration:**

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<tr>
<td>POL 3500</td>
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<td>3</td>
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<tr>
<td>POL 3520</td>
<td>US Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>POL 3522</td>
<td>Diplomacy</td>
<td>3</td>
</tr>
<tr>
<td>POL 3524</td>
<td>Model United Nations</td>
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</table>

**International Affairs Elective**

3

**Total International Affairs Concentration** 15 units
### Undergraduate Programs (Day) and Courses

#### International Political Economy Concentration:
- **POL 3523** Globalization 3
- **POL 3561** International Political Economy 3
- International Political Economy Elective 3
- Upper Division Business Electives 6
- **Total International Political Economy Concentration** 15 units

#### Public Law Concentration:
- **HIST 3351** Historical Roots of US Law 3
- **POL 3400** Politics of the American Legal System 3
- **POL 3410** Anatomy of the Constitution I 3
- **POL 3411** Anatomy of the Constitution II 3
- Public Law Elective 3
- **Total Public Law Concentration** 15 units

#### American Politics Concentration:
- **POL 3300** State and Local Politics 3
- **POL 3302** American Presidency 3
- **POL 3303** Congress 3
- American Politics Elective 3
- American Public Law Elective 3
- **Total American Politics Concentration** 15 units

#### Moral and Political Philosophy Concentration:
- Moral and Political Philosophy Electives 15
- **Total Moral and Political Philosophy Concentration** 15 units

**TOTAL POLITICS MAJOR** 44-48 UNITS

### Requirements for the Politics Minor

#### Lower Division:
- **BUS 1000** Macroeconomics 3
- **POL 1010** Introduction to the Study of Politics 3
- **POL 1100** Introduction to American Politics 3
- **POL 1500** Introduction to International Relations 3
  or **POL 1600** Introduction to Comparative Politics
- **Total Lower** 12 units

#### Upper Division:
- Political Philosophy Elective 3
- Public Law Elective 3
- International or Comparative Elective 3
- American Politics Elective 3
- **Total Upper** 12 units

**TOTAL POLITICS MINOR** 24 UNITS
**Politics Course Descriptions**

**POL 1010 Introduction to the Study of Politics (3 units)**  
Survey of the range of basic political concepts, issues, institutions, and practices, and exploration of the various analytical methods employed in arriving at an understanding of them. Emphasis on developing reading, writing, and communication skills necessary to continue a program of study in politics. Fall Semesters.

**POL 1100 Introduction to American Politics (3 units)**  
Critical analysis of American political thought, institutions, practice, and culture, from the founding of the Constitution to the present. Addresses the following questions: Given the changes that have occurred throughout the development of American politics, what concerns should we have for the future of American politics, and what ought to be done to address these concerns? Spring Semesters.

**POL 1500 Introduction to International Relations (3 units)**  
An introduction to the theories and issues in international relations, foreign policy, and international political economy. Fall Semesters.

**POL 1600 Introduction to Comparative Politics (3 units)**  
An introduction to the comparative analysis of the diversity of political structures and practices around the world. A consideration of methods of study, general concepts, and classifications will be applied to a study of specific countries and regions. Spring Semesters.

**POL 3101 Research Methods in Political Science (3 units)**  
This course focuses on the research methods and tools used by political scientists. Students will be introduced to both quantitative and qualitative approaches, single and multiple case studies, and small and large studies. Fall Semesters.

**POL 4910 Senior Seminar (3 units)**  
The Senior Seminar provides a collaborative setting within which students work to complete their senior thesis. It involves development of the thesis in discussion with other students and with the seminar leader according to a significant moral and political theme. Fall, Spring Semesters.

**POL 4930 Special Topics Course (3 units)**  
A course designed to study a topic not covered by regularly scheduled politics courses. Topic will depend on the instructor. May be taken more than once for credit. Offered as needed.

**POL 4961 Internship in Student Government (1 unit)**  
For Associated Students of Dominican University of California officers and senators only. Students participate in student government, act as liaisons between students and administrators, address concerns of fellow students, and provide a slate of activities to serve social, physical, and educational needs of all students. Can be repeated for credit up to 2 units. Fall, Spring Semesters.

**POL 4996 Internship (1-3 units)**  
Students can earn units for volunteer or paid work in some area related to politics. The internship must be arranged in cooperation with a supervising faculty member and the Director of Career Services. Fall, Spring Semesters.

**POL 4999 Independent Study (1-3 units)**  
Independent research on a topic of special interest to a student and a supervising faculty member. Offered by request, and subject to the approval of the Department Chair and the Dean. Fall, Spring Semesters.

**POLITICAL THOUGHT COURSE DESCRIPTIONS**

**POL 3200 Ancient, Medieval, and Early Modern Political Philosophy (3 units)**  
(Cross-listed as PHIL 3200) Survey course focusing on the key writings of several important thinkers of Western civilization. Emphasis on the development of key values and concepts that have shaped our civilization (e.g. citizenship, legitimacy of political rule, the ideal political community, virtue). Major emphasis on the ideas of Plato, Aristotle, Augustine, Thomas Aquinas, and Machiavelli. Fall Semesters.

**POL 3201 Modern and Contemporary Political Philosophy (3 units)**  
(Cross-listed as PHIL 3201) Survey course focusing on the key writings of several important thinkers of Western civilization. Emphasis on the development of key values and concepts that have shaped our modern world (e.g. power, realpolitik, legitimacy of political rule, freedom, citizenship). Various thinkers of the 17th, 18th, 19th, 20th, and 21st centuries will be considered. Spring Semesters.

**POL 3220 Gender: Ethics and Politics (3 units)**  
A survey and critical analysis of contemporary scholarship on the ethical and political implications of gender. Explores distinctions between various forms of feminism – liberal, socialist, radical, lesbian, postmodern – and addresses gender socialization, gender in relation to race and class, inequality, oppression, violence, work, families, mothering
and fathering, intimacy and sexuality, health and medicine, and ethics. Also considers recent scholarship on masculinity. Offered as needed.

**POL 3230 Traditional Asian Ethical and Political Thought (3 units)**
(Cross-listed as PHIL 3230) A general survey of the tradition of Asian ethical and political thought focusing primarily on the thought of Confucius, Lao Tzu (Taoism), and Mencius. In addition, some aspects of realism and legalism in Asian political thinking will be considered. Offered as needed.

**POL 3240 Political Theory and the Moral Imagination (3 units)**
Literature provides the canvas and the sketch of what is possible in the realm of human choice and action. Political theory provides the analytic, theoretical tools used to explore human activity as it relates to the public realm. Key works in political theory and several short stories/plays/short novels will be used to analyze and explore the possible ramifications of human activity. Offered as needed.

**POL 3250 American Political Thought (3 units)**
Exploration of various moments, themes, concepts, and issues within the traditions of American political thought. The aim is to gain not only a better understanding of the multiple facets of the traditions and the tensions these facets generate, but also insight into how the tradition informs American political and cultural values. Offered as needed.

**AMERICAN POLITICS COURSE DESCRIPTIONS**

**POL 3300 State and Local Politics (3 units)**
Politics at the state, county, and city levels, with particular emphasis on the features unique to California and the Bay Area. Provides students an opportunity to study aspects of local politics and engage in various citizenship activities so that they will be better equipped to cultivate active civic leadership, teambuilding, and cooperation in the resolution of contemporary political problems. Offered as needed.

**POL 3302 American Presidency (3 units)**
Examines the institution of the presidency. Leadership, decision-making, and personal styles are used to evaluate the past, present, and future of presidential politics. Special attention to the constitutional foundation, presidential elections, relations with the press, the public, and other branches of government. The president’s role in domestic and foreign policy-making is explored using case studies from the modern presidency. Offered as needed.

**POL 3303 Congress (3 units)**
Considers the role of Congress in the political system with a focus on the legislative process and behavior of legislators. A close examination of the nature of representation and an historical look into how Congress evolved is included in order to gain a better understanding of the contemporary Congress and its members. Offered as needed.

**POL 3304 Political Parties and Interest Groups (3 units)**
Study of the decline of parties and the rise of interest groups in the American political system and an analysis of the role of each in the policy making process. The strategies interest groups use to influence the political process are covered along with the concept of political pluralism. Close attention is given to party in the government, party in the electorate, and party organization. Offered as needed.

**POL 3305 Politics and the Media (3 units)**
Analysis of the ideas and concepts associated with how the media covers political information and how political actors use the media. Concepts including agenda setting, priming, and framing are examined. Special attention is given the role of the media during elections. Offered as needed.

**POL 3310 The Craft of Politics (3 units)**
An analysis of the styles of civic leadership, activism, and team building employed by major political actors, especially those on the state and local scene. Engages students in both a critical and practical inquiry into the question of what constitutes effective and responsible civic participation. Offered as needed.

**PUBLIC LAW COURSE DESCRIPTIONS**

**POL 3400 The American Legal System (3 units)**
Broad consideration of the nature of legal issues, institutions, and practices in contemporary American society. Subjects for analysis will include constitutional law, criminal law, civil law, legal education, the legal profession, the structure of the court system, judges, juries, law enforcement, and alternative dispute resolution. Offered as needed.

**POL 3410 Anatomy of the Constitution I (3 units)**
Exploration of a range of constitutional issues decided by the US Supreme Court. Addresses theories of constitutional interpretation, issues of separation of powers, federalism, privacy, abortion, sexual freedom, physician-assisted suicide, freedom of speech and religion, equal protection, and cruel and unusual punishment. Fall Semesters.
POL 3411 Anatomy of the Constitution II (3 units)
Addresses various constitutional criminal procedure issues such as 4th Amendment unreasonable searches and seizures, 5th Amendment compulsory self-incrimination and double jeopardy, and 6th Amendment trial by jury and assistance of counsel. Spring Semesters.

POL 3430 Environmental Law (3 units)
Introduction to the concepts and practice of environmental law. Includes the study of the principal federal and state statutes, as well as rights provided under the common law and the Constitution. Focuses on critical federal and state case law, and examines current legal trends in environmental justice, takings, and protection for endangered species. Offered as needed.

POL 3440 International Law (3 units)
A survey and analysis of the theoretical framework, institutional structure, and history of the international legal system. Pays particular attention to: nation-states; international organizations; individuals; treaties; human rights; nationality; territory and jurisdiction; law of the sea, airspace, outer space, and celestial bodies; economics; the environment; crime; diplomacy; security; war and peace. Offered as needed.

WORLD POLITICS COURSE DESCRIPTIONS

POL 3500 World Politics (3 units)
An advanced survey and analysis of theories, issues, institutions, and practices in international relations. Spring Semesters.

POL 3520 US Foreign Policy (3 units)
Major trends in American foreign policy with emphasis on the processes of making and implementing foreign policy decisions. This course addresses such topics as public attitudes toward the world, the roles and relationship of the President and Congress in foreign policy processes, and certain contemporary issues of foreign policy. Offered as needed.

POL 3522 Diplomacy (3 units)
Provides an introduction to the structures and practices of diplomacy in international relations. Explores how differences can be reconciled and negotiations conducted against the backdrop of the power and conflict in the international system. Offered as needed.

POL 3523 Globalization (3 units)
Investigates and interprets the issues that arise from the study of the process which has come to be known as "globalization," and seeks to understand our roles and responses to it. This course examines not only the economic elements but also the environmental, human rights, and cultural factors which are often ignored. Offered as needed.

POL 3524 Model United Nations (3 units)
This course is designed to prepare students for participation in a Model United Nations (MUN) conference. Coursework will entail a study of the United Nations system, the role of the United Nations in regional, international, and global diplomacy, current issues in world politics, and the policy issues of specific countries. Fall, Spring Semesters.

POL 3525 US National Security Policy (3 units)
Formulation, organization, and implementation of US national security policy. Utilizing contemporary case studies, emphasizes the relationship between domestic political, military, diplomatic, and intelligence perspectives in the decision-making process. Topics include challenges posed by rogue and failed states, peacekeeping, terrorism, arms control, military alliances, and the role of international institutions.

POL 3526 International Political Economy (3 units)
Course examines how the "international system" works, focusing upon patterns that exist in economic and political behavior. Explores the links between localized events and larger global trends in the history and contemporary dynamics of international relations, including not only the activities of governments but also of businesses and non-governmental organizations. Offered as needed.

POL 3563 Political Development (3 units)
This course introduces students to the politics of developing countries and focuses on the common and complex problems facing these countries in their quest to develop. What is political development, and what factors contribute to successful or failed political development? How does colonialism account for political development? Is economic development necessary for political development? Is democracy feasible in the developing world? What are the conditions most favorable for achieving democracy? How does the developed world contribute to the success or failure of lesser-developed countries? In order to address these questions individual cases from Asia, Latin America, Africa, and the Middle East will be studied to search for solutions. Offered as needed.
Area Studies Course Descriptions
The theme or focus of these courses will vary depending on the instructor. Offered as needed.

- POL 3610 Politics of Latin America (3 units)
- POL 3640 Politics of Southeast Asia (3 units)
- POL 3620 Politics of Western Europe (3 units)
- POL 3641 Politics of the Middle East (3 units)
- POL 3621 Politics of Eastern Europe (3 units)
- POL 3642 Politics of South Asia (3 units)
- POL 3630 Politics of Northeast Asia (3 units)
- POL 3660 Politics of Africa (3 units)

Pre-Law (Minor)

According to the American Bar Association and law schools, pre-legal education should be a preparation for a lifetime of active involvement in a diverse and changing society and not just a direct preparation for law school. There is no single curricular path that is the ideal preparation for law school. However, this pre-law minor specifically seeks to help students further improve their skills in critical thinking, reading, writing, and public speaking, and also to develop some understanding of what shapes human experience within American society and the American legal system. Although any undergraduate major will suffice for admission to law school, most law school students major in one or more of the following: politics, history, philosophy, and/or English.

Requirements for the Pre-Law Minor

Lower Division:
- POL 1010 Introduction to the Study of Politics 3
- or PHIL 1107 Logic 3
- POL 1100 Introduction to American Politics 3

Total Lower 6 units

Upper Division:
- HIST 3351 Historical Roots of US Law 3
- POL 3400 Politics of the American Legal System 3
- POL 3410 Anatomy of the Constitution I 3
- POL 3411 Anatomy of the Constitution II 3

Total Upper 12 units

Total Pre-Law Minor 18 units

Pre-law students should contact the pre-law advisor at least once a semester to keep informed about various activities relevant to his/her pre-law preparation.

Pre-law students are encouraged to join the Dominican University of California Pre-Law Chapter of Phi Alpha Delta Law Fraternity, International. Please contact the pre-law advisor or the chapter president for more information.

Pre-Law Course Descriptions

The Pre-Law minor includes courses from a variety of different programs. Please see the appropriate programs in this Catalog for specific course descriptions.
Psychology (BA)

The undergraduate Psychology Department at Dominican University of California is committed to providing a comprehensive, human-centered, and culturally sensitive foundation in the psychological sciences, inclusive of theory, research, and practice, in an atmosphere that models mutual respect and encourages individual challenge.

The undergraduate Psychology Department offers courses in several basic areas within the field: clinical psychology and counseling, human development, health and sports psychology, communication, social psychology, business/organizational psychology, cognition, and biological psychology.

Classes take the form of seminars, lectures, experiential exercises and simulations, demonstrations, guided research, and independent study, all of which are intended to stimulate active student participation in learning. The undergraduate program provides a wide variety of fieldwork placements, as well as specific research opportunities through the senior research requirement. Students are also encouraged to attend professional psychological conventions and seminars, and undergraduate research conferences, and to develop research projects with faculty. The program's size allows for one-on-one interaction with the department’s well-qualified faculty, which includes practicing psychologists, acclaimed teachers, and researchers.

The undergraduate Psychology Department encourages active student involvement in departmental issues through a number of student-faculty activities. The Psychology Club sponsors topic/discussion sessions with speakers from the community, field trips, movies, social gatherings, and an ongoing support group. Academic, career, and graduate school advising are available through specified courses, workshops, peer advising, and appointments with faculty.

Psi Chi

The Dominican Chapter of Psi Chi, the national honor society in psychology, sponsors guest speakers, research, and social events for undergraduate students, graduate students, and alumni. The Psi Chi Book Award is presented at the annual awards banquet to the student who has contributed most in the way of service to the department or to the field of psychology. Students are eligible after completion of 12 upper division units. A high standard of scholarship is required for admission to Psi Chi. (3.3 GPA in Psychology coursework and 3.0 GPA overall).

Curriculum

The undergraduate psychology curriculum is based on a model which integrates theory, research and practice. In addition to the fundamental core curriculum, there are two components which make the Dominican psychology curriculum distinctive: first-hand experience in the field and the selection of a personal focus. The senior thesis research project stands as a culminating experience to students’ education at Dominican. The senior thesis (PSY 4997 and PSY 4998) requires students to design and conduct, under faculty supervision, their own research on a topic of their choice. By integrating their research topic with a field placement in the same content area, students obtain additional specialized knowledge of and first-hand experience in their own area of interest.

Student Learning Outcomes

In keeping with Dominican’s concern for students’ intellectual development, the undergraduate Psychology Department has identified the following student learning objectives that majors will achieve.

The student will demonstrate:
1. Familiarity with the major concepts, theoretical perspectives, enduring conflicts, empirical findings, and historical trends in psychology.
2. Understanding and application of the scientific method, ethics, and research methods in psychology as evidenced in a senior thesis utilizing appropriate resources to conduct a literature review, data analysis, presentation, and interpretation of results.
3. Understanding and application of psychological theory and principles to a diverse range of real life issues.
4. Knowledge and understanding of the empirical findings from experimental psychology.
5. Comprehension of the range of career possibilities in psychology and the development of a personal career plan.

Pathways Psychology Program: Intensive Evening Program for Adult Learners

The undergraduate division of the Department of Psychology offers a Bachelor of Arts degree in psychology through the Pathways Program, in which all courses for the major are offered in the evening and/or on weekends. The program, designed for adults, is intensive and accelerated and recognizes the needs, experiences, and skills of adult learners. Please refer to the Pathways section of the Catalog for details regarding eligibility requirements, major and degree requirements, policies and procedures for Pathways students. Please note Pathways course rotations and offerings may differ from those of the Day Program.

Requirements for the Psychology Major

The required curriculum consists of a minimum of 40 units, including the following:

**Lower Division:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PSY 1100</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<td><strong>Total Lower Division</strong></td>
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<td><strong>3 units</strong></td>
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**Upper Division:**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PSY 3111</td>
<td>Theories of Personality: History and Systems I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3112</td>
<td>Theories of Personality: History and Systems II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3181</td>
<td>Psychology of Career Choice</td>
<td>1</td>
</tr>
<tr>
<td>PSY 3182</td>
<td>Junior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PSY 3187</td>
<td>Statistics for the Health and Behavioral Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PSY 3191</td>
<td>Research Methods in the Behavioral Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PSY 4940</td>
<td>Field Placement (minimum 3 units required, 6 units recommended)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4997</td>
<td>Directed Research I</td>
<td>3</td>
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<tr>
<td>PSY 4998</td>
<td>Directed Research II</td>
<td>3</td>
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<tr>
<td>PSY Electives (upper division)</td>
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<td><strong>12 units</strong></td>
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To fulfill requirements for the psychology major, upper division elective units must include at least one course from each of the following groups:

**Group 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 3000</td>
<td>Selected Special Topics in Psychology</td>
</tr>
<tr>
<td>PSY 3171</td>
<td>Psychology of Learning</td>
</tr>
<tr>
<td>PSY 3172</td>
<td>Introduction to Cognitive Processes</td>
</tr>
<tr>
<td>PSY 3173</td>
<td>Sensation and Perception</td>
</tr>
<tr>
<td>PSY 3175</td>
<td>Physiological Psychology</td>
</tr>
<tr>
<td>PSY 4016</td>
<td>Psychopharmacology</td>
</tr>
<tr>
<td>PSY 4018</td>
<td>Comparative Psychology</td>
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</table>

**Group 2**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 3102</td>
<td>Counseling and Communication</td>
</tr>
<tr>
<td>PSY 3120</td>
<td>Child and Adolescent Development</td>
</tr>
<tr>
<td>PSY 3121</td>
<td>Adult Development and Aging</td>
</tr>
<tr>
<td>PSY 3141</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 3160</td>
<td>Social Psychology</td>
</tr>
</tbody>
</table>

**Total Upper Division**

**TOTAL PSYCHOLOGY MAJOR**

**37 units**

**40 UNITS**
Undergraduate Programs (Day) and Courses

Requirements for the Psychology Minor

**Lower Division:**
PSY 1100 Introduction to Psychology 3

**Total Lower Division** 3 units

**Upper Division:**
Upper division units in psychology (courses to be determined by student and minor advisor). Students minoring in Psychology are encouraged to take at least 3 units from Group 1 and 3 units from Group 2 courses.

**Total Upper Division** 13 units

**TOTAL PSYCHOLOGY MINOR** 16 UNITS

Psychology Course Descriptions

Semesters in which these courses are to be offered for day majors are indicated at the end of the course description. The schedule for Pathways psychology courses is available in the Pathways office.

**PSY 1000/3000 Series: Special Topics in Psychology (1 unit)**
Designed to help students gain an understanding of their own life patterns and interpersonal relationships or the impact of the social world and our mental and physiological processes on our attitudes and behavior. Typically offered in a one Saturday workshop format, along with a mandatory orientation session. Can be taken either as lower or upper division. Fall, Spring Semesters; Summer Sessions.

**PSY 1001/3001 Psychology of Dreams**
Exploration of both research and theoretical models of sleep and dreaming; application of dream theory to aid students in understanding their own dreams.

**PSY 1002/3002 Effective Communication**
Practical, hands-on training in the essentials of interpersonal communication, including active listening, outgoing messages, and de-escalating conflict.

**PSY 1003/3003 Human Response to Disaster**
An interdisciplinary overview of disasters and the economic, social and psychological impact that such events have on human populations.

**PSY 1004/3004 Psychology of Death and Dying**
Introduction to models of grief and mourning, psychological understanding of the dying process and funeral rites, and an exploration of personal attitudes toward death and dying.

**PSY 1005/3005 Social Influence**
An introduction to classic social psychology topics such as persuasion, conformity, and obedience, with special emphasis on compliance tactics used in advertising and sales.

**PSY 1006/3006 Psychology of Money**
Explores the principles and psychodynamics of our relationship with money from historical, psychological, cultural, and philosophical perspectives. Disentangling emotional from financial issues in order to achieve an optimum balance of emotional well-being and financial success.

**PSY 1007/3007 Psychology of Prejudice**
A review of theories and research findings addressing the complex issue of prejudice.
PSY 1008/3008 Healing Relationships
Explores the principles, systems, and psychodynamics of our primary relationships, focusing on ways to understand and enhance the well-being of our relationships.

PSY 1009/3009 Stress Management
Provides understanding of a variety of relaxation techniques; students develop a personal stress management plan.

PSY 1010/3010 Psychology of Media and Pop Culture
An introduction to the cultural, societal and psychological impact of the mass media, with particular emphasis on television, film, music videos and the Internet.

PSY 1011/3011 Psychology of Personal Development
Application of developmental models of psychology to understanding one's own psychological growth throughout the lifespan.

PSY 1012/3012 Creating Your Future
Strategies for participating fully in the design of your life: ways of living a more meaningful and deeply fulfilling life. Processes for exploring what you want and value, and developing strategies for generating these results.

PSY 1013/3013 Managing Anxiety
The physiology of anxiety and factors which perpetuate it. Students learn specific techniques for handling feelings of anxiety, and discussion topics include phobias, test anxiety, and obsessive-compulsive behaviors.

PSY 1016/3016 Temperament and Child Behavior
This course examines inborn traits and how temperament affects behavior and development throughout childhood. Interactions between temperament and the environment are explored in terms of “goodness of fit” in creating positive relationships.

PSY 1022/3022 Positive Psychology
An introduction to the scientific study of optimal human functioning. Topics include happiness, flow, signature strengths, optimism, characteristics of healthy relationships. Emphasis is on the application of positive psychology research findings to real-life experiences.

PSY 1028/3028 Why We Age
Explores the biological causes of aging. Introduces evolutionary, genetic and cellular theories of why organisms grow old and die. Reviews the effects of aging on the mind and brain and considers various attempts at preventing and delaying the aging process. (Note: PSY 3028 meets Group 1 requirement).

PSY 1034/3034 Behavioral Coaching
Introduction to coaching for behavioral change. Focus is on practical techniques for meeting performance and behavioral goals.

PSY 1036/3036 Psychobiology of Sex & Violence
A consideration of the biological factors involved in sexual and aggressive behaviors. We will look at the evolutionary reasons for sex and violence and the brain structures and biochemical basis for these behaviors. (Note: PSY 3036 meets Group 1 requirement).

PSY 1038/3038 Psychology and Law
Exploration of the interface between law and psychology and the role of mental health professionals in the legal system. Topics include jury selection, domestic relations, sexual harassment, competency to stand trial, etc.

PSY 1041/3041 Animal Cognition
An introduction to cognitive abilities of non-human species. A review of various examples of intelligent behavior in other species, including spatial cognition and navigation, time perception, problem solving, tool use, culture and language. We will look at empirical evidence for intelligence in the behavior of both captive and wild animals. (Note: PSY 3041 meets Group 1 requirement).

PSY 1045/3045 Hormones and Behavior
Examination of how hormones influence human behavior. Behaviors to be considered include sex and reproduction, cognition, sleep and arousal, response to stress and aggression. The role of hormones during development and throughout the lifespan will also be considered. (Note: PSY 3045 meets Group 1 requirement).

Note: Other courses in the PSY 1000/3000 Series may be offered in addition to those listed here. Consult each semester’s course schedule for current offerings.

PSY 1100 Introduction to Psychology (3 units)
Basic methods and concepts of psychology, focusing on research findings and theoretical viewpoints. Topics include theories of personality, psychological development, personality disorders, social psychology, cognition, motivation and emotion, perception and learning, biological and socio-cultural bases of behavior. Prerequisite for most upper division psychology courses. 3 hours. Fall, Spring Semesters.

PSY 3102 Counseling and Communication (3 units)
Development of individual and group counseling skills, such as effective listening, responsible self-expression, building trust, sensitivity to individual value systems. Various theoretical approaches to counseling and communication are
presented through readings, films, tapes, and experiential exercises. 3 hours. Spring Semesters, Summer Sessions.

**PSY 3111 Theories of Personality: History and Systems I (3 units)**

The historical evolution of psychology and the various positions and theories which fall under the heading of “personality.” Emphasis on primary source readings and on comparison and contrast among various viewpoints in the growth of the discipline. Theorists include Freud, Jung, Adler, James, Watson, Skinner, the Gestaltists. Prerequisite: PSY 1100. 3 hours. Fall Semesters.

**PSY 3112 Theories of Personality: History and Systems II (3 units)**

The historical evolution of psychology and the various positions and theories which fall under the heading of “personality.” Emphasis on primary source readings and on comparison and contrast among various viewpoints in the growth of the discipline. Theorists include Sullivan, Allport, Murray, Mahler, Rogers, humanists, and cognitive theorists. Prerequisite: PSY 1100. 3 hours. Spring Semesters.

**PSY 3120 Child and Adolescent Development (3 units)**

Human growth and development, from prenatal development through adolescence, focusing on biological, cognitive, and social-emotional processes within the context of family, culture and society. This course combines theory and research with practical applications. 3 hours. Fall Semesters.

**PSY 3121 Adult Development and Aging (3 units)**

Human growth and development from early to late adulthood, including aging, death and dying. Includes social, biological, moral, familial, vocational, sexual, religious, and personal processes as they appear and are given significance within the developmental process. Prerequisite: PSY 1100. 3 hours. Spring Semesters.

**PSY 3122 Lifespan Development (3 units)**

Human development over the lifespan, from prenatal development through adolescence, adulthood, including aging, death and dying. Emphasis on theory and research regarding developmental milestones in the cognitive, social and emotional realms. (Psychology majors should take either or both PSY 3120 or PSY 3121 instead of this course). Prerequisite: PSY 1100. 3 hours. Fall, Spring Semesters.

**PSY 3141 Abnormal Psychology (3 units)**

Deviations of human behavior: psychoses, neuroses, and personality disorders will be explored using texts, readings, films, case histories, and tapes. Prerequisite: PSY 1100. 3 hours. Fall, Spring Semesters.

**PSY 3143 Family Dynamics (3 units)**

A systems approach to marriage and family relationships focusing on psychological processes and communication systems which promote or restrict intimacy and health. 3 hours. Fall Semester 2006.

**PSY 3160 Social Psychology (3 units)**

Social influences on perception, motives, attitudes, and behavior. Topics include attitude formation and change, aggression, altruism, prejudice, group processes, decision-making, affiliation, friendship and love. Lectures, films, and activities. 3 hours. Fall Semesters.

**PSY 3161 Small Group Dynamics (3 units)**

Analysis of small group dynamics: structure, process, roles, alliances, shared assumptions, group communication, and leadership. Lectures, demonstrations, and practical group experience. 3 hours. Fall Semester 2007.

**PSY 3165 Mediation, Negotiation, and Conflict Management (3 units)**

The practical use of effective communication, negotiation, and mediation skills to improve interpersonal relations and to intervene in resolving conflicts. The focus is on developing skills in dealing effectively and ethically with a wide range of conflict situations. 3 hours. Spring Semester 2007, Fall Semester 2007 Pathways Program.

**PSY 3166 Organizational Psychology (3 units)**

The application of social psychology to organizational settings. Topics covered include: motivation of workers; group decision-making; leadership styles; career management and organizational development. Experiential exercises combined with lecture, discussion, and demonstration. 3 hours. Spring Semesters, Pathways Program.

**PSY 3167 Cross-Cultural Communication (3 units)**

Examination of ethnic, racial, cultural, socio-economic, and sexual diversity as they influence and determine effective and appropriate communication strategies and processes in counseling or management practices. Summer Sessions.

**PSY 3170 Psychological Testing and Assessment (3 units)**

Principles of psychological test construction: norms, reliability, validity, item analysis; ethical issues in psychological testing; survey of intelligence, aptitude, achievement, personality, interest, and clinical measures. Prerequisite: PSY 1100. 3 hours. Spring Semester 2008.

**PSY 3171 Psychology of Learning (3 units)**

A comprehensive look at how the study of learning changed and impacted psychology, including a review of the research
Undergraduate Programs (Day) and Courses

on classical conditioning conducted by Pavlov and the work on operant conditioning conducted by Skinner. Applications of this research in everyday contexts and clinical settings will be examined. Prerequisite PSY 1100. 3 hours, Spring 2007.

**PSY 3172 Introduction to Cognitive Processes (3 units)**
Explores the psychological processes involved in pattern recognition, attention, memory, human learning, problem solving, language development, verbal communication and decision making. Emphasis is placed on the process of conducting research to support theory, and how new evidence leads to modifications in old theory. Prerequisite PSY 1100. 3 hours. Spring Semester 2008.

**PSY 3173 Sensation and Perception (3 units)**
Analysis and comparison of the several theoretical approaches explaining sensation and perceptual processing. Topics include the physiological correlates of perception, cognitive influences on perception, perceptual illusions, perception of space and form, and how the modalities are integrated in forming our perceptions. Prerequisite PSY 1100, 3 hours. Fall Semesters 2006, 2008.

**PSY 3175 Physiological Psychology (3 units)**
The biological foundations of human behavior and psychological processes; the physiological basis of emotional disturbance, language, hemispheric specialization of the brain, emotion, aggression, hunger, sleep, and dreaming. Prerequisite: PSY 1100. 3 hours. Fall Semester 2007.

**PSY 3181 Psychology of Career Choice (1 unit)**
The role of skills, personality, and values in assessment of career possibilities and establishing successful career goals. This course is designed for sophomore psychology majors and non-majors interested in exploring career choices. 1 hour. Fall, Spring Semesters.

**PSY 3182 Junior Seminar (1 unit)**
Analysis of research, fieldwork, career, and graduate school opportunities in psychology. Course design includes lecture, discussion, and interviewing assignments. Prerequisite PSY 1100. Limited to junior psychology majors. 1 hour. Fall, Spring Semesters.

**PSY 3187 Statistics for the Health and Behavioral Sciences (4 units)**
Descriptive and inferential statistics as they are applied to a variety of research designs in the health and behavioral sciences. Topics include data summary and presentation, measures of central tendency and variability, correlation and regression, probability, sampling and hypothesis testing and using a computer software package to analyze data sets. Prerequisite – Day: MATH 1210 or 1300 with a grade of ‘C’ (2.0) or better, an approved comparable course from another institution, or appropriate placement test score. Pathways: MATH 2000 with a grade of ‘C’ (2.0) or better, or appropriate placement test score. 4 hours. Fall, Spring Semesters; Summer Sessions.

**PSY 3191 Research Methods in the Behavioral Sciences (4 units)**
Methods of investigation in the behavioral sciences. Includes experimental, observational, survey, and unobtrusive methodologies. The course focuses on the major steps in the research process, research design, and ethics. Prerequisite: PSY 1100, PSY 3187. 4 hours. Fall, Spring Semesters.

**PSY 3192 Advanced Experimental Design (1 unit)**
Review of methodology and procedures for testing causal hypotheses. Topics covered will include experimental design, confound control, and advanced statistical analyses used in psychological research. Prerequisites: PSY 3187, PSY 3191. 1 hour. Spring Semester 2008.

**PSY 4000 Series: Contemporary Issues in Psychology (3 units)**
A series of seminars examining critical issues in contemporary psychology. 3 hours, Fall, Spring Semesters; Summer Sessions. Rotating courses to include such topics as:

**PSY 4002 Life Coaching**
Coaching for success in one’s work and personal life. Skills for assisting people to discover what they want in life; processes and tools for achieving goals.

**PSY 4003 Natural Disasters: Societal and Individual Reactions to Risk**
The social, economic, political and psychological impact of natural hazards on human populations; topics include the natural forces which cause such disasters, areas that are most at-risk from certain hazards, risk perception, disaster preparedness, coping and recovery.

**PSY 4005 Health Psychology**
Focuses on the psychological influences that affect our physical health and susceptibility to illness; an analysis of the complex interactions between mind and body.

**PSY 4006 Environmental Psychology**
The impact of the natural or physical environment on behavior and health, including topics such as crowding, privacy, territoriality and personal space.
PSY 4008 Psychology of Religion
Psychological analysis of religious and transcendent experience. Topics include meditation, conversion, women’s spirituality, cults and other current issues.

PSY 4009 Sports Psychology
This course explores the application of psychology to the understanding of sports. Other topics covered include the Psychology of Play and Stress Management. The use of various strategies to enhance peak performance in sports will be extrapolated into other areas such as business, art, education, dance, teaching, relationships and basic life skills.

PSY 4011 Psychology of Women
Analysis of the psychological realities of women’s lives organized around critical issues and events in women’s experience from infancy to adulthood and aging.

PSY 4012 Psychology of Men
A survey on the experience of being male, including historical, biological, social, psychological and anthropological perspectives on topics such as sexuality, interpersonal relationships, fatherhood, power and aggression, and health.

PSY 4013 Human Sexuality
A survey of the biological, psychological, and social aspects of sexuality, including topics such as gender identity, sexual orientation, reproduction, sexually transmitted diseases, sex in the media, sexual problems and sex therapy.

PSY 4016 Psychopharmacology
Examines the effects of psychoactive drugs on neuro-chemical, mental, and behavioral processes. Major depressant, stimulant, narcotic, and hallucinogenic drugs will be studied, as well as drugs used to treat mental disorders such as anxiety, depression, phobias, and schizophrenia. Prerequisite: PSY 1100.

PSY 4017 Evolutionary Psychology
The application of evolutionary theory to human behavior. Topics include the evolution of sexual behavior, and the adaptive basis of various human behaviors such as different sexual strategies, aggression and altruism. We will explore the role of evolutionary processes in the development of human cultures and cultural practices.

PSY 4018 Comparative Psychology
Explores the biological basis of animal behavior through the natural selection of specific traits, and compares this to the behavior of humans. Topics include physiological, genetic, developmental, and environmental mechanisms controlling behavior in various animal species (including humans) from an evolutionary perspective. Prerequisite: PSY 1100.

PSY 4040 Field Placement (3 units)
Application, development, and refinement of assessment, counseling, communication and consulting and/or research skills. Seminar and supervised fieldwork in an agency setting appropriate to the student’s ability and interest. Two semesters of field placement are highly recommended for students who wish to be adequately prepared for careers in psychology and/or intend to apply to graduate school. Prerequisites: PSY 1100, PSY 3182 and senior status. Fall, Spring Semesters.

PSY 4994 Teaching Assistantship (1-3 units)
PSY 4996 Internship (1-3 units)
For full description see General Description – ART 4996 – All Internships at end of Art Course Descriptions.

PSY 4997 Directed Research I (3 units)
Focuses on writing a review of the psychological literature relevant to the student’s senior thesis research topic, and designing an appropriate and ethical research design for the thesis project. Class structure includes lectures, discussion, group exercises and support, individual appointments and behavioral contracting. Note: no incomplete grades are given for PSY 4997. Prerequisites: PSY 1100, PSY 3187, PSY 3191. 3 hours. Fall Semesters.

PSY 4998 Directed Research II (3 units)
Supervised completion of the senior thesis project, with an emphasis on data collection, statistical analysis, interpretation of research findings, and completion of the thesis manuscript in proper American Psychological Association format. Class structure includes lectures, class discussion, individual appointments, oral and poster presentations of thesis findings. Note: no incomplete grades are given for PSY 4998. Prerequisite: completion of PSY 4997. 3 hours. Spring Semesters.

PSY 4999 Independent Study: Selected Topic (1-3 units)
Directed reading on a topic of special interest to a student and faculty member. 1-3 hours. Fall, Spring Semesters.
Religion (BA)

Dominican’s program in Religion focuses on the Biblical roots and theological development of the Judaeo-Christian tradition and on the cross-cultural study of humanity’s religions including Islam, Hinduism, Buddhism, Confucianism, Taoism, and Native American traditions. We study these traditions in their mythological, philosophical, psychological, and sociological dimensions. We examine not only the historical origins and ideals of these religions but also the many ways they influence individuals and societies in the modern, global world. Each member of the Religion faculty considers the student-teacher relationship crucial to the educational venture.

The central objectives of the Religion program are: to contribute to a new depth and richness in students’ questions about and concepts of God; to address perennial human questions so as to find in an understanding of the past a source of wisdom for the present; to struggle with the questions of truth within an informed awareness of religious pluralism and cultural diversity; to develop skills of reading serious literature for comprehension and insight, writing with clarity and style, speaking well, and thinking analytically and critically so as to be able to make well-informed judgments; and to encourage the “prophetic voice” that is willing to analyze and criticize contemporary culture.

Student Learning Outcome for General Education in Religion

Students will grow in awareness of the fundamental spiritual questions of life and of their own theological and ethical assumptions by demonstrating comprehension of key features (e.g., concepts of God, central assumptions about human life and fulfillment, essential values, myth and ritual patterns, historical origins) of at least one major religious tradition.

The Religion Major

The Religion Major comprises three distinct areas of study: scripture, theology, and the cross-cultural study of religion.

Student Learning Outcomes for the Religion Major

The student will demonstrate:

1. Knowledge of the literal contents of the Bible, the cultural and/or historical situations to which they respond, and the enduring theological perspectives that appear in these responses. (Scripture Courses)
2. Comprehension of some of the seminal figures and/or central issues of modern/contemporary theology. (Theology Courses)
3. Comprehension of the interpretive nature of theological positions by demonstration of an ability to think critically about various theological viewpoints. (Theology Courses)
4. Knowledge of major non-Christian religions, i.e., their views of reality, the goals of human life, and the ways to those goals. (Western Religions and Philosophies and Religions of Asia)
5. Comprehension of nature and function of myth and ritual in religious traditions (Myth, Symbol, and Ritual), or comprehension of at least two seminal theoretical perspectives (e.g. Freudian, Jungian, Maslovian) on the nature and function of religious experience. (Psychology of Religious Experience)
6. An ability to reflectively consider at least one of the philosophical problems raised by religions generically: e.g., the nature of the Real, the existence of God, the problem of evil, commensurability among the religions, etc. (Philosophy of Religion)
7. An ability to write a senior thesis on a specific research topic in the field of religion that demonstrates skillful use of a significant range of library and other research materials and a well-developed bibliography.

The General Education Requirement in Religion

All undergraduate students are required to take six units (2 courses) of work in the department, of which three units must be in the upper division (3000 or above). One of the courses must focus substantially on the Judaeo-Christian tradition. The
exception is for students who transfer into the University with 45 units or more. Their requirement is one 3-unit Judaeo-Christian course in the upper division.

**The General Education Goal in Religion**
Dominican believes that an essential aspect of every person’s education is a mature inquiry into the meaning of God. Every course in the Religion curriculum has this inquiry as its overarching goal in addition to the more specific goals of the course.

**Requirements for the Religion Major**
24 of the following units must be taken for upper division credit:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>Scripture</td>
<td>9</td>
</tr>
<tr>
<td>Theology</td>
<td>9</td>
</tr>
<tr>
<td>Cross-Cultural Study</td>
<td>12</td>
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<tr>
<td>Upper Division Electives</td>
<td>6</td>
</tr>
<tr>
<td>RLGN 4910 and 4911 Senior Project</td>
<td>4</td>
</tr>
<tr>
<td>RLGN 4920 and 4921 Senior Project Workshop</td>
<td>1</td>
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**TOTAL RELIGION MAJOR** 41 UNITS

**Requirements for the Religion Minor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper division units</td>
<td>15</td>
</tr>
<tr>
<td>Additional religion course</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL RELIGION MINOR** 18 UNITS

If a student takes a Religion class as a part of the Cultural Heritage requirement for General Education, the class may be applied towards the units required for the minor.

**Religion Course Descriptions**

**SCRIPTURE COURSE DESCRIPTIONS**

**RLGN 1001/3101 Old Testament Survey (3 units)**
A survey of the origins and development of the Hebrew Bible/Christian Old Testament with attention to its theological and literary importance for the Western mind. Spring Semesters.

A detailed study of these books and of the historical Jesus. We will reconstruct the social setting and major themes of each gospel and examine the life, teaching, and resurrection of Jesus of Nazareth. Some attention will also be paid to the content and message of the Acts of the Apostles. Fall Semesters.

**RLGN 1022/3122 The Gospel of Mark (3 units)**
Study of the earliest gospel to determine its theological message, its understanding of Christ, miracles and discipleship, and its social relevance. Summer Sessions.

**RLGN 1026/3126 The Gospel and Epistles of John (3 units)**
Study of major themes of these New Testament books with special attention to Christology and their presentation of the Christian spiritual life. Fall Semesters.

**RLGN 1027/3127 New Testament (3 units)**
A survey and introduction to the book that has shaped the Western mind more profoundly than any other for nearly 2000 years. Fall, Spring Semesters.
RLGN 1028/3128 The Book of Revelation (3 units)

RLGN 1030/3130 The Letters of St. Paul (3 units)
A study of the major themes of Paul's thought through the letters he wrote as responses to problems in the early Christian church. Fall, Spring Semesters.

THEOLOGY COURSE DESCRIPTIONS

RLGN 1005/3005 Message of Islam through the Voice of a Sufi Master (1 unit)
Exploration of the core beliefs of Islam, with its history, origins, and developments, including the life of the Prophet Muhammad, Quranic principles, major philosophical schools (Sunna, Shi'a, and Sufi) and the meaning of jihad. Summer Session, offered intermittently.

RLGN 1010/3110 Christianity in Contemporary Film (3 units)
Investigation of contemporary feature films which deal substantially with Christian themes. Offered regularly.

RLGN 1012 Introduction to Christianity through Art (3 units)
Reviews Christianity's Biblical foundations and the basic history, teaching, and liturgy of the church and illustrates these by looking at Christian art from various times and places. This course is especially intended for students who have no previous knowledge of Christianity.

RLGN 1032/3132 Women, Religion, and Sexuality (3 units)
A cross-cultural study of the impact of traditional religious teachings about sex on society's perception of women's role and status and on women's own self-perception, with particular attention to the historical origins of female subordination. Fall, Spring Semesters

RLGN 1042/3142 Catholic Moral Philosophy (3 units)
A critical investigation of Catholic moral reasoning on a range of contemporary ethical issues. Fall, Spring Semesters.

RLGN 1053/3153 Spirituality Through Life Story (3 units)
This course explores the life-stories and spiritual journeys of remarkable human beings and illustrious fictional characters through the media of literature, film, music, and art. Spring Semesters.

RLGN 1054/3154 Theology of Women (3 units)
How does a woman evolve a personal spirituality beyond male images and language? Study of both the patriarchal roots of (some) religions and of the womanist revolution in theology will lead this exploration into the question of how we name and relate to the sacred. Fall Semesters.

RLGN 1055/3155 A Passion for Justice: Contemporary Christian Liberation Theologies (3 units)
Overview of contemporary effort to reinterpret Christian theology in the context of social justice projects emerging from and in solidarity with the poor of Latin American, North American feminists, and the African American Christian community. Fall, Spring Semesters.

RLGN 1058/3158 Catholic Thought and the Contemporary World (3 units)
A survey of Catholic intellectual response since the Second Vatican Council to the issues, questions, and concerns of the contemporary world. Topics covered will include: war and peace, social, economic, and environmental justice, ecumenism and collegiality, and sexuality. Fall Semesters.

RLGN 1062/3162 Feminist Spirituality and Fairy Tales (3 units)
An examination of feminist religious criticism of popular fairy tales and cultural myths used in the socialization of women that enables students of both sexes to explore spiritual questions of identity, power, relationship, dependency, and freedom. Summer Sessions.

RLGN 1063/3163 Mysticism (3 units)
"Mysticism" refers to the writings produced by those who have claimed a direct experience of God. This course draws from Christian and/or global sources to examine the mystic mind. Offered regularly.

RLGN 1085/3185 Judaism and Christianity in the Greco-Roman World (3 units)
RLGN 3145 Scripture: God in History (3 units)
Exploration of the scriptures of the Jews, the Christians, and the Muslims, the Tanakh, the New Testament, and the Qur’an respectively.

RLGN 3180 Theory and Practice of Christian Prayer and Meditation (3 units)
A study of various types of prayer within the Christian tradition from verbal prayer to meditative prayer to silence in the presence of God through both lectures and hands-on workshops in the actual practice of prayer. Prerequisite: one course in religion or philosophy or by permission of the instructor. Offered every year.

RLGN 3712 Religion in American History (3 units)
A chronological survey of the relationship between diverse religious beliefs and their social, economic, and political contexts in the United States, from the 1490’s to the 1990’s. We explore religion’s role in shaping the national experience, and how the national experience has shaped the nature of religious faith.

CROSS-CULTURAL STUDY OF RELIGION COURSE DESCRIPTIONS

RLGN 1064/3164 Psychology of Religious Experience (3 units)
Analysis of the experiences people call religious or transcendent, and the various ways psychology has tried to understand such experiences. Offered intermittently, cross-listed with psychology.

RLGN 1070/3170 The Spirit of the Earth (3 units)
A sustained reflection on the role of religion in the task of developing an ecologically sound relationship to the Earth, and on the degree to which that relationship suggests new possibilities for the human spirit. Fall Semesters.

RLGN 1075/3075 Religion and Social Theory (3 units)
Drawing on Durkheim, Marx, Weber, Mead, Parsons and Bellah, this course examines religious consciousness within a general theory of human action to identify the role religious expression and activity has played in society and social organization. Offered intermittently.

RLGN 1076/3176 Western Religions (3 units)
An exploration of one or more of the major religious traditions of the Western world – Judaism, Christianity, and Islam – in their historical and cultural contexts, examining how each conceives the nature of reality, the goals of human life, and the way to those goals. Fall Semesters.

RLGN 1077/3177 Philosophies and Religions of Asia (3 units)
A survey of one or more of the major religious traditions of Asia – Hinduism, Buddhism, Confucianism, and Taoism – in their historical and cultural contexts, examining how each conceives the nature of reality, the goals of human life, and the way to those goals. Spring Semesters.

RLGN 3181 Theory and Practice of Hindu, Buddhist and Muslim Prayer and Meditation (3 units)
A study of various types of non-Christian contemplative practices from hatha yoga, to Buddhist meditation, to Islamic zekr, through both lectures and hands-on workshops in the actual practice of these disciplines. Prerequisite: one course in religion or philosophy or by permission of the instructor.

RLGN 3186: Catholic Social Teaching (3 units)
A study of the literature of Catholic social teaching and ways in which people of faith have attempted to change the world for the better.

RLGN 3188/3178 The World’s Religions (3 units)
A rigorous inquiry into topics central to the philosophy of religion including the nature of God, grounds for belief and disbelief, the problem of evil, death and immortality, and the problem of conflicting truth claims in a religiously plural world. Offered intermittently.

RLGN 3189 The World’s Religions (3 units)
A study of humankind’s ultimate and enduring questions – the nature of reality and the meaning and end of human life – against the background of its multiform spiritual heritage. The course will survey the world’s great religious traditions (Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Taoism), accenting both their commonalities and their distinctiveness with special attention to the unique social vision of the Judeo-Christian tradition. (Pathways only) Fall, Spring Semesters.
RLGN 3179 Myth, Symbol, and Ritual (3 units)
The phenomenon of religion viewed anthropologically. Religious beliefs in oral traditions and pre-literate cultures; analysis of anthropological theories concerning the evolution and function of religious belief, myth, symbolism, and ritual; relation of religion to culture and social organization. Offered regularly.

RLGN 3191 HONORS: Worldviews and Practices of the Great Religions (3 units)
A World's Religions course augmented by a number of participant-observer field studies of phenomena such as a Native American sweat lodge, Hindu yoga and chant, Buddhist meditation, Jewish prayer, Christian worship, and Islamic invocation. Most semesters.

RLGN 3193 Special Interest Seminar
When appropriate, special seminars for upper division students will be scheduled to give an opportunity for study of special topics. Offered as needed.

RLGN 3195 Interfaith Spirituality and Community (3 units)
Does interfaith spirituality exist? If so, what does it look like? Is interfaith community truly possible in our world today? We will explore these questions and more, through assigned readings, class discussion, invited guests and class/individual visits to several Marin religious communities.

MISCELLANEOUS RELIGION COURSE DESCRIPTIONS
RLGN 1093 Journal Writing as a Spiritual Quest (1 unit)
Shows how keeping a journal can provide insight into memories, relationships, life patterns, and can help one to discover the meaning of the sacred in life. Offered intermittently.

RLGN 4910 Senior Project, First Semester (1-3 units)
RLGN 4911 Senior Project, Second Semester (1-3 units)
RLGN 4920 Senior Project Workshop, First Semester (0.5 units)
RLGN 4921 Senior Project Workshop, Second Semester (0.5 units)
RLGN 4994 Teaching Assistantship (1-3)
RLGN 4996 Internship (1-3 units)
For full description see General Description – ART 4996 – All Internships at end of Art Course Descriptions. Offered every semester.

RLGN 4999 Independent Study (1-3 units)

Social and Cultural Studies
Courses support undergraduate students in the Day division and in Pathways to complete requirements in General Education, specialized minors and emphases in the various majors in the humanities. In addition, social and cultural courses augment electives for students wishing greater depth in the fields of the social sciences.

Student Learning Outcomes
The student will demonstrate:
1. An ability to analyze critically social theories/arguments and their relevance for understanding the world;
2. An ability to think creatively and problem-solve imaginatively according to the methodological principles of social science areas;
3. An ability to synthesize information/materials across a range of analytical perspectives as a way to acquire a clearer global perspective; and
4. An ability to explore self/professional goals through an experiential encounter with other peoples/cultures.

Course Descriptions
SOCIAL SCIENCE COURSE DESCRIPTIONS
SCS 1001 Introduction to Sociology (3 units)
Overview of the principles and basic concepts of sociology as a social science. Topics that will be examined include the study of groups, collective behavior, socialization, culture, social institutions, class and caste systems, stratification, community, social roles, social planning, and social control. Fall Semesters.

SCS 1002/3102 Cultural Anthropology (3 units)
The study of society, culture, and personality from a cross-cultural perspective. Comparison across cultures of social organization and relations: kinship, religion, and belief systems, cultural transmission, social control and racism, environment, social change, and applied anthropology. Fall, Spring Semesters.

SCS 1075/3075 Sociology of Religion (3 units)
Working from the classics, Durkheim, Marx, Weber, Mead, Parsons and Bellah, religious consciousness will be examined within a general theory of human action. Historical and comparative frameworks will be used to identify the role religious expression and activity has played in society and social organization. In addition, the major themes of secularization, modernization, religion and politics, civil religion,
religious movements, rise of fundamentalism, and civility and religion will be explored. Offered intermittently.

**SCS 3100 Multicultural Perspectives toward an Inclusive World View (3 units)**
Using a sociological perspective, this course explores the concepts of culture, language, and ethnicity of African, Asian, Chicoano/Latino, Native American, Oceania, and Caribbean people in the US. Topics to be examined include: development of ethnic identity, bilingualism, educational achievements, and concepts of a pluralistic society. Offered regularly.

**SCS 3103 Problems of Contemporary Society (3 units)**
An investigation and analysis of selected social issues such as crime and violence, prejudice and discrimination, automation and technology, population problems and changes in familial, economic and political institutions from a local and national perspective. Offered regularly.

**SCS 3105 Sociology of Biotechnology (3 units)**
This course will focus on the social impact of medical technology on the traditional values of conception, birth, disease, aging and bionics. We will investigate the relationship between biotechnology and human health through a cross-cultural approach by looking at the similarities/differences between Western pharmaceutical models of disease and the more holistic/shamanistic medical practices in other parts of the world. Emphasis on social, economic, and cultural factors which produce these models. Offered regularly.

**SPECIALIZED INTERDISCIPLINARY CULTURAL STUDIES COURSE DESCRIPTIONS**

**SCS 1000 University 101 (1 unit)**
Designed for first-year students who are exploring academic and career options. Complements, and is taken simultaneously with, the linked courses in the Vision Quest program. This course provides a unique opportunity to explore majors, careers; encourages good study skills, time management, and critical thinking. Fall Semesters.

**SCS 1005 Human Cultures (2 units)**
A comparative exploration of human cultures focusing on diverse family, institutional and community structures. Topics of study include: kinship, marriage, religion and economics. Students reflect on human social experiences within a global and historical context. Fall, Spring Semesters.

**SCS 1012/3112 The Latino Lens (3 units)**
Designed to raise awareness and educate students about the fastest growing groups in the United States, this course is an introduction into the lives and cultures of Latino Americans through film and video. Issues such as stereotypes, discrimination, religion, language, immigration, generation gaps, and culture clash, to name a few, are covered. Screenings, small group discussions, and group projects all work together to bring the perspectives of Latinos, “The Latino Lens,” into sharp focus. Fall Semesters.

**SCS 1014/3114 Dominican Expressions (1 unit)**
Theme varies each year. Coordinated with a series of events scheduled on campus. Fall, Spring Semesters.

**SCS 1032/3132 Female Images of the Divine: A Cultural Analysis (3 units)**
The history of the modern-day feminist movement begun in the late 1960s has been viewed by some as the third wave of feminism following the battle for suffrage in the early twentieth century and women’s polemics of the eighteenth and nineteenth centuries. This most recent movement brought with it a new interest in female images of the divine. This course will offer a critical review of some of the available literature, which has expanded upon this theme as it investigates the relationship between the divine female and women’s sense of freedom, power, and personal integrity. Summer Sessions.

**SCS 2000/4000 Introduction to Women and Gender Studies (3 units)**
A general introduction to the study of women and gender across disciplines. Core debates and theories concerning women, men, gender roles, and sexuality are explored and engaged with and between such diverse disciplines that include but are not limited to history, psychology, literature, feminist studies, and film studies. Spring Semesters.

**SCS 2004/4004 Perspectives of Latin America: Physical Geography, Peoples, Cultures and Traditions (3 units)**
An integrative, interdisciplinary course that serves as an introduction to the varied landscapes, diverse peoples and multi-cultural customs of Latin America. The course may be team taught from different disciplines or perspectives. Spring Semesters.

**SCS 2999/4999 Independent Study (1-3 units)**
Consists of directed reading and/or independent research on a topic of special interest to a student and faculty member. Offered as needed.

**SCS 3034 Alternative Lifestyles (3 units)**
A course that will explore the sociological implications of the variety of lifestyles that dot the American social land-
scape: gays/lesbians/transgenders, drugs/prostitution, communal/gangs, single parents/homelessness, straight/traditional. Guest speakers will be featured. Offered intermittently. (Pathways)

**SCS 3035 Sociology of American Muslim Communities (1 unit)**

This course will explore the challenges and transformation that first, second and third generations of American Muslims experience in their attempt to assimilate into the American culture. Emphasis will be on the media and Muslims, the Muslim women, the black Muslim experience, the impact of 9/11 on acceptance and assimilation. Guest speakers will be featured and reflection papers required. Offered intermittently.

**SCS 3036 RAP as Protest (1 unit)**

Listen up People, got news for you...Let’s do RAP and protest hot on cue...With guest speakers and reflection papers, just a few...Don’t let it stress you, baby, it’s somethin’ you can do...So hop on board and join the fun, it’s what’s happenin’...It’s new, Hello!!! Offered intermittently.

**SCS 3110 Film and Society (3 units)**

A critical examination of the holographic relationship between Hollywood and the American culture with particular emphasis on the impact that film has on shaping the collective consciousness in terms of mythologies, archetypes, energies, and multicultural patterns and relationships. Offered regularly.

**SCS 3131 Fairy Tale as Parable and Narrative (3 units)**

This course is a study of the universal meaning of fairy tales. Fairy tales are from the oral tradition, passed down through generations that deal with existential problems. Such topics as the death of a parent, the search for human bonds (marriage and friendship), generational transitions, and the rites of passage from childhood through adolescence to adulthood will be analyzed. Summer Sessions.

**SCS 3135 Social Language of Cinematography (3 units)**

A course designed to introduce the average filmgoer to the sociology of film: that is, the understanding and analysis of how film and video communicate social meaning and have a significant impact on shaping the beliefs and images of the American culture. Students will explore the wider context of the medium – its economical, political, and philosophical implications – as well. Offered intermittently.

**SCS 3136/3137/3138 Native American Studies (6 units)**

Students will explore the multi-faceted world of Native American cosmology/psychology as revealed in mythology, creation stories by investigating the arts, politics, natural history, literatures, world view and religion. Part of a Cultural Heritage Colloquium encompassing culture, religion, art, literature, philosophy and ecology. Offered intermittently.

**SCS 3146 Principles of Archaeology (3 units)**

Principles of Archaeology will investigate archaeological theories, principles and methods with particular focus on California Native American sites, their spiritual/ritualistic and religious significance. Emphasis likewise will be placed on the cultural implications of rock art, pottery, basket weaving, cradle baskets and how these material “stuff” provide a snapshot into native attitudes about the land and tribal/band identity. Spring Semesters.

**SCS 3150 Women in Film (3 units)**

A critical examination of the relationship between film and women’s issues with particular emphasis on how the sociological portrayal of women shifts at different times, and how the traditional mythologies, archetypes, and stereotypes of women worldwide are rapidly changing with the advent of such films as Beloved, Eve’s Bayou, Mi Familia, Thelma and Louise, and I Shot Andy Warhol. Offered intermittently.

**SCS 3151 Mythology and Film (3 units)**

A critical examination of the relationship between myth and the American culture as portrayed in film. Particular emphasis will be placed on cultural energies, archetypes, and shadow issues haunting American culture as reflected in film noir, drama, action, comedy, and documentaries. Representative films include Boys Don’t Cry, Arlington Road, Bonnie and Clyde, Ordinary People, and The Piano. Summer Sessions.

**SCS 3160 Foundations in Adult Learning (3 units)**

An interdisciplinary examination of the great ideas which have shaped humankind’s thinking in the past, and the influence of these ideas in the present. Through this examination, students will practice and refine college-level foundation skills in critical thinking, oral presentations, writing, and reading and will be better prepared to apply their personal and professional experience to their future academic course requirements. Prerequisite or corequisite is ENGL 1003. Fall, Spring Semesters. (Pathways only)

**SCS 3170 California: Economy/Politics/Cultural Development 1850-Present (3 units)**

This course will explore the modern sweep of California history from the railroads to the unfolding Schwarzenegger era with emphasis on the movie industry, agri-business, high-
tech and the perennial battle over water and preserving the ecology. Fall, Spring Semesters.

SCS 3180 Borges: The Dreamer in the Labyrinth (3 units)
One of the major writers of the Twentieth Century, Jorge Luis Borges has remained a mystery for most of his readers, who are dazzled by his short stories but wonder about the inner world of this master of fables and paradoxes. By weaving his life and work with references to the times and culture in which he lived the course will reveal the man behind the stories and some of the hidden clues in his work. Summer Sessions.

SCS 3181 Cultural Ritual and Belief (3 units)
Investigates and analyzes cultural beliefs, symbols and rituals in both the modern and post-modern era with emphasis on the importance of intuitive thinking, the unconscious, “magical realism” and Eastern thought in creating a new paradigm for the global village of the 21st century. Offered intermittently.

SCS 3197 Special Topics in Social and Cultural Studies (1-3 units)

SCS 3198 Special Topics in Latin American Cinema (3 units)
An introduction for students to Latin American cinema and the film archives of the Latino Film Festival at Alemany Library. This course examines particular directors, works, themes, genres, or countries from films found in the archives. Possible topics may include Louredes Portillo’s body of work, immigration, gender roles, documentaries, contemporary Mexican cinema, magic realism, civil rights, sexuality, Latin American shorts, or other similar topics. Summer Sessions.

SCS 3205 Modernity and the Dark Side (3 units)
This course will explore the dark side of modernity by focusing first on the Nazi experience, by analyzing their ability to manipulate the German people through fear, technology and the media as a metaphor to a wider investigation of how centralized control of technology and media can have dire consequences for the global village of the 21st century, leading not only to a continued loss of individual freedom but to a continuation of political “killing fields.” In addition, American parallels will be drawn highlighting the intolerance of the “Far Right,” as exemplified by the Neo-Nazi movement and corporate domination of the media. Spring Semesters.

SCS 3233 Playwrights as Social Critics (3 units)
Looks at the social revolution in artistic/social consciousness that transpired between 1880-1950 as represented by Gaugin, Matisse, Picasso, Ibsen, O’Neill, Joyce, Kafka by which the world was turned upside down by the Freudian/ Einsteinian revolution theory ushering in the Cycle of Anxiety or Disillusionment. Summer Sessions.

Sports Management (Minor)
The world-wide increase in recreational sports and fitness participation, coupled with society’s growing concern over healthy lifestyles, has created a need within the sports and recreation industry for additional trained management professionals possessing a wide variety of skills.

The minor in Sports Management program at Dominican University of California addresses this need. The Minor provides exposure to the many facets of the sports, recreation and leisure business including sports marketing, coaching theory and practice, facility and operational management, legal liability and risk management, sports psychology, and sports news media and public relations.

The curriculum combines 6 units of lower division core courses with 12 upper division units of more specialized Sports Management courses. Students may participate in an Internship Program designed to provide work skills and practical work experiences in the sports field. The curriculum helps prepare students for entry level management careers in the sports industry.

Student Learning Outcomes
Students who complete the minor in Sports Management will demonstrate:
1. An understanding of employment opportunities available within this field.
2. A knowledge of the business management skills of value in building a successful career in the sports and recreation market.
3. An appreciation of broader topics at work, such as psychological and gender issues faced by managers within the discipline.
Requirements for Sports Management Minor

Lower Division:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1040</td>
<td>Introduction to Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2000</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Lower</strong></td>
<td></td>
<td><strong>6 units</strong></td>
</tr>
</tbody>
</table>

Upper Division:

Select four of the following 3-unit courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 3350</td>
<td>Facilities and Operational Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3351</td>
<td>Legal Liability and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3355</td>
<td>Sports Media and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3359</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4996</td>
<td>Internship in Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4009</td>
<td>Sports Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Upper</strong></td>
<td></td>
<td><strong>12 units</strong></td>
</tr>
</tbody>
</table>

**TOTAL SPORTS MANAGEMENT MINOR**  18 UNITS

Sports Management Course Descriptions

For course descriptions please see the Business Administration and other discipline course listings in this Catalog.

Women and Gender Studies (BA)

The Women and Gender Studies program offers a range of interdisciplinary courses as well as an extensive list of associated courses, offered by various departments and programs, which meet the criteria for Women and Gender Studies in both its local and global contexts. The Women and Gender Studies major imparts an interdisciplinary foundation for investigating issues related to women and gender. In addition to an interdisciplinary grounding, the courses for the major employ multicultural and/or international approaches. This major's purpose is to include gender as it intersects with class, sexual orientation, and race, as a fundamental type of social and cultural investigation. Courses focusing on women and/or gender are already offered in the areas of literature, history, religion, philosophy, politics, art history, social/cultural studies, and psychology, as well as Women and Gender Studies. Dominican University's students enrolled in Women and Gender Studies courses from the above disciplines will not only gain wisdom, but also change their outlook on life, from the personal level to the global. Graduates from similar programs exhibit both an increased self-esteem and greater entry into various and specialized professions.

Service learning is an important component of the junior year along with the junior seminar.

In the senior year, Women and Gender Studies majors undertake research projects in which they develop a topic, evaluate and interpret sources and materials, and write a senior thesis.

Women and Gender Studies offers an excellent preparation for graduate study and career examples include administration, affirmative action official, career counselor, community organizer, consultant, social services counselor, director of women's center, editor/writer for women/gender publications, lobbyist for women/gender issues, media analyst, human resources professional, union organizer, women/gender research specialist, and medical/health specialists.
Student Learning Outcomes

Students who complete the major in Women and Gender Studies will:
1. Demonstrate knowledge of the ways in which gender impacts cultural, economic, and psychological experiences worldwide, both contemporary and historical;
2. Demonstrate a fundamental understanding of the main theories of feminism worldwide (e.g., social, cultural, and radical) developed in psychology, politics, humanities or other relevant fields;
3. Synthesize information from numerous disciplines as it relates to the impact of gender and/or sexualities on individual lives, groups, and cultures;
4. Apply feminist and gender theory to an analysis of gender, including an examination of the construction of femininity and/or masculinity;
5. Recognize the global, scientific, cultural, historical, and political issues that have created distinctions and disruptions among women, men, and sexual minorities;
6. Employ the WGS Major as a platform to pursue career or graduate studies options;
7. Apply WGS knowledge actively through service in the community;
8. Explore connections with other programs on campus with a focus on women or gender issues, especially the “women in science program.”

Course student learning outcomes are derived from the different departments that make up the foundational courses for the program, including History, Psychology, Religion, and Social and Cultural Studies along with the required Women and Gender Studies core courses.

Requirements for the Women and Gender Studies Major

Core Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 1111/3111 / SCS 2000/4000</td>
<td>Introduction to Women and Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>WGS 2222/3222</td>
<td>Development of Gender Concepts and Gender Needs</td>
<td>3</td>
</tr>
<tr>
<td>WGS 3200</td>
<td>Women and Gender in Economic Development Worldwide</td>
<td>3</td>
</tr>
<tr>
<td>WGS 3910</td>
<td>Junior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>WGS 3510/3520</td>
<td>Self and Community</td>
<td>3</td>
</tr>
<tr>
<td>WGS 4920/4921</td>
<td>Senior Project Workshop</td>
<td>1</td>
</tr>
<tr>
<td>WGS 4910/4911</td>
<td>Senior Thesis/Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core 19 units

Foundational Courses:

1. History – One of the following:
   - HIST 3202 Women and the American Experience
   - HIST 3210 Gender and Power Creating American Society

2. Psychology – One of the following:
   - PSY 4011 Psychology of Women
   - PSY 4012 Psychology of Men
   - PSY 4013 Human Sexuality

3. Religion – One of the following:
   - RLGN 3132 Women, Religion, and Sexuality
   - RLGN 3154 Theology of Women

4. Social and Cultural Studies – One of the following:
   - SCS 3034 Alternative Lifestyles
   - WGS/SCS 1002/3102 Cultural Anthropology

Total Foundational 12 units
WGS Elective Courses: 9

Minimum of 6 units must be upper division and 6 units must be taken at Dominican. In addition to alternate Foundational Courses above, other departments on campus may also offer WGS courses which could be taken; electives may include 3 units of transfer credits. Courses must meet such criteria as representing the cultural and historical diversity of women/gender and including the latest scholarship on women/gender in the discipline. See respective discipline section of catalog for course descriptions.

Sample elective courses offered are:

- ARTH 3180 Gender and Image
- ARTH 3184 Feminine Images and Female Artists
- ARTH 3149 Women, Art, and Culture
- ENGL 3028 Literature by Women
- HIST 3100s Biographical Approaches to History
- HIST 3203 In the Name of Liberty: Women, Power and Politics, 1750-1850
- HIST 3204 In the Name of Liberty: Women, Power, and Politics, 1850-1950
- HIST 3205 Women in Early Modern Europe
- HIST 3215 Women in Islam
- HIST 3220 Women and Christianity
- HIST 3610 Latin American Women
- MUS 3305 In Search of Early American Women through Song
- PHIL 3150 Sexual Morality
- PHIL/POL 3220 Gender: Ethics and Politics
- POL 3420 Race, Class, Gender and the Law
- RLGN 3162 Feminist Spirituality and Fairy Tales
- SCS 3150 Women in Film
- SCS/BUS 3010 Women in Asia: Environment, Work, and Development
- SCS 3332 Female Images of the Divine: A Cultural Analysis

Note: It is recommended that the student enroll in a Cultural Heritage Colloquium that is gender-based.

Total WGS Elective 9 units

TOTAL WOMEN AND GENDER STUDIES MAJOR 40 UNITS

Requirements for the Women and Gender Studies Minor

Twelve of the 15 units must be upper division.

- WGS 1111/3111 / SCS 2000/4000 Introduction to Women and Gender Studies 3
- WGS Elective Courses: 12

Electives chosen with minor advisor

TOTAL WOMEN AND GENDER STUDIES MINOR 15 UNITS

Note: It is recommended that the student enroll in a Cultural Heritage Colloquium that is gender-based.

Women and Gender Studies Course Descriptions

WGS 1002/3102 Cultural Anthropology (Gender Emphasis) (3 units)

The study of society, culture, and personality from a cross-cultural and global perspective with an emphasis on gender and sex. Comparison across cultures of social organization and relations through applied anthropology: kinship, religion, and belief systems, cultural transmission, social control and racism, supremacy, environment, and social change. Fall Semesters.

WGS 1111/3111 Introduction to Women and Gender Studies (3 units)

General introduction to the study of women and gender. Interdisciplinary study of a range of feminist theories through which to consider the roles of women, gender, and sexuality. Examines growing international research about women’s studies and
gender construction. Materials from history, feminist theory, film, and literature are included. Team taught. Corequisite to WGS 3000 and other core courses. Fall Semesters.

WGS 2222/3222 Development of Gender Concepts and Gender Needs (3 units)
Interdisciplinary and global approach to the development of biology and behavior of ancient humans, also incorporating evolutionary theory, socio-cultural anthropology, and psychology. Examines the fundamentals of the changes made from early hominid to Homo sapiens and life patterns specific to those changes and the gender concepts which developed. From these, the cultures of the ancient worlds developed various institutions and perspectives on gender, power, rights, and equality. Spring Semesters.

WGS 3200 Women and Gender in Economic Development Worldwide (3 units)
This course examines gendered experiences of socio-economic development in selected regions of the world. Case studies provide a theoretical and comparative framework for analyzing specific issues with which people in a global age continue to struggle: issues related to economic opportunities, quality of life (e.g., human rights, education, and social status), disease, and environmental degradation. Students will have the opportunity to discuss the relationship between gender stratification and development, to evaluate the challenges and tasks of women in the process of industrialization and modernization, and to analyze the economic and social processes that perpetuate gender inequalities.

WGS 3910 Junior Seminar (3 units)
Interdisciplinary course with readings and discussions in feminist thought and gender theory. Students will place this theory in the context of its multinational and multicultural development. The global intersectionality of theories of oppression will be explored. Spring 2007, Fall Semesters.

WGS 3510/3520 Self, Community, and Service (3 units)
Ethics of Love and Moral Philosophy/Modern Identity and Moral Meaning. Service Learning Honors courses also meet this requirement. Fall, Spring Semesters.

WGS 4920/4921 Senior Project Workshop (1 unit)
Practical guide; with Humanities Department. Fall, Spring Semesters.

WGS 4910/4911 Senior thesis/project (1-3 units)
This requires specific work on a project in WGS. Fall, Spring Semesters.

OTHER WGS COURSES

WGS 2999/4999 Independent Study
WGS 4992 Thesis Continuation
WGS 4994 Teaching Assistant/Tutoring
WGS 4996 Internship
WGS 4998 Directed Research
Pathways (Evening/Weekend) Degree Programs for Adult Learners (BA)

The Dominican University of California's Pathways Program offers adults the opportunity to begin or complete an undergraduate degree while continuing to fulfill career and family responsibilities. Eligibility to the Pathways Program requires that applicants have a minimum of six years professional life experience since completing high school. Students may enter with no previous college credit or as transfer students seeking to complete a bachelor's degree.

The Pathways mission is to meet the higher educational needs of adult learners through a range of degree programs and support services which embrace the experience of adults returning to the classroom – making the learning process transformational. Programs are offered in the liberal arts and in the business, nursing, and psychology professions.

Pathways courses are accelerated, meeting in the evening once a week for two hours or on Saturdays. Evening classes are offered Monday through Thursday allowing students with considerable discretionary time to take a full-time course load of 12 semester units. However, students should expect to spend three hours outside of class for course preparation for each one hour of class time. Students who have flexibility to take day courses also have access to a broad range of day majors and interdisciplinary options.

Degree programs are interdisciplinary, multicultural, and global in focus. The curriculum integrates theory and practice, is outcome-based and incorporates experiential, interactive, and collaborative learning components. To earn the bachelor's degree the Pathways student must complete both General Education and subject major requirements. The Pathways General Education Program requirements are detailed in General Education Program, Pathways Evening/Weekend section of this Catalog. Students are strongly encouraged to satisfy General Education requirements prior to undertaking more advanced courses in the major subject area.

The Pathways program offers two options: evening/weekend and combination day/evening.

Pathways Evening/Weekend Majors

Pathways offers bachelor's degrees for adult learners with majors in:

- English*
- English with a Writing Emphasis*
- Humanities and Cultural Studies*
- Psychology*
- Strategic Management

*For course descriptions, please refer to Undergraduate Programs course descriptions.

The courses in the major are offered year round on a rotating basis. Students should expect to attend classes part-time during the Summer Session.

Pathways students may choose from a menu list of courses each semester and Summer Session and enroll either part-time or full-time equivalent. Students enrolled in one of the six Pathways evening/weekend majors are permitted to take some of their required elective units during the day, on a space available basis. However, all courses in the Pathways majors and General Education must be completed in the evening or on weekends.

Pathways Combination Day-Evening Majors

Students in Pathways may also choose a major that is offered at Dominican during the day. Pathways day majors must take their courses in the major during the day and fulfill the requirements as outlined in the Dominican University of California
Pathways Degree Programs for Adult Learners

Catalog for the selected day major. They may take their required elective units during the day, evening, or Saturday, whichever serves their schedules best. However, these students must complete the Pathways General Education requirements in the evenings or on Saturdays with other Pathways students. Students may also design an interdisciplinary contract that combines two or more disciplines. This contract may require being able to take classes during the day. Pathways day majors must pay the day major fee each semester in which they are enrolled in day major courses.

Getting Started

In the first semester of coursework at Dominican, students enroll in two required courses that assist students in strengthening the academic skills they will need to complete their degree program.

Required courses:
SCS 3160 Foundations in Adult Learning
ENGL 1003 Developmental Writing or ENGL 1004 Expository Writing

All students (freshmen and transfer) must meet the University’s writing requirement in order to take upper division courses and to graduate. All entering students complete a writing placement exam, irrespective of whether they have completed a writing course at another institution. Based upon the results of this proficiency test, students will be placed in ENGL 1003 or ENGL 1004, or will be permitted to waive the Expository Writing course.

Students who are required to take a writing course at Dominican must enroll in the course to which they are assigned beginning in their first semester at Dominican and must complete the writing course sequence each subsequent semester until they have fulfilled the writing requirement.

In the first semester of coursework, students may also enroll in additional General Education, elective, or major core courses.

Elective Units

Elective units may be taken in any discipline and may be taken in either the Pathways or day division curriculum.

Four-Year Guarantee

See Admission to Undergraduate Study section.

Pathways Students – Declaring a Major

Pathways students must declare their major once they have completed 60 units of college credit. Students who transfer a minimum of 60 units to Dominican University of California at the time of matriculation (initial enrollment) must declare their chosen major following 18 units completed at Dominican University of California. Pathways students who declare a day major are subject to the day major fee to be paid each semester (See Tuition and Fees in this Catalog).

Experiential Learning and Assessment

Through Experiential Learning and Assessment, students can identify and validate their lifelong learning endeavors. Experiential Learning and Assessment coordinates the University’s options for unsponsored learning which provide students with opportunities to earn college credit for learning accomplished outside the traditional academic setting, through the Experiential Learning Portfolio, standardized examinations (CLEP, Regents, NLN), and ACE/PONSI recommended courses.

Eligibility for the course ENGL 3442 and to the Experiential Learning and Assessment program requires that students have a minimum of six years professional life experience since completing high school.

See Experiential Learning Portfolio section and Credit Policies in Credit for Unsponsored Learning in this Catalog for additional information.
English and English with a Writing Emphasis Majors (BA)

Literature comes to life through the major in English, where students explore the linguistic, cultural, and personal meaning of epics, poems, novels, and plays. Through studies in literature's diverse texts—from Shakespeare to Toni Morrison, and world literature to Western classics—students investigate the cultural significance and literary craft of many texts and contexts. This diverse canon trains students to read critically, comprehend contextually, and write analytically, as they bring their own interpretations and ideas to fascinating literature. Such scope and depth of knowledge prepares students for careers in communications, creative writing, editing, education, journalism, law, marketing/advertising, multimedia writing, public relations, radio/TV production, research, speechwriting, and a host of other fields.

**English (BA)**

The major in English enables students to explore classic masterpieces, traditional, contemporary, and also newly recognized works, as a diverse range of courses trains them to read critically and appreciatively and to write their own critical and creative responses to the works. The literature studied is drawn from world literatures and formerly underrepresented artists, such as women and ethnic writers, as well as from the British and United States literary traditions.

The senior experience for this major involves researching and writing an extended analysis of a literary topic. Students present a summary of this advanced work for members of the University community and invited guests toward the end of the semester at a reading that culminates and celebrates their accomplishment.

For Student Learning Outcomes and course descriptions, see the day program section for English.

**REQUIREMENTS FOR THE ENGLISH MAJOR – PATHWAYS**

**Lower or Upper Division:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2301/3301</td>
<td>Genre: Epic</td>
<td>1.5</td>
</tr>
<tr>
<td>ENGL 2302/3302</td>
<td>Genre: Poetry</td>
<td>1.5</td>
</tr>
<tr>
<td>ENGL 2303/3303</td>
<td>Genre: Fiction</td>
<td>1.5</td>
</tr>
<tr>
<td>ENGL 2304/3304</td>
<td>Genre: Drama</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Total Lower Division** 6 units

**Upper Division:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 3000</td>
<td>Literary Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3015</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3024</td>
<td>US Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4201, 4202</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4996</td>
<td>Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

One of these courses in British literature: ENGL 3010 or 3011 3
One of these courses in World literature: ENGL 3050, 3051, 3052, 3053, 3054, or 3055 3
Two of these courses in American ethnic literature: ENGL 3060, 3061, 3062, or 3063 3
Two of these courses in Studies in Literary Topics: ENGL 3071 or 3072 6
Electives: 3 units in literature courses 3

**Total Upper Division** 31 units

**TOTAL ENGLISH BA PATHWAYS MAJOR** 37 UNITS

**English with a Writing Emphasis (BA)**

The major in English with a Writing Emphasis enables students to draw from literatures of the world and of many traditions and to work under skilled writers to germinate their own creative talents. It blends the disciplined reading, writing, and literary explorations of the English major with the students’ own creative writing from a broad range of genres.
Pathways Degree Programs for Adult Learners

The senior experience for this major involves developing a portfolio of writing in a chosen genre or genres together with an introductory essay discussing the portfolio in its literary and creative contexts. Students read from their portfolios for members of the University community and invited guests toward the end of the semester at a presentation that culminates and celebrates their accomplishment.

For Student Learning Outcomes and course descriptions, see the day program section for English.

REQUIREMENTS FOR THE ENGLISH WITH A WRITING EMPHASIS BA MAJOR – PATHWAYS

Lower or Upper Division:
ENGL 2301/3301 Genre: Epic 1.5
ENGL 2302/3302 Genre: Poetry 1.5
ENGL 2303/3303 Genre: Fiction 1.5
ENGL 2304/3304 Genre: Drama 1.5
Total Lower Division 6 units

Upper Division:
ENGL 3000 Literary Criticism 3
ENGL 3015 Shakespeare 3
ENGL 3024 US Literature 3
ENGL 4201, 4202 Senior Thesis 3
ENGL 4996 Internship 1
One of these courses in British literature: ENGL 3010 or 3011 3
One of these courses in World literature: ENGL 3050, 3051, 3052, 3053, 3054, or 3055 3
Two of these courses in Studies in Literary Topics: ENGL 3071 or 3072 6
Electives: Either 9 units in creative writing courses in two or more genres 9
or 6 units in two or more genres plus 3 units in literature courses
Total Upper Division 34 units
TOTAL ENGLISH WITH A WRITING EMPHASIS BA PATHWAYS MAJOR 40 UNITS

English and Writing (Minors)

The minor in English and the minor in Writing form excellent additions to majors in other disciplines, both for the development of students and for their future study and employment. These minors complement majors in art, art history, history, humanities, international studies, politics, and psychology, preparing students to analyze carefully and write clearly in fields such as communications, education, environmental studies, law, and public relations.

For Student Learning Outcomes and course descriptions, see the day program section for English.

Requirements for the English Minor – Pathways

Lower Division:
Two of these courses: ENGL 2301/3301; 2302/3302; 2303/3303; or 2304/3304 3
Total Lower Division 3 units

Upper Division:
Either 12 units in literature courses 12
or 9 units in literature courses plus 3 units in creative writing courses
Total Upper Division 12 units
TOTAL ENGLISH PATHWAYS MINOR 15 UNITS
Requirements for the Writing Minor– Pathways

**Lower Division:**
Two of these courses: ENGL 2301, 2302, 2303, or 2304  
3 units

**Total Lower Division**  
3 units

**Upper Division:**
Either 12 units in creative writing courses in 2 or more genres  
12 units

or 9 units in creative writing courses in 2 or more genres plus 3 units in literature courses  

**Total Upper Division**  
12 units

**TOTAL WRITING PATHWAYS MINOR**  
15 UNITS

**Humanities and Cultural Studies (BA)**

The Pathways Humanities and Cultural Studies major offers adult learners the opportunity to study the meaning of the human condition through interdisciplinary course work. The course of study brings together such disciplines as art, art history, history, literature, music, philosophy, and religion to help the student examine the fundamental questions that have shaped the human community, such as: What are truth and beauty? What are the limits of science and technology? How do we live a responsible life? What makes us more fully human? Competence in critical analysis, written and spoken discourse and a love of learning are hallmarks of a student completing this major.

The major has a practical outcome: to examine what is most valued in life and make appropriate decisions for one's future. The curriculum has special features to enhance success in the workplace and civic life. Internships or work-related projects are integral to the course work. Evaluation of career choices is part and parcel of the student’s curriculum and the formal advising process. Graduates in the Humanities and Cultural Studies major are prepared for graduate school and choose or maintain careers that include, law, public service, non-profit management, arts administration, journalism, ministry, teaching, and business.

The Foundational courses provide the learner with a broad base of knowledge primarily in the traditions of the West. Concentration Tracks (chosen in consultation with their designated advisor) offer in-depth work in a specific academic discipline or interdisciplinary field. Interdisciplinary Concentration Tracks currently available are: Area Studies, Environment and Culture, Film and Culture Studies, Latin American Studies, Social and Cultural Studies, Women and Gender Studies, and Spirituality and Religion: Quests for a Spiritual Life. Discipline-based Concentration Tracks include: art, art history, communications, history, humanistic social science, literature, music, writing, and philosophy and religion: Cross Cultural Analyses. Students may individualize a track with the approval of the Chair of the Department. Students are encouraged to take courses in non-Western traditions within their Concentration Track.

Global and national realities demand that Humanities and Cultural Studies majors acquire the ability to relate to multiple worldviews and diverse cultural experiences. To this end, international and cross-cultural study is recommended along with appropriate international language competence. The University provides such opportunities through the Honors Program and International Services.

The senior project is the culmination of the Humanities and Cultural Studies major. The project is prepared under faculty guidance, and offers the opportunity of further in-depth study of an interdisciplinary topic of special interest to the student.

**Accelerated Bachelor and Master’s of Arts in Humanities**

Students interested in a five-year accelerated program leading to both a BA and MA in Humanities should contact the Program Chair of the Graduate Humanities program.
**Student Learning Outcomes**

1. Articulate an understanding of the chronological development of world cultures and their interaction.
2. Analyze critically philosophic and historic texts, works of art, visual arts, music, and literature.
3. Synthesize material from various disciplines to form a broad and deep understanding of cultures and their common themes.
4. Demonstrate an appreciation of the fruits of liberal education, which include intellectual curiosity and community responsibility.
5. Communicate effectively orally and in writing.
6. Think creatively and problem-solve effectively.
7. Articulate life and career goals within a framework of the humanities.

**Requirements for the Humanities and Cultural Studies Major – Pathways**

**RELEVANCE OF MAJOR TO GENERAL EDUCATION CURRICULUM (GE) AND DOMINICAN’S HERITAGE:**

The following plan of study complements the humanities oriented General Education curriculum available for all Dominican students. The major in Humanities and Cultural Studies provides for greater breadth and depth in the key disciplines of the student's liberal arts education. The interdisciplinary course work also insures that the student will confront key social, cultural, and historical interconnections. The spirit of our Dominican heritage, which combines community, study, prayer and reflection, and service, guides the curriculum in its design. Note below specific General Education curriculum corequisites and prerequisites for various major requirements. A maximum of 6 units earned for a GE requirement can be applied to a requirement for the major.

**FOUNDATIONAL COURSES:**

For complete course descriptions refer to each discipline and program explanation in the relevant sections of this Catalog. Where course options are available, these will be selected in consultation with advisor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 3000</td>
<td>Art of the Western World</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3000</td>
<td>History of the Western World</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHIL 1105/3105</td>
<td>Ancient Greek Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 1107/3107</td>
<td>Logic</td>
<td></td>
</tr>
<tr>
<td>PHIL 3104</td>
<td>Philosophy of Human Nature</td>
<td></td>
</tr>
<tr>
<td>Two of the following 1.5 unit Literature Courses</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 2301</td>
<td>Genre: Epic</td>
<td></td>
</tr>
<tr>
<td>ENGL 2302</td>
<td>Genre: Poetry</td>
<td></td>
</tr>
<tr>
<td>ENGL 2303</td>
<td>Genre: Fiction</td>
<td></td>
</tr>
<tr>
<td>ENGL 2304</td>
<td>Genre: Drama</td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 1082</td>
<td>Three-Dimensional Design Workshop</td>
<td></td>
</tr>
<tr>
<td>ART 3119</td>
<td>Introduction to Drawing</td>
<td></td>
</tr>
<tr>
<td>MUS 3301</td>
<td>History and Literature of Music from Antiquity to 1750</td>
<td></td>
</tr>
<tr>
<td>MUS 3302</td>
<td>History and Literature of Music from 1750 to Present</td>
<td></td>
</tr>
</tbody>
</table>

**Total Foundational Requirements** 15 units

**CONCENTRATION TRACK REQUIREMENTS**

The Concentration Track is designated by students in consultation with their faculty advisor. By the beginning of the junior year, the student will begin to identify a minimum of 12 units selected from upper (or approved lower) division courses in
their chosen track. These courses will be chosen in consultation with their advisor from a list of approved courses updated each semester.

**Interdisciplinary Tracks:**
1. Area Studies
2. Environment and Culture
3. Film and Culture Studies
4. Latin American Studies
5. Social and Cultural Studies (GE corequisite SCS 1002/3102 Cultural Anthropology)
6. Religion and Spirituality
7. Women and Gender Studies

**Discipline-based Tracks:**
1. Art: (Corequisite: either ART 3119 or ART 1082)
2. Art History
3. Communications
4. English
5. History
6. Humanistic Social Science (GE corequisite: SCS 1001 Introduction to Sociology or PSY 1100 Introduction to Psychology or SCS 1002/3102 Cultural Anthropology)
7. International Languages
8. Music (See Day Humanities BA's Music Concentration Track recommendations)
9. Philosophy
10. Religion and Spirituality
11. Writing

**Teacher Education Option**
Students interested in moving toward a teacher credential will be advised on which courses will be most valuable for their particular credential interest. All students interested in this option will have to pass the appropriate state exam.

**Note:** At least 6 of the Concentration units must be Dominican courses.

**Total Concentration Track Requirements** 12 units

**Remaining Requirements:**
International Language (May be fulfilled by any introductory college level language course) 3-4
One of the following: 1-3
- HUM 4996 Internship/Work-Related Project/Career Exploration (1-3 units)
- HUM 3500 Service Learning (3 units)
- HUM 4930 Humanities Seminar 3
- *HUM 4920/4921 Senior Project Workshop 1
- *HUM 4910/4911 Senior Project 2-4

**Total Remaining Requirements** 10-15 units

**Total Humanities and Cultural Studies Major – Pathways** 37-42 units

*Teacher Education students may substitute an appropriate Senior Project option.
**Requirements for the Humanities and Cultural Studies Minor**

**Core:**
Six to seven units chosen from the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 3000</td>
<td>Art of the Western World</td>
<td>3 units</td>
</tr>
<tr>
<td>ENGL 2301</td>
<td>Genre: Epic</td>
<td>1.5 units</td>
</tr>
<tr>
<td>ENGL 2302</td>
<td>Genre: Poetry</td>
<td>1.5 units</td>
</tr>
<tr>
<td>ENGL 2303</td>
<td>Genre: Fiction</td>
<td>1.5 units</td>
</tr>
<tr>
<td>ENGL 2304</td>
<td>Genre: Drama</td>
<td>1.5 units</td>
</tr>
<tr>
<td>ENGL 3050</td>
<td>World Literature: Western Classics</td>
<td>3 units</td>
</tr>
<tr>
<td>HIST 3000</td>
<td>History of the Western World</td>
<td>3 units</td>
</tr>
<tr>
<td>MUS 3301</td>
<td>History and Literature of Music from Antiquity to 1750</td>
<td>3 units</td>
</tr>
<tr>
<td>MUS 3302</td>
<td>History and Literature of Music from 1750 to Present</td>
<td>3 units</td>
</tr>
<tr>
<td>PHIL 1104/3104</td>
<td>Philosophy of Human Nature</td>
<td>3 units</td>
</tr>
<tr>
<td>PHIL 1105/3105</td>
<td>Ancient Greek Philosophy</td>
<td>3 units</td>
</tr>
<tr>
<td>PHIL 1107</td>
<td>Logic</td>
<td>3 units</td>
</tr>
<tr>
<td>PHIL 3200</td>
<td>Political Philosophy and the Quest for Justice</td>
<td>3 units</td>
</tr>
</tbody>
</table>

**Total Core**  
6-7 units

**Emphasis Courses**  
11-12 units

**Total Emphasis**  
11-12 units

**TOTAL HUMANITIES AND CULTURAL STUDIES MINOR**  
17-19 units

Although it is not required, proficiency in an international language is recommended for Humanities and Cultural Studies minors.

**Appendix**

**HUMANITIES COUNCIL AND DEPARTMENTAL FORUM**

The Humanities Council is a group of Bay Area professionals, academics, and citizens who have a special interest in strengthening and promoting interdisciplinary education in the humanities and cultural studies. These individuals assist the University in our “arts and lecture series” and provide resources for our on-going student-faculty departmental forums. These forums enrich the regular curriculum by connecting the resources of the community and campus on key social issues for mutual benefit.

**HUMANITIES COURSE DESCRIPTIONS**

For complete course descriptions for the major refer to each discipline and program explanation in the relevant sections of this Catalog.

**Psychology (BA)**

The Pathways undergraduate psychology major combines classroom research and learning with field experience to prepare graduates for a range of academic and professional careers. The Psychology curriculum includes courses that explore theory, research and applied techniques, preparing students to think analytically and at the same time developing their ability to thoroughly probe issues by asking the right questions.

The program size allows for one-on-one interaction with the department’s well-qualified faculty, which include practicing psychologists, acclaimed teachers, and researchers.

For program outcomes see Psychology in the Undergraduate Programs (Day) and Courses section.
Requirements for Psychology Major – Pathways

Lower Division:
PSY 1100  Introduction to Psychology  3

Total Lower Division  3 units

Upper Division:
PSY 3111  Theories of Personality: History and Systems I  3
PSY 3112  Theories of Personality: History and Systems II  3
PSY 3181  Psychology of Career Choice  1
PSY 3182  Junior Seminar  1
PSY 3187  Statistics for the Health and Behavioral Sciences  4
PSY 3191  Research Methods in the Behavioral Sciences  4
PSY 4940  Field Placement (minimum 3 units required, 6 units recommended)  3-6
PSY 4997  Directed Research I  3
PSY 4998  Directed Research II  3

Upper Division Electives  12-15

To fulfill requirements for the psychology major, upper division elective units must include at least one course from each of the following groups:

Group 1
- PSY 3000  Selected Special Topics in Psychology
- PSY 3171  Psychology of Learning
- PSY 3172  Introduction to Cognitive Processes
- PSY 3173  Sensation and Perception
- PSY 3175  Physiological Psychology
- PSY 4016  Psychopharmacology
- PSY 4018  Comparative Psychology

Group 2
- PSY 3102  Counseling and Communication
- PSY 3120  Child and Adolescent Development
- PSY 3121  Adult Development and Aging
- PSY 3141  Abnormal Psychology
- PSY 3160  Social Psychology

Total Upper Division  37-40 units

TOTAL PSYCHOLOGY MAJOR – PATHWAYS  40-43 UNITS

Psychology Course Descriptions

For course descriptions see Psychology Course Descriptions in the Undergraduate Programs section.

Strategic Management (BA)

The BA in Strategic Management is designed for working students who want to take their life and world experience to the next level by earning a university degree with a business major. This streamlined program is a 33-unit major tailored to meet the needs of working adult students.

The courses are designed to provide students with a thorough grounding in classic business theory and knowledge while incorporating current challenges such as leadership in the new economy or marketing in the age of the Internet. Students will gain knowledge of the primary functional areas within business – accounting, finance, organizational behavior, information technology, and marketing – but more importantly, they will develop an understanding of how these areas affect one
Pathways Degree Programs for Adult Learners

another and how they help contribute to an organization’s strategic purpose. Research, readings, case studies, homework assignments, lectures, and classroom discussions hone students’ strategic thinking and analytical skills. Small class sizes enable students to build interpersonal business skills by leading presentations, and working closely with faculty and other students. Studies in leadership and culture prepare students for work in an increasingly global environment. The unique characteristics of this dynamic environment, blending theory with the experiences of working adult students, enrich the learning experience.

Student Learning Outcomes

Students who complete the BA in Strategic Management will:
1. Acquire university-level business research and problem-solving skills that will allow them to obtain and evaluate critically the information necessary to make managerial decisions. This competence in information gathering and discernment also assures that students have the basic skills and intellectual discipline to maintain currency in the field of management through lifelong learning.
2. Master knowledge in the core business functional areas of accounting, finance, marketing, information technology, and organizational behavior to the degree that they are able to effectively participate in and manage projects in any of these functional areas.
3. Understand the cause-and-effect relationships between the core business functions and be able to articulate the strategic effects of these interactions.
4. Be prepared to take on positions of increasing managerial responsibility as a result of formalizing and updating their knowledge of best business practices across industries and sectors.
5. Obtain an in-depth knowledge of the more recent business models to evolve in the marketplace. The ability to use the functional knowledge acquired in the major in strategic planning for business.

Requirements for the Strategic Management Major

Strategic Management majors are required to complete MATH 2000 or its equivalent prior to taking BUS 4110, BUS 4115, or BUS 4120.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4100</td>
<td>Information Technology for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4110</td>
<td>Statistics and Research for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4115</td>
<td>Economics for Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4120</td>
<td>Financial Accounting for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4130</td>
<td>Managerial Accounting for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4135</td>
<td>Financial Management and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4140</td>
<td>Organizational Behavior and Structures</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4155</td>
<td>Business Communication: A Cross-Cultural Perspective</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4165</td>
<td>Leadership and Change Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4180</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4195</td>
<td>Strategic Planning: Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL STRATEGIC MANAGEMENT MAJOR 33 UNITS

Strategic Management Course Descriptions

PATHWAYS BUSINESS COURSE DESCRIPTIONS:

BUS 4100 Information Technology for Managers (3 units)

This course will introduce students to an overall understanding of information technology (IT) including customer databases, financial systems, and communication networks. Topics covered include how information technology supports managerial decision-making and the development of an information technology system from needs assessment through to implementation.
BUS 4110 Statistics and Research for Decision Making (3 units)
This course introduces managers to the statistical techniques and research methodology most applicable in making management decisions. Topics include interpreting descriptive statistics and organizing data from market research, probability and forecasting and understanding the research methodology available in both qualitative and quantitative design. This course should be completed early in the program. Prerequisite: ‘C’ (2.0) or better in MATH 2000, or appropriate placement test score, or equivalent transfer course.

BUS 4115 Economics for Managers (3 units)
An accelerated course in macro and micro economics, explains the international and domestic factors which affect the performance of national economics, including fiscal and monetary policy, balance of payments, and inflation. The behavior of specific industries, firms, and consumers is analyzed in economic terms of supply and demand, profit maximization, and imperfect competition. This theoretical foundation course should be completed early in the program. Prerequisite: Math 2000 or equivalent.

BUS 4120 Financial Accounting for Managers (3 units)
This course will build an understanding of how accounting rules for reporting activity in the accounts receivable, accounts payable, purchasing, and order entry functions relate to and build an organization’s general ledger. Students will identify the links between the general ledger and standard financial reports (such as income statements, balance sheets, and cash flow projections) and teach analysis tools for diagnosing and comparing the financial performance of current or proposed businesses. This financial foundation course should be completed early in the program. Prerequisite: Math 2000 or equivalent.

BUS 4130 Managerial Accounting for Managers (3 units)
The course broadens students' understanding of complex financial decision-making skills including budgeting, project evaluation, acquisition valuation, break-even analysis, and return on investment. The use of net present value, real options theory, and payback period will be practiced within the context of real life and academic case studies. Prerequisite: BUS 4120.

BUS 4135 Financial Management and Analysis (3 units)
Introduction to capital markets, understanding the sources, costs, and ramifications of short-term and long-term funding. Topics also include capital budgeting, cost of capital, debt and equity financing and overall financial structure. Prerequisite: BUS 4115 and BUS 4120.

BUS 4140 Organizational Behavior and Structures (3 units)
A review of the classic literature on organizational behavior and structures, and the new tasks, roles, and structures that have been enabled by communication and office automation technology. Topics include the challenges of managing people in a geographically dispersed or virtual organization and designing organization structures to support rapidly evolving e-commerce business models.

BUS 4155 Business Communication: A Cross-Cultural Perspective (3 units)
Today’s global economy requires communication and negotiation across cultures on a global scale to conduct international business. The course examines ethnic, racial, cultural, socio-economic, and sexual diversity as they influence and determine effective and appropriate communication strategies in management practices. Emphasis on utilization of presentation software and presentation of ideas in informative and persuasive discourse.

BUS 4165 Leadership and Change Management (3 units)
Participants examine leadership and change management theories and applications for achieving clarity of vision and aligning organizational capacity for competitive advantage. Topics include leadership traits and management strategies, inspiring and motivating individuals and teams in planning and implementation, resolving conflict for decision making and promoting collaboration to achieve innovative organizational change.

BUS 4180 Marketing Management (3 units)
Integrates marketing theory with everyday examples of marketing at work. Understanding buyers and markets is a critical part of this setting. Understanding how to target marketing opportunities, and satisfying them thereafter in a decisive way, is an essential component of marketing theory.

BUS 4195 Strategic Planning: Capstone Project (3 units)
This course teaches the principles of strategic planning, including how to develop a business plan to attract venture capital. Additional topics include leadership issues, the influence of internal and external stakeholders, defining the talent and funding that will be needed to support business models and responding to sudden political, technological or social change. This course is open to senior students only.
ELECTIVES IN BUSINESS (1-3 UNITS)

BUS 4150 Managing Human Resources (3 units)
The course will examine organizations whose superior market performance is HR-based. Key features of high-performance employee development systems will be examined, including recruitment, selection, evaluation, and continuous learning/training. Current topics include using the Internet for recruiting, creating knowledge management and performance support systems, and achieving employee loyalty through non-compensation-based strategies.

BUS 4190 Current Management Challenges: Special Topics Seminar (3 units)
This course will be used to address current challenges facing managers with topics such as: Emerging Trends in Global Economics, Sustainable Economic Development, International Business, and Implementing Social Accountability and Ethical Trade in Today's Competitive Global Marketplace.

For Business Senior Project, Business Senior Thesis, Business Internship and 1 unit Business elective course descriptions, see Business Course Descriptions in the Undergraduate Programs (Day) and Courses section in this Catalog.
Graduate Degree Programs

Corporate Education Programs
(MAM, MAM-MM, MPA, MSE, MSP)

The School of Business and Leadership, in collaboration with other University academic divisions, design programs for the corporate, government, and independent sectors in the United States and overseas. The programs are designed to meet the needs of clients and include an accelerated format including weekdays and weekends. A variety of modalities is utilized including face-to-face interactions as well as distance learning. The programs blend theory and practice and offer adult learners the opportunity to use their place of employment for their practicum. For more information on these programs, please contact the Program Director.

Examples of degrees offered:
- Master of Arts in Management
- Master of Arts in Management: Concentration in Medical Management
- Master of Public Administration
- Master of Science in Education: Administration and Supervision
- Master of Science in Psychology

Counseling Psychology (MS, MFT)

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 specialization 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. An understanding of career paths and opportunities in counseling as measured by alumni responses to the alumni survey and the On-Site Supervisor’s Field Placement Evaluation Form.

3. Technological literacy in the use of computers in helping to select field placements, in gathering information for writing their assignments, in creating treatment planning protocols, and in learning of possible applications of technology to the field of counseling, as measured by performance in individual courses, the Comprehensive Clinical Proficiency Review (CCPR) written case study or the General Master’s Proficiency Project (GMPP).

4. 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 Evaluation Form.

5. 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, the CCPR Reviewer’s Rating Scale or the General Master’s Proficiency Project, and the On-Site Supervisor’s Field Placement Evaluation Form.
Graduate Degree Programs

6. 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, and CP 5217 Professional Ethics and Law, the CCPR Reviewer’s Rating Scale, the General Master’s Proficiency Project, and the On-Site Supervisor’s Field Placement Evaluation Form.

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 and with an advanced student of the program. 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 specialization. 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 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. 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 specialization are as follows:

Requirements for Counseling Psychology MS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CP 5200</td>
<td>Introduction to Counseling: Client-Centered and Crisis Intervention Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CP 5203</td>
<td>Advanced Counseling Techniques: Behavioral and Cognitive Behavioral</td>
<td>3</td>
</tr>
<tr>
<td>CP 5204</td>
<td>Advanced Counseling Techniques: Groups</td>
<td>3</td>
</tr>
<tr>
<td>CP 5205</td>
<td>Advanced Counseling Techniques: Assessment and Treatment of Children</td>
<td>3</td>
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<tr>
<td>CP 5207*</td>
<td>Advanced Counseling Techniques: Psychodynamic</td>
<td>3</td>
</tr>
<tr>
<td>CP 5208</td>
<td>Advanced Counseling Techniques: Brief and Strategic Therapies</td>
<td>3</td>
</tr>
<tr>
<td>CP 5214</td>
<td>Domestic Violence: Assessment and Treatment</td>
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</tr>
<tr>
<td>CP 5215</td>
<td>Child Abuse: Assessment, Reporting, and Treatment</td>
<td>1</td>
</tr>
<tr>
<td>CP 5216</td>
<td>Alcohol and Substance Abuse</td>
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<tr>
<td>CP 5217</td>
<td>Professional Ethics and Law</td>
<td>2</td>
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<tr>
<td>CP 5219</td>
<td>Human Diversity</td>
<td>2</td>
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<tr>
<td>CP 5221</td>
<td>Psychological Assessment</td>
<td>3</td>
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<tr>
<td>CP 5222</td>
<td>Research in Human Systems and Treatment Outcome</td>
<td>2</td>
</tr>
<tr>
<td>CP 5225</td>
<td>Alternative and Innovative Therapies</td>
<td>2</td>
</tr>
<tr>
<td>CP 5231</td>
<td>Phases of Human Development</td>
<td>3</td>
</tr>
<tr>
<td>CP 5237</td>
<td>Psychopathology and Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>CP 5294</td>
<td>Fieldwork in Counseling (2 semesters)</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL FOR MASTER OF SCIENCE 45 UNITS

*Prerequisite: CP 5231 Phases of Human Development, or consent of instructor
Master’s Degree in Counseling Psychology with a Specialization in Marriage and Family Therapy

Courses listed previously for Master of Science Degree 45
CP 5218 Geriatrics and Long-term Care 1
CP 5224 Psychopharmacology 3
CP 5244 Advanced Counseling Techniques: Couple and Family Therapy 3
CP 5245 Advanced Counseling Techniques: Clinical Aspects of Human Sexuality 2
CP 5294 Fieldwork in Counseling (2 semesters in addition to Master’s Degree in Counseling Psychology) 6

TOTAL FOR MFT 60 UNITS

Appendix

COMPETENCY BASED

The Department of Counseling Psychology’s program is a competency-based, individualized 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 specialization in Marriage and Family Therapy is designed to meet the requirements of the Business and Professions Code Section 4980.37. The areas of professional competence required of all students include:

- Assessment, including interviewing techniques and an introduction to individual and group psychological and educational testing, following a managed care protocol;
- Psychodiagnosis and treatment planning;
- Psychopharmacology;
- Counseling skills involving children, adolescents, adults, and seniors, using client-centered, crisis intervention, psychodynamic, behavioral and cognitive behavioral, brief and strategic, alternative, innovative, and group techniques;
- Consultation techniques;
- Research in human systems and treatment outcome;
- Human Diversity;
- Professional ethics and law;
- Human communication;
- Human biological, psychological, and social development;
- Theories of personality;
- Alcohol and substance abuse;
- Child and elder abuse, assessment, reporting, and treatment;
- Domestic violence, assessment, reporting, and treatment;
- Supervised practicum; and
- Geriatrics and long-term care

DECLARATION OF SPECIALIZATION AND ADVANCEMENT TO CANDIDACY

During the semester in which students will complete 24 units (9 units of which must be either in counseling techniques courses CP 5200, 5203, 5204, 5205, 5207, or 5208; two of which must be in CP 5217 Professional Ethics and Law; and at least three units must be in CP 5294 Fieldwork in Counseling Seminar), students may submit an Application for Candidacy and Specialization Form verifying units completed.

The progress of all students in the Department of Counseling Psychology is continually evaluated by department faculty in terms of the students’ potential for clinical competency and ability to provide counseling services for others.
FIELDWORK EXPERIENCE

A minimum of 500 hours of fieldwork is an integral part of the Counseling Psychology program. Students work in governmental agencies, schools or colleges, non-profit and charitable corporations, or licensed health facilities. On-site licensed professionals closely supervise all students during their fieldwork placements. In addition, faculty members serve as fieldwork consultants teaching Fieldwork in Counseling Seminars, which are limited to a maximum of eight students.

PSYCHOTHERAPY REQUIREMENTS

The Department of Counseling Psychology requires that all students have a minimum of 45 hours of personal psychotherapy (up to 15 of these hours may have been done within 2 years before entering the program). This requirement is based on the belief in the value of having students personally experience a process they are being trained to provide for others.

Counseling Psychology Course Descriptions

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

Study of client-centered and crisis intervention theory; skill practice in client-centered and crisis counseling techniques applied to children, adolescents, adults, seniors, couples and families; the study of styles of verbal and nonverbal human communication, human diversity, information processing theory, and an introduction to the field of counseling and selected counseling approaches.

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

Theory and skill practice in brief and long-term respondent, operant, modeling, cognitive and dialectic behavioral therapy and consultation techniques with children, adolescents, adults, seniors, couples and families. Students study theory and develop a case study including assessment, and “problem” identification, behavioral analysis, treatment goals, application of behavioral counseling techniques, and identification of professional and ethical issues related to the utilization of such techniques.

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, human diversity and termination.

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

The study of child and adolescent development, family systems, and psychodynamic theory. Assessment includes observation, parent report, family history, and interactive play. Students learn to develop treatment goals, including collaboration with parents and other professionals. The decision-making process regarding optimal modalities, strategies, and the range of treatment options are explored. Specific stressors and situations that are particularly difficult for children and their families will be highlighted. Selected topic areas addressed include the impact of divorce, grief and loss, disabilities, chronic illness, sexual abuse, and human diversity.

CP 5207 Advanced Counseling Techniques: Psychodynamic (3 units)

Recent developments in psychodynamic theory and technique, including object relations, self-psychology, control-mastery, intersubjective and relational theories. Students develop the ability to think psychodynamically, work with transference and understand countertransference, and to utilize relevant, supportive, shorter and long-term techniques with adolescents, adults and seniors by integrating theory, self-understanding and case examples from clinical practice.

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

Presentation and practice of brief and strategic psychotherapy models for use within a managed care organization, community, or clinical settings, applied to individuals, couples, families, groups, and HMOs. Models include Solution-Focused, Narrative, and I.D.E. approaches.

CP 5214 Domestic Violence: Assessment, Reporting 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.

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

Identification, assessment, reporting and initial treatment of physical, emotional, sexual abuse and neglect. Course also includes: guidelines for interviewing children; initial response and ongoing treatment for children, adolescents, and adult survivors of abuse; speaker from Marin County CPS. Course meets BBS requirement for training in child abuse and neglect issues for marriage and family therapists.
CP 5216 Alcohol and Substance Abuse (2 units)
Theoretical and clinical approaches to the treatment of drug and alcohol problems including: detection and diagnosis, coordinating treatment with health and social services, early intervention with the client and family, residential and outpatient programs, motivational interviewing, A.A., and family issues.

CP 5217 Professional Ethics and Law (2 units)
Review and analysis of statutory and regulatory law relating to the practice of psychotherapy. Includes the psychotherapist-patient privilege of confidentiality, the exceptions to confidentiality including the duty to report; family law and child therapy. Assessment, detection, and intervention of dangerousness and suicidal risk. A variety of ethical issues and ethical dilemmas are examined by using hypothetical situations, the study of contemporary professional ethics and recent court cases.

CP 5218 Geriatrics and Long-term Care (1 unit)
This course will cover counseling issues relevant to meeting the needs of a diverse, pluralistic, and increasingly aging society including: psychological, social, and interpersonal transitions and challenges of aging; biopsychosocial assessment of dysfunctions and psychopathology in the elderly; therapeutic issues for older adults; treatment modalities and interventions for older adult clients and community prevention/intervention programs (Adult Protective Services). Course meets BBS requirement for aging and long-term care.

CP 5219 Human Diversity (2 units)
Exploration of issues of human diversity as they relate to ethnic, social and developmental and cultural mores and values of several representative groups in our society. Focus on the implications of human diversity issues on therapeutic and interpersonal relationships, as well as the utilization of appropriate resources.

CP 5221 Psychological Assessment (3 units)
Study of psychometric concepts and theories of assessment, relationships of assessment, 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 suicidal and homicidal evaluation.

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 and process research such as 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.

CP 5224 Psychopharmacology (3 units)
Study of the range of current psychopharmacological interventions in terms of mental disorder diagnostic categories, including anti-depressants, anti-anxiety, mood stabilizers and anti-psychotics. Neurobiological mechanisms of mental disorders 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.

CP 5225 Alternative and Innovative Therapies (2 units)
Presentation of a variety of alternative and innovative psychotherapies, with offerings of experiential exercises, as appropriate. Exploration of psychotherapies drawn from Jungian, Somatic, Gestalt, Expressive Arts, Existential, and Transpersonal theories. Reading and discussion to contextualize theory, therapy, and clinical practice within the psychology field. Discussion of human diversity, legal, and ethical issues for all psychotherapies presented.

CP 5231 Phases of Human Development (3 units)
Overview of psychological, biological, social and human diversity concepts of development as applied to the entire lifespan. Study of developmental theories and current research, adding a developmental dimension to students’ formulations for counseling interventions.

CP 5237 Psychopathology and Treatment Planning (3 units)
Study of diagnostic categories to prepare students to diagnose, communicate about, study and treat individuals with various mental disorders. The DSM-IV multi-axial system and treatment approaches empirically supported by outcome research provide the foundation for diagnosis and treatment planning. Human diversity and general features and patterns will be included.

CP 5244 Advanced Counseling Techniques: Couple and Family Therapy (3 units)
Presentations of various theories of brief and long-term couple and family therapy including the history and etiol-
Graduate Degree Programs

ogy of family systems therapy, general systems theory, and the developmental life cycle of the family. Students will apply theory to their own families of origin, formulate treatment plans in working with couples and families, and practice family and couple techniques during role plays.

CP 5245 Clinical Aspects of Human Sexuality (2 units)
Study of the physiology, psychology and human diversity variables associated with human sexuality, including sexual identity, attitudes and behaviors. Counseling approaches to sexual concerns and the treatment of sexual dysfunction.

CP 5294 Fieldwork in Counseling (3 units)
Application, development and refinement of assessment, counseling and consultation skills in approved fieldwork sites. Supervision provided by approved on-site supervisor. Seminar provides group consultation and liaison between the University and on-site supervisor.

CP 5989 Directed Research (1-3 units)
Open only to students who have been admitted to candidacy for master’s degree.

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)

Dominican University of California offers post-baccalaureate programs leading to the Degree of Master of Science in Education. These programs are designed for educators and professionals in other fields who are interested in teaching and learning and who wish to prepare for leadership roles. The programs offered are: Master of Science in Education: Curriculum and Instruction, and Master of Science in Education: Emphasis in Special Education, and Master of Science in Education.

All Master of Science in Education degrees require a fifteen (15) unit core.

Core Requirements for Master of Science in Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5900</td>
<td>Research Methodologies in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5901</td>
<td>Proposal Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5910</td>
<td>Leadership and Change in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5920</td>
<td>Cultural Pluralism in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5998</td>
<td>Directed Research Project</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL CORE</strong></td>
<td></td>
<td><strong>15 UNITS</strong></td>
</tr>
</tbody>
</table>

Master of Science in Education: Curriculum and Instruction

Only students who have completed the Multiple Subject, Single Subject or Education Specialist Credential Program at Dominican’s sites in San Rafael or Ukiah are eligible for this program of advanced studies.

A maximum of fifteen (15) units from the completed Dominican Credential Program may be applied toward the 30-units required for this degree. The balance of the fifteen (15) units form the core course requirements in the program. This degree is designed to meet the professional career needs of current teachers, with a focus on the praxis of teachers-as-researchers and teachers-as-scholars. Candidates complete a thesis or directed research project, approved by their advisor, and presented at the end of the program to faculty and students. Courses are offered in a hybrid format, both online and on campus.

The Master of Science in Education: Curriculum and Instruction is offered at the San Rafael and Ukiah campuses. This program usually requires three (3) semesters of graduate level work at the University. Late afternoon, evening, Saturday, and
online classes are scheduled to meet the needs of working professionals. Admission is open for Fall and Spring Semesters and Summer Sessions. Financial Aid is available for qualified applicants; please contact the Financial Aid Office for details.

STUDENT LEARNING OUTCOMES
Master of Science in Education candidates will demonstrate:
1. The ability to formulate a research question, develop a proposal of study, conduct a review of the literature, design an approach to gathering data related to the question in accordance with ethical practices in research, analyze and report findings.
2. The ability to synthesize perspectives and report findings on issues related to cultural pluralism and leadership and change in education.

REQUIREMENTS FOR MASTER OF SCIENCE IN EDUCATION:
CURRICULUM AND INSTRUCTION
Thirty units of coursework, directed research, and field experiences are required for the degree. Candidates who completed their post-BA credential work from the Multiple Subject, Single Subject, or Education Specialist programs at Dominican are awarded 15 units towards the 30-unit degree requirement. Completing the core requirements listed above completes the degree.

Master of Science in Education
The Master of Science in Education degree is designed for practicing educators and other professionals. This flexible program offers a diverse curriculum with choices within the fields of education, business, humanities, and/or counseling psychology to complete the degree.

REQUIREMENTS FOR MASTER OF SCIENCE IN EDUCATION
Thirty units of coursework, directed research, and field experiences are required for the degree. In addition to the fifteen (15) unit core requirement, students complete an additional 15 units from the course options listed below. All courses are subject to availability.

COURSE OPTIONS FOR MASTER OF SCIENCE IN EDUCATION – CHOOSE 15 UNITS
Choose 15 units from the following 3-unit courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5301</td>
<td>Introduction to Special Education</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 5302</td>
<td>Program Design and Curriculum Development</td>
<td></td>
</tr>
<tr>
<td>EDUC 5304</td>
<td>Formal and Informal Assessment</td>
<td></td>
</tr>
<tr>
<td>EDUC 5406</td>
<td>Behavior Intervention and Support</td>
<td></td>
</tr>
<tr>
<td>CP 5200</td>
<td>Introduction to Counseling</td>
<td></td>
</tr>
<tr>
<td>CP 5216</td>
<td>Alcohol and Substance Abuse</td>
<td></td>
</tr>
<tr>
<td>CP 5219</td>
<td>Cross-Cultural Mores</td>
<td></td>
</tr>
<tr>
<td>CP 5231</td>
<td>Phases of Human Development</td>
<td></td>
</tr>
<tr>
<td>GSM 5126</td>
<td>Introduction to Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>GSM 5141</td>
<td>Organization and Leadership</td>
<td></td>
</tr>
<tr>
<td>HUM 5001</td>
<td>Science, Religion, and the Human Future</td>
<td></td>
</tr>
<tr>
<td>HUM 5251</td>
<td>Prose Writing</td>
<td></td>
</tr>
<tr>
<td>HUM 5302</td>
<td>Women, Work, Politics, and Education</td>
<td></td>
</tr>
</tbody>
</table>

Total Core: 15

TOTAL FOR MS IN EDUCATION: 30 UNITS

Please refer to the appropriate section of the university Catalog for course descriptions.

Additional graduate courses are available with department approval.
Master of Science in Education: Emphasis in Special Education

A Master of Science in Education: Emphasis in Special Education is offered at the San Rafael campus and usually requires two (2) years of graduate level work at the University.

REQUIREMENTS FOR MASTER OF SCIENCE IN EDUCATION: EMPHASIS IN SPECIAL EDUCATION

Thirty units of coursework, directed research, and field experiences are required for the degree. In addition to the fifteen (15) unit core requirement, students complete 15 units of advanced coursework in Special Education from the course options listed below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5401</td>
<td>Professional Induction Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5403*</td>
<td>Special Education: Advanced Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5404*</td>
<td>Special Education: Advanced Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5405*</td>
<td>Special Education: Advanced Behavioral Support</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5406*</td>
<td>Special Education: Current Issues and Practice in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5407</td>
<td>Professional Summative Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL EMPHASIS IN SPECIAL EDUCATION 16 UNITS

*Please see EDUC 5400 series course descriptions under Education Specialist: Professional Level II Mild/Moderate Program.

Late afternoon, evening, Saturday, and online classes are scheduled to meet the needs of working professionals. Admission is open for Fall and Spring semesters and Summer sessions. Financial Aid is available for qualified applicants; please contact the Financial Aid Office for details.

ADMISSION REQUIREMENTS FOR MASTER OF SCIENCE IN EDUCATION

Applicants for the MS in Education Program must meet the requirements as stated in the Admission to Graduate Study section of this Catalog.

Education Course Descriptions

For Master of Science in Education: Emphasis in Special Education course descriptions, please consult the EDUC 5400 Professional Level II series classes listed under Teaching Credentials – San Rafael campus in Graduate Degree Programs section of this Catalog.

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. Fall, Spring Semesters; Summer Sessions. Hybrid: online and face-to-face format.

EDUC 5901 Proposal Development (3 units)

Introduction to proposal design. Students design a research proposal and submit it for review as a prerequisite to Directed Research for candidates in the MS in Education: Curriculum and Instruction. Prerequisite for EDUC 5998 Directed Research. Fall, Spring Semesters; Summer Sessions. Hybrid, online and face-to-face format.

EDUC 5910 Leadership and Change in Education (3 units)

Students study theories of leadership and the history of change in education. They examine ways in which they assume responsibility as an agent of change. Fall, Spring Semesters; Summer Sessions. Hybrid: online and face-to-face format.

EDUC 5920 Cultural Pluralism in Education (3 units)

Students will examine how socio-cultural, economic and political forces along with their own perspectives about diversity influences instructional practices. The course will have a practical emphasis on identifying and redesigning curriculum that
is diverse, inclusive, and respectful. Fall, Spring Semesters; Summer Sessions. Hybrid: online and face-to-face format.

EDUC 5940 Literacy Assessment and Diagnosis (3 units)
Overview of assessment and diagnosis of literacy with a practical understanding of formal and informal measures. The class will emphasize the link between assessment and instructional planning. Included is the ability to interpret standardized tests and their role in school and community decisions. Course availability subject to enrollment.

EDUC 5941 Children and Adolescent Literature (3 units)
Overview of procedures for evaluation and selection of literature for inclusion in instruction and a study of the literature from historical and political perspectives. Emphasis is placed on literature that represents the changing demographics of the school-age population. Course availability subject to enrollment.

EDUC 5942 Issues in Literacy (3 units)
Historical, psychological and cognitive aspects of literacy development will be explored. Participants will select a topic for in-depth study, noting implications of their work in assuming a leadership role, and making policy recommendations in literacy development. Course availability subject to enrollment.

EDUC 5943 Storytelling (3 units)
Storytelling with an emphasis on its role in the development of a literacy program. Participants analyze storytelling history and literature, learn storytelling strategies, and link their understanding to performance. The course will focus on the development of imagination and creativity as well as the development of performance skills. Course availability subject to enrollment.

EDUC 5950 Constructivist Theories and Educational Technology (3 units)
Students examine constructivist theory and compare with other models in order to develop an understanding of the role of constructivist philosophy in creating successful models for technology-based education. Course availability subject to enrollment.

EDUC 5951 Multimedia Use in Education: Tier 1 (3 units)
Course of study includes introduction to computer basics, media literacy, the role of technology in instructional design, and integration of technology into teaching and learning. Course availability subject to enrollment.

EDUC 5952 Cognition and the Art of Instruction (3 units)
The science of the mind emerging from contemporary cognitive psychology has much to offer education. It points to ways of teaching and learning that foster deep understanding, better thinking, and the flexible and practical use of knowledge. Course availability subject to enrollment.

EDUC 5953 Multimedia Use in Education: Tier 2 (3 units)
Students design a unit or learning system that can be applied to a discipline within a grade level. Students develop an electronic portfolio. Course availability subject to enrollment.

EDUC 5954 Leadership of Instructional Technology Systems (3 units)
Students learn the primacy of the network in delivering curriculum today. The course begins with an investigation into the development of the World Wide Web and its expanding role in education. The logistics of school-wide and district-wide network systems. Course availability subject to enrollment.

EDUC 5960 Excellence in Teaching (3 units)
This survey of qualitative and quantitative studies in teaching will acquaint educational professionals with examples of important research and the varieties of methods and perspectives being pursued. Issues will be considered such as teacher learning opportunities at the pre-service, induction, and in-service levels; intended and enacted curriculum; sources of pedagogy; and their impact on teacher’s knowledge, skills, and attitudes. Course availability subject to enrollment.

EDUC 5961 Teachers as Teacher Educators (3 units)
Experienced teachers contribute to the professional development of novice teachers by providing theoretical and technical assistance using the California Standards for the Teaching Profession. Issues such as confidentiality, evidence based decision making, and the application of research methods to data gathering and analysis are discussed. Course availability subject to enrollment.

EDUC 5963 Leadership in Teaching (3 units)
This course focuses upon classroom-based inquiry so that experienced teachers may intensively study the many dimensions of pedagogy and what/how students learn. Using the National Board for Professional Teaching Standards, experienced teachers will examine their practice against these high and rigorous standards of accomplished teaching.
Graduate Degree Programs

They will attend to issues of learner diversity, subject-matter knowledge, and building a learning community. Course availability subject to enrollment.

EDUC 5998 Directed Research Project (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.

Open only to students who have been admitted to candidacy for the Master’s degree. Approval by candidate’s major professor required. Fall, Spring Semesters. Online.

EDUC 5999 Independent Study in Education (1-3 units)
Permission of instructor required. Faculty supervision. Fall, Spring Semesters. Online.

Global Strategic Management (MBA-GSM)
The Master of Business Administration in Global Strategic Management (MBA-GSM) addresses emerging workplace needs while retaining an emphasis in international/regional expertise. The MBA-GSM teaches students how the world of global management works and gives them the ability to step beyond current business models or self-imposed limitations.

MBA-GSM students are provided various short and long term opportunities to study abroad, gaining and applying knowledge at a wide variety of international locations. Program faculty comprises 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-GSM graduates ethically lead change in an interdependent, technologically intensive, and dynamic global environment.

Student Learning Outcomes
Students will demonstrate:
1. Knowledge of the impact of ethics and culture on international management and communication.
2. Ability to apply concepts from the disciplines of economics, finance, marketing, and management within international and cultural frameworks.
3. Knowledge of international, regional, economic and political issues.
4. Comprehension of the interdependence between business decisions and sustainable development.
5. Willingness and ability to work in and successfully manage within conditions of uncertainty, risk, change, and interdependence.
6. Ability to conduct business through independent reasoning, creativity, and analytical processes.
7. Skills to work individually within a cross-cultural team setting.
8. Responsibility to lead in an ethically and socially acceptable manner.
10. Knowledge of how personal value systems, interests, aptitudes, skills, and goals are linked to the development of professional career goals.

In order to achieve these expectations, the MBA-GSM program features a core curriculum that focuses students on the major disciplines of business: accounting, finance, marketing, strategic management, and organizational behavior. Core courses provide broad functional knowledge in one discipline; electives provide a narrow focus that deepens an area of study. Students can select a more generalized international area of study, or they can focus on a region.
**Program Description**

Graduates of the Master of Business Administration in Global Strategic Management (MBA-GSM) will display a mastery of the foundation areas of accounting, finance, human resource management, information technology, marketing, and strategic management to the degree that they will be able to effectively manage cross-cultural projects in any of these functional areas – even those outside their area of specialist knowledge. Acquisition of business research and problem-solving skills will allow them to procure and evaluate critically the information necessary to make managerial decisions within a global context, while nuanced analysis and decision-making skills will enable them to function effectively in the global business environment. An understanding of the global context in which most organizations now compete and an in-depth knowledge of a chosen region are imparted through the use of current examples and case studies from around the world.

The MBA-GSM seeks to impart an ability to create innovative, more effective ways of doing global business. Graduates learn to work effectively in teams, especially in the global context, and to communicate and demonstrate the value of teamwork in business settings.

**Program Format**

Students can complete the MBA-GSM in 12 months of full-time study if the prerequisites or the equivalent undergraduate course work have already been completed.

The MBA-GSM curriculum includes:

- Worldwide Regional Studies (including cross-cultural awareness)
- Global Management Techniques
- Fundamental Business Requirements

From this three-branch hub, courses are sequenced and integrated to build upon each other—from Core to Topic Domain to Capstone—and to maximize learning.

The MBA-GSM curriculum consists of:

- A required Core (24 units)
- A customized Topic Domain (9 units)
- A Capstone course (3 units)

All students must take the entire Core and a Topic Domain.

**The Capstone**

An innovative and exciting aspect of the MBA-GSM is the Capstone project. The Capstone is completed during the last semester of the program and is designed to offer students the opportunity to apply and demonstrate their mastery of core courses and their in-depth international knowledge.

**Requirements for Global Strategic Management – MBA**

**Prerequisites:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSM 5001</td>
<td>Principles of Economics</td>
<td>3</td>
</tr>
<tr>
<td>GSM 5002</td>
<td>Financial and Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>GSM 5003</td>
<td>Statistics/Quantitative Analysis and Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>GSM 5004</td>
<td>Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

Previous undergraduate course work with at least a ‘B’ grade may substitute for Prerequisites.

**Total Prerequisites** 12 units

**Required Core:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSM 5113</td>
<td>Business Communications I</td>
</tr>
</tbody>
</table>
### Graduate Degree Programs

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSM 5114</td>
<td>Business Communications II</td>
<td>1.5</td>
</tr>
<tr>
<td>GSM 5117</td>
<td>International Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>GSM 5120</td>
<td>Global Information Management and E-Business</td>
<td>3</td>
</tr>
<tr>
<td>GSM 5121</td>
<td>International Financial and Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>GSM 5123</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>GSM 5126</td>
<td>Global Organizational Behavior and Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>GSM 5140</td>
<td>International Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>GSM 5146</td>
<td>World Cultures and International Business</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Core** 24 units

### International Topic Domains:

Select 9 units from current 3-unit courses offered:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSM 5111</td>
<td>Globalization: Concepts and Effects</td>
</tr>
<tr>
<td>GSM 5115</td>
<td>Corporate Finance</td>
</tr>
<tr>
<td>GSM 5118</td>
<td>Global Operations and Supply Chain Management</td>
</tr>
<tr>
<td>GSM 5122</td>
<td>Managerial Economics</td>
</tr>
<tr>
<td>GSM 5130</td>
<td>Government/Corporate Partnership in Asia Pacific</td>
</tr>
<tr>
<td>GSM 5131</td>
<td>Diversity, Growth, and Development in Asia Pacific</td>
</tr>
<tr>
<td>GSM 5133</td>
<td>The Business Culture of Asia Pacific</td>
</tr>
<tr>
<td>GSM 5136</td>
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<td>GSM 5137</td>
<td>European Business Practices: Impact of Culture and Language</td>
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<td>European Economic Union and the World Economy</td>
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<td>GSM 5141</td>
<td>Organization and Leadership</td>
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<td>GSM 5142</td>
<td>Special Topics A-Z (Asia Pacific Focus)</td>
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<td>GSM 5145</td>
<td>Special Topics A-Z (European Focus)</td>
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<td>GSM 5148</td>
<td>Global Branding</td>
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<td>GSM 5150</td>
<td>Leading Change &amp; Organization Development</td>
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<td>GSM 5151</td>
<td>Building and Leading Teams for International Business</td>
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<td>GSM 5152</td>
<td>Multinational Corporations</td>
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<td>GSM 5200</td>
<td>Executive Study Abroad</td>
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<td>GSM 5210</td>
<td>Spanish for Business</td>
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<td>GSM 5211</td>
<td>French for Business</td>
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<td>GSM 5212</td>
<td>German for Business</td>
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**Total International Domain** 9 units

### Capstone:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>GSM 5135</td>
<td>Capstone: Project Management/Corporate Research/Internship</td>
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**Total Capstone** 3 units

**TOTAL MBA-GSM MAJOR** 36 UNITS

### Requirements for Admission

See the Admission to Graduate Study section in this Catalog.
Graduate Degree Programs

MBA-GSM Course Descriptions

PREREQUISITE COURSE DESCRIPTIONS:

GSM 5001 Principles of 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.

GSM 5002 Financial and Managerial Accounting (3 units)
An introduction focusing on accounting information used in decision-making (from a management perspective). Students study corporate reporting using the balance sheet, income statement, statement of cash flows, and ratios used in evaluating financial performance. The course includes: problem solving, written analysis, actual company cases and addresses ethical issues.

GSM 5003 Statistics/Quantitative Analysis and 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 research results.

GSM 5004 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.

GSM CORE COURSE DESCRIPTIONS:

GSM 5112 Foundations of Business Communications (1.5 units)
This optional seven week course is designed as a refresher course for students whose mother language is not English. The course focuses on the fundamentals of sound grammar, structure, and written presentation of thought.

GSM 5113 Business Communications I (1.5 units)
Focusing on written communication, this course helps the student to develop sound business writing skills. Concepts emphasized include: information packaging, the strategic planning of communication, writing for the reader, visual appeal in writing, and the effective use of “headlines.”

GSM 5114 Business Communications II (1.5 units)
Focusing on business presentations, this course helps students to hone their presentations skills. Concepts emphasized include: the effective use of voice, stage presence, using media in presentations, presentation styles and types, presenting for the audience, and strategically planning a presentation.

GSM 5117 International Marketing Management (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.

GSM 5120 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.

GSM 5121 International Financial and Managerial 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.

GSM 5123 Strategic Management (3 units)
This course stresses the importance of design of an organization’s strategy through establishing a clear mission and goals; identifying the strengths, weaknesses, opportunities, and threats of an organization; and relating strategic thought to the greater global environment. The formulation and implementation of a comprehensive strategic plan (integrating all business disciplines) are reviewed.

GSM 5126 Global Organizational Behavior and Human Resource Management (3 units)
Examines organizations from an organizational, group and individual perspective. Key features of high-performance structures and employee development systems are examined. Current topics include: analyzing organizational structure and culture, global team dynamics, using...
the Internet for recruiting, creating knowledge management and performance support systems, and achieving employee loyalty through non-compensation based strategies. Special emphasis on recruiting and retaining international employees.

**GSM 5140 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, multiple moneylenders, and political risks such as nationalization or expropriation.

**GSM 5146 World Cultures and International Business (3 units)**
Business is reviewed as a form of cultural diffusion and creator of consumerism that can lead to modernization and cultural clashes. Students are exposed to cultural patterns and relationships between culturally distinct groups. These boundaries and challenges determine how members of a group practice economic activities, organize settlements, and set rules for men and women.

**INTERNATIONAL DOMAIN COURSE DESCRIPTIONS:**
The international domain creates the opportunity for the student to select courses from multiple domains (global regions) or to specialize in a specific region of interest. Included in the domains is the opportunity to complete all, or part, of the domain coursework in international settings/locations.

**GSM 5111 Globalization: Concepts and Effects (3 units)**
Has the increasing integration of the world due to economic and technological developments created an unstable world with the constant need to restructure and reconfigure? This course focuses on understanding the process of globalization and its impact on different economies, on conceptualizing globalization, reconfiguration of power, and impact of globalization on different industries and countries.

**GSM 5118 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.

**GSM 5122 Managerial Economics (3 units)**
The application of micro and macro economic concepts to decision-making within a firm. Students apply economic optimization, demand estimation, forecasting, production and cost estimation, and pricing principles. Students analyze determinates of important aggregate economic variables: levels of real and nominal output, employment, inflation, and economic growth to decision-making in business operations.

**GSM 5130 Government/Corporate Partnership in Asia Pacific (3 units)**
Methods and strategies by which businesses in Asia Pacific attempt to influence public policies. Topics include role of the Japanese government in the economy, business-government relations in Japan, regulation of business, corporate political activity, and corporate governance. Explores the processes of Asia Pacific governments’ decision-making, policy implementation and impact on business interests.

**GSM 5131 Diversity, Growth, and Development in Asia Pacific (3 units)**
This course reviews the economic potential of the Asia Pacific region where the traditional modes of production, culture, social and political relations have been undergoing dramatic changes. Focusing on technological changes, economic linkages, and political alliances, the course studies the interrelationships between the natural environment and economic, political and cultural activities.

**GSM 5133 The Business Culture of Asia Pacific (3 units)**
This course focuses on cross cultural communications and negotiations in an Asia Pacific setting. Basic premise: although managers need analytical skills to discover optimal solutions to problems, a broad array of negotiation skills is needed to get these solutions accepted and implemented. Development of students’ skills is achieved through experiential learning.

**GSM 5135 Labor Unions and Corporate Governance in Europe (3 units)**
The affects of corporate governance and labor union power on business in Europe is reviewed. The various methods used by firms to adjust to the constraints imposed by rigid labor markets are investigated and optimal solutions discussed.

**GSM 5136 European Business Practices: Impact of Culture and Language (3 units)**
This course reviews varying business practices among European countries and focuses on the role of language and
culture on both internal and external commerce. Three critical skill areas are reviewed (negotiation, practical research, and case analysis) in the context of this varied and dynamic region of the world.

**GSM 5138 European Economic Union and the World Economy (3 units)**

This course examines the theory, principles, and practices underlying international trade and economic relations within the European Union and between the region and the rest of the world. Topics include comparative advantage, protectionism versus free sustainable economies, foreign direct investment, balance of payment analysis, and dynamic trade policy.

**GSM 5141 Organization and Leadership (3 units)**

Examines leadership styles within the business framework of power and authority—the ethical responsibilities of leadership, strategies for team development and leading, conflict resolution and group decision-making. Emphasizes the strategic significance of the organization’s structure and ways in which this impacts the organization’s leader, members, and internal and external relationships.

**GSM 5142 Special Topics A-Z (Asia Pacific Focus) (3 units)**

This course deals with contemporary business issues relevant to Asia Pacific 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.

**GSM 5145 Special Topics A-Z (European Focus) (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.

**GSM 5148 Global Branding (3 units)**

Increasingly, firms are realizing the importance of their brands, which are closely associated with their products or services. Despite this recognition, relatively little attention has been paid to branding in MBA programs. This course attempts to address this oversight. Specifically, Global Branding is an advanced MBA elective that addresses important branding decisions faced by companies. The course’s basic objectives are to increase understanding of the important issues in evaluating, planning and executing brand strategies; to offer models and theoretical constructs and other tools to make better branding decisions; to provide a forum for students to apply these brand concepts. Particular emphasis is placed on understanding psychological principles as well as different perceptions of brand issues across geographies and cultures. The end-result is designed to help students improve their managerial acumen with respect to brands. Lastly, this course is designed to be flexible and relevant to any type of organization (public vs. private, small vs. large, U.S. vs. International).

**GSM 5150 Leading Change and Organizational Development (3 units)**

Organizational change is among the most challenging processes in business. The course explores both the rational and creative processes of change leadership. Participants examine change examples from business, governments, and society as models for managing change. Topics studied include why organizations change, the types of organizational changes, models for organizational diagnosis, situations where change is resisted, implementing change, and the impact vision has on change leadership. Strategies and techniques for communicating change and skills for implementing change in organizations will be practiced.

**GSM 5151 Building and Leading Teams for International Business (3 units)**

Organizations around the world depend upon team-based work to achieve shared goals. Stages of group development, principles of collaborative organizations, building team relationships for synergistic decision making and high performing work teams and evaluating team performance will be studied. Studies will examine and practice strategies and tactics for team leaders in the team building process. Techniques for planning and facilitating participative team meetings, collaborating among distance teams, motivating team members, and techniques for overcoming team dysfunctions will be studied and experienced.

**GSM 5152 Multinational Corporations (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; international networks, the international financial environment, and international financial crises, along with the dangers and opportunities to MNCs, are analyzed.
Graduate Degree Programs

SEMESTER STUDY ABROAD COURSE DESCRIPTIONS:
Students spend a full semester studying at one of our exchange partner universities. Usually completed during the second year of study, the semester study abroad program is designed to allow students to complete the international domain requirements in a truly international setting.

Students who cannot spend a full semester abroad may elect to participate in up to three (3) Executive Study Abroad trips (GSM 5200), earning up to nine (9) credit hours (substitutes for the international domain courses).

GSM 5200 Executive Study Abroad (3 units)
ESA is an intense 9-10 day program that exposes the participant to multiple cultures and global business topics. Sample trip combinations already completed or in design include: Zurich, Lausanne and Geneva, Switzerland; Santiago, Chile and Buenos Aires, Argentina; and London, England and Dublin, Ireland; Sydney, Australia and Auckland, New Zealand; Rome and Florence, Italy.

GSM 5210 Spanish for Business (3 units)
This course is designed to provide beginning Spanish learners with the many unique business terms in the Spanish language. Students practice day to day conversational Spanish in business specific settings. By course completion, the student will be comfortable with basic business discussions conducted in Spanish.

GSM 5211 French for Business (3 units)
This course is designed to provide beginning French learners with the many unique business terms in the French language. Students practice day to day conversational French in business specific settings. By course completion, the student will be comfortable with basic business discussions conducted in French.

GSM 5212 German for Business (3 units)
This course is designed to provide beginning German learners with the many unique business terms in the German language. Students practice day to day conversational German in business specific settings. By course completion, the student will be comfortable with basic business discussions conducted in German.

GSM CAPSTONE COURSE DESCRIPTION
GSM 5135 Capstone: Project Management/Corporate Research/Internship (3 units)
The capstone experience allows students to integrate knowledge and skill learned in the classroom and is an applied study. Successful completion of the capstone demonstrates expertise in all the business disciplines.

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.

Graduate seminars meet one evening a week for two hours. Those students who are able to be more flexible in scheduling courses might wish to work with their advisor to choose an area of emphasis which incorporates upper division courses expanded for graduate credit and graduate seminars to emphasize a particular academic discipline, historical period, geographic area, or thematic area.

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. A broad understanding of humanistic ideas and themes.
2. The ability to write graduate-level critical essays/research papers, incorporating primary and secondary sources, correctly documented.
3. The ability to create a substantial work analyzing and synthesizing material from various disciplines and/or media in light of humanistic themes or issues.

An important aim of the program is to develop in the 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.

Appendix

REQUIREMENTS FOR ADMISSION HUMANITIES MA

See the Admission to Graduate Study section in this Catalog.

PROGRAM DESCRIPTION

Students select one of two tracks: a 30- or 38-unit program including a culminating project, or a 33-unit program with no culminating project. 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 2 or 3 units

Non-project Track

33-unit program includes:

- Pro-seminar 3 units
- Core Integrative Seminar 3 units
- Graduate Seminars* 27 units

*Nine 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 – see Transfer of Credit below)

Emphasis

Students may choose an emphasis in one of the options noted below. An emphasis requires 15 (30-unit project track) or 20 (38-unit project track) units, at least 6 units of which must be in a graduate humanities seminar (classes numbered HUM 5101 and above). 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 38-unit project track (Creative Writing and Applied Music) 2 of the 20 units required for the emphasis are for the Culminating Project (Hum 5004). For the 33-unit 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 a substantial number of expanded upper-division undergraduate classes.

The following is a sampling of possible emphases:

- Academic Discipline: Art History, English, History, Music, Philosophy, Political Theory, Religion (15 units)
- Historical Period: Classical, Medieval, Modern, Renaissance (15 units)
- Geographic Area: American, European, Asian (15 units)
- Thematic Area: Women’s Studies (15 units)
- Creative Writing (20 units – see special note below)
- Applied Music (20 units – see special note below)

**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. To select the Applied Music emphasis, students must have an undergraduate degree in music or equivalent course work 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 Course Descriptions**

**HUM 5000 Pro-Seminar (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. Fall, Spring Semesters.

**HUM 5001 Core Integrative Seminar: Culture, Symbol, and the Creation of Meaning (3 units)**

An integrative philosophical investigation of culture as an evolving web of symbolically construed meaning reflecting fundamental aspects of the human condition. Fall, Spring Semesters.

**HUM 5002 Culminating Project Workshop 1 (.5 unit)**

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. Fall, Spring Semesters.

**HUM 5003 Culminating Project Workshop 2 (.5 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. Fall, Spring Semesters.

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.

GRADUATE SEMINAR DESCRIPTIONS:
Note: Seminars are offered intermittently.

GRADUATE SEMINARS BASED IN ART HISTORY COURSE DESCRIPTIONS:
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 5103 The Philosophy of Art (3 units)
An introduction to both the nature of art (aesthetic theory) and specific works of contemporary art (art criticism) enabling students to learn to think critically and creatively about art. Readings include excerpts from Plato, Aristotle, Tolstoy, Beaudelaire, as well as reviews by contemporary art critics, including Alloway, Lippard, and Ratcliff.

HUM 5104 Concerning the Spiritual in 20th Century Art (3 units)
An examination of the expression of spiritual concepts in art of the 20th century. Topics will include Theosophy and Abstraction, Adaptation of Religious Iconography, Dada Alchemy, Mystery and Surrealism, Archetypes and Abstract Expressionism, Zen and the Art of the Fifties, Spiritual Concepts in Conceptual Art, and Post-Modern Mystical Appropriation.

HUM 5105 History of Gardens and 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: A 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 and 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 in extensive readings in the history, popular culture and philosophy of each period targeted.

HUM 5111 Venice: City as Text (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.

GRADUATE SEMINARS BASED IN ENGLISH COURSE DESCRIPTIONS:
HUM 5201 What She Wants: Constructing Femininity (3 units)
An examination of the heroine, in fiction, film, and psychology, from the 19th century to the present, through the lens of psychoanalytic theory. Students will explore novels,
short stories, film, and essays to examine how psychology and literature have constructed public versions of women’s inner lives.

**HUM 5205 Constructions and Crises: Masculinity in American Literature and Culture (3 units)**

Like femininity, masculinity is a social construction created, sustained, dismantled, and recreated by art, architecture, literature, and film. Using examples from diverse ethnic groups and narratives by both genders, the seminar analyzes representations of masculinity in American culture, questioning the assumptions behind them, and examines shifts in their cultural construction.

**HUM 5207 Dante's Divine Comedy (3 units)**

John Ruskin called Dante “the central man of all the world.” This “central man,” Dante Alighieri, is the focus and delight of our study. We journey with him, the poet and pilgrim, through the “Inferno,” “Purgatorio,” and “Paradiso” of his *Divine Comedy*. Our main goal is to know the *Divine Comedy* as literary art in itself and in its literary contexts.

**HUM 5210 On Pilgrimage: The Art and History of Transformative Travel (3 units)**

Examines selected biographical accounts of pilgrimages, from the haiku journal of Basho to the Tuscan memoir of Frances Mayes and how transformative journeys changed their authors. Students will consider questions of genre, psychology, and theories of self-presentation through interdisciplinary lens.

**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 5251 Prose Writing (3 units)**

Practice in the craft of writing prose (essays, short fiction, or a novella) through discussions, exercises, peer workshops, and conferencing with the instructor. Special emphasis will be given to technical aspects of writing, such as characterization, structure, dialogue, and narrative tension.

**HUM 5252 Writing Themes and Techniques (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 screen writing. 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 5253 Personal Writing: Art and Soul (3 units)**

Workshop in developing artistic writing from life experiences. Through readings, discussion, and exercises, students will create and revise their own work. Special emphasis on voice, organization, the narrative persona, and suggesting character motivation through distinct details.

**HUM 5254 Postmodern Writing Techniques (3 units)**

An advanced writing workshop that introduces students to postmodern writing techniques – interruption, fragmentation, collage, changes in voice, perspective, and tone – so that students can strengthen and extend their own work using contemporary writing strategies. Through readings of published postmodern texts, exercises, and peer workshops, students will develop a portfolio of original writing.

**HUM 5299 Creative Writing Tutorial (3 units)**

Private instruction in creative writing.

**GRADUATE SEMINARS BASED IN HISTORY COURSE DESCRIPTIONS:**

**HUM 5301 Gender Through History (3 units)**

Focuses on how the concepts of sexual difference contributed to early modern scholarly debate concerning “natural” versus “unnatural” sexuality, the differences between humans and animals, and the nature of “hysteria” and other medical problems. Readings include primary source documents, anthropological and literary theory, as well as psychological and medical literature.

**HUM 5302 Women, Work, Politics and Education, c. 1880-1950 (3 units)**

Focuses on the arguments and the changes made in women’s civil, political and economic situation from c. 1880 to 1950 as women ( singly and united internationally) addressed inequalities and disadvantages in law, education, economic opportunity and politics in Europe primarily and in the United States.

**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 5304 Women’s Struggle for Civic Equality (3 units)
Explores the struggle for civic rights (with a focus on suffrage) from the French Revolution through the Seneca Falls Convention and the 1848 Revolutions to enfranchisement in the 20th century.

HUM 5306 Women, Gender, and Empire in the Nineteenth Century (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: The Historical Context of Historical Novels (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.

GRADUATE SEMINARS BASED IN MUSIC COURSE DESCRIPTIONS:
HUM 5401 The Church and Music (3 units)
Focuses on the relationship between the Church and music in an interdisciplinary manner. Some key issues considered are the regulations and restrictions placed on musicians by the Church, and the impact on music of movements such as the Reformation, the Wesleyan revivals, Vatican II, and contemporary American popular culture.

HUM 5402 Bay Area Music Study (3 units)
The San Francisco Bay Area benefits from exceptional musical programs presented by outstanding organizations such as the San Francisco and Marin Symphony Orchestras, the San Francisco Opera, Chanticleer, and the American Bach Soloists. Students will attend performances and study the music performed, reviewing performances and venues in light of preparatory study.

HUM 5404 Musical Women and Womanly Music (3 units)
This seminar will include two main themes: 1) the ways in which women have interacted with Western music as composers, performers, patrons, and teachers—from the Middle Ages to the present; and 2) how the “feminine” has been represented in instrumental works and film images/soundtracks.

HUM 5405 Composer, Singer, and Poet (3 units)
Composers have often found inspiration for their compositions in poetry. This course is an examination of representative compositions of “art song” which utilize poetry in the English language. Students will study and evaluate the poetry and poets set by the composers. The seminar will culminate in a public recital and reading of selected poetry and song.

HUM 5451-5489 Applied Music (3 units)
Graduate level study in an instrument or voice. Each student will receive one hour of private instruction per week. Contact the Director of the Music Department for the appropriate number.

GRADUATE SEMINARS BASED IN POLITICAL THEORY COURSE DESCRIPTIONS:
HUM 5501 Citizenship and Rebellion (3 units)
This course has two principal goals. The first is to explore in disparate political contexts a single theme summarized by the single question: Why Obey? The second goal is to encourage a skeptical and critical approach to the arguments presented in the materials. You will be invited to work out your own interpretations of the issues.

HUM 5502 Political Theory and the Moral Imagination (3 units)
Literature provides the canvas and the sketch of what is possible in the realm of human choice and action, while political theory provides the analytic, theoretical tools used to explore human activity as it relates to the public realm. This course will examine signal works in political theory and literature to analyze and to explore the moral dimensions and possible ramifications of human activity.

HUM 5503 Images of the Self in Moral and Political Philosophy (3 units)
Moral and political philosophy is grounded in the projection or presupposition of some notion of what it is to be, of some image of the human self. This seminar will explore
the fascinating array of images of the self presented within the history of Western moral and political philosophy and will consider the bearing that these images have had on our understanding of the nature of morality and politics.

HUM 5504 Virtuous: 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 5505 Political Philosophy of Statesmanship (3 units)
An investigation of the ideas of key political philosophers from Aristotle to the 20th century who have helped us understand the important possibilities, difficulties, and limitations of statesmanship and leadership. Students will read Aristotle, Machiavelli, Hobbes, “Publius” of the Federalist Papers, Tocqueville, Lincoln, Woodrow Wilson, and several literary pieces in which authors from different periods of time have aided us in our investigation of key issues/problems of statesmanship.

HUM 5506 The New (American) Humanism and its Influence on Contemporary American Conservative Thought (3 units)
The New Humanism (or American Humanism) is a conservative intellectual movement that was developed in the early 20th century by Irving Babbitt and Paul Elmer More. Its primary purpose has been to criticize the development of an “expansive” quality of imagination that has taken hold in politics, ethics, and aesthetics and to develop a quality of “moral imagination,” which is grounded in classical Western and Buddhist thought. This seminar explores the basic ideas and concepts developed by American Humanism and investigates its influence on contemporary conservative thought and culture.

GRADUATE SEMINARS BASED IN RELIGION COURSE DESCRIPTIONS:

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 5602 The Jesus Debate: Who Was He Really, and What Difference Does it Make to Me? (3 units)
Various groups both within and outside the Church have painted drastically different portraits of Jesus and used those portraits to help support their own differing world views. We will briefly review the history of the debate about who Jesus was and look at some diverse contemporary portraits, asking whether these portraits are historically defensible and socially useful today.

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 5604 Biographical Theology: The Encounter of the Particular and the Universal in Judaism, Christianity, and Islam (3 units)
Through the window of “life story” students will explore the personal struggles of people of faith in their journeys with the question of the “one” and the “many.” Pluralism will be the context, and biographies that weave together the actualities of politics, social issues, and religious adversities will help students focus on an inter-religious dialogue free from the debates of formal and sympathetic theology.

HUM 5605 The 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 Religious Pluralism and its Christian Critics (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 5607 Christian and Muslim Faith (3 units)
What do Christians and Muslims mean by faith? To explore this question we will study writings by Wilfred Cantwell Smith, an eminent Christian scholar of religious history and Islam: Faith and Belief – The Difference Between Them, Believing – An Historical Perspective, On Understanding Islam, and his essay “Is the Qur’an the Word of God?”
HUM 5608 Religion in Public Life (3 units)

The debate about religion as a public expression or the expression of religion in the public arena is common in the Western tradition and particularly in the United States. Other cultures have resolved this issue in different ways. In this seminar we will address the various ways this issue has been and is currently lived-out in several religious traditions and nations. We will examine the assumptions about American civil religion in relationship to “secular” France, Latin American Catholicism and various national manifestations of Islam and Hinduism.

EXPANDED UNDERGRADUATE COURSES:

Graduate students taking these courses work with the faculty member on an individual or group tutorial basis to “expand” the course to graduate credit via additional reading, research, writing, and/or oral presentations. Course descriptions may be found in the Catalog under the particular department in which the course is offered (e.g., ENGL 5001: Linguistics is listed in the English section under ENGL 3001). Courses are selected each semester by Chairs of departments and instructors and are published in the Course Schedule for that semester.

Master of Science in Nursing

The Master of Science in Nursing Program at Dominican University of California offers two Clinical Nurse Specialist (CNS) programs; one in Integrated Health Practices and another for the Geriatric Clinical Nurse Specialist/Nurse Educator. Both of these programs follow guidelines defined by the California Board of Registered Nursing for Clinical Nurse Specialist licensure and are accredited by the Commission on Collegiate Nursing Education (CCNE).

The Integrated Health Practices program provides students with a solid base in advanced traditional, Western nursing practice and presents a sound foundation for understanding holistic, complementary, and alternative approaches to healthcare. Courses focus on advanced nursing practice and on alternative health practices, systems, and beliefs. Many theoretical frameworks are embraced and provide the foundation most appropriate for improving or maintaining the client’s health. Graduates of this program are qualified to manage a number of healthcare concerns related to integrated health practice by combining Western and non-Western practice and complementary and alternative approaches to healthcare. This program was designed to address the community’s increased use of non-medical forms of healthcare and healing practices. Special attention is placed on cultural diversity and providing care and guidance for diverse populations, the chronically ill, disabled, and elderly. Graduates are qualified to set for Advanced Holistic Nurse Board Certification through the Holistic Nurses Association and to apply for CNS licensure through the California Board of Registered Nursing.

Students in the Geriatric CNS/Nurse Educator track will graduate as advanced practice nurses with a clinical specialty in geriatric nursing. Additionally, this track prepares the graduate to assume the role of nurse educator in clinical and classroom settings. This program was designed using guidelines of the American Association of Colleges of Nursing and the Hartford Geriatric Nursing Initiative, the Council on Collegiate Education for Nursing, Nurse Educator Competencies (Southern Regional Education Board), the End-of-Life Nursing Education Consortium, the National League for Nursing, and the California Board of Registered Nursing requirements for licensure as a Clinical Nurse Specialist (CNS). Graduates are qualified to apply for Geriatric Clinical Nurse Specialist designation, certification as a Nurse Educator through the National League for Nursing, and to apply for CNS licensure through the California Board of Registered Nursing.

Both programs require 45 units of coursework including Advanced Assessment, Advanced Pharmacology, Advanced Pathophysiology, and a series of four research and thesis development courses designed to culminate in the student’s research project (thesis). Coursework may be completed on a full-time or part-time basis. The full-time option allows the student to complete the program in 5 semesters; under the part-time option students will complete the program in 7 or 8 semesters. Classes meet alternating weekends on Friday night and all day Saturday.

MSN Program Goals

1. To prepare professional practitioners of nursing as the Integrated Health Practices Clinical Nurse Specialist or as the Geriatric Clinical Nurse Specialist/Nurse Educator;
2. To prepare professional nurses who provide education for individuals, families, students, staff nurses, and communities;
Graduate Degree Programs

3. To prepare advanced practice nurses who are leaders in the field of nursing;
4. To prepare advanced practice nurses who serve as consultants to peers, interdisciplinary team members, individuals, families, and communities; and
5. To prepare advanced practice nurses who are able to conduct research and disseminate the findings, and who utilize and implement best nursing practices based on empirical findings.

Student Learning Objectives

The student will demonstrate the ability to function as:

A Clinical Expert by:
1. Working with staff to improve clinical care;
2. Using advanced theoretical and empirical knowledge of physiology, pathophysiology, pharmacology, and health assessment;
3. Assessing and intervening in complex healthcare problems within a selected clinical specialty;
4. Selecting, using, and/or evaluating technology, products, and devices as appropriate; and
5. Managing populations of clients in disease and non-disease states to improve and to promote healthcare outcomes.

A Nurse Educator by:
1. Assisting and promoting staff development;
2. Delivering formal and informal education to individuals, staff, students, groups, communities, and specific populations;
3. Serving as a preceptor to nursing students, new RN graduates, RNs reentering the workforce, and other nurses as appropriate; and
4. Acting as mentor and coach in a professional environment.

A Researcher by:
1. Using clinical inquiry and research in an advanced specialty area of practice;
2. Using a performance improvement model to improve advanced clinical practice and patient care;
3. Staying abreast of current literature in one’s area of practice;
4. Initiating research into topics that directly impact nursing care, using measurement and evaluation methodologies to assess outcomes; and
5. Publishing data from research topics related to the specialty area of practice.

A Healthcare Consultant by:
1. Performing consultative functions in multiple healthcare settings;
2. Providing clinical expertise and making recommendations to physicians, other healthcare providers, insurance companies, patients, and healthcare organizations;
3. Reviewing standards of practice to determine appropriateness for nursing clinical practice;
4. Evaluating policy and procedures for clinical practice in specialty area; and
5. Using evidence-based clinical practice to develop protocols that improve patient care and patient care outcomes.

A Clinical Leader by:
1. Using theory/research as a foundation for clinical leadership and CNS research based practice;
2. Demonstrating a clear understanding of nursing and leadership theories and how they apply to nursing practice;
3. Participating in the professional development of self, others, and the nursing profession;
4. Belonging to and participating in professional organizations; and
5. Serving as a change agent in healthcare settings by developing healthcare standards, assisting in the implementation of standards, facilitating goal setting and achievement, and evaluating outcomes.

**Requirements for Clinical Nurse Specialist Program Admission and Progression**

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 recommended 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.

**Curricula**

**THE INTEGRATED HEALTH PRACTICES (IHP) CURRICULUM (FULL-TIME PROGRAM)**

**Semester I Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>NURS 5104</td>
<td>Seminar on Theoretical Foundations and Leadership for Integrated Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5105</td>
<td>Integrated Practices I (Introduction to IHP)</td>
<td>1</td>
</tr>
<tr>
<td>NURS 5106</td>
<td>Advanced Anatomy and Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5107</td>
<td>Nutrition in Integrated Practices</td>
<td>1</td>
</tr>
<tr>
<td>NURS 5108</td>
<td>Survey of Research</td>
<td>2</td>
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**Total Semester I** 9 units

**Semester II Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>NURS 5204</td>
<td>Advanced Physiology and Pathophysiology</td>
<td>3</td>
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<tr>
<td>NURS 5205</td>
<td>Integrated Practices II (Spirituality)</td>
<td>1</td>
</tr>
<tr>
<td>NURS 5207</td>
<td>Pharmacology and Herbalism A</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5602</td>
<td>Professional Role Development in Clinical Practice I</td>
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**Total Semester II** 9 units

**Semester III Summer**

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<th>Title</th>
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<tbody>
<tr>
<td>NURS 5302</td>
<td>Outcomes Research and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5305</td>
<td>The Impact of Culture on Health and Health Practices</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5307</td>
<td>Pharmacology and Herbalism B</td>
<td>2</td>
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<tr>
<td>NURS 5610</td>
<td>Professional Role Development in Clinical Practice II</td>
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**Total Semester III** 9 units

**Semester IV Fall**

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>NURS 5404</td>
<td>Contemporary Healthcare Issues A</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5405</td>
<td>Integrated Practices III (Creativity and Healing)</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5606</td>
<td>Professional Role Development in Clinical Practice III</td>
<td>3</td>
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<tr>
<td>NURS 5703</td>
<td>MSN Thesis Seminar A</td>
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**Total Semester IV** 9 units
### Graduate Degree Programs

#### Semester V Spring

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NURS 5504</td>
<td>Contemporary Healthcare Issues B</td>
<td>2</td>
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<tr>
<td>NURS 5505</td>
<td>Integrated Practices IV (Ethics)</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5608</td>
<td>Professional Role Development in Clinical Practice IV</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5704</td>
<td>MSN Thesis Seminar B</td>
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**Total Semester V** 9 units

**TOTAL IHP PROGRAM** 45 UNITS

#### GERIATRIC CNS/NURSE EDUCATOR (G/NE) CURRICULUM (FULL-TIME PROGRAM)

#### Semester I Fall

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NURS 5106</td>
<td>Advanced Anatomy &amp; Health Assessment</td>
<td>3</td>
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<tr>
<td>NURS 5108</td>
<td>Survey of Research</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5110</td>
<td>Theories &amp; Concepts in Aging: Health Aging</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5111</td>
<td>Human Diversity &amp; Social Issues in Aging</td>
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**Total Semester I** 9 units

#### Semester II Spring

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NURS 5204</td>
<td>Advanced Physiology and Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5207</td>
<td>Pharmacology and Herbalism A</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5208</td>
<td>Leadership and the Geriatric Clinical Nurse Specialist Roles</td>
<td>1</td>
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<tr>
<td>NURS 5620</td>
<td>Management of Acute and Chronic Illness in the Elderly</td>
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**Total Semester II** 9 units

#### Semester III Summer

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NURS 5302</td>
<td>Outcomes Research and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5308</td>
<td>Instructional Design and Technology in Nursing Education</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5309</td>
<td>Nurse Educator and Educational Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5630</td>
<td>Clinical Teaching Strategies in Nursing: Implementing Best Practices</td>
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**Total Semester III** 9 units

#### Semester IV Fall

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<th>Course Title</th>
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<tbody>
<tr>
<td>NURS 5407</td>
<td>Health Policy, Organization of Healthcare Systems &amp; Healthcare Financing</td>
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<tr>
<td>NURS 5408</td>
<td>Spirituality and the Older Adult</td>
<td>1</td>
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<tr>
<td>NURS 5409</td>
<td>Nutrition and the Older Adult</td>
<td>1</td>
</tr>
<tr>
<td>NURS 5640</td>
<td>Curriculum and Course Development</td>
<td>3</td>
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<tr>
<td>NURS 5730</td>
<td>Thesis Development A</td>
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**Total Semester IV** 9 units

#### Semester V Spring

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<tbody>
<tr>
<td>NURS 5506</td>
<td>Long Term Care Policy</td>
<td>3</td>
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<tr>
<td>NURS 5507</td>
<td>Teaching End of Life Issues, Ethics, and Pain Management</td>
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<tr>
<td>NURS 5650</td>
<td>Curriculum Delivery and Evaluation</td>
<td>3</td>
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<tr>
<td>NURS 5704</td>
<td>Thesis Seminar B</td>
<td>2</td>
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**Total Semester V** 9 units

**TOTAL G/NE PROGRAM** 45 UNITS
**Nursing MSN Course Descriptions**

**CORE COURSES**

**NURS 5106 Advanced Anatomy and Health Assessment (3 units)**
This course focuses 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.

**NURS 5204 Advanced Physiology and Pathophysiology (3 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 and explorations occurring in the field of psychoneuroimmunology are also explored.

**NURS 5207 Pharmacology A (2 units)**
This course focuses on topics of advanced pharmacology and herbalsm, other medicinal substances, and related healthcare practices, and examines the pharmacokinetics and pharmacotherapeutics of broad categories of Western pharmacologic and select non-Western agents. It investigates areas of interaction between non-Western medicinal remedies and Western prescription and/or over-the-counter drugs, and the influence drugs have on the elderly.

**NURSING MSN RESEARCH COURSES AND THESIS DEVELOPMENT**

This is a series of four courses, Survey of Research and Research Methods, Outcomes Research, and MSN Thesis Development A and B. These courses guide and help the student to develop his or her thesis.

**NURS 5108 Survey of 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 it affects research. 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. Students begin to develop the literature review for their thesis.

**NURS 5302 Outcomes Research and Evaluation (3 units)**
This course examines research methods used to assess and evaluate the health and healthcare delivery to diverse populations, as well as the efficacy of the practices themselves. Evaluation methods for assessing the success of programs are explored. Students develop a plan for their thesis work, present their proposal, and secure approvals.

**NURS 5703 MSN Thesis Seminar A (2 units)**
MSN Thesis Seminar A aids the student in refining their thesis proposal, securing IRB approval, and preparing the project for implementation. Students will begin to consider where they will publish their findings.

**NURS 5704 MSN Thesis Seminar B (2 units)**
MSN Thesis Seminar B aids the student in bringing the implementation, the analysis/evaluation, and dissemination of the thesis work to completion.

**Integrated Health Practices Specific Courses**

**INTEGRATED PRACTICES SERIES I – IV**
The overall purpose of this series is to explore philosophies, disciplines, methods, and skills in integrating Western and non-Western healthcare. Each of the courses focuses on an identified aspect of the integration of health and healing practices.

**NURS 5105 (IHP) Integrated Practices I (Introduction) (1 unit)**
This introductory course explores a holistic view of the body, mind, and spirit as aspects of a single, inseparable entity that is best approached at a personal and subjective level. This view is compared and contrasted with the Western approach to
health that focuses on objective and primarily physical crite-
rria. Non-Western disciplines are explored and comparisons
are made with Western healthcare practices.

**NURS 5205 (IHP) Integrated Practices II (Spirituality) (1 unit)**
The spiritual foundations of health, along with both sub-
jective and objective evidence of these foundations, are a
focus of this course. Spiritual philosophies and practices
that enhance health are explored.

**NURS 5405 (IHP) Integrated Practices III (Creativity and Healing) (2 units)**
The themes for this course include the use of self-awareness and the expressive arts as avenues of healing. Through cross-cultural reviews of the healing arts, as well as through personal exploration of expressive art forms, students examine ways in which the arts are utilized in both Western and non-Western traditions.

**NURS 5505 (IHP) Integrated Practices IV (Ethics) (2 units)**
This course focuses on ethical issues in the integration of health practice and implications for the CNS. The ethics of offering and not offering integrated care, as well as other associated ethical dilemmas are examined.

**PROFESSIONAL ROLE DEVELOPMENT IN CLINICAL PRACTICES SERIES I – IV**
This series includes clinical placements with a specific focus for each semester. It also includes regular, on-campus case conferences that allow the students to utilize group process in examining and evaluating their clinical experiences, while meeting the challenges of the transition that moves them forward from professional nurse to clinical nurse specialist. It focuses on health promotion through leadership aimed at the development of a broader professional appreciation of the links between cultural, spiritual, and philosophical foundations of individuals and communities and their health.

**NURS 5602 (IHP) Professional Role Development in Clinical Practice I (3 units)**
This course introduces the student to the generic Clinical Nurse Specialist (CNS) role that includes clinical practice expert, educator, researcher, consultant, and clinical leader. Students are placed clinically in a variety of practice settings to work closely with certified CNSs. Includes clinical hours.

**NURS 5610 (IHP) Professional Role Development in Clinical Practice II (2 units)**
Students are placed in a variety of selected alternative/ complementary/integrated practice settings. Case conferences focus around comparisons of the clinical experiences, examination of the practices and their impact on the health of clients, and the nursing role(s) associated within these settings. Includes clinical hours.

**NURS 5606 (IHP) Professional Role Development in Clinical Practice III (3 units)**
This course focuses on the CNS as a facilitator for integration. The student develops a unique knowledge base around a variety of practices and their philosophies, which he/she can also assess from the perspective of a Western knowledge base and practices. The ability to integrate these two perspectives toward the purpose of enhanced client health, including collaboration with professional peers, is explored and developed. Includes clinical hours.

**NURS 5608 (IHP) Professional Role Development in Clinical Practice IV (3 units)**
This course focuses on the refinement of the CNS competencies in the areas of clinical expert, educator, researcher, consultant and clinical leader in integrated practices. This is translated into practice through clinical experiences, case conferences, and thesis related activities, as the students are supported in their movement from student learner to clinical leader in integrated practices. Includes clinical hours.

**NURS 5104 (IHP) Seminar on Theoretical Foundations & Leadership for Integrated Practice (2 units)**
This course explores leadership and nursing theories that provide the foundation and direction for integrated nursing practice. It explores new directions and adaptations for current nursing theory, and examines how nurses can utilize these theories for their practice in a manner that provides leadership for others in integrated health practice.

**NURS 5107 (IHP) Nutrition in Integrated Practice (1 unit)**
This course surveys Western nutritional sciences (including new technologies) and examines RDA vitamin recommendations. It also examines cultural food practices, the principles of megavitamin therapy and other alternative practices focused around particular food regimens.

**NURS 5305 (IHP) The Impact of Culture on Health and Health Practices (2 units)**
This course is an exploration of the influence of culture on health and health practices, the barriers that occur between
people, their systems, and their health practices as a result of cultural differences, and the influences of culturally aligned health interventions on health outcomes.

NURS 5307 (IHP) Pharmacology and Herbalism B (2 units)
Further investigation of herbal remedies and their reactions and interactions with other medicinal or non-medicinal substances are pursued. Prerequisite: NURS 5307.

NURS 5404 (IHP) Contemporary Healthcare Issues A (2 units)
The first of a two-part series, this course examines healthcare policy in the US with attention to both the historical context and current political influences; it links US policy to the organization of healthcare and its delivery systems in this country. The US systems are compared and contrasted with those of other developed countries. This course is a macro view of healthcare policy, organization, and financing in the US with a focus on integrated practice.

NURS 5504 (IHP) Contemporary Healthcare Issues B (2 units)
This course is a micro economic view of independent nursing practice and healthcare delivery with attention to integrated health practices. It examines program planning and management with a view on influencing the integration of alternative/complementary health practices into Western medical/nursing settings and in entrepreneurial enterprises.

GERIATRIC/NURSE EDUCATOR SPECIFIC COURSES

NURS 5110 (G/NE) Theories and Concepts of Aging: Healthy Aging (2 units)
This course examines the psychosocial and behavioral aspects of aging and the theories and concepts related to healthy aging. Extrapersonal, interpersonal, and intrapersonal factors are considered.

NURS 5111 (G/NE) Human Diversity and Social Issues in Aging (2 units)
This course offers an exploration of the influence of culture on health and health practices, the barriers that occur between people, their systems, and their health practices as a result of cultural differences, and the influences of culturally aligned health interventions on health outcomes, especially among the elderly.

NURS 5208 (G/NE) Leadership and the Geriatric Clinical Nurse Specialist (1 unit)
This course prepares the student for the leadership role in nursing with lecture and discussion of various leadership theories. The role of the clinical nurse specialist is clarified and explored as it relates to leadership in geriatrics and nursing education.

NURS 5308 (G/NE) Instructional Design and Technology in Nursing Education (2 units)
Students learn how to apply technology in the delivery of nursing education. Design, application, and delivery of didactic as well as clinical materials for teaching nursing students and how students apply concepts to teaching the elder client.

NURS 5309 (G/NE) The Nurse Educator and Educational Theory (2 units)
This course examines pedagogical practices specifically related to nurse education. Educational theory is examined as it applies to both the mature and younger student and how it should be incorporated in both classroom and a clinical setting. This also incorporates assessment of student needs and learning styles.

NURS 5407 (G/NE) Healthcare Policy, Organization of Healthcare Systems, and Healthcare Financing (2 units)
This overview of the healthcare system examines healthcare policy in the US with attention to both the historical context and current political influences. It links US policy to the organization of healthcare and its delivery systems in this country. US systems are compared and contrasted with other developed countries, and provide a macro view of healthcare policy, organization, and financing in the US focusing on geriatric issues in healthcare policy.

NURS 5408 (G/NE) Spirituality and the Older Adult (1 unit)
The spiritual foundations of health, along with both subjective and objective evidence of these foundations, are a focus of this course. Spiritual philosophies and practices that enhance health are explored. How spiritual factors influence the elders’ concepts of aging, living, and death are considered.

NURS 5409 (G/NE) Nutrition and the Older Adult (1 unit)
This course surveys Western nutritional sciences (including new technologies) and examines RDA vitamin recommendations. It also examines cultural food practices, the
principles of megavitamin therapy and other alternative practices focused around particular food regimens.

**NURS 5506 (G/NE) Long Term Care Policy (3 units)**

This is a micro economic view of independent nursing practice and healthcare delivery with attention to the state of long term care policies. Also examines program planning and management with a view on influencing health services for the elderly.

**NURS 5507 (G/NE) Teaching End-of-Life Issues, Ethics, and Pain Management (1 unit)**

This course discusses end-of-life issues related to the elder client including comfort measures, dying with dignity, family issues, care giver issues, do not resuscitate orders, living wills, positive v. negative experiences, hospice, etc.

**PROFESSIONAL ROLE DEVELOPMENT IN GERIATRIC NURSING AND NURSE EDUCATOR ROLES**

This series of classes for the Geriatric CNS/Nurse Educator student follows a logical flow in developing the student’s expertise in geriatric nursing and progresses to teaching undergraduate students in a geriatric setting. This series includes clinical placements with a specific focus for each semester. It also includes regular, on-campus case conferences that allow the students to utilize group process in examining and evaluating their clinical experiences, while meeting the challenges of the transition that moves them forward from professional nurse to clinical nurse specialist and nurse educator. It focuses on the nurse educator and the development of professional application of geriatric clinical nurse work. (400 clinical hours required + 64 hours of seat-time, and 36 hours of related CE units)

**NURS 5620 (G/NE) Management of Acute & Chronic Illness in the Elderly (3 units)**

This course is the first in the Geri series and is a seminar/lecture format that focuses on issues related to the management of acute and chronic illness in the elderly. 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 elderly persons. Students will discuss salient socioeconomic, psychosocial, spiritual and political dimensions of health and illness and the elderly. Seminars will supplement and support students’ activities in the clinical setting. Includes clinical hours.

**NURS 5630 (G/NE) Professional Role Development in Chronic Care Clinical Practice II: Clinical Teaching Strategies in Nursing: Implementing Best Practices (2 units)**

The second in the clinical series, the students are placed in a variety of selected geriatric practice settings. The students work with a preceptor or clinical instructor and learn the process of teaching best nursing practice to undergraduate students in a chronic care setting. Students enhance their knowledge about the CNS role in this setting. Case conferences focus around comparisons of the clinical teaching experiences, examination of the practices, and their impact on the health of clients, and the nursing role(s) associated in these settings. In-class seminars supplement clinical activities. Includes clinical hours.

**NURS 5640 (G/NE) Professional Role Development in Teaching in Clinical Practice III: Curriculum and Course Development (3 units)**

This third clinical course focuses on the CNS as a clinical instructor. The student works with a preceptor or clinical instructor and CNS to provided learning activities and oversight for undergraduate student nurses. In-class seminars supplement clinical activities. Includes clinical hours.

**NURS 5650 (G/NE) Professional Role Development IV: Curriculum Delivery, Evaluation, and Performance Assessment (3 units)**

This final course in the geri education series focuses on the refinement of the educator role in the area of curriculum and course delivery, evaluation, and authentic assessment of student performance. The student works with a nursing faculty member in the assessment of curriculum, course delivery and course evaluation. Special attention will be focused on student performance assessment. In class seminars supplement nursing teaching practicum. Includes clinical/teaching practicum.
Occupational Therapy (MSOT)

Dominican University of California offers an 81-unit Master of Science in Occupational Therapy degree for students entering at the graduate level.

**Occupational Therapy Overview**

Occupational therapy is a licensed health and human service profession using occupation, or activities of daily living, to help people achieve optimal independence. Occupational therapists work in hospitals, clinics, schools, and community settings, helping clients learn skills to enhance or resume their daily lives.

Occupation is universal, facilitates healthy participation in life and requires adaptation. Injury, illness, developmental delay, or less than optimal social conditions require that humans adapt their daily occupations to achieve satisfying lives.

It is the task of the occupational therapist to promote occupation as an avenue to increased health and well-being using client-centered interventions.

**Curricular Themes**

The following curricular themes articulate our core educational philosophies:

- **Occupation by Design:** Satisfying occupations are inherently creative, involving innovation, adaptation, and problem solving. They are freely chosen and unique to each individual.

- **Cultural Responsiveness:** Occupations are culturally imbedded, and reflect cultural roles, beliefs, values, and traditions. Appreciating diverse cultural perspectives is essential for effective occupational therapy practice.

- **Socio-Political Contexts of Occupation:** All persons and their occupations are shaped by the opportunities afforded or denied them in socio-political contexts. Occupational therapists have a responsibility to work for social and political change to increase occupational choice for all.

- **Community Occupations:** Community is a binding force in our society. In communities, we construct the meaning of our lives through our occupations. Occupational therapists promote community integration for persons with disabilities.

**Curriculum Sequence**

The OT curriculum is a three-year course of study for individuals with a degree in another field seeking a master’s degree. The concept of adaptation as a continuum from curiosity through exploration, competence, and achievement, is applied to the occupational therapy curriculum.

**YEAR ONE: EXPLORATION**

Exploration of the profession of occupational therapy. Students study the history, philosophy, theory, and practice of occupational therapy. Practice courses in psychosocial aspects of occupation and occupations of children and adolescents are undertaken.

Students begin Level I fieldwork, applying the knowledge gained in coursework to working with clients in community and clinical settings.

**YEAR TWO: COMPETENCE**

Second year students continue gaining competence in all practice areas and apply previously learned concepts of occupational performance, adaptation, clinical reasoning, and environmental modification. At the conclusion of the spring semester, students undertake Level II fieldwork. Individual placements are determined with the fieldwork coordinator.
YEAR THREE: ACHIEVEMENT
Students return to design and complete a culminating thesis or project and a community program development project. Professional course work supports the students’ transition to practice. Students typically 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 education and involvement in professional organizations at the local, state and national level. Mastery is achieved through practice, experience 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. Licensing requirements vary by state. 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 one’s ability to become certified or licensed.

The Occupational Therapy Program is 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.

In accordance with American Occupational Therapy Association policies, beginning January 1, 2007, only those individuals who graduate from accredited occupational therapy programs at the post-baccalaureate level will be eligible to sit for the certification examination.

Student Learning Outcomes
Upon graduation from Dominican University of California, the occupational therapy student will be able to:

1. Understand and apply theories of human occupation to design, deliver, and evaluate effective, creative, therapeutic, and safe occupational therapy interventions for individuals, groups, and communities.

2. Consider and value diverse social, cultural, and political systems and issues as they impact the occupational health of individuals, groups, and communities.

3. Articulate and demonstrate the role of research and education in supporting the practice of occupational therapy and in the development and testing of theories.

4. Demonstrate exemplary professional behaviors and attitudes essential to professional practice, including the Occupational Therapy Code of Ethics; respect for diversity; leadership and advocacy skills, professional involvement; and self-directed, lifelong learning.

Requirements for the Master of Science in Occupational Therapy

OT Coursework:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>OT 5011</td>
<td>Conditions in OT</td>
<td>3</td>
</tr>
<tr>
<td>OT 5012</td>
<td>Foundations of OT</td>
<td>4</td>
</tr>
<tr>
<td>OT 5014</td>
<td>Human Movement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>OT 5015</td>
<td>Psychosocial Aspects of Occupation I</td>
<td>3</td>
</tr>
<tr>
<td>OT 5016</td>
<td>Occupations of Children &amp; Adolescents I</td>
<td>3</td>
</tr>
<tr>
<td>OT 5017</td>
<td>Occupations of Adults and Seniors I</td>
<td>3</td>
</tr>
<tr>
<td>OT 5101</td>
<td>OT Leadership &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>OT 5103</td>
<td>OT Program Development</td>
<td>4</td>
</tr>
<tr>
<td>OT 5104</td>
<td>Educational Principles and Practice in OT</td>
<td>3</td>
</tr>
<tr>
<td>OT 5105</td>
<td>Research in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>OT 5106</td>
<td>Advanced Theory &amp; Reserarch in OT</td>
<td>3</td>
</tr>
<tr>
<td>OT 5107</td>
<td>Professional Development Seminar</td>
<td>3</td>
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### Graduate Degree Programs

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>OT 5108</td>
<td>Culture and Human Occupation</td>
<td>3</td>
</tr>
<tr>
<td>OT 5109</td>
<td>Topics in Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>OT 5110</td>
<td>OT Thesis Proposal</td>
<td>2</td>
</tr>
<tr>
<td>OT 5111</td>
<td>OT Thesis Completion</td>
<td>2</td>
</tr>
<tr>
<td>OT 5115</td>
<td>Psychosocial Aspects of Occupation II</td>
<td>5</td>
</tr>
<tr>
<td>OT 5116</td>
<td>Occupations of Children &amp; Adolescents II</td>
<td>5</td>
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<tr>
<td>OT 5117</td>
<td>Occupations of Adults and Seniors II</td>
<td>5</td>
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<tr>
<td>OT 5130</td>
<td>Level II Fieldwork</td>
<td>6</td>
</tr>
<tr>
<td>OT 5131 or OT 5132</td>
<td>Level II Fieldwork</td>
<td>6</td>
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### Non-OT Coursework:

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<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIO 3800/3805</td>
<td>Human Neuroanatomy &amp; Physiology (with lab)</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3109</td>
<td>Ethics in Healthcare</td>
<td>3</td>
</tr>
</tbody>
</table>

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 81 UNITS

### Appendix

**TRANSFER REQUIREMENTS FOR THE MASTER OF SCIENCE PROGRAM IN OCCUPATIONAL THERAPY**

1. Minimum of 40 hours of documented volunteer work in a human service setting within the last year.
2. Courses must be taken at an accredited institution of higher learning, such as a junior college, or through an accredited on-line university. The student must receive a grade of ‘C’ (2.0) or better.
3. Transfer courses may be taken for lower or upper division credit.
4. Students must complete the following prerequisites before entering the MSOT Program:
   - Human Anatomy (4 units with lab, completed within last five years)
   - Human Physiology (4 units with lab, completed within last five years)
   - Introduction to Psychology (3 units)
   - Abnormal Psychology (3 units)
5. It is acceptable to have the following prerequisites in progress at the time of application:
   - Lifespan Human Development (3 units)
   - Introduction to Sociology or Cultural Anthropology (recommended, not required) (3 units)
   - Descriptive Physics (3 units)
   - Three dimensional art (i.e., ceramics) (3 units) May be satisfied via portfolio process
   - Statistics (math or psychology) (3 units)

**PROGRESSION REQUIREMENTS FOR MASTER OF SCIENCE PROGRAM IN OCCUPATIONAL THERAPY**

Students who achieve less than a ‘C’ (2.0) in courses may petition to continue in the Occupational Therapy Program, but are required to complete the course satisfactorily prior to graduation and taking the NBCOT certification examination. 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 all classes in order to earn a grade of ‘C’ (2.0) or higher. 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.

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

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. GPA to be eligible for admission and must maintain a 3.0 GPA while in the OT program.

Occupational Therapy Course Descriptions

OT 5011 Conditions in Occupational Therapy (3 units)
Etiology, symptoms, clinical course, prognoses, and medical management of conditions commonly seen in occupational therapy practice, including orthopedic, neurological, general medical and surgical diagnoses. Emphasis is on developing critical thinking skills, connecting conditions to intervention common in OT services. Prerequisites: BIO 2500, BIO 2600, BIO 3800 or the equivalent.

OT 5012 Foundations of Occupational Therapy (4 units)
An introduction to the knowledge, skills, and attitudes necessary to function as an occupational therapist. History, philosophy, concepts and theories of occupation and occupational therapy, clinical reasoning, the Occupational Therapy Practice Framework, and official documents of the profession are studied. Laboratory: Introductory skills and techniques needed for clinical OT practice, including task and activity analysis, therapeutic media, an introduction to clinical documentation, and application of the Occupational Therapy Practice Framework.

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. Laboratory: Activities designed to increase knowledge of joint structure and function, principles of goniometry, range of motion assessment and muscle strength testing. Prerequisites: BIO 2500, BIO 2600, and PHYS 1000, or the equivalent.

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 practice settings and professional roles, and introduction to the OT intervention process for individuals with psychosocial dysfunction. Laboratory: Therapeutic communication, interviewing, evaluation, treatment planning, and group leadership skill development. Prerequisites: PSY 1100, PSY 3122, PSY 3141, or the equivalent.

OT 5016 Occupations of Children and Adolescents I (3 units)
Occupations of the child from infancy through childhood and adolescence. Prenatal influences and typical and atypical development are surveyed. Conditions treated by OT’s in varied practice settings are studied. Laboratory: Overview of assessment and intervention procedures used within pediatric and adolescent practice including neurodevelopmental approaches and theory and function of play behavior. Prerequisites: PSY 1100, PSY 3122 or the equivalent, OT 5012.

OT 5017 Occupations of Adults and Seniors I (3 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 evaluation, planning, treatment, and referral are introduced. Laboratory: practice with case analysis, assessment, treatment planning and intervention. Prerequisites: OT 5012, BIO 2500, BIO 2600, BIO 3800, PHYS 1000, OT 5014.

OT 5101 Leadership & Management in Occupational Therapy (3 units)
Leadership and management theories and principles related to current occupational therapy models of practice and reimbursement, including planning, organizing, directing, controlling, evaluating, and communicating. Introduction to healthcare systems, legislation and regulations relating to OT practice. Leadership skill development related to the OT profession. Prerequisite: OT 5012.

OT 5103 Occupational Therapy Program Development (4 units)
Development of skills needed to design and implement innovative occupation-based programs in community settings using a service-learning model. Topics covered include theoretical frameworks, research, development, implementation and evaluation of community programs, business planning, grant seeking, and marketing. Community service hours are required. Prerequisite: Graduate level status, completion of OT practice courses.

OT 5104 Educational Principles and Practice in OT (3 units)
Teaching and learning theories, common in occupational therapy practice, including community group, client/indiv-
vidual teaching, family teaching, health education and prevention, and staff in-service teaching. Introduction to academic teaching methods.

**OT 5105 Research in the Health Professions (3 units)**
Introduction to research and its role in the study and solution of OT problems, the improvement of healthcare, and the development of OT science. Includes quantitative and qualitative design and methods, and an introductions to evidence-based practice. Prerequisite: PSY 3187, or the equivalent.

**OT 5106 Advanced Theory and Research in OT (3 units)**
Study of emerging and advanced theory based research designs specific to the profession of occupational therapy, and issues related to human subject studies. Content advances the student toward preparation of a thesis proposal. Prerequisite: OT 5105.

**OT 5107 Professional Development Seminar (3 units)**
Designed to facilitate the transition to professional practice of occupational therapy. Content includes portfolio preparation, preparation for fieldwork and preparation for the national certification examination. Prerequisite: Graduate standing in the OT department.

**OT 5108 Culture and Human Occupation (3 units)**
An exploration of the influence of culture on health and health practices, the barriers that 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 5109 OT Topics in Advanced Practice (3 units)**
Exploration of topics related to advance practice and specialty practice areas. Specific focus varies.

**OT 5110 OT Thesis Proposal (2 units)**
This course culminates in the student completing a written proposal and the acceptance of the proposal for a thesis or project. Peer and faculty support is provided to explore topics, research and review the literature, design a study, and submit the proposal. Prerequisite: Completion of all practice classes, OT 5105, OT 5106.

**OT 5111 OT Thesis Completion (2 units)**
Implementation of the approved proposal and completion of the written thesis. Presentation of the thesis content in poster and Power Point formats. Students are required to submit their thesis or project for presentation or publication in professional venues. Prerequisite: Successful completion of OT 5110.

**OT 5115 Psychosocial Aspects of Occupation II (5 units)**
Occupational therapy intervention for clients with psycho-social dysfunction and/or serious mental illness. Emerging practice areas and future trends, including psychiatric rehabilitation, independent living, vocational programs, and examination of the psychosocial issues of physical disability. Laboratory: Developing, implementing and documenting evidence-based OT interventions. In-depth exploration of selected assessment tools. Includes community practice laboratory and Level I Fieldwork. Prerequisite: OT 5105.

**OT 5116 Occupations of Children and Adolescents II (5 units)**
Advanced concepts and skills for OT assessment and intervention with children and their families. Focus on frames of reference and evidence-based practice. Study of established and emerging practice areas and future trends. Laboratory: Assessments, developing, implementing, and documenting effective intervention techniques using clinical reasoning skills. Includes community practice laboratory and Level I Fieldwork. Prerequisite: OT 5016.

**OT 5117 Occupations of Adults and Seniors II (5 units)**
Review of concepts introduced in OT 3017/5017 and presentation of integrative models of practice, occupational assessments, and occupation-based interventions. Clinical techniques and theories are introduced in the lecture and lab. Study of emerging practice areas, future trends. Laboratory: Assessment practice, analysis of assistive technology, adaptive equipment, and splint fabrication. Includes community practice laboratory and Level I Fieldwork. Prerequisite: OT 5017.

**OT 5130/5131/5132/5133 Level II Fieldwork (1-6 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 Program Director, completion of all required courses. May be repeated for credit.

**OT 4999/5999 Directed Study (1-3 units)**
Directed reading, research, and/or a project of special interest to a student. May be repeated for credit.

**OT 5992 Thesis Continuation (0 units)**
Continuation of Master’s thesis process. May be repeated as needed.
OT 5994 Teaching/Research Assistant (1-3 units)
Opportunities to assist OT faculty in conducting research or teaching of OT classes. Prerequisites: Instructor permission, class standing, must have previously completed course with ‘A’ (4.0) or ‘B’ (3.0) grade. Fall, Spring Semesters.

Strategic Leadership (MBA)

The Master of Business Administration in Strategic Leadership (MBA-SL) transcends the parameters of traditional MBA programs by developing an appreciation for the interdependency of people, finances, and technology, and promotes appreciation of the ways in which change in one area impacts the others. In addition to the traditional emphasis on the financial components and fiscal decision-making of business management, the MBA-SL integrates a curriculum often missing from MBA programs: courses that explore ways to lead people in achieving common business goals using today’s technological resources.

The MBA in Strategic Leadership is specifically designed as a part-time degree program for experienced managers with at least three years of managerial responsibilities. Course scheduling allows students to earn the MBA without interrupting progress in their current careers. The program’s flexible learning model also includes the opportunity to complete intensive, short-term executive study abroad trips (trips are ten days).

Participants in the MBA in Strategic Leadership program develop their strategic leadership capabilities by assessing, refo-cusing, and expanding their repertoire of leadership styles. Graduates will draw upon imagination, intuition, and personal creativity to develop effective strategies that move their businesses and organizations successfully into the next century.

The MBA in Strategic Leadership is a 36-unit program taught in a cohort format – a sequence of courses with a group of approximately 20 students who complete the program together in a learning group for two years, taking two courses per semester for six semesters (fall, spring, summer). The courses meet on alternate Saturday sessions from 8:00 a.m.-12:00 noon and 1:00 p.m.-5:00 p.m. during a 14-week semester. (See the program calendar for specific course dates).

Benefits of the cohort format include:
• Students register only once for the entire program;
• The schedule is set for the entire program, eliminating concern about getting into classes and making it easy to plan work and family activities in advance; and
• Students form a supportive and continuing study group.

Student Learning Outcomes

Students will demonstrate:
1. Knowledge of the impact of ethics and culture on management and communication.
2. Willingness and ability to work in, and successfully manage within, conditions of uncertainty, risk, change, and interdependence.
3. Skills to work individually within a cross-cultural team setting.
4. Proficiency to integrate technological advancements.
5. Knowledge of how personal value systems, interests, aptitudes, skills, and goals are linked to the development of professional career goals.
6. Comprehension of the interdependence between strategic business decisions and sustainable development and growth.
7. Knowledge of leadership strategies and the impact of leaders on developing organizational culture.
8. Responsibility to lead in an ethically and socially acceptable manner.
9. Ability to lead the application and integration of concepts from the disciplines of economics, finance, marketing and management within organizational frameworks.
Requirements for Admission to Strategic Leadership MBA

See the Admission to Graduate Study section of this Catalog.

Transfer of Credit

Due to the cohort format, there is no transfer of credit to the MBA-SL program.

Prerequisite Core Competencies

Graduate students must demonstrate competency in the following areas prior to taking the related graduate courses in the MBA in Strategic Leadership program:

- MBA 5001 Principles of Economics (macro and micro)
- MBA 5002 Financial and Managerial Accounting
- MBA 5003 Statistics/Quantitative Analysis and Research Methods
- MBA 5004 Finance

These key business skills and constructs needed for preparation for the graduate courses in the MBA in Strategic Leadership are offered through accelerated courses in these areas. Competency may be demonstrated by either completion of a college course with a grade of ‘B’ (3.0) or better, successfully testing out of a course through challenge exams, or completion of Dominican core competency courses.

All of the courses are on weeknights concurrently with MBA in Strategic Leadership Saturday courses. Therefore, students who need the core competencies may be concurrently enrolled in the MBA in Strategic Leadership program and in a core competency course.

The MBA in Strategic Leadership Admissions Committee will determine which core competency areas have not been completed at the time of admission.

Students who are admitted to upcoming MBA cohorts may join current MBA students in core competency courses. All students must hold a bachelor’s degree.

Program Calendar

6 Semesters (6 units per semester)

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Prerequisite: MBA 5001 Principles of Economics</th>
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<tbody>
<tr>
<td>MBA 5100</td>
<td>Interpersonal Relations, Consultation, and Cross-Cultural Communication</td>
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<tr>
<td>MBA 5101</td>
<td>Business Communication and Issues in General Management</td>
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<thead>
<tr>
<th>Semester II</th>
<th>Prerequisite: MBA 5002 Financial and Managerial Accounting</th>
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<tbody>
<tr>
<td>MBA 5102</td>
<td>The Business Environment: Economics, Politics and Culture</td>
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<tr>
<td>MBA 5103</td>
<td>Developing Human Resources and Personnel Policies</td>
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<tr>
<th>Semester III</th>
<th>Prerequisite: MBA 5003 Statistics/Quantitative Analysis and Research Methods</th>
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<tbody>
<tr>
<td>MBA 5104</td>
<td>Managerial Leadership: Leading People and Organizations</td>
</tr>
<tr>
<td>MBA 5105</td>
<td>Accounting for Decision Making, Profitability, and Financial Analysis</td>
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<tr>
<th>Semester IV</th>
<th>Prerequisite: MBA 5004 Finance</th>
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<td>MBA 5106</td>
<td>Strategic Marketing: Domestic and Global Marketplaces</td>
</tr>
<tr>
<td>MBA 5107</td>
<td>Management of Technology and Innovation</td>
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</tbody>
</table>
Graduate Degree Programs

Semester V
MBA 5108 Negotiating, Bargaining, and Resolving Conflict
MBA 5109 Financial Management and Performance

Semester VI
MBA 5110 Integrating Business Policies
MBA 5111 Capstone in Strategic Leadership
MBA 5200 Optional Executive Study Abroad

Study abroad courses may be substituted for various coursework. This option is customized based upon student experience and academic training. Up to two study abroad opportunities are allowed.

MBA in Strategic Leadership students must complete all of the 36 units offered in the sequence of the cohort program. Students who choose to interrupt their study may not simply drop a course in the cohort; they must consult with their academic advisor to determine whether the course they drop is a prerequisite for an upcoming course in the cohort. They will be permitted to continue in the cohort until the point that they lack prerequisite courses required to continue in the cohort. Students who completely withdraw from the cohort must wait until a new cohort reaches the place in the sequence where they left their original cohort group. Students must be aware that degree requirements may change when withdrawing from one cohort and entering another. Re-admittance to the program is dependent upon approval of the program director.

Computer Competency

Participants will use word processing, spreadsheets, databases, presentation, and Internet electronic communication software during the program. Participants who need additional instruction in any or all of these skills should consult with an academic advisor for recommendations of college courses or training classes which would assist them in enhancing their skills in computer productivity tools.

Strategic Leadership Course Descriptions

MBA-SL PREREQUISITE COURSE DESCRIPTIONS:

MBA 5001 Principles of 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 5002 Financial and Managerial Accounting (3 units)
An introduction focusing on accounting information used in decision-making (from a management perspective). Students study corporate reporting using the balance sheet, income statement, statement of cash flows, and ratios used in evaluating financial performance. The course includes: problem solving, written analysis, actual company cases and addresses ethical issues.

MBA 5003 Statistical/Quantitative Analysis and 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 research results.

MBA 5004 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-SL CORE COURSE DESCRIPTIONS:

MBA 5100 Interpersonal Relations, Consultation, and Cross-Cultural Communication (3 units)
To create a cohesive, inclusive and productive work environment, participants develop communication, team building, consultation and relationship skills, including sensitivity to different histories, traditions and customs. Theory and practice in verbal and non-verbal communication within a range of business situations are emphasized, including factors affecting leadership in systems ranging from process teams to multicultural or globally dispersed organizations.

MBA 5101 Business Communication and Issues in General Management (3 units)
Focusing on written and presentation communication, this course helps the student to develop sound business communication skills. Writing concepts emphasized include: information packaging, the strategic planning of communication, writing for the reader, visual appeal in writing, and the effective use of “headlines.” Presentation concepts include: the effective use of voice, stage presence, using media in presentations, presentation styles and types, presenting for the audience, and strategically planning a presentation. Participants focus on selected business issues confronted by managers. General management theories, business practices, and the latest research are used to develop and evaluate alternative courses of action.

MBA 5102 The Business Environment: Economics, Culture and Politics (3 units)
A consideration of the effects of the growing globalization of business – highlighting the historical trends and current forces that shape business organizations. Topics include growing economic interdependence, political and cultural globalization, and political and financial risk assessment.

MBA 5103 Developing Human Resources and Personnel Policies (3 units)
An examination of the contribution of human performance to business success. The course analyzes strategies for optimizing human potential in the workplace and considers human resource law, ethical dilemmas, and compensation incentives to achieve business objectives.

MBA 5104 Managerial Leadership: Leading People and Organizations (3 units)
This course examines leadership styles within the business framework of power and authority, which contributes to an individual’s identity as a leader. Reviewed are the ethical responsibilities of leadership, strategies for team development and leading, as well as conflict resolution and group decision-making. Particular emphasis is placed on the strategic significance of the organization’s structure and ways in which this impacts both the leader, members of the organization, and both internal and external relationships.

MBA 5105 Accounting for Decision-Making, Profitability, and Financial Analysis (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 Marketing: Domestic and Global Marketplaces (3 units)
Examination of the core role of strategic marketing in business performance by studying market-driven strategies of successful organizations competing in a wide array of product, service, and market situations. Analytic techniques are used to identify and evaluate market opportunities, competition, customers’ needs, and expectations. The course includes a study of situation analysis, segmenting and positioning, competitive benchmarking, and marketing management.

MBA 5107 Management of Technology and Innovation (3 units)
An overview of business technologies, capabilities, and applications. Participants identify and select the most effective technologies for communicating, managing, designing, producing, and marketing products and services. They examine alternative approaches for integrating and balancing operation and human needs while adapting technology to achieve business goals.

MBA 5108 Negotiating, Bargaining and Resolving Conflict (3 units)
The study of decisions made in domestic and global businesses, with identification of goals and types of approaches appropriate for the circumstances. Participants are prepared to build long-term relationships based on mutual trust and respect by developing negotiating, bargaining, and conflict resolving capabilities. Participants identify situations where private dispute resolution is an effective alternative to civil litigation.

MBA 5109 Financial Management and Performance (3 units)
Participants examine the evaluation of projects, company strategies, and financial securities together with major
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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 Integrating Business Policies (3 units)**
Students 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. Business policies are analyzed with respect to the industrial and competitive environment, and internal capabilities such as human, fiscal and technological resources. A focus is placed on organizational processes that facilitate strategy implementation in local, national and international arenas.

**MBA 5111 Capstone (3 units)**
The capstone experience allows students to integrate knowledge and skill learned in the classroom and is an applied study. Successful completion of the capstone demonstrates expertise in all the business disciplines.

**MBA 5200 Executive Study Abroad (ESA) (3 units)**
Designed for the professional who cannot spend a full semester abroad, ESA is an intense 9-10 day program that exposes the participant to multiple cultures and global business topics. Students may participate in up to two (2) ESA trips, earning up to six (6) credit hours (substitutes for the final semester courses). Sample trip combinations already completed or in design include: Zurich, Lausanne, and Geneva, Switzerland; Santiago, Chile and Buenos Aires, Argentina; London, England and Dublin, Ireland; Sydney, Australia and Auckland, New Zealand; and Rome and Florence, Italy.

Teaching Credentials/Education Specialist Programs

Dominican University of California is approved by the California Commission on Teacher Credentialing (CCTC) to prepare and recommend candidates for the following credentials at two different sites: San Rafael and Ukiah.

**Note:** Not all programs are available at both sites; please consult the individual program descriptions that follow for specific offerings at each site. Indications of semester offerings are subject to change based on enrollment. We anticipate changes in credential requirements from the CCTC within the next two years.

**Multiple and Single Subject Credentials**
The Multiple Subject Credential authorizes the holder to teach all subjects required in the public school curriculum for a self-contained classroom, pre-school through grade 12; it is primarily aimed at individuals interested in teaching at the elementary and middle school levels through grade six.

The Single Subject Credential authorizes the holder to teach single subject courses within an authorized field required in the public school curriculum; it is primarily for individuals interested in teaching a single subject at the middle school, junior high, and senior high school levels.

Dominican is approved to offer Single Subject Teaching Credentials in art, biology, business, chemistry, English, French, Spanish, geosciences, mathematics, music, physical education, physics, and social science.

**Education Specialist: Preliminary Mild/Moderate Level I Credential and Dual Credentials**
The Education Specialist: Preliminary Mild/Moderate Level I Credential Program is designed for individuals interested in teaching students with learning challenges. Candidates completing the program are authorized to teach students with learning disabilities, mental retardation, other health impairments, and emotional disturbances at either the elementary or secondary level.

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

Candidates may earn both an Education Specialist: Preliminary Level I Mild/Moderate and a Multiple or Single Subject Credential concurrently by enrolling in Dominican’s dual credential program. Candidates are required to complete coursework in both credential areas and participate in supervised student teaching assignments in special education and general education classrooms.

**Student Teaching and Internship Credential Programs**

Dominican University of California’s student teaching programs provide 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 their program, and continue with professional coursework and full-time student teaching under the supervision of an experienced teacher in the last semester.

The internship credential programs are designed for candidates who are teaching in participating school districts and wish to obtain their teaching credential. Teachers who meet the requirements for an Internship Credential can use their approved teaching experience in lieu of a supervised student teaching placement.

Student teaching and internship options are available for the following programs:

- Preliminary Multiple Subject Credential Program
- Preliminary Single Subject Credential Program
- Education Specialist: Preliminary Level I Mild/Moderate Credential Program
- Dual Credential: Education Specialist: Preliminary Level I Mild/Moderate/Multiple Subject Credential Program
- Dual Credential: Education Specialist: Preliminary Level I Mild/Moderate/Single Subject Credential Program

**Other Education Programs**

In addition to offering programs that lead separately to each of the above credentials, the School of Education offers the following:

- Education Specialist: Professional Level II Mild/Moderate Credential Program (San Rafael only)
- Special programs for persons completing partial or preliminary credentials (San Rafael, Ukiah)
- Fifth-year program for individuals completing professional credential requirements (San Rafael, Ukiah)

See the *Graduate Programs* section of this *Catalog* for:

- Master of Science in Education: Curriculum and Instruction (San Rafael, Ukiah)
- Master of Science in Education: Emphasis in Special Education (San Rafael only)
- Master of Science in Education

**Credential Requirements**

Candidates for the Multiple Subject, Single Subject and Education Specialist credentials must receive passing scores on two California Commission on Teacher Credentialing (CCTC) exams, the California Basic Educational Skills Test (CBEST) and the California Subject Examinations for Teachers (CSET). In lieu of the CSET exam, secondary candidates may also complete a Commission-approved Subject Matter Preparation Program in at least one of the subject areas in which they are seeking a credential prior to student teaching or intern teaching.

Multiple Subject and Education Specialist candidates are also required by California Education Code to pass the Reading Instruction Competence Assessment (RICA). All candidates must verify meeting the CCTC United States Constitution requirement before they are recommended for a preliminary or internship credential.
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Admission Requirements for Teaching Credentials

Please see the Admission to Graduate Study section for credential requirements and prerequisites. See course listings under the section Professional and Continuing Education.

Student Learning Outcomes

Students will demonstrate the ability to:

1. Construct a personal conception of teaching and learning which reveals the candidate's synthesis of theoretical knowledge, content knowledge, clinical experiences, personal reflection, and collaborative and constructive feedback from colleagues.
2. Value theory as an explanatory tool for practice, and a comprehension of theories relating to political, historical, cultural, linguistic, and psychological dimensions of teaching and learning.
3. Create and maintain a caring, collaborative learning community where all participants are treated with fairness and respect, and where students are equitably engaged in productive learning.
4. Plan instruction and evaluate student learning based on knowledge of the learner, subject matter, varied curricular strategies, intended student outcomes, and community.
5. Implement a variety of instructional and assessment practices, supported by appropriate materials and technologies, which actively engage all students in learning.
6. Comprehend the culture of schooling and of one’s professional role and obligations in the school community.

The Internship Credential Program

The Internship Credential Program is designed for those candidates who are teaching in participating districts, currently working on a Provisional Intern Permit or Internship Credential. Teachers who meet the requirements for an Internship Credential can use their approved teaching experience, in lieu of a supervised student teaching placement, to obtain their teaching credential. Internship options are available for Multiple Subject, Single Subject, and Education Specialist credential placements in both San Rafael and Ukiah.

Supervised Student Teaching

Supervised student teaching options are also available in the Multiple Subject, Single Subject, and Education Specialist Programs. This program option provides candidates the opportunity to complete their course work on a part-time schedule and begin full-time student teaching under the direct supervision of an experienced teacher during their last semester.

In all credential programs, candidates follow both the public school and University calendars during the academic year. Information may be obtained about the programs in Ukiah by calling 707-463-4800, or for programs in San Rafael by contacting the Admissions Office at 415-485-3287 or e-mail education@dominican.edu.

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

Education Credential Programs: San Rafael Campus

MULTIPLE SUBJECT AND SINGLE SUBJECT PRELIMINARY CREDENTIAL PROGRAMS

On the San Rafael campus, programs leading to a preliminary multiple subject and preliminary single subject credential are offered in two different formats for candidates interested in student teaching. Since internship candidates are teaching in classrooms, these candidates participate in a part-time program. All programs provide candidates with the skills and abilities needed to work successfully with California’s diverse student populations. The internship credential program is
available for Multiple Subject, Single Subject, and Education Specialist candidates who are currently employed as teachers with participating school districts.

Our full- and part-time class offerings, combined with supervised student teaching and internship options, provide candidates a quality credential program that fits their needs and schedule.

FULL-TIME PROGRAMS

Full-time programs require a full-time commitment for preparation over an 11-month period. During the fall semester, each candidate engages in professional course work and field experience in schools (observation and participation), and in the spring continues with professional course work and full-time student teaching. Prior to entrance into the program, candidates need to fulfill a prerequisite course in Child and Adolescent Development. Candidates enter the full-time programs in the fall semester only.

PART-TIME PROGRAMS

Part-time programs are designed for adult learners and career changers whose life circumstances require a longer transition into teaching. This program requires part-time 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 44 hours of observation during the first two semesters. Student teaching candidates take 7 units of professional course work during the first semester, 11 units of professional course work and field experiences in schools (observation, participation and occasional teaching) during the second semester, and continue with their professional course work and full-time supervised student teaching placement during their third semester. Intern candidates take 8-9 units each semester for four semesters. Candidates transferring to the intern program from the student teaching program are required to teach on an intern credential for two full semesters. Prior to entrance into the program, candidates need to fulfill a prerequisite course in Child and Adolescent Development. Candidates may enter the part-time programs either in the fall or spring semester.

In all credential programs, candidates follow both the public school and University calendars during the academic year.

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

Education Credential Programs: Ukiah Center

In Ukiah, Dominican University of California offers two options for completing the Multiple Subject, Single Subject and Education Specialist Level I Mild/Moderate credential requirements. A one-year supervised student teaching program is available, as is a two-year internship credential program for all 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, and Sonoma counties. Depending on student enrollment and geographic density, some classes may be held in Ukiah, Fort Bragg, Lakeport, and/or Santa Rosa.

EDUCATION SPECIALIST: PRELIMINARY LEVEL I MILD/MODERATE CREDENTIAL

Programs leading to an Education Specialist: Preliminary Level I Mild/Moderate credential are offered in two options: 1) part-time and 2) for candidates who hold prior multiple or single subject credentials. These programs, combined with supervised student teaching or internship options, provide candidates with a quality credential program that fits their needs and schedules.

1. For working adults or candidates choosing the part-time program, participation is required over 3-4 semesters. During the early fall semester, candidates complete introductory course(s) offered in three-week intensive formats. In the first and second semesters, each candidate takes 6-10 units of course work, including field experiences in schools. In the third semester, candidates continue with course work and full-time student teaching. Intern teachers use their full-time teaching experience in lieu of a student teaching placement; however, during the third semester or summer school,
education specialist interns must arrange to complete an additional student teaching assignment in a general education classroom. Candidates choosing the part-time option may enter the program in the fall or spring semester.

2. For candidates holding multiple or single subject credentials earned within the past three years, the program requires 6 units of coursework in the fall semester and 12 units of coursework and student teaching in the spring semester. Candidates may enter the program in the fall or spring semester.

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

EDUCATION SPECIALIST: PROFESSIONAL LEVEL II MILD/ MODERATE CREDENTIAL (SAN RAFAEL ONLY)

The Education Specialist: Professional Level II Mild/Moderate Credential Program is designed for Level I credential holders to complete the professional induction program. Dominican’s Education Specialist: Professional Level II courses are organized into three developmental phases:

Phase I – Creating a Plan
Each of the two first courses (EDUC 5401, 5403) 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. During this phase, the candidate must also identify, with assistance from his/her employer and the University advisor, an experienced district support provider within the first 120 days of employment. EDUC 5403, Advanced Curriculum and Instruction, completes the first phase of the Level II program with advanced training in a variety of curricular areas that addresses the individual needs of students with mild/moderate disabilities.

Phase II – Establishing an Interest
Each of the three courses that comprise Phase II (EDUC 5404, 5405, 5406) are designed to move candidates toward professional competency in the areas of advanced assessment, behavioral support, and current issues and practices in special education. Candidates are expected to use the knowledge and skills acquired from these courses as a guide as they establish their areas of individual professional specialization.

Phase III – Assuming Leadership
The last course in the Level II program, Professional Summative Seminar (EDUC 5407) is a course in which candidates work with the University director and district support provider to evaluate and finalize the candidate’s Level II Induction Plan Activities and the Professional Development Portfolio.

For each program option, candidates follow both the public school and University calendars during the academic year. Indications of semester offerings are subject to change based on enrollment.

Education Course Descriptions

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

Note: Undergraduate candidates enroll in courses numbered 3000/4000. Graduate candidates enroll in courses numbered in the 5000 series. 5100 SR or 5500 UK series course work denotes Multiple Subject Program courses; 5200 SR or 5600 UK series course work denotes Single Subject Program course work. Please note that EDUC 5056/5556 is required by candidates in all programs. EDUC 5000/5500 is required by candidates in both the Multiple and Single Subject programs. Indications of semester offerings are subject to change based on enrollment.

UNDERGRADUATE/GRADUATE COURSE DESCRIPTIONS:
EDUC 4000/5000/5500 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 Semesters, UK.

EDUC 4056/5056/5556 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. (Required for all SB 2042 credential candidates.) Fall, Spring Semesters SR; Fall Semesters, UK.

EDUC 4130/5130/5530 Elementary Curriculum and Instruction (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 Semesters UK.

EDUC 4131/5131/5531 Elementary Curriculum and Instruction (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 Semesters, UK.

EDUC 4140/5140/5540 Reading in Elementary Schools (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 Intensive SR; Fall Semesters UK.

EDUC 4150/5150/5550 Observation and Preparation for Student Teaching in Elementary Schools (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 Semesters UK.

EDUC 4151/5151/5551 Using Technology in Classrooms (Elementary) (1 unit)
Prepares credential candidates to use technology in ways that are useful for professional educators. Candidates will have hands on practice with Blackboard forum, finding and evaluating appropriate software programs and Internet resources, organizing and creating presentations, and basic digital photography and video. Fall, Spring Semesters SR, UK.

EDUC 4160/5160/5560 Student Teaching in Elementary Schools (6-12 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 4162/5162/5562. Prerequisite: Approval of the School of Education Professional Standards Committee. Fall, Spring Semesters SR, UK; Summer Sessions UK.

EDUC 4162/5162/5562 Professional Development Seminar (Multiple Subject) (2 units)
Examines issues and problems related to teaching in the elementary school. Fall, Spring Semesters SR, UK.

EDUC 4164/5164 Teaching Performance Assessment (Multiple Subject) (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; Spring Semesters UK.

GRADUATE COURSE DESCRIPTIONS:
EDUC 5055 Language Acquisition and Development (3 units)
Introduces study of language and acquisition and development of first and second languages. Topics include psychological factors affecting first and second language acquisition, and the role of social, political, and cultural factors in first and second language development. Practice in classroom settings. For Ryan credential candidates only. Fall, Spring Semesters SR.

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. Prerequisite: Approval of School of Education Professional Standards Committee. Fall Intensive SR, UK.

**EDUC 5161/5561 Student Teaching in Elementary Classrooms with English Learners (6 units)**
Full-time student teaching assignment in a public school multiple subject classroom under the supervision of directing teachers and University supervisors. Attention given to the education of English learners. Prerequisite: Approval of School of Education Professional Standards Committee; Summer Sessions SR, UK.

**EDUC 5163/5563 Professional Development Internship in Elementary Schools Year 1 (3-7 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.) Prerequisite: Approval of School of Education Professional Standards Committee. Fall, Spring Semesters SR, UK.

**EDUC 5173/5573 Professional Development Internship in Elementary Schools Year 2 (3-7 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.) Prerequisite: Approval of School of Education Professional Standards Committee. Fall, Spring Semesters SR, UK.

**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 environment, instructional design process, standards-based lesson planning, and overview of student assessment and grading. Prerequisite: Approval of the School of Education Professional Standards Committee. Summer Intensive SR, UK.

**EDUC 5230/5630 Secondary Curriculum and Instruction (4 units)**
Explores instructional methodology, behavior management, classroom management, and basic 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 Semesters UK.

**EDUC 5231/5631 Secondary Curriculum and Instruction (2 units)**
Explores 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 Semesters UK.

**EDUC 5240/5640 Literacy and Writing in Secondary Schools (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 Semesters SR; Fall Semesters UK.

**EDUC 5250/5650 Observation and Preparation for Student Teaching in Secondary Schools (3 units)**
Explores essential knowledge and skills required for effective secondary teaching and learning as defined by the Teaching Performance Expectations (TPEs). Includes weekly observations in classrooms with diverse student populations, special needs students and English learners. Leads to student teaching assignments. Fall, Spring Semesters SR; Fall Semesters UK.

**EDUC 5251/5651 Using Technology in Classrooms (Secondary) (1 unit)**
Prepares credential candidates to use technology in ways that are useful for professional educators. Candidates will have hands on practice with Blackboard forum, finding and evaluating appropriate software programs and Internet resources, organizing and creating presentations, and basic digital photography and video. Fall, Spring Semesters SR, UK.

**EDUC 5260/5660 Student Teaching in Secondary Schools (6-12 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; Summer Sessions UK.
EDUC 5261/5661 Student Teaching in Secondary Classrooms with English Learners (6 units)
Full-time student teaching assignment in public school single subject classrooms under the supervision of directing teachers and University supervisors. Attention given to the education of English learners. Prerequisite: Approval of School of Education Professional Standards Committee. Summer Sessions SR, UK.

EDUC 5262/5662 Professional Development Seminar (Single Subject) (2 units)
Examines issues and problems related to teaching in secondary schools. Fall, Spring Semesters SR, UK.

EDUC 5263/5663 Professional Development Internship in Secondary Schools Year 1 (3-7 units)
First-year internship teaching and concurrent seminar on issues in secondary teaching. 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 (Single Subject) (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 (3-7 units)
Second year internship teaching and concurrent seminar on issues related to secondary teaching. 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 required competencies to assist in teaching exceptional students and information needed to meet federal and state mandates for serving children and youth with disabilities in schools. Familiarizes candidates with the characteristics of exceptional persons, and teaches candidates to determine how students are evaluated, establishes effective teaching practices, and provides for inclusive, collaborative educational experiences. Site visits to special education classrooms are required. Fall Intensive SR, UK.

EDUC 5302/5502 Special Education: 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 modifications and accommodations 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 5303/5503 Special Education: Intern Seminar (3 units)
Emphasizes survival pedagogy in the special education classroom for candidates choosing the intern option. Focuses on developing a community of learners in a special education classroom that includes: fundamental organization, classroom management, instructional skills, use of assessment batteries, lesson/unit planning, and collaboration with general education faculty, specialists, and families. Intern candidates will attend weekly seminars to support their learning in this course. Fall Intensive SR, UK.

EDUC 5304/5504 Special Education: Formal and Informal Assessment for Diverse Learners (3 units)
Focuses on responsible assessment practices that take into account the diverse backgrounds and needs of the students they serve. Formal assessment topics include whole group discussions of the relationship between assessment and teaching practices, statistical interpretation of standardized assessment instruments, and interpretation and use of standardized data to inform instructional practices and write appropriate goals and objectives for IEPs. Informal assessment topics include whole group discussions of 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 Semesters.

**EDUC 5306/5506 Special Education: Behavior Intervention and Support (3 units)**
Provides an introduction to positive behavioral approaches for individuals with mild/moderate disabilities. Candidates will 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/ Special Education: Student Teaching and Professional Induction Planning (6 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, assuming additional the other 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 5160/5260/5560/5660/5860. Fall, Spring Semesters, Summer Sessions SR, UK.

**EDUC 5363 Special Education: Intern Field Experience Year 1 (3-7 units)**
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. Candidates receive guidance from district support teachers and University supervisors in their own classrooms. (May be repeated for up to a total of 7 units.) Fall, Spring Semesters SR, UK.

**EDUC 5373 Special Education: Intern Field Experience Year 2 (3-7 units)**
Provides ongoing support and guidance to second-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. Candidates receive guidance from district support teachers and University supervisors in their own classrooms. (May be repeated for up to a total of 7 units.) Fall, Spring Semesters SR, UK.

**EDUC 5401 Special Education: 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, with assistance from his/her employer and the University advisor, an experienced district support provider within the first 120 days of employment. Prerequisite: Approval of the School of Education Professional Standards Committee. Fall, Spring Semesters.

**EDUC 5403 Special Education: Advanced Curriculum and Instruction (3 units)**
Completes the first phase of the Level II program with advanced training in a variety of curricular areas 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.

**EDUC 5404 Special Education: 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 an extensive case study that combines both formal and informal assessment measures. Fall Semesters.

**EDUC 5405 Special Education: Advanced Behavioral 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 com-
munity resources to insure a positive learning environment and appropriate behavioral supports. Spring Semesters.

EDUC 5406 Special Education: Current Issues and Practice 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. Spring Semesters.

EDUC 5407 Special Education: Professional Summative Seminar (1 unit)
Candidates work with the University director and district support provider to evaluate and finalize the candidate's Level II 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. Fall, Spring Semesters.
Summer Sessions

The Dominican University Summer Sessions Program, managed by the Center for Adult and Extended Education, welcomes enrollment by all current and prospective Dominican University students, students attending other colleges or universities who wish to catch up on course requirements and electives, adults seeking enrichment or exploring the option of returning to college, senior citizens, alumni, and college-bound high school students. Summer Sessions offers accelerated day, evening, and weekend courses varying in number of meetings and weeks. Undergraduate and graduate courses are offered for university credit. Summer Sessions is an ideal time for students to engage in independent study or to enroll for an internship, field placement, tutorial, or similar opportunity.

Non-degree seeking students enrolling in Summer Sessions courses need not be formally admitted to the University.

**Summer 2007**

<table>
<thead>
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<th>Session</th>
<th>Start Date</th>
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<tr>
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<td>June 18, 2007</td>
<td>August 10, 2007</td>
<td>8 weeks</td>
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<td>Session II</td>
<td>June 18, 2007</td>
<td>July 27, 2007</td>
<td>5 weeks</td>
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**Summer 2008**

<table>
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<tbody>
<tr>
<td>Session I</td>
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<td>August 15, 2008</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Session II</td>
<td>June 16, 2008</td>
<td>July 22, 2008</td>
<td>5 weeks</td>
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Summer Session dates are tentative. Contact the Center for Adult and Extended Education for final schedule.
Professional and Continuing Education

Professional and Continuing Education (PACE) at Dominican is dedicated to providing high quality programs for professional growth and development, many of which also provide participants the opportunity to earn continuing education, extension and/or semester units. Our courses are offered in a variety of formats (including in-class and online) and with schedules created to accommodate working adults.

For a complete list of courses, contact Professional and Continuing Education (PACE) at (415) 458-3763, PACE@dominican.edu or go to www.dominican.edu/academics/adult/pace

Professional Programs for Teachers and Prerequisite Coursework

EDUX 9102 Child & Adolescent Development (2 extension semester units)
Prerequisite for all candidates entering a multiple subject, single subject or special education credential program. This comprehensive course provides participants with an overview of the major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. Participants learn the fundamentals of how children and adolescents learn and develop, and discover classroom strategies and techniques for affecting positive behavior.

(This course is a prerequisite for all candidates entering a Multiple Subject, Single Subject, or Education Specialist Credential Program, unless verification of completing this requirement is provided through transcript analysis at the time of application.)

Constitution Exam
The California Commission on Teacher Credentialing requires that all preliminary credential candidates provide verification of passing a course or exam in the US Constitution prior to filing for their credential. To assist candidates who may need to complete this requirement by examination, Dominican University offers monthly exam dates.

Professional Clear Courses
The following courses are designed to help teacher candidates meet all of the requirements for obtaining a professional CLEAR credential as established by the California Commission on Teacher Credentialing. Beginning Fall 2005, course content is appropriate for candidates who seek to “clear” both Ryan and S.B. 2042 credentials.

EDUX 9009 Advanced Study English Language Development (3 extension semester units)
An extended and in-depth review of best practices for making grade level content comprehensible for English language learners and a protocol to be used for self-evaluation and reflection or as part of a peer-coaching model. Topics include: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review and assessment.

EDUX 9010 Advanced Study of Health Education/CPR (2 extension semester units)
Participants focus on the relationship between student well-being and academic success. They extend and refine their conceptual understanding of the components of wellness, health promotion, and comprehensive school health through both traditional classroom experiences, including the use of videos and role-playing, as well as electronic discussion and reflection.
EDUX 9011 Advanced Study of Teaching Special Populations (Mainstreaming) (3 extension semester units)  
Participants focus on extending their knowledge, skills, and strategies for teaching students with disabilities, students at-risk, and students who are gifted and talented. Traditional classroom lectures and discussions, as well as role-playing activities, participation in an IEP meeting at a school site, videos, and website information will enhance candidates’ knowledge in teaching special populations and in collaborating effectively with special education teachers, parents, and with IEP implementation.

EDUX 9012 Advanced Study – Technology in Education (Level I & II) (2 extension semester units)  
A project-oriented approach to integrating the tools of the new technologies into the classroom curriculum. Provides direct hands-on practical familiarity with fundamental applications, educational software, telecommunications, and classroom multimedia.

Professional and Career Development

EDUX 8004 Mediation for Educators (1.0 CEU)  
You can relax, you can concentrate, you can experience increased creativity, intelligence and peace of mind. Twenty minutes of meditation can make the difference between struggling through your workday and flying through the day with ease and effectiveness. This hands-on, minds-on workshop will provide educators and administrators with an introduction to the scientific literature on meditation, theories of consciousness and human development, and several easy-to-apply meditation techniques.

EDUX 8005 Kids Need Carrots to Learn (1.0 CEU)  
“...no curriculum is brilliant enough to compensate for a hungry stomach or distracted mind.” The Federal Government mandate, Section 204 Child Reauthorization Act, will require schools to address nutrition and physical activity in the classroom. Will you be compliant?  
Nutrition and physical activity are elementary...or they should be! Healthy children are more successful in the classroom, achieve higher test scores, and they interact better with peers and authority. However, nine million children (over age 6) in the U.S. are considered obese, an epidemic with serious physical and emotional health consequences. This workshop will show teachers and parents what they need to know to improve the health of children. By examining innovative models, known facts about nutrition and other successful programs nationwide, participants will learn how to implement this essential training successfully in the classroom.

EDUX 8006 Getting Results from Conferences & Meetings (1.0 CEU)  
Could you use some meeting management skills to improve your next PTA, faculty, administration, teacher union, faculty or parent/student meeting? This course will focus on the practical tools and techniques you need to successfully plan and lead a school related meeting, or to influence its effectiveness using Roberta’s Rules of Order. Participants will learn methods for working with a diverse group of people, to keep the focus on results using constructive dialog and avoiding contentious debates, and to reach a shared understanding and agreement on next steps. If you spend a lot of time in conferences and meetings, this workshop could improve the quality of your work life!

EDUX 8008 & 8018 Spanish for Communication (Beg/Int, Int/Adv) (3.0 CEUs)  
This popular program provides an intensive, beginning-to-intermediate, and also intermediate-to-advanced language experience for teachers and students wanting to immerse themselves in language and culture. Participants improve oral and written communication skills through day-long immersion in the language. Discussions focus on the features of the different countries of Latin America, and students will prepare and enjoy foods created from regional cuisines.

EDUX 8009 Custom Curriculum Planning (3.0 CEUs)  
This hands-on program enables K-12 teachers to develop activities for their own classroom in a fun, interactive environment. We will provide innovative techniques that enable you to address curriculum standards in a new and engaging way. Teachers are encouraged to create their own support materials, units, learning centers, and multimedia presentations...we provide the computer and internet access. While collaborating with colleagues and sharing creative project ideas, you will also be rejuvenating your curriculum, and freeing up the rest of your summer for travel and family fun.

EDUX 8011 Early Literacy, Music & Creative Dance (2.0 CEUs)  
Music and creative movement create a natural bridge to reading for young children and second language learners. This course integrates language, music and movement through the Orff approach. Teachers will learn songs, rhymes, musical games, creative movement, folk dances, and instrumen-
tional activities which develop oral language, early literacy and English language skills. These activities also enhance music, dance and instrumental skills. Participants will create their own lessons which address the language arts, music and dance standards.

**EDUX 8013 Teaching Reading & Writing Literacy (1.0 CEU)**

This innovative reading, writing and language development workshop will provide participants with teaching strategies in differentiated instruction, incorporating the planning of mini-lessons and conferences to promote student literary analysis. Participants will explore a portfolio-based approach to teaching developmental reading and writing, and will learn techniques for both students’ self-evaluation and teacher evaluation.

Participants will learn to plan, sustain and evaluate standards-based reading and writing curricula that addresses the students’ emerging language, cognition and social development. The effects of diverse cultural, linguistic and learning style backgrounds will also be addressed. Particular emphasis is placed on linking assessment and instruction through utilization of scoring rubrics in reading, writing, speaking and listening.

**EDUX 8017 Social Emotional Learning in Today’s Classroom (1.0 CEU)**

As schools respond to state and federal accountability measures, teachers are finding they have less flexible time to address the social development of children. Many educators realize that healthy social development is a key goal of education and enhances learning in the school setting. This workshop offers teachers an introduction to practical strategies for integrating teaching practices into the school day that foster social emotional learning (SEL).

**EDUX 8019 Organization in the Classroom (2.0 CEUs)**

Classroom Organization is intended for teachers (K-6) who seek to learn techniques for better classroom management. Participants will learn organizational skills and strategies to enhance their classrooms, and effective methods for implementation. Teachers will develop individual action plans that complement their own environment and needs, including their physical classrooms, files, student work and materials.

**EDUX 8020 Get Up and Move (1.0 CEU)**

In this class you will learn multicultural songs, games and dances, creative movement activities, and rhymes with body percussion for K-3 students. Besides being fun, these activities address the California language arts, math, music and dance standards. They are a great way to start the day, provide a break during those long language arts lessons, or transition to other subjects.

**EDUX 8021 Telling Tales (2.0 CEUs)**

“Telling Tales” is for anyone who has ever wanted to publicly tell stories with ease and confidence. The course will cover basic terms and uses of the ancient craft of storytelling, explore research and adaptation techniques and hone vocal skills. By the end of the course participants will have learned methods for shortening or lengthening written stories, acquired tools to enhance narration and been given multiple opportunities to tell in front of the group. This is an active, playful, and rewarding course having no prerequisite other than enthusiasm.

**EDUX 8022 Storytelling in the School Curriculum (2.0 CEUs)**

Storytelling is one of our oldest art forms and a powerful means through which cultures pass down values from one generation to the next. We listen before we speak and speak before we read. This simple truism can translate into a dynamic model for the teaching of any area of the school curriculum be it science, math, language arts or social studies. Oral language activities can be used at every grade level and are found throughout the state’s standards. Learn how to enliven your own oral delivery, add to your students’ comfort with public speaking and fill your skilled teacher’s tool box with joyful, effective strategies.

**EDUX 8524 Wonderful Water (1.0 CEU)**

Explore water through music, creative dance, poetry, drama, instruments and science experiments. Learn watery songs, rhymes and dances. Experience the water cycle through creative dance. Delve into the concepts of polarity, hydrophilic molecules, solvents and emulsifiers when water, salt, oil and soap meet at the rock and roll dance. Create a puppet musical for the story of the Rainbow Fish. This workshop addresses the K-4 standards in science, language arts, music, and dance and integrates arts and academics.

**EDUX 9108 Temperament and Children’s Behavior (1 extension semester unit)**

Brent doesn’t listen; he won’t finish his work and disrupts the class with his antics. He is difficult to manage in a busy classroom! Shawna is an easy going girl...at home; but at school she won’t speak up and she stays by herself at recess. Is something wrong with her?

All children are unique and approach the world in a different way; understanding their temperament is vital to understanding their behavior. Designed for teachers, child
Professional and Continuing Education

Care providers, healthcare providers, therapists and parents, this course examines temperament in children and how it affects development, learning, socialization, emotion regulation, and behavioral problems. From infancy through adolescence, we will explore the environmental effect of temperament as it impacts parenting, education, child care, therapy, and healthcare. Participants will learn how to improve their interactions with children and work more effectively with challenging behavior. This course is ideal for anyone who works with children, has a child, knows a child, or ever was a child.

EDUX 9179 Courage To Teach and Courage To Learn
A program of quarterly retreats for the personal and professional renewal of teachers, administrators, and others in the public schools. The program is designed for K-12 educators—on whom our society depends for so much, but for whom we provide so little encouragement and support. The retreats focus neither on “technique” nor on school reform, but on renewing the inner lives of professionals in education. Information meetings and retreats are being scheduled. For more information, please contact Margaret Golden at (415) 482-3593.

EDUX 9210 Career Development Facilitator Training
This program is designed for individuals who help others learn about themselves, learn about jobs, make career choices and carry them out. Participants achieve twelve career competencies endorsed by the National Career Development Association (NCDA). The program is presented in modules to enable customization and flexibility.

Native Voices Institute
The Native Voices Institute is designed to help educators improve curriculum content concerning California Indian cultures presented in the elementary classroom with a special emphasis on the ecological implications of native traditions on public policy. Specialists in curriculum development will guide teachers as they incorporate accurate and appropriate information into meaningful classroom experiences concerning California Indian cultures. For more information on this 3-day workshop, contact PACE 415-485-3255.
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