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## President’s Welcome

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In fall 1988 I began my first year as president of Dominican University of California (then Dominican College). In the 20 years since then, we have seen many changes: our student body has more than tripled; we expanded our academic offerings while maintaining a strong liberal arts core; we expanded our campus infrastructure by building the Conlan Recreation Center in 2000, Edgehill Residence Halls in 2002, and the Science Center in 2007; we purchased Magnolia House in 2007 and plan to restore the Edgehill Mansion to its former glory.

However, the more things change at an institution of higher learning, the more they stay the same. Then, as now, our goal is straightforward: provide our students with the best possible education in a positive and nurturing environment with caring and knowledgeable faculty mentors and a dedicated Board, administration and staff providing guidance and support. We are guided by the same spirit and traditions that built this University more than 115 years ago. We welcome you to Dominican and wish you success in your academic pursuits.
## Requests for Information

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<td>Out of Area, Toll Free</td>
<td>(888) 323-6763</td>
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<td>Undergraduate Day</td>
<td>Admissions Office</td>
<td>(415) 485-3204</td>
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<td>Adult Education</td>
<td>Center for Adult and Extended Education</td>
<td>(415) 458-3763</td>
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<td>Alumni</td>
<td>Alumni Relations</td>
<td>(415) 485-3242</td>
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<td>Business Services (Fees, etc.)</td>
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<td>(415) 257-0161</td>
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<td>Career and Internship Services</td>
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<td>(415) 485-3283</td>
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<td>CLEP Testing</td>
<td>Academic Advising and Support Center</td>
<td>(415) 257-1317</td>
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<td>Corporate Education Programs</td>
<td>Special Assistant to the President</td>
<td>(415) 485-3284</td>
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<td>Counseling Services</td>
<td>Student Life</td>
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<td>Diversity Initiatives</td>
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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 2,000 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 350 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 2,000 students – graduate and undergraduate, resident and non-resident – from across the United States and more than 20 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. Transition to NCAA, Division II, begins in 2008. Proximity to San Francisco and other Bay Area cities affords students many opportunities for education, cultural enrichment, recreation, and employment.
General Information

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 – Studio Art, Graphic Art
  - Art History
  - Biological Sciences with concentrations in Environmental Sciences, 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
  - Health Science/Pre-OT
  - History
  - Humanities and Cultural Studies

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

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

**Master’s Degrees:**

- **Day and Evening:**
  - Biological Sciences
  - Business Administration in Global 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
  - Business Administration in Sustainable Enterprise
  - Nursing: Clinical Nurse Leader
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 (PACE).

**Minors:**

**Day:**

- Art – Studio Art, Graphic Art
- Art History
- Biological Sciences
- Chemistry
- Communications
- Dance (LINES Ballet)
- English, English with a Writing Emphasis
- Environmental Science
- History
- Humanities and Cultural Studies
- Latin American Studies
- Leadership Studies
- Mathematics
- Music
- Philosophy
- Political Science
- 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
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.

For a campus map, directions to the campus, and parking information, please see the Dominican website.

http://www.dominican.edu/about/campus.1.html

Academic Calendar

- Academic dates may change due to scheduling needs and special events.
- To locate up-to-date academic dates, please refer to the following link to view the online calendars:
- Session A Classes: 16-week traditional programs (Undergraduate Day & Pathways, Graduate Humanities, Occupational Therapy, Counseling Psychology, Education, MBA – GSM)
- Session B Classes: Graduate Weekend Programs (MSN, MBA – SL , Green MBA®)

Fall 2008

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<td>Academic Year Begins</td>
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<tr>
<td>Tues., Aug. 19</td>
<td>New Faculty Orientation</td>
</tr>
<tr>
<td>Thurs., Aug. 21</td>
<td>Provost Faculty Workshop</td>
</tr>
<tr>
<td>Fri., Aug. 22</td>
<td>Late Registration II begins (graduate students Session A classes only)</td>
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<tr>
<td>Fri., Aug. 22</td>
<td>Late Registration II begins (graduate students Session B classes only)</td>
</tr>
<tr>
<td>TBD</td>
<td>General Orientation Session for New Students</td>
</tr>
<tr>
<td>Mon., Aug. 25</td>
<td>First day of classes (Session A)</td>
</tr>
<tr>
<td>Sat., Aug. 30-Mon., Sept. 1</td>
<td>Labor Day – Campus Holiday</td>
</tr>
<tr>
<td>Fri., Sept. 12</td>
<td>First day of classes (Session B)</td>
</tr>
<tr>
<td>Wed., September 17</td>
<td>Mass of the Holy Spirit and Shield Day – Adjusted Class Schedule</td>
</tr>
<tr>
<td>Fri., October 17</td>
<td>Fall Break Day</td>
</tr>
<tr>
<td>Thurs., October 23</td>
<td>Convocation – Adjusted Class Schedule</td>
</tr>
<tr>
<td>Mon., Nov. 17-Fri., Nov. 21</td>
<td>Priority Registration</td>
</tr>
<tr>
<td>Fri., November 21</td>
<td>Deadline to file for May or August 2009 graduation</td>
</tr>
<tr>
<td>Wed., November 26</td>
<td>Thanksgiving – Academic Holiday</td>
</tr>
<tr>
<td>Thurs., Nov. 27-Sat., Nov. 29</td>
<td>Thanksgiving – Campus Holiday</td>
</tr>
<tr>
<td>Mon., December 1</td>
<td>Open Registration for Spring begins (all students)</td>
</tr>
<tr>
<td>Sat., December 6</td>
<td>Last day of classes (Session A)</td>
</tr>
<tr>
<td>Mon., Dec. 8-Fri., Dec. 12</td>
<td>Final examinations – Exam Schedule TBA</td>
</tr>
<tr>
<td>Mon., Dec. 15-Mon., Jan. 5, 2009</td>
<td>Late Registration I for Spring (continuing undergraduates only)</td>
</tr>
<tr>
<td>Fri., December 19</td>
<td>Final grades due in the Registrar’s Office (Session A)</td>
</tr>
<tr>
<td>Sat., December 20</td>
<td>Last day of classes (Session B)</td>
</tr>
<tr>
<td>Mon., January 5, 2009</td>
<td>Final grades due in the Registrar’s Office (Session B)</td>
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</tbody>
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Spring-Summer 2009

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Mon., Jan.5-Thurs., Jan. 15, 2009</td>
<td>Open Registration continues (continuing graduates and new students)</td>
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</tbody>
</table>
### General Information

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Fri., January 9</td>
<td>First day of classes (Session B)</td>
</tr>
<tr>
<td>Mon., January 12</td>
<td>New Faculty Orientation</td>
</tr>
<tr>
<td>Mon., January 12</td>
<td>Late Registration II begins (graduate students Session B classes only)</td>
</tr>
<tr>
<td>Thurs., January 15</td>
<td>Provost Faculty Workshop</td>
</tr>
<tr>
<td>Fri., January 16</td>
<td>Late Registration II begins (graduate students Session A classes only)</td>
</tr>
<tr>
<td>Sat., Jan. 17-Mon., Jan. 19</td>
<td>Martin Luther King Day – Campus Holiday</td>
</tr>
<tr>
<td>Tues., January 20</td>
<td>First day of classes (Session A)</td>
</tr>
<tr>
<td>Sat., Feb. 14-Mon., Feb. 16</td>
<td>Presidents’ Day – Campus Holiday</td>
</tr>
<tr>
<td>Mon., March 9-Sat., March 14</td>
<td>Spring Break – Academic Holiday</td>
</tr>
<tr>
<td>Fri., March 13</td>
<td>Spring Break Day – Campus Holiday</td>
</tr>
<tr>
<td>Mon., March 16-Thurs., April 9</td>
<td>Academic Advising for Summer and Fall 2009</td>
</tr>
<tr>
<td>Tues., March 31</td>
<td>Caesar Chavez Day – Campus Holiday</td>
</tr>
<tr>
<td>Fri., April 10-Sun., April 12</td>
<td>Good Friday – Campus Holiday</td>
</tr>
<tr>
<td>Mon., April 13-Thurs., April 17</td>
<td>Priority Registration for Summer and Fall 2009</td>
</tr>
<tr>
<td>Sat., April 18</td>
<td>Last day of classes (Session B)</td>
</tr>
<tr>
<td>Mon., April 27</td>
<td>Open Registration begins (all students)</td>
</tr>
<tr>
<td>Tues., May 5</td>
<td>Last day of classes (Session A)</td>
</tr>
<tr>
<td>Wed., May 6</td>
<td>Study Day</td>
</tr>
<tr>
<td>Thurs., May 7-Wed., May 13</td>
<td>Final examinations – Exam Schedule TBA</td>
</tr>
<tr>
<td>TBD</td>
<td>MA in Humanities Graduation Celebration</td>
</tr>
<tr>
<td>Fri., May 15</td>
<td>Baccalaureate Mass</td>
</tr>
<tr>
<td>Fri., May 15</td>
<td>Graduate Commencement</td>
</tr>
<tr>
<td>Sat., May 16</td>
<td>Undergraduate Commencement</td>
</tr>
<tr>
<td>Thurs., May 14</td>
<td>Late Registration I begins (continuing undergraduates only)</td>
</tr>
<tr>
<td>Sat., May 23-Mon., May 25</td>
<td>Memorial Day – Campus Holiday</td>
</tr>
<tr>
<td>Tues., May 26</td>
<td>Summer Session I and II classes begin</td>
</tr>
<tr>
<td>Sun., May 31</td>
<td>Academic year ends</td>
</tr>
<tr>
<td>TBD</td>
<td>Commencement Rehearsal</td>
</tr>
<tr>
<td>Fri., June 26</td>
<td>Education Credential Ceremony</td>
</tr>
<tr>
<td>Mon., June 29</td>
<td>Summer Session II classes end</td>
</tr>
<tr>
<td>Fri., July 3-Mon. July 6</td>
<td>Fourth of July – Campus Holiday</td>
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<tr>
<td>Fri., July 31</td>
<td>Summer Session I and III classes end</td>
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### Fall 2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mon., August 17</td>
<td>Academic Year Begins</td>
</tr>
<tr>
<td>Tues., August 18</td>
<td>New Faculty Orientation</td>
</tr>
<tr>
<td>Thurs., August 20</td>
<td>Provost Faculty Workshop</td>
</tr>
<tr>
<td>Fri., August 21</td>
<td>Late Registration II begins (graduate students Session A classes only)</td>
</tr>
<tr>
<td>TBD</td>
<td>General Orientation Session for New Students</td>
</tr>
<tr>
<td>Mon., August 24</td>
<td>First day of classes (Session A)</td>
</tr>
<tr>
<td>Sat., Sept. 5-Mon., Sept. 7</td>
<td>Labor Day – Campus Holiday</td>
</tr>
<tr>
<td>Fri., September 11</td>
<td>First day of classes (Session B)</td>
</tr>
<tr>
<td>Fri., September 11</td>
<td>Late Registration II begins (graduate students Session B classes only)</td>
</tr>
<tr>
<td>TBD</td>
<td>Mass of the Holy Spirit, Convocation, Shield Day – Adjusted Class Schedule</td>
</tr>
<tr>
<td>Fri., October 16</td>
<td>Fall Break Day</td>
</tr>
<tr>
<td>Mon., Oct. 19-Fri., Nov. 13</td>
<td>Academic Advising for Spring 2010</td>
</tr>
<tr>
<td>Mon., Nov. 16-Fri., Nov. 20</td>
<td>Priority Registration</td>
</tr>
</tbody>
</table>
General Information

Fri., November 20
Deadline to file for May or August 2010 graduation

Wed., Nov. 25
Thanksgiving – Academic Holiday

Thurs., Nov. 26-Sun., Nov. 29
Thanksgiving – Campus Holiday

Mon., November 30
Open Registration for Spring begins (all students)

Fri., December 4
Last day of classes (Session A)

Mon., Dec. 7-Fri., Dec. 11
Final examinations – Exam Schedule TBA

Mon., December 14
Late Registration I begins (continuing undergraduates only)

Fri., December 18
Final grades due in the Registrar’s Office (Session A)

Sat., December 19
Last day of classes (Session B)

Thurs., Dec. 24-Tues., Jan. 5, 2010
Christmas Break – Campus Holiday

Tues., January 5, 2010
Final grades due in the Registrar’s Office (Session B)

Spring-Summer 2010

Tues., Jan 5-Thurs., Jan 14
Open Registration continues (continuing graduates and new students)

Fri., January 8
Late Registration II begins (graduate students Session B classes only)

Fri., January 15
Late Registration II begins (graduate students Session A classes only)

Sat., Jan. 16-Mon., Jan. 18
Martin Luther King Day – Campus Holiday

Tues., January 19
New Faculty Orientation

Tues., January 19
First day of classes

Thurs., January 21
Provost Faculty Workshop

Sat., Feb. 13-Mon., Feb. 15
Presidents’ Day – Campus Holiday

Mon., Mar. 8-Sat., Mar. 13
Spring Break – Academic Holiday

Mon., Mar. 15-Fri., Apr. 9
Academic Advising for Summer and Fall 2010

Wed., March 31
Caesar Chavez Day – Campus Holiday

Fri., Apr. 2-Sun., Apr. 4
Good Friday – Campus Holiday

Mon., Apr. 21-Fri., Apr. 16
Priority Registration for Summer and Fall 2010

Sat., Apr. 17
Last day of classes (Session B)

Tues., May 4
Last day of classes (Session A)

Wed., May 5
Study Day

Thurs., May 6-Wed., May 12
Final examinations – Exam Schedule TBA

TBD
Commencement Rehearsal

TBD
MA in Humanities Graduation Celebration

TBD
Nursing Pinning Ceremony

Fri., May 14
Baccalaureate Mass

Sat., May 15
Graduate Commencement

Mon., May 24
Undergraduate Commencement

Sat., May 29-Mon., May 31
Summer Session I and II classes begin

Mon., May 31
Memorial Session I and II classes begin

Mon., May 31
Academic year ends

TBD
Education Credential Ceremony

Fri., June 25
Summer Session II classes end

Mon., June 28
Summer Session III classes begin

Fri., July 30
Summer Session I and III classes end
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 approximately forty percent of the undergraduate students identify themselves as Roman 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 life-style 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 currently a member of the California Pacific Conference of the National Association of Intercollegiate Athletics (NAIA), and has been accepted to a 2-year exploratory membership in the Pacific West Conference of the National Collegiate Athletic Association (NCAA Division II), effective in 2008. 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 and NCAA 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 consti-
stitutes 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.

**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.
Student Life

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 (ASDU)
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 ASDU. This group of elected officers serves both as the student activities association and the student government board. Opportunities exist for involvement in many activities on and off campus. ASDU is committed to helping student clubs and organizations through funding and publicity. All ASDU 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 ASDU or a member of the Student Life Staff.

Residence Life
Dominican offers the opportunity to experience “college life” to its fullest by living on campus. 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. The 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 within 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 Protestant and Jewish associates 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, Ash Wednesday Service 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. The “Ripples Effect” program offers students the opportunity to reflect on scripture readings in small groups in an informal atmosphere. 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, a Seder meal, Sunday Community Dinners 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, Appalachia or other needy areas within California. A listing of these service projects is available on the Campus Ministry web site: www.dominican.edu/ministry.

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 a variety of tests 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 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. Some counselees may be referred off-campus if their needs can be better served in this way. For crisis services, please contact the Student Health Center in Bertrand Hall, phone (415) 485-3208, or the Marin Crisis Center, (415) 499-1100, or call 911. Appointments are made by phone, (415) 485-3258, or by filling out a Request for Counseling Services form in the Department of Counseling Psychology office 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
Student Life

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 and internship positions are posted regularly on the Dominican Career Network (DCN) for Dominican students and alumni: www.dominican.edu/careerservices. Click on students to register.

- 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-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 challenges in their studies, both self-identified or as identified by instructors or other University offices, are referred to the Academic Advising and Support Center to assess the nature of the problems and to develop strategies for improvement. Such support may take the form of academic counseling, in which students work to set goals and confront behaviors that may be interfering with their academic success. Students may also be referred for additional support, such as Academic Excellence Workshops and/or tutoring services.

Academic Support staff members offer Academic Excellence Workshops on such topics as test-taking strategies and confronting test anxiety; documentation styles and avoiding plagiarism; time management; goal setting; writing literature reviews, abstracts, and research papers; and other important skills.

The Teaching and Learning Center is a resource for students seeking tutoring, both one-on-one and in small groups. It provides 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, in the Academic Advising and Support Center, supports international students directly and indirectly through its support of an international ethos for the University. It provides information and counseling on a wide range of topics, including visas (work permits, travel), financial questions, social and cultural differences, study abroad, and personal concerns.

The International Student Advisor provides orientation and programming to help international students and their families adjust to life in the United States, and to minimize the difficulties they may experience both upon arrival and later during their stay.

The International Student Advisor acts as a liaison between students and scholars from other countries and the U.S. government agencies that have jurisdiction over their stay here. We welcome all international students — students who have studied, are studying, or want to study outside 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 in 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 or by phone at (415) 257-0153.

Services for Students with Disabilities

Accommodations required by the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act are intended to remove competitive disadvantages and to enable students with disabilities to realize their academic potential and objectives. Appropriate accommodations are determined on a case-by-case basis and may not necessarily incorporate all requests. Available accommodations may include:

- Special testing arrangements (i.e., extended time for exams, alternative testing location).
- Readers, note takers, or scribes.
- Sign language interpreters.
- Course materials in alternate format (i.e., electronic text).
- Physical accommodations for access.
- Priority registration.
- Referral and liaison to state rehabilitation agencies.
- 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.

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

2008-2009 marks an important transitional year in the registration process at Dominican. With the advent of online registration, expected to be in production for Summer and Fall 2009 Priority Registration in April, 2009, the process of enrolling in classes, making changes to that enrollment, making payments of fees and tuition, and obtaining instructors’ permission for various types of courses will change dramatically. The information below concerning enrollment periods and deadlines will generally remain in effect; however it will be necessary to consult the Fall 2009 Schedule of Courses and/or the Registrar’s web page for full details on the new paperless protocol as it is developed and published.

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 class offered in the Day program. Cross-registration requires special paperwork that includes the written approval of the academic advisor and the Chair of the department offering the requested course. Note: 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 is not permitted for Pathways General Education courses. Cross-registration of Day students into Pathways classes is limited to those Juniors and Seniors with a minimum 2.5 grade point average who have the signed consent of their academic advisor.

• Late Registration is offered after the close of Open Registration as a final opportunity to those continuing students who did not meet the deadlines of the earlier registration periods. Late registrants are subject to a late registration fee. Late enrollment is subject to space available, and beginning on the first day 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, athletic eligibility, and veterans’ benefits.

A student who adds a course after the term has begun must obtain the instructor’s signature and is responsible for completing all coursework for that semester regardless of the date the course was 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.

Special Policy for Majors with a Significant Skills-Based Component

Students are permitted to take up to 19 units a semester without additional tuition if they meet the following conditions:

- They are enrolled in a major which includes at least 14 skill-based units which have little or no out of class academic expectations. Such majors are determined by the Dean of the School and approved, for purposes of this policy, by the Provost.
- They are enrolled in a second major or a minor which requires an additional 15 or more units (these cannot overlap with the first major requirements).
- They are not concurrently registering for the additional units allowed in the Honors program (the two options cannot be combined in the same semester).
- They have completed 15 or more units the previous semester and earned a minimum 3.0 GPA (first semester freshmen would not be eligible).
- They have the approval of their academic advisor.

Concurrent Enrollment at Another Institution

Concurrent registration at Dominican and another college must be approved prior to enrollment at the other institution. Students must submit to the Registrar’s Office a completed Authorization to Take Courses Off Campus Form signed by
the advisor. Approval usually takes 5-10 business days. Courses taken without prior approval may not be counted toward the degree (see Off-Campus Coursework under the Transfer Credit Policies section in this Catalog). Financial aid recipients who register concurrently at another school must also consult with a Dominican financial aid counselor for information on any additional approvals or consortium forms that may be required.

**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 class attendance count 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.

**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
- **8000-8999**: Continuing education units 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.
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, colloquium and cluster titles, and thesis continuation 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>A+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<td>D+</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>UF</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 elective 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,
General Academic Policies and Procedures

Internship, fieldwork, and in certain other special cases approved through the academic petition process. Requests for pass/fail grading must be completed and submitted to the Registrar’s Office no later than the deadline to add courses each semester/session. 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 Prior 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 since proficiency must be demonstrated at or above the ‘C’ (2.0) level. See Credit for Prior Learning.

Students are advised that the GPA for Graduation Honors must be based on the student’s letter-graded, transferable coursework and all computable letter-graded 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 generally 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**

Students must file a formal request for an Incomplete grade with the Registrar’s Office before the last day of classes for the semester, and prior to final examinations. Requests for an Incomplete grade must have the signatures of the student, the instructor, and the chair of the academic department offering the course, or in the case of internships, the Director of Career & Internship Services. Unless an earlier date is specified on the request form/contract, all coursework for an incomplete class or internship incurred during the Spring semester or Summer Sessions must be submitted to the instructor by the following December 1 and those incurred during the Fall semester must be submitted by the following May 1. Students must have the 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 grades that have reverted to ‘F’ are final. A student with an ‘Incomplete’ 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.

**In-Progress Grades**

In-progress grades are given only for Senior thesis, directed research, or other specialized 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. The In-Progress form must be signed and submitted by the instructor during the grading period for the semester, at the same time that grade rosters are submitted. In-progress grades are not allowed for internships.

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 to the instructor by the following December 1 and for those incurred during the Fall semester, all coursework must be submitted by the following May 1. An ‘In-Progress’ 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 who receive financial aid must seek the advice of their financial aid counselor to ensure that the ‘In Progress’ does not jeopardize their Financial Aid eligibil-
General Academic Policies and Procedures

Students should not re-register for the same course in which a grade of ‘PR’ was received, although certain academic departments do require registration in a separate, second-semester course if it is part of a two-semester sequence. Grades of ‘PR’ are automatically changed to ‘F’ if no grade is submitted by the appropriate deadline.

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 ENGL 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 such courses in which less than a 2.0 grade is earned. Students should refer to specific majors for details.

*See Satisfactory Progress in Written English for more information about the Expository Writing requirement.

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.

*Incomplete or In Progress grades that have reverted to ‘F’ are final.

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 September 15 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 the grade change form 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 within one academic year.

**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 same tuition for independent study as for lecture/lab courses.

**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 – Undergraduate**

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 methodology the department has determined best for the completion of the thesis or project. Certain departments do not permit thesis continuation and students are responsible for knowing the policy on continuation in their own department.

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. Students who do not complete the thesis or project during the department’s regular course or course sequence receive a ‘PR’, in progress, grade. When the student finishes the Senior thesis, the ‘PR’ grades are replaced by the thesis grade. Thesis continuation may not be repeated.

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.
General Academic Policies and Procedures

Family Educational Rights & Privacy Act of 1974 (Buckley Amendment)

The Family Educational Rights & Privacy Act of 1974 (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student’s education records within 45 days of the day the university receives a request for access.

A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

The University is authorized under the act to release “directory information” concerning students. “Directory information” includes the student’s name, address, telephone and fax numbers, e-mail address, photo, 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. The FERPA request form for Non-Disclosure of Directory Information is the
best vehicle for filing a written objection. This form is distributed to all enrolled students annually, and should be returned to the Registrar’s Office within the first two weeks of the Fall semester.

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

Plagiarism is an act of academic dishonesty and is a serious ethical and scholarly violation unless the words, phrases, or sentences are in quotation marks and the sources are given in full. Broadly defined plagiarism is presenting the work of another person as one's own. 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 you use is irrelevant; any material written by another that you incorporate into your 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 express 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 is any question 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.

**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 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 fill out an Academic Misconduct report form (intranet/academic affairs/forms/academic misconduct form) and submit a copy to the Dean of the appropriate school with originals going to the Associate Vice-President of Academic Affairs (AVPAA). The report should include copies of the evidence of the plagiarism or cheating. The penalties for acts of plagiarism or cheating may include failing an assignment/exam, failing a course, and/or dismissal from the University.

The faculty member may determine the penalty to be applied as indicated in the following process: Upon detecting an act of plagiarism/cheating, the instructor is authorized to fail the student for that assignment/exam. The instructor must immediately file an Academic Misconduct Form with accompanying evidence with the AVPAA. The AVPAA will determine if this incident is the first or a repeated act of academic misconduct and notify the instructor. If, at the end of a semester, a student has committed an act of plagiarism/cheating in a course, received an ‘F’ for the assignment, and still has a passing grade, an incomplete grade (I) for the course will be assigned until the AVPAA has had time to review the allegation and determine if it is a first, second, or third offense. The AVPAA will inform the faculty member of the appropriate action to be taken. If it is determined to be the second offence, the AVPAA will direct the instructor to assign a grade of ‘F’ for the course. If it is the third offense, the University reserves the right to dismiss the student. Decisions of dismissal must be made by the AVPAA in consultation with the Provost. Dismissal is not within the purview of the faculty.

In all cases the University reserves the right to determine the final administrative, disciplinary, or legal action including dismissal from the University for any offense. The AVPAA will communicate with 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. The confidential file 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 faulty member whose course is involved; 2) if not satisfied with the results, discuss the incident with the Department Chair; 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 s/he 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 Department Chair and the Dean of the appropriate School. The appeal should follow the process outlined in the section entitled “Grievance Procedures”.

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. Text messaging distracts the user’s attention from lectures, lab work, and meaningful class participation. 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, faculty and staff to keep the classroom and administrative offices 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).
General Academic Policies and Procedures

- 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 Technology. 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 of features, please contact the IT Help Desk. For more information on the various computer labs at Dominican go to http://www.dominican.edu/academics/resources/technology/labs.html

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://www.dominican.edu/about/current/technology.html.

- 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 and on-campus student telephones 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 may 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.
General Academic Policies and Procedures

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 above 1.0 but 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 (PR). Students on PR have until the conclusion of the succeeding Fall or Spring term to raise their cumulative GPA to 2.0 or above. 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 PR and fail to raise their cumulative GPA to good standing (2.0), or
• if their cumulative GPA falls below 1.0. In this case PR 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 or he 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 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, the Academic Petition Committee 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 (GPA) of 3.0 in the graduate program. The first time that a student’s GPA falls below 3.0, the Program Director is notified and the student may be 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 Program Director, a graduate student may continue for an additional semester 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 graduate GPA below 3.0.

Veteran’s Academic Standing

A veteran or person eligible for Veterans’ benefits 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, in accordance with the regulations of the Veterans’ Administration, if the student is allowed to remain in the program, he/she will have all veterans 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. Enrolled students may apply for a Leave of Absence from the University for one academic year (two semesters and one Summer). 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, submitting official transcripts for any coursework completed elsewhere in the interim, and meeting all financial obligations for re-registration at 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 requirements for admission and graduation that are in effect at the time of re-enrollment and must reapply through the Admissions Office.

Students who are on Academic Probation or Academic Warning at the time of filing the Leave of Absence form will be readmitted on Academic Probation/Warning for one semester. Such students are subject to the same criteria for academic good standing outlined above. (See Academic Probation section.)

Students who wish to enroll in coursework at other institutions during their leave of absence from the University should file an Authorization to Take Courses Off Campus form with the Registrar, in order to obtain approval that such coursework is transferable to Dominican and applicable to their academic program. 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 Summer). Students who do not return within a year must meet the Catalog requirements in effect at the time of re-enrollment and must reapply through the Admissions Office.

Students wishing 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 deadlines for a tuition refund, 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 on the student portal at my.dominican.edu.

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 prior to the semester withdrawal deadline published in the Academic Calendar. Students who stop attending class without filing the required Withdrawal form will have failing grades (‘F’ or ‘UF’) posted to their records.

If a student chooses to mail his/her Withdrawal form, it is recommended it be sent by certified mail to the attention of the Registrar’s Office with a return receipt requested. 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 Summer). Students who do not return within a year must meet the Catalog requirements for admission and graduation in effect at the time of re-enrollment and must reapply through the Admissions Office.

Conferral of Degrees

In November of each year, students who intend to graduate the following December, May, or August 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 and Degrees

Obtaining Proof of Current or Past Enrollment at Dominican

Upon written request to the Registrar’s Office, a verification of enrollment will be provided, showing terms of enrollment and full-time or part-time status. Allow 5 to 10 working days for processing. Verification of Enrollment request forms are available at the Registrar’s Office and – along with most other Registrar forms – in the forms display in Bertrand Hall lobby. Contact the Registrar’s Office for further information.

Obtaining Verification of a Degree Conferred by Dominican

Dominican University of California has authorized the National Student Clearinghouse to provide degree verifications. This is not the same as an enrollment verification, referenced above. A degree verification includes only the degree conferred, the month and year of graduation, and the field(s) of study. The National Student Clearinghouse can be contacted at:
General Academic Policies and Procedures

Transcripts

Dominican University of California has authorized the National Student Clearinghouse (NCS) to provide transcript ordering via the Internet. Transcripts may be ordered by using any major credit card. The card will only be charged after the order has been completed. Transcripts are not issued nor printed by the Clearinghouse. Transcript orders will be transmitted electronically to Dominican University of California and will be processed within 5-10 business days by the Registrar’s Office.

To order an official transcript, go to the Dominican website, select the “About Dominican” page, then the “For Students” page. Under “Request Transcripts,” full details and the link to the Clearinghouse secure site are provided. The Clearinghouse site will walk you through placing your order, including delivery options and fees. You can order as many transcripts as you like in a single session. Order updates will be emailed to you. You can also check order status or history online.

If you encounter difficulty or have any questions, please contact NSC by telephone at (703) 742-7791 or by e-mail at transcripts@studentclearinghouse.org.

Important Note: If there are pending grades or degrees to be awarded and the transcript should not be sent until the grades/degrees are posted to the transcript, please indicate on the order that the transcript should be held for grades and/or degrees to be posted.

Service Hours: The transcript ordering service operates 24 hours a day, 7 days a week. However, the requests are processed Monday through Friday during normal business hours, except holidays.

Fees for transcripts requested on the Web: $5.00 per transcript, plus a $2.25 processing charge per recipient. If you are ordering additional copies at the same time, each additional transcript is $1.00.

Method of Payment: VISA, MasterCard, and Discover.

Next Day Processing: This option includes 24 hour processing of transcripts for an additional $15.00, plus transcript fee. Transcripts will be sent via standard U.S. mail or will be available for pick-up in our office.

Overnight Delivery: This option will send your transcript via UPS overnight to a domestic US destination for an additional $20.00, plus the transcript fee. Overnight orders must be delivered to a street address, and cannot be delivered to a post office box. Additional shipping fees will apply for international mailing.

A minimum of 5 to 10 working days should be allowed for processing transcript requests.

Please note:

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.

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.
Unofficial Transcripts

Unofficial transcripts can be requested at no cost through the web at the Clearinghouse secure site or by visiting the Registrar’s Office at Dominican University of California. If you would like to order your unofficial transcripts online, please follow the steps listed above. Unofficial transcripts are processed daily, and are available for pick-up in the Registrar’s Office within one business day.

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
General Academic Policies and Procedures

- 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-on-one or small group tutoring, free of charge, to all Dominican students. In general, students are allotted one hour of tutoring per week per subject. Students may request a tutor online at this web page: https://secure.dominican.edu/tutor/request.php. Tutoring in writing and math is available throughout the semester. Tutoring in other subjects is usually available as it is requested, but there is no guarantee that a qualified tutor will be available in every subject.

The consequences for missed appointments are spelled out in the tutoring contract between student and tutor. Students who are unable to keep a tutoring appointment should cancel as early as possible so that other students may use that time.

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 federal Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and state laws. Reasonable accommodations are provided to remove barriers that unfairly deny students with disabilities the opportunity to access the University’s programs, services, and activities.

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 Office (DSO) of his/her disability, requesting academic accommodations, and providing any necessary documentation of a disability-related need for the requested accommodations.

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:

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

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

In order to establish whether or not a student meets the definition of “a person with a disability”, the University relies upon a set of procedures. Students requesting accommodations on the basis of disability are expected to actively participate in the process of determining their eligibility for Disability Services.
**University Procedures**

1. To be eligible for accommodation, students must provide the DSO with documentation of their disability from a licensed professional, e.g., physician, psychiatrist, psychologist, or learning disability specialist, with the competencies to determine whether the student has a disability which substantially limits one or more major life activities. Documentation should be on the professional letterhead of the licensed evaluator. Under no circumstances should the evaluating professional be related to the student seeking academic accommodations.

2. If a student does not notify the DSO of his/her disability or fails to provide the DSO 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 DSO 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.

3. 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 DSO. Dominican provides neither testing nor assessment. However, the DSO can refer students to an appropriate outside agency and provide assessment guidelines. Students must arrange and take financial responsibility for any professional testing and assessment.

4. In general, documentation of a student’s disability must be current. Learning disabilities traditionally require reevaluation every three years and a new assessment is recommended before starting college, using both age-appropriate norms and a standardized battery of appropriate tests. In other instances, such as chronic health or psychiatric conditions, more recent and/or recurring evaluative information may be necessary. For conditions that do not change over time, older assessments may be acceptable. 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. In all questions of appropriate documentation of disability, contact the DSO.

5. 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.

6. 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. Student disability records are maintained in the DSO and are separate from academic records.

7. Students requesting accommodation must schedule an appointment with the DSO 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 assistive technology, adaptive equipment, a note taker, sign language interpreter, or reader should contact the DSO at least one month prior to the start of the semester.

8. The DSO will serve as an advisor to students and will help arrange the appropriate accommodation for each class. The DSO 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 unique and accommodations for a particular student may vary from class to class and semester to semester, depending on the content and requirements of his/her courses.

9. In concert with the student, the DSO will issue a letter to each relevant faculty member each semester regarding recommendations for accommodations. The letter is signed by both the student and the DSO. Customarily the student delivers the letter to each of the semester instructors.

10. With guidance from the DSO, 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 DSO.
Students requesting proctored exams must notify the DSO at least one week prior to the exam. Students are responsible for making arrangements with the faculty to deliver the exam to the DSO. Faculty members are asked to provide specific instructions in terms of test administration (e.g., open book, use of scantron, non-standard test materials, etc.).

Entering students who would like to be accommodated for the computer competency, English, math, or chemistry placement tests must provide the DSO with the appropriate disability documentation (see items 1, 4, and 5 above) which must specify academic accommodations. 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 degree-granting, regionally accredited, post-secondary two-year or four-year colleges and universities, and from post-secondary institutions which are candidates for 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 total will be granted for coursework in the areas of physical activity, work experience, computer science applications, and vocational training, combined. There are limitations on the maximum credit that may be granted for each area: for physical activity (up to 8 units, including units for basic military rating), for work experience (up to 8 units), computer science applications (up to 3 units). Vocational courses must have been taken prior to matriculation and the credit granted is based on course content rather than unit totals.

A maximum of 70 Lower Division transfer units may be applied toward a Dominican University of California degree.

Units earned through Prior Learning Assessment (see Credit for Prior 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 if they seek to take courses from another university and want those courses to apply towards the Dominican degree. The articulation officer, in consultation with the student’s advisor, will determine whether each course is transferable and whether it fulfills a specific graduation requirement category. Transfer unit limits will apply as outlined above. Matriculated students may not take vocational courses to meet degree requirements. Information regarding General Education courses that must be taken at Dominican can be found at the end of the General Education: Day Program section in the Taking General Education Courses Off Campus section.
General Academic Policies and Procedures

The Authorization to Take Courses Off Campus form must be submitted to the Office of the Registrar at least 2 weeks prior to the beginning of the off-campus course. Approval must be obtained prior to the student’s enrollment in the off-campus course. Students should allow 5-7 working days for approval from the Registrar’s Office.

Students who will require a verification of enrollment from Dominican that includes their off-campus coursework must provide the Dominican Registrar’s Office with proof of their enrollment at the off-campus institution within the first 2 weeks of their enrollment off-campus.

Students who take courses off-campus, and whose enrollment at Dominican is less than full-time (less than 12 units for undergraduates, and less than 9 units for graduate students) without including the off-campus coursework, must consult with their financial aid counselor to assure that all required approvals and paperwork are complete.

**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.

College Coursework Taken During High School

College coursework taken during high school that is used to meet high school graduation requirements will not be applied toward a Dominican degree. (Exceptions may be made on a case-by-case basis.)

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 (IB) or Advanced Placement (AP) 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 (LD) 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>
<tr>
<th>AP Exam</th>
<th>Score</th>
<th>DUC Units</th>
<th>DUC Course Equivalent*</th>
<th>Day GE***</th>
<th>Pathways GE***</th>
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</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3, 4, 5</td>
<td>3</td>
<td>LD Art History elective</td>
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<td>None</td>
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<tr>
<td>Biology</td>
<td>4, 5</td>
<td>8</td>
<td>BIO 1000 and 1100</td>
<td>NS</td>
<td>NS</td>
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<tr>
<td>Calculus AB</td>
<td>4, 5</td>
<td>4</td>
<td>MATH 1600</td>
<td>MT</td>
<td>MT</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4, 5</td>
<td>8</td>
<td>MATH 1600 and 1700</td>
<td>MT</td>
<td>MT</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>8</td>
<td>CHEM 2000 and 2100</td>
<td>NS</td>
<td>NS</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>4, 5</td>
<td>3</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<tr>
<td>Computer Science A</td>
<td>4, 5</td>
<td>3</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<tr>
<td>Computer Science AB</td>
<td>4, 5</td>
<td>6</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<td>Economics: Macro</td>
<td>3, 4, 5</td>
<td>3</td>
<td>BUS 1000</td>
<td>SS</td>
<td>SS</td>
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<tr>
<td>Economics: Micro</td>
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<td>BUS 1001</td>
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<tr>
<td>English Lang &amp; Comp</td>
<td>4, 5</td>
<td>3</td>
<td>ENGL 1004</td>
<td>WI</td>
<td>WI</td>
</tr>
<tr>
<td>English Lit &amp; Comp</td>
<td>4, 5</td>
<td>3</td>
<td>ENGL 1004</td>
<td>WI</td>
<td>WI</td>
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<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>3</td>
<td>ENST 2000</td>
<td>NS</td>
<td>NS</td>
</tr>
<tr>
<td>French Language</td>
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<td>8</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<td>French Literature</td>
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<td>German Language</td>
<td>4, 5</td>
<td>8</td>
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<td>Govt. &amp; Politics/Compar.</td>
<td>4, 5</td>
<td>3</td>
<td>None</td>
<td>SS</td>
<td>SS</td>
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<tr>
<td>Government &amp; Politics/U.S.</td>
<td>4, 5</td>
<td>3</td>
<td>POL 1100</td>
<td>SS</td>
<td>SS</td>
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<tr>
<td>History/European</td>
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<td>LD European Survey</td>
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<td>None</td>
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<td>History/U.S.</td>
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<td>LD U.S. Survey</td>
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<td>None</td>
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<td>Human Geography</td>
<td>4, 5</td>
<td>3</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<tr>
<td>Italian Language and Culture</td>
<td>4, 5</td>
<td>3</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<tr>
<td>Japanese Language and Culture</td>
<td>4, 5</td>
<td>3</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<tr>
<td>Latin/Literature</td>
<td>4, 5</td>
<td>8</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<tr>
<td>Latin/Vergil</td>
<td>4, 5</td>
<td>8</td>
<td>None</td>
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<tr>
<td>Music Theory</td>
<td>4, 5</td>
<td>6</td>
<td>MUS 1001 and 1002</td>
<td>None</td>
<td>None</td>
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<tr>
<td>Physics B</td>
<td>4, 5</td>
<td>8</td>
<td>PHYS 2000 and 2100</td>
<td>NS</td>
<td>NS</td>
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<tr>
<td>Physics C/Mechanics</td>
<td>4, 5</td>
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<td>None</td>
<td>NS</td>
<td>NS</td>
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<tr>
<td>Physics C/Electricity and Magnetism</td>
<td>4, 5</td>
<td>4</td>
<td>None</td>
<td>NS</td>
<td>NS</td>
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<tr>
<td>Psychology</td>
<td>4, 5</td>
<td>3</td>
<td>PSY 1100</td>
<td>SS</td>
<td>SS</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4, 5</td>
<td>8</td>
<td>SPAN 2101/2201</td>
<td>None</td>
<td>None</td>
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<tr>
<td>Spanish Literature</td>
<td>4, 5</td>
<td>3</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>3</td>
<td>MATH 2400</td>
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<tr>
<td>Studio Art: Drawing</td>
<td>4, 5</td>
<td>3</td>
<td>None</td>
<td>CA</td>
<td>CA</td>
</tr>
<tr>
<td>Studio Art: 2-D Design</td>
<td>4, 5</td>
<td>3</td>
<td>None</td>
<td>CA</td>
<td>CA</td>
</tr>
<tr>
<td>Studio Art: 3-D Design</td>
<td>4, 5</td>
<td>3</td>
<td>None</td>
<td>CA</td>
<td>CA</td>
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<tr>
<td>World History</td>
<td>4, 5</td>
<td>4</td>
<td>HIST 1010 and 1011</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

^ 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 CLEP Examinations for college credit. Credit is limited as outlined in the Credit for Prior Learning section of the Catalog. Students must earn the minimum ACE recommended score (‘C’ 2.0 level) or higher on
CLEP 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:

### CLEP Examinations

<table>
<thead>
<tr>
<th><strong>Business Examinations</strong></th>
<th><strong>Units</strong></th>
<th><strong>DUC Course Equivalent^</strong></th>
<th><strong>Day GE</strong>*</th>
<th><strong>Pathways GE</strong>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, Financial</td>
<td>3</td>
<td>BUS 2000, BUS 4120*</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Business Law, Introductory</td>
<td>3</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Information Sys and Computer Apps</td>
<td>3</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Management, Principles of</td>
<td>3</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Marketing, Principles of</td>
<td>3</td>
<td>None</td>
<td>None</td>
<td>None</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Composition and Literature Examinations</strong></th>
<th><strong>Units</strong></th>
<th><strong>DUC Course Equivalent^</strong></th>
<th><strong>Day GE</strong>*</th>
<th><strong>Pathways GE</strong>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Literature</td>
<td>6</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>6</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<tr>
<td>English Composition</td>
<td>6**</td>
<td>ENGL 1004**</td>
<td>WI (3)</td>
<td>WI (3)</td>
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<tr>
<td>English Literature</td>
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<td>None</td>
<td>None</td>
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<tr>
<td>Humanities</td>
<td>6</td>
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<td>None</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Foreign Languages Examinations</strong></th>
<th><strong>Units</strong></th>
<th><strong>DUC Course Equivalent^</strong></th>
<th><strong>Day GE</strong>*</th>
<th><strong>Pathways GE</strong>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>French Language, Level I</td>
<td>6</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>German Language, Level I</td>
<td>6</td>
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<tr>
<td>Spanish Language, Level I</td>
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<td>SPAN 1101, SPAN 1201</td>
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<td>Spanish Language, Level II</td>
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<td>SPAN 2101, SPAN 2201</td>
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<table>
<thead>
<tr>
<th><strong>History and Social Sciences Examinations</strong></th>
<th><strong>Units</strong></th>
<th><strong>DUC Course Equivalent^</strong></th>
<th><strong>Day GE</strong>*</th>
<th><strong>Pathways GE</strong>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>3</td>
<td>POL 1100</td>
<td>SS (3)</td>
<td>SS (3)</td>
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<tr>
<td>Educational Psychology, Intro to</td>
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<td>None</td>
<td>None</td>
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<td>History of U.S. I</td>
<td>3</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>History of U.S. II</td>
<td>3</td>
<td>None</td>
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<td>Human Growth and Development</td>
<td>3</td>
<td>PSY 3120</td>
<td>SS (3)</td>
<td>SS (3)</td>
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<tr>
<td>Macroeconomics, Principles of</td>
<td>3</td>
<td>BUS 1000</td>
<td>SS (3)</td>
<td>SS (3)</td>
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<tr>
<td>Microeconomics, Principles of</td>
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<td>BUS 1001</td>
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<td>None</td>
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<tr>
<td>Psychology, Introductory</td>
<td>3</td>
<td>PSY 1100</td>
<td>SS (3)</td>
<td>SS (3)</td>
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<tr>
<td>Social Sciences and History</td>
<td>6</td>
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<td>SS (3)</td>
<td>SS (3)</td>
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<tr>
<td>Sociology, Introductory</td>
<td>3</td>
<td>SCS 1001</td>
<td>SS (3)</td>
<td>SS (3)</td>
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<tr>
<td>Western Civilization I</td>
<td>3</td>
<td>HIST 1010</td>
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<tr>
<td>Western Civilization II</td>
<td>3</td>
<td>HIST 1011</td>
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<table>
<thead>
<tr>
<th><strong>Science and Mathematics Examinations</strong></th>
<th><strong>Units</strong></th>
<th><strong>DUC Course Equivalent^</strong></th>
<th><strong>Day GE</strong>*</th>
<th><strong>Pathways GE</strong>*</th>
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<tbody>
<tr>
<td>Biology</td>
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<td>Calculus#</td>
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<td>MT (6)</td>
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<td>None~</td>
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<td>MATH 1400</td>
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<td>College Mathematics#</td>
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<td>MATH 1450 or MATH 2000</td>
<td>MT (4)</td>
<td>MT (6)</td>
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<td>Natural Sciences</td>
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<tr>
<td>Precalculus#</td>
<td>3</td>
<td>MATH 1500</td>
<td>MT (3)</td>
<td>MT (3)</td>
</tr>
</tbody>
</table>
Consult with Department Chair about application of equivalent courses toward Lower Division (LD) requirements in the major.

*A passing score on the Financial Accounting CLEP exam meets the Financial Accounting requirement for the Pathways Management major. One additional Upper Division business course must be selected by the student and approved by the Chair to meet the major requirements.

**Must be taken prior to matriculation unless: a student scores 11 or 12 on the English Placement Exam (Day students), or a 10, 11, or 12 on the English Placement Exam (Pathways students). 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

# CLEP units from the various math exams are accepted only after consultation with the Chair of Natural Sciences and Mathematics.

***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)

**University of Phoenix-San Francisco**
One Front Street, 1st Floor, Suite 28
San Francisco, CA 94111
(415) 268-1522, www.phoenix.edu

Further information about other testing centers is available at:
http://apps.collegeboard.com/cbsearch_clep/searchCLEPTestCenter.jsp

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 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 Prior 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 American Council on Education (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

<table>
<thead>
<tr>
<th>Examination</th>
<th>Units</th>
<th>Level</th>
<th>DUC Course Equivalent</th>
<th>Day GE**</th>
<th>Pathways GE**</th>
<th>Major</th>
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<tr>
<td><strong>Arts and Sciences</strong></td>
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<tr>
<td>Abnormal Psychology</td>
<td>3</td>
<td>U</td>
<td>PSY 3141</td>
<td>SS (3)</td>
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<td>PSY Elec</td>
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<td>American Dream</td>
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<td>Anatomy and Physiology</td>
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<td>Bioethics: Philosophical Issues</td>
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<td>PHIL 3108</td>
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<td>Cultural Diversity</td>
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<td>ENGL 1004**</td>
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<td>Ethics: Theory and Practice</td>
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<td>Foundations of Gerontology</td>
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<td>Introduction to Music</td>
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<td>Research in Nursing</td>
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<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</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

# May be used as a challenge exam to meet recency requirements

** Must be taken prior to matriculation unless: a student scores 11 or 12 on the English Placement Exam (Day students), or a 10, 11, or 12 on the English Placement Exam (Pathways students). A student can receive partial credit for the CLEP Exam with a maximum total of six units for ENGL 1004 coursework and the exam.

***Key to Abbreviations for General Education Areas:

MT = Mathematical Thinking and Quantitative Reasoning
RH = Religious Heritage
PM = Philosophy
RH = Social Science
WI = Expository Writing

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
General Academic Policies and Procedures

outlined in the National Guide to Educational Credit for Training Programs (ACE) and in 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

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.
General Academic Policies and Procedures

**Credit/No Credit: Proficiency Units**

Dominican University of California honors units that are completed through assessment of prior 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 Prior 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 Un-sponsored Learning**

Dominican University of California acknowledges that college-level learning may be gained from sources other than the traditional college classroom, i.e., prior learning. Students may apply a maximum of 40 units toward completion of the undergraduate degree through the options from prior 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 prior learning assessment 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 prior-learning assessment, the process for obtaining credit for prior learning may be initiated as soon as the student has registered for his/her first semester of coursework.

Units earned through prior learning assessment 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 prior-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 prior learning options are not subject to the policy that 30 out of the last 36 units must be taken at the University.
College Level Examination Program (CLEP) and Excelsior College Examinations

A student may earn college credit by earning the ACE-recommended score or higher (minimum ‘C’ [2.0] level of 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 challenged coursework may apply toward residency.

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

The American Council on Education (ACE) and the National Program on Non-Collegiate Sponsored Instruction (PONSI) review courses offered through corporate, industry, government, and military organizations. These courses may receive Lower- or Upper Division 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 30 units of University credit for college-level learning which is documented through the satisfactory preparation of Experiential Learning Portfolios. A student is required to enroll in ENGL 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 ENGL 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 ENGL 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 30 units of academic credit (usually 1-3 units per course) is awarded by course number,
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 may be prepared in conjunction with an optional course, ENGL 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.

A student planning to use the Portfolio process is advised to enroll in ENGL 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.

Eligibility for the courses ENGL 3442/3443 and for the Experiential Learning and Assessment program require that students have a minimum of six years of 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

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*General Academic Policies and Procedures*
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
Gamma Sigma is Dominican University of California’s official Honor Society. Its purpose is to honor undergraduate students who have achieved the highest academic excellence at the University. Its members are committed to community leadership as reflected in the Dominican values of service and community based upon knowledge and reflection. Gamma Sigma Honors Society requires the highest grade point average of all other honor societies at the University. Each year, in partnership with its moderators, selected Gamma Sigma honorees organize and complete a project that provides service to the Marin or greater Bay Area community.

To be eligible for membership in Gamma Sigma, the student must have Junior standing and a cumulative 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. To continue as a member, the student must maintain the minimum cumulative 3.6 GPA. To graduate as a Gamma Sigma Scholar, students must meet the GPA and annual membership requirements at graduation to be awarded the Gamma Sigma cords.

Each Fall, the Moderators will invite eligible candidates and continuing members to be honored at the Fall Induction Ceremony. Each candidate informs the Moderator whether or not he/she chooses to be a member. Membership is on an annual basis; however, students may join at anytime during the academic year. Continuing status is determined each Fall utilizing the GPA from the former year. Membership to the honor society includes GPA eligibility and payment of an annual fee for that academic year. Following the Fall induction celebration, the Moderators confirm membership with the Office of the Registrar for that academic year. All members are also recognized at the Spring Honors Ceremony. Graduating Gamma Sigma members will be awarded the Honor Cord to wear with their academic regalia at the Graduation Commencement Ceremony.

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.

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 included in the Commencement program 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 work with the same academic advisor and career counselor. A unique course, the Vision Quest Seminar, provides exploration and identification of personal values, interests, and skills; academic acclimatization; and academic and leadership skill development. The Vision Quest Seminar is linked with 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 at Dominican University of California promotes holistic development of scholars with global perspectives. Through a distinctive and enriched curriculum, students are educated to be creative learners, critical thinkers, writers, and responsible citizens of the world. The program’s foundations rest on the four ideals of Dominican education: study, service, community, and reflection. Honors seminars involve students in active learning, challenging them to make the four ideals of Dominican’s Honors Program their own. The program emphasizes interdisciplinary seminars, colloquia, and independent study. 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.

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.

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Special Programs

Special Advantages

There are many benefits of participation in the Honors Program.

- Students 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, no additional tuition above the flat rate is charged (the amount normally charged for 12-17 units) for that semester, if the student registers for over-hours (maximum 3 units, for a semester total of 20 units). This privilege can be taken twice during the four years at Dominican.
- The normal ceiling of six units of independent study at the University is waived for the members of the Honors Program.
- Juniors and Seniors are allowed to take graduate courses (with permission).
- The Program provides opportunities for Honors students to get better acquainted with each other, to be involved in Honors activities, and to work for the good of all.
- The Honors Center in the library provides a meeting place for the students to work on projects, study, and have social activities.
- 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 roles in the Honors student association, L.I.F.E. (Leaders Initiating Fascinating Explorations), and Community Connections. Honors students may serve as student representatives to the Honors Board.

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, an Honors Portfolio, 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, an Honors Portfolio, and an Honors Thesis in the student’s discipline while maintaining the 3.5 GPA including transfer coursework. Honors work may not be taken on a pass/fail basis.

Honors Seminars

Honors Seminars fulfill part of the general education curriculum of the University. Taught by faculty across the University, Honors Seminars are small, interdisciplinary, discussion-oriented classes. The small class size allows faculty to stimulate, challenge, and intellectually stretch highly capable students to perform at their highest level.

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 Scholar: Beauty Across Cultures (3 units)

What is beauty? Why is something—a person, a building, an idea—beautiful? How are concepts of beauty rooted in time and place, in culture? This seminar will investigate the scholarship of beauty. In engaging with the body of work of cultural
scholars and critics, students will examine what different cultures have found to be beautiful. Students will examine a variety of cultures and eras. Informed by the scholarly view of beauty, students will investigate and articulate the origins of their own concepts of beauty.

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.

World and Science Interactions (3 units)
The aim of this course is to introduce students to the fascinating relationship between the world and science. It is designed to help stimulate and cultivate student critical thinking on how science affects individuals and communities across the globe, and how those individuals and communities impact science. Considerations will be given to current issues based on their liveliness, substance, and value in a debate framework, including the place of science and technology in the global society, the environment, human health and welfare, space, the computer revolution, and ethics.

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, tsunamis, 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? The relationships among poverty, natural disasters, and health will be examined. Models of community leadership businesses will be explored and practiced, and examples of socially responsible businesses will be studied.

Global Health Issues (3 units)
Global health issues include a wide array of topics from different disciplines – environmental toxins from farming and industry, epidemics of infectious diseases like influenza and avian bird flu, population and food production, and the effects
of natural disasters such as tsunamis, hurricanes, and droughts. 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.

**Philosophy of Social Initiative (3 units)**

Moral protest serves as a catalyst for change, a corrective to apathy and numbness, and as a counter to the ever-increasing corporate agenda – it reminds us all of our shared human needs and the unifying power of working toward the greater good. This course will offer a dynamic examination of the philosophical dimensions of social movements. We will delve into the scholarship of moral, political, and social philosophies that describe protest and activism, on both personal and collective levels, as ethical cultural critiques that act as catalysts for transformation. Addressing questions of motivation, leadership, shared values, and common causes, this course will ponder the “oppositional consciousness”, the creativity and the human power to react against injustice and to imagine a better, moral existence.

**A Culture of Their Own: Human Rights Activists (3 units)**

Around the world, in many cultures and eras, outstanding people have risen up to fight injustice and tyranny. Who are these people who are willing to stand against their governments and advocate for human rights? While they hail from different time periods and different cultures, are these individuals a subculture of their own? If so, what differentiates them from the norm of their greater culture? In this course we will examine the speeches, essays, biographies and poetry of brave people from around the globe while we explore the norms of their individual cultures. In doing so, we will try to understand what motivated these individuals and what connects them across time and distance.

**Religion: Revolution and Cultural and Economic Transformation (3 units)**

Throughout history religious movements or political movements with religious values have contributed to broad-based social and cultural changes that have transformed our human landscape for generations. This course will focus on a wide range of examples of this type of change as it has occurred in different countries and within different religious traditions. The premise of this course is that only when religious symbols have changed do we have the most revolutionary change. Change of power from one elite to the next, even if backed by social protest, is not radical change. We will grapple with the possibilities of “destructive” and constructive transformation. The work of Max Weber and Robert Bellah will form the theoretical grounding for the course in order to understand such unintended consequences of these movements, as exhibited in how the “left wing” of the Reformation helped “seed” modern secular capitalism.

**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, Greece, Thailand, and Vietnam) 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 Director 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.

Guidelines on Honors Contracts for students and faculty mentors are detailed in the Honors Handbook.
**Honors Portfolio**

The Honors portfolio helps assess the educational experience of students in the Honors program. Students are required to begin compiling their portfolio from the first semester at Dominican. The benefits of building a portfolio are:

1. It allows students to preserve their best work;
2. It provides Honors students and the Honors Program Advisor/Director an opportunity to measure their growth in a qualitative manner; and
3. It helps to assess the Honors education at Dominican and provides feedback for continuous improvement.

Organization of the Portfolio demonstrates creative and critical thinking skills. Students are required to include a short introduction before each section. Students will include one paper from each Honors Seminar or Honors Contract project, presentation(s) which they prepared for a class or for delivery at a professional meeting, a reflection paper written during their Senior year, and their Honors Thesis. Papers included in the Portfolio must be graded. The Portfolio may also include articles written for campus newsletters such as *The Angel*, and/or examples of the student’s role in campus organizations, art exhibitions, athletics, or other activities.

Some students may be asked to leave a copy of their portfolio with the Program Director for assessment purposes.

Guidelines on the Honors Portfolio are detailed in the *Honors Handbook*.

**Honors Senior Thesis/Project and Oral Defense**

Most academic departments at Dominican University of California require a Senior thesis/project, a one-year culminating experience that offers evidence of accomplishment in a discipline or area of inquiry. The major will determine the nature of the thesis/project: a research document, a novel, a business plan, a portfolio of poetry, or original works of art, for example. The Senior thesis/project should be of a length or scope sufficient to demonstrate competence in the given area. In every case there should be a written segment, even in performance-oriented theses.

A Senior thesis/project becomes an Honors Thesis/Project when it meets an unusually high standard of excellence as determined by the unanimous vote of a thesis committee. The thesis/project advisor has the primary responsibility for working with the student, while the second reader will provide additional guidance.

Each department has guidelines as to what distinguishes an Honors Senior Thesis/Project. In some cases, it is the number of resources required, in others it is number/duration of experiments, etc. What really counts is that the thesis/project is comprehensive and of excellent quality. It is up to the thesis/project advisor and the second reader to inform the students what is expected of them in an Honors Thesis/Project from their department.

The Honors Senior Thesis/Project must also be defended orally before an examining committee. Because Honors education stands in part for the cultivation of skills that are important in the public realm, the ability to orally present and defend ideas is required. A thesis/project that deserves the Honors designation, therefore, is one which is not only well researched and written but is also effectively presented by its author in dialogue with mentors and peers. The oral defense is to be thought of as a collegial conversation. Members of the examining committee will engage the candidate in dialogue, asking questions based on their reading of the thesis/project.

Guidelines for the Honors Senior Thesis/Project, the timetable for students and faculty readers, and guidelines for the oral defense of the Honors Senior Thesis/Project are detailed in the *Honors Handbook*. Because the granting of Honors status to a thesis is a serious matter, readers must be given adequate time to read and provide critical feedback. Failure to meet the deadlines outlined in the *Honors Handbook* will in most cases make it impossible for the Committee to grant Honors status.

**Honors Board**

The Honors Program is administered by an Honors Board consisting of the Director, the Provost, faculty members, and an Honors student. The Board is responsible for the maintenance of academic standards for Honors work, and for governance, policy setting, and curriculum development for the Honors Program.
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 and Conferences. In past years, students have attended the National Conference on Undergraduate Research and other discipline-based conferences.

Service Learning Program

*Service-Learning* is an educational approach that integrates meaningful community work with academic curriculum, enriching learning through the application of theory to practice and practice to theory. Service-Learning embraces the principles of reciprocity between all parties—the community partners are co-educators, faculty and students are engaged citizens, and the academy becomes an active member of the local and global community.

Statement of Purpose

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 Designated (SC) 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.

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;
Special Programs

- 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 Web Pages: http://www.dominican.edu/academics/service.html

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 International Student Advisor in the Academic Advising & Support Center 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 meet with the International Student Advisor and 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 FAFSA (Free Application for Federal Student Aid) 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.

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. Complete details and instructions are provided with the Application.

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

Summer Sessions

The Dominican University Summer Sessions Program, managed by the School of Arts and Sciences, 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 classes are offered in an intensive and abbreviated format that is shorter than the usual 16-week semester. Please consult the Summer Schedule for specific session start dates.
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 who do not matriculate in the semester indicated in their admission acceptance letter, may defer their admission for one academic semester. 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 letter 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. Students who return to the university within one year of the last term of enrollment follow an expedited readmission process, which requires only the filing of a readmission form and official transcripts of any college-level coursework completed in the interim, with the Registrar. Students who have been away from the university for more than one year (any combination of one Fall semester, one Spring semester and one Summer) must re-apply to the university via the Admissions Office. 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. If the absence has been five years or more, it may be necessary for the returning student to resubmit all transcripts and documents that were required at the previous admission, if the original hard copy records no longer exist. The Office of Admissions will contact:
Admission to the University

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 or a grade 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 Dominion, 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 TOEFL (Test of English as a Foreign Language) score of at least 550 (paper test) or 213 (computer based test) or 80 (Internet based test). Graduate students completing ELS 112 must also complete a written case study and presentation to the Admissions Committee.

The Educational Testing Service administers the TOEFL test. Registration information is available through ETS, Princeton, NJ 08541 or through their Web site at www.toefl.org.

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.

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

**Academic Credentials Evaluation Institute, Inc.*
PO Box 6908
Beverly Hills, CA 90212
Telephone: (310) 275-3530; Fax: (310) 275-3528
www.acei1.com

**Foreign Educational Document Service**
PO Box 4091
Stockton, CA 95204
Telephone: (209) 948-6589; Fax: (209) 937-0717

**World Education Services* (for graduate and transfer students only)**
PO Box 5087, Bowling Green Station
New York, NY 10271-5087
Telephone: (212) 966-6311; Fax: (211) 739-6100
www.wes.org

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.

## 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 Admission to Undergraduate Study and Admissions to Graduate Study for enrollment details).

### Non-Degree Seeking Students

Non-Dominican students who wish to take coursework at Dominican and receive a transcript of that coursework may enroll with non-degree seeking status, via the Admissions Office. Undergraduate students may enroll as non-degree seeking students for a maximum of nine units with the approval of the Director of Admissions Operations. 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. Non-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 Admission to Undergraduate Study and Admission to Graduate Study 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 should obtain the instructor’s permission signature on the Registration Form and then register.

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.

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

Persons who are 50 years of age or older may audit up to two classes per semester at no charge. Proof of age may be requested at the point of registration. 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

Alumni Association members may audit one class per semester without tuition and only with the consent of the instructor. Alumni must first obtain the instructor’s permission signature on the Registration Form and then present their Alumni Association Benefits Card (obtained through the Alumni Relations Office) at the Registrar’s Office to register. 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 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 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, but pay for 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. Applicants to this exchange program are subject to the usual admission requirements of the host institution, and are not guaranteed a space in their first choice.

Some additional opportunities for tuition exchange programs are available as a fringe benefit to employees of Dominican University of California and their dependents. More information is available from the Human Resources Office and the Registrar.
Enrollment Information for Dominican Sisters of San Rafael

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.

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.

Dominican University of California has rolling admission for most undergraduate programs. However, for priority consideration, applications for the Fall semester should be received by February 1 and for the Spring semester by November 1. Decisions are generally made within two weeks after all application materials have been received. An interview is recommended but not required. The interview provides the opportunity for the applicant and the University to become better acquainted with each other.

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 who do not matriculate in the semester indicated in their admission acceptance letter may defer their admission for one academic semester. A new application will be required, but the application fee will be waived. Merit scholarships are not deferrable; scholarship eligibility will be re-determined at the point of re-admission.

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 or ACT 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. 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 550
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 to 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 omitted, dropped, withdrawn from, failed, 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.

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. A high school 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
Admission to the University

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 to a specific academic 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 March 1 for the Fall term and October 1 for the Spring term. Refer to the Bachelor of Science in 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.

Pathways Evening/Weekend Undergraduate Program

PATHWAYS 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.
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 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. Resume – Professional and/or personal.
7. Statement of Purpose or Intent – A 3-5 page essay describing professional and or personal goals and reasons for obtaining a graduate degree.
8. Interview with the admissions committee, if needed.

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

Additional Requirements Specific to Some Graduate Programs

MBA IN 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.
Admission to the University

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

MS IN OCCUPATIONAL THERAPY
1. 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)
   C. Introduction to Psychology (3 units)
   D. Abnormal Psychology (3 units)

CREDENTIAL PROGRAMS
All students must verify completion of pre-requisite course work in Child and Adolescent Development. 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. (See below for requirements for admission to the Education Specialist: Professional Level II Mild/Moderate Credential Program.)
1. Official transcripts from each college or university attended.
2. Scores on an approved basic skills exam. There are two options when completing the basic skills requirement. You may take the CBEST exam or the Multiple Subject CSET plus the CSET Writing Skills subtest. You will need to take one of these exams before your admissions materials will be submitted to the admissions committee for review.
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 in the credential area (i.e., single subject, multiple subject, education specialist) in which you intend to teach? Please describe them.
   B. Recognizing that public school students are diverse in their cultures, languages, and learning needs, what do you think will be the implications for you as a classroom teacher?
   C. What are your specific strengths and areas for growth as a prospective teacher?
   D. What paid or volunteer experiences have you had working with students in the credential area (i.e., single subject, multiple subject, education specialist) in which you intend to teach? Please describe them.
   E. What is your current knowledge and skill with computer-based technology? Describe your skill level.
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. Additional Requirements for 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.

**Education Specialist: Professional Level II Mild/Moderate Credential Program**

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

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

**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.

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 Dominican master’s degree, a certificate, or a credential program, is considered a non-degree student. Graduate students may apply as non-degree seeking students for a maximum of six units by submitting a Non-Degree Application form to the Office of Admissions and
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providing evidence of an earned Baccalaureate degree. Enrollment as a non-degree seeking graduate student is subject to the approval of the Director of Admissions Operations. 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 require students to be in class for two hours per week and also require 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;
Undergraduate Education

- 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).

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), which is to be taken prior to, or 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 prior to matriculation or have received a passing score on the English Composition CLEP test 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. Achieving a sufficient score on the placement exam may also allow the student the option of meeting the Expository Writing requirement by passing the CLEP test, subject to certain restrictions. The student is then eligible to advance into ENGL 3200: Advanced Writing & Research.

4. Students who have passed two 3-unit college-level or university-level writing courses prior to matriculation 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 management.

Students who have attained a score of 600 or higher on the SAT Reasoning test in Mathematics (SATM), or a score of 26 or higher on the ACT Mathematics test (ACTM), will be waived from taking the math placement exam.* Such students will enroll in the course that meets the General Education requirement in Mathematical Thinking and Quantitative Reasoning for their specific major: MATH 1400, MATH 1450, or PSY 3187.

*All Biology majors, regardless of SATM or ACTM score, will be required to take the math placement exam for accurate placement into the math sequence ending in MATH 1600/1700 Calculus.

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.
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- 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:
   A. enroll in MATH 1100: Understanding University Level Mathematics (3 units)
      i. before enrolling in MATH 1210: Elementary Intermediate Algebra for University Students (4 units)
      ii. and subsequently enrolling in MATH 1450 or PSY 3187
      OR
   B. enroll in MATH 1100: Understanding University Level Mathematics (3 units)
      i. before enrolling in MATH 1210: Elementary Intermediate Algebra for University Students (4 units)
      ii. before enrolling in MATH 1300: Intermediate Algebra for University Students (3 units)
      iii. before enrolling in MATH 1400

2. Students who place into elementary algebra:
   A. enroll in MATH 1210: Elementary Intermediate Algebra for University Students (4 units)
      i. before enrolling in MATH 1450 or Psychology 3187
      OR
   B. enroll in MATH 1210: Elementary Intermediate Algebra for University Students (4 units)
      i. before enrolling in MATH 1300: Intermediate Algebra for University Students (3 units)
      ii. 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:
   A. enroll in MATH 1300: Intermediate Algebra for University Students (3 units)
      i. before enrolling in MATH 1400, MATH 1450, or Psychology 3187

4. Students who place into MATH 1450 or transfer in an intermediate algebra course with a grade of ‘C’ (2.0) or better:
   A. 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.
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 MANAGEMENT (M) 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 (M) 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 (M) 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 (M) 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.
Undergraduate Education

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 by the census date 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. Students are required to have a ‘C’ (2.0) average 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 day-major fee will apply). Only Pathways students who are registered nurses may elect the Nursing Major. 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. (Pathways students interested in majoring in Nursing must apply to Dominican’s day nurses.) 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 are 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
Undergraduate Education

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 Prior 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 students have completed the General Education Program they will be able to demonstrate the ability to:

1. Understand selected liberal arts disciplines and the connections among them.
2. Access information and critically analyze, synthesize, and apply knowledge in written and oral form.
3. Express awareness of the aesthetic, moral, and spiritual dimensions of existence.

**D AY P ROGRAM G ENERAL E DUCATION O VERVIEW**

<table>
<thead>
<tr>
<th>Component Name</th>
<th>Type</th>
<th>Units</th>
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<tbody>
<tr>
<td>Computer Applications Competency</td>
<td>Matriculation Requirement</td>
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<tr>
<td>First Year Foundations (FYF)</td>
<td>Interdisciplinary</td>
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<tr>
<td>Expository Writing and</td>
<td></td>
<td></td>
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<tr>
<td>Speech and Rhetoric</td>
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<tr>
<td>Mathematical Thinking and Quantitative Reasoning</td>
<td>Skill</td>
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### Undergraduate Education

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<td>Social Science Knowledge Area</td>
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<tr>
<td>Natural Science Knowledge Area</td>
<td>3-4</td>
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<tr>
<td>Creative and Performing Arts Knowledge Area/Skill</td>
<td>3</td>
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<tr>
<td>Moral Philosophy/Ethics Knowledge Area</td>
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<td>Religion Knowledge Area</td>
<td>6</td>
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<tr>
<td>Cultural Heritage Colloquium</td>
<td>Interdisciplinary</td>
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**Total Units**: 46-48

For General Education requirements for Pathways students, see *Pathways General Education* section.

Once a student has matriculated, he/she must complete the Day General Education Program as outlined above and must complete the following courses at Dominican: First Year Foundations, ENGL 1004, ENGL 3200, RES 2000, and Cultural Heritage Colloquium (also in **bold** above). *These courses may not be met by transfer or exam after matriculation.*

Enrolled students must obtain permission in advance to take a General Education course off campus by submitting a completed Authorization to Take a Class Off Campus form to the Registrar's office for approval, prior to enrolling in the course. Approval generally takes 5-10 business days. Courses taken off campus must be comparable in course content to those required by the University.

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 Special Conditions section 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.

### Day Program General Education Courses

**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 at 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.

**Course that Fulfills the Requirement:**

- COMM 1641: Computer Skills and Applications I (2.0 units). This course may be taken if a student does not pass the placement test.

**Special Conditions:**

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
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.

The Honors Program has its own First Year Foundations courses, which follow the program’s theme of The Scholar in the World. (See Honors Program: The Scholar in the World section of this Catalog)

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. Note: Nursing, Occupational Therapy, and Dance students must complete SCS 1005: Human Cultures and ARTH 1000, with the remaining 2 units selected from the additional First Year Foundation course options.

Students who fail an FYF class will be re-enrolled in the same FYF class, in the next semester, thereby allowing the failing grade to be replaced by a successful grade. If students substitute a different FYF class, the prior ‘F’ will stand. Students who repeat one or more FYF classes, must successfully complete the full FYF requirement by the conclusion of the Sophomore level (within the first 60 units). Such students must be enrolled in an FYF course each semester until the requirement is met.

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) – required for Nursing, Dance and OT majors

The Honors Program has its own First Year Foundations courses, which follow the program’s theme of The Scholar in the World. (See Honors Program: The Scholar in the World section of this Catalog)
Special Conditions:
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).
2. Students transferring 24 or more units of applicable and transferable coursework prior to matriculation and second degree students are exempt from the entire FYF.

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.

Course that Fulfills the Requirement:
- ENGL 1004: Expository Writing (3 units) or its equivalent with a grade of ‘C’ (2.0) or better. This course may not be challenged.

There are also limits on the number of times that ENGL 1004 and its prerequisites may be taken without passing. See the policy on Satisfactory Progress in Written English.

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.

Special Conditions:
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 prior to matriculation, 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 be used only if taken prior to matriculation.)
2. 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. Achieving a sufficient score on the placement exam allows the 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.
3. 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, prior to matriculation, have met the GE writing requirement. The two courses transferred in may be Lower and/or Upper Division.
4. Students who have previously completed their BA, or comparable degree, have met the GE writing requirement.
5. Students are subject to the English Placement policy in effect at the time they matriculate.
6. Students who have transferred in a course comparable to ENGL 3200 must still fulfill the requirement RES 2000: Information and Research.
4. **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.

**GE Prerequisites:**
- ENGL 1004: Expository Writing or its equivalent and
- 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.

*Unless satisfied prior to matriculation, this course must be taken at Dominican. ENGL 3200 may not be challenged or met by CLEP or Excelsior examination.*

**Required Prerequisite or 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 skills 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 first year 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

**Special Conditions:**
See *Special Conditions* under Expository Writing requirement section above.

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

During the first year students 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.

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

*Unless satisfied prior to matriculation, this course must be taken at Dominican. RES 2000 may not be met by CLEP or Excelsior examination.*

**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 and in paraphrasing, and gain an awareness of the barriers to information access.

**Special Conditions:**
It is recommended that students take RES 2000: Information and Research – Concepts and Techniques (1 unit) during their first year at Dominican.

**6. Speech and Rhetoric (3 units)**
Theory, practice, and evaluation of oral communication, with a primary emphasis on public speaking. 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 critical analysis of 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 exploration in mathematics and that develop tenacity and confidence in their abilities 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, MATH 1450: Mathematical Thinking and Quantitative Reasoning, or PSY 3187: Statistics for the Health and Behavioral Sciences, students must pass or transfer in a course equivalent to:
- 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.

**Courses that Fulfill the Requirement:**
- MATH 1400: College Algebra (3 units) – required for BA Biology and BS Psychology or
- MATH 1450: Mathematical Thinking and Quantitative Reasoning (4 units) or
Undergraduate Education

- PSY 3187: Statistics for the Health and Behavioral Sciences (4 units) – Nursing, Occupational Therapy, and BA Psychology majors only or
- AP exam score of 4 or 5 in Calculus or Statistics or
- CLEP exam passing score in Mathematics, College Algebra, Pre-Calculus, Calculus, or Trigonometry or
- A score of 600 or higher on the SAT Reasoning Test in Mathematics (SATM) or
- A score of 26 or higher on the ACT Mathematics Test (ACTM)

Student Learning Outcomes:

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

MATH 1450: Mathematical Thinking and Quantitative Reasoning (4 units)
The student will demonstrate the ability to:
1. Tell the difference between deductive and inductive reasoning and an ability to construct valid deductive arguments.
2. Reason and draw conclusions from numerical information.
3. Translate problem situations into symbolic representations and use those representations to solve problems.
4. Understand the concept of a function graphically and symbolically and incorporate it into the use of mathematics.

PSY 3187: Statistics for the Health and Behavioral Sciences (4 units)
The student will demonstrate the ability to:
1. Summarize, organize, and display quantitative information.
2. Interpret the results of various statistical procedures and to distinguish between valid and invalid conclusions that might be drawn from such data.
3. Understand topics in probability such as random sampling, sampling distributions, sample variability, and random error which underlie the use of inferential statistics.
4. Understand the logic underlying the testing of statistical hypotheses and deduce appropriate data analyses for evaluating such hypotheses.
5. Apply the course subject matter to a variety of real-world issues and problems related both to the chosen discipline and everyday life.

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 them. 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:
- BUS 1000: Economics for Managers – Macro Theory and Applications (3 units) or
- POL 1010: Introduction to the Study of Politics (3 units) or
- PSY 1100: Introduction to Psychology (3 units) or
- SCS 1001: Introduction to Sociology (3 units) or
- SCS 1002: Cultural Anthropology (3 units)
Student Learning Outcomes:
The student will demonstrate comprehension of:
1. The method(s) used by the particular social science under study.
2. At least three theories used to understand human behavior in the social science discipline under study, and application of those theories.
3. 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. All courses that meet this requirement must involve lab or field work.

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)

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

Student Learning Outcomes for Requirement A:
Students will demonstrate an ability to:
1. Understand the structure and function of an ecosystem.
2. Formulate a cogent argument, both pro and con, regarding an environmental issue.
3. Understand and use sustainability practices in regulating human impact on the environment.
4. Understand 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), plus lab
- BIO 2600: Human Physiology (4 units), plus lab (Prerequisite: BIO 2600: Human Anatomy)
- BIO 3600: Microbiology (4 units), plus lab (Prerequisite: CHEM 2000 and 2100 or CHEM 1600)
- BIO 3610: Advanced Microbiology (4 units), plus lab (Prerequisites: BIO 2800 and 2900 or consent of the instructor)
- BIO 3810: Anatomy and Kinesiology for Dancers (4 units) – Dance majors only
- CHEM 1600: Chemistry for the Health Sciences (3 units), plus lab
- CHEM 2000: General Chemistry I (4 units), plus lab
- CHEM 2100: General Chemistry II (4 units), plus lab
Student Learning Outcomes for Requirement B:
Students will demonstrate an ability to:
1. Understand aspects of anatomy and/or physiology of the human body.
2. Distinguish physiological/morphological differences regarding health and disease and how health can be promoted.
3. Formulate ethical arguments regarding research in the area of human biology and understand the scientific method as it is used in bio-research.

Special Conditions:
All courses that meet this requirement (A or B) must involve lab or field work.

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, visual 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 in art, dance, drama, literature and language, or music that are listed as fulfilling the Creative or Performing Arts requirement. See each semester’s Course Schedule for the listing of courses that satisfy this requirement. These courses are designated by the comment “Gen Ed = CA” which is attached to each applicable course.

Student Learning Outcomes:
The student will demonstrate the ability to:
1. Understand the basic elements and methods of the genre of artistic expression under study.
2. Apply these elements and methods in the creation of individual works in this artistic genre.
3. 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 Health Care (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 the ability to:
1. Identify, display sensitivity to, and clarify thoughts on contemporary ethical issues, both public and personal.
2. Comprehend at least two major ethical theories.
3. 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.

Of the 6 units (2 courses) required:
3 units must be taken in the Judeo-Christian tradition (RH/JC designation) and 3 must be taken at the Upper Division level (3000 or above)

Courses that Fulfill the Requirement:
- Many courses in religion will meet this requirement. See each semester’s Course Schedule for the listing of courses that satisfy this requirement. Courses that meet the Judeo-Christian portion of the requirement are designated as RH/JC in the right margin.

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:

Awareness of the fundamental spiritual questions of life and of his/her 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.

Special Conditions:
Students transferring 45 units of applicable and transferable coursework prior to matriculation need only 3 units of religion. The course taken must be an Upper Division course, and must also be a course designated as Judeo-Christian, unless the Judeo-Christian portion of the requirement has already been met by a transfer course.

13. Cultural Heritage Colloquium (CHC) (9 units)

Three interrelated, 3-unit Upper Division courses taken over a period of two semesters, 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.

CHC courses are limited to Juniors and Seniors, with the exception of occupational therapy and liberal studies students.

Courses that Fulfill the Requirement:
- Cultural Heritage Colloquia vary from year to year. See each semester’s Course Schedule 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 may begin with 2 courses in the Fall followed by one in the Spring. Some Spring-Fall Colloquia are also offered, which begin in the Spring semester and continue into the Fall. Enrollment in all courses in a Colloquium is required for completing this GE category. Students may not take some courses from one Colloquium and some from another to meet the 9-unit requirement.

Student Learning Outcomes:
The student will demonstrate:

1. An integrated, interdisciplinary understanding of the topic of the 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.

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

1. Students may matriculate with this requirement met by appropriate transfer work. At the time of matriculation the Articulation Officer 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 will not be used to fulfill this requirement but may be used to satisfy the social science area of GE.

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 and second degree students require 3 units to satisfy the Colloquium requirement.

4. Students who have coursework to complete to satisfy the Colloquium requirement must take these courses at Dominican. 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. A listing of such courses currently being offered is published each semester by the Articulation Officer and is available through the student’s academic advisor.

5. Students who study abroad during their Junior/Senior years may develop a colloquium abroad with approval of the Director of the General Education Program.

6. Honors Program students will take Colloquia developed specifically for the Honors Program. Contact the Honors Program Director for selection of courses.

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 in advance to take a General Education course off campus and must submit a completed Authorization to Take a Class Off Campus form to the Registrar’s office for approval, prior to enrolling in the course. Courses taken off campus must be comparable in course content to those required by the University, as determined by the Articulation Officer and the Director of General Education.

Day students 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 in Adult Learning, ENGL 1004 (if required), ENGL 3200 or ENGL 3442, RES 2000, and interdisciplinary study classes at Dominican.

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.

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.

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;
Undergraduate Education

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.

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

Student Learning Outcomes

When students have completed the Pathways General Education Program they will be able to demonstrate the ability to:

1. Understand selected liberal arts disciplines and the connections among them.
2. Access information and critically analyze, synthesize, and apply knowledge in written and oral form.
3. Express awareness of the aesthetic, moral, and spiritual dimensions of existence.

PATHWAYS PROGRAM GENERAL EDUCATION OVERVIEW

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<thead>
<tr>
<th>Component Name</th>
<th>Type</th>
<th>Units</th>
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<tbody>
<tr>
<td>Computer Applications Competency</td>
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<td>Foundations</td>
<td>Multidisciplinary</td>
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<tr>
<td>Expository Writing</td>
<td>Skill</td>
<td>3</td>
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<td>Advanced Writing and Research</td>
<td>Skill</td>
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<td>Information and Research</td>
<td>Skill</td>
<td>1</td>
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<td>Speech and Rhetoric</td>
<td>Skill</td>
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<td>Mathematical Thinking and Quantitative Reasoning</td>
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<td>Knowledge Area</td>
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<td>Creative and Performing Arts</td>
<td>Knowledge Area/Skill</td>
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<td>Ethics</td>
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<td>Religion</td>
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<td><strong>Total Units</strong></td>
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*See the Special Conditions section below for units required.

Once a student has matriculated, he/she must complete the Pathways General Education Program as outlined above and must complete the following courses at Dominican: Foundations—SCS 3160, Expository Writing—ENGL 1004, Advanced Writing and Research—ENGL 3200, Information and Research—RES 2000, and Interdisciplinary Study. These courses are also in **bold** above. **These courses may not be met by transfer or by exam after matriculation, except as specified under Special Conditions in the Course Descriptions section below.**

PATHWAYS GENERAL EDUCATION COURSES

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 life experience and academic goals.

**2. 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.

**Course that Fulfills the Requirement:**
- ENGL 1004: Expository Writing (3 units) or its equivalent with a grade of ‘C’ (2.0) or better. This course may not be challenged.

*There are also limits on the number of times that ENGL 1004 and its prerequisites may be taken without passing. See the policy on Satisfactory Progress in Written English.*

**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

**Special Conditions:**
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 prior to matriculation, 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 be used only if taken prior to matriculation.)

2. 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. Achieving a sufficient score on the placement exam allows the 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.

3. 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, prior to matriculation, have met the GE writing requirement. The two courses transferred in may be Lower and/or Upper Division.

4. Students who have previously completed their BA, or comparable degree, have met the GE writing requirement.
5. Students are subject to the English Placement policy in effect at the time they matriculate.
6. Students who have transferred in a course comparable to ENGL 3200 must still fulfill the requirement RES 2000: Information and Research.
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.

Courses that Fulfill this 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.

Special Conditions:
See Special Conditions under Expository Writing requirement section above.

4. 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 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.

Course that Fulfills this Requirement:
- Prerequisite: Appropriate placement score, or completion of MATH 1100, Understanding College Mathematics with grade of ‘C’ or better.
- Alternatively, Management majors may choose to meet the MTQR requirement by completing Intermediate Algebra with a grade of ‘C’ or better, followed by:
  - BUS 4110, Statistics and Research for Decision Making.

Note that BUS 4110 does not meet the MTQR requirement by itself: it must be preceded by a grade of ‘C’ or better in either MATH 2000 or MATH 1300 - Intermediate Algebra.

- Alternatively, Psychology majors may choose to meet the MTQR requirement by completing Intermediate Algebra with a grade of ‘C’ or better, followed by:
  - PSY 3187, Statistics for the Health and Behavioral Sciences.
Note that PSY 3187 does not meet the MTQR requirement by itself: it must be preceded by a grade of ‘C’ or better in either Math 2000 or MATH 1300 - Intermediate Algebra.

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) (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.

5. 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.

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.
Undergraduate Education

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.

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.

6. 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.

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.

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.
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 Management**
- **Master of Business Administration in Strategic Leadership**
- **Master of Business Administration in Sustainable Enterprise**
- **Master of Science in Biology**
- **Master of Science in Counseling Psychology**: Marriage and Family Therapy and General Specializations
- **Master of Science in Education**: Curriculum and Instruction
- **Master of Science in Education**: Emphasis in Special Education
- **Master of Science in Education**: Interdisciplinary Studies
- **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 Education

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

Classification of Students

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

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

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

Auditor Status: Students who, with the permission of the course instructor and upon payment of the 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 the section 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 2008-2009

Application fee and transcript evaluation*: ......................................................... $40

This fee must be sent with each application form and is not refundable.

**Deposits***

<table>
<thead>
<tr>
<th>Deposit Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Deposit (Refundable, refer to Letter of Acceptance)</td>
<td>$250</td>
</tr>
<tr>
<td>Pathways Tuition Deposit</td>
<td>$100</td>
</tr>
<tr>
<td>Graduate Tuition Deposit</td>
<td>$200</td>
</tr>
<tr>
<td>MBA in Strategic Leadership Tuition Deposit (one time only)</td>
<td>$400</td>
</tr>
</tbody>
</table>

These non-refundable deposits ensure a place for the accepted student and are credited to the student’s tuition account.

**Tuition***

**UNDERGRADUATE (DAY) TUITION**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Tuition (12-17 units) annual</td>
<td>$32,090</td>
</tr>
<tr>
<td>Per semester</td>
<td>$16,045</td>
</tr>
<tr>
<td>Excess of 17 units per semester</td>
<td>$16,045 + $1,340 per excess unit</td>
</tr>
<tr>
<td>Part-time Tuition (under 12 units) per unit</td>
<td>$1,340</td>
</tr>
<tr>
<td>BA Strategic Management in Ukiah (per unit)</td>
<td>$530</td>
</tr>
</tbody>
</table>

**PATHWAYS TUITION**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Tuition (12-17 units) annual</td>
<td>$13,760</td>
</tr>
<tr>
<td>Excess of 17 units per semester</td>
<td>$6,880 + $580 per excess unit</td>
</tr>
<tr>
<td>Part-time Tuition (under 12 units) per unit</td>
<td>$580</td>
</tr>
</tbody>
</table>

**GRADUATE TUITION**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Tuition (per unit; except the School of Education)</td>
<td>$800</td>
</tr>
<tr>
<td>Credential Programs and MS Education continuation in San Rafael (per unit)</td>
<td>$600</td>
</tr>
<tr>
<td>Credential Programs and MS Education continuation in Ukiah (per unit)</td>
<td>$530</td>
</tr>
<tr>
<td>MBA Tuition per unit</td>
<td>$750</td>
</tr>
<tr>
<td>Counseling Psychology (per unit)</td>
<td>$820</td>
</tr>
<tr>
<td>MS Biology (per unit)</td>
<td>$820</td>
</tr>
<tr>
<td>MS Education (stand-alone) and MS Special Education (per unit)</td>
<td>$660</td>
</tr>
<tr>
<td>MS Nursing</td>
<td>$810</td>
</tr>
<tr>
<td>MS Occupational Therapy (per unit)</td>
<td>$810</td>
</tr>
</tbody>
</table>

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

#### Room and Board**

<table>
<thead>
<tr>
<th>UNDERGRADUATE AND GRADUATE STUDENTS</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triple occupancy room and 19 meals per week (weekend brunch and dinner)</td>
<td>$11,680</td>
</tr>
<tr>
<td><strong>Per semester</strong></td>
<td><strong>$5,840</strong></td>
</tr>
<tr>
<td>Double occupancy room and 14 meals per week (any 14 meals)</td>
<td>$12,080</td>
</tr>
<tr>
<td><strong>Per semester</strong></td>
<td><strong>$6,040</strong></td>
</tr>
<tr>
<td>Single occupancy room and 10 meals per week (any 10 meals)</td>
<td>$13,040</td>
</tr>
<tr>
<td><strong>Per semester</strong></td>
<td><strong>$6,520</strong></td>
</tr>
<tr>
<td>Housing Deposit &amp; Processing Fee (one-time)*</td>
<td>$500</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.
** All students accepting placement in the residence halls must pay the housing deposit and processing fee.

#### Fees*

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration – Non-refundable, per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Thesis Continuation (per semester)</td>
<td>$500</td>
</tr>
<tr>
<td>Transcripts – Official ($1 for each additional copy)</td>
<td>$5</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$75</td>
</tr>
<tr>
<td>Auditor’s Fee, per unit (senior citizens exempt)</td>
<td>$80</td>
</tr>
<tr>
<td>High School Honors Program (per unit)</td>
<td>$80</td>
</tr>
<tr>
<td>Course Challenge Fee (per unit)</td>
<td>$50</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$75</td>
</tr>
<tr>
<td>Nursing/OT Major Fee (per clinical semesters only for undergraduate programs)</td>
<td>$500</td>
</tr>
<tr>
<td>Green MBA® Professional Development Fee (per semester)</td>
<td>$400</td>
</tr>
<tr>
<td>Pathways Day Major Fee (per semester)</td>
<td>$525</td>
</tr>
<tr>
<td>Music Lessons (non-majors, per unit, per semester)</td>
<td>Variable</td>
</tr>
<tr>
<td>Class Materials and Supplies</td>
<td>Variable</td>
</tr>
</tbody>
</table>

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

#### Health Insurance

The University has instituted a mandatory health insurance requirement to ensure that all students have health insurance coverage, including basic sickness. All students enrolled in six or more units each term are required to have health insurance coverage. A plan is available through Dominican University. Students are billed for insurance upon registration. Students are required to either enroll in the University sponsored plan or provide proof of other medical insurance online at [https://studentnet.kp.org](https://studentnet.kp.org) on or before **August 31**. A credit is applied to the account upon completion of waiver. A waiver must be completed each academic year in order to receive the credit. The charges are not refundable after August 31.

#### 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: Fall Semester: August 1; Spring Semester: January 1
• Payment amount: Full amount of tuition, fees, room and board charges for the semester less accepted 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 – Session A Calendar:
(16-week traditional semester – includes undergraduate Day & Pathways Programs, Graduate Humanities, Occupational Therapy, Counseling Psychology, MBA in Global Management, MS in Education, and San Rafael-based Teaching Credentials)
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)
Financial Information

During 3rd week of classes ................................................... 70% (less registration fee)

Fall and Spring Semesters – Session B Calendar:
Graduate Weekend Programs – MS Nursing, MBA in Strategic Leadership, and MBA in Sustainable Enterprise (Green MBA)
Prior to second class meeting ................................................ 100% (less registration fee)
After the second class meeting ......................................................... NO REFUND

Courses that do not follow a standard semester calendar:
Courses that meet once or twice during the semester & Summer Sessions 2 & 3
Prior to 1st class meeting ................................................... 100% (less registration fee)
After the 1st class meeting ............................................................ NO REFUND

Courses that meet at least three times during the semester
Prior to second class meeting ................................................ 100% (less registration fee)
After the second class meeting ......................................................... NO REFUND

Summer Session 1
Prior to 1st class meeting ................................................... 100% (less registration fee)
After the 1st class meeting ................................................... 50% (less registration fee)
After the second class meeting ......................................................... NO REFUND

In order for the University to determine whether a refund of any charges is due, a student must complete a Drop form or 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.

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.

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 encour-
Financial Information

aged 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 graduate students, 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.

**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 incoming 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
Financial Information

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 Beeltem 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 Reischman 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
- 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

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

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 Council on Education
- Association of American Colleges and Universities
- Association of California School Administrators
- 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 Campus Compact
- California Council on Teacher Education
- 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.

Name of Institution          Location
Albertus Magnus College       New Haven, Connecticut
Aquinas College               Grand Rapids, Michigan
Aquinas College               Nashville, Tennessee
Aquinas Institute of Theology St. Louis, Missouri
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

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
Board of Trustees 2008-2009

C. Forrest Bannan  
Partner  
Burke, Williams, Sorenson, LLP

Andrew P. Barowsky  
President, Treasurer, CEO  
Lepage Bakeries

Timothy Blackburn  
President and CEO  
The Institute for Strategic Leadership

Willie L. Brown, Jr.  
Mayor, Retired  
City of San Francisco

Mary Jane Burke  
Superintendent  
Marin County Office of Education

Patricia Callahan  
Executive Vice President  
Wells Fargo Bank

John Caple  
Strategic Consultant

Antonio Castellucci  
Founder and Owner  
Home Realty

Te-Jung Chen  
President and CEO  
Accex Enterprises Company, Ltd.  
Taiwan

Mel Croner  
Chairman  
The Croner Company

William Dagley  
President  
Private Wealth Partners

James Deitz  
President Emeritus  
Heald Colleges

Olga Dollar  
Civic Leader

Gloria C. Duffy  
President and CEO  
The Commonwealth Club of California

Joseph R. Fink  
President  
Dominican University of California

John Gaulding  
Founder and Director  
Sage Partners LLC

Sister Raya Hanlon, O.P.  
First Councilor  
Dominican Sisters of San Rafael

Sister Joan Hanna, O.P.  
Coordinator  
Saint Raphael Preschool

Katherine U. Henderson  
President Emerita  
Point Park University

Jack Min Intanate  
Founder and Chief Architect  
SVOA Public Company, Ltd.  
Thailand

Renée Knee  
CIO, SVP Technology  
Levi Strauss

S. Timothy Kochis  
CEO  
Aspiriant

Sister Ramona Krisha, O.P.  
Finance/Property Manager  
Santa Sabina Retreat Center

Susan McCue  
Civic Leader

Kathryn McGovern  
Civic Leader

Don J. McGrath  
Chairman and CEO  
BancWest Corporation

Amanda Metcalf  
Attorney at Law

Sister Abby Newton, O.P.  
Vice President, Mission Integration  
St. Joseph’s Medical Center

Rodney Peck  
Partner  
Pillsbury Winthrop Shaw Pittman LLP

Sister Patricia Simpson, O.P.  
Prioress General  
Dominican Sisters of San Rafael

Richard A. Stone  
Chairman and CEO  
Salient Wealth Management
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:
- 2008 Madalienne Peters
- 2008 Henry Schreibman
- 2007 Matt Davis
- 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 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;
University Governance and Support Organizations

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 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.

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 Tara Gillen ’99 Karen Kushner ’68
Kevin C. Cottrell Mary Glendening ’50 John Savant, MA ’66
Mary K. Malley Dooling ’64 Mark Jordan ’75 Wallace Sheehan
Virginia Formichi ’46 Sister Carla Kovack, ’69
Ellen Gillen ’72 John Kuhr ’87
President’s Council

The 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 2008-2009

Simone Adams
Merry Alberigi
Etta Allen
Judith Allen
Maggie Allen
Ben Aune
Steve Barlow
Jan Barlow
Steven Borden
Jennifer Butters
John Caple, PhD
Dave Capper
Rosario Carr-Casanova, PhD
Joseph Cillo
Catharine Clark-Sayles, MD

John M. Cox
Bill Dagley
Charles I. Daniels, Jr.
James Deitz, EdD
Derek Dutton
Holly Ford
Margaret Fraser
Mark Garwood
Chris Gray
Grant Hellar
Emily Heller
Tim Hill
Jim Jordan
Sheila Doyle Kiernan
John Kuhr

Nohemi Beissmann Mason
Sylvia Perel
Bill Reid
John Rosenberg
Marty Rubino
Joe Shekou
M. Gregory Smith
Barbara Stewart
Mike Sullivan
Ran Thayer
Shirley A. Thornton, EdD
Cecilia Zamora
Mario Zepponi

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).
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 75 full-time and 200 part-time faculty members.

Anna Alexander
Supervisor/Off-site/Clinicals, Nursing
BS, MS University of San Francisco

Martin Anderson
Assistant Professor, History
BA University of California, Berkeley; MA San Francisco State University; JD Hastings College of the Law; PhD Stanford University

Joyce Anderson
Supervisor/Off-site/Clinicals, Education
BA Chico State University; MA Sonoma State University

Suresh Appavoo
Associate Professor-Tenured, 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

Juan Carlos Arauz
Instructor, Education
MEd University of South Florida; EdD University of San Francisco

Douglas Armstrong
Instructor, Psychology
BS University of Arkansas; PsyD California School of Professional Psychology

Donald Army
Instructor, Business
BS University of Phoenix; MBA Dominican University of California

Asma H. Asyyed
Instructor, Biology
BSc-H, MD Dalhousie University, Nova Scotia, Canada

Dorothy Ayres
Adjunct Assistant Professor, 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

LeeAnn Bartolini
Professor-Tenured, Psychology; 2003 Teacher of the Year
BA Dominican College of San Rafael; MA, PhD California School of Professional Psychology

Jeffrey W. Bausch
Instructor, Education
BS Kean University; MS Dominican University of California

Melba Beals
Assistant Professor, Communications
BA San Francisco State University; MA Columbia University

Kathleen Beebe
Associate Professor-Tenured, Nursing
BS California State University, Hayward; MS, PhD University of California at San Francisco

Mojgan Behmand
Assistant Professor, English
MA, PhD University of Dusseldorf, Germany

Thea Bellos
Instructor, Business
BA State University of New York; MA San Jose State University; MBA Saint Mary’s College of California

Deborah Benedict-Jackson
Instructor, Music
BA Stanford University; MA New England Conservatory of Music
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 San Francisco State University; PhD California School of Professional Psychology

David Blakey  
Instructor, Music

Joseph Bloom  
Lecturer, Humanities  
BA Thomas Edison State College; MFA Bennington College

Christine Bolla  
Associate Professor, Nursing  
BA, MS, DNS University of California, San Francisco

Steven M. Borish  
Adjunct Associate Professor, Social & Cultural Studies  
BA Carleton College; MS, PhD Stanford University

Scott Bowers  
Instructor, Environmental Science  
BS Montreat College; PhD Medical University of South Carolina

Alicia Bright  
Instructor, Nursing  
BSN Regents College, University of the State of New York

Susan Briski  
Instructor, Business  
BS Washington State University; MA, MBA New College of California

Spencer Brooks  
Supervisor/Off-site/Clinicals, Education  
BA California State University Humboldt

Cynthia Brown  
Professor Emerita-Tenured, History  
BA Duke University; MAT, PhD Johns Hopkins University

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

Marcia E. Burchard  
Adjunct Assistant Professor, Music  
BA San Jose State University; MM Dominican College of San Rafael

Thomas Burke  
Assistant Professor, Social & Cultural Studies; Director, Assessment Program; 2004 Teacher of the Year  
BA Tulane University; Certificat en Langue et Civilization Françaises, Université de Paris, La Sorbonne; MA University of San Francisco

Scott Butler  
Instructor, Business  
BA University of Findlay; MBA University of Phoenix

Luis M. Calingo  
Dean, School of Business & Leadership; Professor, Business  
BS, MA University of the Philippines; MBA, PhD University of Pittsburgh

Dian Calkins  
Instructor, Mathematics  
BS University of Central Connecticut; MS University of Bridgeport

Christina Campbell  
Instructor, 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

Dan Carracher  
Instructor, Business  
BS, MBA Golden Gate University

Chris Carlucci  
Instructor, Nursing  
BSN Catholic University of America; MS University of California, Berkeley; MD University of California, San Francisco

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
Faculty and Administration

Yun-Hwan Cha
Instructor, Chemistry
BS, MS Konkuk University, Seoul, Korea; PhD University of Tokyo

April Chi
Instructor, Business
BA Tamkang University, Taiwan; MS Southern Illinois University; DBA Nova Southeastern University

Sandra Chin
Adjunct Assistant Professor, Art History, BA University of California, Los Angeles; MA University of California, Berkeley

Heidi Chretien
Adjunct Associate Professor, Art History, History
BA State University College, Buffalo; MA, PhD State University of New York, Buffalo

Chase M. Clow
Instructor, Social & Cultural Studies
BA, MA Dominican University of California

Patricia Codron
Instructor, Religion
BA University of California, Berkeley; MA Franciscan School of Theology; PhD Graduate Theological Seminary

Vania Coelho
Assistant Professor, Biology
BSc, MSc, PhD University of Sao Paolo

Leslie R. Crane
Supervisor/Off-site/Clinicals, Nursing
BS Chapman College; RN

Mary T. Crosby
Professor, Education; 1999 Sarlo Professor of the Year
BA, MS Barry University; EdD University of Southern Mississippi

Alan Cumings
Adjunct Associate Professor, English
BA University of California, Berkeley; MA, PhD University of Wisconsin

James Cunningham
Associate Professor, Biology
BS San Diego State University; MS Northern Arizona University; PhD University of Canterbury, New Zealand

Robin Cunningham
Instructor, Mathematics
BS University of North Carolina, Chapel Hill; PhD University of Michigan, Ann Arbor

Smoky Dagan
Instructor, Nursing
BSN Dominican University of California

Lydia Daniels
Instructor, Business
BA, MS Golden Gate University

Debbie J. Daunt
Assistant Professor, Nursing
BA San Francisco State University; BSN, MSN University of Missouri

Jim Davis
Instructor, Business
BS Wilkes University; MA State University of New York; EdD University of San Francisco

Matthew S. Davis
Professor-Tenured, Psychology; 2007 Teacher of the Year
BA University of Massachusetts; MA College of William and Mary; PhD University of California, Irvine

Gregory P. Dawson
Instructor, Dance

Christian D. Dean
Associate Professor-Tenured, Political Science
BA San Francisco State University; MA, PhD University of California, Santa Barbara

Asayehgn Desta
Professor-Tenured, Business; 2003 Sarlo Professor of the Year
BA Addis Ababa University, Ethiopia; MS Emporia State University; MA San Francisco State University; MA, PhD Stanford University

Ernesto A., Diaz
Instructor, Mathematics
BS Universidad Simon Bolivar, Venezuela; MS Dominican University of California

Sr. Patricia Dougherty, O.P.
Professor-Tenured, History; 1994 Teacher of the Year
BA Dominican College of San Rafael; MA, PhD Georgetown University

Jane G. Droogsma
Instructor, Business
BA Golden Gate University

Kendall Dunnigan
Assistant Professor, Sustainable Communities
BA University of California; MA New College of California
John A. Duvall  
Assistant Professor, Communications  
BA, MS Indiana University; MFA University of Southern California

Nejat Duzgunes  
Instructor, Biology  
BS Middle East Technical University, Ankara, Turkey; PhD State University of New York at Buffalo

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BA, MA Ohio State University; MLIS Kent State University

Suzanne Greva
Director of Financial Services; Controller
BS University of California Berkeley

C. Robert Haberman, Reverend
Director of Campus Ministry
BA Loras College; MDiv St. Mary’s Seminary and University; DMin San Francisco Theological Seminary

Jody Hoppe
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

Maureen Keefe
Assistant Vice President of Marketing
BA University of Delaware, MBA Golden Gate University

Lisa Ray Kelly
Director of the Ukiah Center
BA University of the Pacific; MA, PhD Bowling Green State University

Nancy Legge
Executive Director of Foundations, Corporations, and Special Projects
MA New York University

Jenny Li
Executive Director of Institutional Research
BS Shanghai Industrial University; MBA Lincoln University

Susana McKeough
Director of Campus Health Center
BA University of California Berkeley, MSN, FNP University of California San Francisco

Peter Mentzer
Director of Web Services
BA California State University Humboldt; MS Ed Dominican University of California
Katrena Prior  
Director of the Annual Fund  
BA Dominican University of California

Paul Raccanello  
Associate Dean of Students  
BA, MA Dominican University of California

George Jackson Ratcliffe  
Chief Technology Officer  
BS Duke University

Everil Robertson  
Director of Academic Advising and Support Center  
BA Arcadia University; MS Dominican University of California

Marianne Stickel  
Assistant Vice President for Academic Services and Retention; Registrar  
BA Holy Names College

Ian Tonks  
Associate Vice President of Institutional Advancement  
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; 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 health care 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 educating students to be socially responsible leaders of sustainable organizations that make a positive difference in the world. The School cultivates learners with a global perspective to lead sustainable organizations, incorporating the Dominican ideals of reflection, study, community, and service in support of social justice. We believe that sustainable organizations result from ethical and socially responsible leadership, ecologically sustainable entrepreneurship or business practices, and a global mindset.

At the undergraduate level, our Bachelor of Arts in Business Administration degree program underscores this commitment to building sustainable organizations by infusing ethical leadership, sustainability, and globalization throughout our curriculum. Our concentrations allow our students to pursue a degree of specialization that is consistent with their career interests. At the graduate level, the School of Business and Leadership offers a Master of Business Administration (MBA) degree program with three tracks: an MBA in Global Management (GM) which allows students to concentrate in an international domain; the MBA in Strategic Leadership (SL) designed to meet the needs of working adults; and the MBA in Sustainable Leadership (SE) or Green MBA® which seeks to cultivate effective leadership capacities to advance economically successful, ecologically restorative, and socially just initiatives in organizations.

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 (ILS) is a leadership development center that incubates leadership learning ideas and actions. The Institute for Leadership Studies facilitates positive individual, organizational and societal change. We believe engaged citizenship and socially responsible leadership are essential to effect such change.

ILS 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. ILS partners with a variety of academic departments that offer leadership degrees, minors and certificates. ILS 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 individual, 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 four main areas: 1) leadership education and training, 2) leadership practice and community service, 3) research and consulting services and 4) public forums.

**Research and Consulting Services**

- Think Tank to advance leadership theory and practice.
- Faculty and student research.
- Research projects for business, government, and non-profit organizations.
- Leadership impact assessment and organizational analysis and intervention.
- Consulting services related to team building, executive coaching, meeting facilitation, and strategic planning facilitation.

**Leadership Education and Training**

For Students:

- Undergraduate and graduate programs that include leadership courses in the curriculum.
- Minor in Leadership Studies: An 18-unit interdisciplinary minor is offered to undergraduate students.
- B.A. in Business with a Management Concentration
- MBA in Strategic Leadership
- Graduate students in MA in Education and in MA in Humanities may focus their studies by taking an array of leadership courses.
School Descriptions

- Leon and Sylvia Panetta Institute Leadership Training & Congressional Institute: Dominican has participated in the Panetta Institute student leadership programs.

  Panetta Institute Leadership Seminar: The incoming President of Associated Students of Dominican University (ASDU) attends a one week seminar at Panetta Institute housed at California State University Monterey Bay. Invites are incoming student body presidents of 23 California State University campuses, Dominican University of California, and Santa Clara University.

  Panetta Institute Congressional Internship Program: Each year, through a competitive selection process led by the Department of Political Science and International Studies, one Dominican student leader is selected who is prepared and interested in serving our community, state and nation. The one-semester program begins with a two-week orientation at the Panetta Institute at CSU Monterey Bay. Following the training and orientation, the Dominican student intern is placed at a congressional office in Washington D.C. where the student will work for the Fall semester.

- Global Ambassadors in cooperation with Global Education Marin: The program selects and trains international students as visiting ambassadors to elementary and secondary schools. The content of the presentations depends on the student’s interests and the desires of the classroom s/he is visiting. Students share their cultures through personal stories, literature, art, music, history, geography, visual and other artifacts, and/or share their country’s perspective on international issues, such as environmental or political questions.

- LeaderShape hosted at Dominican University of California: A 6-day Summer residential leadership educational program for undergraduate students aged 17 to 22. Named by the W.K. Kellogg Foundation as an “exemplary program”, The LeaderShape Institute™ is an intensive, energizing, educational experience designed to equip young adults to become extraordinary leaders.

- Student Leadership Academy: Co-curricular training program offering Dominican students opportunities to learn and practice their leadership skills through formal training workshops, leadership practicum in businesses, government and community organizations

- Toastmasters: Dominican Toastmasters is the on-campus site of a worldwide network of organizations, aiming to improve how we communicate with others. It is open to both Dominican students and the surrounding community. Dominican Toastmasters strive for better communication for better opportunities.

For Professionals:

- Assessing and Refining Your Leadership Style: Two-day workshop for those who seek to become a more distinctive & effective leader. The program consists of modules structured around three segments: 1) Discovering your current leadership style, 2) identifying ways to develop your style into a personally distinctive leadership signature and 3) becoming a more distinctive and effective leader:

- LeaderTrak: A Leadership Certificate: Six one-day leadership development training workshops, offered over a two-month period, teach valuable techniques for every stage of your career, whether you are assuming a leadership role or planning an exit strategy. Each of these six one-day workshops can be taken separately.

- LeaderBoard: A one-year program for 12-16 carefully high-level decision makers who come together six times (one day every other month) to tackle key business issues in a trusted and confidential setting. Each individual brings diverse interests, experience, and areas of expertise to the group. Subject-matter experts share cutting-edge strategies and insights, and model how to implement relevant business solutions for optimum results. LeaderBoard members help determine the focus of sessions, so that content is particularly relevant to them.

- Meeting Methods: Facilitation Skills for Project Leaders: Learn how to plan and achieve the intended results of a meeting, use a simple agenda format, provide a process that maintains the focus and insures follow through.

Leadership Practice and Community Service

- Leadership Practicum and Community Leadership Projects: Partnering with business, government and community organizations conducting service learning projects to provide leadership practice opportunities and also advance social justice.
School Descriptions

- Dominican Leadership Learning Laboratory: Provides our MBA in Strategic Leadership (MBA-SL) students with a living laboratory for the study of leadership development, plus serves as a community consulting service to organizations throughout the Bay Area. Our goal is to foster long-term relationships between Dominican University and Bay Area organizations through the assessment of a participant organizations’ culture and leadership effectiveness, and the provision of consulting and mentoring services.

Public Forums

- Leadership Lecture Series: Each semester, the Institute hosts public forums that actively engage the community in socially relevant discussions and calls to action. Dominican's popular Leadership Lecture Series features lectures on topics related to individual, organizational and/or social change inspired by effective leadership. These events are primarily in the Fall and Spring on a variety of leadership topics across multiple discipline areas and organizational sectors. The events are an opportunity to welcome our neighbors and friends to join our faculty and students as we learn of ideas and actions of leadership by individuals seeking to promote constructive change in our world and its organizations.

- Marin Women’s Commission Partnership with Dominican is guided by the mutual commitment that Women’s Leadership effectively impacts systems’ change so that Women of all ages are Empowered, Educated and Engaged in the Community.

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.

To access our website: www.dominican.edu/leadership, email ILS@dominican.edu, or call events line 415-485-3202.

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: Studio Art (BA, BFA)

The Department of Art is committed to an undergraduate education that gives students life-long skills as professional artists and art scholars. The programs offered by the department are designed to give students a broad background in art theory, technique, and craftsmanship. Its purpose is to provide knowledge that furthers aesthetic sensitivity, visual acuity, and critical dialog. Fundamental skills are required through the core curriculum courses of drawing, two and three dimensional design, and color theory. Equal emphasis is placed on the student’s ability to think deeply and critically about their work, and understand the pertinent issues that inform their concepts. Through its degree program, the Department of Art is able to cultivate a student’s individual growth and development, and instill confidence to realize their vision and goals.

The Department of Art’s programs offer the following emphases:
- Ceramics/Sculpture
- Drawing/Painting
- Graphic Design
- Analog and Digital Photography
- Printmaking/Mixed Media

The Studio Art Major offers two distinctive degree tracks. The Bachelor of Arts degree prepares students for graduate study in art and art related fields such as teaching, museum studies, art management and studio art production. 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.

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 coursework that gives students the facility to work with both formal and conceptual approaches in art. Students are highly encouraged to pursue their studies in both studio and graphic arts courses, integrating their concepts across mediums. This combination allows a student to develop the most comprehensive and creative problem solving abilities.

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.

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. Students study both historical and contemporary art theories and utilize the San Francisco Bay Area’s galleries, public art venues, museums and the local arts community to increase their knowledge of current art forms. The Department of Art hosts an art gallery that exhibits nationally known artists.

Student Learning Outcomes

The student will demonstrate:
1. The ability to make visually sophisticated decisions 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 concepts and processes necessary for the production of their art work.
5. An intellectual premise and critical perspective of the historical and contemporary uses of art.
6. 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.

7. In their Senior thesis: The production of a body of work that demonstrates original creative interpretation of a concept or theme and sophistication in the use of their chosen medium(s). The work will be presented as a professional show in the San Marco Gallery in Alemany Library. A committee of the art faculty will choose the work.

**Requirements for the Studio 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>
<tr>
<td>Three units drawn from:</td>
<td>Beginning Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 1010</td>
<td>Beginning Printmaking</td>
<td></td>
</tr>
<tr>
<td>ART 1030</td>
<td>Beginning Watercolor</td>
<td></td>
</tr>
<tr>
<td>ART 1070</td>
<td>Beginning Oil Painting</td>
<td></td>
</tr>
<tr>
<td>ART 1501</td>
<td>Introduction to Photography</td>
<td></td>
</tr>
<tr>
<td>Three units drawn from:</td>
<td>Beginning Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 1041</td>
<td>Beginning Ceramics</td>
<td></td>
</tr>
<tr>
<td>ART 1240</td>
<td>Beginning Ceramic Sculpture</td>
<td></td>
</tr>
<tr>
<td>ART 1290</td>
<td>Beginning Sculptural Design</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><strong>Total Lower Division</strong></td>
<td></td>
<td><strong>25 units</strong></td>
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</table>

**Upper Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 3021</td>
<td>Advanced Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 3121</td>
<td>Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division major emphasis</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Upper Division major emphasis</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>ART 1501/3501</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>
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<tr>
<td><strong>Total Upper Division</strong></td>
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<td><strong>34 units</strong></td>
</tr>
</tbody>
</table>

**TOTAL ART BA MAJOR**

**59 UNITS**

**Requirements for the Studio 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>
</tr>
<tr>
<td>ART 1082</td>
<td>Three Dimensional Design</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>
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</thead>
<tbody>
<tr>
<td>ART 1083</td>
<td>Graphic Design</td>
<td>3</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>Three units drawn from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 1240</td>
<td>Beginning Ceramic Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 1290</td>
<td>Beginning Sculptural Design</td>
<td>3</td>
</tr>
<tr>
<td>Three units drawn from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 1010</td>
<td>Beginning Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 1030</td>
<td>Beginning Watercolor</td>
<td>3</td>
</tr>
<tr>
<td>ART 1501</td>
<td>Introduction to Photography</td>
<td></td>
</tr>
<tr>
<td>Three units drawn from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 1041</td>
<td>Beginning Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 1240</td>
<td>Beginning Ceramic Sculpture</td>
<td></td>
</tr>
<tr>
<td>ART 1290</td>
<td>Beginning Sculptural Design</td>
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**Total Lower Division** 31 units

### Upper Division

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART 3021/3022</td>
<td>Advanced Drawing</td>
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</tr>
<tr>
<td>ART 3121/3122</td>
<td>Life Drawing</td>
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<tr>
<td>Upper Division major emphasis</td>
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<td>6</td>
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<tr>
<td>Selected techniques in major emphasis</td>
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<td>9</td>
</tr>
<tr>
<td>ART 3501</td>
<td>Advanced Photography</td>
<td>3</td>
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<tr>
<td>or ART 3502</td>
<td>Advanced Photography</td>
<td></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>
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<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>
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</table>

**Total Upper Division** 43 units

**TOTAL ART BFA MAJOR** 74 UNITS

### Requirements for the Studio Art Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ART 1021</td>
<td>Beginning Drawing</td>
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</tr>
<tr>
<td>ART 1022</td>
<td>Intermediate Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Three to eight units drawn from:</td>
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<td>3-8</td>
</tr>
<tr>
<td>ARTH 1010</td>
<td>Ancient and Medieval Civilizations</td>
<td></td>
</tr>
<tr>
<td>ARTH 1011</td>
<td>Renaissance to Modern World</td>
<td></td>
</tr>
<tr>
<td>ARTH Elective</td>
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</tr>
<tr>
<td>Four classes drawn from major emphasis in desired art medium</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**TOTAL ART MINOR** 21-26 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 resume 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.

**Studio 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)**
Introduction to the concepts, techniques, and processes of painting and drawing with watercolor and water-based media. 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 1090 Typography (3 units)**
This course will provide students with a basic understanding of the history and classifications of typography and typographic form, along with an ability to use typography effectively in their own work. Students will complete a series of group and individual projects over the semester.

**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 content 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 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 Apple computers. 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 3005 Art Theory and Practice (3 units)
This course is a Senior level seminar for the art major introducing theory, and directed toward the formation of an individual philosophy of art making and its application in real-world professionalism and career direction. Students will consider issues of concern for the professional artist through an exploration of statements, memoirs, notebooks, and biographical material on artists of note. The meaning and value of art making as well as creative ideas for employment, service to community, and career choices will be discussed and evaluated.

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 Caran'd'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 through seeing, drawing, and conceptualizing. The primary tool for learning in this course is instruction based on drawing from a live model. In addition to drawing, reading and sketchbook assignments, field trips, lectures, and research will be included to develop awareness and understanding of the diverse approaches to figurative art. 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 model. 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 3311/3332/3333/3334/3335 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 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 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, then on Macintosh computers. Software: Maya, Adobe CS, and other 3-D 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 3-D 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 3-D 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 Advanced 2-D Multimedia/Animation (3 units)
Introduction to video filming and editing, as well as its use in multimedia. Mini digital cameras will be used in conjunction with Apple computers. 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: Graphic Art Junior Seminar). Hours to be arranged. Fall, Spring Semesters.

**ART 4996 Internships in Graphic 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: Graphic Art (BA, BFA)**

Offering degree options within the Department of Art, the Graphic Art Program equips students to pursue a specialized program in the graphic arts and multimedia. Classes are available in the areas of multimedia/animation, graphic art and design, digital photography, and Web design. With a degree in Graphic Art, students learn the most current state-of-the-art computer technology, and are grounded in fundamental formal and aesthetic methodologies. Students are highly encouraged to pursue their studies in both studio and graphic arts courses, integrating their concepts across mediums. This combination allows a student to develop the most comprehensive and creative problem solving abilities.

All graphic art majors 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 graphic art courses. This program is ideally suited for students who wish to develop practical and conceptual skills relevant to computer generated and manipulated art and electronic visual media.

The Graphic Art Program offers two distinct degree programs. The Bachelor of Arts in Graphic Art is similar in scope to the BA in Studio 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 Arts in Graphic Art 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 uniquely suited to the needs of the fine artist, the commercial artist, and those interested in moving on towards graduate level degrees.

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 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.

All students are required to develop a personal career plan prior to graduate. 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 campus to discuss career opportunities for art majors.
**Student Learning Outcomes**

The student will demonstrate:

1. The ability to make visually sophisticated decisions in the development of creative work and communication.
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.
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. An intellectual premise and critical perspective of the historical and contemporary uses of art.
7. In their Senior thesis: The production of a body of work that demonstrates original creative interpretation of a concept or these and sophistication in the use of their chosen medium(s). The work will be presented as a professional show in the San Marco Gallery. A committee of the art faculty will choose the work.

**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 Program. The memory should have a minimum of 1 GB.

**Requirements for the Graphic 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>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>2-3</td>
</tr>
<tr>
<td>or ARTH 3150</td>
<td>History of Photography</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>
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</table>

**Total Lower Division** 24-25 units

**Upper Division**

<table>
<thead>
<tr>
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<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>ART 1501/3501</td>
<td>Beginning or Advanced Photography</td>
<td>3</td>
</tr>
</tbody>
</table>
Undergraduate Programs (Day) and Courses

BA Emphasis

Four-semester sequence of advanced computer graphics courses based on a program developed with advisor (see below)

Emphasis Courses:
The following 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 are also possible after taking the appropriate course listed below.

Note: ART 2115 must be taken before ART 4115. ART 1083 must be taken before ART 3140. 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  3-D CAD Workshop (Prerequisite: ART 1082)
ART 2117/4117  Digital Photography

ART 2220/4120  2-D Multimedia and Animation
Select two 3-unit courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ART 3130</td>
<td>American Art</td>
</tr>
<tr>
<td>ARTH 3160</td>
<td>Contemporary Art</td>
</tr>
<tr>
<td>ARTH 3178</td>
<td>Modern Art: 20th Century</td>
</tr>
<tr>
<td>ART 3900</td>
<td>Junior Seminar</td>
</tr>
<tr>
<td>ART 4991</td>
<td>Capstone Thesis</td>
</tr>
<tr>
<td>ART 4996</td>
<td>Internship</td>
</tr>
</tbody>
</table>

Total Upper Division  40 units

TOTAL GRAPHIC ART BA MAJOR  64-65 UNITS

Requirements for the Graphic Art Major – Bachelor of Fine Arts

Lower Division

ART 1021  Beginning Drawing  3
ART 1022  Intermediate Drawing  3
Select one 3-unit (unless otherwise noted) course from the following:  2-3

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ART 1010</td>
<td>Beginning Printmaking</td>
</tr>
<tr>
<td></td>
<td>or ART 1070  Beginning Oil Painting</td>
</tr>
<tr>
<td>ART 1081</td>
<td>Design and Color</td>
</tr>
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</tr>
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<td>ART 2010</td>
<td>History of Design</td>
</tr>
<tr>
<td></td>
<td>or ARTH 3150  History of Photography</td>
</tr>
<tr>
<td>ART 4116</td>
<td>Beginning 3-D Studio/Computer Workshop</td>
</tr>
</tbody>
</table>

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  30-31 units

Upper Division

ART 3021 & 3022  Advanced Drawing  6
### Undergraduate Programs (Day) and Courses

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<td>Advanced Digital Drawing (Prerequisite: ART 1114)</td>
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<td>ART 1501 &amp; 3501</td>
<td>Beginning or Advanced Photography</td>
<td>3</td>
</tr>
<tr>
<td>BFA Emphasis</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Five-semester sequence of advanced computer graphics courses based on a program developed with advisor.

**Emphasis Courses:**

The following 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 courses listed below.

**Note:** ART 2115 must be taken before ART 4115. ART 1083 must be taken before ART 3140. 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 2117/4117**  
Digital Photography

**ART 2220/4120**  
2-D Multimedia and Animation

Select one 3-unit course from the following:

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<td>ART 4991</td>
<td>Capstone Thesis</td>
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</tr>
<tr>
<td>ART 4996</td>
<td>Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Upper Division**  
43 units

**TOTAL GRAPHIC ART BFA MAJOR**  
73-74 UNITS

### Requirements for the Graphic Art Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1021</td>
<td>Beginning Drawing</td>
<td>3</td>
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<tr>
<td>ART 1022</td>
<td>Intermediate Drawing</td>
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**Choice of:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ARTH 1010</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>
<td>3</td>
</tr>
<tr>
<td>ARTH</td>
<td>Upper Division Elective</td>
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</tbody>
</table>

Four classes drawn from major emphasis in Graphic Art and Design (must be taken to the advanced level)

**TOTAL GRAPHIC ART 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 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 1090 Typography (3 units)
This course will provide students with a basic understanding of the history and classifications of typography and typographic form, along with an ability to use typography effectively in their own work. Students will complete a series of group and individual projects over the semester.

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 content 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 Apple computers. 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 3005 Art Theory and Practice (3 units)
This course is a Senior level seminar for the art major introducing theory, and directed toward the formation of an individual philosophy of art making and its application in real-world professionalism and career direction. Students will consider issues of concern for the professional artist through an exploration of statements, memoirs, notebooks, and biographical material on artists of note. The meaning and value of art making as well as creative ideas for employment, service to community, and career choices will be discussed and evaluated.

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 Caran’d’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. Fall, Spring Semesters.

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 duly 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 3-D 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 3-D Studio and Animation Workshop (3 units)
This course is an introduction to the basic principles of animation. Scripting and storyboard 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 3-D 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 Apple computers. 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: Graphic Art Junior Seminar). Hours to be arranged. Fall, Spring Semesters.
ART 4996 Internships in Graphic 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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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>ARTH 1010</td>
<td>Ancient and Medieval Civilizations</td>
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</tr>
<tr>
<td>HIST 1001</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>HIST 1011</td>
<td>Renaissance to Modern World</td>
<td>2</td>
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<tr>
<td>Art studio courses</td>
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<tr>
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**Upper Division**

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<tr>
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<tbody>
<tr>
<td>ARTH 3190</td>
<td>Seminar in Methodology</td>
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<tr>
<td>ARTH 3191</td>
<td>Research Seminar</td>
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</tr>
<tr>
<td>ARTH 4910/4911</td>
<td>Senior Projects (Senior thesis or comprehensive exam)</td>
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<tr>
<td>HUM 4920/4921</td>
<td>Senior Project Workshop</td>
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<td>Upper Division courses (one from each major period)</td>
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<td><strong>Total Upper Division</strong></td>
<td>28 units</td>
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</table>

**Total ART HISTORY BA MAJOR**

**42 UNITS**

**Requirements for the Emphasis in Arts Management**

**Lower Division**

<table>
<thead>
<tr>
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<th>Title</th>
<th>Units</th>
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<td>ARTH 1010</td>
<td>Ancient and Medieval Civilizations</td>
<td>2</td>
</tr>
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<td>HIST 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>HIST 1011</td>
<td>Renaissance to Modern World</td>
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<tr>
<td><strong>Total Lower Division</strong></td>
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**Upper Division**

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<tbody>
<tr>
<td>ARTH 3120</td>
<td>Museum Studies</td>
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<tr>
<td>ARTH 4996</td>
<td>Internship</td>
<td>1-3</td>
</tr>
<tr>
<td>One additional Upper Division Art History course</td>
<td>3</td>
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<tr>
<td>Three Upper Division courses in Business to be selected from the following areas:</td>
<td>9</td>
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<tr>
<td>Marketing Principles, Human Resources Management, International Business,</td>
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<td>Organizational Management, Management Information Systems</td>
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<tr>
<td><strong>Total Upper Division</strong></td>
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**TOTAL EMPHASIS IN ARTS MANAGEMENT**

**24-26 UNITS**

**Requirements for the Art History Minor**

**Lower Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<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 to Modern World</td>
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</tbody>
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149
Undergraduate Programs (Day) and Courses

HIST 1011 Renaissance to Modern World 2
Art studio course 3
\textit{Total Lower Division} 11 \textit{units}

\textbf{Upper Division}

ARTH 3190 Seminar in Methodology 3
\text{or ARTH 3191 Research Seminar}

Upper Division Art History courses (two electives) 6
\textit{Total Upper Division} 9 \textit{units}

\textbf{TOTAL MINOR} 20 \textit{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.

\textbf{Art History Course Descriptions}

\textbf{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.

\textbf{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.

\textbf{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.

\textbf{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.

\textbf{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.

\textbf{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.

\textbf{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.
Undergraduate Programs (Day) and Courses

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 3132 Contemporary Chicana/o Art and Its Antecedents (3 units)
This survey course will explore major trends and themes in the development of Chicana/o art history from the late 1960s to the turn of the 21st century. The course will not only discuss the art generated by Chicana/o artists, but will focus on the major social, political and cultural phenomena that have fueled their creative endeavors. Offered intermittently.

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 medi- eval 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 3185 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 3186 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 3187 Asian Arts: Japan (3 units)

ARTh 3188 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, con-
cerns, 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. Offerings have included: Diego Rivera and San Francisco; Buddhist Art in the Bay Area; Key Monuments of Modern Art; Antiquarian and Rare Books; Framing the Image; and The Wisdom of the Labyrinth. Future offerings will include: Tapestry: The Mirror of Civilization; The Wonder of Color; Environmental Art: Re-envisioning Our Relationship with Nature; Needlework; The Meeting of East and West; and Public Sculpture: Messages and Meanings. 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 Science 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 I 1
- CHEM 2000 General Chemistry I 4
- MATH 1500 Precalculus 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 I 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 3150 Invertebrate Biology 3
- BIO 3250 Plant Kingdom 3
- BIO 3500 or BIO 3505 Field Biology or International Field Biology 1-3
- BIO 3501 Science Seminar 1
- BIO 4310 Advanced Ecology 3
- BIO 4610 Biological Data Analysis 3
- BIO 4996 or ENST 4996 Service Learning (Internship) 1-3
- BIO 4998 or ENST 4998 Directed Research 5-6
- or BIO 4990, 4991, 4993 Biological Research Methodology II, III, IV
- ENST 4000 Conservation Biology 3
- Elective (Select two 3-unit courses from the following): 6
  - BIO 3000 Cell Biology
  - BIO 3200 Advanced Genetics
Undergraduate Programs (Day) and Courses

BIO 3700  Comparative Anatomy
BIO 3800  Human Neuroanatomy and Physiology
BIO 3850  Neuroscience
BIO 4110  Animal Physiology
BIO 4200  Marine Biology
BIO 4210  Plant Physiology
BIO 4300  Animal Behavior
BIO 4410  Molecular Cell Biotechnology
BIO 4510  Developmental Biology
BIO 4800 or ENST 4800  Special Topics
BIO 4810  Histology
BIO 4820  Bioinformatics
CHEM 4100  Biochemistry
ENST 3000  Environmental Chemistry

Total BA or BS Upper Division  29-34 unit

TOTAL ECOLOGY EMPHASIS BA  56-61 UNITS
TOTAL ECOLOGY EMPHASIS BS  69-74 UNITS

ENVIRONMENTAL SCIENCE 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 I  1
CHEM 2000  General Chemistry I  4
ENST 2000  Environmental Issues  3
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

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Total Environmental Science Upper Division 29-34 units

Select three 3-unit courses from the following three groups:

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<td>BUS 4022</td>
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<td>BUS 4021</td>
<td>International Environmental Analysis</td>
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<td>PHIL 3110</td>
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<td>RLGN 3170</td>
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<td>Policy</td>
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<td>Human Response to Natural Disaster</td>
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Total Upper Division 38-43 units

TOTAL ENVIRONMENTAL SCIENCE EMPHASIS BA 71-76 UNITS
TOTAL ENVIRONMENTAL SCIENCE EMPHASIS BS 84-89 UNITS

GENERAL BIOLOGY EMPHASIS
(Chemistry minor or Environmental Science minor is recommended)

Bachelor of Arts Lower Division

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Total Bachelor of Arts Lower Division 27 units

Bachelor of Science Lower Division

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Undergraduate Programs (Day) and Courses

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**Total Bachelor of Science Lower Division** 40 units

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Select any seven 3-unit (unless otherwise noted) courses from the following: 19-21

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**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

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<td>BIO 2800</td>
<td>Genetics and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2900</td>
<td>Ecology and Evolution</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>BIO 2990</td>
<td>Biological Research Methodology I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 2000</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1500</td>
<td>Precalculus with Analytic Geometry</td>
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</tr>
<tr>
<td>MATH 2400</td>
<td>Probability and Statistics</td>
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</tr>
<tr>
<td><strong>Total Bachelor of Arts Lower Division</strong></td>
<td>27 units</td>
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</tr>
<tr>
<td>BIO 1000</td>
<td>Organismal Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1100</td>
<td>Cell and Developmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2800</td>
<td>Genetics and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2900</td>
<td>Ecology and Evolution</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2990</td>
<td>Biological Research Methodology I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 2000 and 2100</td>
<td>General Chemistry I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>MATH 1600 and 1700</td>
<td>Calculus with Analytic Geometry</td>
<td>8</td>
</tr>
<tr>
<td>MATH 2400</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 2000</td>
<td>General Physics I</td>
<td>4</td>
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<tr>
<td><strong>Total Bachelor of Science Lower Division</strong></td>
<td>40 units</td>
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<tr>
<td>BIO 3501</td>
<td>Science Seminar</td>
<td>0.5-1</td>
</tr>
<tr>
<td>BIO 3610</td>
<td>Advanced Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 4110</td>
<td>Animal Physiology</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 4210</td>
<td>Plant Physiology</td>
<td></td>
</tr>
<tr>
<td>BIO 4410</td>
<td>Molecular Cell Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 4510</td>
<td>Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 4996</td>
<td>Service Learning (Internship)</td>
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</tr>
<tr>
<td>BIO 4998</td>
<td>Directed Research</td>
<td>5-6</td>
</tr>
<tr>
<td>or BIO 4990, 4991, 4993</td>
<td>Biological Research Methodology II, III, IV</td>
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</tr>
<tr>
<td>CHEM 4100</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
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</table>

Electives – select two 3-unit courses from the following: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3000</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BIO 3150</td>
<td>Invertebrate Biology</td>
</tr>
<tr>
<td>BIO 3200</td>
<td>Advanced Genetics</td>
</tr>
<tr>
<td>BIO 3240</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>BIO 3250</td>
<td>Plant Kingdom</td>
</tr>
<tr>
<td>BIO 3500</td>
<td>Field Biology</td>
</tr>
<tr>
<td>BIO 3700</td>
<td>Comparative Anatomy</td>
</tr>
<tr>
<td>BIO 3750</td>
<td>Immunology</td>
</tr>
<tr>
<td>BIO 3800</td>
<td>Human Neuroanatomy and Physiology</td>
</tr>
<tr>
<td>BIO 4200</td>
<td>Marine Biology</td>
</tr>
<tr>
<td>BIO 4300</td>
<td>Animal Behavior</td>
</tr>
<tr>
<td>BIO 4310</td>
<td>Advanced Ecology</td>
</tr>
<tr>
<td>BIO 4610</td>
<td>Biological Data Analysis</td>
</tr>
<tr>
<td>BIO 4800</td>
<td>Special Topics</td>
</tr>
<tr>
<td>BIO 4810</td>
<td>Histology</td>
</tr>
<tr>
<td>BIO 4820</td>
<td>Bioinformatics</td>
</tr>
<tr>
<td>ENST 3000</td>
<td>Environmental Chemistry</td>
</tr>
<tr>
<td>ENST 4000</td>
<td>Conservation Biology</td>
</tr>
</tbody>
</table>
Undergraduate Programs (Day) and Courses

Total BA or BS Upper Division  
TOTAL MOLECULAR CELL BIOLOGY EMPHASIS BA  
55.5-59 UNITS  
TOTAL MOLECULAR CELL BIOLOGY EMPHASIS BS  
68.5-72 UNITS

Requirements for the Biology Minor

Lower Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1000</td>
<td>Organismal Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1100</td>
<td>Cell and Developmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2800</td>
<td>Genetics and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2900</td>
<td>Ecology and Evolution</td>
<td>4</td>
</tr>
<tr>
<td>Total Lower Division</td>
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<td><strong>16 units</strong></td>
</tr>
</tbody>
</table>

Upper Division

Select three 3-unit (unless otherwise noted) Upper Division courses from the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3000</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BIO 3150</td>
<td>Invertebrate Biology</td>
</tr>
<tr>
<td>BIO 3200</td>
<td>Advanced Genetics</td>
</tr>
<tr>
<td>BIO 3250</td>
<td>Plant Kingdom</td>
</tr>
<tr>
<td>BIO 3500</td>
<td>Field Biology (1-3 units)</td>
</tr>
<tr>
<td>or BIO 3505</td>
<td>International Field Biology (1-3 units)</td>
</tr>
<tr>
<td>BIO 3501</td>
<td>Science Seminar (1 unit)</td>
</tr>
<tr>
<td>BIO 3700</td>
<td>Comparative Anatomy</td>
</tr>
<tr>
<td>BIO 3800</td>
<td>Human Neuroanatomy and Physiology</td>
</tr>
<tr>
<td>BIO 4200</td>
<td>Marine Biology</td>
</tr>
<tr>
<td>BIO 4300</td>
<td>Animal Behavior</td>
</tr>
<tr>
<td>BIO 4310</td>
<td>Advanced Ecology</td>
</tr>
<tr>
<td>BIO 4410</td>
<td>Molecular Cell Biotechnology</td>
</tr>
<tr>
<td>BIO 4610</td>
<td>Biological Data Analysis</td>
</tr>
<tr>
<td>BIO 4800</td>
<td>Special Topics</td>
</tr>
<tr>
<td>BIO 4810</td>
<td>Histology</td>
</tr>
<tr>
<td>BIO 4820</td>
<td>Bioinformatics</td>
</tr>
<tr>
<td>Total Upper Division</td>
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</tbody>
</table>

TOTAL BIOLOGY MINOR  
25 UNITS

Requirements for the Chemistry Minor

Lower Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 2000 &amp; 2100</td>
<td>General Chemistry I &amp; II</td>
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<tr>
<td>Total Lower Division</td>
<td></td>
<td><strong>8 units</strong></td>
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</table>

Upper Division

Core:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3800 &amp; 3900</td>
<td>Organic Chemistry I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>Total Upper Division</td>
<td></td>
<td><strong>15-16 units</strong></td>
</tr>
</tbody>
</table>

Breadth (Select two 3-unit {unless otherwise noted} courses from the following):  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 4100</td>
<td>Biochemistry (4 units)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 4000</td>
<td>Quantitative Analysis (4 units)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 4800</td>
<td>Special Topics (3 units)</td>
<td>3</td>
</tr>
<tr>
<td>ENST 3000</td>
<td>Environmental Chemistry (4 units)</td>
<td>4</td>
</tr>
</tbody>
</table>
### Undergraduate Programs (Day) and Courses

**Recommended:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2000 &amp; 2100</td>
<td>General Physics I &amp; II</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total Recommended** 8 units

**TOTAL CHEMISTRY MINOR** (without recommended courses) 23-24 UNITS

### Requirements for the Environmental Science Minor

**Core Lower Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1000</td>
<td>Organismal Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 1100</td>
<td>Cell and Developmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 2900</td>
<td>Ecology and Evolution</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 2300</td>
<td>Physical Geology</td>
<td>3</td>
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<tr>
<td>or ENST 2000</td>
<td>Environmental Issues</td>
<td></td>
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</table>

**Total Core Lower Division** 15 units

**Core Upper Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>BIO 3500</td>
<td>Field Biology</td>
<td>1-3</td>
</tr>
<tr>
<td>or BIO 3505</td>
<td>International Field Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 3501</td>
<td>Science Seminar</td>
<td>0.5-1</td>
</tr>
<tr>
<td>BIO 3610</td>
<td>Advanced Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Core Upper Division** 5.5-8 units

Electives – select two 3-unit (unless otherwise noted) courses from any of the following groups: 6-7

**Sciences**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>BIO 4610</td>
<td>Biological Data Analysis</td>
</tr>
<tr>
<td>ENST 3000</td>
<td>Environmental Chemistry (4 units)</td>
</tr>
<tr>
<td>ENST 4000</td>
<td>Conservation Biology</td>
</tr>
<tr>
<td>ENST 4800</td>
<td>Special Topics in Environment</td>
</tr>
</tbody>
</table>

**Business**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>BUS 4020</td>
<td>Sustainable Economic Development</td>
</tr>
<tr>
<td>BUS 4021</td>
<td>International Environmental Analysis</td>
</tr>
<tr>
<td>BUS 4022</td>
<td>International Trade and the Environment</td>
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**Humanities**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ARTH 3191</td>
<td>The History of Gardens and Landscape Design</td>
</tr>
<tr>
<td>ENGL 4016</td>
<td>Literature of Nature</td>
</tr>
<tr>
<td>HIST 3711</td>
<td>Environmental History</td>
</tr>
<tr>
<td>PHIL 3110</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>RLGN 3170</td>
<td>The Spirit of the Earth</td>
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**Policy**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>POL 3430</td>
<td>The Politics of Environmental Law</td>
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<tr>
<td>POL 3530</td>
<td>Global Politics of the Environment</td>
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<tr>
<td>PSY 4003</td>
<td>Human Response to Natural Disaster</td>
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<tr>
<td>PSY 4006</td>
<td>Environmental Psychology</td>
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</table>

**Total Upper** 11.5-14

**TOTAL ENVIRONMENTAL SCIENCE MINOR** 26.5-30 UNITS
Undergraduate Programs (Day) and Courses

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, speciation and micro-macro evolution. Prerequisite: BIO 1000 and 1100. 3 lecture hours, 3 lab hours. Spring 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 3240 Epidemiology (3 units)**
This course is an overview of population-based Public Health including epidemiological concepts, descriptive epidemiology, and measurements (statistics) of morbidity and mortality. Three major analytic study designs will be explored, demonstrated, and critiqued in the medical literature. 2 lecture hours, 3 lab hours. Prerequisite: MATH 2400 or consent of the instructor. 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 Semesters.

**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 health care 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.

**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.

**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, Spring 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 3750 Immunology (3 units)**
Topics to be studied include: innate and adaptive immunity, antigen and antibody structure, mechanisms of immunoglobulin gene rearrangements, antibody function, antigen presentation to T-cells, lymphocyte development and acti-
Undergraduate Programs (Day) and Courses

Evolution, B-cell and T-cell mediated immunity, diseases of the immune system, including allergy, autoimmunity, AIDS and cancer immunology. The lab component of the class uses antibodies as a research and diagnostic tool. 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/3 lab hours. Offered as needed.

BIO 3850 Neuroscience (3 units)
This course investigates the nervous system at the molecular, cellular and system level. Topics covered include historical foundations of neuroscience, neurophysiology, neurochemistry, neural development, various sensory and motor systems, the neurological basis of behavior memory and learning, and the consequences of neuronal disease and trauma. 2 lecture hours, 3 lab hours. Spring Semesters.

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 class introduces the cellular basis of physiology and integrates this with the anatomical and physiological systems. A major focus is developing an understanding of the principles of physiological functioning of the nervous, muscular, cardiovascular, respiratory, excretory, and reproductive systems in vertebrates and invertebrates.

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.

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 behavior, 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, tissues 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 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 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 courses and a GPA of 3.0 or better. 2-6 hours. Prerequisite: consent of the instructor.

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.

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.

BIO 4999 Independent Study (1-3 units)
Directed reading or development of a set of special laboratory skills. 2-6 hours.

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 and an introduction to stoichiometry and balancing equations. Additionally, the course will review basic mathematics and provide an introduction to common laboratory practices and use of common laboratory equipment. 2 lecture hours and 3 lab 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, 3 lab hours. Fall, Spring Semesters.
Prerequisites: Students must complete one of the following prerequisites before they are eligible to register into Chemistry 1600.

- High school chemistry within the past two (2) years with a grade of ‘B’ (3.0) or higher.
- SAT II Chemistry score equivalent to a ‘B’ (3.0).
- Chemistry 1500 at Dominican or a general or introductory chemistry course from another college within the past two (2) years with a grade of ‘C’ (2.0) or better.
- CLEP General Chemistry subject examination with a score at or above the 50th percentile.
- Course challenge or placement examination with a score of 75% or higher.

CHEM 2000 General Chemistry I (4 units)
This course is focused on the 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 a passing grade in the chemistry placement test or CHEM 1500. 3 lecture hours, 3 lab hours. Fall, Spring 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. Fall, 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 chemistry focusing on chemical structures, bonding, stereochemistry and chemical reactivity. This course covers the nomenclature and reactivities of simple organic molecules such as alkanes, alkenes, alkyynes, aromatics, and alkyl halides. 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 alcohols, ethers, 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. Spring Semesters.

CHEM 4000 Quantitative Analysis (4 units)
This course focuses on gravimetry, acid-base, redox, complex-formation equilibria, and their applications in volumetric titrations. Techniques including ion exchange and chromatography separation techniques will be discussed along with selected topics in instrumental analysis. Prerequisites: CHEM 2000 and 2100. 3 hours lecture, 3 lab hours. Fall Semesters.

CHEM 4100 Biochemistry (4 units)
Introduction to Biochemistry. Chemistry of carbohydrates, lipids, proteins, nucleic acids, vitamins and hormones, with major emphasis on biochemical processes in human cells. This class also covers enzyme kinetics, energetics of metabolic reactions, and molecular biochemistry. 3 lecture hours, 3 lab hours Prerequisite: CHEM 3800.

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 and delivering laboratory and/or discussion sections. Students may also conduct review sessions and tutor 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 to experience 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)
In this course, students will carry out experimental research project in various fields of chemistry, under the 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.

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. Only for transfer students requiring lab credit. 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. Prerequisites: BIO 2900 or equivalent. 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 Science minor. Prerequisites: BIO 2900 or equivalent. 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 tearing down 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 courses 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.

Business Administration (BA)
Dominican University of California’s Bachelor of Arts in Business Administration degree program uniquely prepares students to be socially responsible leaders of sustainable organizations that make a positive difference in the world. This uniqueness stems from the distinct strengths of both the program design and the faculty who teach in the program. Acknowledging that sustainable organizations result from ethical and socially responsible leadership, ecologically sustainable entrepreneurship or business practices, and a global mindset, the program offers an integrative approach that infuses ethical leadership, sustainability, and globalization throughout the curriculum. Our faculty consists of scholars and practitioners who 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, engage in community service, and participate 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 five, in addition to both the Lower and Upper Division business core requirements. The concentrations choices are:

- Accounting
- Finance
- International Business
- Management
- 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. **Business Knowledge Competency**—Understand and apply significant facts, concepts, theories, and analytical methods in the core business areas of accounting, economics, finance, law, management, marketing, and quantitative analysis.

2. **Critical Thinking Competency**—Conduct research and apply appropriate, interdisciplinary and multidisciplinary analytical and decision-making skills, including statistical and mathematical techniques, to identify, structure, and solve business problems.
3. **Leadership Competency**—Develop and enhance personal and professional development skills including leadership, team building, and collaboration within a diverse business environment.

4. **Ethics and Corporate Social Responsibility**—Integrate ethics, corporate social responsibility, and environmental sustainability in all aspects of decision-making.

5. **Global Business Competency and Diversity**—Incorporate the impact of globalization and diversity on business policy and practices.

6. **Business Communications Competency**—Integrate mainstream information technology in effective oral and written communication.

7. **Entrepreneurial and Innovation Competency**—Explore and pursue creative and innovative ways to solve problems and create value in organizations.

The School of Business and Leadership subscribes to the philosophy that continual assessment of student learning outcomes is required to continuously improve the education we provide to students earning degrees in the School. Student participation in these activities is essential. In order to accomplish our goals, we require that all students enrolled in degree programs offered by the School of Business and Leadership fully and cooperatively participate in the outcome assessment activities of the School.

All transfer course equivalencies are evaluated by a Student Services Administrator or an Academic Advisor and must be approved by the Director of the Undergraduate Business Program. Equivalent transfer courses with a grade of ‘C’ or higher may apply to the business programs. Students completing a Lower Division course at another institution prior to study at Dominican University of California that is equivalent in content and rigor to an Upper Division course may be permitted to take an alternate Upper Division course. Forty-four (44) units of Upper Division business courses are required for the major.

Students may apply two ‘D’ grades earned at Dominican University of California to the Business Administration major. One of the two ‘D’ grades may be in a concentration course. All other work in the concentration must be a ‘C-’ or better, with a minimum GPA of 2.0 in the major and in each concentration.

Business Administration students must engage in an activity that requires the application of theory learned in the classroom to the outside world. Students may satisfy this requirement by satisfactory completion of any of the following: an internship (e.g. BUS 4996), a service-learning course (SL), or a study abroad experience, (e.g. BUS 4200).

A grade of ‘P’ indicates work completed with a ‘C’ or better. A grade of ‘NP’ is work completed with a ‘C-’ or lower.

**Requirements for Business Administration Major – Bachelor of Arts**

**Lower Division**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1000</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1001</td>
<td>Microeconomics</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 1009</td>
<td>Exploring the World of Business: Introduction to Business</td>
<td>.5</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 2009</td>
<td>Exploring the World of Business: Discovering Your Business Career</td>
<td>.5</td>
</tr>
<tr>
<td>BUS 2030/3001</td>
<td>Business Communications &amp; Critical Thinking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Lower** 19 units

Lower Division courses with an Upper Division option are for transfer students only.
**Upper Division Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 3009</td>
<td>Exploring the World of Business: Launching Your Business Career</td>
<td>.5</td>
</tr>
<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 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 3019</td>
<td>Globalization: Implications for Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 3021</td>
<td>Information Technology and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4009</td>
<td>Exploring the World of Business: Becoming a Globally Responsive Business Professional</td>
<td>.5</td>
</tr>
<tr>
<td>BUS 4980</td>
<td>Business Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Upper Core** 22 units

**TOTAL BUSINESS ADMINISTRATION BA MAJOR CORE** 41 UNITS

Transfer students will enroll in the level appropriate “Exploring the World of Business” class. Earlier courses in the series are waived for transfer students. For example, Junior transfer students will take BUS 3009 and 4009. BUS 1009 and 2009 are waived.

**Accounting Concentration**

The BA in Business Administration with a concentration in Accounting prepares students to sit for professional certification exams. This course of study qualifies students to take examinations for Certified Management Accountant (CMA); Certified Internal Auditor (CIA); and with one additional Accounting elective, Certified Public Accountant (CPA). Each professional certification requires work experience in addition to the education and examination requirements.

**CPA (Certified Public Accountant)**

To qualify for the CPA Exam, the State of California requires a baccalaureate degree from a four-year accredited university or college, 24 semester units in accounting subjects, and another 24 units in business-related subjects (for which extra units in accounting may count). Students earning a BA in Business Administration with a concentration in Accounting plus one elective Accounting course qualify to sit for the CPA exam.

For non-accounting undergraduate majors, the following courses are recommended to prepare for the CPA exam and meet the minimum 24 accounting units and 24 additional business-related units. To meet the Accounting unit requirement take BUS 2000, 2001, 4030, 4031, 4032, 4034, and two accounting electives. The business related unit requirement is met by satisfying the core requirements for the BA in Business Administration.

For more information about the CPA exam see www.cpa-exam.org. For additional information about the CPA exam and applying for a license in California, see the California Board of Accountancy Web site at www.dca.ca.gov/cba.

**CMA and CIA**

The BA in Business Administration with a concentration in Accounting qualifies the student to sit for the CMA and CIA examinations. Information about the examinations, required professional experience, and other license requirements may be found at the following Web sites:

CMA, Institute of Management Accountants, www.imanet.org


Accounting focuses on developing the ability to analyze and solve budgetary and financial problems. Accounting coursework covers: the collection, recording, summarizing and interpretation of financial data; the uses of accounting data by management; the uses of accounting procedures in all phases of financial matters; and the uses of computers and other electronic means of handling accounting data. Although strong quantitative skills and attention to detail are important qualities for accountants, students need to acquire other skills as well.
The accounting concentration prepares students for a wide variety of professional opportunities, including positions in public and corporate accounting for businesses and not-for-profit organizations. Many students also find the accounting concentration to be useful preparation for careers in consulting, investment banking, general management, and securities analysis.

Students can properly prepare for professional certifications (such as Certified Public Accountant and Certified Management Accountant) by taking additional special topics courses in accounting beyond those required for the degree.

**Requirements for Accounting Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4030</td>
<td>Intermediate Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4031</td>
<td>Intermediate Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4032</td>
<td>Taxation, A Business Perspective (SL)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Six additional units from the following</td>
<td>6</td>
</tr>
<tr>
<td>BUS 4029</td>
<td>Financial Statement Analysis</td>
<td></td>
</tr>
<tr>
<td>BUS 4034</td>
<td>Auditing</td>
<td></td>
</tr>
<tr>
<td>BUS 4041</td>
<td>International Accounting and Global Social Reporting</td>
<td></td>
</tr>
<tr>
<td>BUS 4042</td>
<td>Cost Accounting</td>
<td></td>
</tr>
<tr>
<td>BUS 4921</td>
<td>Special Topics in Accounting</td>
<td></td>
</tr>
<tr>
<td>BUS 4996/4912/4914</td>
<td>Internship/Senior Project/Thesis</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ACCOUNTING CONCENTRATION** 15 UNITS

**TOTAL BUSINESS ADMINISTRATION BA MAJOR** 56 UNITS

WITH ACCOUNTING CONCENTRATION

Reminder: 124 units required to graduate. 48 of the 124 must be “Upper Division” (3000-4000).

**Finance Concentration**

Finance involves the study of business finance, investments, and financial institutions. The finance concentration develops the skills necessary to work at a high level of expertise in all areas of finance, in both the private as well as public sectors: asset management; commercial and investment banking in an international context; the financial management (“treasury function”) of commercial and industrial enterprises as well as of financial institutions; the financial aspects of venture capital as well as of mergers and acquisition; and in most aspects of management consulting in both the domestic as well as the international sectors.

The finance concentration prepares students for such positions as financial analyst, commercial lender, portfolio manager, and trust officer. The concentration in finance also equips students well for careers in law and government, and not simply in the private sector. Finance students can also prepare for Certified Financial Planner (CFP®) certification by taking additional courses in business administration beyond those required for the finance concentration.

**Certified Financial Planner®**

To qualify for the Certified Financial Planner® Certification Examination, the CFP® Board of Standards requires that a person have a baccalaureate degree from a four-year accredited university or college, 15 semester units in financial planning subjects, and another 12 units in related business courses (i.e., accounting, economics, and finance). The following courses are recommended to prepare for the CFP® exam and meet the minimum 15 units in financial planning courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4028</td>
<td>Investment Principles</td>
</tr>
<tr>
<td>BUS 4032</td>
<td>Taxation: A Business Perspective (SL)</td>
</tr>
<tr>
<td>BUS 4051</td>
<td>Retirement and Estate Planning</td>
</tr>
<tr>
<td>BUS 4052</td>
<td>Insurance Planning and Risk Management</td>
</tr>
<tr>
<td>BUS 4054/2054</td>
<td>General Principles of Financial Planning</td>
</tr>
</tbody>
</table>

For details concerning the CFP® exam, you may contact the CFP® Board of Standards at (800) 487-1497 or visit the Board’s Web site at www.cfp.net.
Undergraduate Programs (Day) and Courses

Requirements for Finance Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4027</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4028</td>
<td>Investment Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4053</td>
<td>Advanced Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4055</td>
<td>Financial Markets and Institutions</td>
<td>3</td>
</tr>
</tbody>
</table>

Three additional units from the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4029</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4030</td>
<td>Intermediate Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4051</td>
<td>Retirement and Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4052</td>
<td>Insurance Planning and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4054/2054</td>
<td>General Principles of Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4922</td>
<td>Special Topics: Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4996/4912/4914</td>
<td>Internship/Senior Project/Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL FINANCE CONCENTRATION 15 UNITS
TOTAL BUSINESS ADMINISTRATION BA MAJOR 57 UNITS
WITH FINANCE CONCENTRATION

Reminder: 124 units required to graduate. 48 of the 124 must be “Upper Division” (3000-4000).

International Business Concentration

International Business is any business activity that occurs between people or organizations from different nations. The international business concentration provides excellent grounding in international business and prepares students for the global challenges facing business leaders. 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.

International Business courses provide you with the unique perspective of how to conduct business on a global scale. The core courses are designed to prepare you for future professional management roles in many different cultures in a broad variety of business positions in companies at home and overseas. International business graduates have also been successful in the non-profit and governmental sectors. You will develop an understanding of the impact of globalization on international business, the cultural dimensions in marketing, the role of interdependency on international finance and trade through policy analysis and case studies. Developing your cross-cultural communication and leadership skills and being proficient in a second language are also very important for success in this field.

International Business students can take advantage of the University’s global positioning in the San Francisco Bay Area, a border of the dynamic Asia-Pacific region, Students will have the opportunity to intern in and work with world-class businesses on corporate projects in the United States and abroad. The School of Business and Leadership currently has study-abroad and student-exchange agreements with universities in Europe and Asia, and is developing more such educational partnerships.

Requirements for International Business Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 3015</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4027</td>
<td>International Corporate Finance</td>
<td>3</td>
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<tr>
<td>BUS 4077</td>
<td>International Management &amp; Global Cultures</td>
<td>3</td>
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Three units of Immersion Experience: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BUS 4060</td>
<td>Global Virtual Teams</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4200</td>
<td>Executive Study Abroad (or other approved semester-abroad or study-abroad courses)</td>
<td>3</td>
</tr>
</tbody>
</table>
Undergraduate Programs (Day) and Courses

BUS 4996/4912/4914 Internship/Senior Project/Thesis

Three units of International Elective:
- BUS 3201 International Marketing
- BUS 4000 Human Resource Management
- BUS 4041 International Accounting and Global Social Reporting
- BUS 4923 Special Topics in International Business

Six units of Area Study:
- BUS 4061 International Business Global Studies Module A
- BUS 4062 International Business Global Studies Module B

Second Language Proficiency: 12
Twelve units of college level study in one international language or equivalent (such as four years of high school study in a second language).
International students whose native language is not English, they should demonstrate written and oral proficiency in English as a second language.

TOTAL INTERNATIONAL BUSINESS CONCENTRATION 21-33 UNITS
TOTAL BUSINESS ADMINISTRATION BA MAJOR WITH INTERNATIONAL BUSINESS CONCENTRATION 67-69 UNITS

Reminder: 124 units required to graduate. 48 of the 124 must be “Upper Division” (3000-4000).

Management Concentration

Management focuses on organizations—their design, function, and management; behavior in organizations, and how they are changed. The areas of study in management include entrepreneurship, human resource management, and communication. Integrating themes include leadership, managing change and diversity, ethical behavior, teamwork, and the coordination and alignment of functional areas.

The management concentration at the Dominican University of California uniquely prepares students for careers as independent entrepreneurs, family-business entrepreneurs, or corporate “intrapreneurs”. Management students can also prepare for Certified Associate Business Manager certification issued by the Association of Professionals in Business Management by taking additional courses in business administration beyond those required for the management concentration.

Requirements for Management Concentration

- BUS 4000 Human Resources Management 3
- BUS 4072 Strategy and Entrepreneurship 3
- BUS 4075 Leadership: Theory and Application 3
-Six units from the following: 6
  - BUS 4073 Non-Profit Business Management
  - BUS 4077 International Management & Global Cultures
  - BUS 4923 Special Topics: International Business
  - BUS 4924 Special Topics: Management
  - BUS 4996/4912/4914 Internship/Senior Project/Thesis

TOTAL MANAGEMENT CONCENTRATION 15 UNITS
TOTAL BUSINESS ADMINISTRATION BA MAJOR WITH MANAGEMENT CONCENTRATION 56 UNITS

Reminder: 124 units required to graduate. 48 of the 124 must be “Upper Division” (3000-4000).

Marketing Concentration

Marketing is the function in organizations that is responsible for developing, pricing, distributing, and promoting products, services, and ideas. Students pursuing a marketing concentration acquire a solid grounding in applying the basic disciplines
Undergraduate Programs (Day) and Courses

(e.g., psychology, economics, statistics) essential for understanding consumer and organizational buying patterns and for developing successful marketing strategies. Marketing students also acquire practical experience in the application of these concepts and methods through hands-on computer-based projects, team activities and case analysis, and marketing simulation games.

The marketing concentration prepares students for positions such as sales specialist, research analyst, purchasing agent, retail manager, and corporate marketing management. Many graduates have gone on to careers in brand management, advertising sales, marketing research, consulting, and entrepreneurial ventures.

Requirements for Marketing Concentration

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BUS 3200</td>
<td>Marketing Management (Senior Year)</td>
<td>3</td>
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<tr>
<td>BUS 4010</td>
<td>Research Methods in Marketing</td>
<td>3</td>
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<tr>
<td>BUS 4200</td>
<td>Consumer Behavior</td>
<td>3</td>
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<tr>
<td>Six additional units from the following:</td>
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<tr>
<td>BUS 3201</td>
<td>International Marketing</td>
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<tr>
<td>BUS 4015</td>
<td>Internet Marketing</td>
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<tr>
<td>BUS 4019</td>
<td>Green and Social Marketing</td>
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<tr>
<td>BUS 4926</td>
<td>Special Topics: Marketing</td>
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<tr>
<td>BUS 4996/4912/4914</td>
<td>Internship/Senior Project/Thesis</td>
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TOTAL MANAGEMENT CONCENTRATION 15 UNITS
TOTAL BUSINESS ADMINISTRATION BA MAJOR 56 UNITS
WITH MARKETING CONCENTRATION

Reminder: 124 units required to graduate. 48 of the 124 must be “Upper Division” (3000-4000).

Business Administration Minor

The Business Administration Minor is available to all undergraduate students with a major in the School of Arts and Sciences. This provides the opportunity for non-business majors to gain understanding of the basic concepts and tools of business. The minor in business administration requires a total of 18 units. Two Lower Division classes—Macroeconomics and Financial Accounting—are required in addition to 12 units selected from Business Administration core 3011-3021. With approval of the Director of the Undergraduate Business Program, courses may also be selected from the five concentrations.

Requirements for the Business Administration Minor

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BUS 1000</td>
<td>Macroeconomics</td>
<td>3</td>
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<tr>
<td>BUS 2000</td>
<td>Financial Accounting</td>
<td>3</td>
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<tr>
<td>Total Lower</td>
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<td>6 units</td>
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Upper Division

Select 4 of the 3-unit courses from the Upper Division Core (BUS 3011-3019) 12

Total Upper 12 units

TOTAL BUSINESS ADMINISTRATION MINOR 18 UNITS

Sports Management Minor

See the Sports Management Minor section in this Catalog for program information.
Business BA-to-MBA Program (MBA 4+1)

See the Pathways Degree Programs for Adult Learners section in this Catalog for information on the Bachelor of Arts in Management.

Business BA-to-MBA Program (MBA 4+1)
The School of Business and Leadership has a unique and exciting BA-to-MBA Program. This program allows academically gifted 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 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.

Admission to the BA-to-MBA Program will be very competitive, with no more than five students admitted to the program each year. 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 through internship or employment, a cumulative grade-point average of 3.5 or better in all undergraduate coursework, and completion of the MBA prerequisite courses with a grade of ‘B’ (3.0) or better. A committee of the School of Business and Leadership 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 do not have prior business experience are required to be immersed in a corporate or organizational setting for 450 hours (3 months), normally during the summer preceding their enrollment in the core courses of the MBA Program. This immersion experience should enable them to apply management theories to projects in different functional areas of an organization (i.e., actual business plans/feasibility studies, including the preparation of actual industry studies, marketing plans, and human resource management plans).

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

BUS 1000 Macroeconomics (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. (CAN ECON 2)

BUS 1001 Microeconomics (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. (CAN ECON 4)

BUS 1002/3004 Research Methods and 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 1009 Exploring the World of Business: Introduction to Business (.5 unit)**

This course develops an understanding of contemporary business issues, including introduction to major business functions. Overview of the School of Business and Leadership and its core values and educational programs, including professional preparation and employment opportunities. Strongly recommended for all students interested in careers in business and leadership.

**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 1903 Professional Development Seminar-Team Development and Leadership (1 unit)**

Teamwork is a shared responsibility of all of team members. This course will explore theories of team development, team leadership that builds trust and respect and motivates effective teamwork. The importance of clear team member roles and mutual accountability will be examined and applied. Students will analyze their work-style preferences and the skills they bring to contribute to teams seeking to achieve common goals.

**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 emphasizes how information moves through an accounting system. The class presents detailed accounting for cash flows, merchandising activities, financial assets, inventories, depreciation, liabilities and retained earnings. Critical thinking skills are honed through the applications of accounting principles and consideration of ethical issues. Group work, written case analysis, quizzes, examinations, homework, research and a presentation are required. Recommended prerequisites: ENGL 1004, MATH 1400, BUS 1000 and BUS 1001.

**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 covered includes cost of goods manufactured, cost-volume-profit, product costing, incremental analysis, and responsibility accounting concepts applied in a decision-making context. Group work, research, written case analysis, study of ethical issues, reading outside articles and financial statements, examinations, and a presentation are required. Prerequisite: BUS 2000.

**BUS 2009 Exploring the World of Business: Discovering Your Business Career (.5 unit)**

This course develops a detailed understanding of the undergraduate business concentrations at the School of Business and Leadership. It enables students to explore their values, skills, personality, and interests in relation to the undergraduate business concentrations, as well as explore occupational paths. The course also provides learning experiences that integrate and infuse ethical leadership, globalization and sustainable enterprise into their sophomore business coursework (i.e., financial and managerial accounting, business communications and critical thinking for sophomores, and research methods and business statistics). Strongly recommended for all students interested in careers in business and leadership.

**BUS 2030/3001 Business Communications and Critical Thinking (3 units)**

This course helps students to develop sound business writing and presentation skills while honing critical thinking/analytic skills. Focusing on written communication, this course helps the student to develop sound business writing skills. Concepts emphasized include: planning strategies before writing, composing efficiently, revising effectively and quickly, providing constructive coaching to another writer, producing successful documents with enhanced image and effect, improving managerial review skills, recognizing nuances of written communication, and the effective use of “headlines”. Focusing on business presentations, this course helps students to hone their presentations skills. Concepts emphasized include: planning a presentation strategy, designing the appropriate use of media, identifying audience need and characteristics, packaging the appro-
appropriate message for the audience, and using the body and voice effectively so as to develop a “stage” presence.

**BUS 3009 Exploring the World of Business: Launching Your Business Career (.5 unit)**

This course prepares business Juniors to prepare for the transition from college to career after graduation and learn effective job search strategies, how to negotiate job offers, and how to get meaningful experience before graduation. Students will be expected to participate in mock interviews, career advising sessions, and job shadows with a professional in their chosen field. The course also provides learning experiences that integrate and infuse ethical leadership, globalization and sustainable enterprise into their Junior business coursework (i.e., finance, marketing, and sustainable development).

**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 ethical operation of organizations. The role of socio-cultural differences and how they affect organizations are reviewed.

**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.

**BUS 3013 Corporate Finance (3 units)**

This course introduces financial and management in terms of its most important functions—raising capital at a minimum cost and risk, allocating those funds between competing short and long-term uses and managing working capital. Some of the topics include financial statement analysis, time value of money, valuation of bonds and stocks, capital budgeting, cost of capital, risk and return, cost of capital and asset pricing models, dividend policy and the capital asset pricing model (CAPM) are also included.

**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. A project involving an outside organization is typically required. Prerequisite: BUS 3019.

**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?

**BUS 3017 Legal and Ethical Environment of Business (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.

**BUS 3019 Globalization: Implications for Business (3 units)**

This course is designed to introduce students to the major trends in global economy that impact business performance. The course will examine the issue of poverty in the world and then move to other related issues such as culture, population, migration, food, resources, economic growth, environmental issues, and the role of multinational corporations.

**BUS 3021 Information Technology and Operations Management (3 units)**

Examine management concepts in the use of information system functions in organizations. Study the improvement of management with computers. Analyze the importance of distribution to gain a competitive advantage in the marketplace using logistics and supply chain management.

**BUS 3051 Leadership in Individuals, Organizations and Society (3 units)**

This course introduces the study of leadership theories from the perspectives of individuals, organizations and
society, to advance the common good in the context of socially responsible leadership. The course includes a 360-degree review of one’s leadership behaviors and completion of a leadership skills development plan. In the context of global cultural diversity, issues include an understanding and applying of key leadership skills, teams and coaching, building constructive coalitions, facilitative leadership, followership, decision-making, leading and planning for social and organizational transformation, conflict resolution and negotiation, corporate social responsibility and leadership ethics. Students will apply team and leadership skills by participating in a community field-work experience.

BUS 3200 Marketing Management (3 units)
This course is designed to introduce students to the basic marketing concepts and functions in modern firms. In particular, the course focuses on the marketing functions and strategies which firms may undertake to meet the needs of their stakeholders. We first discuss the role of marketing and business environment in which firms face their primary challenges and opportunities. The next concentration is the strategic considerations, including segmentation, targeting, and positioning. A substantial amount of efforts are then devoted to specific marketing mix decisions to help execute a marketing strategy effectively. Case study will be used in order to bridge the gap between theory and praxis, emphasizing the application of concepts students have been introduced to in earlier marketing courses.

BUS 3201 International Marketing (3 units)
Principles and applications of marketing in the international environment. Focus on cross-cultural consumer attitudes and global versus locally customized marketing efforts. Development of product, promotion, pricing, and distribution for multinational firms.

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?”

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)
The rapidly changing, global business environment is highly competitive. Innovation and creative business solutions are necessary for the survival of most organizations, leading to the need for businesses to change. Managers are often responsible for planning and implementing change, and thus need to understand how individuals vary in their
reaction to change, as well as leadership behaviors that help motivate, inspire and support the implementation of effective organizational change.

BUS 3903 Professional Development Seminar–Peer Coaching (1 unit)
It is essential for leaders and self-managing team leaders to have the ability to give and receive feedback among one’s team members/peers in order to keep team member relationships healthy and productive to effectively achieve team goals. Students will understand, analyze and practice the basic steps in giving and receiving performance-related feedback with peers.

BUS 3917 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 3918 Budgeting and Planning (1 unit)
This course will examine the systems for developing project management budgets for the non-business major. Topics will include cash flow, budgeted income statements and developing a production budget.

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 legal issues in personnel management, using the Internet for recruiting, creating knowledge management, ethical management of human resources, and performance support systems. Prerequisite: BUS 3011.

BUS 4009 Exploring the World of Business: Becoming a Globally Responsive Business Professional (.5 unit)
This course prepares business Seniors to prepare for the transition from college to career after graduation and reinforces the vision of Dominican business graduates as socially responsible leaders of sustainable organizations that make a positive difference in the world. Students will learn about community service opportunities and professional certifications, and will be expected to prepare a five-year career plan.

The course also provides learning experiences that integrate and infuse ethical leadership, globalization and sustainable enterprise into their Senior business coursework (i.e., organizational behavior, business law and ethics, international business, and business policy and strategy).

BUS 4010 Research Methods In Marketing (3 units)
The broad objective of this course is to provide a fundamental understanding of marketing research methods as employed both academically and by well managed firms. The course focuses on integrating problem formulation, research design, questionnaire construction, sampling, data collection and data analysis to yield the most valuable information. Philosophy of science will be introduced in order to provide an understanding of the broader implications research approaches implicitly contain. Students will be exposed to a broad number of both quantitative and qualitative methodologies. Prerequisite: BUS 3012.

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. Prerequisite: BUS 3012.

BUS 4019 Green and 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. Prerequisite: BUS 3012.

BUS 4027 International Corporate Finance (3 units)
This course examines the policies of international economic relations, including the trade policy, multinational corporations and international monetary and financial relations. It will bring the theory and practices of corporate finance into the international arena. Multinational corporations confront the familiar problems of financing and investment in unique new forms as their firms seek to expand across the national borders. Topics include foreign exchange management, long-run investment decisions, international financial markets and political risk assessment. Prerequisite: BUS 3013.
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. Prerequisite: BUS 3013.

BUS 4029 Financial Statement Analysis (3 units)
Students will identify the critical data needed to make effective business decisions. They 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. Prerequisite: BUS 3013.

BUS 4030 Intermediate Financial Accounting I (3 units)
This course presents an in-depth study of financial accounting principles and financial statement preparation. Ratio analysis focusing on liquidity, solvency, management performance, risk, and asset management. Application of time value of money concepts to business situations including bond valuation and leases. Analysis of the asset accounts: current assets, investments, property, plant, and equipment, and intangibles in a decision-making context. Prerequisites: BUS 2000, MATH 1400 or 1450.

BUS 4031 Intermediate Financial Accounting II (3 units)
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. Prerequisites: BUS 4030.

BUS 4032 Taxation, A Business Perspective (SL) (3 units)
Students will determine Federal individual and corporate tax liabilities and conduct tax research. The tax implications 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 4034 Auditing (3 units)
Concepts and problems in the substantiation of financial and related information, including ethical, legal and other professional issues, evolution of auditing trends, and current issues. Application of auditing standards, methods and procedures of auditing; sampling methods, control systems, control design, and control evaluation. Prerequisite: BUS 4030.

BUS 4041 International Accounting and Global Social Reporting (3 units)
Covers accounting concepts, principles, and methods for multinational corporations. Topics include foreign currency translation; segmental reporting, convergence of international accounting and auditing standards, adjustments of accounting data using price indexes, and the managerial aspects of multinational transactions. Comparison of international corporate social responsibility reporting requirements, including ethical and environmental considerations, and cultural influences. Prerequisite: BUS 2001, ENGL 1004.

BUS 4042 Cost Accounting (3 units)
The study of planning and budgeting, performance measures, and cost measurement. Topics include strategic and operational planning, budgeting and budget variance analysis, forecasting and projection techniques. Organizational performance measures including financial and non-financial scorecards including benchmarking. Manufacturing and service industry cost accounting; job order, activity based, process costing and standard costing. Prerequisite: BUS 2001.

BUS 4051 Retirement and Estate Planning (3 units)
Retirement planning topics include retirement needs analysis; Social Security (OASDI); types of retirement plans; qualified plans and options; other tax-advantaged retirement plans; regulatory considerations; key factors affecting plan selection for businesses; investment considerations for retirement plans; and distribution rules, alternatives, and taxation. Estate planning topics include characteristics and consequences of property titling; methods of property transfer at death; estate planning documents; gifting strategies; gift tax compliance and tax calculation; incapacity planning; estate tax compliance and tax calculation; sources for estate liquidity; powers of appointment; types, features, and taxation of trusts; qualified interest trusts; charitable transfers; use of life insurance in estate planning; valuation issues; marital deduction; deferral and minimization of estate taxes; intra-family and other business transfer techniques; generation-skipping transfer tax (GSTT); fidu-
Undergraduate Programs (Day) and Courses

BUS 4052 Insurance Planning and Risk Management (3 units)
Principles of risk and insurance; analysis and evaluation of risk exposures; property, casualty and liability insurance; health insurance and health care cost management (individual); disability income insurance (individual); long-term care insurance (individual); life insurance (individual); income taxation of life insurance; business uses of insurance; insurance needs analysis; insurance policy and company selection; and annuities. Employee benefits planning topics include group life insurance, group disability insurance, group medical insurance, other employee benefits, employee stock options, stock plans, and non-qualified deferred compensation. Prerequisite: BUS 3013.

BUS 4053 Advanced Corporate Finance (3 units)
This course presents an intermediate level treatment of corporate finance that builds on the conceptual and technical foundations of BUS 3013. Topics include risk and return models, cost of capital calculations, real options in capital budgeting, capital structures, leasing, option valuation and analysis, financial risk management, mergers and acquisitions, and multinational finance. Prerequisite: BUS 3013.

BUS 4054/2054 General Principles of Financial Planning (3 units)
This course introduces the student to the general principles of personal financial planning. Students will learn how to develop, implement, and monitor comprehensive personal financial plans. Topics include financial planning process; cash flow management; financing strategies; function, purpose, and regulation of financial institutions; education planning; and financial planning for special circumstances.

BUS 4055 Financial Markets and Institutions (3 units)
This course examines the transfer of funds in the economic system through financial intermediaries. Topics include the flow of funds, capital markets, debt, liquidity, nature of money in the US economy, the innovations and inter-relationships of institutions within the changing financial services industry, government regulations, and agencies, and the impact of public policy on economic transfers. Prerequisite: BUS 3013.

BUS 4056 Consumer Behavior (3 units)
Formulation of appropriate and effective marketing strategies must begin with a clean and accurate understanding of consumers. This includes an understanding of consumer needs and wants, the process by which they are satisfied, and the environment in which the behavior occurs. The objectives of the course are as follows: (1) to introduce the student to concepts developed in psychology, economics, anthropology and sociology and their relationship to consumer behavior, (2) to involve the student directly in the study and analysis of consumer behavior, and (3) to develop in students the ability to translate what can be learned into marketing action implications. Prerequisite: BUS 3012.

BUS 4060 Global Virtual Teams (3 units)
Virtual working is the norm of the 21st century. This course emphasizes the challenges of managing individuals, groups and organizations in a virtual environment. A virtual work environment means that work is performed by interdependent people performing at different times or places, within or across organizations. The need to respond to client demands and market changes is critical and this course will introduce you to the real-world working skills to deliver results across multi-site and multinational environments. This course will emphasize management of the workflow of virtual teams via e-communications. A project involving an outside international educational institution is typically required. Prerequisite: BUS 3019.

BUS 4061 International Business Global Studies: Module A (3 units)
These courses are designed to provide international business in a global studies module. The course provides a forum for the study of global business management through analyzing the complexities, exploiting the opportunities, and overcoming the impediments of conducting in a number of specified global environments. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Topics include the analysis of the global trading system, world financial markets, foreign exchange mechanisms, and international economic integration and their impact on health, labor, human rights and the environment. The course also addresses ways in which transnational organizations can develop strategies to achieve environmentally-sensitive economic development paradigms that support human rights. Each semester the course analyzes factors affecting the conduct of contemporary business transactions in several regions. Prerequisite: BUS 3019.

Module A will focus on Northeast Asia, South Asia, Southeast Asia, Russia and the European Union.
BUS 4062 International Business Global Studies: Module B (3 units)
Module B will focus on MENA (Middle East North Africa), Sub-Saharan Africa, NAFTA, and Latin America.

BUS 4070 Community Leadership (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 affect significant improvements to contemporary social problems in our own communities and around the world? Models of community leadership will be explored and practiced.

BUS 4072 Strategy and Entrepreneurship (3 units)
Students will explore the two paths of strategy. First, through case studies, students will view strategy from the corporate point of view. They will investigate industry environments and market conditions utilizing traditional application tools such as Porter’s Five Forces and SWOT analysis. Then, students will investigate how strategy can apply to small businesses and organizations through the development of a business plan. Prerequisites for this course include finance, accounting, marketing and organizational behavior. Prerequisite: BUS 3011.

BUS 4073 Non-Profit Business Management (3 units)
This course will examine the structure of non-profit organizations. Study the challenges encountered gathering information from government and community organizations to determine needs. Also covers the size and composition of the board of directors, grant writing, volunteer recruitment and management, fund raising, and strategic planning and execution.

BUS 4075 Leadership: Theory and Application (3 units)
This interactive course examines and analyzes key leadership theories, the role of leaders in business organizations, leadership styles, ethical responsibilities of leadership, strategies for team development and leading, vision and planning for organizational change leading to innovative business solutions, as well as conflict resolution and facilitating effective group decision-making. Impact of emotional competence in leadership and teamwork situations will be explored and experienced. The course will include team and leadership practice, offering students the opportunity to apply team and leadership skills in the context of managing a project. Prerequisite: BUS 3011.

BUS 4077 International Management and Global Cultures (3 units)
With increasing globalization, managers and business leaders need to communicate and negotiate across cultures and it is imperative for individuals and institutions to have a better understanding of different cultures. This course will examine cultural patterns, approaches to improve inter-cultural business communication skills, and the impact of culture on management and business in different regions of the world. Prerequisite: BUS 3019.

BUS 4200 Executive Study Abroad (ESA) (3 units)
Designed as a unique opportunity for high achieving undergraduates, Executive Study Abroad (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). Students are expected to complete in depth, assigned readings prior to the trip abroad, then attend approximately 40 hours of business and organizational visits/lectures within the host country. Upon their return, participants select an approved topic, then write an extensive research paper. Sample trip combinations already completed: Zurich, Lausanne and Geneva, Switzerland; Santiago, Chile, and Buenos Aires, Argentina; London, England, and Dublin, Ireland; Sydney, Australia, and Auckland, New Zealand; Rome and Florence, Italy; Lisbon, Portugal; Barcelona, Spain; and Tokyo, Nagoya and Kyoto, Japan.

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. Prerequisite: Senior standing.

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 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; approximately 5,000 words in length. Prerequisite: Senior standing.

**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 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 4980 Business Policy and Strategy (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 minimum grade of ‘C’ is required to pass. Prerequisite: Senior standing.

**BUS 4988 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. Spring, Fall Semesters, Summer Sessions.

**BUS 4989 Leadership Internship (1-3 units)**  
The ability to work off campus will provide students with the opportunity to develop an awareness of leadership topics and skills in a setting outside the classroom. Students will meet the academic requirements determined by the faculty sponsor.

**BUS 4994 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.
Undergraduate Programs (Day) and Courses

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 the end of Art Course Descriptions.

A student may complete up to six units of internship for the degree. A maximum of three units of internship may count toward any single concentration. Internships may also be taken for elective credit. Business students present the results of their internships at the Internship Presentation Event held near the end of each semester.

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 on a limited basis by request, and subject to the approval of the Director of the Undergraduate Business Program and the Dean. Offered as needed.

Chemistry (Minor)
See the Biological Sciences section of this Catalog for information on the Chemistry Minor.

Communications and Media Studies (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
- ART 1501 Introduction to Photography 3
- COMM 1421 Beginning Journalism 3
- COMM 1500 The Mass Media in Communication 3

Total Lower Division 9 units

Upper Division
- COMM 3422 Advanced Journalism 1 2
- COMM 3426 Advanced Journalism Lab 1 2
- COMM 3522 Research Methods in Mass Communications 3
- COMM 3530 Multi-Media Reporting 3
- COMM 3531 Photojournalism 3
- COMM 3534 Legal and Ethical Issues in Journalism 3
- COMM 3537 Layout and Graphic Design for Print Publications 3
- COMM 3603 Successful Communication: How to Say What You Mean and Get What You Want 3
- COMM 3605 Successful Intercultural Communication for Business and Life: Kiss, Bow or Shake Hands 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 34 units

TOTAL CORE 43 UNITS

Requirements for the Organizational and Corporate Communications Concentration

Core Courses listed above*: 43
COMM Upper Division Electives 9
- COMM 3601 Introduction to Public Relations and Marketing: Promotions, Projects and Events 3
- COMM 3604 Business and Professional Communication 3
- COMM 3606 Public Relations and Marketing II: From Practice to Professional: Developing Skills for Success 3
### Undergraduate Programs (Day) and Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>COMM 3607</td>
<td>Interpersonal Communications</td>
<td>3</td>
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<tr>
<td><strong>TOTAL MAJOR</strong></td>
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</table>

*NOTE: Advanced Journalism (and Lab) and Multi-Media Reporting are not core prerequisites for the Cinema or Communications Concentrations.

### Requirements for Print Media Concentration

Core Courses listed above: 43 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>COMM 3423</td>
<td>Advanced Journalism 2</td>
<td>2</td>
</tr>
<tr>
<td>COMM 3424</td>
<td>Advanced Journalism 3</td>
<td>2</td>
</tr>
<tr>
<td>COMM 3427</td>
<td>Advanced Journalism Lab 2</td>
<td>2</td>
</tr>
<tr>
<td>COMM 3428</td>
<td>Advanced Journalism Lab 3</td>
<td>2</td>
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<tr>
<td>COMM 3601</td>
<td>Introduction to Public Relations and Marketing: Promotions, Projects and Events</td>
<td>3</td>
</tr>
<tr>
<td>COMM 3425, 3429, and/or courses from the 3600s</td>
<td>7</td>
<td></td>
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<tr>
<td><strong>TOTAL MAJOR</strong></td>
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<td><strong>61 UNITS</strong></td>
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### Requirements for Broadcast Media Concentration

Core Courses listed above: 43 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COMM 3501</td>
<td>Broadcast Journalism: Working in Radio 1</td>
<td>3</td>
</tr>
<tr>
<td>COMM 3502</td>
<td>Broadcast Journalism: Working in Radio 2</td>
<td>3</td>
</tr>
<tr>
<td>COMM 3503</td>
<td>Broadcast Journalism: Working in TV News 1</td>
<td>3</td>
</tr>
<tr>
<td>COMM 3504</td>
<td>Broadcast Journalism: Working in TV News 2</td>
<td>3</td>
</tr>
<tr>
<td>COMM 3505</td>
<td>Broadcast Journalism: Working in Radio 3</td>
<td>3</td>
</tr>
<tr>
<td>COMM 3507</td>
<td>TV News and Reporting Production 1</td>
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<tr>
<td>COMM 3508</td>
<td>TV News and Reporting Production 2</td>
<td>3</td>
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<td><strong>TOTAL MAJOR</strong></td>
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### Requirements for Cinema Concentration

Core Courses listed above*: 43 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>COMM 1601</td>
<td>Seminar in Cinema Editing</td>
<td>1.5</td>
</tr>
<tr>
<td>COMM 1602</td>
<td>Seminar in Cinematography and Lighting</td>
<td>1.5</td>
</tr>
<tr>
<td>COMM 1800/3800</td>
<td>Cinema Production</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1801/3801</td>
<td>Advanced Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1820/3820</td>
<td>The Art of Film</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1830/3830</td>
<td>History of Cinema Production</td>
<td>3</td>
</tr>
<tr>
<td>COMM 3840</td>
<td>Film Criticism and Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM 3850</td>
<td>Documentary Production</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL MAJOR</strong></td>
<td></td>
<td><strong>64 UNITS</strong></td>
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*NOTE: Advanced Journalism (and Lab) and Multi-Media Reporting are not core prerequisites for the Cinema or Communications Concentrations.

### Requirements for the Communications Minor

**Lower Division**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>COMM 1500</td>
<td>The Mass Media in Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Lower Division</strong></td>
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<td><strong>3 units</strong></td>
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</tbody>
</table>
Undergraduate Programs (Day) and Courses

Upper Division
COMM 3605 Successful Intercultural Communication for Business and Life: Kiss, Bow or Shake Hands 3
COMM Upper Division Communications Courses 9
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.

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.

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.

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, Mozilla Firefox, or both. Includes coverage of electronic commerce.

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 Introduction to 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.

COMM 1500 The Mass Media in Communication (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.

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.

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 (2 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.

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.

COMM 1800/3800 Cinema Production (3 units)
This course provides experience in the principles of digital filmmaking. Students learn cinema techniques by doing video exercises and making short creative productions.

COMM 1801/3801 Advanced Screenwriting (3 units)
This course presents an overview of the art and craft of screenwriting for feature-length fictional films. Students write a first draft screenplay, as well as an outline, pitch, synopsis and cover letter.

COMM 1820/3820 The Art of Film (3 units)
This course provides a framework for understanding cinema as an art form by studying elements such as set design, color, camera composition and movement, lighting, editing, sound effects and music. Students analyze clips from feature films and create short video exercises.

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.

COMM 2999 Independent Study (1-3 units)
Communications students who demonstrate the required level of preparation which supports independent exploration of a topic related to Communications, but not covered by a regularly 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 3011 Web Page and WebZine Publishing and Design I (3 units)
Theory and practice of web design content development, layout, and production and management of interactive web pages. Students author stories, articles, and text, and crate and edit visual content in the design and production of an integrated web site experience. A foundational course with some advanced features, students learn basic HTML, CSS, and design workflow through Macromedia web authoring programs. Skills developed in this class serve as an important foundation to many careers in communications, business, science, and education. Prerequisite: COMM 3540.

COMM 3012 Web Page and WebZine Publishing and Design II (3 units)
Content development, 2-D animation, and Flash. This course builds on the skill set introduced in COMM 3011. Working in collaboration, students will research, conceptualize, write, design, edit, produce, launch, and manage an interactive Webzine with enriched media. Skills developed over this course are relevant to the pursuit of careers in publishing, advertising, design, marketing, and industry. The course introduces content development and editing in 2-D animation with Flash, sound editing, embedding of enriched media, and optimization strategies. Prerequisites: COMM 3011 and 3540.
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 guidelines 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: Working in 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.dominican.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. Fall, Spring Semesters.

COMM 3502 Broadcast Journalism: Working in Radio 2 (3 units)
Advanced study of industry practices like pod-casting, 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: Working in 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.

COMM 3504 Broadcast Journalism: Working in 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.

COMM 3505 Broadcast Journalism: Working in 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: Working in 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 Reporting and Production 1 (3 units)
Study and practice in field producing of news segment presentations. Study of the elements of capturing pictures that tell a news story and writing text that enhances the facts. Students develop and integrate the skills they learned in TV News 1 and 2. Prerequisite: COMM 3504.

COMM 3508 TV News Reporting and 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.

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.

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.

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.

COMM 3530 Multi-Media 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.
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: ART 1501 Introduction to Photography.

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.

COMM 3537 Layout and Graphic Design for Print Publications I (3 units)
This course builds upon the foundation introduced in the Introduction to Computer Graphics and Visual Communication. A hands-on lab is provided for students to learn and practice design thinking and communication problem-solving skills for simple print applications in one, two, and four color process printing. Mirroring the environment of the professional design studio, students learn and practice brainstorming, the analysis of market trends, and learn the latest studio techniques in order to produce effective and compelling graphic designs that communicate the intended message. Individual and collaborative projects are assigned. Adobe CS design series will be used.

COMM 3538 New Media and Media Convergence (3 units)
Communication through varied media is a skill necessary in this age. Convergence is the blending of text, sounds, and images in the media environment to create new media. This course features units on visual literacy, photo editing, audio processing, video editing, and Web publishing. Students learn theories of aural and visual aesthetics and produce individual Web pages.

COMM 3539 Introduction to New Media Graphics and Visual Communications (3 units)
Theory and practice of visual communication will be introduced in this class. A hands-on lab class, students begin by working with the building blocks of abstract design and the practice of design thinking. They progress to a review of major design movements and trend spotting in the contemporary mass media markets. In the second half of the class, students author original content and prepare presentations using text, image and motion. Visual thinking is at the heart of interdisciplinary convergence. The class builds foundational skills essential in many careers: communications, business, management, science, and education. Students gain practice and grow competency in the creation of vector image files and learn best practice skills for digital capture, scanning, and foundation PhotoShop skills.

COMM 3540 PhotoShop and Digital Manipulation of Images I (3 units)
Students learning industry standard PhotoShop skills for image crunching, editing, and manipulation. The course is designed to give students the foundational skills necessary to prepare for getting into today’s careers in design, multimedia, and photography for print publication and Web applications.

COMM 3541 PhotoShop and Digital Manipulation of Images II (3 units)
Advancing skills developed in part I of this course. Students develop their creative talents in photo composition and digital illustration for print publication and Web applications.

COMM 3601 Introduction to Public Relations and Marketing: Promotions, Projects and Events (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.

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.

COMM 3603 Successful Communication: How to Say What You Mean and Get What You Want (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
Undergraduate Programs (Day) and Courses

the listener, guaranteeing a desired response is the focus of this class.

COMM 3604 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 a way that makes the role of leadership value workers and inspire personal best.

COMM 3605 Successful Intercultural Communication for Business and Life: Kiss, Bow, or Shake Hands (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, psychological and environmental influences. Assignments direct students to explore the differences in effective communication, especially when differences would be the wall that divides.

COMM 3606 Public Relations and Marketing II: From Practice to Professional: Developing Skills for Success (3 units)
Developing skills of branding and promoting products and services through varied industry channels like blogging and Internet television. Introduction into the leading edge world of advertising through sophisticated promotional campaigns that compel the student to think out of the box.

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 dialog in resolving interpersonal conflicts, will be explored.

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.

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.

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.

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.

COMM 3613 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.

COMM 3615 Global Communication (3 units)
This course examines the relationship of media and democracy, theories related to media effects, the diversity of audiences, and the global impact of communications. Students examine the messages carried through news and advertising by reviewing books, magazines, newspapers, recordings, movies, radio, television and the Internet.

COMM 3617 Scriptwriting for Radio Web/Pod-Casting (3 units)
This course introduces students to the theories and practice of script writing for broadcast, whether Web-casting, pod-casting, or any media. Seated in the Convergence format that governs the broadcast industry, the curriculum instructs valuable skills in communicating to specific audiences and connecting members to the desired message. Students write varying scripts and present their creations before audiences. Skills honed include creating story ideas, developing themes and devising a vehicle for broadcast that is informative and exciting.
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 cultures.

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.

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.

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.

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.

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.

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.

COMM 3710 Special Topics: Gender Communication: Everything you Need to Know About Communicating With the Opposite Sex (1 unit)
The acknowledgment 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.

COMM 3711 Organizational Communication (3 units)
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 such as the way in which organizational culture dictates communication patterns.

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.

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.

COMM 3715 Sports Casting (1 unit)
This class explores the skill of building audience excitement by building tension through the professional method of broadcasting play-by-play sports. This course focuses on the entertainment factor included in the art of creating sound pictures of sports activities and the subtleties of describing an event as it happens.
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.

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.

COMM 3718 Editing and Recording Music in the Digital Domain (1 unit)
Using Adobe audition, appropriate microphones and equipment, students learn techniques in multi-track recording, editing, proper sound gathering, and file types. While the focus is on music production, this course is also appropriate for those interested in recording for broadcast, television, and cinema.

COMM 3801 Advanced Screenwriting (3 units)
See COMM 1801 course description.

COMM 3820 The Art of Film (3 units)
See COMM 1820 course description.

COMM 3830 History of Cinema Production (3 units)
See COMM 1830 course description.

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.

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.

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.

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 TV, broadcast, film, etc. 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.

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:
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**

<table>
<thead>
<tr>
<th>Core Courses</th>
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<tbody>
<tr>
<td>BIO 3810</td>
<td>Anatomy &amp; Kinesiology</td>
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<tr>
<td>DANC 1101/1102/2101/2102/3101/3102/4101/4102</td>
<td>Ballet Technique</td>
</tr>
<tr>
<td>DANC 1201/1202/2201/2202/3201/3202/4201/4202</td>
<td>Modern Technique</td>
</tr>
<tr>
<td>DANC 1301/1302/2301/2302/3301/3302/4301/4302</td>
<td>Workshops</td>
</tr>
<tr>
<td>DANC 1401/1402/2401/2402/3401/3402/4401/4402</td>
<td>GYROKINESIS®, GYROTONICS®</td>
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<tr>
<td>DANC 3501</td>
<td>Dance History I (World)</td>
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<tr>
<td>DANC 3502</td>
<td>Dance History II</td>
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<tr>
<td>DANC 4991</td>
<td>Senior Project</td>
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<tr>
<td>Dance Elective 3000s</td>
<td>3</td>
</tr>
<tr>
<td>MUS 3341</td>
<td>Music for Dancers</td>
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</tbody>
</table>

**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. 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 or in other announced audition sites.

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. Fall, Spring Semesters.

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. Fall, Spring Semesters.

DANC 1301/1302/2301/2302/3301/3302/4301/4302 Workshop (2 units per semester, 8 semesters required)

Specific workshops TBA. Fall, Spring Semesters.

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. Fall, Spring Semesters.

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.

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 contemporary 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.

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.

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)

English courses offer all students the opportunity to expand their knowledge of literature and to write critically and creatively.
Undergraduate Programs (Day) and Courses

Major: English

Through the critical reading of a diversity of texts—ancient to contemporary—from the United States, Britain, and around the world, English majors further their understanding and appreciation of the literary craft and cultural significance of works of fiction, poetry, drama, and creative non-fiction, and they learn to incorporate their own interpretations and creativity into writing analytically about the works they have studied.

As Seniors, under faculty guidance, English majors undertake an extensive research project on a literary topic. Students present summaries of their theses at an English Department reading which takes place toward the end of each semester.

Major: English with a Writing Emphasis

In addition to the in-depth study of literary texts experienced by all English majors, majors in English with a Writing Emphasis take courses, taught by skilled writers, aimed at developing and honing their own skills in creating original fiction, poetry, drama, and non-fiction.

As Seniors, under faculty guidance, English with a Writing Emphasis majors develop portfolios of writing in a chosen genre or genres. Each portfolio includes an introductory essay which discusses genre, influences, and other contexts of the student’s work. The student presents a selection from the portfolio at the English Department reading which takes place toward the end of each semester.

Majors in both English and English with a Writing Emphasis develop a breadth and depth of knowledge that prepares them for careers in editing; creative, technical, and multi-media writing; education; marketing/ advertising; public relations; and a host of other areas.

Minors in English and English with a Writing Emphasis

The minors in English and in Writing, with their emphasis on careful analysis and clear writing, are valuable complements to majors in any discipline; they prepare students for further study and for employment in fields such as politics, education, environmental studies, public relations, and law.

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.

Requirements for English (Day Program) Major BA

<table>
<thead>
<tr>
<th>Lower or Upper Division</th>
<th>ENGL 2306 Introduction to Literature: Genre and Analysis</th>
<th>3 units</th>
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<tbody>
<tr>
<td>Total Lower Division</td>
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<td>3 units</td>
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Undergraduate Programs (Day) and Courses

**Upper Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ENGL 3000</td>
<td>Literary Criticism</td>
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<tr>
<td>ENGL 3015</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3050</td>
<td>World Literature: Western Classics</td>
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</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>
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</table>

Two courses in English literature: choose from ENGL 3010, 3018 and/or 3019 6
One course (other than ENGL 3050) in world literature: choose from ENGL 3051, 3052, 3053, 3054, 3055, 3056, 3057, 3058 3
Two courses in U.S. ethnic literature: choose from ENGL 3060, 3061, 3062, 3063, 3064 or 3065 3
One course in U.S. literature: choose from ENGL 3025 or 3026 3
Two courses in studies in literary topics: choose from ENGL 3071, 3072, 3073, 3074, 3075 3076 or 3077 6
Electives: Either 9 units in literature courses 9

**Total Upper Division** 43 units

**Total English Major** 49 units

**Requirements for English with a Writing Emphasis (Day Program) Major BA**

**Lower Division**

<table>
<thead>
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<th>Course</th>
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<tr>
<td>ENGL 2305</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
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<tr>
<td>ENGL 2306</td>
<td>Introduction to Literature: Genre and Analysis</td>
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**Total Lower Division** 6 units

**Upper Division**

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<tr>
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<td>ENGL 3050</td>
<td>World Literature: Western Classics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4203, 4204</td>
<td>Senior Project</td>
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</tr>
<tr>
<td>ENGL 4996</td>
<td>Internship</td>
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</tbody>
</table>

Two courses in English literature: choose from ENGL 3010, 3018 and/or 3019 6
One course in U.S. literature: choose from ENGL 3025 or 3026 3
One course (other than ENGL 3050) in world literature: choose from ENGL 3051, 3052, 3053, 3054, 3055, 3056, 3057 or 3058 3
Two courses in U.S. ethnic literature: choose from ENGL 3060, 3061, 3062, 3063, 3064, or 3065 3
Two courses in studies in literary topics: choose from ENGL 3071, 3072, 3073, 3074, 3075, 3076 or 3077 6
Electives: 9 units in Upper Division creative writing courses 9

**Total Upper Division** 46 units

**Total English with a Writing Emphasis Major** 49 units
Undergraduate Programs (Day) and Courses

Requirements for English (Day Program) Minor

Lower Division
ENGL 2306  Introduction to Literature: Genre and Analysis  3
Total Lower Division  3 units

Upper Division
Either 12 units in literature courses  12
OR 9 units literature courses and 3 units in Upper Division creative writing courses
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
ENGL 2306  Introduction to Literature: Genre and Analysis  3
Total Lower Division  6 units

Upper Division
Either 12 units in Upper Division creative writing courses  12
OR 9 units in Upper Division creative writing courses and 3 units in Upper Division literature courses
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

PLEASE NOTE: Students who fail to pass ENGL 1001, 1002, 1003, 1004 or 3200 after two semesters must submit a petition to the Academic Petition Committee requesting to remain in the University. Please see “Satisfactory Progress in Written English” under “Proficiency/Placement Examinations” in the “Undergraduate Education” section of this catalog for further information.

ENGL 1001 English as a Second Language (4 units)
The first of a two-semester course sequence 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 sequence 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 2305 Introduction to Creative Writing (3 units)
Practice in the 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, Spring Semesters.

ENGL 2306 Introduction to Literature: Genre and Analysis (3 units)
Analysis of the literary and performance elements of fiction, drama, and poetry covers selected works from ancient through contemporary times. Fall Semesters.

ENGL 3000 Literary Criticism (3 units)
Survey of developments in Anglo-American literary criticism of the 20th and 21st centuries, covering major critical theories such as New Criticism, Psychoanalytic, Marxist, Feminist, Reader-Response, Structuralist, Deconstructive, New Historical approaches. Introduces both theoretical and practical criticism. Completion of ENGL 2306 is strongly recommended before enrolling.

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 3002 Grammar for Everyone (1 unit)
A practical course that covers the essential elements of excellent writing. Review of the parts of speech, sentence construction, and punctuation; attention to voice and style. Through lively readings and in-class activities students gain skill and confidence for any writing project. Fall Semesters.

ENGL 3010 English Literature 1: Medieval-18th Century (3 units)
Major works and movements of English literature from the Middle Ages through the Restoration and 18th century, including such authors as Chaucer, Donne, Milton, Behn, Swift, Defoe, Austen.

ENGL 3015 Shakespeare (3 units)
Shakespeare’s plays (history, comedy, tragedy, romance) and a selection of the sonnets, with some emphasis on Shakespearian criticism. Completion of ENGL 2306 is strongly recommended before enrolling.

ENGL 3017 Children’s Literature (3 units)
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 3018 English Literature 2: Romantics - 1914 (3 units)
Major works and movements of English literature from the Romantic Period through 1914, including such authors as Keats, Wordsworth, Tennyson, Browning, Dickens, Hardy.

ENGL 3019 English Literature 3: 1914 - the Present (3 units)
Major works and movements of English literature from the beginning of World War I through the present, includes authors such as Woolf, Auden, Yeats.
ENGL 3025 United States Literature I (3 units)
Major works and literary movements of the United States from its beginnings to 1914, including fiction, nonfiction, and poetry by men and women of diverse backgrounds.

ENGL 3026 United States Literature II (3 units)
Major works and literary movements of the United States from 1914 to the present, including short fiction, novel, nonfiction, poetry, and prose written by men and women from a diversity of ethnic backgrounds.

ENGL 3028 Literature by Women (3 units)
The tradition of women’s writings in English from the Middle Ages to the present and from geographically and culturally diverse areas.

ENGL 3029 Early Literacy (3 units)
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 as Text (3 units)
The genre of narrative cinema concentrating on the American film tradition, from its origins to contemporary times. Instruction stresses analysis, and theories of how film communicates meaning and basic comprehension of the visual language system cinema employs.

ENGL 3036 From a Woman's Point of View (3 units)
Development of prose fiction by women from the end of the eighteenth century through the late twentieth century. This course considers how women go about telling stories: their use of language, characterization, plot, setting, imagery, how they weave serious topics into popular sub-genres such as gothic, mystery, and romance.

ENGL 3050 World Literature: Western Classics (3 units)
Major works of Western literature from its beginnings through the Middle Ages, including pieces 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.

ENGL 3051 World Literature: Latin American (3 units)
Major works and movements of Latin American 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.

ENGL 3052 World Literature: Asian (3 units)
Major works and movements of one or more Asian literatures, translated into English, in their aesthetic, religious, and cultural contexts.

ENGL 3053 World Literature: Canadian (3 units)
Major works and movements 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.

ENGL 3054 World Literature: European (3 units)
Major works of European literature, particularly those written in languages other than English. Selected authors may include Camus, Flaubert, Kafka, Pirandello, and Rilke.
ENGL 3055 World Literature: African (3 units)
Major works and movements of African literature from a variety of cultures and countries; examination of cultural and aesthetic issues in work by such writers as Achebe, Fugard, and Soyinka.

ENGL 3056 World Literature: Literatures of the Middle East (3 units)
Major works of Middle Eastern literature from northern Africa to southwest Asia. Examines various ancient, medieval, and modern texts within their historical, religious, and cultural contexts. May include such works and writers as Gilgamesh, *The Quran*, *Shahnameh*, *1001 Nights*, Rumi, Nagib Mahfouz, Orhan Pamuk, Simin Daneshvar, Mahmoud Darwish, Yehudi Amichai, and Arundhati Roy.

ENGL 3060 Ethnic Literature: Asian American (1.5 units)
Writings of Asian American authors from a diversity of national origins: Chinese, Filipino, Hawaiian, Japanese, Korean, 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.

ENGL 3061 Ethnic Literature: Native American (1.5 units)
Writings and oral traditions from a diversity of North American Indian tribes. This course explores the art of Native American story telling and its themes relating to historical and cultural issues, such as identity, spirit world, earth, and language.

ENGL 3062 Ethnic Literature: African American (1.5 units)
Writings of African 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.

ENGL 3063 Ethnic Literature: Hispanic American (1.5 units)
Writings of Hispanic American authors from a diversity of national origins: Cuban, Mexican, Puerto Rican. From early chronicles and oral traditions to contemporary forms of literature, examines Hispanic American themes relating to historical and cultural issues, such as sense of place, oral tradition, family, love, migration and exile, gender, identity.

ENGL 3064 Ethnic Literature: Middle Eastern American (1.5 units)
Writings of Middle Eastern American authors from a diversity of national origins: Egyptian, Moroccan, Palestinian, Turkish, Iranian, Saudi, Indian, and others. In drama, essays, fiction, and poetry, the course examines Middle Eastern American themes relating to religious, cultural, and societal issues, such as tradition, family, love, gender, immigration, and identity.

ENGL 3071 Studies in Literary Topics: Postcolonialism (3 units)
Advanced seminar on literature produced by cultures that developed in response to colonial domination, using the theoretical framework of colonialist and anticolonialist ideologies. Also study of postcolonial literary criticism. Selected authors may include Achebe, Coetzee, Conrad, Defoe, Gordimer, Kincaid, Kipling, Naipaul, Rhys, Rushdie, Soyinka, Walcott.

ENGL 3072 Studies in Literary Topics: Toni Morrison (3 units)
Advanced seminar on Nobel Laureate Toni Morrison’s novels and essays. Close reading of all her novels in print, selected essays, and selected criticism. Analysis of the themes, styles, forms, and contexts of Morrison's novels as a means of understanding both her individual aesthetics and her specific, African American literary legacy.

ENGL 3073 Studies in Literary Topics: Southern Writing (3 units)
Advanced seminar on 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.

ENGL 3074 Studies in Literary Topics: Virginia Woolf & Co. (3 units)
Advanced seminar on the novels, short fiction, and essays of Virginia Woolf, as well as selected writings of her contemporaries and her influence on later writers. Course includes exploration of critical commentary on Woolf’s work.

ENGL 3076 Studies in Literary Topics: The Brontës (3 units)
Advanced seminar on the works of the Brontë sisters, Anne, Emily, and Charlotte. Close reading of their major novels, in addition to selected juvenilia and personal writings. Special consideration of the British Victorian era and its implica-
Undergraduate Programs (Day) and Courses

...tions, specifically regarding gender, colonialism, science, domesticity, and morality.

**ENGL 3077 Fantasy and Science Fiction**
Advanced seminar on works of high imagination through the ages. Speculative fiction by authors such as Lewis, Tolkien, LeGuin and Beagle. Includes some study of theory and criticism.

**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. 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 Sessions.

**ENGL 3307 Publish Your Writing (1 unit)**
Hands-on instruction of 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. Spring Semesters.

**ENGL 3401 Children's Literature Writing (3 units)**
Study of and practice in forms of writing ranging from the picture book for children to the novel for adolescents.

**ENGL 3402 Drama Writing (3 units)**
Introduction to the art and craft of writing for the stage. Special emphasis on the technical elements of playwriting, the vocabulary of the playwright, and the nature of the writing experience.

**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, dialog, imagery, etc. Students critique one another’s work and complete a number of stories for a final portfolio.

**ENGL 3405 Poetry Writing 1 (3 units)**
Introduction to poetry writing, with readings, discussion, workshops, and a revised final portfolio; may include forms, free verse, imitation poems, and public readings of revised student work.

**ENGL 3406 Travel Writing (3 units)**
Introduction to travel writing, with readings, discussion, workshops, and a revised final portfolio; may include examinations of types of travel writing and explorations of form, voice and audience.

**ENGL 3409 Nonfiction Writing (3 units)**
Introduction to the art of creative nonfiction writing including autobiography, biography, personal essay, and feature article through readings, exercises, and workshops.

**ENGL 3426, 3427, 3428, and 3429 Literary Magazine 1 - 4 (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. May be taken four times for credit. Fall, Spring Semesters.

**ENGL 3430 Poetry Writing: 2 (3 units)**
Advanced work in the genre of poetry. Prerequisite: ENGL 3405.

**ENGL 3431 Fiction Writing: 2 (3 units)**
Advanced work in the genre of fiction. Prerequisite: ENGL 3403.

**ENGL 3442 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 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, Spring 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, Spring 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)**
Directed reading on specialized topics or development of a set of special laboratory skills. 2-6 hours. Fall, Spring Semesters.

**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 (4 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. Only for transfer students requiring natural sciences general education lab credit. 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. Prerequisite: BIO 2900 or equivalent. Spring Semesters.

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**Environmental Science Course Descriptions**

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**Environmental Science (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 Science Minor.
Undergraduate Programs (Day) and Courses

**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. Prerequisite: BIO 2900 or equivalent. 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 tearing down 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 courses 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.

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. Students may enter the program at the Freshman, Sophomore, or Junior transfer level. Students complete general education and occupational therapy prerequisites during their Freshman and Sophomore years, and then enter a three-year course of study in occupational therapy. Undergraduates are co-enrolled in classes with entry-level master’s students, and complete all requirements for the Master of Science degree in five years.

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

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

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

1. Effective occupational therapy practice is occupation based and client-centered: Occupations are freely chosen and unique to each individual or group served by the occupational therapist. Skilled occupational therapy practice is collaborative, creative, and client centered.

2. Excellent occupational therapy practice is research-driven and evidence-based: Effective occupational therapy practice is theoretically grounded, based on strong scientific evidence, and supported by research and scholarship.

3. Psychosocial dimensions of human performance are fundamental to all aspects of occupation and occupational therapy practice. Inter and intrapersonal aspects of meaning, motivation, emotions, and relationships influence occupational behavior in all humans. Disruptions to normal occupational patterns elicit psychological responses that must be understood and addressed for effective therapy to take place.
4. Social, cultural, and political contexts significantly shape occupational performance. Human occupations reflect diverse cultural roles, beliefs, values, and traditions. People’s occupations are shaped by the opportunities afforded or denied them in social, cultural, and political contexts. Appreciating diverse cultural perspectives is an essential element of occupational therapy practice.

5. Occupations take place in communities. Community is a binding force in our society. In communities, we construct the meaning of our lives through engagement in occupations. Occupational therapists promote health, wellness, and full community inclusion for persons with and without disabilities.

**Curriculum Design**

The occupational therapy curriculum is developmental, and uses the concept of adaptation, as developed by Mary Reilly. According to this concept, adaptation takes place on a continuum, from exploration, to competence, achievement, and mastery. (Reed & Sanderson, 1999).

**YEAR ONE: EXPLORATION**

Exploration of the profession of occupational therapy, including the history, philosophy, theory, and foundational concepts of the profession. Psychosocial aspects of occupation and occupations of children and adolescents are introduced. 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 to gain competence in diverse practice areas and settings, and apply previously learned concepts of occupational performance, adaptation, clinical reasoning, and environmental modification to resolve problems for clients. At the conclusion of the Spring Semester, students undertake Level II fieldwork. Individual placements are determined with the fieldwork coordinator.

**YEAR THREE: ACHIEVEMENT**

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

**POST-GRADUATION: MASTERY**

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

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

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

**Student Learning Outcomes**

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

1. Possess knowledge based on a broad foundation in the liberal arts and sciences that will support an understanding of occupations across the lifespan and in varied settings with diverse populations.
Undergraduate Programs (Day) and Courses

2. Articulate an understanding of the history and philosophy of occupational therapy, and role of occupation in promoting health and preventing disease and disability.

3. Understand and apply theories of human occupation as they relate to the profession of occupational therapy.

4. Demonstrate the ability to use standardized and nonstandardized assessment instruments and strategies to gain a comprehensive appreciation of client strengths and the need for occupational therapy services.

5. Demonstrate the ability to design, deliver, and evaluate evidence-based, occupation and client-centered skilled interventions that promote optimal functioning for individuals and groups.

6. Consider and value diverse social, educational, cultural, and political systems that influence the occupational health of individuals and communities.

7. Apply principles of management and leadership to develop skills in the design and delivery of occupational therapy services in a variety of institutional and community settings.

8. Demonstrate the ability to understand and apply research to support evidence-based practice and develop the knowledge base of the profession.

9. Understand and demonstrate the ethics, values, and responsibilities of the occupational therapy profession, including self-directed learning, involvement in professional associations, and adherence to the OT Code of Ethics.

10. Demonstrate the ability to apply previous knowledge to meet fieldwork requirements of the profession.

Requirements for the Health Science/Pre-Occupational Therapy Major BS-MS
(Includes General Education Requirements)

**Required Lower Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</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>
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<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>
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<tr>
<td>ENGL 1004</td>
<td>Expository Writing (as needed)</td>
<td>3</td>
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<tr>
<td>FYF</td>
<td>First Year Foundations</td>
<td>6</td>
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<tr>
<td>MATH 1210</td>
<td>Elementary/Intermediate Algebra</td>
<td>3</td>
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<tr>
<td>or MATH 1300</td>
<td>Intermediate Algebra for University Students (as needed)</td>
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<tr>
<td>PHIL 1109</td>
<td>Ethics in Health Care</td>
<td>3</td>
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<td>PHYS 1000</td>
<td>Descriptive Physics</td>
<td>3</td>
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<tr>
<td>PSY 1100</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>RLGN</td>
<td>Religion (Lower Division)</td>
<td>3</td>
</tr>
<tr>
<td>RES 2000</td>
<td>Information and Research</td>
<td>1</td>
</tr>
<tr>
<td>Lower Division elective(s)</td>
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<td>3-9</td>
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</table>

**Total Required Lower Division** 42-48 units

**Optional Lower Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<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 (not required for Junior transfer students)</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</th>
<th>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>
</tbody>
</table>
Undergraduate Programs (Day) and Courses

OT 3011  Conditions in OT 3
OT 3012  Foundations of OT 4
OT 3014  Human Movement Analysis 3
OT 3015  Psychosocial Aspects of Occupation I 3
OT 3016  Occupations of Children and Adolescents I 3
OT 3115  Psychosocial Aspects of Occupation II 5
OT 4017  Occupations of Adults and Seniors I 3
OT 4116  Occupations of Children and Adolescents II 5
OT 4117  Occupations of Adults and Seniors II 5
PSY 3122  Lifespan Development 3
PSY 3141  Abnormal Psychology 3
PSY 3187  Statistics for the Health and Behavioral Sciences 4
RLGN  Religion (Upper Division) 3
Electives (Upper Division) 5
Total Upper Division 67 units

Graduate Courses
OT 5101  Leadership & Management in OT 3
OT 5102  Culture and Human Occupations 3
OT 5103  Program Development in OT 4
OT 5104  Educational Principles and Practices in OT 3
OT 5105  Research in the Health Professions 3
OT 5106  Advanced Theory and Research 3
OT 5107  Professional Development Seminar 3
OT 5110  OT Thesis/Project Proposal 3
OT 5111  OT Thesis/Project Completion 2
OT 5112  OT Thesis Presentation 1
OT 5130/5131/5132  Level II Fieldwork in OT 12
OT 52xx  OT Electives 2
Total Graduate Division 42 units

TOTAL FOR MAJOR (5 YEAR PROGRAM) BS/MS 151-162 UNITS

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

TRANSFER REQUIREMENTS FOR THE BS/MS PROGRAM IN OCCUPATIONAL THERAPY
1. Documented evidence of a minimum of 40 hours of volunteer or paid work in a human service setting, preferably an occupational therapy setting, within the last year.
2. The following courses must be completed before the student can enter the Junior year of the BS/MSOT program:
   • Human Anatomy (4 units with lab, completed within last five years)
   • Human Physiology (4 units with lab, completed within last five years)
   • Introduction to Psychology (3 units)
   • Descriptive Physics (3 units, no lab)
   • Statistics (Math or Psychology) (3 units)
   • Abnormal Psychology (3 units)
   • Lifespan Development (3 units)
3. Courses must be taken at an accredited institution of higher learning, such as a junior college, or through an accredited on-line university. The student must receive a grade of ‘C’ (2.0) or better.

4. Transfer courses may be taken for Upper or Lower Division credit.

5. Additional courses may be required to meet general education requirements. All occupational therapy courses must be taken at Dominican University of California. Non OT courses in support of the major may be completed at another college or university. Students must obtain approval from their faculty advisor before enrolling in a substitute course to ensure transfer of units.

**Progression within the Health Science/Pre-Occupational Therapy Major**

Occupational therapy majors must attain a minimum grade of ‘C’ (2.0) in all occupational therapy, prerequisite, and corequisite courses. A student who earns less than ‘C’ (2.0) in any required course must repeat the course with a passing grade. Progression in the major may be delayed by course failures. OT students are permitted to repeat only one academic OT course and one OT fieldwork course while enrolled in the Occupational Therapy Program. Students 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. 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 2.80* by their Junior year, a GPA of 2.90 by their Senior year, and a GPA of 3.00 by their graduate year.

(*Junior students applying for admission with a GPA of less than 2.80 may petition for provisional admission.)

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)**

This course offers an orientation to occupation in humans throughout the lifespan. Concepts of occupation, function, adaptation, and universal design are introduced. An overview of disability and society is presented. The history, philosophy, practice areas, professional roles, attitudes, and guiding principles of the occupational therapy profession are studied. Curricular themes are introduced.

**OT 3011 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 and connecting conditions to occupational therapy interventions. Prerequisites: BIO 2500, BIO 2600, BIO 3800 or the equivalent.

**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, 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 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, or the equivalent.
OT 3015 Psychosocial Aspects of Occupation I (3 units)
Study of psychosocial aspects of human occupation and disability. Includes review of DSM IV; orientation to psychosocial practice settings and professional roles, and introduction to the OT intervention process for individuals with psychosocial dysfunction. Laboratory: Practice developing therapeutic communication, interviewing, evaluation, treatment planning, and group leadership skills. Prerequisites: PSY 1100, PSY 3122, PSY 3141, or the equivalent.

OT 3016 Occupations of Children and Adolescents I (3 units)
Occupations of the child from infancy through childhood and adolescence. Developmental theories and typical child development are reviewed. Approaches to working with families and pediatric service delivery systems are introduced. Conditions treated by OT’s in varied practice settings are studied. Laboratory: Overview of occupation-based pediatric assessment tools and procedures. Practice with activity analysis, task modification, observation, and interviewing skills. Prerequisites: PSY 1100, PSY 3122 or the equivalent, OT 5012.

OT 3115/5115 Psychosocial Aspects of Occupation II (5 units)
Advanced concepts and skills for occupational therapy assessment and intervention with clients experiencing psychosocial dysfunction and/or serious mental illness. Study of established and emerging practice areas and future trends, including recovery principles and psychiatric rehabilitation. Also includes an examination of psychosocial issues across practice areas. Laboratory: Assessments, developing, implementing, and documenting effective intervention techniques using clinical reasoning skills. Includes community practice laboratory and Level I Fieldwork. Prerequisite: OT 5015.

OT 32xx/52xx OT Electives (1 unit)
Selected topics that provide the student with additional breadth or depth in the field of occupational therapy. Topics vary by semester.

OT 4017 Occupations of Adults and Seniors I (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 the processes of 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 4116/5116 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, and developing, implementing, and documenting effective intervention techniques using clinical reasoning skills. Includes community practice laboratory and Level I Fieldwork. Prerequisite: OT 5016.

OT 4117/5117 Occupations of Adults and Seniors II (5 units)
Presentation of integrative models of practice with adults and seniors, including occupational assessments and occupation-based interventions. Advanced clinical techniques and theories, study of established and emerging practice areas, future trends. Laboratory: Assessments, and developing, implementing, and documenting effective intervention techniques using clinical reasoning skills. Includes an introduction to assistive technology, therapeutic modalities, adaptive equipment, and splint fabrication. Includes community practice laboratory and Level I Fieldwork. Prerequisite: OT 5017.

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 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 health care systems, legislation and regulations relating to OT practice. Leadership skill development related to the OT profession. Prerequisite: OT 5012.

OT 5102 Culture and Human Occupations (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 5103 Occupational Therapy Program Development (4 units)
Introduction to theoretical and conceptual models supporting community-based occupational therapy practice. Development of skills needed to design, implement, and evaluate innovative occupation-based programs in com-
munity settings. Other topics include business planning, grant seeking, and marketing of community-based programs. Community service hours are required. Prerequisite: Graduate level status, completion of OT practice courses.

**OT 5104 Educational Principles and Practices in Occupational Therapy (3 units)**
An introduction to teaching and learning theories, used in occupational therapy practice and education. Practice developing educational interventions for clinical, community, and staff in-service teaching. Introduction to academic teaching methods and fieldwork supervision.

**OT 5105 Research in the Health Professions (3 units)**
Introduction to research and its role in supporting evidence-based practice and expanding the knowledge base of occupational therapy and occupational science. Includes quantitative and qualitative design and methods. 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 student 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 5110 OT Thesis Proposal (3 units)**
This course culminates in the student completing an acceptable individual or group research or project-based thesis. Peer and faculty support is provided to explore topics, research and review the literature, design a study, and submit the proposal. IRB applications are included as needed. Prerequisite: Completion of all practice classes, plus OT 5105, OT 5106, or permission of instructor.

**OT 5111 OT Thesis Completion (2 units)**
Implementation of the approved proposal and completion of the written thesis. Presentation of the thesis content in Power Point format. Prerequisite: Successful completion of OT 5110.

**OT 5112 OT Thesis Presentation (1 unit)**
Provides structure and support for thesis presentation and/or publication in a variety of academic and professional venues.

**OT 5130/5131/5132 Level II Fieldwork (6 units each)**
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 5133 Level II Fieldwork (1-6 units)**
Optional third level II fieldwork. Time and type of placement may vary.

**OT 5992 Thesis Continuation (1 unit)**
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.

**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 Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ARTH 1010</td>
<td>Ancient and Medieval Civilizations</td>
<td>2</td>
</tr>
<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>
</tr>
<tr>
<td>HIST 1011</td>
<td>Modern World History</td>
<td>2</td>
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</table>

Select one 3-unit (unless otherwise noted) course from the following: 3-4
### Undergraduate Programs (Day) and Courses

#### Lower Division

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1015/3015</td>
<td>African History and Culture</td>
</tr>
<tr>
<td>HIST 1018/3018</td>
<td>Asia Survey</td>
</tr>
<tr>
<td>HIST 1019/3019</td>
<td>Latin American Survey</td>
</tr>
<tr>
<td>HIST 1117</td>
<td>United States Survey (4 units)</td>
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</table>

**Total Lower Division**  
11-12 units

#### Upper Division

Upper Division units in History (to include courses in at least two regions of the world) chosen in consultation with advisor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3910</td>
<td>Professional Readiness Seminar</td>
</tr>
<tr>
<td>HIST 3911</td>
<td>Historian’s Craft</td>
</tr>
<tr>
<td>HIST 4910/4911</td>
<td>Senior Project</td>
</tr>
<tr>
<td>HIST 4920/4921</td>
<td>Senior Project Workshop</td>
</tr>
</tbody>
</table>

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

Select one 3-unit (unless otherwise noted) course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 1010</td>
<td>Ancient and Medieval Civilizations</td>
</tr>
<tr>
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<td>Ancient and Medieval Civilizations</td>
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<td>Latin American Survey</td>
</tr>
<tr>
<td>HIST 1117</td>
<td>United States Survey (4 units)</td>
</tr>
</tbody>
</table>

**Total Lower Division**  
3-4 units

#### Upper Division

12 Upper Division units in History

**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: Early Exploration, Colonial Era, the War for Independence, indigenous peoples, European colonization, the development of republican political thought and institutions, the Articles of Confederation, the development of the U.S. Constitution, including the Bill of Rights, and the early republic. The course explores democratic principles during critical periods in U.S. history: the Civil War, westward expansion, the industrialization and modern reform movements of the Progressive Era, the impact of two world wars and America's emergence as the great world power of the twentieth century. 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 cul-
ultural 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: Hernando Cortez, Angela Davis, Eleanor Roosevelt, Abigail Adams, Cochise and Crazy Horse, Ida B. Wells, Queen Elizabeth I, and Cleopatra. 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 3206 Women in Modern Europe (3 units)**
Surveys the historical and cultural roles of women since the eighteenth century in Europe. Analyzes both representative individuals and general trends and looks particularly at the writings of women about their lives. Examines the ways in which gender shaped the religious experiences, family life, economic roles, and political and legal status of women. Topics include the impact of industrialization; women’s education; the Victorian construction of separate spheres; and the role of the state in defining gender roles. Offered regularly.

**HIST 3207 In the Name of Liberty: Women, Power, and Politics, 1750-1950 (3 units)**
Explores the public debate about the nature and role of women in Europe and the United States over two tumultuous centuries. Topics include: education, the vote, war/peace, and economic opportunity. Offered intermittently.

**HIST 3230 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 3311 Crusades and Jihad (3 units)**
Examines the origins and development of the concepts of Christian and Muslim Holy War in the pre-modern world with a focus on the period from 1000 to 1300. During this period, Western Christians attacked and colonized the eastern Mediterranean and changed their understanding of holy war. Muslims, in turn, redefined their understanding of the traditions of Jihad during their counter-attack and ultimate re-conquest of Jerusalem and the Crusader states. Also examines the influence each had on the other as the Christian and Muslim worlds came into conflict. Special attention will be given to the encounters of Jews, Christians (both Orthodox and Roman), and Muslims during this pre-modern era. Offered as needed.

**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.

**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 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 la belle époque to the fall of the Berlin Wall. Offered intermittently.

HIST 3450 Russia/Peter the Great to Putin (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 3623 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 U.S. relations and the political, cultural, social factors. Offered regularly.

HIST 3624 Chicana/o History (3 units)
Examines the history of Chicanas/os (Mexican-Americans) in the United States from the 19th century to the present. Through the use of texts, primary sources, and film this course will explore the cultural, political, and economic developments which continue to shape the Chicana/o experience in the 21st century. Offered as needed.

HIST 3631 Central America and the Caribbean (3 units)
Focuses on the major political, economic, and social developments in Central American and Caribbean history from the pre-Columbian and colonial periods through the modern era. Discusses these developments within the larger context of Latin American history. Offered as needed.

HIST 3640 History of South America (3 units)
Focuses on cultural, economic, and political developments in South America from the colonial era to the present. Through comparative approach, the course analyzes major topics in South American history including colonial economies, independence, military governments, and struggles for social and economic justice. Offered as needed.

HIST 3710 U.S. 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 U.S. 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 as needed.

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.
Undergraduate Programs (Day) and Courses

HIST 3720 Puritans, Witches, Indians, and Slavery (3 units)
This course will examine major themes in the political, social, cultural, and economic history of the United States from the founding of the nation through the early nineteenth century, giving special attention to how issues of religion, race, class, and gender have influenced the American experiment. It will also examine American political institutions and the shift from colonial society to a full-fledged capitalist democracy. Offered as needed.

HIST 3723 American Civil War (3 units)
The American Civil War brought profound changes to American government and society. This course examines and analyzes the history of America's greatest crisis, from its origins in the early nineteenth century through the abandonment of Reconstruction in 1877. Looks at the meaning of the conflict today. Offered as needed.

HIST 3725 U.S.: Progressive Era, 1870-1920 (3 units)
Examines United States history at the critical juncture of the late 19th century—when America began to emerge as the great world power it would become in the 20th century—by analyzing how modernizing trends of industrialization, urbanization and immigration impacted American society. Topics for analysis include the railroad and the rise of big business, the rural to urban migration, the industrial immigration from southern and eastern Europe, progressive reformers and women's suffrage, the critical elections of 1892, 1896 and 1912, workers vs. industrialists, labor strikes at the highpoint of American radicalism, the modern American family and the foundations of the modern American educational system. Offered as needed.

HIST 3730 Postwar United States (3 units)
Examines the relationships of students, their parents, and their grandparents to recent U.S. 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, the Spanish and Mexican eras, the Gold Rush, as well as the modernizing impact of industrialization with the railroads, immigration, urbanization, suburbanization, major industries, the reform movements from the Progressive Era to the Great Depression, continuing through to World War II. Spring Semesters.

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 Prermeria 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 3841 India: Continuity and Change (3 units)
Introduces students to the historical dynamics/continuities of India as expressed in her artistic and religious values manifested by the caste system, Jainism, Hinduism, Buddhism, Islam and will explore how India responded to the Western presence of the “British Raj,” both political and technical, by transforming these values into nationalistic philosophies, visions, symbols for action exemplified by the lives of Ghandi-Ji, Muhammad Ali Jinnah, Jawaharlal Nehru, Indira Ghandi as a way first to gain Indian Independence and second to lay the basis for the emerging technological giant of the twenty-first century. Offered as needed.

HIST 3850 Pacific World: Captain Cook to Pacific Rim (3 units)
Examines the early history of the Polynesian and Aboriginal peoples of Australia and the Pacific, the impact of the arrival of Europeans in the eighteenth century, colonization in the nineteenth century, World War II in the Pacific and the rise of a Pacific Rim economy in the Post War period. Offered as needed.

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 - ART 4996 - All Internships at end of Art Course Descriptions.

HIST 4998 Directed Research (1-3 units)
HIST 2999/4999 Independent Study (1-3 units)

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 and multi-discipline 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, character formation, 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, service-learning 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 learner with a broad base of knowledge primarily in the traditions of the West. Students are encouraged to take courses in non-Western traditions within their Concentration. Concentrations (chosen in consultation with their designated advisor) offer in-depth work in a specific academic discipline or interdisciplinary field. Concentration options currently available are: Environment, Culture and Sustainability; Film and Culture; Latin American Studies; Social and Cultural Studies; Women and Gender Studies; Art; Art History; History; English Literature/Writing; Music; Philosophy; and Religion/Spirituality. Students may individualize a concentration with the approval of their academic advisor.

Global and national realities demand that Humanities and Cultural Studies majors acquire the ability to relate to multiple world views and diverse cultural experiences. To this end, international and cross-cultural study is recommended along with appropriate international language competence.

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 a topic of special interest to the student.

Students are encouraged, when appropriate, to work toward a double major.
Accelerated Bachelor and Master’s of Arts in Humanities

Qualified undergraduate students in Humanities, who intend to obtain a Master’s degree in Humanities at Dominican, can take up to nine units of graduate Humanities seminars while still undergraduates. Participation in the program can save on graduate tuition and accelerate the time needed to complete the Master’s degree, potentially leading to completion of a BA and MA in Humanities in five years. Students interested in the program should consult their advisor early in their undergraduate study as they will need to maintain a high GPA and will need to plan their undergraduate courses carefully in order to have time in their Senior and late Junior years to take graduate courses.

Students interested in a five-year accelerated program leading to both a BA and MA in Humanities should contact the Director of the Graduate Humanities program.

Business/Humanities Double Major

Business majors can graduate with a dual Business/Humanities Double Major with 30-40 units of Humanities courses. This will allow the student to compete in the global market where cultural awareness and historical perspective are as essential as business strategy and accounting skills. Students wishing to double major should consult early on with their Humanities and Business academic advisors to plan out their courses.

Student Learning Outcomes

The student should demonstrate the ability to:
1. Articulate an understanding of the chronological development of world cultures.
2. Critically analyze philosophic, historic, literary, artistic, and musical texts.
3. Synthesize material from various disciplines to form a broad and deep understanding of cultures and their common and disparate themes.
4. Articulate the fruits of liberal education, which include intellectual curiosity, spiritual character formation, civic responsibility and a quest for justice.
5. Communicate effectively orally and in writing.
6. 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. Half the units for the major must be taken at Dominican.

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 1010</td>
<td>Ancient and Medieval Civilizations</td>
<td>2</td>
</tr>
<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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</table>
Undergraduate Programs (Day) and Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1011</td>
<td>Modern World History</td>
<td>2</td>
</tr>
</tbody>
</table>

Select one 3-unit course from the following:
- PHIL 1105/3105 Ancient Greek Philosophy
- PHIL 1107/3107 Logic
- PHIL 3104 Philosophy of Human Nature
- PHIL 3170 Philosophy of Law
- POL 3200 Ancient Medieval and Early Modern Political Philosophy
- POL 3201 Modern and Contemporary Political Philosophy

Select one 3-unit Literature Course from the following:
- ENGL 3050 World Literature: Western Classics
- ENGL 3051 World Literature: Latin American
- ENGL 3052 World Literature: Asian
- ENGL 3053 World Literature: Canadian
- ENGL 3061 Ethnic Literature: Asian American
- ENGL 3062 Ethnic Literature: African American
- ENGL 3063 Ethnic Literature: Hispanic American

Select at least 3-units from the following courses:
- ART Any advisor approved Art course
- DRAM 3501-3506 See specific courses under Drama in Catalog
- MUS 3301 History and Literature of Music: Antiquity - 1750
- MUS 3302 History and Literature of Music: 1750 - Present
- MUS 3409 Opera/Musical Theater Workshop
- International Language (filled by any two college level courses) 6-8

**Total Foundational Requirements** 23-25 units

**Concentration Requirements (15 units)**

Concentrations are designated by students in consultation with their academic advisor. Concentrations consist of 15 units of Upper Division courses (or a maximum of 6 units of approved Lower Division courses). The student will choose a minimum of 15 units from approved courses in their chosen Concentration. These courses will be chosen in consultation with their academic advisor from a list of approved courses updated each semester. Students are encouraged to expand their Concentration with additional units to complete a minor in fields offering a minor.

**CONCENTRATION OPTIONS:**
1. Environment, Culture & Sustainability (Required: ENST 2000 Environmental Issues)
2. Film and Culture Studies
3. Latin American Studies
4. Social and Cultural Studies (Required: SCS 1002/3102 Cultural Anthropology)
5. Women and Gender Studies (Required: WGS 2000/4000 Introduction to Women and Gender Studies)
6. Art (Prerequisite: either ART 1082 or ART 3119)
7. Art History
8. English Literature/Writing
9. History
10. Music (Corequisite MUS 3301 or MUS 3302)
11. Philosophy
12. Religion and Spirituality
### Undergraduate Programs (Day) and Courses

#### 13. Teacher Education Option:
Students interested in moving toward a teacher credential will work with their academic advisor to identify 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 before applying to the Teaching Credential Program.

**Note:** At least 6 of the Concentration units must be Dominican Courses (Experiential Learning credits are considered Dominican courses).

<table>
<thead>
<tr>
<th>Total Foundational Requirements</th>
<th>23-25 units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL CONCENTRATION REQUIREMENTS</strong></td>
<td>15 UNITS</td>
</tr>
</tbody>
</table>

### Remaining Requirements

#### Upper Division
Select one course from the following:

- HUM 4996 Internship/Career Exploration (1-3 units)
- HUM 3500/PHIL 3510 Self, Community, and Service (3 units) or courses with Service Learning
- HUM 4910/4911 Senior Project 3-4
- HUM 4920/4921 Senior Project Workshop 1
- HUM 4930 Humanities Seminar 3

**Total Remaining Requirements** 8-11 units

### Requirements for the Minor

#### Core

- HUM 4930 Humanities Seminar 3

Select six to seven units from the 3-unit (unless otherwise noted) courses following:

- ARTH 1010 Ancient and Medieval Civilizations (2 units)
- ARTH 1011 Renaissance - Modern World (2 units)
- ENGL 3050 World Literature: Western Classics
- ENGL 3051 World Literature: Latin American
- ENGL 3052 World Literature: Asian
- ENGL 3053 World Literature: Canadian
- ENGL 3061 Ethnic Literature: Asian American
- ENGL 3062 Ethnic Literature: African American
- ENGL 3063 Ethnic Literature: Hispanic American
- MUS 3301 History and Literature of Music from Antiquity to 1750
- MUS 3302 History and Literature of Music from 1750 to Present
- PHIL 1104/3104 Philosophy of Human Nature
- PHIL 1105/3105 Ancient Greek Philosophy
- PHIL 1107 Logic
- PHIL 3176 Philosophy of Law

**Total Core** 9-10 units
Emphasis (Chosen in consultation with academic advisor; see concentration options listed above in the major) 11-12 units

Total Emphasis 11-12 units
TOTAL MINOR 20-22 UNITS

Although it is not required, proficiency in an international language is recommended for Humanities and Cultural Studies minors.

Humanities Council

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.
Undergraduate Programs (Day) and Courses

**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. The study of Biblical Hebrew introduces students not only to the language of classical Biblical texts, but also to the vocabulary of modern conversational Hebrew.

**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. Fall, Spring 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). Fall, Spring Semesters.

**HBRW 1001 Beginning Biblical Hebrew (1 unit)**
Students master the Hebrew alphabet, build basic vocabulary, learn the rudiments of classical Hebrew grammar, and read simple narrative and verse selections drawn from the Bible.

**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 health care 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 scope and interdisciplinary in its approach, and supports a focused study of a country or region of the world. 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, culture, and the environment, especially as they relate to a particular geographic area of study.

The changing demographics in the United States, and especially in California, have brought the diversity of the globe to our local communities. The major is designed to provide students with 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 the International Studies advisor to devise a curricular plan that focuses their study on a specific region of the world, including Latin America, North America, Europe, the Middle East, Africa, and Asia. This focused study often inspires and facilitates an experience of study 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 and global dimensions of economics, politics, culture, and the environment.
2. An understanding of the economics, politics, culture, and environment 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. An elementary proficiency in a second language.

**Requirements for the International Studies Major BA**

**Curriculum Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BUS 1000</td>
<td>Macroeconomics</td>
<td>3</td>
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<tr>
<td>ENST 2000</td>
<td>Environmental Issues</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 4911</td>
<td>Senior Thesis</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>
</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>
</tr>
<tr>
<td>POL 3101</td>
<td>Research Methods in Political Science</td>
<td>3</td>
</tr>
<tr>
<td>POL 3523</td>
<td>Globalization</td>
<td>3</td>
</tr>
<tr>
<td>POL 3561</td>
<td>International Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>or BUS 3016</td>
<td>Sustainable Development</td>
<td>3</td>
</tr>
<tr>
<td>SCS 1002</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Core Requirements** 37-39 units

**Regional Focus Requirements: Latin America**

A minimum of 12 units from the following 3-unit courses, with no more than 6 units from a single discipline:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARTH 3131</td>
<td>Latin American Art</td>
</tr>
<tr>
<td>ENGL 3051</td>
<td>World Literature: Latin America</td>
</tr>
<tr>
<td>ENGL 3071</td>
<td>Studies in Literary Topics: Postcolonialism</td>
</tr>
<tr>
<td>HIST 3019</td>
<td>Latin American Survey</td>
</tr>
<tr>
<td>HIST 3611</td>
<td>Women in Latin America</td>
</tr>
<tr>
<td>HIST 3623</td>
<td>Mexico: Aztecs to the Present</td>
</tr>
<tr>
<td>HIST 3631</td>
<td>Central America and the Caribbean</td>
</tr>
<tr>
<td>HIST 3640</td>
<td>History of South America</td>
</tr>
<tr>
<td>HIST 3470</td>
<td>Imperialism and Colonization</td>
</tr>
<tr>
<td>LAS 3012</td>
<td>The Latino Lens</td>
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<tr>
<td>LAS 3155</td>
<td>Passion for Justice</td>
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<tr>
<td>LAS 3198</td>
<td>Special Topics in Latin America Cinema</td>
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<tr>
<td>LAS 4003</td>
<td>Perspectives of Latin America</td>
</tr>
<tr>
<td>POL 3610</td>
<td>Politics of Latin America</td>
</tr>
</tbody>
</table>

**Regional Focus Requirements: North America**

A minimum of 12 units from the following 3-unit (unless otherwise noted) courses, with no more than 6 units from a single discipline:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARTH 3130</td>
<td>American Art</td>
</tr>
<tr>
<td>ARTH 3132</td>
<td>Contemporary Chicana/o Art and Its Antecedents</td>
</tr>
<tr>
<td>ARTH 3179</td>
<td>Native American Art</td>
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<tr>
<td>ARTH 3183</td>
<td>Roots to the Present: Art in Transition</td>
</tr>
<tr>
<td>ENGL 3025</td>
<td>United States Literature I</td>
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<tr>
<td>ENGL 3026</td>
<td>United States literature II</td>
</tr>
<tr>
<td>ENGL 3053</td>
<td>World Literature: Canadian</td>
</tr>
<tr>
<td>ENGL 3060</td>
<td>Ethnic Literature: Asian American (1.5 units)</td>
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</tbody>
</table>
ENGL 3061 Ethnic Literature: Native American (1.5 units)
ENGL 3062 Ethnic Literature: African American (1.5 units)
ENGL 3063 Ethnic Literature: Hispanic American (1.5 units)
ENGL 3064 Ethnic Literature: Middle Eastern American (1.5 units)
ENGL 3073 Studies in Literary Topics: Southern Writing
HIST 1117 United States Survey (4 units)
HIST 3202 Woman and the American Experience
HIST 3351 Historical Roots of U.S. Law
HIST 3624 Chicano/a History
HIST 3710 U.S. Multicultural History
HIST 3711 U.S. Environmental History
HIST 3712 Religion in American History
HIST 3720 Puritans, Witches, Indians, and Slavery
HIST 3723 American Civil War
HIST 3725 U.S.: Progressive Era, 1870-1920
HIST 3730 Postwar United States
HIST 3789 California: The Golden Dream
HIST 3791 Southwest Borderlands
MUS 3304 Songs that Built America
MUS 3305 In Search of Early American Women Through Song
PHIL 3136 Native American Philosophy
POL 1100 Introduction to American Politics
POL 3300 State and Local Politics
POL 3302 American Presidency
POL 3303 Congress
POL 3304 Political Parties and Interest Groups
POL 3400 The American Legal System
POL 3410 Constitutional Law I
POL 3411 Constitutional Law II
RLGN 3165 Native American Religions
RLGN 3712 Religion in American History
SCS 3035 Sociology of American Muslim Communities
SCS 3110 Film and Society

Regional Focus Requirements: Europe

A minimum of 12 units from the following 3-unit courses, with no more than 6 units from a single discipline: 12

ARTH 3170 Classical Arts: Greek and Roman
ARTH 3172 Medieval Art: Early Christian, Byzantine, and Islamic
ARTH 3173 Medieval Art: Early Medieval, Romanesque, and Gothic
ARTH 3174 Renaissance Art: Italy
ARTH 3175 Renaissance Art: Northern Europe
ARTH 3176 Baroque and Rococo Arts
ENGL 3010 English Literature I: Medieval-18th Century
ENGL 3015 Shakespeare
ENGL 3018 English Literature II: Romantics-1914
ENGL 3019 English Literature III: 1914-Present
ENGL 3050 World Literature: Western Classics
ENGL 3054 World Literature: European
ENGL 3071 Studies in Literary Topics: Postcolonialism
Undergraduate Programs (Day) and Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3000</td>
<td>History of the Western World</td>
</tr>
<tr>
<td>HIST 3206</td>
<td>Women in Modern Europe</td>
</tr>
<tr>
<td>HIST 3320</td>
<td>Medieval Europe</td>
</tr>
<tr>
<td>HIST 3333</td>
<td>Renaissance Europe 1350-1550</td>
</tr>
<tr>
<td>HIST 3349</td>
<td>Versailles to Waterloo: Europe, 1660-1815</td>
</tr>
<tr>
<td>HIST 3410</td>
<td>19th Century Europe</td>
</tr>
<tr>
<td>HIST 3420</td>
<td>20th Century Europe</td>
</tr>
<tr>
<td>HIST 3450</td>
<td>Russia: Peter the Great to Putin</td>
</tr>
<tr>
<td>HIST 3470</td>
<td>Imperialism and Colonization</td>
</tr>
<tr>
<td>POL 3620</td>
<td>Politics of Western Europe</td>
</tr>
<tr>
<td>POL 3621</td>
<td>Politics of Eastern Europe</td>
</tr>
</tbody>
</table>

**Regional Focus Requirements: Middle East**

A minimum of 12 units from the following 3-unit courses, with no more than 6 units from a single discipline: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 3172</td>
<td>Medieval Art: Early Christian, Byzantine, and Islamic</td>
</tr>
<tr>
<td>ENGL 3056</td>
<td>World Literature: Literatures of the Middle East</td>
</tr>
<tr>
<td>ENGL 3071</td>
<td>Studies in Literary Topics: Postcolonialism</td>
</tr>
<tr>
<td>HIST 3010</td>
<td>Middle East: Star, Cross, and Crescent</td>
</tr>
<tr>
<td>HIST 3311</td>
<td>Crusades and Jihad</td>
</tr>
<tr>
<td>HIST 3470</td>
<td>Imperialism and Colonization</td>
</tr>
<tr>
<td>POL 3641</td>
<td>Politics of the Middle East</td>
</tr>
<tr>
<td>RLGN 3165</td>
<td>Understanding Islam</td>
</tr>
</tbody>
</table>

**Regional Focus Requirements: Asia**

A minimum of 12 units from the following 3-unit courses, with no more than 6 units from a single discipline: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 3186</td>
<td>Survey of Asian Art</td>
</tr>
<tr>
<td>ARTH 3187</td>
<td>Asian Arts: China</td>
</tr>
<tr>
<td>ARTH 3188</td>
<td>Asian Arts: Japan</td>
</tr>
<tr>
<td>ARTH 3189</td>
<td>Asian Arts: India</td>
</tr>
<tr>
<td>ENGL 3052</td>
<td>World Literature: Asian</td>
</tr>
<tr>
<td>ENGL 3071</td>
<td>Studies in Literary Topics: Postcolonialism</td>
</tr>
<tr>
<td>HIST 3018</td>
<td>Asia Survey</td>
</tr>
<tr>
<td>HIST 3450</td>
<td>Russia: Peter the Great to Putin</td>
</tr>
<tr>
<td>HIST 3470</td>
<td>Imperialism and Colonization</td>
</tr>
<tr>
<td>HIST 3811</td>
<td>Revolutionary China: From Sun Yat-sen to Mao Zedong</td>
</tr>
<tr>
<td>HIST 3841</td>
<td>India: Continuity and Change</td>
</tr>
<tr>
<td>HIST 3850</td>
<td>Pacific World: Captain Cook to Pacific Rim</td>
</tr>
<tr>
<td>PHIL/RLGN 3177</td>
<td>Philosophies and Religions of Asia</td>
</tr>
<tr>
<td>POL 3630</td>
<td>Politics of Northeast Asia</td>
</tr>
<tr>
<td>POL 3640</td>
<td>Politics of Southeast Asia</td>
</tr>
<tr>
<td>POL 3642</td>
<td>Politics of South Asia</td>
</tr>
</tbody>
</table>

**Total Regional Focus Requirements** 12 units

Elementary proficiency in a second language (test or coursework) 0-8

**TOTAL INTERNATIONAL STUDIES MAJOR** 49-59 UNITS
**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 Senior Thesis (3 units)**
The Senior Thesis is a requirement for partial fulfillment of the degree in International Studies. The Senior Thesis is to represent a culmination of your interests and abilities as an undergraduate scholar. In order to fulfill the Senior Thesis requirement, you will be expected to apply high level critical thinking, analysis, research, and writing skills toward the production of a 25-35 page scholarly essay on the topic of your choice.

**IS 4996 Internship (0.5-3 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.

**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. Spanish language is required to bolster student engagement of materials and subjects of the Latin American Studies Minor. Dominican will arrange for a study abroad option for minors in Latin American Studies.

**Student Learning Outcomes**
The student will demonstrate the ability to:

1. Express the unique character of Latin American culture stemming from its ancient roots and colonial past.
2. Articulate an understanding of the role Latin America has played in the development of world culture, politics and economics.
3. Participate in the culture of Latin America with sufficient language skills.
4. Analyze the varied economic, political, artistic, social and religious forces that shaped contemporary Latin America.

**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</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 1101</td>
<td>Elementary Spanish I (Student may test out)</td>
<td>3-4</td>
</tr>
<tr>
<td>SPAN 1201</td>
<td>Elementary Spanish II (Student may test out)</td>
<td>3-4</td>
</tr>
<tr>
<td>SPAN 2101</td>
<td>Intermediate Spanish (Student may test out)</td>
<td>3-4</td>
</tr>
<tr>
<td>LAS 2003</td>
<td>Perspectives of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>Select one 3-unit (unless otherwise noted) course from the following:</td>
<td>3-6</td>
<td></td>
</tr>
<tr>
<td>ARTH 3131</td>
<td>Latin American Art</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1019/3019</td>
<td>Latin American Survey</td>
<td>3</td>
</tr>
</tbody>
</table>
Undergraduate Programs (Day) and Courses

or CHC

Cultural Heritage Colloquium (Two of three courses from a Colloquium taught on a Latin American theme) (6 units)

Total Core 15-21 units

Other Requirements
Select a minimum of one of the following courses:

HIST 3100s History biographies on individuals in Latin American or Native American history; courses listed under Undergraduate History/Undergraduate Pathways History (1 unit)

or ENGL 3063 Ethnic Literature: Hispanic American Literature (1.5 units)

Section I-Survey Courses
Select a minimum of one 3-unit course from the following:

ENGL 3051 World Literature: Latin American Literature
HIST 3611 Women in Latin America
HIST 3640 History of South America
POL 3610 Politics of Latin America

Section II-Special Topics Courses
Select a minimum of one 3-unit course from the following:

CHC One of three courses from a Colloquium taught on a Latin American theme except CQAH 3131
HIST 3623 Mexico: Aztecs to the Present
HIST 3624 Chicano/Chicana History
HIST 3631 Central America and the Caribbean
L AS 1012/3112 The Latino Lens
L AS 3198 Special Topics in Latin American Cinema
RLGN 3153 Passion for Justice

Internship (required) 1

Total Other Requirements 8-8.5 units

TOTAL LATIN AMERICAN STUDIES MINOR 23-29.5 UNITS

Latin American Studies Course Descriptions

LAS 1012/3112 The Latino Lens (also SCS 1012/3112) (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 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.
Leadership Studies Minor

The 18-unit Minor in Leadership Studies is a multi-disciplinary program providing students the opportunity to study and practice leadership from multiple disciplines, including both theoretical and experiential components, emphasizing active learning and community service.

Regardless of one's academic major, this minor seeks to improve a student's abilities for leadership roles in their chosen field. The program has four components: theoretical, experiential, skill building and a culminating capstone.

The minor in Leadership Studies will prepare students of all majors to study the qualities and skills of effective leaders and apply these concepts to improve their leadership behaviors and ethical decision making that effects constructive and effective change. The program seeks to educate students to be prepared to serve as leaders in their professions and in their community.

The Leadership Studies Minor emphasizes ethical, cultural, historical, organizational, philosophical, political, psychological, societal and ethical dimensions of leadership. Students will learn the nature of leadership, examine strategies for effecting change and practice ways to become a better leader in multi-cultural contexts.

The program is comprised of courses from Business, Communications, Humanities, Natural Sciences and Mathematics, Nursing, Occupational Therapy, Political Science and International Studies and Psychology. Additional courses are offered by all other academic departments on campus: History, Social and Cultural Studies, Philosophy, Women and Gender Studies. Conversations with Art, Art History, Digital Arts and Music will be pursued to identify applicable courses.

Students contemplating a Leadership Studies minor are required to meet with their major advisor, and then the advisor for the Minor in Leadership Studies, preferably by the beginning of their sophomore year.

• At least 12 of the 18 units in the minor must be Upper Division.
• No more than 9 units of the 18 may also be used for the major and/or GE.
• Students must complete at least 12 of the 18 units of the requirements for the minor in Leadership Studies at Dominican University of California.

Student Learning Outcomes

Students will demonstrate the ability to:

1. Category 1: Leadership Theory and Practice — Compare the prevailing leadership and followership theories.
2. Category 2: Planning and Leading Effective Change — Analyze, explain and evaluate the tenets of change leadership and transformation of cultures from an historical, organizational, political, or societal perspective.
3. Category 3: Effective Interpersonal and Group Communications — Compare and apply the major theoretical and experiential approaches to effective leadership communication.
4. Category 4: Organizations, Communities & Teams — Explain key theories of organizational behavior and provide examples of their impact, or analyze the diversity of political structures and practices around the world.
5. Category 5: Ethical Leadership, & Social Responsibility — Analyze and discuss the challenges facing individuals and organizations in pursuit of ethical behavior and socially responsible decision making at the individual, governmental, non-profit and corporate level.
6. Category 6: Integrative Leadership Practice — Lead through participation in campus organizations, clubs, community leadership projects or activities approved for this category.

Requirements for the Leadership Studies Minor

Three units in each of the following six categories for a total of 18-units:

| CAT 1 | Leadership Theory and Practice | 3 |
| CAT 2 | Planning and Leading Effective Change | 3 |
Undergraduate Programs (Day) and Courses

CAT 3  Effective Interpersonal and Group Communications  3
CAT 4  Organizations, Communities & Teams  3
CAT 5  Ethical Leadership and Social Responsibility  3
CAT 6  Integrative Leadership Practice  3

TOTAL LEADERSHIP STUDIES MINOR  18 UNITS

CATEGORY 1: LEADERSHIP THEORY AND PRACTICE (3 UNITS)

This category provides an overview of leadership theory and practice. Courses in this category review the major theories of leadership and followership developed over the past 100 years. Leadership skills and styles, self-awareness and an orientation toward others, the ethical responsibilities of leadership, conflict resolution and facilitating group decision-making and the importance of vision and initiative to achieving constructive change in your community and organizations and across situations and cultures/genders will be emphasized. It is strongly suggested that students begin their Minor in Leadership Studies by taking one of these two courses before the other categories in the minor.

Select one 3-unit course from the following to complete this category:

BUS 3051 Leadership in Individuals, Organizations and Society  3
BUS 4075 Leadership Theory and Application  3

CATEGORY 2: PLANNING AND LEADING EFFECTIVE CHANGE (3 UNITS)

This category focuses on the heart of leadership: Inspiring and effecting positive change by individuals and/or groups in government, organizations and society. Courses in this category examine effective leaders and leadership practice from historical, organizational, political and/or social contexts.

Topics may include: Effective, ineffective and innovative change movements, how individuals and groups vary in their reaction to change, constructive aspects of power in facilitating change, systemic change systems and communication strategies, processes of planning from vision to action steps, and/or leadership actions supporting implementation of organizational and/or societal change.

Students may use any three 1-unit courses listed below to satisfy completion of this category:

BUS 2054/4054 General Principles of Financial Planning  3
BUS 3902 Strategies for Leading Change  1
BUS 3917 Project Management  1
BUS 3918 Budgeting and Planning  1
BUS 4019 Green and Social Marketing  3
BUS 4054/2054 General Principles of Financial Planning  3
BUS 4075 Leadership: Theory and Application  3
HIST 3100 Biographical Approach to History  3
HIST 3230/3231 Women’s Causes, Women’s Voices  3
HUM 3105 Global Peace and Conflict Studies  3
OT 5013 (OT Majors Only) OT Program Development in the Community  3
PSY 3005 Social Influence  1
RLGN 3186 Catholic Social Teaching  3
WGS 3111 Introduction to Women and Gender Studies  3
WGS 3200 Women & Gender in Economic Development Worldwide  3

-Students may use any three 1-unit courses listed in Category 2 to satisfy completion of that category.

CATEGORY 3: EFFECTIVE INTERPERSONAL AND GROUP COMMUNICATIONS (3 UNITS)

This category features primary theories and applications of human interactions in dyads, teams, groups, organizations and in society leading to goal achievement, group and team productivity or organizational and societal change in a global environment. Courses in this category will explore communication patterns and behaviors of individuals and groups that facilitate ethical achievement of goals at the individual, organizational or societal level.
Topics may include: Critical thinking and communication skills, persuasive public speaking and presentation skills, active listening, written communication, messaging, self-awareness and self-management for effective interpersonal communication, conflict resolution and prevention, mediation, coaching and/or negotiation skills.

PREREQUISITE: Completion of the General Education categories Communication 1200 and English 1004.

Students may use any three 1-unit courses listed below to satisfy completion of this category:

**BUS 2030/3001**  Business Communications 3
**BUS 3900**  Conflict Resolution 1
**BUS 3901**  Collaborative Negotiation 1
**BUS 4077**  International Management and Global Cultures 3
**COMM 3521**  Communication Theory I 3
**COMM 3523**  Communication Theory II 3
**COMM 3603**  Communicating with Success 3
**COMM 3604**  Business & Professional Communication 3
**COMM 3605**  Communication Across Cultures 3
**COMM 3607**  Interpersonal Communications 3
**COMM 3714**  Conflict Resolution & Crisis Management 1
**PSY 3002**  Effective Communication 1
**PSY 3165**  Mediation, Negotiation & Conflict Management 3
**PSY 3167**  Cross Cultural Communication 3
**NURS 3106**  Psychiatric and Mental Health Nursing 3
**OT 3015**  Psychosocial Aspects of Occupation I 3

**CATEGORY 4: ORGANIZATIONS, COMMUNITIES & TEAMS (3 UNITS)**

This category examines the impact of leadership and teams in organizations, governments, communities and society, and their institutional structures. The courses in this category focus on the role of the individual within organizations or society, as well as the impact of organizational, governmental or societal structures on individuals, groups and teams.

Topics may include: Motivation, persuasion, social influence, conformity and obedience, small group dynamics, empowerment, group process and decision making, risk taking, roles, group think, job design, political structures and practices, team work, organizational governance, and/or organization development techniques and strategies.

Students may use any three 1-unit courses listed below to satisfy completion of this category:

**BUS 1903**  Team Development and Leadership 1
**BUS 3011**  Organizational Behavior 3
**BUS 3903**  Peer Coaching 1
**BUS 4060**  Global Virtual Teams 3
**BUS 4070**  Community Leadership 3
**BUS 4140**  Organizational Behavior and Structures 3
**COMM 3711**  Organizational Communication 1
**NURS 4200** (Nursing Only)  Leadership & Nursing Care Management 3
**OT 5101** (OT Majors Only)  Health Policy and Leadership 3
**POL 3300**  State and Local Government 3
**POL 3302**  American Presidency 3
**POL 3303**  Congress 3
**POL 3304**  Political Parties & Interest Groups 3
**POL 3310**  Craft of Politics 3
**POL 3522**  Diplomacy 3
**PSY 3034**  Behavioral Coaching 1
**PSY 3161**  Small Group Dynamics 3
CATEGORY 5: ETHICAL LEADERSHIP & SOCIAL RESPONSIBILITY (3 UNITS)

Ethical decision making is fundamental to value-based leadership. This category examines the impact of ethical traditions, moral development and the role of contending values involved in decision making of individuals, organizations and society. Ethical leadership issues of local and global significance related to business, communications and mass media, health care, politics, science and/or society will be examined.

Topics include: Introduction to western and/or non-western ethical theories, contemporary moral philosophy as it relates to individuals in a pluralist society, ethics and the law, ethical considerations of contemporary political and socioeconomic dimensions of social change, environmental sustainability, civic engagement, corporate social responsibility, social justice, and/or inter-relationships between economic development and the environment.

This category requires that students study Ethics beyond the foundation ethics courses that fulfill the General Education. Therefore, General Education courses in Ethics do not meet this category, with the exception of Nursing and Occupational Therapy majors, given that ethics is integrated throughout multiple courses in those two majors.

BUS 3017 Business Law and Ethics 3
PHIL 1109/3109 (Nursing & OT Only) Ethics and Health Care 3
PHIL 3103 Ethics, Leadership and Meaning 3
POL 3320 Gender: Ethics and Politics 3

CATEGORY 6: INTEGRATIVE LEADERSHIP PRACTICE/ CIVIC ENGAGEMENT EXPERIENCE (3 UNITS)

In this civic engagement-oriented, experiential component, students will integrate the specialized knowledge gained in their major with that of the leadership minor through practice experiences. These leadership practice options involve community and civic engagement leadership opportunities. This category may be fulfilled through completion of a service learning course, co-curricular experiences, a leadership internship or a leadership legacy capstone project.

The Center for Creative Leadership proposes the following basic skills as fundamental components of leadership development:

- Learning from experience, communication, listening, assertiveness, providing constructive feedback, effective stress management, building technical competence, building effective relationships with colleagues at all levels, setting goals and conducting meetings.

This category provides opportunities to hone skills in these areas and practice working cooperatively with team members. Students complete the units for this category from any of the following four categories. Multiple categories may be used to fulfill this 3-unit requirement.

A. Service-Learning Course: Completion of a 3-unit course with the Service Learning designation. The service learning projects promote the common good and the values of study, reflection, community and service, ethical responsibility, and respect for multiple cultural traditions linking academic education and community experience.

B. Leadership Internship: (1 to 3 units: 45 to 135 hours) in a project focused, work situation that constitutes a valid educational experience relevant to developing the students' leadership skills. Students are required to maintain a journal and deliver an oral presentation at the Career and Internship Symposia. Important Note: A maximum of six (6) internship (course 4996) units may be counted toward the bachelor’s degree.

C. Independent Study: Leadership Legacy Capstone Research Project Option: This is a culminating experience option that frames societal or organizational issues or projects within a community leadership context. Students will research a leadership problem at a community or business organization, related to their major, and formulates a proposed resolution of the problem. Prerequisites: Completion of Categories 1, 2, 3 and 4. May be corequisite with Category 5.
Undergraduate Programs (Day) and Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 3910</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 3120</td>
<td>Museum Studies</td>
<td>3</td>
</tr>
<tr>
<td>BUS 4989</td>
<td>Leadership Internship</td>
<td>1-3</td>
</tr>
<tr>
<td>BUS 4999</td>
<td>Independent Study: Leadership Legacy Capstone</td>
<td>3</td>
</tr>
<tr>
<td>HONO 3500</td>
<td>Self, Community &amp; Service: Ethical Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HUM 4999</td>
<td>Independent Study: Service Learning Leadership Project</td>
<td>1-3</td>
</tr>
<tr>
<td>NURS 4200</td>
<td>Leadership and Nursing Care Management</td>
<td>4</td>
</tr>
<tr>
<td>OT 5130</td>
<td>Level II Fieldwork in Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PHL 3510</td>
<td>Self, Community, &amp; Service: Modern Identity and Meaning</td>
<td>3</td>
</tr>
<tr>
<td>PHL 3520</td>
<td>Self, Community, &amp; Service: Ethics of Love and Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>POL 3524</td>
<td>Model United Nations 1</td>
<td>2</td>
</tr>
<tr>
<td>POL 3526</td>
<td>Model United Nations 2</td>
<td>3</td>
</tr>
<tr>
<td>POL 4961</td>
<td>Internship in Student Government</td>
<td>1-3</td>
</tr>
</tbody>
</table>

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 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 the California Subject Examination for Teachers (CSET) prior to entering the teacher education portion of the Program;
- Pass Reading Instruction Competence Assessment (RICA) prior to applying for the Preliminary Multiple Subject Credential.

Important Notes

- The 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**

<table>
<thead>
<tr>
<th>Literature and Language Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1200 Speech &amp; Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1004 Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3001 Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3017 Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3029 Early Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CQEN 3065 Multi-Ethnic Literature of California *</td>
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</tr>
<tr>
<td>ENGL 3200 Research Writing and Critical Thinking</td>
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<td>RES 2000 Information and Research</td>
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<td><strong>Total Literature and Language Arts</strong></td>
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<table>
<thead>
<tr>
<th>Cultures, Values and Philosophies</th>
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</tr>
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<tbody>
<tr>
<td>Cultural Heritage Colloquium - California, The Golden Dream</td>
<td>9</td>
</tr>
<tr>
<td>FYF Art &amp; Society</td>
<td>2</td>
</tr>
<tr>
<td>FYF Elective</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 1108/3108 Ethics</td>
<td>3</td>
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<tr>
<td>RLGN 3000-4999 An Upper Division Religion Class</td>
<td>3</td>
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<tr>
<td>Religion (Judeo-Christian)</td>
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<td><strong>Total Values and Philosophies</strong></td>
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<table>
<thead>
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<tbody>
<tr>
<td>MATH 1450 Math Thinking and Quantitative Reasoning</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3110 Structure of the Real Number System</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3120 Geometry Explorations</td>
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</tr>
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<td><strong>Total Mathematics</strong></td>
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<table>
<thead>
<tr>
<th>Fine Arts</th>
<th></th>
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<tbody>
<tr>
<td>ART 3119 Drawing for Elementary Teachers</td>
<td>3</td>
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<tr>
<td>DRAM 3503 Page to Stage</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 3201 Bringing Music into the Classroom</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Fine Arts</strong></td>
<td>6 units</td>
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<table>
<thead>
<tr>
<th>Social Sciences</th>
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<tbody>
<tr>
<td>HIST 1117 United States Survey</td>
<td>4</td>
</tr>
<tr>
<td>HIST 3008 World History and Geography</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3120 Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>SCS 1002 Cultural Anthropology</td>
<td>3</td>
</tr>
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</table>
Undergraduate Programs (Day) and Courses

Total Social Sciences 13 units

Natural Sciences
BIO 1400 Biological Foundations 3
BIO 3300 Health and Wellness 3
BIO 3400 Physical Development of the Child 1
CQBI 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 values of CQBI 4100 (Natural History of California) & CQEN 3065 (Multi-Ethnic Literature of California) are included within the Cultural Heritage Colloquium units listed above.

TOTAL CORE 84 UNITS

Area of Concentration

There is a Language and Literature concentration of 12 Upper Division units. Courses include: English 3001 Linguistics; English 3029 Early Literacy; English Colloquium 3065 Multi-Ethnic Literature of California 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 Courses
LS 1000 School and Community 2
LS 1001 Foundations of Education 2
LS 2000/3000 Issues in Education 2
LS 2001/3001 Connections in Education 2
LS 4000 Capstone Project 3
LS 4001 Capstone Project 3

Education 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 12
EDUC 4162 Professional Development Seminar 2
EDUC 4164 Teacher Performance Assessment 1

Total Liberal Studies/Education 49 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 (2 units)**
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 visiting and preparing for focused observations in elementary classrooms. Fall Semesters.

**LS 1001 Foundations in Education (2 units)**
An opportunity for candidates interested in becoming elementary teachers to explore the philosophical foundations of education. Candidates continue constructing the Program Portfolio. Candidates begin focused observation and participation in elementary classrooms. Spring Semesters.

**LS 2000/3000 Issues in Education (2 units)**
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 (2 units)**
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 (3 units)**
Candidates continue their work with their Program Portfolio and continue to document their subject-matter competence. Focused observation and participation in elementary school classrooms is connected with their Capstone Project. Candidates conduct research to explore and to draw conclusions regarding effective teaching practices aligned with specifically identified K-6 subject-matter. Fall Semesters.

**LS 4001 Capstone Project (3 units)**
Candidates conclude and synthesize their research and form conclusions about specific subject-matter pedagogy for elementary classrooms. Focused observation and participation in elementary classrooms continues. Candidates complete the Program Portfolio and 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.

**EDUCATION COURSE DESCRIPTIONS**

**EDUC 4000 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.
EDUC 4056 English Language Development (4 units)
Introduces the study of language and the development of first and second languages. Includes consideration of linguistics, language structure and function; psychological, social, political, and cultural factors affecting second language acquisition; and strategies for teaching English learners. Fall, Spring Semesters.

EDUC 4130 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.

EDUC 4131 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.

EDUC 4140 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.

EDUC 4150 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.

EDUC 4151 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. May be offered in blended hybrid format. Fall, Spring Semesters.

EDUC 4160 Student Teaching in Elementary Schools (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. Prerequisite: Approval of the School of Education Professional Standards Committee. Fall, Spring Semesters.

EDUC 4162 Professional Development Seminar (Multiple Subject) (2 units)
Examines issues and problems related to teaching in the elementary school. Fall, Spring Semesters. (Summer by approval of Program Director only.)

EDUC 4164 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. (Summer by approval of Program Director only.)

Mathematics (Minor)
Courses offered in mathematics are designed to fulfill General Education requirements and as prerequisites for majors in other departments.
Requirements for the Mathematics Minor

Lower Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1600</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1700</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2400</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Lower Division 11 units

Upper Division

Select three 4-unit courses from the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 3000</td>
<td>Multivariate Calculus</td>
</tr>
<tr>
<td>MATH 3150</td>
<td>Logic and Set Theory</td>
</tr>
<tr>
<td>MATH 3300</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>MATH 3400</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MATH 3500</td>
<td>Advanced Statistics</td>
</tr>
</tbody>
</table>

TOTAL MATHEMATICS MINOR 23 UNITS

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 1210 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:
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 principles of reasoning, 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: 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 3000 Multivariate Calculus (4 units)
A continuation of Math 1700 Calculus II. The course strikes a balance between concepts, modeling, skills, and applications. Key concepts are presented graphically, numerically, symbolically, and verbally. Guided by this innovative Rule of Four approach, the course provides students with a strong conceptual understanding of the material. Topics include sequences
Undergraduate Programs (Day) and Courses

and series, vectors, differentiating functions of many variables, optimization, integrating functions of many variables, parameterized curves and vector fields, line integrals, flux integrals, and calculus of vector fields. Prerequisite: Math 1700 or consent of the instructor.

**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 3150 Logic and Set Theory (4 units)**

Introduction to formal mathematical reasoning processes. Emphasis is on proving theorems concerning sets and numbers. Concept of proof is stressed. This is a transition course for students going from calculus to more advanced mathematics courses. The course contains the analytical and logical tools necessary for thinking like a mathematician. The topics include a natural progression from logic to methods of proof to set theory, relations, and functions. The course serves as a good introduction to advanced mathematics. Prerequisite: Math 1600 or consent of the instructor.

**MATH 3300 Differential Equations (4 units)**

Introduction to the theory of ordinary differential equations with particular emphasis on their applications. The course views solutions of differential equations from several points of view, which is essential to understand fully their behavior. The course provides an active environment for students to explore differential equations by using analytical, numerical, graphical, and descriptive techniques. Students use ordinary differential equations as a natural tool for modeling many interesting processes in science and engineering. Prerequisite: Math 1700 or consent of the instructor.

**MATH 3400 Advanced Statistics (4 units)**

A study of statistical techniques and their applications in the sciences. Topics include experimental design, analysis of variance, and linear regression. The course also considers multiple regression and many specialized multiple regression techniques including time series, logistic regression, survival analysis, and Cox proportional hazard regression. All of these techniques are illustrated by specific applications in medicine, various sciences, and social sciences. Prerequisite: Math 2400 or consent of the instructor.

**MATH 3500 Linear Algebra (4 units)**

A study of vector spaces and their applications. Topics include matrices, systems of linear equations and linear transformations with particular emphasis on their applications. The course views linear algebra theoretically, computationally, and geometrically focusing attention on the interpretation of calculations in various applications. The course includes many applications including least squares approximations, dynamical systems, Markov Chains, Leontief Input-Output Models, game theory, and other linear applications in the sciences. Prerequisite: Math 1700 or consent of the instructor.

**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 MUS 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. MUS 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 choose 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 chair 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 MUS 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 MUS 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 Department of Music and Performing Art’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**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUS 1001</td>
<td>Materials of Music</td>
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<tr>
<td>MUS 1002</td>
<td>Harmony</td>
<td>3</td>
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<tr>
<td>MUS 1003</td>
<td>Musicianship</td>
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<tr>
<td>MUS 1004</td>
<td>Harmony</td>
<td>3</td>
</tr>
<tr>
<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>
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<tr>
<td>Ensembles</td>
<td>(4 semesters, 1 unit per semester)</td>
<td>4</td>
</tr>
<tr>
<td>Applied Music</td>
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<td>4</td>
</tr>
<tr>
<td>Secondary Applied Music</td>
<td>or MUS 2652 Piano Class</td>
<td>4</td>
</tr>
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### 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 1000</td>
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</tr>
<tr>
<td><strong>Total Lower Division</strong></td>
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#### Upper Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<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>
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</tr>
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<td>4</td>
</tr>
<tr>
<td>Music Electives</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>or Music Electives</td>
<td>(6 units)</td>
<td></td>
</tr>
<tr>
<td>and MUS 4491 Senior Project</td>
<td>(2 units)</td>
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</tr>
<tr>
<td>MUS 3000</td>
<td>Performer’s Seminar (4 semesters)</td>
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<td><strong>Total Upper Division</strong></td>
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<tr>
<td><strong>TOTAL MUSIC MAJOR</strong></td>
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<td><strong>51 UNITS</strong></td>
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### Requirements for the Music with a Concentration in Performance Major

#### Lower Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
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<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>
<td>1</td>
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<tr>
<td>MUS 1004</td>
<td>Harmony</td>
<td>3</td>
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<tr>
<td>MUS 1005</td>
<td>Musicianship</td>
<td>1</td>
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<tr>
<td>MUS 1006</td>
<td>Harmony</td>
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<tr>
<td>MUS 1007</td>
<td>Musicianship</td>
<td>1</td>
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<tr>
<td>Ensembles</td>
<td>(4 semesters, 1 unit per semester)</td>
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<tr>
<td>Applied Music</td>
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<td>12</td>
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<tr>
<td>Secondary Applied Music</td>
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<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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<tr>
<td><strong>Total Lower Division</strong></td>
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<td><strong>35 units</strong></td>
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#### Upper Division

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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MUS 3101</td>
<td>Conducting</td>
<td>2</td>
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<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>(4 semesters, 1 unit per semester)</td>
<td>4</td>
</tr>
<tr>
<td>Applied Music</td>
<td>(4 semesters, 3 units per semester)</td>
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<tr>
<td>Music Electives</td>
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<td>8</td>
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<tr>
<td>or Music Electives</td>
<td>(6 units)</td>
<td></td>
</tr>
<tr>
<td>and MUS 4491 Senior Project</td>
<td>(2 units)</td>
<td></td>
</tr>
<tr>
<td>MUS 3000</td>
<td>Performer’s Seminar (4 semesters)</td>
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<tr>
<td><strong>Total Upper Division</strong></td>
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<td><strong>32 units</strong></td>
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<tr>
<td><strong>TOTAL MUSIC MAJOR WITH A CONCENTRATION IN PERFORMANCE</strong></td>
<td><strong>67 UNITS</strong></td>
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### Requirements for the Music Minor

#### Lower Division

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<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1001</td>
<td>Materials of Music</td>
<td>3</td>
</tr>
</tbody>
</table>
Undergraduate Programs (Day) and Courses

MUS 1002  Harmony  3
MUS 1003  Musicianship  1
Ensembles (2 semesters, 1 unit per semester)  2
Applied Music (2 semesters, 1 unit per semester)  2
Total Lower Division  11 units

Upper Division
MUS 3301  History/Literature of Music from Antiquity to 1750  3
and MUS 3302  History/Literature of Music from 1750 to the Present  3
or MUS 3300  Enjoyment of Music  3
and MUS 3327  World Music  3
Ensembles (2 semesters, 1 unit per semester)  2
Applied Music (2 semesters, 1 unit per semester)  2
MUS 3000  Performer’s Seminar (2 semesters)  0
Music Electives  2
Total Upper Division  12 units
TOTAL MUSIC MINOR  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, passing the entrance tests or its equivalent. Fall, Spring Semesters.

MUS 1003 Musicianship (1 unit)
Intervallic, melodic, keyboard, and rhythm skills, dictation, and fixed and movable “do” sight-singing. Prerequisite: MUS 1001 or its equivalent. Fall, Spring Semesters.

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. Prerequisite: Music 1002 or its equivalent. Fall, Spring Semesters.

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.
Undergraduate Programs (Day) and Courses

MUS 1008 The World of 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.

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 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 Semester.

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
Undergraduate Programs (Day) and Courses

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.

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, 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)
An 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 health care 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 health care 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:
Undergraduate Programs (Day) and Courses

1. To develop beginning professional practitioners of nursing as generalists, capable of providing health care 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 health care 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 health care workers.

6. To provide an educational foundation for graduate study in nursing and promote life long leaning.

Consistent with the mission of Dominican University of California, the Department of Nursing educates baccalaureate and master's level nurses who are prepared to provide professionally competent, culturally sensitive, and ethically grounded nursing care, who respect the innate dignity of human life, demonstrate leadership through multidisciplinary collaborations, and model good citizenship within a global community.

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 124-126 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**

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<tr>
<th>Requirement</th>
<th>Units</th>
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<td>First Year Foundations: Must include Art and Society</td>
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<tr>
<td>(Human Cultures is required for the Nursing Major and is listed below)</td>
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<tr>
<td>Creative or Performing Arts</td>
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</tr>
<tr>
<td>Religion (see GE section; one comparative or cross-cultural recommended)</td>
<td>6</td>
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<tr>
<td>Cultural Heritage Colloquium</td>
<td>9</td>
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<tr>
<td><strong>Total Additional GE Requirements</strong></td>
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**Requirements for the Nursing Major BS**

**Supplemental Courses as Needed**

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<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>ENGL 1003</td>
<td>Developmental Writing (3 units)</td>
</tr>
<tr>
<td>CHEM 1500</td>
<td>Introduction to Chemistry (3 units)</td>
</tr>
<tr>
<td>MATH 1210</td>
<td>Elementary &amp; Intermediate Algebra (4 units)</td>
</tr>
<tr>
<td>or MATH 1300</td>
<td>Intermediate Algebra (3 units)</td>
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**Lower Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>*BIO 1550</td>
<td>Nutrition</td>
</tr>
<tr>
<td>*BIO 2500</td>
<td>Human Anatomy</td>
</tr>
<tr>
<td>*BIO 2600</td>
<td>Human Physiology</td>
</tr>
<tr>
<td>*CHEM 1600</td>
<td>Chemistry for the Health Sciences</td>
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<tr>
<td>*COMM 1200</td>
<td>Speech and Rhetoric</td>
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<tr>
<td>*ENGL 1004</td>
<td>Expository Writing</td>
</tr>
<tr>
<td>*NURS 2001</td>
<td>Concepts in Nursing</td>
</tr>
<tr>
<td>NURS 2012</td>
<td>Nursing Technologies I</td>
</tr>
<tr>
<td>NURS 2014</td>
<td>Health Assessment</td>
</tr>
<tr>
<td>NURS 2018</td>
<td>Pathophysiology</td>
</tr>
<tr>
<td>NURS 2020</td>
<td>Foundations of Pharmacology</td>
</tr>
<tr>
<td>NURS 2100</td>
<td>Basic Patient Care</td>
</tr>
<tr>
<td>NURS 2150</td>
<td>Geriatric Foundations</td>
</tr>
<tr>
<td>*PSY 1100</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>*RES 2000</td>
<td>Information &amp; Research</td>
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<tr>
<td>*SCS 1005</td>
<td>Human Cultures</td>
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<td></td>
<td>(or Introduction to Sociology/Cultural Anthropology or comparable courses for transfer students)</td>
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<tr>
<td><strong>Total Lower Division</strong></td>
<td><strong>44 units</strong></td>
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**Upper Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>*BIO 3600</td>
<td>Microbiology</td>
</tr>
<tr>
<td>*ENGL 3200</td>
<td>Advanced Writing &amp; Research</td>
</tr>
<tr>
<td>NURS 3100</td>
<td>Maternal-NB &amp; Women’s Health Nursing</td>
</tr>
<tr>
<td>NURS 3101</td>
<td>Pediatric Nursing</td>
</tr>
<tr>
<td>NURS 3103</td>
<td>Nursing Research</td>
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<tr>
<td>NURS 3105</td>
<td>Medical Surgical Nursing</td>
</tr>
<tr>
<td>NURS 3106</td>
<td>Psychiatric and Mental Health Nursing</td>
</tr>
<tr>
<td>NURS 4100</td>
<td>Advanced Med-Surg Nursing</td>
</tr>
<tr>
<td>NURS 4114</td>
<td>Health Policies and Practices</td>
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Undergraduate Programs (Day) and Courses

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Units</th>
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<tbody>
<tr>
<td>NURS 4119</td>
<td>Senior Synthesis: Professional Accountability in Nursing</td>
<td>1</td>
</tr>
<tr>
<td>NURS 4150</td>
<td>Community Health and Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS 4200</td>
<td>Leadership and Nursing Care Management</td>
<td>6</td>
</tr>
<tr>
<td>NURS 4997</td>
<td>Directed Research: Proposal Development</td>
<td>1</td>
</tr>
<tr>
<td>NURS 4998</td>
<td>Directed Research: Implementation</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 1108/3108</td>
<td>Ethics or PHIL 1109/3109 Ethics for Health Care</td>
<td>3</td>
</tr>
<tr>
<td>*PSY 3122</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>*PSY 3187</td>
<td>Statistics for the Health and Behavioral Sciences</td>
<td>4</td>
</tr>
</tbody>
</table>

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 LVN’s 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 LVN’s 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 clearance requirements.

Additional Requirements

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 for both clinical lab and simulation lab experiences.

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, two-step 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 Health Care 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 each semester 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 the Computer Competency Requirement;
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
   BIO 1550 Nutrition
   SCS 1005 Human Cultures
   or SCS 1001 Introduction to Sociology
   or SCS 1002 Cultural Anthropology
   ENGL 1004 Expository Writing
   ENGL 3200 Advanced Writing & Research
   PSY 3122 Lifespan Development
   *BIO 3600 Microbiology
   RES 2000 Information and Research
   NURS 2001 Concepts in Nursing
   COMM 1200 Speech and Rhetoric
Undergraduate Programs (Day) and Courses

* Must be taken within the past five years. A minimum grade of ‘B-’ is required in all science prerequisites that are repeated. If this has not been attained, the student may repeat the course one time after matriculation at Dominican University of California.

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.

Students are required to take ATI exams throughout the program.

**ADVANCED STANDING IN NURSING**

Registered nurses, licensed vocational nurses, and other health care 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, spirituality, and client education. Prerequisite: Completion of the first two semesters of nursing prerequisite classes. 1 hour theory. Offered Fall and Spring Semesters.

NURS 2012 Nursing Technologies (1 unit)
Provides opportunities for the student to learn, practice, and demonstrate basic nursing skills in a simulated clinical setting. Prerequisites: Completion of pre-clinical courses and progression to the Sophomore level. Corequisites are NURS 2100, 2150, 2018, and 2020. 3.0 hours laboratory once per week. 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 2018 Pathophysiology (3 units)
This course will provide the student with the foundational knowledge base for nursing assessment and interventions to support the client’s responses to common altered health states. The study of etiological factors, physiological changes, and clinical manifestations of common disorders will be included. Variations in responses and medical therapies by age, gender, race and ethnicity will be studied. Requirements: completion of all prerequisites pre-clinical courses and admittance to the clinical nursing program. Corequisites are: NURS 2012, 2014, 2100, 2150. 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 (5.5 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. Requirements: Completion of all prerequisite pre-clinical classes and NURS 2001. Corequisites are NURS 2012, 2018, 2150, 2020 and 2014. 3.0 units of theory and 2.5 units of clinical (7.5 hours/week for entire semester). Offered Fall and Spring Semesters.

NURS 2150 Geriatric Foundations (4.5 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 older adults 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 2012, 2014, 2018, 2020, and 2100. 2.5 hours of theory and 2.0 units of clinical. Offered Fall and Spring Semesters.

NURS 2151 LVN-RN Geriatric Foundation (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 older adults across the spectrum of living arrangements from the independent home dweller to institutional care. Requirements: Admission to the LVN to RN 30 unit option. Limited to 5 students. 2.5 units of theory and 1.5 units of clinical (67.5 hours). Offered concurrently with NURS 2150, 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 interpersonal and relational role of the professional nurse in identifying and meeting the health care 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 health care environments. Requirements: Completion of all second semester Sophomores 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 health care, 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 ENGL 3200; all Sophomore nursing courses; and first semester Junior 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: successful completion of second semester Sophomore courses. 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: successful completion of second semester Sophomore courses. 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 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 coursework. 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 health care system including its structure, financing, and the economics. An introduction to policy, politics, and policy analysis provides a framework to examine the nation’s health care objectives, delivery systems, and the health care workforce. The course examines emerging health policy issues with attention to health disparities and access to care. Corequisite: NURS 4150. Open to all students. 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. 1.0 hour theory. 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 2.5 units clinical (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 health care 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 4201 LVN-RN Leadership and Care Management (5.5 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 health care 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: Admittance to the LVN to RN 30 unit option. Limited to 5 students. 2.0 units of theory and 3.5 units of clinical (157.5 hours). Offered concurrently with NURS 4200, Fall and Spring Semesters.

**NURS 4995 Elective Preceptorship (1-3 units)**

Supervised clinical practice in a health care 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 BSN 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 each semester. 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 health care. 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 Political Science) 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

PHIL 1107  Logic 3
PHIL 3105  Ancient Greek Philosophy 3
   or POL 3200  Ancient, Medieval, and Early Modern Political Philosophy 3
PHIL 3177  Philosophies and Religions of Asia 3
POL 3201  Modern and Contemporary Political Philosophy 3
3 electives, at least two of which must be Upper Division 9
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.

PHIL 1107 Logic (3 units)
The primary goal of this course is to enhance one’s capacity for clear and cogent reasoning, enabling one to understand and construct sound, persuasive arguments and to avoid weak, fallacious ones. Logic is an essential life skill for school - papers, reports, theses, persuasive speaking - and for virtually every career field - science, business, politics, humanities and the law. 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 Health Care (3 units)
An introduction to ethical theory in Western philosophy followed by an investigation of contemporary ethical problems drawn from the field of health care, 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. Spring Semesters.
PHIL 3103 Ethics, Leadership, and Meaning (3 units)
In this course students will evaluate the ethical implications of various theories of leadership and decision-making within the context of personal meaning. Issues such as individual rights, collective responsibilities, formation of character, integrity, caring relationships and the common good will be addressed as the students explore their own leadership role in various organizational settings and as citizens in a democratic society. A service-learning component of the course will give students the opportunity to grow in their self-understanding as “leaders”. Prerequisites: PHIL 1108/3108 or PHIL 1109/3109 or PHIL 3510/3520.

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 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. Offered regularly.

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 Sessions.

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 problem of conflicting truth claims among different religions. Offered intermittently.

PHIL 3200 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 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.

PHIL 3201 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.

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 relation 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. Offered regularly.

PHIL 3510 Self, Community, and Service: Modern Identity and Moral Meaning (3 units)
Exploration of contemporary moral philosophy directed at the existential questions of self-hood, authenticity, perception, 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. Offered regularly.
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 motivation, 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. Offered regularly.

PHIL 4999 Independent Study (1-3 units)

Offered as needed.

Physical Education Program

Dominican seeks to develop the whole person, mind, body and spirit. The Conlan Recreation Center provides a wide variety of recreational and fitness opportunities for all students. Facilities include a weight room, dance studio, gymnasium, tennis courts, outdoor field and swimming pool. A host of non-credit instructional classes are offered through our Recreational Sports & Activities program, in activities like running, table tennis, frisbee golf, flag football, glow in the dark sports, and water winged water polo.

One-credit classes are offered throughout the academic year in activities such as yoga, self-fitness, swing dancing, sailing, golf and aikido. Credits earned for these classes are considered Lower Division activity credits. While there is no limit to the number of Physical Education classes a student may take, a maximum total of 8 activity credits may be applied to the BA degree. Class offerings vary from year to year. See the Course Schedule for which Physical Education classes are being offered each semester.

Some of the Physical Education classes offered at Dominican are:

PE 1201 Aikido (1 unit)

A course designed to introduce the beginner to Aikido. The course will cover fundamental principles of taking care of oneself by learning how to fall properly, and learning forwards and backwards rolls. The students will then learn basic throws, proper posture, good centering, and etiquette. Aikido is a lifelong practice and this class is designed to help students discover the art.

PE 1201 Golf (1 unit)

Designed to be an introduction to the fundamentals of the game of golf that intermediate golfers will benefit from too. The class offers golf swing instruction with an emphasis on “keeping it simple”. Grip, stance and club selection will be covered as well as “playing the game” strategies. Putting, chipping, pitching, trouble shots, warm up exercises, stretching and nutrition specific for golf will be taught. Rules and etiquette of the game will be reviewed as well.

PE 1201 Low Impact Aerobics (1 unit)

Improve your cardio respiratory functioning and reaction time, expand your mind (aerobics has been proven to grow gray matter) and have fun! This class is designed to get you moving safely to music while protecting your joints, as one foot is always on the floor. No previous aerobic exercise or dance experience is required for this beginner level class. You will learn basic steps and movements that are combined to create the routines, and before you know it, you will have completed an hour of cardio exercise. Each class will end with a cool down, including stretches for the major muscle groups.

PE 1203 Foundations in Fitness (1 unit)

This class is designed to help you jump-start your personal fitness program, or expand your current one. The first part of each class will include a short lecture/discussion on one or more components of fitness. During the remainder of the class, the focus will be on how to perform key exercises and use the equipment correctly for each major muscle group. By the end of the session, you’ll have the tools and practice to design a safe and comprehensive fitness program.

PE 1202 Yoga (1 unit)

This class is offered as a general introduction to yoga and includes definitions of Yoga, the comfortable seat, warming the joints, breath awareness, standing postures, forward folds, lunges and lunge-squats, abdominals, sun salutations, balance poses, backbends, side stretches, twists, seated postures, mudras (sealing the energy), bandhas (body locks), introduction to breath work, centering practice, sequencing, counter posing, meditation practice, and Sanskrit nomenclature.

PE 1201 Swing Dancing (1 unit)

This class is designed to cover the fundamentals of “Swing”, and includes starter and advanced steps, sugar push basic and variations, left side pass basic and variations, underarm turn basic and variations, whip and variations, closed position basics, throw-out basics, tuck and turn basics, spins and turn techniques, musicality, body isolation techniques, social skills, connection techniques, and lead and follow communications. Swing is a versatile couples dance with lots of room for individual expression. Unlike many other dances, West Coast Swing can be danced to a variety of music: big band, blues, pop, rock, soul, country, and funk.
CLASSES FOR INTERCOLLEGIATE ATHLETIC TEAM MEMBERS

Additional activity credit classes are available for members of the University’s intercollegiate sports program. Athletes may receive Lower Division activity credit on a credit/no credit basis up to a total of 8 units. These classes are more competitive and focus on building skills and enhancing the student’s knowledge of individual sports, which come from practicing or playing with a team at Dominican University of California.

PE 1001 Men’s Basketball (1 unit)
PE 1002 Women’s Basketball (1 unit)
PE 1004 Women’s Tennis (1 unit)
PE 1005 Women’s Volleyball (1 unit)
PE 1006 Men’s Soccer (1 unit)
PE 1007 Women’s Soccer (1 unit)
PE 1008 Women’s Softball (1 unit)
PE 1009 Women’s Golf (1 unit)
PE 1010 Men’s Golf (1 unit)
PE 1011 Men’s Lacrosse (1 unit)

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.

Physical Sciences Course Descriptions

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 and an introduction to stoichiometry and balancing equations. Additionally, the course will review basic mathematics and provide an introduction to common laboratory practices and use of common laboratory equipment. 2 lecture hours and 3 lab 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, 3 lab hours. Fall, Spring Semesters.

Prerequisites: Students must complete one of the following prerequisites before they are eligible to register into Chemistry 1600.

- High school chemistry within the past two (2) years with a grade of ‘B’ (3.0) or higher.
- SAT II Chemistry score equivalent to a ‘B’ (3.0).
- Chemistry 1500 at Dominican or a general or introductory chemistry course from another college within the past two (2) years with a grade of ‘C’ (2.0) or better.
- CLEP General Chemistry subject examination with a score at or above the 50th percentile.
- Course challenge or placement examination with a score of 75% or higher.

CHEM 2000 General Chemistry I (4 units)

This course is focused on the 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 a passing grade in the chemistry placement test or CHEM 1500. 3 lecture hours, 3 lab hours. Fall, Spring 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.
Undergraduate Programs (Day) and Courses

CHEM 3800 Organic Chemistry I (4 units)
Introduction to the fundamental concepts of organic chemistry focusing on chemical structures, bonding, stereochemistry and chemical reactivity. This course covers the nomenclature and reactivities of simple organic molecules such as alkanes, alkenes, alkynes, aromatics, and alkyl halides. 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 alcohols, ethers, 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. Spring Semesters.

CHEM 4000 Quantitative Analysis (4 units)
This course focuses on gravimetry, acid-base, redox, complex-formation equilibria, and their applications in volumetric titrations. Techniques including ion exchange and chromatography separation techniques will be discussed along with selected topics in instrumental analysis. Prerequisites: CHEM 2000 and 2100. 3 hours lecture, 3 lab hours. Fall Semesters.

CHEM 4100 Biochemistry (4 units)
Introduction to Biochemistry. Chemistry of carbohydrates, lipids, proteins, nucleic acids, vitamins and hormones, with major emphasis on biochemical processes in human cells. This class also covers enzyme kinetics, energetics of metabolic reactions, and molecular biochemistry. 3 lecture hours, 3 lab hours. Prerequisite: CHEM 3800.

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 and delivering laboratory and/or discussion sections. Students may also conduct review sessions and tutor 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 to experience 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)
In this course, students will carry out experimental research project in various fields of chemistry, under the 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 planning 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.

Political Science (BA)
The study of political science entails much more than an analysis of current events, the activities of politicians, or the workings of government institutions. In a broad sense, political science 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 Political Science 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 informed, active, and responsible citizenship. The Political Science 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 Political Science major takes a core sequence of introductory courses designed to provide a broad foundation of understanding of the discipline. Then, each political science 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, political science majors direct their studies toward one or more of the following concentrations: international relations, international political economy, public law, American politics, and moral and political philosophy.

Student Learning Outcomes
Political Science 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 Political Science Major BA

### 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>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>
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**Total Lower Division** 15 units

### Upper Division

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tbody>
<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>3</td>
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<tr>
<td>POL 4911</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
<tr>
<td>POL 4996</td>
<td>Internship</td>
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**Total Upper Division** 16-18 units

### International Relations Concentration

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>POL 3500</td>
<td>World Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 3520</td>
<td>US Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>POL 3526</td>
<td>Model United Nations II</td>
<td>3</td>
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</tbody>
</table>

**International Relations Elective** 6

**Total International Relations Concentration** 15 units

### International Political Economy Concentration

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<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tbody>
<tr>
<td>POL 3523</td>
<td>Globalization</td>
<td>3</td>
</tr>
<tr>
<td>POL 3561</td>
<td>International Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>POL 3563</td>
<td>Political Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Upper Division International Business Electives** 6

**Total International Political Economy Concentration** 15 units

### Public Law Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>HIST 3351</td>
<td>Historical Roots of US Law</td>
<td>3</td>
</tr>
<tr>
<td>POL 3400</td>
<td>Politics of the American Legal System</td>
<td>3</td>
</tr>
<tr>
<td>POL 3410</td>
<td>Constitutional Law I</td>
<td>3</td>
</tr>
<tr>
<td>POL 3411</td>
<td>Constitutional Law II</td>
<td>3</td>
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</table>

**Public Law Elective** 3

**Total Public Law Concentration** 15 units

### American Politics Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>POL 3302</td>
<td>American Presidency</td>
<td>3</td>
</tr>
<tr>
<td>POL 3303</td>
<td>Congress</td>
<td>3</td>
</tr>
<tr>
<td>POL 3304</td>
<td>Political Parties and Interest Groups</td>
<td>3</td>
</tr>
</tbody>
</table>

**American Politics Elective** 3

**Total American Politics Concentration** 15 units
Moral and Political Philosophy Concentration

Moral and Political Philosophy Electives 15 units

Total Moral and Political Philosophy Concentration 15 units

TOTAL POLITICAL SCIENCE MAJOR 46-48 UNITS

Requirements for the Political Science Minor

Lower Division

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 Division 9 units

Upper Division

Political Philosophy Elective 3
Public Law Elective 3
International or Comparative Elective 3
American Politics Elective 3

Total Upper Division 12 units

TOTAL POLITICAL SCIENCE MINOR 21 UNITS

Political Science 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 political science.

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?

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 Advanced Research and Writing (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.

POL 4910 Senior Seminar (3 units)
The Senior Seminar provides a collaborative setting within which students begin work on their Senior thesis. It involves development of the thesis in discussion with other students and with the seminar leader. The Senior Seminar is designed to challenge and to support students as they engage in the design, research, and writing of their Senior thesis.
**POL 4911 Senior Thesis (3 units)**
The Senior Thesis is a requirement in partial fulfillment of the degree in political science. The Senior Thesis is to represent a culmination of the students’ interests and abilities as an undergraduate scholar. In order to fulfill the Senior Thesis requirement, students are expected to apply high level critical thinking, analysis, research, and writing skills toward the production of a 30-35 page scholarly essay on a topic of their choice.

**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.

**POL 4961 Internship in Student Government (1 unit)**
For Associated Students of Dominican University of California officers 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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**POL 3410 Constitutional Law 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.

**POL 3411 Constitutional Law 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.

**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.

**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.
INTERNATIONAL POLITICS COURSE DESCRIPTIONS

POL 3500 World Politics (3 units)
An advanced survey and analysis of theories, issues, institutions, and practices in international relations. In particular, the course covers the realist, liberal, and radical traditions in the international relations literature.

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.

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.

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 that are part of globalization.

POL 3524 Model United Nations I (2 units)
This is the first course in a two-course sequence in which students prepare 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 semester.

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 Model United Nations II (3 units)
This is the second course in a two course sequence in which students apply what they have learned in the first course (POL 3524) about the UN to a specific country that has been assigned by the Model United Nations program. Students will prepare for their conference participation by doing country research and protocol practice. Pre-requisite: POL 3524. Spring semester.

POL 3561 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. In particular, the course addresses issues of trade and monetary policies.

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.
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 3620 Politics of Western Europe (3 units)
POL 3621 Politics of Eastern Europe (3 units)
POL 3630 Politics of Northeast Asia (3 units)
POL 3640 Politics of Southeast Asia (3 units)
POL 3641 Politics of the Middle East (3 units)
POL 3642 Politics of South 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 1010</td>
<td>Introduction to the Study of Politics</td>
<td>3</td>
</tr>
<tr>
<td>or PHIL 1107</td>
<td>Logic</td>
<td></td>
</tr>
<tr>
<td>POL 1100</td>
<td>Introduction to American Politics</td>
<td>3</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>HIST 3351</td>
<td>Historical Roots of US Law</td>
<td>3</td>
</tr>
<tr>
<td>POL 3400</td>
<td>Politics of the American Legal System</td>
<td>3</td>
</tr>
<tr>
<td>POL 3410</td>
<td>Constitutional Law I</td>
<td>3</td>
</tr>
<tr>
<td>POL 3411</td>
<td>Constitutional Law II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Upper Division** 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.
Undergraduate Programs (Day) and Courses

Psychology (BA, BS, Minor)

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 ethical application of the scientific method 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, understanding and critical thinking skills used in evaluating the empirical findings from psychology.
5. Comprehension of the range of career possibilities in psychology and the development of a personal career plan based on self assessment.
6. Ability to communicate effectively in a variety of formats the values that are the underpinnings of psychology as a discipline.
7. Ability to recognize and respect the complexity of sociocultural and international diversity in psychology.

**Pathways Psychology Program: Intensive Evening Program for Adult Learners**

The undergraduate division of the Department of Psychology offers a Bachelor of Arts and a Bachelor of Science 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 (BA, BS)**

**Bachelor of Arts:** To fulfill requirements for the Bachelor of Arts in psychology, the required curriculum consists of a minimum of 44 units, including the following:

**Lower Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1150</td>
<td>Foundations of Critical Thinking in Psychology</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Lower Division</strong></td>
<td></td>
<td><strong>4 units</strong></td>
</tr>
</tbody>
</table>

**Upper Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<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>3-6</td>
</tr>
<tr>
<td>PSY 4997</td>
<td>Directed Research I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4998</td>
<td>Directed Research II</td>
<td>3</td>
</tr>
<tr>
<td>PSY Electives (Upper Division)</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Upper Division elective units must include at least 3 units from each of the following groups:

**Group 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<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 4005</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>PSY 4016</td>
<td>Psychopharmacology</td>
</tr>
<tr>
<td>PSY 4018</td>
<td>Comparative Psychology</td>
</tr>
<tr>
<td>PSY 4028</td>
<td>Evolutionary Psychology</td>
</tr>
</tbody>
</table>
Undergraduate Programs (Day) and Courses

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 40-43 units

TOTAL PSYCHOLOGY MAJOR BA 44-47 UNITS

Bachelor of Science: To fulfill requirements for the Bachelor of Science in psychology, the required curriculum consists of a minimum of 45 units, including the following:

Lower Division
PSY 1100 Introduction to Psychology 3
PSY 1150 Foundations of Critical Thinking in Psychology 1
Total Lower Division 4 units

Upper Division
PSY 3049 Advanced Experimental Design 1
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
PSY Electives (Upper Division) 15

Upper Division elective units must include at least 3 units from each of the following groups:

Group 1a
PSY 3175 Physiological Psychology
PSY 4016 Psychopharmacology

Group 1b
PSY 3000 Selected Special Topics in Psychology
PSY 3171 Psychology of Learning
PSY 3172 Introduction to Cognitive Processes
PSY 3173 Sensation and Perception
PSY 4005 Health Psychology
PSY 4018 Comparative Psychology
PSY 4028 Evolutionary 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 41-44 units

TOTAL PSYCHOLOGY MAJOR BS 45-48 UNITS
For a Bachelor of Science, in addition to the above psychology courses, students should also take one of the following Math courses and one of the following Natural Science courses (these are part of the General Education Requirements):

**Math**
- MATH 1400: College Algebra
- MATH 1450: Mathematical Thinking & Quantitative Reasoning

**Natural Science**
- BIO 2500: Human Anatomy
- BIO 2600: Human Physiology

**Requirements for the Psychology Minor**

**Lower Division**
- PSY 1100: Introduction to Psychology (3 units)

**Total Lower Division**
- 3 units

**Upper Division**
- Upper Division units in psychology (courses to be determined by student and minor advisor). 13 units
- 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 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.

**PSY 1150 Foundations of Critical Thinking in Psychology (1 unit)**
Review and practice critical thinking skills necessary to evaluate psychological information and skills needed to write in psychology. Topics include evaluating contrasting viewpoints, formulating research hypotheses and developing literature reviews. Pre/corequisite: PSY 1100.

**PSY 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. Fall, Spring Semesters; Summer Sessions.

**PSY 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 3002 Effective Communication**
Practical, hands-on training in the essentials of interpersonal communication, including active listening, outgoing messages, and de-escalating conflict.
PSY 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 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 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 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 3007 Psychology of Prejudice
A review of theories and research findings addressing the complex issue of prejudice.

PSY 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 3009 Stress Management
Provides understanding of a variety of relaxation techniques; students develop a personal stress management plan.

PSY 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 3011 Psychology of Personal Development
Application of developmental models of psychology to understanding one’s own psychological growth throughout the lifespan.

PSY 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 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 3016 Temperament and Child Behavior
An examination of 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 3020 Environment and Behavior
An overview of the field of Environmental Psychology with an emphasis on the topics of personal space and territoriality, environmental stressors such as crowding, noise and high temperatures, and the restorative aspects of natural environments.

PSY 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 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 3034 Behavioral Coaching
Introduction to coaching for behavioral change. Focus is on practical techniques for meeting performance and behavioral goals.

PSY 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 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 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 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).

PSY 3049 Advanced Experimental Design
Complex experimental data analysis leading to the interpretation of causal research designs. Students will use SPSS to analyze data. Topics include Between and Within - groups ANOVA, analytical comparisons, and factorial designs exploring interactions among variables. Prerequisites PSY 3187 and PSY 3191.

Note: Other courses in the PSY 3000 Series may be offered in addition to those listed here. Consult each semester’s course schedule for current offerings.

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.

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.

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.

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.

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.

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.

PSY 3141 Abnormal Psychology (3 units)
The psychology of mental illness: psychoses, depression, anxiety and many other personality disorders will be explored using texts, readings, films, and case histories. Prerequisite: PSY 1100. 3 hours.

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.

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.

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.
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.

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.

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. 3 hours.

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.

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 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.

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.

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.

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.

PSY 3181 Psychology of Career Choice (1 unit)
The role of skills, personality, values and socio-cultural factors 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 and creating a personal career plan. 1 hour.

PSY 3182 Junior Seminar (1 unit)
Exploration and 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.

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.

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.

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 analy-
sis used in psychological research. Prerequisites: PSY 3187, PSY 3191. 1 hour.

**PSY 4000 Series: Contemporary Issues in Psychology (3 units)**
A series of seminars examining critical issues in contemporary psychology. 3 hours. Rotating courses to include such topics as:

**PSY 4002 Life Coaching**
Coaching for success in determining and reaching personal and work goals. Skills and processes for assisting others in setting and achieving their 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 will 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 4026 Media Psychology: TV and Society**
The influence of television on societal trends, attitudes, behavior, and psychological well-being is explored through an analysis of historical trends and milestones in programming as well as theory and research from the fields of Media Studies and Social Psychology. Topics include portrayal of minority groups, impact of media sex and violence, advertising, and implications of the new trend in “Reality TV”.

**PSY 4940 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.
Undergraduate Programs (Day) and Courses

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.

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.

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.

Religion (BA)

Domestic’s program in Religion focuses on the Biblical roots and theological development of the Judaic-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 the 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.

The Religion Major

The Religion major comprises three distinct areas of study: scripture, theology, and the cross-cultural study of religion.

Student Learning Outcomes

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.

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.

Requirements for the Religion Major

24 units from the following must be taken for Upper Division credit:

- Scripture 9
- Theology 9
- Cross-Cultural Study 12
- Upper Division Electives 6
- RLGN 4910 and 4911 Senior Project 4
- RLGN 4920 and 4921 Senior Project Workshop 1

TOTAL RELIGION MAJOR 41 UNITS

Requirements for the Religion Minor

- Upper Division units 15
- Additional religion course 3

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.

RLGN 1018/3118 The Gospels of Matthew, Mark, and Luke and the Acts (3 units)
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 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 1052/3152 Contemporary Views of Christ (3 units)
A general introduction to the person of Jesus Christ. Various Christian/Catholic traditions along with contemporary reflections from the third world reveal the rich spectrum of meaning Jesus Christ holds for contemporary Christians. 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 3164 Divine Feminine/Judaism and Christianity (3 units)
Explores role of the Divine Feminine in Judaism and Christianity. Examines historical roots of this theme and how its manifestation in figures such as Asherah, Sophia, Eve, Lilith, Mary Magdalene, and female saints contributed to, and served as expressions of resistance to patriarchy in, these religions.

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 1490s to the 1990s. 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 1081/3181 Understanding Islam (3 units)
An analysis of global Islamic civilization as one of the world’s most powerful spiritual and political forces, this course investigates Islam’s history, its religious beliefs and practices, and its diverse political values.

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 3156 Religious Fundamentalism in the Modern World (3 units)
Surveys the rise of fundamentalist movements in a number of world religions, investigates their origins and causes, and tries to understand their consequences for the human future. Offered intermittently.

RLGN 3165 Native American Religions (1.5 units)
Surveys the history and religious beliefs and practices of the Native American peoples. Offered intermittently.

RLGN 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, the problem of evil, death and immortality, and the problem of conflicting truth claims in a religiously plural world. Offered intermittently.

RLGN 3178 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.

Social and Cultural Studies 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, Chicano/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 intermittently.

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. Offered intermittently.

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. Offered regularly.

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 Queer Theory: Social Identity Construction (3 units)
A course that will explore the sociological implications of the variety of lifestyles that dot the American social landscape: gays/lesbians/transgenders, drugs/prostitution, communal/gangs, single parents/homelessness, straight/traditional. Guest speakers will be featured. Offered regularly. (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 regularly.

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 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 3147 Native Healing Wisdoms (1 unit)
This course explores Native American healing philosophies with particular emphasis on practices: Smudging, sweat lodge, tepee ceremony, vision quest, sand painting, doctoring (sucking, touching, dreaming), herbology and sacred sites. Native speakers will be emphasized. Offered regularly.

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. Offered intermittently.

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 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. 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. Fall Semester, 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. Offered regularly.

**SCS 3233 Artists as Social Critics (3 units)**

Looks at the revolution in artistic/social consciousness among Western/Non-Western artists as they respond to the global-village post-modern challenges of identity, science, information, ecology and violence. Offered Intermittently.

**SCS 3370 Islam and Its Cultural History (3 units)**

This course will explore the challenges and transformations that Islam is undergoing both in America and abroad. Emphasis will be on diversity of Muslim life, literature and Sufism, women and Fundamentalism, science/modernity and the impact of 9/11. Offered regularly.

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**Sports Management (Minor)**

The worldwide 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 Sports Management minor at Dominican University of California addresses this need.

The Sports Management 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. All Undergraduate day majors are welcomed in the Sports Management program minor.

The curriculum combines six 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 Division</strong></td>
<td><strong>6 units</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Upper Division**

Select four 3-unit courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 3350</td>
<td>Facilities and Operational Management</td>
</tr>
<tr>
<td>BUS 3351</td>
<td>Legal Liability and Risk Management</td>
</tr>
<tr>
<td>BUS 3355</td>
<td>Sports Media and Public Relations</td>
</tr>
<tr>
<td>BUS 3359</td>
<td>Special Topics</td>
</tr>
<tr>
<td>BUS 4988</td>
<td>Internship in Sports Management</td>
</tr>
<tr>
<td>PSY 4009</td>
<td>Sports Psychology</td>
</tr>
<tr>
<td><strong>Total Upper Division</strong></td>
<td><strong>12 units</strong></td>
</tr>
</tbody>
</table>

**Total Sports Management Minor**

| Total | **18 UNITS** |

**Sports Management Course Descriptions**

**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.

**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?”

**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 (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.

PSY 4009 Sports Psychology (3 units)
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.

BUS 4988 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. Spring, Fall Semesters, Summer Sessions.

For other 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 through 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 enter varied and specialized programs and exhibit increased self-esteem.

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 affirmative action official, career counselor, community organizer, consultant, social services counselor, women’s center director, 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 world-wide (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 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-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 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 – Select one 3-unit course from the following:
   - HIST 3202 Women and the American Experience 3
   - HIST 3210 Gender and Power Creating American Society 3

2. Psychology – Select one 3-unit course from the following:
   - PSY 4011 Psychology of Women 3
   - PSY 4012 Psychology of Men 3
   - PSY 4013 Human Sexuality 3

3. Religion – Select one 3-unit course from the following:
   - RLGN 3132 Women, Religion, and Sexuality 3
   - RLGN 3154 Theology of Women 3

4. Social and Cultural Studies – Select one 3-unit course from the following:
   - SCS 3034 Queer Theory: Social Identity Construction 3
   - SCS 1002/3102 Cultural Anthropology (Gender Emphasis) 3

**Total Foundational** 12 units

**WGS Elective Courses (9 units)**

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 3149 Women, Art, and Culture
- ARTH 3180 Gender and Image
- ARTH 3184 Feminine Images and Female Artists
- 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/BUS 3010 Women in Asia: Environment, Work, and Development
SCS 3150 Women in Film
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

(12 of the 15 units must be Upper Division)

WGS 2000/4000 Introduction to Women and Gender Studies 3
WGS Electives (chosen with minor advisor) 12

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 2000/4000 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. 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 stratifica-
Undergraduate Programs (Day) and Courses

tion 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 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 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. Fall Semesters.

WGS 4910/4911 Senior Thesis/Project (1-3 units)
This requires specific work on a project in WGS. Fall, Spring Semesters.

WGS 4920/4921 Senior Project Workshop (1 unit)
Practical guide; with Humanities Department. Fall, Spring Semesters.

OTHER WGS COURSES
WGS 2999/4999 Independent Study (1-3 units)
WGS 4992 Thesis Continuation (1-3 units)
WGS 4994 Teaching Assistant/Tutoring (1-3 units)
WGS 4996 Internship (1-3 units)
WGS 4998 Directed Research (1-3 units)

WGS COURSES IN OTHER DISCIPLINES
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 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 3184 Feminine Images and Female Artists (3 units)
Images of women and art produced by women in Asian and Western cultures. Offered regularly.

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.

History 3206 Women in Modern Europe (3 Units)
Surveys the historical and cultural roles of women since the eighteenth century in Europe. Analyzes both representative individuals and general trends and looks particularly at the writings of women about their lives. Examines the ways in which gender shaped the religious experiences, family life, economic roles, and political and legal status of women. Topics include the impact of industrialization, women's education, the Victorian construction of separate spheres, and the role of the state in defining gender roles. Offered regularly.
HIST 3230 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 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.

POL 3220 Gender: Ethics & 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 regularly.

PSY 4011 Psychology of Women (3 units)
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 (3 units)
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 (3 units)
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.

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 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 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. Offered infrequently, Summer Sessions.

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. Offered regularly.

RLGN 3164 Divine Feminine/Judaism & Christianity (3 units)
Explores role of the Divine Feminine in Judaism and Christianity. Examines historical roots of this theme and how its manifestation in figures such as Asherah, Sophia, Eve, Lilith, Mary, Mary Magdalene, and female saints contributed to and served as expressions of resistance to patriarchy in these religions.

SCS 3034 Queer Theory: Social Identity Construction (3 units)
This course explores the social and cultural implications of a variety of non-heteronormative identities, e.g. LGBTQ, intentional living communities, consciously single adults, monasticism. Queer theory is used to examine identity formation and construction. Offered regularly. Meets Pathways Gen Ed ID.
Pathways Degree Programs for Adult Learners

Pathways (Evening-Weekend) Degree Programs for Adult Learners (BA, BS)

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 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*
- Management
- Psychology*
- Sustainable Communities

*For course descriptions, please refer to Undergraduate Day 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 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), 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 Un-sponsored Learning in this Catalog for additional information.

**English and English with a Writing Emphasis**

**Majors (BA) and Minor – Pathways**

English courses offer all students the opportunity to expand their knowledge of literature and to write critically and creatively.

**Major: English**

Through the critical reading of a diversity of texts—ancient to contemporary—from the United States, Britain, and around the world, English majors further their understanding and appreciation of the literary craft and cultural significance of works of fiction, poetry, drama, and creative non-fiction, and they learn to incorporate their own interpretations and creativity into writing analytically about the works they have studied.

As seniors, under faculty guidance, English majors undertake an extensive research project on a literary topic. Students present summaries of their theses at an English Department reading which takes place toward the end of each semester.

**Major: English with a Writing Emphasis**

In addition to the in-depth study of literary texts experienced by all English majors, majors in English with a Writing Emphasis take courses, taught by skilled writers, aimed at developing and honing their own skills in creating original fiction, poetry, drama, and non-fiction.

As Seniors, under faculty guidance, English with a Writing Emphasis majors develop portfolios of writing in a chosen genre or genres. Each portfolio includes an introductory essay which discusses genre, influences, and other contexts of the student’s work. The student presents a selection from the portfolio at the English Department reading which takes place toward the end of the each semester.

Majors in both English and English with a Writing Emphasis develop a breadth and depth of knowledge that prepare them for careers in editing; creative, technical, and multi-media writing; education; marketing/ advertising; public relations; and a host of other areas.

**Minors in English and English with a Writing Emphasis**

Minors in English and in Writing, with their emphasis on careful analysis and clear writing, are valuable complements to majors in any discipline; they prepare students for further study and for employment in fields such as politics, education, environmental studies, public relations, and law.

**Requirements for the English Major (BA) – Pathways**

<table>
<thead>
<tr>
<th>Lower or Upper Division</th>
<th>ENGL 2306 Introduction to Literature: Genre and Analysis</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Lower Division</strong></td>
<td><strong>3 units</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper Division</th>
<th>ENGL 3000 Literary Criticism</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL 3015 Shakespeare</td>
<td>3 units</td>
</tr>
</tbody>
</table>
ENGL 3050  World Literature: Western Classics  3
ENGL 4201, 4202  Senior Thesis  3
ENGL 4996  Internship  1
Two courses in English literature: choose from ENGL 3010, 3018 and/or 3019  6
One course (other than ENGL 3050) in world literature: choose from ENGL 3051, 3052, 3053, 3054, 3055, 3056, 3057, 3058  3
Two courses in U.S. ethnic literature: choose from ENGL 3060, 3061, 3062, 3063, 3064 or 3065  3
One course in U.S. literature: choose from ENGL 3025 or 3026  3
Two courses in studies in literary topics: choose from ENGL 3071, 3072, 3073, 3074, 3075 3076 or 3077  6
Electives: Either 3 units in literature courses  3
Total Upper Division  37 units
TOTAL ENGLISH MAJOR BA – PATHWAYS  40 UNITS

Requirements for the English with a Writing Emphasis Major (BA) – Pathways

Lower or Upper Division
ENGL 2306  Introduction to Literature: Genre and Analysis  3
Total Lower Division  3 units

Upper Division
ENGL 3000  Literary Criticism  3
ENGL 3015  Shakespeare  3
ENGL 3050  World Literature: Western Classics  3
ENGL 4203, 4204  Senior Project  3
ENGL 4996  Internship  1
Two courses in English literature: choose from ENGL 3010, 3018 and/or 3019  6
One course in U.S. literature: choose from ENGL 3025 or 3026  3
One course (other than ENGL 3050) in world literature: choose from ENGL 3051, 3052, 3053, 3054, 3055, 3056, 3057 or 3058  3
Two courses in U.S. ethnic literature: choose from ENGL 3060, 3061, 3062, 3063, 3064, or 3065  3
Two courses in studies in literary topics: choose from ENGL 3071, 3072, 3073, 3074, 3075, 3076 or 3077  6
Electives: 6 units in Upper Division creative writing courses  6
Total Upper Division  40 units
TOTAL ENGLISH WITH A WRITING EMPHASIS MAJOR BA – PATHWAYS  43 UNITS

Only with explicit approval of the Department of Literature and Language may Colloquium or Honors courses substitute for requirements for the majors in English, the major in English with a Writing Emphasis, the minor in English, or the minor in Writing.

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 MINOR – PATHWAYS 15 UNITS

Requirements for the Writing Minor – Pathways

Lower Division
Two of these courses: ENGL 2301, 2302, 2303, or 2304 3
Total Lower Division 3 units

Upper Division
Either 12 units in creative writing courses in 2 or more genres 12
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 MINOR – PATHWAYS 15 UNITS

Humanities and Cultural Studies (BA) – Pathways

The Pathways Humanities and Cultural Studies major offers adult learners the opportunity to study the meaning of the human condition through interdisciplinary and multi-discipline 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, character formation 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, service-learning 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. Students are encouraged to take courses in non-Western traditions within their Concentration. Concentrations (chosen in consultation with their designated advisor) offer in-depth work in a specific academic discipline or interdisciplinary field. Concentration options currently available are: Environment, Culture and Sustainability; Film and Culture; Latin American Studies; Social and Cultural Studies; Women and Gender Studies; Art; Art History; History; English Literature/Writing; Music; Philosophy; and Religion/Spirituality. Students may individualize a concentration with the approval of their academic advisor.

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 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 a topic of special interest to the student.

Students are encouraged, when appropriate, to work toward a double major.

**Accelerated Bachelor and Master’s of Arts in Humanities**

Qualified undergraduate students in Humanities, who intend to obtain a Master’s degree in Humanities at Dominican, can take up to nine units of graduate Humanities seminars while still undergraduates. Participation in the program can save on graduate tuition and accelerate the time needed to complete the Master’s degree, potentially leading to completion of a BA and MA in Humanities in five years. Students interested in the program should consult their advisor early in their undergraduate study as they will need to maintain a high GPA and will need to plan their undergraduate courses carefully in order to have time in their Senior and late Junior years to take graduate courses.

Students interested in a five-year accelerated program leading to both a BA and MA in Humanities should contact the Director of the Graduate Humanities program.

**Student Learning Outcomes**

The student should demonstrate the ability to:

1. Articulate an understanding of the chronological development of world cultures.
2. Critically analyze philosophic, historic, literary, artistic, and musical texts.
3. Synthesize material from various disciplines to form a broad and deep understanding of cultures and their common and disparate themes.
4. Articulate the fruits of liberal education, which include intellectual curiosity, spiritual character formation, civic responsibility and a quest for justice.
5. Communicate effectively orally and in writing.
6. Articulate life and career goals within a framework of the humanities.

**Requirements for the Humanities and Cultural Studies Major – Pathways**

**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 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. Half of the units for the major must be taken at Dominican.

**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.

- **ARTH 3000 or 3100** Art of the Western World or 3
- **ARTH 3000 or 3100** Art of the Non-Western World
- **HIST 3000 or 3001** History of the Western World 3
- **HIST 3000 or 3001** History of the Non-Western World
- Select one 3-unit course form the following: 3
- **PHIL 1105/3105** Ancient Greek Philosophy
Pathways Degree Programs for Adult Learners

**PHIL 1107/3107** Logic
**PHIL 3104** Philosophy of Human Nature
**PHIL 3170** Philosophy of Law
**POL 3200** Ancient, Medieval, and Early Modern Political Philosophy
**POL 3201** Modern and Contemporary Political Philosophy

Select one 3-unit Literature Course from the following: 3
- **ENGL 3050** World Literature: Western Classics
- **ENGL 3051** World Literature: Latin American
- **ENGL 3052** World Literature: Asian
- **ENGL 3053** World Literature: Canadian
- **ENGL 3061** Ethnic Literature: Asian American
- **ENGL 3062** Ethnic Literature: African American
- **ENGL 3063** Ethnic Literature: Hispanic American

Select at least 3-units from the following courses: 3
- **ART** See specific courses offered for Pathways students
- **DRAM 3501-3506** See specific courses under Drama in catalog
- **MUS 3301** History and Literature of Music from Antiquity to 1750
- **MUS 3302** History and Literature of Music from 1750 to Present
- **MUS 3409** Opera/Musical Theatre Workshop
- International Language (may be fulfilled by college level language course) 3-4

**Total Foundational Requirements** 18-19 units

**CONCENTRATION REQUIREMENTS**
By the beginning of the Junior year, the student will begin to identify a minimum of 12 units selected from Upper (or no more than 6 approved Lower) Division courses in their chosen concentration. These courses will be chosen in consultation with their academic advisor from a list of approved courses updated each semester. Students are encouraged to expand their Concentration with additional units to complete a minor in fields offering a minor.

**Concentration Options:**
1. Environment, Culture and Sustainability
2. Film and Culture
3. Latin American Studies
4. Social and Cultural Studies
5. Women and Gender Studies
6. Art
7. Art History
8. English, Literature and Writing
9. History
10. Music
11. Philosophy
12. Religion and Spirituality
13. Teacher Education Option

*Students interested in moving toward a teacher credential will work with their academic advisor to identify 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 before applying to the Teaching Credential Program.*
Note: At least 6 of the Concentration units must be Dominican courses. (Experiential Learning Credits are considered Dominican courses).

**Total Concentration Requirements**

12 units

**REMAINING REQUIREMENTS**

Select one course from the following:

- **HUM 4996** Internship/Work-Related Project/Career Exploration (1-3 units)
- **HUM 3510/PHIL 3520** Self, Community, and Service or available courses with Service Learning
- **HUM 4920/4921** Senior Project Workshop 1
- **HUM 4910/4911** Senior Project 3-4
- **HUM 4930** Humanities Seminar 3

**Total Remaining Requirements** 8-11 units

**TOTAL HUMANITIES AND CULTURAL STUDIES MAJOR – PATHWAYS** 38-42 UNITS

*Teacher Education students may substitute an appropriate Senior Project option.

**Requirements for the Humanities and Cultural Studies Minor**

**Core**

- **HUM 4930** Humanities Seminar 3

Select two 3-unit courses from the following:

- **ARTH 3000** Art of the Western World (3 units)
- **ARTH 3100** Art of the Non-Western World (3 units)
- **ENGL 3050** World Literature: Western Classics (3 units)
- **ENGL 3051** World Literature: Latin American (3 units)
- **ENGL 3052** World Literature: Asian (3 units)
- **ENGL 3053** World Literature Canadian (3 units)
- **ENGL 3061** Ethnic Literature: Asian American (3 units)
- **ENGL 3062** Ethnic Literature: African American (3 units)
- **ENGL 3063** Ethnic Literature: Hispanic American (3 units)
- **HIST 3000** History of the Western World (3 units)
- **HIST 3001** History of the Non-Western World (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)
- **PHIL 1107** Logic (3 units)
- **PHIL 3176** Philosophy of Law (3 units)

**Total Core** 9 units

**Emphasis** (Chosen in consultation with academic advisor; see concentration options listed above in the major)

- **Courses** 11-12

**Total Emphasis** 11-12 units

**TOTAL HUMANITIES AND CULTURAL STUDIES MINOR** 20 UNITS

Although it is not required, proficiency in an international language is recommended for Humanities and Cultural Studies minors.
Appendix

HUMANITIES COUNCIL

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.

Management (BA) – Pathways

The BA in 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 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 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 Management Major

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</th>
<th>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 4145</td>
<td>Marketing for Managers</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 4195</td>
<td>Strategic Planning: Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL MANAGEMENT MAJOR 33 UNITS

Transfer credits with a grade of ‘C’ or higher may apply to the Management major.

Students may apply one ‘D’ earned at Dominican University of California to the major. All other work must be a ‘C-’ or better, with a minimum GPA of 2.0 in the major.

Courses completed more than seven years before matriculation at DUC are typically not accepted in transfer because they are not considered to reflect current business theory and practice.

Upper Division Pathways Requirement

The Pathways undergraduate BA in Management currently requires 33 Upper Division units.

Degree completion students may have taken lower division courses that cover some of the material in the major. These courses will usually be Financial Accounting, Managerial Accounting, Micro Economics and Macro Economics. (Note: Statistics would not generally meet the Statistics and Research class requirement.)

When such lower division work has been completed within the last seven years with a grade of ‘C’ or better (a ‘B’ is needed for 4+1 prerequisite equivalency), Upper Division elective business classes should be used to meet the 33 units of Upper Division Business courses required in the Management degree. A partial list of eligible courses would include Current Management Challenges, Human Resource Management, business electives offered in Pathways, courses in the new Catalog not required under an old Catalog, courses offered in the Day BA in Business Administration program, online consortium, and off-campus offerings. All of these are substitutions need the chair’s signature.

Pathways 4+1 Program

The BA-to-MBA (4+1) may be advantageous to Management majors who:

1. Have available elective credit and/or
2. Have taken Lower Division courses before matriculation with content very similar to the Management Major courses. These courses will usually be in accounting and/or economics.

Currently, the 4+1 option is available for the MBA Global Management (GM) only.

General Requirements for Admission to 4+1 Program:

1. Minimum cumulative GPA of 3.5.
2. Junior standing (60 units completed).
Pathways Degree Programs for Adult Learners

3. Prerequisite courses taken in Accounting, Economics, Statistics, and/or Finance must be completed with a 3.0 (‘B’) or better.

4. Math and English GE requirements completed.

5. Completed more than 15 Upper Division Management major units.

The BA in Management prerequisite course equivalents

<table>
<thead>
<tr>
<th>Course</th>
<th>Equivalent Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4110</td>
<td>Statistics</td>
</tr>
<tr>
<td>BUS 4115</td>
<td>Economics</td>
</tr>
<tr>
<td>BUS 4120 and 4130</td>
<td>Accounting</td>
</tr>
<tr>
<td>BUS 4135</td>
<td>Finance</td>
</tr>
</tbody>
</table>

Graduate course options to meet undergraduate BA in Management degree:

- 12 units elective graduate classes and/or
- 12 units to meet the 33 Upper Division unit requirement. This will usually be when a student has transferred in Lower Division courses that have covered some of the same content as Upper Division courses (Accounting, Economics).

A maximum of 12 graduate units may be taken at the undergraduate level. That includes Graduate prerequisite classes—all 5000 level classes. Therefore, the maximum progress toward the graduate degree usually occurs when the student satisfies all prerequisites with courses at the undergraduate level.

The major difference between the Pathways BA in Management evening degree and the Business Administration day degree is that students in the day program may take 12 units of graduate courses to count toward both the graduate and undergraduate majors. This option is not available to Management majors because the BA in Management is an accelerated, streamlined 33-unit major, and the Business Administration day program is a 61-unit major.

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 economies, 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 4145 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 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)**
Leadership and organizational change theories and applications for achieving clarity of vision and aligning organizational capacity for continuous change leading to competitive advantage will be examined and experienced. The topics explored include leadership traits, behaviors and styles demonstrated in ethically effective organizations, leadership in diverse and international settings, differences between management and leadership, corporate social responsibility and strategies for leading, inspiring and motivating individuals and teams in planning and implementation, resolving conflict, facilitating agreement for decision making and promoting collaboration to achieve innovative change.

**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. A minimum grade of ‘C’ is required to pass. 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.
Pathways Degree Programs for Adult Learners

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 of this Catalog.

Psychology (BA, BS) – Pathways

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 BA – Pathways

Bachelor of Arts: To fulfill requirements for the Bachelor of Arts in psychology, the required curriculum consists of a minimum of 44 units, including the following:

**Lower Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 1100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1150</td>
<td>Foundations of Critical Thinking in Psychology</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Lower Division</strong></td>
<td></td>
<td><strong>4 units</strong></td>
</tr>
</tbody>
</table>

**Upper Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<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>3-6</td>
</tr>
<tr>
<td>PSY 4997</td>
<td>Directed Research I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4998</td>
<td>Directed Research II</td>
<td>3</td>
</tr>
<tr>
<td>PSY Electives (Upper Division)</td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Upper Division elective units must include at least 3 units from each of the following groups:

**Group 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<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 4005</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>PSY 4016</td>
<td>Psychopharmacology</td>
</tr>
<tr>
<td>PSY 4018</td>
<td>Comparative Psychology</td>
</tr>
</tbody>
</table>
PSY 4028  Evolutionary 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** 40-43 units

**TOTAL PSYCHOLOGY MAJOR BA – PATHWAYS** 44-47 UNITS

**Requirements for Psychology Major BS – Pathways**

**Bachelor of Science:** To fulfill requirements for the Bachelor of Science in psychology, the required curriculum consists of a minimum of 45 units, including the following:

**Lower Division**
- PSY 1100  Introduction to Psychology 3
- PSY 1150  Foundations of Critical Thinking in Psychology 1

**Total Lower Division** 4 units

**Upper Division**
- PSY 3049  Advanced Experimental Design 1
- 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 (Upper Division)** 15

Upper Division elective units **must include at least 3 units from each of the following groups:**

**Group 1a**
- PSY 3175  Psychophysiology of Learning
- PSY 4016  Psychopharmacology

**Group 1b**
- PSY 3000  Selected Special Topics in Psychology
- PSY 3171  Psychology of Learning
- PSY 3172  Introduction to Cognitive Processes
- PSY 3173  Sensation and Perception
- PSY 4005  Health Psychology
- PSY 4018  Comparative Psychology
- PSY 4028  Evolutionary Psychology

**Group 2**
- PSY 3102  Counseling and Communication
- PSY 3120  Child and Adolescent Development
- PSY 3121  Adult Development and Aging
- PSY 3141  Abnormal Psychology
Pathways Degree Programs for Adult Learners

PSY 3160  
Social Psychology

Total Upper Division  
41-44 units

TOTAL PSYCHOLOGY MAJOR BS – PATHWAYS  
45-48 UNITS

For a Bachelor of Science, in addition to the above psychology courses, students should also take one of the following Math courses and one of the following Natural Science courses (these are part of the General Education requirements):

Math
- MATH 1400  
  College Algebra
- MATH 1500  
  Mathematical Thinking & Quantitative Reasoning

Natural Science
- BIO 2500  
  Human Anatomy
- BIO 2600  
  Human Physiology

Psychology Course Descriptions

For course descriptions see Psychology Course Descriptions in the Undergraduate Programs section.

Sustainable Communities (BA) – Pathways

Sustainable Communities is a unique and vibrant degree program that addresses current needs by integrating environmental education with cultural analysis, public policy, social action, and hands-on skill building. The course of study encourages a student’s capacity to think globally and systemically; to clarify value conflicts, motivations, and learning styles; and to plan and carry out imaginative projects. Students undergo an expansion of their perspectives and a deepening awareness of themselves in relation to their world.

Sustainable Communities is a two-year, four-semester, Upper Division weekend program within the Pathways Evening/Weekend Degree Program for Adult Learners. This program employs a cohort model, with structure, content, and activities that encourage development of a sense of community among students moving through the program together. This allows the academic subject matter of group dynamics, leadership, and building community to be put into practice.

Sustainable Communities has two concurrent components: the Core Courses and the Concentration Courses. The core course series consists of two threads: 1) cultural ecology/sustainable communities, which applies ecological concepts to the understanding of human history and social systems, and 2) foundation of ecological design, which trains students in ecological design methods and techniques for creating sustainable human systems, with a focus on ecological land management using a permaculture design approach. Each student will select to take either the Ecological Food Systems or the EcoDwelling Concentration course sequence for the full two years, allowing deeper study of a particular area of interest.

In addition to class work, there are co-curricular activities, service learning projects, community outreach, public events, and career/internship opportunities. A student must pass all of the Core Courses, and all of the courses offered in the chosen Concentration, in the sequence described in the Course Series that follows.

Student Learning Outcomes

The student will demonstrate:

1. A complex, multi-system understanding of current global issues, including the cultural, economic, and political roots of our ecological and social crises.
2. Understanding of their role in their communities, including ability to participate constructively via teamwork and group facilitation.
3. Detailed observation skills and the ability to apply them for positive eco-social change.
4. Ability to engage in a range of operational modes, including analytical skills, creativity, and nature awareness.
5. Intellectual rigor and mastery of information and theoretical perspectives that support development of sustainable human culture.
6. Understanding of an integrative ecological design methodology that can be applied at all levels.
7. Commitment to bringing about a shift from a compartmentalized, short-term-results-oriented culture to a holistic, systems-oriented approach to planning and problem-solving.
8. Skills for implementing all of the above in creating a healthy, sustainable human culture in harmony with natural systems, at all scales and in urban, rural, and suburban contexts.
9. In the senior capstone project: An ability to apply the skills acquired in this program to a specific real-world or theoretical project.

Requirements for the Sustainable Communities Major

ECOLOGICAL FOOD SYSTEMS CONCENTRATION BA – PATHWAYS

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 3100</td>
<td>Cultural Ecology I</td>
<td>3</td>
</tr>
<tr>
<td>SUST 3101</td>
<td>Cultural Ecology II</td>
<td>3</td>
</tr>
<tr>
<td>SUST 3102</td>
<td>Foundations of Ecological Design I</td>
<td>3</td>
</tr>
<tr>
<td>SUST 3103</td>
<td>Foundations of Ecological Design II</td>
<td>3</td>
</tr>
<tr>
<td>SUST 3104</td>
<td>Global Economic Literacy and International Governance</td>
<td>3</td>
</tr>
<tr>
<td>SUST 3105</td>
<td>Sustainable Land Management I</td>
<td>3</td>
</tr>
<tr>
<td>SUST 3106</td>
<td>Sustainable Land Management II</td>
<td>3</td>
</tr>
<tr>
<td>SUST 3107</td>
<td>Sustainable Communities</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core 24 units

Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 3400</td>
<td>Ecological Food Systems: Foundations</td>
<td>3</td>
</tr>
<tr>
<td>SUST 3401</td>
<td>Agro-ecology: Principles and Approaches</td>
<td>3</td>
</tr>
<tr>
<td>SUST 3402</td>
<td>Eco-literacy and Community Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>SUST 3403</td>
<td>Ecological Agriculture I</td>
<td>3</td>
</tr>
<tr>
<td>SUST 3404</td>
<td>Ecological Agriculture II</td>
<td>3</td>
</tr>
<tr>
<td>SUST 3405</td>
<td>Ecological Agriculture III</td>
<td>3</td>
</tr>
<tr>
<td>SUST 3406</td>
<td>Community and Family Food Security I</td>
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Total Concentration Courses 24 units

TOTAL ECOLOGICAL FOOD SYSTEMS CONCENTRATION BA – PATHWAYS 48 UNITS

ECODWELLING CONCENTRATION BA – PATHWAYS

Core

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
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<tr>
<td>SUST 3101</td>
<td>Cultural Ecology II</td>
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<td>SUST 3102</td>
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<td>SUST 3104</td>
<td>Global Economic Literacy and International Governance</td>
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<td>SUST 3105</td>
<td>Sustainable Land Management I</td>
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<tr>
<td>SUST 3106</td>
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### Pathways Degree Programs for Adult Learners

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<td>SUST 3600</td>
<td>Introduction to Ecological Design and Building</td>
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<tr>
<td>SUST 3601</td>
<td>Intentional Community and Urban Eco-Villages</td>
<td>3</td>
</tr>
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<td>SUST 3602</td>
<td>Dwelling Design with Natural Systems</td>
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<td>SUST 3603</td>
<td>Ecological Building Concepts and Skill</td>
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<td>SUST 3604</td>
<td>Introduction to Eco-Home Design</td>
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<td>SUST 3605</td>
<td>Assessment and Design for Natural Remodeling</td>
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<td>SUST 3606</td>
<td>Professional Practice in EcoDwelling</td>
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<td>SUST 3607</td>
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<td><strong>TOTAL ECODEWLLING CONCENTRATION BA – PATHWAYS</strong></td>
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### Sustainable Communities Course Descriptions

**SUST 3100 Cultural Ecology I (3 units)**
This course applies ecological concepts to the understanding of human history and social systems. Students learn to think in terms of systems, cycles, and energy flows, while gaining an overview of human cultures through history as a way of contextualizing the entire course. Topics such as energy resources, global climate change, and the rise and fall of civilizations will be covered. Corequisite: SUST 3102 Foundations of Ecological Design I.

**SUST 3101 Cultural Ecology II (3 units)**
In this continuation of Cultural Ecology I, topics will include governance, economics, education, and technology.

**SUST 3102 Foundations of Ecological Design I (3 units)**
This purpose of this course is to train students in ecological design methods and techniques for creating sustainable human systems, with a focus on ecological land management and an emphasis on a permacultural approach. Students will undertake group design projects in which they apply the assessment stage of an ecological design method that involves assessment, visioning, conceptual and master planning, implementation, and evaluation. Techniques include site assessment, pattern recognition, and project management.

**SUST 3103 Foundations of Ecological Design II (3 units)**
In this continuation of Foundations of Ecological Design, students will further develop their use of ecological design methods and land management skills. Topics may include water harvesting, water management on the landscape, agroforestry, passive and active solar, and wastewater management. Students will continue to be exposed to a wide array of sustainable living models.

**SUST 3104 Global Economic Literacy and International Governance (3 units)**
This course investigates the history of public versus private decision-making in the U.S., the history of democracy in the U.S., and the role of corporations, international governance, and economic bodies in our history. Students will research sustainable alternatives to existing social structures that are inequitable or ecologically unsustainable.

**SUST 3105 Sustainable Land Management I (3 units)**
Students will learn to apply permaculture design skills acquired in the Foundations of Ecological Design courses to real-world design projects. Students will be mentored in the practice of ecological project management, including site assessment, meeting with clients, and whole-system site design. Topics include sustainable forestry and wild lands management with native and domestic animals habitat restoration. In addition, students will be prepared to undertake their culminating senior project via such subjects as methods for choosing thesis topics, proposal writing, literature reviews, annotated bibliographies, and project documentation.
SUST 3106 Sustainable Land Management II (3 units)
This course is a continuation of Sustainable Land Management I. In addition, students will create a professional portfolio that will help them step into their green career post-graduation.

SUST 3107 Sustainable Communities (3 units)
In this course, students will develop their strategic thinking as applied to social change and community organizing. Students will be trained in time-honored community organizing methodologies to define goals, targets, messages, and tactics that are effective and fit into a larger campaign plan. Students also examine the experience of intentional community and explore ways to strengthen it, deepening their understanding of the principles of ecologically sustainable living and developing new skills that allow them to live more lightly. Legal, financial, and governance aspects of starting and sustaining an intentional community will be covered.

SUST 3400 Ecological Food Systems: Foundations (3 units)
This course covers the history and analysis of our industrial food system. Students study components of the food systems such as transportation, packaging, energy use, research, marketing, production, consumption, and waste streams. Students use systems thinking to understand the economic, political, social, and cultural role of food within human systems. Through a unit on ethno-ecology, students begin to explore the evolution of human relationships to plants and the role biodiversity plays in our cultural development.

SUST 3401 Agro-Ecology: Principles and Approaches (3 units)
This course introduces the basic skills and knowledge for becoming an ecological food system professional. Hands-on workshops, lectures, and group work train students in basic ecological design and observation skills. Materials covered include soils and fertility, basic plant knowledge, the role of water in agro-ecological systems, biodiversity, and farming with nature. Basic approaches to sustainable agriculture are covered. Students are introduced to and work with such approaches as permaculture, natural farming, organic standards, bio-intensive and bio-dynamic agriculture, and the written works of many great food-systems thinkers and activists.

SUST 3402 Eco-literacy and Community Nutrition (3 units)
This course covers both the basics of becoming an educator in garden- and eco-literacy, and the basics of human nutrition and sustainable diets. Through a combination of lectures and experiential learning, students explore changing their own diets and becoming educators in daily ecological living. Students also look at current global nutrition crises and alternatives such as localization. This course includes an introduction to home medicine kits, fermentation, and immune function health.

SUST 3403 Ecological Agriculture I (3 units)
This is a service learning course in which students apply agro-ecological and design principles to a community food system project; students will design and manage a project that involves market gardening and community interface. Students deepen their knowledge of the design of agro-ecological systems and how to weave sustainable agriculture into our current living systems. The focus in this course is on design, annuals, and project management. Other topics include wild foods, interfacing with wild lands, and the urban-rural interface.

SUST 3404 Ecological Agriculture II (3 units)
This is the second in a service-learning course series in which students apply agro-ecological and design principles to a community food system project in which they design and manage a project that involves market gardening and community interface. Students continue to develop project management skills and learn the details of production such as seed-saving, ecological pest and weed management, whole-farm planning, farm energy audits, on-farm fuel production, and carbon farming.

SUST 3405 Ecological Agriculture III (3 units)
This is the third in a service-learning course series in which students apply agro-ecological and design principles to a community food-system projects. Students continue to develop project management and community building skills and learn the details of production and community interface. This course focuses on energy use in production/consumption.
systems and post-harvest technologies and culture. Students also learn business planning skills for use in for-profit and social-profit enterprises.

**SUST 3406 Community and Family Food Security (3 units)**
This course takes students through methodologies for applying an understanding of food systems and ecological design approaches to develop the economic, political, and cultural pathways necessary for food security in urban and rural communities. We look at the evolution of the food security movement and the approaches cities and regions have taken to create sustainable food systems. Students will apply design techniques to policy development and work with sustainability indicators and food-system assessment and mapping techniques.

**SUST 3407 Community and Family Food Security II (3 units)**
This course builds on Community and Family Food Security I, adding a look at successful projects and direct work on local assessment processes; subjects such as farm labor, nutrition and health, kitchen design, and land tenure are also covered. Students complete their final design projects, which must show an understanding of agro-ecological principles, ecological design approaches, and how to create secure community food systems. Students will receive support for their capstone project work through mentoring and cohort feedback.

**SUST 3600 Introduction to Ecological Design and Building (3 units)**
This overview course will introduce students to a broad range of issues relating to the unsustainability of current human dwellings and communities, and the potential for evolving sustainable and regenerative human habitation. Topics include building-related resource depletion and pollution issues; the history of settlement patterns and dwelling design in relation to energy sources; lessons from vernacular/traditional architecture; design with site and climate; and the current application of ancient wisdom about the spirit of place.

**SUST 3601 Intentional Community and Urban Eco-Villages (3 units)**
This course is an introduction to the history of ecological community development, including intentional communities, urban and rural eco-villages, co-housing, and suburban revival. This course complements and expands upon the material covered in the Core Sustainable Communities courses. In addition to exploring historical, existing, and imagined community models, students will practice community-building skills in their own homes and neighborhoods.

**SUST 3602 Dwelling Design with Natural Systems (3 units)**
Beginning with an understanding of the biophysics of human thermal comfort as the basis of ecological building design, this course explores several technical subjects that are integral to designing buildings that rely on natural systems rather than consuming fossil fuels: passive solar heating, natural cooling, daylighting, rainwater catchment, and greywater reuse. Energy efficiency and renewable energy sources are also covered. Several of these subjects are introduced in the Core Course series, and this course will go into greater depth on these topics as they relate to the design of buildings and communities.

**SUST 3603 Ecological Building Concepts and Skills (3 units)**
In this course, students will learn both theory and practice related to the nuts and bolts of ecological construction. Topics include structural systems, green building materials, and building science (how air, heat, and moisture move in and through buildings). Hands-on natural building experiences will involve a variety of earth and natural fiber techniques, including clay plasters, bamboo, straw bales, cob (an earth-straw mixture), wood, and stone.

**SUST 3604 Introduction to Eco-Home Design (3 units)**
Basic principles of residential design will be introduced and practiced, including small-space design, harmonious proportions, integration of human needs with technical systems, flexible space use, and drawing and model-making skills. Students will have the opportunity to practice designing eco-homes for each other and for a variety of real and imagined clients.

**SUST 3605 Assessment and Design for Natural Remodeling (3 units)**
With our tremendous stock of non-green homes, the need to understand how to assess and “green up” existing homes is great. Students will learn why eco-remodeling can be greener than building new eco-homes and learn basic skills for
analyzing and assessing an existing home, including detecting potential hazards (mold, toxics, etc.), identifying energy efficiency opportunities, and redesigning the house and landscape for greater ecological harmony.

**SUST 3606 Professional Practice in EcoDwelling (3 units)**

Students will be guided in developing professional skills in ecodwelling consultation and/or design. Subjects include the basics of working with clients, interfacing with building codes and building departments, and shepherding a project from start through completion. Students will have the opportunity to observe and practice these skills in a real working context.

**SUST 3607 Eco-Design/Build Project (3 units)**

With faculty guidance, students will work individually or in a group to identify a real or theoretical project to develop in depth as a means to refine the skill set they have identified as appropriate to their personal or career goals. Projects will apply the principles and skills gained in the preceding EcoDwelling courses.
Graduate Degree Programs

Corporate Education Programs (MAM, MPA, MSE, MSP)

The School of Business and Leadership, in collaboration with other University academic divisions, designs 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 can include an accelerated format including weekdays and weekends. A variety of modalities are utilized including face-to-face interactions as well as distance learning. The programs blend theory and practice and offer the adult learners an opportunity to use their place of employment for their practicum. For more information on these programs, please contact the School of Business and Leadership.

Master of Arts in Management (MAM)

The mission of the MAM degree program is to provide students with educational experiences and environment that promote the student’s mastery of discipline-related knowledge and methods. Specifically, the students will learn about all aspects of management and theory, including, but not limited to, organizational design and development, marketing, multinational, strategic, human resource management, leadership, managerial economics and communication, and research methods, and be aware of ethical issues and problems in management and use ethical reasoning in solving them. The program is designed for mid-career managers who require additional education in management to improve their job performance or career opportunities.

Student Learning Outcomes

Graduates from the MAM program will be able to:
1. Understand and apply the fundamental concepts of the disciplines comprising management.
2. Address issues critically, reflectively and ethically.
3. Create solutions to managerial and organizational problems.
4. Direct and use research to enhance organizational change.
5. Use appropriate financial and human resource controls to protect the organization and develop employees.
6. Develop a respect for and an understanding of different perspectives, managerial styles and problem solving approaches.
7. Become committed to lifelong learning and open-minded inquiry.

Biological Sciences (MS)

The Master of Science in Biological Sciences is a research intensive program designed to address one of the most important issues of our times. The program goal is to train students for scientific careers focused on understanding the aging process as well as detecting, preventing, and treating age-related conditions such as Alzheimer’s and Parkinson’s disease, cancer, stroke, and arthritis.

Students in this program will be trained as scientists in interdisciplinary research encompassing genetics, biochemistry, molecular biology, age-associated diseases and disciplines of biotechnology including genomics, proteomics, protein interaction networks and bio-informatics.

Student Learning Outcomes

At the completion of the Master’s of Science Degree in the Department of Natural Sciences and Mathematics, each graduate will have acquired:
Graduate Degree Programs

- An understanding of selected topics in biology pertaining to their research interests.
- The skills to conduct original scientific research and the ability to disseminate their findings through public forum(s).

Learning Outcomes:
1. Demonstrate knowledge in areas of biology relevant to their research interests.
2. Identify research questions on a current issue in biology, critically analyze the relevant literature, and prepare a comprehensive written review.
3. Develop specific hypotheses pertaining to a research problem.
4. Devise and conduct experiments to test hypotheses.
5. Statistically analyze and interpret research data.
6. Discuss, both orally and in writing, the relevance of their research data to the original hypotheses and to the general field of interest.

Admission Requirements

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

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

In addition, the following requirements need to be satisfied before admission:
1. Graduate students must demonstrate competency in the following areas prior to taking the related graduate courses in the MS program in Biological Sciences:
   » Two semesters calculus (MATH 1600 and MATH 1700);
   » Two semesters physics (PHYS 2000 and PHYS 2100);
   » Two semesters organic chemistry (CHEM 3800 and CHEM 3900);
   » One semester biochemistry (CHEM 4100);
   » One semester statistics (MATH 2400).

2. Competency may be demonstrated by either completion of a college course with a grade of ‘B’ (3.0), successfully testing out of a course through challenge exams, or completion of Dominican core competency courses. The Department Chair will determine which core competency areas have not been completed at the time of admission.

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

Degree Requirements

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

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

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<td>Graduate Seminar</td>
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<td>BIO 5100</td>
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<td>BIO 5200</td>
<td>Advanced Molecular Biotechnology</td>
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<td>BIO 5300</td>
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<tr>
<td>BIO 5901</td>
<td>Master’s Thesis Research</td>
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</table>

Total MS in Biological Sciences 36 units

Course Descriptions

BIO 5001/5002/5003/5004 Graduate Seminar (1 unit each)
This seminar discusses scientific and professional knowledge for graduate students in the sciences. It includes methods of scientific presentations, scientific writing, critical thinking and logical organization for clarity and accuracy, and techniques of interpreting primary scientific literature. Students make and evaluate technical and scientific presentations with an emphasis on journal articles on current literature in their field of interest. Students will also need to participate in presentations and discussion of major papers in their field with their peers. Seminars are taken in numeric sequence each semester of enrollment.

BIO 5100 Graduate Research Methodology (3 units)
This course explores standard, acceptable and ethical research practices in advanced biological sciences, emphasizing responsibilities. For example, record keeping, authorship, peer review, mentoring, and participation in research that engages human or animal subjects will be examined. Additional topics discussed will include: public policy, medical ethics, quality of life issues, conflicts of interest, ownership of data and intellectual property, and other potential problems stemming from use of data from human genetic experiments. Guest speakers from other departments and community organizations will be invited to present information during the semester.

BIO 5200 Advanced Molecular Biotechnology (3 units)
This course will cover applied concepts and research techniques in molecular biology. It is designed to study more advanced concepts and how they may be applied in biotechnology. Topics include: various PCR techniques, recombinant DNA technology, site-directed-mutagenesis, epigenetic modifications, gene silencing, microarrays, and gene expression systems.
BIO 5300 Advanced Biochemistry (3 units)
This course is designed to provide the student the opportunity to study the major aspects of biochemistry. Discussion of biochemical problems at molecular, sub-cellular and cellular levels with emphasis placed on aspects of biochemistry particularly important for biological, animal, and medical sciences will be presented. Specific topics will include (but are not limited to) functions of proteins, cell signaling, molecular biochemistry and regulation of gene expression.

BIO 5400 Graduate Special Topics (3 units)
This seminar is an in-depth evaluation of selected current or historical topics in the biological sciences. A few examples of topics include physiology, biology of aging, genetics, biochemistry, cancer biology, cancer research, stem cell biology and stem cell technology. Students make and evaluate technical and scientific presentations with an emphasis on journal articles on current literature pertaining to the seminar topic.

EXAMPLES:
Cancer Biology:
This course provides students with knowledge of the fundamental principles of the biology of cancer cells. The molecular genetics of cancer will then be dissected to understand how the deregulation of different intracellular signaling pathways may lead to development of cancer. Lectures and discussions will focus on growth factors, oncogenes and tumor suppressor genes, angiogenesis and metastasis of tumor formation.

Cancer Research:
This course will integrate areas of research involving cancer including cancer biology, genetics, immunology and epidemiology. This course will also discuss the different cancer treatment approaches to illustrate how basic research translates to clinical aspects of cancer treatment. Lectures and discussions will emphasize on the current research involving both cellular and molecular mechanisms underlying cancer development and will expose students to proper methods of writing research proposals on selected topics in cancer research.

Stem Cell Biology:
Research papers covering all aspects of basic and clinical stem cell biology will be read, presented, and discussed in this class. Papers will range from landmark to current studies, spanning many developmental organisms and cell types. Students will present papers, provide relevant background, and lead discussions.

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

BIO 5701/5701/5702/5704 Graduate Research (2 units each)
Experimental research project in various fields of biology, carried out by student under guidance of an instructor. Consulting with their graduate advisor, students will design a reading plan from current and/or seminal literature in their field of interest. This will involve literature searching, developing research project, performing research, collection and analyzing of data, oral and poster presentation of research at a peer forum, and a written submission of the work in a thesis format. Research internships are taken in numeric sequence each semester of enrollment.

BIO 5901 Master’s Thesis Research (3 units)
This is the culmination of the master’s research experiences producing a master’s thesis. This is a written final thesis and an oral presentation. Approval and successful defense of the thesis presentations are required to complete the program 1 lecture hour/unit. Spring Semester.

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

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

At Dominican, our MBA graduates change the world!
**Student Learning Outcomes**

The MBA is designed to prepare you with the knowledge and skills to be successful in a very diverse and changing world. Upon completion of the program students will demonstrate:

1. **Business Knowledge Competency** – Understand and apply significant facts, concepts, theories, and analytical methods in the core business areas of accounting, economics, finance, law, management, marketing, and quantitative analysis.
2. **Critical Thinking Competency** – Conduct research and apply appropriate, interdisciplinary and multidisciplinary analytical and decision-making skills, including statistical and mathematical techniques, to identify, structure, and solve business problems.
3. **Leadership Competency** – Develop and enhance personal and professional development skills including leadership, team building, and collaboration within a diverse business environment.
4. **Ethics and Corporate Social Responsibility** – Integrate ethics, corporate social responsibility, and environmental sustainability in all aspects of decision-making.
5. **Global Business Competency and Diversity** – Incorporate the impact of globalization and diversity on business policy and practices.
6. **Business Communications Competency** – Integrate mainstream information technology in effective oral and written communication.
7. **Entrepreneurial and Innovation Competency** – Explore and pursue creative and innovative ways to solve problems and create value in organizations.

**MBA International Study Options**

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

**Executive Study Abroad:**

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

**Semester Study Abroad:**

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

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

**Global Management (MBA-GM)**

The MBA Global Management program is designed as a full-time or part-time degree program with classes held in the evenings.

**Learn International Business in a Culturally Enriched Setting**

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

**Tap an Extensive Global Network**

Dominican graduate students have full access to an extensive global network of alumni, corporate, educational, government and non-governmental contacts.
Focus on a general global or a region specific area of study (Europe, Asia, Latin America) within a Global Business Framework

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

Sharpen Change Management Skills

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

Incorporate Multiple Views in Decision Making

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

Requirements for Global Management – MBA

Foundation Courses* (12 units)

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<td>MBA 5007</td>
<td>Financial and Managerial Accounting</td>
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<td>MBA 5008</td>
<td>Finance</td>
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<td>MBA 5009</td>
<td>Managerial Economics</td>
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Total Foundation Courses 12 units

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

Core Courses (15 units)

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<td>MBA 5205</td>
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<td>MBA 5206</td>
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<tr>
<td>MBA 5209</td>
<td>International Corporate Finance</td>
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</tr>
<tr>
<td>MBA 5210</td>
<td>Strategic Management</td>
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Total Core Courses 15 units

Domain Courses

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>MBA 5203</td>
<td>Global Organizational Behavior and Human Resources</td>
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</tr>
<tr>
<td>MBA 5207</td>
<td>Global Information Management and E-Business</td>
<td>3</td>
</tr>
<tr>
<td>MBA 5208</td>
<td>Managing and Working Across Cultures in International Business</td>
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Total Domain Courses 9 units

Elective Courses (Select 3 of the following 3-units courses); 9 units

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<tr>
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<td>MBA 5214</td>
<td>International Organizational Effectiveness</td>
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<td>MBA 5215</td>
<td>Globalization: Concepts and Effects</td>
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<td>MBA 5216</td>
<td>Global Operations and Supply Chain Management</td>
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<td>Special Topics in Asia Pacific</td>
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<tr>
<td>MBA 5221</td>
<td>Diversity, Growth, and Development in Asia Pacific</td>
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<td>MBA 5222</td>
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## Graduate Degree Programs

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<tr>
<td>MBA 5230</td>
<td>Special Topics: Europe</td>
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<tr>
<td>MBA 5231</td>
<td>European Business Issues</td>
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<td>Spanish for Business</td>
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<td>MBA 5234</td>
<td>German for Business</td>
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<td>MBA 5237</td>
<td>European Business Practices: Impact of Culture and Language</td>
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<td>MBA 5240</td>
<td>The Business Environment of Latin America</td>
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<td>MBA 5250</td>
<td>The Business Environment of South Africa</td>
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<td>MBA 5260</td>
<td>Leading Change and Organization Development</td>
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<td>MBA 5261</td>
<td>Building and Leading Teams for International Business</td>
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<td>MBA 5262</td>
<td>Multinational Corporations</td>
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<td>MBA 5270</td>
<td>Global Branding</td>
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<td>MBA 5271</td>
<td>International Industry Focus</td>
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<td>MBA 5275</td>
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<tr>
<td>MBA 5299</td>
<td>Independent Study</td>
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</table>

### The Culminating Experience (3 units)

- MBA 5280: Capstone in Global Management
  
### Total MBA-GM Units: 48 units

## MBA-GM Course Descriptions

### PREREQUISITE COURSE DESCRIPTIONS

**MBA 5005 Foundations of Business Communications (1.5 units) previously GSM 5112**

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.

**MBA 5006 Statistics and Research Methods (3 units) previously GSM 5003**

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 5007 Financial and Managerial Accounting (3 units) previously GSM 5002**

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

**MBA 5008 Finance (3 units) previously GSM 5004**

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

**MBA 5009 Managerial Economics (3 units) previously GSM 5001**

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.
GM CORE COURSE DESCRIPTIONS

MBA 5201 Business Communications I (1.5 units) previously GSM 5113
Focusing on written communication, this course helps the student to develop sound business writing skills. Concepts emphasized include: planning strategies before writing, composing efficiently, revising effectively and quickly, providing constructive coaching to another writer, producing successful documents with enhanced image and effect, improving managerial review skills, recognizing nuances of written communication, and the effective use of “headlines”.

MBA 5202 Business Communications II (1.5 units) previously GSM 5114
Focusing on business presentations, this course helps students to hone their presentations skills. Concepts emphasized include: planning a presentation strategy, designing the appropriate use of media, identifying audience need and characteristics, packaging the appropriate message for the audience, and using the body and voice effectively so as to develop a “stage” presence.

MBA 5205 International Accounting (3 units) previously GSM 5121
Focuses on the financial and managerial accounting issues of international business. Topics include: fluctuating currency levels, accounting for transactions in foreign currencies, restatement of foreign subsidiary financial statements, transfer pricing, and income taxes, consolidation and disclosure problems, and managerial control and organization.

MBA 5206 Strategic International Marketing (3 units) previously GSM 5117
An in-depth understanding of marketing functions are introduced, specifically focusing on providing students with experience in making marketing and business-related decisions. Attention is paid to areas of increasing importance to marketing professionals, including services and Internet marketing. Case study analysis and discussion form the basis of classroom instruction and a prime objective is to develop a sense of realism within these discussions on current business issues.

MBA 5209 International Corporate Finance (3 units) previously GSM 5140
Explores traditional areas of corporate finance from the perspective of a multinational company-concentrating on decision elements that are rarely encountered by purely domestic firms. Elements include multiple currencies, frequent exchange rate changes and varying rates of inflation, differing tax systems and derivatives; also studied are various FX exposures, global cost of capital, FDI strategy and international portfolio diversification.

MBA 5210 Strategic Management (3 units) previously GSM 5123
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. Strategic application takes place through the use of a strategic business simulation.

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.

MBA 5203 Global Organizational Behavior and Human Resources (3 units) previously GSM 5126
Examines organizations from an organizational, group and individual perspective. Key features of high-performance structures and employee development systems are examined. Current topics include: legal issues in personnel management, analyzing organizational structure and culture, global team dynamics, ethical management of human resources, 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.

MBA 5207 Global Information Management and E-Business (3 units) previously GSM 5120
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
Graduate Degree Programs

and e-commerce play in it. Students develop effective strategies, utilize information technology and e-commerce to achieve their global business objectives.

**MBA 5208 Managing and Working Across Cultures in International Business (3 units) previously GSM 5146**

In today's global economy, managers need to have an informed understanding of different cultures. Each culture has its own language, boundaries, and challenges. The growing importance of global business requires business leaders to develop cross-cultural management skills. This course will focus on spatial cultural patterns, cultural impact on management and business, and approaches for conducting business in specific cultural regions.

**ELECTIVE COURSE DESCRIPTIONS**

**MBA 5204 Organization and Leadership (3 units) previously GSM 5141**

Leadership in effective organizations will be demonstrated at all levels of the organization. Leadership and organizational theories within the business framework will be examined. The course will include team and leadership practice to complement the business theories. Emphasizes the leader's role in shaping ethically effective business organizations, and the strategic significance of the organization's structure and ways in which this impacts the organization's leaders and stakeholders. The topics will include strategies for team development and leading; importance of followership; power, authority and motivation; vision, creativity and innovation; the ethical responsibilities of leadership and corporate social responsibility; conflict resolution and facilitating group decision-making to effect organizational change.

**MBA 5214 International Organizational Effectiveness (3 units)**

The central theme of this course is the understanding of the multiple processes required to align the organization's structure and people to its market positioning. Leveraging existing knowledge of strategy, marketing, organizational behavior, and human resources management, the course will add the notion and dynamics of the five stages in the maturity cycle to address 1) Talent management (acquisition and retention (selection/performance management), 2) Human capital as a competitive advantage (strategic competency requirements), 3) structural design, and 4) job design/SPAN of control/spending authority (tying back to performance management).

**MBA 5215 Globalization: Concepts and Effects (3 units) previously GSM 5111**

The concept of globalization debate has captured every aspect of business. Many argue that the increasing integration of the world due to economic and technological developments has created an unstable world with the constant need to restructure and reconfigure. This course will focus on understanding the process of globalization and its impact on different economies. The different modules will focus on conceptualizing globalization, reconfiguration of power, and the impact of globalization on different industries and countries.

**MBA 5216 Global Operations and Supply Chain Management (3 units) previously GSM 5118**

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

**MBA 5220 Special Topics in Asia Pacific (3 units) previously GSM 5142**

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.

**MBA 5221 Diversity, Growth and Economic Development of Asia Pacific (3 units) previously GSM 5131**

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

**MBA 5222 The Business Culture of Asia Pacific (3 units) previously GSM 5133**

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.

**MBA 5223 The Japanese Corporate System (3 units)**

Students will walk through the key features of Japan and Asian corporate systems: top management decision making, human resource management, information flow and organizational design, competitive strategies, corporate governance, and financial strategies. Students will first familiarize themselves with the unique features of Japanese corporations, considering their strength and weaknesses through comparative studies. They then apply their knowledge in examining the restructuring process of the Japanese companies in the 90s and the first half of 2000s. This is particularly important in light of the current US economic uncertainty that is very similar to that in Japan in early 1990s.

**MBA 5230 Special Topics: Europe (3 units) previously GSM 5145**

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

**MBA 5231 Special Topics: Europe (3 units) previously GSM 5145**

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

**MBA 5232 Spanish for Business (3 units) previously GSM 5210**

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.

**MBA 5233 French for Business (3 units) previously GSM 5211**

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.

**MBA 5234 German for Business (3 units) previously GSM 5212**

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.

**MBA 5237 European Business Practices: Impact of Culture and Language (3 units) previously GSM 5137**

This course reviews varying business practices among European countries and focuses on the role of language and culture on both internal and external commerce. In addition, to provide a modern context, a review of the EU history, institutions, and internal dynamics is reviewed and discussed. Three critical skill areas are reviewed (negotiation, practical research, and case analysis) in the context of this varied and dynamic region of the world.

**MBA 5240 The Business Environment of Latin America (3 units) previously GSM 5153**

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

MBA 5240 will provide an integrated study of the principles of international business and their application in the disciplines of economics, political science and socio-economics. Instruction will focus on the global business environment, the multinational challenges of changing market structures, and the impact of rapidly changing technologies on the international marketplace. Examining the historic and current forces that are shaping small and large businesses and organizations globally, we will study how they must adapt to various cultural, political, environmental and economic factors in the competitive marketplace. Students will be involved in range of individual and group activities including case analyses, in-class discussions, selected readings and a team project: Country and Political Risk Analysis, Industry Assessment and Feasibility Study of taking a product or service to Brazil, Chile or Argentina.

**MBA 5250 The Business Environment of South Africa (3 units)**

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

MBA 5250 will provide an integrated study of the principles of international business and their application in the disciplines of economics, political science and socio-economics. Instruction will focus on the global business environment, the multinational challenges of changing market structures, and the impact of rapidly changing technologies on the international marketplace. Examining the historic and current forces that are shaping small and large businesses and organizations globally, we will study how they must adapt to various cultural, political, environmental and economic factors in the competitive marketplace. Students will be involved in range of individual and group activities including case analyses, in-class discussions, selected readings and a team project: Country and Political Risk Analysis, Industry Assessment and Feasibility Study of taking a product or service to South Africa.

MBA 5260 Leading Change and Organization Development (3 units) previously GSM 5150
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.

MBA 5261 Building and Leading Teams for International Business (3 units) previously GSM 5151
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.

MBA 5262 Multinational Corporations (3 units) previously GSM 5152
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, internationalization, international transfer pricing, and foreign direct investment are thoroughly covered, as well as offshoring and outsourcing strategies; international networks, the international financial environment, and international financial crises, along with the dangers and opportunities to MNCs, are analyzed.

MBA 5270 Global Branding (3 units) previously GSM 5148
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).

MBA 5271 International Industry Focus (3 units) previously GSM 5154
Focusing on a specific global industry, this course will investigate an industry, analyzing and comparing strategic practices, product marketing and financial standards across the globe. Geographic and cultural affects on the industry are examined and best practices determined.

MBA 5275 Executive Study Abroad (3 units) previously GSM 5200
Executive Study Abroad is an intense 9-10 day program that exposes the participant to multiple cultures and global busi-
ness topics. Students are expected to complete in-depth, assigned readings prior to the trip abroad, then attend approximately 40 hours of business and organizational visits/lectures within the host country. Upon their return, participants select an approved topic then write an extensive research paper. Sample trip combinations already completed: Zurich, Lausanne and Geneva, Switzerland; Santiago, Chile and Buenos Aires, Argentina; London, England and Dublin, Ireland; Sydney, Australia and Auckland, New Zealand; Rome and Florence, Italy; Lisbon, Portugal, and Barcelona, Spain; and Tokyo, Nagoya and Kyoto, Japan. No more than three units of study abroad can count toward the MBA degree.

MBA 5299 Independent Study (3 units) previously GSM 5999
Independent study is an opportunity for the student to customize a course in lieu of the requirements of another course. This option must be approved by the Director of Graduate Business Programs and the content area expert mentor. This option is granted as an exception and is not routinely allowed.

GM CAPSTONE COURSE DESCRIPTION
MBA 5280 Capstone in Global Management (3 units) previously GSM 5135
Completed near the end of the student’s academic program, 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.

Strategic Leadership (MBA)
The MBA-SL program is specifically designed as a part-time degree program for experienced managers. This program meets as a cohort every other Saturday and only starts in the fall semester. Course scheduling allows students to earn the MBA without interrupting progress in their current careers. The cohort format allows students to form a supportive and continuing study group. The program’s flexible learning model also includes the opportunity to complete intensive, short-term executive study abroad trips.

Learn in a Highly Interactive, Experiential Environment
Dominican graduate students participate in the learning process by sharing their knowledge with fellow students and faculty. Our business faculty possess both outstanding academic and professional credentials and help the student bridge the gap between theory and application.

Develop Effective Leadership Strategies
Dominican graduate students refine their leadership skills through our unique individual development program, Leadership Impact*. By assessing the leadership strategies they employ, and their corresponding impact on those around them, students begin their studies with a comprehensive analysis of their leadership. This allows them to incorporate a personal developmental action plan into their overall studies. An assessment at the end of their studies provides a progress report on their development, plus provides a new benchmark for further growth.

Interconnect Multiple Views in Decision Making
Dominican graduate students learn to apply reasoning from various areas of knowledge in their approach to problem solving.

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

Tap an Extensive Bay Area and Global Network
Dominican graduate students have full access to an extensive global network of alumni, corporate, educational, government and non-governmental contacts.

* © Human Synergists Center for Applied Research
Graduate Degree Programs

Requirements for Strategic Leadership - MBA

Foundation Courses* (12 units)

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<td>MBA 5007</td>
<td>Financial and Managerial Accounting</td>
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<td>MBA 5008</td>
<td>Finance</td>
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<td>MBA 5009</td>
<td>Managerial Economics</td>
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Total Foundation Courses 12 units

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

Core Courses (15 units)

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<tr>
<td>MBA 5105</td>
<td>Accounting for Decision Making</td>
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<tr>
<td>MBA 5106</td>
<td>Strategic Marketing: Domestic and Global</td>
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<tr>
<td>MBA 5109</td>
<td>Financial Management and Performance</td>
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<tr>
<td>MBA 5110</td>
<td>Strategic Business Policies</td>
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Total Core Courses 15 units

Domain Courses (18 units)

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<tr>
<td>MBA 5102</td>
<td>Leadership in International Business</td>
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<tr>
<td>MBA 5103</td>
<td>Human Resources and Organizational Behavior</td>
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<tr>
<td>MBA 5104</td>
<td>Leading People and Organizations</td>
<td>3</td>
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<tr>
<td>MBA 5107</td>
<td>Managing Technology and Innovation</td>
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<tr>
<td>MBA 5108</td>
<td>Negotiations, Bargaining and Conflict Resolution</td>
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Total Domain Courses 18 units

Domain Courses (customized substitutions as approved)

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<td>MBA 5199</td>
<td>Independent Study</td>
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The Culminating Experience (3 units)

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<th>Units</th>
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<tbody>
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<td>Capstone in Strategic Leadership</td>
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</table>

Total MBA-SL Units 48 units

The MBA-SL program is a “locked step” cohort based program where classes for the entire program are sequenced and scheduled in advance. Following is the current course sequence:

MBA-SL Course Descriptions

PREREQUISITE COURSE DESCRIPTIONS

MBA 5005 Foundations of Business Communications (1.5 units) previously GSM 5112

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.
MBA 5006 Statistics and Research Methods (3 units) previously MBA 5003
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 5007 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 5008 Finance (3 units) previously MBA 5004
Students learn how to obtain and use money to maximize the value of a business. Areas covered include: planning and managing equity financing, control of short term assets and liabilities, and measuring risk and value.

MBA 5009 Managerial Economics (3 units) previously MBA 5001
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-S CORE COURSE DESCRIPTIONS

MBA 5100 Interpersonal and Cultural Relations, Consultation and Consultation (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 Communications (3 units)
Focusing on written communication, this course helps the student to develop sound business writing skills. Concepts emphasized include: planning strategies before writing, composing efficiently, revising effectively and quickly, providing constructive coaching to another writer, producing successful documents with enhanced image and effect, improving managerial review skills, recognizing nuances of written communication, and the effective use of “headlines”.

Focusing on business presentations, this course helps students to hone their presentations skills. Concepts emphasized include: planning a presentation strategy, designing the appropriate use of media, identifying audience need and characteristics, packaging the appropriate message for the audience, and using the body and voice effectively so as to develop a “stage” presence.

MBA 5102 Leadership in International Business (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 Human Resources and Organizational Behavior (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 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 sig-
nificance 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 (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 Managing 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 Conflict Resolution (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 financial decision-making areas. Topics include dividend policy, capital structure, mergers and acquisitions, financial restructuring, leveraged buy-outs, share repurchase, venture capital, raising and allocating investment banking, strategic risk management, forces governing world financial markets, and financial forecasting.

**MBA 5110 Strategic Business Policies (3 units)**
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. A focus is placed on organizational processes that facilitate strategy implementation in local, national and international arenas. The formulation and implementation of a comprehensive strategic plan (integrating all business disciplines) is reviewed. Strategic application takes place through the use of a strategic business simulation.

**MBA 5180 Capstone in Strategic Leadership (3 units)**
Completed near the end of the student’s academic program, 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.

### Sustainable Enterprise
**Green MBA®**

In the Green MBA®, we seek solutions that promote financial viability, ecological sustainability, and social justice. We use a dynamic, project-oriented learning approach to integrate the development of entrepreneurial and intrapreneurial skills with the building of critical thinking and leadership capacities. To encourage this transformation in our students’ capabilities, we have built a close-knit community of teachers and learners woven into a supportive network of business, academic and activist leaders.

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

**Skills/Acumen**
We integrate the stewardship of financial, human, and natural capital—beyond the triple bottom line—into a world class MBA curriculum. Students learn how to: 1) apply practical
skills; 2) make better decisions using rigorous critical thinking methods; 3) communicate and lead effectively; 4) collaborate with others in designing and implementing successful initiatives; 5) face challenges inherent in turbulent issues; and 6) master methods and tools to analyze systemic factors.

Transformation
In the Green MBA®, students are encouraged to explore their beliefs, purpose, passion, and the way they think from the inside out, and then translate this to meaningful and applied opportunities for growth. Small classes, opportunities to share openly, faculty mentors, and collaborative project-oriented learning create a supportive and challenging environment for this transformational process.

Community
We are a collaborative and engaging community for those who believe that responsible enterprises must provide effective solutions to our pressing environmental and social problems. Community events for students, alumni, faculty, and guests promote cross-pollination of ideas and the ability to expand collaborative personal and organizational networks, optimizing success in implementing new initiatives and models for enterprise.

Requirements for Sustainable Enterprise (Green MBA®)

Foundation Courses (6 units + 3 unit prerequisite)
Prerequisite: Financial Accounting
Undergraduate course work with a grade of ‘B’ or better may substitute for Prerequisite.

MBA 5319 Intrapreneurial Finance 1.5
MBA 5330 Marketing Research Methods 3
MBA 5350 Economics for Managers 1.5

Total Foundation Courses 6-9 units

Core Courses (15 units)

MBA 5301 Communication Skills for Business Transformation 3
MBA 5305 Managerial and Environmental Accounting 3
MBA 5306 Marketing Strategy and Tactics 3
MBA 5309 Entrepreneurial Finance 3
MBA 5310 Thriving Regenerative Enterprise 3

Total Core Courses 15 units

Domain Courses (24 units)

MBA 5300 Critical Thinking for Business Redesign 6
MBA 5302 Social Impacts of Enterprises 3
MBA 5303 Organizational Behavior for Business Transformation 3
MBA 5307 New Media for Green and Social Marketing 3
MBA 5320 Eco-Commerce Models 3
MBA 5340 Operations Management 3
MBA 5351 Ecological Economics 3

Total Domain Courses 24 units

The Culminating Experience (3 units)

MBA 5380 Capstone in Strategic Enterprise Planning 3

Total Green MBA® Units 48-51 units

There are three program structures available for the Green MBA® program to meet students’ varying lifestyle needs. All have the same courses and the same number of classroom hours.
Graduate Degree Programs

Green MBA® Course Descriptions

Prerequisite Course Description: Financial Accounting – Can be taken at Dominican or other accredited institution.
Requirements: minimum of 3 undergraduate units with grade of ‘B’ or better.

MBA 5300 Critical Thinking for Business Redesign (6 units) previously SE 5010
An objective in the Green MBA® program is to enable students to lead a redesign of existing systems and enterprises, and also to lead the design of new systems and enterprises that will meet the authentic needs of humanity and the natural world.

This six unit course brings our students to the focus of their own thinking, addressing in an applied setting, the skills and habits and ethics to know:
1. Is my idea a good idea?
2. What does leadership ask of me?
3. How do I engage enthusiastic, competent, focused teams to advance initiatives?
4. How do I transform an idea into a healthy, balanced, living enterprise?

This course provides a method and practice that will enable our students to lead, to assess what they observe, and to justify the confidence of their peers and colleagues. The anatomy and physiology of a well-reasoned judgment is the core of this course, and the students explore all of its elements and learn how and when to apply them to the opportunities and problems that they perceive. Knowledge mapping and presentation skills, as well as observational challenges and artistic work, pepper the course with a rhythm that includes head, heart, and hands.

MBA 5301 Communication Skills for Business Transformation (3 units) previously SE 5021
Human perception shapes communication. If we intend to transform the business world, we must first transform the ways we perceive—such as the accuracy and emotional intelligence with which we observe, listen and speak to each other. This course explores how our “frameworks of perception” are shaped by multiple factors, including leading-edge insights from neurological research, so that we make more effective, conscious choices in the ways we communicate. Within the team setting, students have opportunities to practice specific methods to enhance a broad range of communication skills, such as: listening, observing, seeking feedback, providing feedback, addressing conflicts constructively and ethically, collaborating toward a common goal, and team evaluation based on shared standards. The instructor provides extensive feedback to individual students and teams regarding their ability to analyze, synthesize and convey complex ideas in writing. Perceptual variations between western world and eastern world frameworks are critiqued to support students’ discoveries of how to be a full-up individual while simultaneously being a full-up team member. This requires new approaches in perception and communication with the potential to transform business. This course must be taken concurrently with MBA 5303.

MBA 5302 Social Impacts of Enterprises (3 units) previously SE 5220
Enterprises are forces in society that can create great benefits, convenience and progress, as well as much tragedy for others and the planet. In our interdependent world, which social impacts of enterprises are beneficial to people, which detrimental, and which are both simultaneously? How do various communities around the globe plus employees, employers, customers and shareholders perceive these impacts? This course examines these complex questions within historical and current economic patterns at the macro and micro levels to provide students with a broad perspective on globalization, its institutions such as the WTO, IMF and World Bank, and potential alternatives as these systems are resisted by national governments and groups. Students conduct their own direct investigations in project teams via qualitative research with stakeholders on questions of import to them. Experiential learning provides students with opportunities to investigate their own assumptions, make more informed choices, gain insights on how various stakeholders perceive the social impacts of enterprises, and develop crucial skills for positive intervention, education and change in organizations, industries and society.

MBA 5303 Organizational Behavior for Business Transformation (3 units) previously SE 5022
The logo for the Green MBA program is: “Transform Yourself. Transform Business. Transform the World.” This course challenges you to develop a deeper understanding of how and why these three levels of transformation are interconnected, what obstacles must be faced and overcome to achieve such leadership alchemy, and the tools of self-mastery to become a
positive change agent in your work and in society. We investigate how and why complexities increase as individuals form groups or teams, and as various groups form organizational systems. Students learn how to skillfully bridge leadership-management roles, how to distinguish between required systems and emergent systems, and how to assess ego-motivation, eco-motivation, and employee ownership in designing effective teams and workplaces. Patterns, principles and factors that support or inhibit conscious, socially responsible organizations, including economic factors, are explored from many angles so students recognize alternative choices for organizational structures and cultures within corporate and non-corporate settings. This course must be taken concurrently with MBA 5301.

**MBA 5305 Managerial and Environmental Accounting (3 units) previously SE 5310**
For any human activity to be sustainable, it must first be economically viable. The first purpose of this course is to provide students with a basic understanding of the types and behavior of business and environmental costs; how these costs are collected and measured; and how they are incorporated into decision models for business purposes. Students are introduced to the fundamentals of managerial (cost) accounting and learn how to use quantitative tools to measure organizational performance with respect to the achievement of economic and environmental objectives. The second purpose of the course is to teach students how companies, institutions and regulators can incorporate the concept of triple-bottom-line reporting. Students gain experience researching the financial, environmental, and social performance of various organizations.

**MBA 5306 Marketing Strategy and Tactics (3 units) previously SE 5110**
This first course in our three-part marketing series introduces students to: the elements of the marketing mix – the “4 P’s”; how to analyze a company’s strengths, weaknesses, opportunities and threats (SWOT); how to craft a brand positioning statement; how to formulate a marketing strategy using our “MOST” method (Marketing Objectives, Strategies and Tactics); and how to develop an internally consistent marketing plan and budget. Students first work in groups to critically examine an eco or “socially minded” organization’s use of marketing to advance their sales, sustainability or other initiatives. Then, students begin to develop their own marketing plans (finished and presented in the second semester), incorporating the above points as well as: market potential forecasting, segmentation, psychographic targeting, mission/vision/value statements, adding value to products/services, the lifetime value of a consumer, creative messaging and development, and branding.

**MBA 5307 New Media for Green & Social Marketing (3 units) previously SE 5130**
The final course focuses on cutting-edge marketing techniques used to engage the green consumer and foster sustainable behavior. Particular emphasis is placed on leveraging new media and Web 2.0 applications to educate and collaborate with target audiences while meeting the objectives of your organization. While marketing research studies conceived in the preceding class are in the field for data collection, classroom focus shifts to such grassroots tactics as: guerilla marketing, community-based marketing, cause-related marketing, word-of-mouth marketing, and social networking. These tactics will be reviewed at length and examined within the context of concepts such as innovation diffusion, audience collaboration, content distribution, and thought leadership. The class incorporates group activities and guest lecturers, and culminates with students presenting the application of new marketing techniques to their business ideas.

**MBA 5309 Entrepreneurial Finance (3 units) previously SE 5320**
Finance is the study of how to allocate scarce resources over time under conditions of uncertainty. As leaders of businesses and organizations, students need to be comfortable with basic financial concepts. This course covers the development and interpretation of financial statements, with a particular focus on entrepreneurial finance. Students learn the basics of the field and are given resources for further independent learning when confronted with complex finance issues in the future.

**MBA 5310 Thriving Regenerative Enterprise (3 units) previously SE 5040**
Sustainable business practices are often (1) poorly understood, (2) rarely implemented systematically, and (3) often merely a disguised set of traditional business practices masquerading as innovation. Focusing on intrapreneurship (i.e., driving change within existing organizations, but also including building a sustainable enterprise from the ground up), this course will explore the issues of sustainable business practices in order to provide tools and methods to help students to understand, respond to, and master:

- Means and methods of creating legitimate, verifiable sustainability performance,
Graduate Degree Programs

- Inspiring and driving human and social capital development within the enterprise, and among enterprise stakeholders,
- Methods of measuring sustainability performance, and establishing baselines for and driving continuous improvement in performance,
- Auditing and reporting on sustainability performance, in aid of capacity building, propagating sustainability in other enterprises and organizations, and to support clear communications about the authenticity and focus of sustainability performance.

MBA 5319 Intrapreneurial Finance (1.5 units) previously SE 5330
This integrated course includes elements of managerial economics and socially responsible investment that are especially relevant to sustainability entrepreneurs and intrapreneurs. Some of the topics in this course include understanding capital markets and how they affect internal capital budgeting decisions using payback period, NPV, IRR, and MIRR.

MBA 5320 Eco-Commerce Models (3 units) previously SE 5210
The purpose of this course is to provide an overview and comparative understanding of the major initiatives at the intersection of business development and environmental and social responsibility. We will explore and practice methodologies designed to help established enterprises to incorporate environmental and social considerations through all organizational levels. Systems thinking will be introduced and we will consider how to use systems thinking to find leverage points to change existing structures. The classroom experience includes a balance of lecture, discussion and applied learning activities. Outside of class, extensive reading by the leading thinkers in the field is complemented by hands-on consulting projects with existing companies. As a result, students will emerge from this course conversant in a broad array of eco-commerce models, and with some practical experience helping companies to advance environmental, social and economic sustainability. In addition, this course will provide practice in, and assessment of, managerial communication skills.

MBA 5330 Marketing Research Methods (3 units) previously SE 5120
This marketing course continues with the development of individual student marketing plans, covering additional topics such as public relations, integrated marketing, and word of mouth marketing, culminating in a formal plan presentation. Qualitative and quantitative marketing research methods are then studied in depth, and students develop a primary research plan using either on-line marketing research instruments or in-depth interviews with local experts. Many of these studies explore topics related to the “green” marketplace, the eco consumer, or the current social/political environment. The actual research is then fielded, analyzed and presented.

MBA 5340 Operations Management (3 units) previously SE 5030
Operations Management is the systematic design, direction and control of the processes (“value streams”) that create value by transforming inputs into finished goods or services. Operations also play a critical strategic role by helping organizations learn, innovate and continually increase the value offered to customers while reducing waste.

This course provides an introduction to the concepts and analytic methods that are useful in understanding the design and management of a firm’s operations. Our aim is to (1) familiarize you with the problems and issues confronting operations managers, and, (2) provide you with language, concepts, insights and tools to deal with these issues in order to gain competitive advantage through operations. Because the course deals with the management of “processes”, it applies to both for-profit and non-profit organizations, to both service and manufacturing organizations, and to virtually any functional area or industry.

During your time in class we will pull from assigned readings and apply insights to discuss case studies and class project(s). Lectures will be used to present key terms, concepts and tools. Simulation exercises will be used to help us more fully understand the operating environment. And guest speakers and tours of actual business operations will help provide further insight into the real-world application of these concepts. Review, analysis and recommendations for the operation for an actual business will be used to assimilate and apply lessons learned (“Final Project”).

MBA 5350 Economics for Managers (1.5 units)
This course includes microeconomic concepts and analytical tools commonly used in business decision-making. After reviewing fundamental economic theories, students engage in topics including supply and demand analysis, price elasticity, and production cost analysis.

MBA 5351 Ecological Economics (3 units) previously SE 5230
The mainstream, neoclassical economics paradigm is devoted to the goal of allocative efficiency, choosing a mix of products and production technologies that yield the greatest satisfaction to consumers and the lowest costs to
producers. In contrast, the emerging field of Ecological Economics offers an alternative approach, one that places the objectives of ecological sustainability and social justice before that of allocative efficiency. This new field represents a transdisciplinary attempt to bridge the social sciences, primarily economics, with the natural sciences, primarily ecology. In this course we explore how people, acting through the private, public, and nonprofit sectors, can affect change in their communities using a “triple-bottom-line” approach—sustainable scale, just distribution and efficient allocation. Many organizations – private firms, non-profit organizations and government agencies – are in the process of designing and testing models of commerce in the hope of finding ways to protect the earth and its inhabitants while still generating profits. We will focus on a number of these models, including Natural Capitalism, The Natural Step, Cradle-to-Cradle Design, the Sky Trust and the Global Reporting Initiative, applying the models to students’ strategic enterprise plans in order to promote sustainability.

MBA 5380 Capstone in Strategic Enterprise Planning (3 units) previously SE 5340
This is a “capstone” integrative business incubator course. Students develop either viable entrepreneurial business plans or strategic plans for major new initiatives for existing businesses, integrating learning from all the MBA program courses. This course provides further learning in financial projection and capital planning, funding options (from self-funding to venture capital), and the development of flexible, adaptive frameworks and structures through the business planning process. An emphasis will be placed on advancing environmental and social initiatives that are financially viable.

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.
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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</thead>
<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>
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<tr>
<td>CP 5205</td>
<td>Advanced Counseling Techniques: Assessment and Treatment of Children</td>
<td>3</td>
</tr>
<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>
<td>1</td>
</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>
<td>2</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>
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<tr>
<td>CP 5225</td>
<td>Alternative and Innovative Therapies</td>
<td>2</td>
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<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>
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</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  
CP 5218 Geriatrics and Long-term Care  
CP 5224 Psychopharmacology  
CP 5245 Advanced Counseling Techniques: Clinical Aspects of Human Sexuality  
CP 5246 Advanced Counseling Techniques: Family Therapy  
CP 5247 Advanced Counseling Techniques: Couple Therapy  
CP 5294 Fieldwork in Counseling (2 semesters in addition to Master’s Degree in Counseling Psychology)  

**TOTAL FOR MFT**  
60 UNITS

**Additional Requirements**

**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 behavioral and cognitive behavioral counseling and consultation techniques with children; adolescents, adults, seniors, couples and families. Students will apply specific techniques into a variety of situations and identify professional and ethical issues related to the utilization of these techniques. Students will develop two written case presentations, one behavioral and one cognitive behavioral, and will write on a behavioral/cognitive behavioral topic of interest.

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. Applications are made to psychotherapy groups, support groups, organizational development, and managed care.

CP 5205 Advanced Counseling Techniques: Assessment and Treatment of Children and Adolescents (3 units)
Evaluation and treatment of children using play therapy, art therapy and sand play modalities, including children's drawings and sand tray. Attention to referral questions and working with parents and schools. Theoretical orientations, including brief and long-term, psychodynamic, Jungian, Gestalt, phenomenological and behavioral.

CP 5207 Advanced Counseling Techniques: Psychodynamic (3 units)
Recent developments in psychodynamic theory and technique, including object relations, self-psychology, control-mastery, intersubjective, relational and Masterson theories. Students develop the ability to think psychodynamically, work with transference and to utilize relevant, supportive and long-term techniques with adolescents, adults and seniors by integrating theory, self-understanding and case examples from clinical practice. Pre-requisite: CP 5231 Phases of Human Development, or consent of instructor.

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)

CP 5216 Alcohol and Substance Abuse (2 units)
An integrative biopsychosocial model for the understanding, assessment, and treatment of substance abuse. Topics
include commonly abused substances and trends; effects of substance use on the individual, family, and society; theory and techniques of assessment and diagnosis; techniques of counseling/treatment approaches for persons with substance abuse.

**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)**

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

**CP 5219 Human Diversity (2 units)**

Exploration of issues of human diversity as they relate to socioeconomics and society, culture, ethnicity, age and development, gender and sexuality, spirituality, diagnoses, and other cultural morals and values. Focus on the implications of human diversity issues on therapeutic and interpersonal relationships, as well as the utilization of appropriate community 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, Trauma Treatment, Existential, and Transpersonal theories. Current research in affective neuroscience and attachment theory to understand efficacy and application of therapies for specific populations. 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. Research findings related to the ages of human life; interpretation of such findings through the lenses of a number of developmental theorists; and relation of ideas of development to possible counseling strategies.

**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 will be presented to help students plan treatment. Specific cultural and general features and familial patterns will be included. Films and vignettes will be used to aid in diagnoses.

**CP 5245 Advanced Counseling Techniques: Clinical Aspects of Human Sexuality (1 unit)**

Examines various views on contemporary and/or controversial issues on human sexuality and gender identity which highlight various physiological, psychological, and
sociocultural perspectives. Review of contemporary counseling approaches with an emphasis on development of effective counseling qualities.

**CP 5246 Advanced Counseling Techniques: Family Therapy (2 units)**
Understanding of systems concepts and terminology. Presentation of various theories of brief and long term family therapy and their application. Students will formulate treatment plans applying these theories to written vignettes. Students will practice family therapy techniques during role play.

**CP 5247 Advanced Counseling Techniques: Couple Therapy (2 units)**
Presentation of various theories of brief and long term couples therapy and their application. Students will formulate treatment plans applying these theories to written vignettes. Students will practice couple therapy techniques during role play.

**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 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.

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**Education (MS) and Teaching Credential Programs**

Dominican University of California has been providing quality programs for education professionals since 1924. The School of Education faculty develops educators who demonstrate moral and ethical purpose, apply current educational and information literacy theories, use intercultural knowledge in the classroom, and sustain professional excellence to serve the needs of a democratic and diverse society.

Dominican graduates are educational leaders who use a wide variety of strategies to meet the needs of California’s diverse populations. We expect our graduates to play an active leadership role in making a positive difference in education communities.

**Program Description**

Credential Programs for Multiple-Subject, Single-Subject and Education Specialist are available and fully meet current California state credentialing requirements related to technology, working effectively with English learners and students with special needs. All programs culminate in an MS in Education degree with the completion of additional units.

Dominican’s School of Education is approved by the California Commission on Teacher Credentialing (CCTC) to prepare and recommend candidates for credentials at two different sites: San Rafael and Ukiah. Our accelerated and transition class offerings, combined with supervised student teaching and internship options, provide candidates a quality credential program that fits their needs and schedule.

The School of Education also offers post-baccalaureate programs leading to the degree of Master of Science in Education. The master’s degree 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, Master of Science in Special Education, and Master of Science in Education.

*Note: Not all programs are available at both sites. Candidates planning to work toward any credential or special program should consult with a School of Education advisor as soon as possible. Requirements for California teaching credentials typically undergo significant changes during the two years covered by a Catalog.*
Graduate Degree Programs

**Student Learning Outcomes**

Students completing the credential and Master’s degree program 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.
7. 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.
8. Synthesize perspectives and report findings on issues related to cultural pluralism and leadership and change in education.

**Master’s Degree Programs**

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

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

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

**Master of Science in Education – Curriculum and Instruction**

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

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

**Master of Science in Special Education**

This program includes the Education Specialist Professional Level II Credential and a Master of Science in Education. Thirty units of coursework, directed research, and field experiences are required for the degree. Students complete 15 units of core classes and 15 units of advanced course work in Special Education.
Graduate Degree Programs

Master of Science in Education - Interdisciplinary

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

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

Teaching Credential Programs

Program Delivery Options

All credential programs follow both the public school and University calendars. Supervised student teaching and internship placements are available in Marin, Napa, Sonoma, San Francisco, Alameda, Contra Costa, Lake, Humboldt, and Mendocino counties.

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

Student Teaching Option

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

- The accelerated format requires a full-time commitment for preparation over a two semester period. During the first semester, each candidate engages in professional coursework and field experience in schools (observation and preparation), and in the second semester continues with professional coursework and full-time supervised student teaching. The accelerated program is available for the multiple and single-subject programs, in San Rafael and Ukiah.

- The transition format is designed for adult learners and career changers whose life circumstances require a longer transition into teaching. The program requires participation over three or four semesters. Courses are offered in the late afternoon and evening. Student teaching candidates are required to verify a minimum of 60 hours of observation prior to supervised student teaching. The transition format is available for Multiple-Subject, Single-Subject, Education Specialist and Dual programs in San Rafael and Ukiah.

Internship Option

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

All candidates for the Multiple-Subject Preliminary, Single-Subject Preliminary, and Education Specialist Preliminary Level I Mild/Moderate Credentials are required to complete a prerequisite course in Child & Adolescent Development. Accelerated student teacher and intern candidates must complete the course prior to entrance into the program. Transition student teacher candidates are required to complete the course by the end of the first semester.

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

- Education Specialist: Professional Level II Mild/Moderate Credential Program. (San Rafael only)
- Special program for persons completing additional preliminary credentials. (San Rafael and Ukiah)
• Approved Fifth-Year of Study Program for eligible individuals completing clear credential requirements. (San Rafael)

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

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

**Multiple-Subject Preliminary Credential**

The Preliminary 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. This 35-unit program is primarily designed for individuals interested in teaching at the elementary and middle school levels through grade six.

The Preliminary Multiple-Subject Credential authorizes candidates to seek initial employment as a multiple-subject (elementary) teacher, but does not authorize ongoing teaching service. Candidates will need to complete professional preparation within five years of the date of issuance of the Preliminary Credential in order to continue ongoing teaching service as an educator. In order to complete the Professional credential, candidates are required to enroll in a commission-accredited SB 2042 Professional Teacher Induction Program (usually called a BTSA program).

**Single-Subject Preliminary Credential**

The Preliminary Single-Subject Credential authorizes the holder to teach single subject courses (within an approved field) required in the public school curriculum. This 35-unit program is primarily designed for individuals interested in teaching a single subject at the middle school, junior high and senior high school levels.

The Preliminary Single-Subject Credential authorizes candidates to seek initial employment as a single-subject (secondary) teacher, but does not authorize ongoing teaching service. Candidates will need to complete professional preparation within five years of the date of issuance of the Preliminary Credential in order to continue ongoing teaching service as an educator. In order to complete the Professional Credential, candidates are required to enroll in a commission-accredited SB 2042 Professional Teacher Induction Program (usually called a BTSA program).

**Education Specialist: Preliminary Level I Mild/Moderate Credential Program**

The Education Specialist: Preliminary Level I Mild/Moderate Credential Program is designed for individuals interested in teaching students with learning challenges. Candidates completing this 40 unit program at Dominican University of California will be authorized to teach students with learning disabilities, mental retardation, other health impairments, and emotional disturbances.

The Education Specialist, Preliminary Level I Mild/Moderate Credential authorizes candidates to seek initial employment as a special education teacher, 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.

**Dual Credential Programs**

The Dual Credential Programs allow candidates to earn both an Education Specialist: Preliminary Level I Mild/Moderate and a Multiple or Single Subject Preliminary Credential concurrently. Candidates are required to complete coursework in both credential areas and participate in supervised student teaching or intern assignments in special education and general education classrooms. These 47-50 unit programs are completed through the transition format.
**Graduate Degree Programs**

**EDUCATION SPECIALIST: PROFESSIONAL LEVEL II MILD/MODERATE CREDENTIAL PROGRAM (SAN RAFAEL ONLY)**

The Education Specialist: Professional Level II Mild/Moderate Credential Program is designed for 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.

**UKIAH CENTER**

In Ukiah, Dominican University of California offers two options for completing the Multiple-Subject and Single-Subject credential requirements. A one-year supervised student teaching program is available, as is a two-year internship credential program for all candidates. Candidates completing the Education Specialist Level I Mild/Moderate also have options: A three-semester student teaching program or a two-year internship program. All programs begin in the fall semester only, with classes held on afternoons, weekends, and evenings to meet the needs of working adults.

Supervised student teaching and internship placements are available in Lake, Mendocino, Humboldt, Napa, and Sonoma counties. Depending on student enrollment and geographic density, some classes may be held in Ukiah, Fort Bragg, Lakeport and/or Santa Rosa.

For information on Dominican’s Graduate Education Program offerings in Ukiah, please call 707-463-4800, email ukiah@dominican.edu or visit www.dominican.edu.

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

**Preliminary Credential Program Requirements**

Prior to being recommended for a preliminary credential, all candidates must meet certain California Commission on Teacher Credentialing (CCTC) requirements.

- All candidates are required to complete a course in child/adolescent development as a prerequisite requirement. Accelerated student teacher and intern candidates must complete the course prior to entrance into the program. Transition student teacher candidates are required to complete the course by the end of the first semester.
- All credential candidates are required to meet the Basic Skills Requirement by the end of their first semester or prior to becoming an intern. This requirement is met by receiving passing scores on one of the following Commission-approved tests: California Basic Educational Skills Test (CBEST), the CSET Multiple-Subject Exam with Writing, or a basic skills exam from another state.
- All candidates must show subject matter competency in the subject area for which they are seeking a credential by receiving passing scores on the California Subject Examination for Teachers (CSET) or through the completion of a Commission-approved Subject Matter Preparation Program (secondary only). This requirement must be met by the end of the candidates’ first semester or prior to becoming an intern.
- All candidates must verify that they have met the U.S. Constitution requirement by receiving passing scores in the U.S. Constitution examination for Teachers (CSET) or through the completion of a Commission-approved Subject Matter Preparation Program (secondary only). This requirement must be met by the end of the candidates’ first semester or prior to becoming an intern.
- All candidates must verify that they have met the U.S. Constitution requirement by receiving passing scores in a course (at least two semester units or three quarter units) or on an examination in the Provisions and Principles of the U.S. Constitution given by a region-
ally accredited college or university. This requirement must be met before a candidate can be recommended for their preliminary or intern credential.

- Multiple-Subject and Education Specialist candidates are also required by California Education Code to pass the Reading Instruction Competence Assessment (RICA) before they are recommended for a preliminary credential.

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

**Course Requirements (Curriculum)**

Note: Courses numbered EDUC 5000 to EDUC 5400 are available in San Rafael. Courses numbered EDUC 550 to EDUC 5700 are available in Ukiah. Courses numbered EDUC 5800 to EDUC 5900 are MS Education courses. Semester offerings are subject to change based on enrollment.

### Multiple-Subject Teaching Credential Program (35 units)

#### Student Teaching Option

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<thead>
<tr>
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<th>Title</th>
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<td>English Language Development</td>
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<tr>
<td>EDUC 5140/5540</td>
<td>Reading in Elementary School</td>
<td>3</td>
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<tr>
<td>EDUC 5150/5550</td>
<td>Observation/Preparation for Student Teaching</td>
<td>3</td>
</tr>
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<td>EDUC 5151/5551</td>
<td>Using Technology in Classrooms</td>
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<td>EDUC 5160/5560</td>
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<td>12</td>
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<td>EDUC 5162/5562</td>
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<td>EDUC 5164/5564</td>
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**Total Units** 35 units

### Multiple-Subject Teaching Credential Program (35 units)

#### Internship Option

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**Total Units** 35 units

### Single-Subject Teaching Credential Program (35 units)

#### Student Teaching Option

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<tr>
<td>EDUC 5240/5640</td>
<td>Literacy and Writing</td>
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<tr>
<td>EDUC 5250/5650</td>
<td>Observation/Preparation for Student Teaching</td>
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## Graduate Degree Programs

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<td>EDUC 5264/5664</td>
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<td><strong>Total Units</strong></td>
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### Single-Subject Teaching Credential Program (35 units)

#### Internship Option

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<td>English Language Development</td>
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## Education Specialist: Preliminary Level I Mild/Moderate Teaching Credential Program

### (40 units) Student Teaching Option

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<td>EDUC 5306/5506</td>
<td>Behavior Intervention and Support</td>
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### Education Specialist: Preliminary Level I Mild/Moderate Teaching Credential Program

### (40 units) Internship Option

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<tr>
<td>EDUC 5151/5252/5552/5652</td>
<td>Using Technology in Classrooms</td>
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<tr>
<td>EDUC 5160/5260/5560/5660</td>
<td>Student Teaching Elementary/Secondary</td>
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<tr>
<td>EDUC 5301/5501</td>
<td>Introduction to Special Education</td>
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<tr>
<td>EDUC 5302/5502</td>
<td>Program Design and Curriculum Development</td>
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<tr>
<td>EDUC 5304/5504</td>
<td>Formal and Informal Assessment</td>
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<td>EDUC 5306/5506</td>
<td>Behavior Intervention and Support</td>
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<tr>
<td>EDUC 5363/5563</td>
<td>Professional Development Internship Year 1</td>
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<tr>
<td>EDUC 5364/5564/5664</td>
<td>Teaching Performance Assessment</td>
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</tr>
</tbody>
</table>
Graduate Degree Programs

**EDUC 5373/5573** Professional Development Internship Year 2 6

**Total Units** 40 units

**Education Specialist: Level I Mild/Moderate for Multiple or Single-Subject Teacher Credential**

**Holder Program (20 units) Student Teacher Option**

EDUC 5301/5501 Introduction to Special Education 3
EDUC 5302/5502 Program Design and Curriculum Development 3
EDUC 5304/5504 Formal and Informal Assessment 3
EDUC 5306/5506 Behavior Intervention and Support 3
EDUC 5307/5507 Student Teaching and Professional Induction Planning(1) 6
EDUC 5350/5550 Observations of Teaching (2) 1
EDUC 5364/5264/5564/5664 Teaching Performance Assessment 1

**Total Units** 20 units

(1) The student teaching requirement must be accomplished in a special education setting.

(2) For Ryan credential holders only.

**Education Specialist: Level I Mild/Moderate for Multiple or Single-Subject Teacher Credential**

**Holder Program (19/20 units) Internship Option**

EDUC 5301/5501 Introduction to Special Education 3
EDUC 5302/5502 Program Design and Curriculum Development 3
EDUC 5304/5504 Formal and Informal Assessment 3
EDUC 5306/5506 Behavior Intervention and Support 3
EDUC 5350 Observations of Teaching* 1
EDUC 5363 Professional Development Internship Year 1 3
EDUC 5364/5564/5664 Teaching Performance Assessment 1
EDUC 5373 Professional Development Internship Year 2 3

**Total Units** 19/20 units

* For Ryan credential holders only.

**Dual Credential Multiple-Subject Teaching Credential Program (47 units)**

**Student Teaching Option**

EDUC 5000/5500 Education and Culture 3
EDUC 5056/5556 English Language Development 4
EDUC 5130/5530 Elementary Curriculum-Part 1 4
EDUC 5131/5531 Elementary Curriculum-Part 2 2
EDUC 5140/5540 Reading in Elementary School 3
EDUC 5150/5551 Observation and Preparation for Student Teaching 3
EDUC 5151/5551 Using Technology in Classrooms 1
EDUC 5160/5260/5560/5660 Student Teaching Elementary/Secondary 6
EDUC 5162/5562 Professional Development Seminar 2
EDUC 5164/5564 Teaching Performance Assessment 1
EDUC 5301/5501 Introduction to Special Education 3
EDUC 5302/5502 Program Design and Curriculum Development 3
EDUC 5304/5504 Formal and Informal Assessment 3
EDUC 5306/5506 Behavior Intervention and Support 3
### Graduate Degree Programs

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</tbody>
</table>

#### Total Units: 47 units

### Dual Credential Multiple-Subject Teaching Credential Program (47 units)

#### Internship Option

<table>
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<th>Units</th>
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<td>EDUC 5130/5530</td>
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<td>4</td>
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<td>Elementary Curriculum-Part 2</td>
<td>2</td>
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<td>EDUC 5140/5540</td>
<td>Reading in Elementary School</td>
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</tr>
<tr>
<td>EDUC 5151/5551</td>
<td>Using Technology in Classrooms</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 5160/5560</td>
<td>Student Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5162/5562</td>
<td>Professional Development Seminar</td>
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</tr>
<tr>
<td>EDUC 5164/5564</td>
<td>Teaching Performance Assessment</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 5301/5501</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5302/5502</td>
<td>Program Design and Curriculum Development</td>
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<tr>
<td>EDUC 5304/5504</td>
<td>Formal and Informal Assessment</td>
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<td>EDUC 5306/5506</td>
<td>Behavior Intervention and Support</td>
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</table>

#### Total Units: 47 units

### Dual Credential Single-Subject Teaching Credential Program (50 units)

#### Student Teaching Option

<table>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>EDUC 5056/5556</td>
<td>English Language Development</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 5140/5540</td>
<td>Reading in Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5230/5630</td>
<td>Secondary Curriculum-Part 1</td>
<td>4</td>
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<tr>
<td>EDUC 5231/5631</td>
<td>Secondary Curriculum-Part 2</td>
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<tr>
<td>EDUC 5240/5640</td>
<td>Literacy and Writing</td>
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<tr>
<td>EDUC 5250/5650</td>
<td>Observation and Preparation for Student Teaching</td>
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<tr>
<td>EDUC 5251/5651</td>
<td>Using Technology in Classrooms</td>
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<tr>
<td>EDUC 5260/5660</td>
<td>Student Teaching/Secondary</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 5262/5662</td>
<td>Professional Development Seminar</td>
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<td>EDUC 5264/5664</td>
<td>Teaching Performance Assessment</td>
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<td>EDUC 5301/5501</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5302/5502</td>
<td>Program Design and Curriculum Development</td>
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<td>EDUC 5304/5504</td>
<td>Formal and Informal Assessment</td>
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<tr>
<td>EDUC 5306/5506</td>
<td>Behavior Intervention and Support</td>
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<tr>
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#### Total Units: 50 units

### Dual Credential Single-Subject Teaching Credential Program (50 units)

#### Internship Option

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<tbody>
<tr>
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<td>Education and Culture</td>
<td>3</td>
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<tr>
<td>EDUC 5056/5556</td>
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<tr>
<td>EDUC 5140/5540</td>
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</tr>
<tr>
<td>EDUC 5230/5630</td>
<td>Secondary Curriculum-Part 1</td>
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</table>
### Graduate Degree Programs

<table>
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<tr>
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<th>Course Title</th>
<th>Units</th>
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</thead>
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<td>Secondary Curriculum-Part 2</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 5240/5640</td>
<td>Literacy and Writing</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5251/5651</td>
<td>Using Technology in Classrooms</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 5262/5662</td>
<td>Professional Development Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 5264/5664</td>
<td>Teaching Performance Assessment</td>
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</tr>
<tr>
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<td>Introduction to Special Education</td>
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<tr>
<td>EDUC 5306/5506</td>
<td>Behavior Intervention and Support</td>
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<tr>
<td>EDUC 5373/5573</td>
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</table>

**Total Units:** 50 units

**Education Specialist: Professional Level II Mild/Moderate (15 units*)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDUC 5401</td>
<td>Professional Induction Planning</td>
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<tr>
<td>EDUC 5403</td>
<td>Advanced Curriculum and Instruction</td>
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<tr>
<td>EDUC 5404</td>
<td>Advanced Assessment</td>
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<td>EDUC 5406</td>
<td>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 Units:** 15 units

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

### Master of Science in Education (30 units)

**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 in Education</td>
<td>3</td>
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</tbody>
</table>

**Total Units:** 15 units

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

### Choose 15 units from the following 3-unit courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CP 5200</td>
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<tr>
<td>CP 5215</td>
<td>Child Abuse</td>
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<tr>
<td>CP 5219</td>
<td>Human Diversity</td>
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</tr>
<tr>
<td>CP 5231</td>
<td>Phases of Human Development</td>
<td>3</td>
</tr>
<tr>
<td>MBA 5203</td>
<td>Introduction to Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 5204</td>
<td>Organization and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HUM 5302</td>
<td>Women, Work, Politics, and Education</td>
<td>3</td>
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</table>

**Total Units:** 15 units

**TOTAL MS IN EDUCATION** 30 UNITS

* Required before other Counseling Psychology classes.
**Graduate Degree Programs**

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

**Core Requirements for Master of Science in Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5900</td>
<td>Research Methodologies in Education</td>
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</tr>
<tr>
<td>EDUC 5901</td>
<td>Proposal Development</td>
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<td>EDUC 5910</td>
<td>Leadership and Change in Education</td>
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<tr>
<td>EDUC 5920</td>
<td>Cultural Pluralism in Education</td>
<td>3</td>
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<tr>
<td>EDUC 5998</td>
<td>Directed Research in Education</td>
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</tr>
<tr>
<td><strong>Total Units</strong></td>
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</table>

These 15 units are taken during the preliminary credential programs:

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<tr>
<td>EDUC 5056/5556</td>
<td>English Language Development</td>
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<tr>
<td>EDUC 5130/5230/5530/5630</td>
<td>Elementary/Secondary Curriculum-Part 1</td>
<td>4</td>
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<tr>
<td>EDUC 5131/5231/5531/5631</td>
<td>Elementary/Secondary Curriculum-Part 2</td>
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<tr>
<td>EDUC 5140/5240/5540/5640</td>
<td>Elementary Reading/Literacy and Writing</td>
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</tr>
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<td>EDUC 5301</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5302</td>
<td>Program Design and Curriculum Development</td>
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<tr>
<td>EDUC 5304</td>
<td>Formal and Informal Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5306</td>
<td>Behavior Intervention and Support</td>
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</tr>
<tr>
<td><strong>Total Units</strong></td>
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</table>

**TOTAL MS IN EDUCATION: CURRICULUM & INSTRUCTION 30 UNITS**

**Master of Science in Special Education (30 units)**

**Core Requirements for Master of Science in Special Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>EDUC 5900</td>
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<td>EDUC 5998</td>
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These 15 units are taken during the Professional Level II credential program:

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<td>EDUC 5407</td>
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</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>15 units</strong></td>
<td></td>
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</tbody>
</table>

**TOTAL MASTER OF SCIENCE IN SPECIAL EDUCATION 30 UNITS**

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

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

Note: Courses numbered EDUC 5000 to EDUC 5400 are available in San Rafael. Courses numbered EDUC 5500 to EDUC 5700 are available in Ukiah. Courses numbered EDUC 5800 to EDUC 5900 are MS Education courses. Semester offerings are subject to change based on enrollment.

EDUC 5000/5500 Education and Culture (3 units)
Explores education from an evolutionary and cross-cultural perspective. Focuses on the nature of culture, the transmission of culture, cultural relativism, and cultural congruence. Addresses the cultural diversity, the acquisition of culture, and inter-group relations. Required by candidates in both the Multiple-Subject and Single-Subject programs. Fall, Spring Semesters SR; Spring Semesters UK.

EDUC 5056/5556 English Language Development (4 units)
Introduces the study of language and the development of first and second languages. Includes consideration of linguistics, language structure and function; psychological, social, political, and cultural factors affecting second language acquisition; and strategies for teaching English learners. Fall, Spring Semesters SR; Fall Semesters UK.

EDUC 5120/5520 Introduction to Teaching/Elementary (3 units)
Explores essential knowledge and skills required for effective elementary teaching and learning as defined by the Teaching Performance Expectations (TPEs). Topics include effective classroom learning environments, instructional design process, standards-based lesson planning, and overview of student assessment and grading. By approval of School of Education Professional Standards Committee. Fall, Spring SR, UK.

EDUC 5130/5530 Elementary Curriculum and Instruction - Part 1 (4 units)
Explores instructional methodology, behavior management, classroom management, and basic concepts of the elementary school curriculum. Includes strategies and activities designed to increase skills for addressing diversity in the classroom and integrating technology across the curriculum. Preparation of teaching lessons and units is required. Fall, Spring Semesters SR; Fall Semesters UK.

EDUC 5131/5531 Elementary Curriculum and Instruction - Part 2 (2 units)
Presents a series of workshops on mathematics, science, technology, visual and performing arts, physical education, and behavior management. Provides candidates with opportunities to explore these curriculum areas as they relate to student teaching and the elementary curriculum development. Fall, Spring Semesters SR; Spring Semesters UK.

EDUC 5140/5540 Reading in Elementary School (3 units)
Examines current literacy theories, based on principles of human learning and development, supported by strategies that emphasize literacy for all learners. Emphasis on organizing reading instruction, developing phonological and other linguistic processes, developing comprehension and independent reading, and supporting reading through written language. Fall, Spring Semesters SR; Fall Semesters UK.

EDUC 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, UK.

EDUC 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. May be offered in blended hybrid format. Fall, Spring Semesters SR, UK.
EDUC 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 5162/5562. By approval of the School of Education Professional Standards Committee. Fall, Spring Semesters SR, UK.

EDUC 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. (Summer by approval of Program Director only.)

EDUC 5163/5563 Professional Development Internship in Elementary Schools, Year 1 (1-7 units)
First-year internship teaching and concurrent seminar on issues in elementary teaching. Attention given to educating special needs students and English learners. (May be repeated for up to a total of 7 units.) Fall, Spring Semesters SR, UK. (By approval of Program Director.)

EDUC 5164/5564 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 SR, UK. (Summer by approval of Program Director.)

EDUC 5173/5573 Professional Development Internship in Elementary Schools, Year 2 (1-7 units)
Second-year internship teaching and concurrent seminar on issues related to teaching in elementary schools. Attention given to educating special needs and English learners. (May be repeated for up to a total of 7 units.) Fall, Spring Semesters SR, UK. (By approval of Program Director.)

EDUC 5220/5620 Introduction to Teaching/Secondary (3 units)
Explores the essential knowledge and skills required for effective secondary teaching and learning as defined by the Teaching Performance Expectations (TPEs). Topics include effective classroom learning environment, instructional design process, standards-based lesson planning, and overview of student assessment and grading. Fall Intensive, Fall, Spring Semesters SR, UK. (By approval of Program Director.)

EDUC 5230/5630 Secondary Curriculum and Instruction - Part 1 (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 - Part 2 (2 units)
Explores subject specific curriculum materials, assessments, and strategies for secondary teaching. Topics include art, business education, English, languages, mathematics, music, physical education, science (biology, chemistry, geosciences, and physics). Fall, Spring Semesters SR; Spring 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 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. May be offered in blended hybrid format. 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.

EDUC 5261/5661 Student Teaching in Secondary Classrooms with English Learners (3-6 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 (1-7 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 (1-7 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 adaptations to general education curriculum in order to ensure student success. Knowledge of ethical standards related to laws and regulations that provide equity for students with learning challenges is emphasized. Fall Semesters SR, UK.

EDUC 5304/5504 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 SR, UK.

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: Supervised 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 repre-
senting the different roles of special educators including: interactions with parents, participating in IEP meetings, and assuming additional responsibilities of full-time teachers and service providers for one semester. Candidates begin to plan for their second level or professional clear credential. This course is taken concurrently with EDUC 5160/5260/5560/5660. Fall, Spring Semesters, Summer Sessions SR, UK.

EDUC 5350/5550 Special Education: Observations of Teaching (1 unit)
Explores essential knowledge and skills required for special education teaching and learning as defined by the Teaching Performance Expectations (TPE's). Includes observations in classrooms with diverse student populations, special needs students, and English learners. Leads to supervised teaching assignments. Required for Ryan credential holders only. Fall, Spring Semesters SR, UK.

EDUC 5363/5563 Special Education: Professional Development Internship, year 1 (1-7 units)
First year internship teaching and concurrent seminar on issues in special education teaching. Provides ongoing support and guidance to first-year intern credentialed teachers serving mild/moderate populations. Focuses on developing a community of learners in special education classrooms that includes: fundamental organization, classroom management, instructional skills, use of assessment instruments, lesson/unit planning, and professional development. (May be repeated for up to a total of 7 units.) Fall, Spring Semesters SR, UK. (By approval of the Program Director.)

EDUC 5364/5564 Special Education: Teaching Performance Assessment (1 unit)
Assesses the Teaching Performance Expectations (TPE's) through tasks in curriculum design, instructional planning and differentiated instruction, analysis of student work, and effective teaching. Fall, Spring Semesters SR, UK.

EDUC 5373/5573 Special Education: Professional Development Internship, Year 2 (1-7 units)
Second year internship teaching and concurrent seminar on issues related to special education teaching. Provides ongoing support and guidance to second-year intern credentialed teachers serving mild/moderate populations. Provides practical experience teaching students with mild/moderate disabilities and general education students in public and non-public school (K-12) settings. Candidates participate in and reflect on a variety of activities representing the different roles of special educators including: interactions with parents, participating in IEP meetings, assuming additional responsibilities of full-time teachers and service providers. Candidates begin to plan for their second level or professional clear credential. Fall, Spring Semesters, Summer Sessions SR, UK. (By approval of the Program Director.)

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 an experienced district support provider within the first 120 days of employment, with assistance from his/her employer and the University advisor. Prerequisite: Approval of the School of Education Professional Standards Committee. Fall, Spring Semesters SR.

EDUC 5403 Special Education: Advanced Curriculum and Instruction (3 units)
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 SR.

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 SR.

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 community resources to insure a positive learning environment and appropriate behavioral supports. Spring Semesters SR.
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 SR.

EDUC 5407 Special Education: Professional Summative Seminar (1 unit)
Candidates work with University faculty and district support providers 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 SR.

EDUC 5900 Research Methodologies in Education (3 units)
Introduction to necessary components and important issues related to conducting educational research. Emphasis on developing skills necessary to critique research and to design research related to areas of interest. Prerequisite for EDUC 5901 Proposal Development. Fall, Spring Semesters, Summer Sessions. Hybrid: online and face-to face format. SR, UK.

EDUC 5901 Proposal Development (3 units)
Introduction to proposal design. Candidates design a research proposal and submit it for review and final approval as a prerequisite to Directed Research. Prerequisite for EDUC 5998 Directed Research. Hybrid, online and face-to face format. Fall, Spring Semesters, Summer Sessions SR, UK.

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. Hybrid: online and face-to face format. Fall, Spring Semesters, Summer Sessions SR, UK.

EDUC 5920 Cultural Pluralism in Education (3 units)
Students examine how socio-cultural, economic and political forces along with their own perspectives about how diversity influence instructional practices. The course has a practical emphasis on identifying and redesigning curriculum that is diverse, inclusive, and respectful. Hybrid: online and face-to face format. Fall, Spring Semesters, Summer Sessions SR, UK.

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 are 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 focus is 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.
Graduate Degree Programs

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 acquaints educational professionals with examples of important research and the varieties of methods and perspectives being pursued. Issues considered are 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 examine their practice against these high and rigorous standards of accomplished teaching. They 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. SR, UK.
Open only to students who have been admitted to candidacy for the Master’s degree. Approval by candidate’s major professor required. Fall, Spring, Summer Semesters. Online.

EDUC 5999 Independent Study in Education (1-3 units)
Permission of instructor required. Faculty supervision. Fall, Spring Semesters. Online.

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.

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.

**Requirements for Admission Humanities MA**

See the Admission to Graduate Study section in this Catalog.

**Program Description**

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

**Project Track**

30- or 38-unit program includes:

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<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Pro-Seminar</td>
<td>3 units</td>
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<tr>
<td>Core Integrative Seminar</td>
<td>3 units</td>
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<tr>
<td>Seminars*</td>
<td>21-30 units</td>
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<tr>
<td>Culminating Project</td>
<td>2 or 3 units</td>
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**Non-Project Track**

33-unit program includes:

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<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Pro-Seminar</td>
<td>3 units</td>
</tr>
<tr>
<td>Core Integrative Seminar</td>
<td>3 units</td>
</tr>
<tr>
<td>Graduate Seminars*</td>
<td>27 units</td>
</tr>
</tbody>
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*Except for the creative writing track, nine of the required units in the 30- or 33-unit programs may come from the following:

Applied Music, Studio Art, and Creative Writing Workshops
Graduate Degree Programs

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

The following are the possible academic disciplines emphases:

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

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

To select the Applied Music emphasis, students must have an undergraduate degree in music or equivalent 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 MA Course Descriptions

HUM 5000 Pro-Seminar (3 units)

The Pro-Seminar is a required course which examines crucial questions in the humanities through Existential literature and philosophy. Through close reading and analysis of a wide spectrum of works and authors, we will probe significant
questions regarding the meaning of life. The course will also focus on extensive, in-depth research and the writing of an interdisciplinary seminar paper. Fall, Spring Semesters.

**HUM 5001 Core Integrative Seminar: Culture, Symbol, and the Creation of Meaning (3 units)**
A required seminar based in a humanities discipline—art history, history, literature, music, religion, philosophy, or political theory—which examines a selected topic through integrative study. The course also explores Culture and Symbol: The Creation of Meaning is an inquiry into a philosophy of culture that sees the various symbol systems of humankind—language, myth, religion, art, music, and science—as varied but related strands in the evolving web of meaning called “culture”. Spring Semesters.

**HUM 5002 Culminating Project Workshop 1 (0 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 (1 unit)**
Part 2 of workshop sequence providing students the opportunity to discuss issues related to research and completion of culminating project. Also provides a supportive atmosphere in which students can assist each other in dealing with issues related to completion of the culminating project. Fall, Spring Semesters.

**HUM 5004 Culminating Project (2-3 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 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 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.
**Graduate Degree Programs**

**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 overtly civic in nature, and others, such as the Sistine Chapel, seem to be religious, but upon closer examination, reveal deeply civic and political content. Students will engage reading in the history, popular culture and philosophy of each period targeted.

**HUM 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 5205 Constructions and Crises: Gender in Literature and Culture (3 units)**
Analysis of how literature reflects and constructs cultural images of femininity and masculinity. Through close reading of a diversity of literatures and genres, this course questions the assumptions behind stereotypical representations of gender. Specific works studied and emphasis on the feminine, masculine, or both genders may vary from semester to semester.

**HUM 5207 Dante’s Divine Comedy and Journey to Love (3 units)**
John Ruskin said that Dante represents in perfect balance “the imaginative, moral, and intellectual faculties all at their highest. And Harold Bloom declares, “Shakespeare and Dante are the center of the canon because they excel all other Western writers in cognitive acuity, linguistic energy, and power of invention.” In this seminar we travel with Dante, poet and pilgrim, through the Hell, Purgatory, and Paradise of the Divine Comedy. We see his work as literary art in itself and in its literary contexts, and we understand it even more fully by relating it to art history, astronomy, geometry, history, music, mythology, philosophy, physics, political science, psychology, scripture, and theology.

**HUM 5211 Chaucer and the Late Medieval World (3 units)**
Harold Bloom says that except for Shakespeare, “Chaucer is foremost among writers in the English language.” In this seminar, we explore with Chaucer many of the most significant human concerns, such as fate, providence, free will, time and change, truth, happiness, friendship, marriage, and storytelling. We focus on three primary texts: Chaucer’s Troilus and Crisyele and The Canterbury Tales and Boethius’s The Consolation of Philosophy. We see these works as literary art in themselves and in their literary contexts. And we understand them even more fully by relating them to art history, history, linguistics, philosophy, and theology and to the cultural context of the late medieval world, examining such areas as language, literature, religion, class, commerce, gender, and sexuality.

**HUM 5212 Re-visioning Ourselves: Archetypes in Literature (3 units)**
Harry Potter a modern day King Arthur? Grendel a tragically wronged outcast? Penelope the true hero of the Odyssey? Through re-imagining familiar myths and tales, writers continue to discover new meanings in archetypes—meanings that rejuvenate our cultural images and simultaneously redefine who we are as individuals and how we live within a community. In this course, the study of such inter-related works, within their historical, social, and geographic contexts, allows exploration of the diversity and universality of human ideas and endeavors. Specific literatures studied (e.g., American, English, literature in translation) will vary from semester to semester.

**GRADUATE SEMINARS BASED IN HISTORY COURSE DESCRIPTIONS**

**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 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.

**HUM 5310 Women and Christianity (3 units)**

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

**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 5504 Virtuosity: Moral/Political Character (3 units)**

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

**HUM 5507 Political Philosophy/Isms of Modernity (3 units)**

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

HUM 5508 Gender, Ethics, and Politics (3 units)
This course is a survey and critical analysis of contemporary scholarship on the ethical and political implications of gender. We will consider the nature of ethics and politics as it has been reinterpreted from the perspective of various forms of feminist theory and explore the implications of gender from the perspective of studies on masculinity.

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 5603 Science, Religion, and the Human Future (3 units)
This course is a meticulous inquiry into the nature of science and the nature of religion as human quests for truth. It examines the history of their interaction, their conflict and cooperation in order to envision the nature and extent of their future coexistence.

HUM 5605 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 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.

INTERDISCIPLINARY COURSE DESCRIPTION
HUM 5801 France: From Literary Salon to Bastille Opera (3 units)
This is a team taught interdisciplinary course which will examine main themes in French culture from the 18th century to the present. Music, art, literature, social structure, gender, political and religious thought will be explored from the Ancient Regime to Post World War II France.

CREATIVE WRITING WORKSHOP DESCRIPTIONS
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.

**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).

**Nursing (MSN): Clinical Nurse Leader**

Dominican University of California is an environment that is conducive to self-care and reflection. The MSN Clinical Nurse Leader (CNL) program at Dominican provides a curriculum and educational approach that is consistent with this environment, offering a holistic approach to understanding, interpretation, planning, and delivery of nursing care. Graduates of the Dominican CNL program serve as nurse leaders and positive agents for change in any setting in which health care is delivered, and assume accountability for health care outcomes across the continuum of care.

This unique CNL program emphasizes inclusion and respect for all clients, acknowledging diversity among ethnic and gender-specific cultures and the values inherent in each. This respect includes appreciation for both traditional and complementary and alternative approaches to health care. With these values in mind, the CNL designs, implements, and evaluates client care by coordinating, delegating and supervising patient care provided by the health care team. The Dominican CNL is rooted in clinical nursing; optimistic about the possibility of effecting change in health care systems; committed to improving health care outcomes for all clients, and prepared to assume a leadership role in their selected clinical environment.

The master’s portion of the program includes 36 units (9 units in each of 4 semesters). The on-campus program meets alternating weekends, Friday night and all day Saturday. The program does not meet during the summer. Off-site program schedules may vary. Our highest priority is providing students with a supportive and healthy learning environment. We help you to succeed.

The roles of the CNL include:

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

(American Association of Colleges of Nursing, 2007, p. 10-11)

**Student Learning Outcomes (AACN, 2007)**

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

1. The ability to effect change through advocacy for the profession, the interdisciplinary health team, and culturally diverse clients*;
2. The ability to communicate effectively to achieve quality client outcomes and lateral integration of care for a cohort of culturally diverse clients*;
3. Active pursuit of new knowledge and skills as the CNL role, needs of clients*, and the health care system;
4. The ability to properly delegate and utilize the nursing team resources (human and fiscal) and to serve as the leader and partner in the interdisciplinary health care team;
Graduate Degree Programs

5. The ability to identify clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality, and the degree to which they are client centered;

6. The ability to use information systems and technology at the point of care to improve client* outcomes;

7. Participation in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery;

8. The ability to assume accountability for health care outcomes for a specific group of clients* within a unit or health care setting recognizing the influence of the meso- and macro-systems on the micro-system;

9. The ability to synthesize data and information and knowledge to evaluate and achieve optimal client* and care environments and outcomes;

10. The ability to use of appropriate teaching / learning principles and strategies as well as current information, materials, and technologies to facilitate the learning of clients*, groups, and other health care professionals.

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

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.

Required Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 5501</td>
<td>Epidemiology and Biostatistics</td>
<td>4</td>
</tr>
<tr>
<td>NURS 5106</td>
<td>Advanced Adult Assessment and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5108</td>
<td>Survey of Research</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5204</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5209</td>
<td>Leadership and Nursing Theories</td>
<td>4</td>
</tr>
<tr>
<td>NURS 5210</td>
<td>Advanced Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5302</td>
<td>Outcomes Research</td>
<td>2</td>
</tr>
<tr>
<td>NURS 5320</td>
<td>Health Care Economics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5330</td>
<td>Health Promotion and Disease Prevention Management</td>
<td>4</td>
</tr>
<tr>
<td>NURS 5410</td>
<td>Quality Assurance and Risk Reduction</td>
<td>6</td>
</tr>
<tr>
<td>NURS 5411</td>
<td>Policy/Organization of Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Master of Science in Nursing 36 Units

AA to MSN Fast Track

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

**Fall (Semester 1)**
- ENGL 3200  Advanced Writing & Research  3
- RES 2000  Information and Research  1

**Spring (Semester 2)**
- NURS 3001  Transitions and Leadership  3
- PSY 3187  Statistics for Natural, Health and Behavioral Sciences  4

**Summer (Semester 3)**
- NURS 4150  Community Health & Nursing  5

**TOTAL BRIDGE WORK**  16 UNITS

At this point, the student advances to graduate studies. Completion of both the MSN and bridgework requires 52 units.

**MSN Course Descriptions**

**BIO 5501 Epidemiology and Biostatistics (4 units)**
This advanced course is an overview of population-based public and institutional health including epidemiological concepts and applications, descriptive epidemiology, and measurements of morbidity and mortality. This course focuses on measuring frequency, identifying causes, and describing patterns and occurrences of disease; investigating outbreaks of disease, assessing the utility of diagnostic tests, testing the effectiveness of treatments, predicting outcomes of illness, decision making about treatment strategies, and summarizing evidence on clinical questions. It also focuses on the role of the CNL in epidemiology. (Fall Semester)

**NURS 5106 Advanced Adult Assessment and Physiology (3 units)**
This advanced 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 and deals with adult and elderly populations. (Fall Semester)

**NURS 5108 Survey of Research (2 units)**
This advanced research course reviews and critiques nursing and related discipline’s research. An overview approach is taken in an examination of the research process and how it affects research and implementation of research into practice. Of major concern are ethical principles and development of best practices in a clinical setting. Development of a literature review is the end product. (Fall Semester)

**NURS 5204 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 explored. This course focuses on adult and geriatric populations. (Spring Semester)

**NURS 5209 Leadership and Nursing Theories (4 units)**
Includes a clinical component of 50 hours. 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 and focuses on the role of the Clinical Nurse Leader. (Spring Semester)

**NURS 5210 Advanced Pharmacology (2 units)**
The course focuses on topics of advanced pharmacology examines the pharmacokinetics and pharmacotherapeutics of broad categories of Western pharmacologic and select non-Western agents. It investigates areas of interaction between
Graduate Degree Programs

non-Western medicinal remedies and Western prescription and/or over-the-counter drugs, and the influence drugs have on adult and elderly populations. (Spring Semester)

NURS 5302 Outcomes Research (2 units)
This course examines research methods used to assess and evaluate the health and health care delivery to diverse populations, as well as the efficacy of the practices themselves. Research design, ethical issues in research, research methodology, creation of a research proposal, and evaluation methods for assessing the success of programs are explored. (Fall Semester)

NURS 5320 Health Care Economics (3 units)
This course uses a case analysis approach to the financial management of health care institutions. It incorporates quantitative analysis techniques, financial policy analysis, and costing methods. Applications of hospital and health care institutions financial management and decision-making are explored through lectures and case studies. The course includes: problem solving, written analysis, actual company cases and addresses ethical issues as they relate to health care organizations and prepares students for executive roles in health care settings. Pre-requisites: Statistics and Nursing Research. (Fall Semester)

NURS 5330 Health Promotion and Disease Prevention Management (4 units)
Includes a clinical component of 50 hours. This course on advanced health promotion, disease reduction, and prevention is focused on risk assessment, health literacy, and health education and practice, with a focus on combining western and non-western applications to achieve optimal outcomes. Health promotion, regimen management, caregiver stress, health behaviors, client education, and conceptions of health are examined in the context of the most common acute and chronic conditions affecting young adults middle-aged adults and the elderly. (Fall Semester)

NURS 5340 Quality Assurance and Risk Reduction (6 units)
Includes a Clinical Immersion Component of approximately 300 hours. Exemplifies the role of the Clinical Nurse Leader and examines internal and external forces which affect care delivery in a variety of settings within health care systems and organizations. Opportunity to learn strategies for team coordination, quality management, and risk reduction. This course focuses on the client, the systems and processes, measurement, and teamwork. (Spring Semester)

NURS 5411 Policy/Organization of Health Care Systems (3 units)
This course provides a macro and micro view of health care policy, organization, and financing in the US with attention to both the historical context and current political influences. (Spring Semester)

Occupational Therapy (MSOT)
Dominican University of California offers a Master of Science in Occupational Therapy degree for students entering at the graduate level. Graduate students are co-enrolled in courses with accelerated Upper Division undergraduate health science/pre-occupational therapy majors. Graduate students are expected to perform at the graduate level in all courses, and may be required to complete additional assignments at the discretion of the professor.

Occupational Therapy Overview
Occupational therapists are licensed health professionals who help people of all ages, with and without disabilities, do the things that are important to them in their daily lives. Occupational therapists work in hospitals, clinics, schools, business, industry, and community settings, serving persons of all ages with developmental, physical, or psychiatric disabilities.

Occupational therapists also promote health and help prevent disease and disability through occupation-centered interventions and environmental adaptations.

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

Curricular Themes

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

1. Effective occupational therapy practice is occupation-based and client-centered: Occupations are freely chosen and unique to each individual or group served by the occupational therapist. Skilled occupational therapy practice is collaborative, creative, and client centered.

2. Excellent occupational therapy practice is research-driven and evidence-based: Effective occupational therapy practice is theoretically grounded, based on strong evidence, and supported by research and scholarship.

3. Psychosocial dimensions of human performance are fundamental to all aspects of occupation and occupational therapy practice. Inter and intrapersonal aspects of meaning, motivation, emotions, and relationships, influence occupational behavior in all humans. Disruptions to normal occupational patterns elicit emotional and psychological responses that must be understood and addressed for effective therapy to take place.

4. Social, cultural, and political contexts significantly shape occupational performance. Human occupations reflect diverse cultural roles, beliefs, values, and traditions. People’s occupations are shaped by the opportunities afforded or denied them in social, cultural, and political contexts. Appreciating diverse cultural perspectives is an essential element of occupational therapy practice.

5. Occupations take place in communities. Community is a binding force in our society. In communities, we construct the meaning of our lives through engagement in occupations. Occupational therapists promote health, wellness and full community engagement for persons with and without disabilities.

Curriculum Design

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

YEAR ONE: EXPLORATION

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

YEAR TWO: COMPETENCE

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

YEAR THREE: ACHIEVEMENT

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

POST-GRADUATION: MASTERY

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

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

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). For more information, contact ACOTE at (301) 652-2682; 4720 Montgomery Lane, Bethesda, MD, 20814-1220.
Graduate Degree Programs

Student Learning Outcomes

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

1. Possess knowledge based on a broad foundation in the liberal arts and sciences that will support an understanding of occupations across the lifespan and in varied settings with diverse populations.

2. Articulate an understanding of the history and philosophy of occupational therapy, and the role of occupation in promoting health and preventing disease and disability.

3. Understand and apply theories of human occupation as they relate to the profession of occupational therapy.

4. Demonstrate the ability to use standardized and nonstandardized assessment instruments and strategies to gain a comprehensive appreciation of client strengths and the need for occupational therapy services.

5. Demonstrate the ability to design, deliver, and evaluate evidence-based, occupation and client-centered skilled interventions that promote optimal functioning for individuals and groups.

6. Consider and value diverse social, educational, cultural, and political systems that influence the occupational health of individuals and communities.

7. Apply principles of management and leadership to develop skills in the design and delivery occupational therapy services in a variety of institutional and community settings.

8. Demonstrate the ability to understand and apply research to support evidence-based practice and develop the knowledge base of the profession.

9. Understand and demonstrate the ethics, values, and responsibilities of the occupational therapy profession, including self-directed learning, involvement in professional associations, and adherence to the OT Code of Ethics.

10. Demonstrate the ability to apply previous knowledge to meet fieldwork requirements of the profession.

Requirements for the Master of Science in Occupational Therapy

OT Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</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>Leadership &amp; Management in OT</td>
<td>3</td>
</tr>
<tr>
<td>OT 5102</td>
<td>Culture and Human Occupations</td>
<td>3</td>
</tr>
<tr>
<td>OT 5103</td>
<td>OT Program Development in the Community</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; Research in OT</td>
<td>3</td>
</tr>
<tr>
<td>OT 5107</td>
<td>Professional Development Seminar</td>
<td>3</td>
</tr>
<tr>
<td>OT 5110</td>
<td>OT Thesis Proposal</td>
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<td>OT 5111</td>
<td>OT Thesis Completion</td>
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<tr>
<td>OT 5112</td>
<td>OT Thesis Presentation</td>
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<tr>
<td>OT 5115</td>
<td>Psychosocial Aspects of Occupation II</td>
<td>5</td>
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<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>
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<tr>
<td>OT 5131 or OT 5132</td>
<td>Level II Fieldwork</td>
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<tr>
<td>OT 52xx</td>
<td>OT Electives</td>
<td>2</td>
</tr>
</tbody>
</table>
Non-OT Coursework

BIO 3800/3805 Human Neuroanatomy & Physiology (with lab) 3
PHIL 3109 Ethics in Health Care 3

Recommended: Third Level II Fieldwork in Specialty Practice (i.e., Pediatrics, Hand Therapy, Ergonomics Administration, Research or Program Development)

TOTAL OT AND NON-OT COURSEWORK 82 UNITS

Admission Requirements

ADMISSION REQUIREMENTS FOR THE MASTER OF SCIENCE PROGRAM IN OCCUPATIONAL THERAPY

1. Minimum of 40 hours of documented volunteer or paid work in a human service setting within the last year (occupational therapy-related experience preferred).

2. Students must complete the following prerequisites before beginning 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)
   - 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)

3. Courses must be taken at an accredited institution of higher learning or through an accredited on-line university. The student must receive a grade of ‘C’ (2.0) or better.

4. Transfer courses may be taken for Lower or Upper Division credit.

PROGRESSION REQUIREMENTS FOR MASTER OF SCIENCE PROGRAM IN OCCUPATIONAL THERAPY

Students who achieve less than a ‘C’ (2.0) in any course are required to complete the course satisfactorily prior to graduation. Students must pass the clinical/fieldwork portion of all practice classes in order to pass the class. Additionally, students must achieve an average score of 73% in examinations of all classes in order to pass the course. A student who fails to score a 73% average or above on the examinations in a course cannot receive a grade higher than a ‘C-’ (1.7) regardless of grades earned on written work or other course assignments. Students are allowed to repeat one academic course and one fieldwork course before being subject to dismissal from the program.

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

OCCUPATIONAL THERAPY COURSE SEQUENCE

1. All courses in the occupational therapy major require admission to the major.

2. All practice courses are sequential, and must be taken in order. Exceptions require permission from the academic advisor and instructor.

3. Graduate students must maintain an overall grade point average of 3.0.
Graduate Degree Programs

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, and connecting conditions to occupational therapy interventions. 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 other 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 psychosocial practice settings and professional roles, and introduction to the OT intervention process for individuals with psychosocial dysfunction. Laboratory: Practicing developing therapeutic communication, interviewing, evaluation, treatment planning, and group leadership skills. 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. Developmental theories and typical child development are reviewed. Approaches to working with families and pediatric service delivery systems are introduced. Conditions treated by OT’s in varied practice settings are studied. Laboratory: Overview of occupation-based pediatric assessment tools and procedures. Practice with activity analysis, task modification, observation, and interviewing skills. 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 the process of 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 health care systems, legislation and regulations relating to OT practice. Leadership skill development related to the OT profession. Prerequisite: OT 5012.

OT 5102 Culture and Human Occupations (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 5103 Occupational Therapy Program Development in the Community (4 units)
Introduction to theoretical and conceptual models supporting community-based occupational therapy practice. Development of skills needed to design, implement, and evaluate innovative occupation-based programs in community settings. Additional topics include business planning, grant seeking, and marketing for community-based programs. Community service hours are required. Prerequisite: Graduate level status, completion of OT practice courses.

OT 5104 Educational Principles and Practices in Occupational Therapy (3 units)
An introduction to teaching and learning theories used in occupational therapy practice and education. Practice developing educational interventions for clinical, community, and staff in-service teaching. Introduction to academic teaching methods and fieldwork supervision.
OT 5105 Research in the Health Professions (3 units)
Introduction to research and its role in supporting evidence-based practice and expanding the knowledge base of occupational therapy and occupational science. Includes quantitative and qualitative design methods. 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 student 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 5110 OT Thesis Proposal (3 units)
This course culminates in the student completing an acceptable individual or group research or project-based thesis. Peer and faculty support is provided to explore topics, research and review the literature, design a study, and submit the proposal. IRB applications are included as needed. Prerequisite: Completion of all practice classes, OT 5105, OT 5106 or instructor permission.

OT 5111 OT Thesis Completion (2 units)
Implementation of the approved proposal and completion of the written thesis. Presentation of the thesis content in Power Point format. Prerequisite: Successful completion of OT 5110.

OT 5112 OT Thesis Presentation (1 unit)
Provides structure and support for thesis presentation and/or publication in a variety of academic and professional venues.

OT 5115 Psychosocial Aspects of Occupation II (5 units)
Advanced concepts and skills for occupational therapy assessment and intervention with clients experiencing psychosocial dysfunction and/or serious mental illness. Study of established and emerging practice areas and future trends including recovery principles and psychiatric rehabilitation. Also includes an examination of psychosocial issues across practice areas. Laboratory: Assessments and developing, implementing, and documenting effective intervention techniques using clinical reasoning skills. Includes community practice laboratory and Level I Fieldwork. Prerequisite: OT 5015.

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, and 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)
Presentation of integrative models of practice with adults and seniors, including occupational assessments and occupation-based interventions. Advanced clinical techniques and theories, study of established and emerging practice areas, future trends. Laboratory: Assessments and developing, implementing, and documenting effective intervention techniques using clinical reasoning skills. Includes an introduction to assistive technology, therapeutic modalities, adaptive equipment, and splint fabrication. Includes community practice laboratory and Level I Fieldwork. Prerequisite: OT 5017.

OT 5130/5131/5132/5133 Level II Fieldwork (6 units each)
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.
Graduate Degree Programs

**OT 5133 Level II Fieldwork (1-6 units)**
Optional third level II fieldwork. Time and type of placement may vary.

**OT 5200s OT Electives (1 unit)**
Selected topics that provide the student with additional breadth or depth in the field of occupational therapy. Topics vary by semester.

**OT 5999 Independent Study (1-3 units)**
Directed reading, research, and/or a project of special interest to a student. May be repeated for credit.

**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.
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 with the opportunity to earn continuing education or extension semester units, or Certificates of Completion for a series of programs. Our courses, seminars and workshops are offered in a variety of formats and venues, and with schedules created to accommodate working adults. PACE is responsible for community outreach, and developing and managing programs that support students, alumni and professionals within our community. If you have an idea for a course or program, we encourage you to contact the PACE office. For a complete list of programs, please visit www.dominican.edu/pace, or email PACE@dominican.edu.

Programs for Educators

• Constitution Exam
• Pre-requisite to Credential Program
• Professional Clear Classes and Fifth Year of Study
• Classroom Skill Building Courses

Programs for Occupational Therapy

• Annual seminar series for occupational, physical and pediatric therapists

Programs for Nursing

• Integrated Nursing Practices Certificate Program

Programs for General Public

• Sustainable Practice Certificate program for professionals, advocates, educators and seekers of personal enrichment.
• Sustainable Enterprise Certificate for mid-to-high level executives who wish to “green” their MBAs.

Professional Programs for Teachers and Prerequisite Coursework

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, PACE offers this exam monthly.

EDUX 9102 Child & Adolescent Develop (2 ext. 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 offered three times per year; Spring, Summer and Fall.
Professional and Continuing Education

Professional Clear Courses and Fifth Year of Study

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. 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 ext 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 (3 ext 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 ext 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 of Technology in Education, Levels I & II (2 ext 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.

Classroom Skill Building Courses

- Teaching Environmental Sustainability to State Curriculum Standards
- Storytelling in the Schools
- Create Your Yearly Plan (Creative Curriculum Development)
- Meeting “Moxie” To Get Results (Effective Meeting Management)
- Teaching Gifted and Talented Students, includes Summer Odyssey practicum
- Spanish for Communication: beginning, intermediate and advanced
- Summer Islamic Institute
- Social Emotional Learning in Today’s Classroom
- Start You School Year Right (Classroom Organization)
- Courage To Teach and Courage To Learn (Rejuvenation for educators)
- Native Voices Institute

Professional and Career Development

Programs for Occupational Therapy

A series of professional seminars designed for occupational therapists and other health service practitioners. This workshop series offers “best practice” theory and fundamentals, complemented by current practical application. Each interactive
session is customized to meet the needs of the specific group. Participants will be fully engaged, and will leave each session with applications that can be implemented in their own practice immediately. Participants will receive 6 PDU’s for each full-seminar completed. Topics vary annually. Seminar series occurs each Spring.

Programs for Nursing

This 100-hour Certificate Program is designed to help participants become competent Integral Practitioners with skill sets in healing communication, energetic touch modalities and caring presence. Through lecture and dialogue, experience and discussion, participants will explore the current bio-energetic therapies, energy anatomy, caring and comfort skills, the use of essential oils, imagery and relaxation techniques, to cultivate an integral nursing practice that cares for the whole person. Upon completion participants will possess enhanced healing arts skills enabling you to promote competence in the nursing technologies that support their patient’s response to disease, illness and life challenges.

Programs for General Public

Sustainable Practice Certificate Program

For professionals, advocates, educators and seekers of personal enrichment.

This innovative new certificate provides all members of our community an exciting opportunity to learn the skills needed to tackle the environmental issues facing us locally in the Bay Area, as well as globally. More than just learning about issues, certificate participants will build the tools they need to take on the environmental challenges we are now facing and create solutions they can use in their work and daily lives. Dominican University of California makes this possible through a 15-unit program in three key areas of sustainable practice: Careers and Advocacy, Education, and Lifestyles.

Sustainable Enterprise Certificate

For post-master or mid-career business professionals.

Our new certificate program leverages the overwhelming success and top quality faculty of our first-to-market Green MBA® program. Assuming that participants have the appropriate management experience and education, the Sustainable Enterprise Certificate program will guide them right to the core of today’s sustainability issues and solutions, without having to relearn the basics of business and management.

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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