



Dominican University of California

Graduate Education

Academic Catalog 2014-2016

Table of Contents for Graduate Education

Graduate Education Information.....3-12

Graduate Admission Requirements
Additional Requirements Specific to Some Graduate Programs
International Graduate Students
Transfer of Credits
Credit Hour Policy
Admission as a Graduate Non-Degree Student
Degree Completion Information

Graduate Education Degree Programs.....13-75

Biological Sciences (MS)
Dominican MBA Program
Clinical Laboratory Sciences (MS)
Counseling Psychology (MS, MFT)
Master of Science in Education Degree plus Teacher Preparation Programs
Humanities (MA)
Occupational Therapy (MSOT)

Graduate Education Information

Graduate Admission Requirements

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

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

A complete admissions file must contain:

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

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

* With the exception of the MS in Occupational Therapy program.

Additional Requirements Specific to Some Graduate Programs

MBA Admission Requirements

1. The following criteria may be used, at the discretion of the admissions committee, to determine admissibility in lieu of a 3.0 GPA for last 60 units of coursework:
 - A cumulative undergraduate GPA of 3.0 or higher, achieved at an accredited institution
 - A cumulative graduate GPA of 3.0 or higher, achieved at an accredited institution (requires conferral of graduate degree)
 - GMAT (Graduate Management Aptitude Test) or GRE (Graduate Record Examination) scores
 - Work experience
2. Statement of purpose or intent: a brief essay (3-5 pages) describing professional and/or personal goals and reasons for obtaining a graduate degree.

MS in Biological Sciences

1. Official, sealed Graduate Record Examination (GRE) Score Report.
2. Bachelor of Science degree in Biology, or its equivalent, from a regionally accredited institution of higher learning.
3. In addition, all candidates for admission are expected to have satisfied the following requirements:
 - Two semesters calculus
 - Two semesters physics
 - Two semesters organic chemistry
 - One semester biochemistry
 - One semester statistics
4. 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.

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

Students who need the core competencies may be concurrently enrolled at Dominican in the MS program and in a core competency course. The following courses are considered co-requisites - MATH 1700, PHYS 2100, CHEM 3900, CHEM 4100 and MATH 2400. These must be taken in the first two semesters of the program.

MS in Clinical Laboratory Sciences

Candidates who possess a CLS License:

1. Bachelor's degree in CLS, Medical Technology, Microbiology, Biochemistry, Biology, Chemistry or related field from an accredited institution of higher learning.
2. Copy of CLS license

Candidates who *do not* possess a CLS License (Applicants who are not CLS license-eligible may still apply to this program to earn a Master's of Science degree in Molecular Diagnostics.):

1. An official copy of general Graduate Record Examination (GRE) scores (requirement waived for CLS-licensed applicants).
2. Bachelor's degree in CLS, Medical Technology, Microbiology, Biochemistry, Biology, Chemistry or related field from an accredited institution of higher learning.
3. Three letters of recommendation from instructors, professors, academic supervisors, and/or professional supervisors, on letterhead (one letter is waived for CLS-licensed candidates).

In addition, candidates must demonstrate competency in the following areas prior to taking the related graduate courses in the MS program in Molecular Diagnostics prior to admission:

- Biostatistics or Statistics in the Health Sciences

- Medical Microbiology
- Hematology
- Immunology

MS in Counseling Psychology

1. Autobiography that tells of your life up to now and includes a description of those who have been of significant influence in your life. Include experiences you believe to be related to your interest in counseling, your desire to be a counselor, and your ability to understand and help others (maximum length: 5 typed, double-spaced pages).
2. Description of what you believe might be happening in the following situation and how you might handle it.
 - *Someone who has recently moved into your neighborhood has become quite friendly with you, sharing personal feelings and problems. She tells you of a very strained relationship with her partner and difficulties she is having with her teenage daughter who she feels is on drugs. She seeks your advice and lets you know how much she depends on you. One day she calls you on the phone to say that she is thinking of committing suicide.*

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

MS in Occupational Therapy

1. Official, sealed Graduate Record Examination (GRE) Score Report.
2. A minimum of 60 hours of volunteer work. At least 40 of these hours must be under the supervision of a licensed OT. 20 of the 60 hours may be done in a human services setting under a non-OT supervisor. These hours must be completed within 1 year of the program start date.
3. All prerequisite courses must be taken at a regionally accredited institution of higher learning, such as a community college, four-year college or university. In addition, the student must receive a grade of 'C' (2.0) or better in all prerequisite courses and a cumulative GPA of 'B' (3.0) or better.
4. Students must complete the following prerequisites before beginning the MSOT Program:
 - Lifespan Human Development or Developmental Psychology (3 units)
 - Conceptual Physics (3 units)
 - Three Dimensional Art (e.g., ceramics) (3 units) (may be satisfied via portfolio process)
 - Statistics (Math or Psychology) (3-4 units)
 - Human Anatomy (4 units with lab, completed within last five years)
 - Human Physiology (4 units with lab, completed within last five years)
 - Introduction to Psychology (3 units)
 - Abnormal Psychology (3 units)
 - Introduction to Sociology or Cultural Anthropology - recommended, not required (3 units)
5. Statement of Purpose, describing interest in Occupational Therapy as a profession.
6. Professional resume, emphasizing OT-related work experience.

MS in Education: Curriculum & Instruction

Candidates who have completed their teacher preparation coursework within the last five years are required to contact the School of Education to register for the MS in Education coursework.

Teacher Preparation Programs

All students must verify completion of prerequisite coursework in Child and Adolescent Development prior to the end of their first semester. Dominican University of California offers this class in its regular programming. Please contact the Admissions Office or your Program Director for additional information.

1. Official transcripts from each college or university attended.
2. Scores on an approved basic skills exam. Multiple subject and Education Specialist candidates may take the CBEST exam OR the Multiple Subject CSET plus the CSET Writing Skills subtest. Single subject candidates need to take the CBEST. Scores must be received as part of a complete application.
3. Statement of Intent: Please respond to each of the following in a typed essay:

- Why have you chosen teaching as a profession? Include qualities that you believe make you personally suited for teaching in the credential area (i.e., single subject, multiple subject, education specialist) in which you intend to teach? Please describe them.
 - Recognizing that public school students are diverse in their cultures, languages, and learning needs, what do you think will be the implications for you as a classroom teacher?
 - What are your specific strengths and areas for growth as a prospective teacher?
 - What paid or volunteer experiences have you had working with students in the credential area (i.e., single subject, multiple subject, education specialist) in which you intend to teach? Please describe them.
 - What is your current knowledge and skill with computer-based technology? Describe your skill level.
4. Completed Certificate of Clearance or valid Credential.
 5. Tuberculosis (TB) examination: Skin test or Chest X-ray. Results must be current within 2 years of entering student teaching.
 6. The subject matter competency requirement for admission may be met in the following ways:
 - Completion of an approved academic content course of study (waiver program – secondary only).
 - Passing scores on the CSET examination. Scores are valid for five years from the date the test was taken.
 - Confirmation of CSET test registration.
 7. Additional Requirements for Intern Candidates:
 - Completion of a US Constitution course or examination.
 - Issuance of Certificate of Clearance, or valid Emergency Permit, Pre-Intern Certificate, or Intern Credential.
 - Completion of an approved academic content course of study (waiver program – secondary only) or submission of passing scores on the CSET examination.
 - Passing scores on the CBEST examination.
 - Concurrent intern placement in a cooperating school district.
 - 120 hours pre-service teaching experience.
 - 40 hours of training in the teaching of students with english language needs.

Additional Requirements for International Applicants

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

International Graduate Students

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

Graduate International Admissions Requirements

International students must complete both **program specific graduate admission requirements** and the **international admission requirements** (outlined below). In addition to the program specific admissions requirements, international candidates must submit the following:

1. **Credential Evaluation:** Foreign transcript(s) must be evaluated by an accredited evaluation company. Dominican accepts credential evaluations from American Association of Collegiate Registrars and Admissions Officers (AACRAO), www.aacrao.org, or any NACES approved member organization (www.naces.org).

Candidates who select World Education services (WES) as their NACES member organization may elect to submit a WES ICAP (course-by-course) evaluation. The WES ICAP evaluation can fulfill the official transcript requirement as well as long as the WES ICAP evaluation is delivered to the Office of Admissions directly from WES and includes a copy of the official transcripts you had evaluated. It should be noted that official transcripts are delivered electronically with the evaluation through WES.

Candidates who completed a three-year undergraduate degree in India are encouraged to use WES as their NACES approved member organization. Dominican only accepts three-year degrees from India that have been recognized by WES. For more information on the evaluation of three-year degrees from India, please visit: <https://www.wes.org/educators/pdf/indiapolicypacket.pdf>

2. **International students from countries where English is not an official language must demonstrate English proficiency. Proficiency can be demonstrated with one of the following:**
 - TOEFL Score: 550 Paper, 213 Computer, or 80 IBT (learn about **TOEFL**)
 - **IELTS Score: 6.5** (learn about **IELTS**)
 - **PTEA Score: 53** (learn about **PTEA**)
 - **Completed Level 112 English for Academic Purposes (EAP) with a 3.0 GPA at an ELS Language Center.**
 - **An official transcript demonstrating that the applicant completed one academic year at a U.S. college or university.**
3. **Bank Statement:** All international students must submit a bank statement that demonstrates that sufficient funds are available to support the student for one year. Please see the Cost of Attendance for the program to which you are applying.
4. **Affidavit of Financial Support:** If the bank statement is not in the student's name, the account holder must submit the Affidavit of Financial Support form, available through the Office of Admissions.
5. **Photocopy of the passport photo page.**
6. **Application Form:** apply online admissions.dominican.edu/apply.

Transfer of Credits

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

Credit Hour Policy (updated Spring 2015)

Rationale: Under federal regulations effective July 1, 2011, both institutions and accrediting agencies were required to come into compliance with regulations regarding the definition and assignment of credit hours under Section 600.2. and 600.24. As such, Dominican University of California's Credit Hour Policy includes sections for the definition and periodic review of the credit hour.

Definition

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

- One hour of classroom or direct faculty instruction and a minimum of a) two hours of out of class student work for undergraduate students or b) three hours of out of class work for graduate students, each week for approximately fifteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, community-based learning, and other academic work leading to the award of credit hours.

For the purposes of this policy, one hour of student work is assumed to be 50 minutes of classroom time or an equivalent amount through personal instruction or supervision. This work can be fulfilled in a variety of ways, but not limited to direct faculty instruction and systematic outside reading; experiments or research under the supervision of an instructor; studio, field, clinical, or laboratory work; and internships, service learning, or directed study.

Alternative and Compressed Time Frames: For courses offered in alternative or compressed time frames, in-class instructional time and outside-of-class student time in total will be equivalent to that required in a 15-week semester.

Technology-enhanced, Hybrid, or Online Courses: Courses offered through these modalities are to be delivered so that the sum of faculty instruction and student preparation time is equivalent to the relevant credit hour calculations above.

Periodic Review

Application of the Credit Hour Policy will be reviewed during the Academic Program Review process to ensure that credit hour assignments are accurate, reliable, and appropriate to degree level. Supporting evidence includes syllabi, learning outcomes, assignment schedules, and class schedules identifying the times that classes meet (if applicable).

New courses, or changes in the unit value of existing courses, should be reviewed and approved by the school dean for compliance with the credit hour policy.

Admission as a Graduate Non-Degree Student

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

Graduate Education Degree Information

Master's Degree

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

The unit load of a candidate for the master's degree is decided in consultation with the Chair/Director of the student's program.

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

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

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

Graduate courses taken by students during their undergraduate studies that have not been applied toward their baccalaureate degree may be applied toward their graduate degree through petition process to the Dean of their school. In "4+1" programs, such as the BA-to-MBA program in Business Administration, a limited number of undergraduate units may be counted toward both the undergraduate and the graduate degrees.

Classification of Students

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

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

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

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

Full-time Students: Graduate students carrying 9 graduate units or 12 units of Upper Division and graduate courses combined during the Fall and/or Spring semesters, or 6 graduate units in the summer term.

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

Leave of Absence - Graduate Students

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

Residence and Time Limit

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

Comprehensive Clinical Proficiency Review (CCPR)

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

Advancement to Candidacy

Graduate students and their program directors or advisors are expected to monitor the online Self-Service Academic Plan regularly throughout the student's enrollment at Dominican to ensure the accuracy and timely posting of all degree requirements, grades, substituted courses, and academic credit.

In order to be eligible for Commencement and degree conferral, all students must apply for graduation and declare their anticipated degree completion term (May, August or December), with the approval of their Program Director or academic advisor. This is done by submitting a completed Application to Graduate to the Registrar's Office by the required date (refer to the **Academic Calendar**). Failure to apply for degree candidacy in a specific graduation term in a timely manner may result in delayed graduation and a financial penalty. The Application to Graduate is available for downloading via the Registrar's Office webpage about seven months prior to the anticipated degree conferral date.

Graduation applications are due at least one semester in advance of the graduation semester in order to allow adequate time for auditory review and confirmation of candidacy by the Registrar. Degree candidates who intend to graduate in May or August apply for graduation in the November prior to their graduation term. Degree candidates who intend to graduate in December apply in the April prior to their graduation term.

Degree Conferral

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

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

Graduate Education Degree Programs

Biological Sciences (MS)

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

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

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

Research conducted by the students in the Master's of Biological Sciences program is structured around a thesis project. A research proposal is submitted by the end of the second semester and evaluated to make sure that it meets the standards of the program and that the proposed research is a feasible project for a Master's thesis. Upon completion of the program, each student submits a formal written thesis manuscript and gives an oral presentation of their findings open to faculty, students, and guests. The written thesis and presentation are reviewed and evaluated by an advisory committee that includes their advisor and a faculty member (usually from Dominican University of California).

Student Learning Outcomes

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

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

Biological Sciences (MS) Requirements

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

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

| | | | |
|--|--|--|-----------------|
| BIO 5001 | | Graduate Seminar I | 1 |
| BIO 5002 | | Graduate Seminar II | 1 |
| BIO 5003 | | Graduate Seminar III | 1 |
| BIO 5004 | | Graduate Seminar IV | 1 |
| BIO 5100 | | Graduate Research Methodology | 3 |
| BIO 5200 | | Advanced Molecular Biotechnology | 3 |
| BIO 5300 | | Advanced Biochemistry | 3 |
| BIO 5402 | | Graduate Special Topics: Biological Sciences | 3 |
| BIO 5701 | | Graduate Research I | 5 |
| BIO 5702 | | Graduate Research II | 5 |
| BIO 5703 | | Graduate Research III | 5 |
| BIO 5704 | | Graduate Research IV | 2 |
| BIO 5901 | | Master's Thesis | 3 |
| Total MS in Biological Sciences | | | 36 units |

Biological Sciences (MS) Course Descriptions

BIO 5001/5002/5003/5004 Graduate Seminar I, II, III, IV (1 unit each)

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

BIO 5100 Graduate Research Methodology (3 units)

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

BIO 5200 Advanced Molecular Biotechnology (3 units)

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

BIO 5300 Advanced Biochemistry (3 units)

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

BIO 5402 Graduate Special Topics: Biological Sciences (3 units)

This course is designed to give graduate students the fundamental, but necessarily cursory, knowledge of many of the multiple disciplines, concepts, models and techniques that are crucial for a well-rounded career path. Topics may include: stem cell research, molecular and cellular biology of aging, orphan diseases, cancer and other age-related pathologies. The course will also emphasize the complexities and controversies in these topics, and the increasing need to incorporate multiple approaches and disciplines into their research projects - 3 lecture hours.

BIO 5501 Epidemiology & Biostatistics (3 units)

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

BIO 5600 Scientific and Technical Writing (3 units)

The course is designed to improve students' scientific and technical writing skills through various reading and writing assignments. Students will learn how to generate comprehensive, easy-to-follow protocols according to CLSI guidelines as well as write papers in journal article format - 3 lecture hours.

BIO 5701/5702/5703 Graduate Research I, II, III (5 units each)

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

BIO 5704 Graduate Research IV (2 units)

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

BIO 5800 Advanced Human Neuroanatomy and Physiology (2 units)

This graduate course investigates in-depth the gross and microscopic structure and function of the human central and peripheral nervous system. The course combines advanced classic and clinical neuroanatomy content in the form of lectures with a laboratory that utilizes active learning methods. Topics are discussed in the context of understanding the effects of aging, trauma, and disease on functions of the nervous system. Students are also assigned special projects and presentations - 2 lecture hours.

BIO 5805 Advanced Human Neuroanatomy and Physiology Lab (1 unit)

Lab component for BIO 5800. Introduction to experimental and clinical technique - 3 lab hours.

BIO 5901 Master's Thesis (3 units)

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

Dominican MBA Program

A Dominican MBA will provide students with the skills and knowledge today's businesses, non-profits and government agencies demand in their employees: the ability to make leadership decisions, a deep understanding of how to develop socially and economically sustainable practices, and a global perspective.

Dominican's classroom experience 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.

A Comprehensive Curriculum

The Dominican MBA's comprehensive curriculum combines an interdisciplinary set of core business courses with forward-looking specializations in leadership, sustainability or global business, and resume-building experiential learning opportunities. The program includes:

- A 31-unit common core that gives you a thorough grounding in accounting, finance, marketing, operations and other business disciplines.
- Included in the common core, a three-unit strategic management capstone course that integrates all previous coursework into a major project.
- Also included in the common core, a four-unit Global Consulting Practicum during which students will research the strategic needs and concerns of a major international organization. Students will then present consulting recommendations in person during a 10-day in-country visit.
- A nine-unit concentration with specialization in **global business, strategic leadership or sustainable enterprise**. Students can also mix and match courses from all three specializations to create a general business specialization.

The Dominican MBA focuses on the leadership, team-building, communication and negotiation skills every professional needs to be successful.

Student Learning Outcomes

1. **Broad Core of Business Competencies**
Demonstrate abilities to integrate and apply a broad core of business knowledge.
2. **Critical Thinking and Analytic Decision Making**
Evaluate and interpret impact of business practices.
3. **Change Leadership and Management**
Identify, assess and employ leadership and management skills to achieve optimal organizational outcomes.
4. **Socially Responsible, Sustainable, and Ethical Decision-Making**
Integrate and apply socially responsible sustainable and ethical decision making practices.
5. **Global Business**
Examine and synthesize economic regulations, technological and social contexts in global organizations.

Dominican MBA Core Program Requirements

Core Courses (31 units)

| | | | |
|----------|--|---|---|
| MBA 5400 | | Organizational Behavior and Executive Business Communications | 3 |
| MBA 5401 | | Accounting for Decision Making | 3 |

| | | | |
|-----------------------|--|---|-----------------|
| MBA 5402 | | Marketing for Value Creation | 3 |
| MBA 5403 | | Global Supply Chain and Sustainable Operations | 3 |
| MBA 5404 | | Strategic Leadership for Organizational Performance | 3 |
| MBA 5405 | | Global Business Environment | 3 |
| MBA 5406 | | Managerial Finance | 3 |
| MBA 5407 | | Business Analytics and Marketing Research | 3 |
| MBA 5480 | | Capstone | 3 |
| MBA 5410 | | Global Consulting Practicum (with International trip) | 4 |
| Total Core MBA | | | 31 units |

An additional 9 units is required to complete a concentration.

Global Business MBA Concentration

The Global Business MBA concentration provides students with a broad core of business knowledge, as well as expertise in global issues that affect our domestic economy.

A Global Business concentration will enable students to make and implement research-driven managerial decisions having evaluated current economic business issues, informed by the impact of domestic and international events. Students will concentrate on a regional or broader international focus of study within a global business framework. Guided by area experts, students will have the advantage of learning the economic, social, cultural, political, technological and legal implications of conducting business in today's global economy.

Dominican's Barowsky School of Business program offerings encompass the three most salient themes in business: sustainability, globalization and leadership. Elements of sustainability and leadership are interwoven with the Global Business curriculum. Real-world projects and internship opportunities offer immersive experiences and first-hand insights into international cultures and economies.

Global Business MBA Concentration Requirements

(9 units required)

| | | | |
|---|--|--|-----------------|
| MBA 5420 | | Emerging Markets and International Competitiveness | 3 |
| MBA 5421 | | Global Risk Management | 3 |
| MBA 5422 | | Global Marketing Strategy | 3 |
| MBA 5423 | | Managing Across Cultures | 3 |
| MBA 5424 | | International Accounting | 3 |
| Total Global Business MBA Concentration | | | 9 units |
| Total Dominican MBA with Global Business MBA Concentration | | | 40 units |

Strategic Leadership MBA Concentration

The MBA concentration in Strategic Leadership is designed for students seeking to further develop their leadership and management skills and deepen business content knowledge.

Focusing on real-world pragmatic business challenges, students will grapple with salient and timely issues in the global workplace including leading strategic vision planning, affecting organizational culture and change development, team-building and coaching, perfecting executive communication skills, and making socially responsible, ethical business decisions. Students will refine their leadership skills through our unique individual development program, incorporating a personal development action plan. The Strategic Leadership concentration will deepen knowledge of the core MBA business disciplines of accounting, finance, marketing, international business and sustainable business practices and corporate social responsibility.

Strategic Leadership MBA Concentration Requirements

(9 units required)

| | | | |
|--|--|---|-----------------|
| MBA 5460 | | Building High Performance Teams | 3 |
| MBA 5461 | | Leader Driven Strategic Planning | 3 |
| MBA 5462 | | Consulting for Effective Change Leadership | 3 |
| MBA 5463 | | Leading and Growing Start-ups | 3 |
| MBA 5464 | | Innovative Organizational Development and Interventions | 3 |
| Total Strategic Leadership MBA Concentration | | | 9 units |
| Total Dominican MBA with Strategic Leadership MBA Concentration | | | 40 units |

Experiential Learning in Leadership

Our Strategic Leadership students benefit from the numerous resources and opportunities available at our Institute for Leadership Studies. This leadership development center offers leadership effectiveness assessment and training, team building, coaching and organizational culture consulting to leaders and their organizations. Its renown Leadership Lecture Series engages students, the campus, and community in socially relevant discussions highlighting acts of leadership among many disciplines.

Sustainable Enterprise (Green MBA) Concentration

The Sustainable Enterprise MBA concentration seeks to promote financial viability, ecological sustainability, and social justice in business and organizations of all types.

Transform Yourself. Transform Business. Transform The World - Students graduate with practical skills and experience, prepared to innovate, communicate, and lead effectively in the face of global challenges. Upon completion of the program, students will have acquired the tools to lead organizations to transcend "business as usual" practices and adapt with a rapidly changing world. The

Sustainable Enterprise concentration provides practical skills and experience, preparing students to innovate, communicate, and lead effectively in the face of global challenges. We provide a culture of collaboration and innovation for those ready to take responsibility in a complex world that needs rethinking.

Sustainable Enterprise (Green MBA) Concentration Requirements

(9 units required)

| | | | |
|--|--|---|-----------------|
| MBA 5440 | | Ecological Business Models | 3 |
| MBA 5441 | | Sustainable Metrics and Policy | 3 |
| MBA 5442 | | New Venture Creation | 3 |
| MBA 5443 | | Innovation and Design Thinking | 3 |
| MBA 5444 | | Social Enterprise for Sustainable Development | 3 |
| Total Sustainable Enterprise (Green MBA) Concentration | | | 9 units |
| Total Dominican MBA with Sustainable Enterprise (Green MBA) Concentration | | | 40 units |

Outcomes

Our graduates drive sustainability initiatives in a broad spectrum of companies and organizations. Some have launched their own successful companies; others take an “intrapreneurial” approach, transforming business practices in large and medium-size companies from the inside. Our graduates work for Non-Profits, NGOs, Government, and a variety of private domestic and international industries, with positions in marketing, finance, advertising and management.

Dominican MBA Course Descriptions [\(updated Spring 2015\)](#)

MBA 5400 Organizational Behavior and Executive Communications (3 units)

The role and dynamics of individuals and groups comprising organizations are examined. Effectively leading organizations and managing human resources requires an attention to the diverse nature of organizational members. Cultural, psychological and behavioral differences, and how they relate to sustaining success, are researched, analyzed and then communicated through effective written and delivered communication.

MBA 5401 Accounting for Decision Making (3 units)

Focuses on the need to incorporate strategic concerns into cost analysis with an emphasis on management control. The course will illustrate how accounting systems have both decision-making and control functions. Students will understand the evolution of new voluntary reporting initiatives. The course will examine the interrelations among emerging accounting systems and other organizational changes.

MBA 5402 Marketing Management for Value Creation (3 units)

Examines the principles and vocabulary of marketing management and the strategic implications of marketing decision-making. Instruction will focus on the marketing environment, the competitive challenges of changing market structures, business ethics, sustainability, and the tools that today’s marketing manager needs to manage and mitigate risk in both for-profit and non-profit organizations. Students will examine the components of the strategic marketing mix and adapt it to various business functions

including value creation, market segmentation, consumer behavior, product development, marketing infrastructure, and marketing research. The format of this class is primarily in-depth analysis through case study discussion.

MBA 5403 Global Supply Chain and Sustainable Operations (3 units)

Focuses on the concepts and methods used in the design and management of an organization's operational and global supply chain processes. It covers the functional and strategic role of production, distribution, and information technology. Students will develop an understanding of the tools needed to design, assess and improve operations and supply chain management. Concepts of sustainability and corporate social responsibility, and frameworks of operational excellence, continuous quality improvement, Lean Six Sigma and DMAIC are reviewed through current business practices to identify risks and opportunities for operations managers. Both manufacturing and service industries are emphasized.

MBA 5404 Strategic Leadership for Organizational Performance (3 units)

Analyzes key leadership theories for leading and managing people and teams, effecting organizational change to strategically achieve business goals. Assess 'effective' leadership in organizational and personal settings and examine ones' emotional intelligence. Develop and practice team building and group facilitation skills. Analyze case studies exploring how leaders have used their unique styles to achieve their business goals. Examine effects of power on ethical leadership decision making and the steps for effecting successful organizational change. Participate in a 360-degree (multi-rater) feedback assessment of one's own leadership behaviors, and then develop a leadership development plan to enhance one's leadership styles repertoire.

MBA 5405 Global Business Environment (3 units)

Explores the global competitive business environment and provides students with a framework to formulate strategies in the global marketplace. Students work in teams to perform case analyses and evaluations of models of business-government relations across major geographic regions and industries through international business, economic, socio-cultural and political lenses. Global business environment topics include international trade relations, economic interdependence, political and economic risk, managing across cultures, and environmental sustainability. Students use these contexts to examine foreign market entry strategies including exporting, international joint ventures, strategic alliances, and foreign direct investment.

MBA 5406 Managerial Finance (3 units)

Builds on the elements of corporate finance, investments and financing policies of the firm to equip students with decision-making abilities. Main topics include financial statements analysis and forecasting, time value of money, securities valuation, risk-return trade-off, investment decisions under uncertainty, cost of capital, capital budgeting, dividend policy, mergers and acquisitions, financial planning and working capital management. Prerequisite: MBA 5401.

MBA 5407 Business Analytics and Marketing Research (3 units)

Examines methods and practices for designing research strategies to support decision making. Students learn and practice qualitative and quantitative research methods through developing and implementing a research plan and generating a report relevant to a specific business or industry. Other common marketing research methods such as observational studies and in-depth interviews are explored. Additionally, students will gather, view and interpret external data using statistical analytics.

MBA 5410 Global Consulting Practicum (4 units)

The Global Consulting Practicum is the final course of the MBA program. Student teams serve as consultants to overseas firms and perform global business projects for clients in a given country. The projects include conducting global risk assessments on the country in which the firm is located, and devise strategic solutions and recommendations for clients' project needs. Students will utilize their advanced business skills acquired and practiced in the MBA program. Following the completion of the Capstone, students travel together on a 10-day international study trip to meet with their clients. Through the planning and completion of the consulting projects, students strengthen their knowledge and insights related to the social, cultural, political, economic, technological, environmental and legal factors that impact achieving competitive advantage and doing business in international markets. The multiple projects will relate to the MBA concentrations in global business, strategic leadership or sustainable enterprise.

MBA 5420 Emerging Markets and International Competitiveness (3 units)

Comprehensive analysis of emerging markets/economies through the lens of developed country firms as well as indigenous firms in emerging markets. It investigates how the globalization of emerging markets create opportunities for developed country firms (SMEs and MNEs) and how these could be tapped, what challenges companies operating in emerging markets face, and what lessons can

be learned from them. It also examines how indigenous entrepreneurs in emerging markets are building world-class companies to surface globally. The course centers on whether, and how, globalization impacts the international competitiveness of developed countries and firms differently from emerging markets and firms, using analysis at the country, industry, firm as well as subsidiary levels.

MBA 5421 Global Risk Management (3 units)

Analyzes key dimensions of global risk across both the financial and non-financial risk spectrum. Students learn how to manage global risk from a broad systemic and strategic perspective. They are introduced to innovative risk management tools and techniques that will imbed in them a global risk-awareness culture and build their capacity to understand risk profiles of a variety of organization and country types. Topics covered include risk governance, risk policy and risk appetite, enterprise risk management, political risk, risk management systems and infrastructure in addition to the management of key risks such as market risk, credit risk, liquidity risk, operational risk, and regulatory risk.

MBA 5422 Global Marketing Strategy (3 units)

In-depth examination of marketing functions in a global setting. Specifically, this course provides students with experience in making marketing and business-related decisions in regard to international expansion. Particular attention is paid to areas of increasing importance to marketing professionals, including decisions regarding standardization and adaptation of key marketing functions such as communications, product development and market development. Students will critically examine global marketing decisions in a case study discussion format.

MBA 5423 Managing Across Cultures (3 units)

Utilizes a framework for understanding, approaching and managing cross-cultural interactions in global business. It examines how culture specifics across regions and differences in patterns of communications, negotiations and cultural intelligence influence international business and management. The course also addresses the cultural challenges of global relocations, transitions and diversity management. Students will interact with expatriates, meet professionals with international experience, and work in teams to conduct cross-cultural analysis.

MBA 5424 International Accounting (3 units)

Examines and analyzes accounting concepts, principles and methods for multinational corporations. Topics include International Financial Reporting Standards (IFRS), foreign currency translation; segment reporting, convergence of international accounting standards, cross-border comparative analysis and the managerial aspects of multinational transactions. Students make a cross-border analysis of international corporate social responsibility reporting requirements, including ethical and environmental considerations, and cultural influences.

MBA 5440 Ecological Business Models (3 units)

Examines the relationship between humans and the environment and explores economic and business models that support sustainability. We reflect on the role worldviews, the economic system, and market failures play in creating societal problems. Students learn and apply various principles and tools for change including: environmental economics for valuing externalities, ecological economics for creating a modern worldview that recognizes finite resources, economic instruments such as cap and trade, and an array of eco-commerce models being used by business to operate more sustainably and contribute to solving some of the world's most challenging issues.

MBA 5441 Sustainable Metrics and Policy (3 units)

Explores systematic organizational sustainability issues from the perspectives of the internal change agent and the external consultant. Multiple approaches are learned and practiced, from advocating organizational, state, national and global policies that create ground rules with the right incentives to designing metrics that illuminate organizational performance in natural, human and financial capital accounts. Current trends in sustainability reporting, such as the Global Reporting Initiative will also be covered. The course includes a significant consulting project that integrates and applies learning from this and prior courses.

MBA 5442 New Venture Creation (3 units)

Engages students with a knowledge base and tools to evaluate business opportunities as an entrepreneur or investor for startups and established businesses, or as an intrapreneur to generate new businesses in established companies. Students learn the various stages of creating a new business venture including new venture formulation, ideation and launch. In addition to market validation, startup pitch and business plan creation, students explore entrepreneurial as well as intrapreneurial financing options

including bootstrapping, angel investors, private equity, venture capital, and crowd sourcing. Students use business valuation tools such as WACC and DCF and develop pro forma financial statements to project profit and cash flows consistent with the triple bottom line framework.

MBA 5443 Innovation and Design Thinking (3 units)

Equips students with the knowledge and tools to engage in innovation activities to advance business goals. Students will be focused on developing creative thinking skills, with an emphasis on problem solving via human-centered design thinking. Human-centered design thinking is a method of innovation that assesses problems and explores solutions given various time, resource, and technological constraints. The focus of this course is learning to explore and reframe problems with a goal of generating solutions or alternative approaches to those already in existence, while simultaneously learning to build and nurture an innovative culture in business organizations.

MBA 5444 Social Enterprise for Sustainable Development (3 units)

Focuses on Social Enterprise, an organizational model that recognizes the need to improve human and environmental conditions through business and organizations, and its role in sustainable economic development. Students will investigate social impacts of and on enterprises, their consequences, and future alternatives. Money systems, globalization, economic history, and community based cooperative models are explored to support students' empowerment for economic choices, career and social change. Within this context students will also study and evaluate topics such as bottom-of-the-pyramid approaches, the millennium development project, human scale development, and development economics.

MBA 5460 Building High Performance Teams (3 units)

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

MBA 5461 Leader Driven Strategic Planning (3 units)

Reviews how leaders have strategically created and affected organizational outcomes. After examining the elements of a strategic planning process, students apply those principles to the creation of a vision/ mission/ metrics/ strategy sequence, from the perspective of leadership in an organization. Using a leadership styles assessment, are able to identify who in the organization should be included in creating an organization's strategic plan, determine specific outcomes it will deliver, and proceed to identify detailed short-term and long term strategic initiatives and their execution. Using predetermined processes, students envision how the strategic plan will be presented to the organization and how the effect of those initiatives will be monitored to advance the mission statement while ensuring a targeted degree of inspiration, empowerment, innovation, and creativity. Apply sustainability-driven management practices by integrating sustainability across a sample company's organizational operations.

MBA 5462 Consulting for Effective Change Leadership (3 units)

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

MBA 5463 Leading and Growing Start-ups (3 units)

Analyzes key requirements to advance a small enterprise beyond the start-up stage to growing the business. Consider structure, roles, processes and people requirements typical of the five stages of a maturity cycle. Differentiate an organization's maturity cycle stages from that of the product/service offering; the former being controllable by the leadership, the latter being governed by the competitive environment. Determine the change strategies for individual leadership adaptation and for team building. Understand how continuous improvement plays a key role in advancing company goals to grow the business using substantive metrics. Choose which key functions require decisive action as the market experiences a shift from early adaptors to mainstream customers.

Consider financial tools the leader needs to focus on and the implications those choices have on the corresponding leadership style to most effectively advance the firm's growth.

MBA 5464 Innovative Organizational Development and Interventions (3 units)

Investigate change leadership and its impact on individuals, teams, and organizations in a multi-dimensional context. Examine strategies and actions that overcome resistance, leading to innovative change. Considering Organization Development (OD) systems and processes, analyze initiatives of creating and leading support for organization development interventions, focusing on building managers' skills to act as effective change leaders. Examine case studies and OD interventions to achieve organizations' change goals and the roles of individuals, teams, and leaders in small and large systems change.

MBA 5480 Capstone (3 units)

The capstone is the culminating experience of the MBA program. It facilitates students' integration of key functional area expertise as well as leadership, global and sustainable business knowledge and skills acquired throughout the MBA curriculum. Students work in teams to engage in strategy formulation, implementation and evaluation using business simulations, projects, and cases. Teams compete on various levels and scales to create strategic decisions and outcomes that optimize organizational success and performance. Students also have the opportunity to work on developing a business plan or chart out a professional career strategy. Students will complete their personal leadership development plan.

MBA 5996 Graduate Internship (1-3 units)

A minimum of 45-135 hours in a work situation which constitutes, in the judgment of the Barowsky School of Business, a valid educational experience. Students work under the direction of an on-site supervisor. Prerequisite: Successful completion of 12 units of MBA core and/or elective course requirements.

Clinical Laboratory Sciences (MS)

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

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

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

Student Learning Outcomes

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

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

Clinical Laboratory Sciences (MS) Requirements

1. Completion of 30 units of the program, with a minimum grade of a 'B' or Pass.
2. Completion of an original research project approved by a research supervisor.
3. Successful completion of both a written and oral presentation of a research project.

The program will be taught primarily by faculty in the Department of Natural Sciences and Mathematics. Transfer credits of 3-6 units may be accepted for students who have completed similar graduate level courses at another accredited institution.

| | | | |
|----------|--|----------------------------------|---|
| BIO 5200 | | Advanced Molecular Biotechnology | 3 |
| BIO 5600 | | Scientific and Technical Writing | 3 |

| | | | |
|---|--|--|-----------------|
| CLS 5000 | | Current Issues in Clinical Laboratory Sciences | 3 |
| CLS 5110 | | Clinical Laboratory Laws, Regulations, Accreditations and Ethics | 3 |
| CLS 5120 | | Clinical Lab: Financial Management and Utilization | 3 |
| CLS 5200 | | Quality Systems | 3 |
| CLS 5410 | | Molecular Diagnostics Laboratory I | 3 |
| CLS 5420 | | Molecular Diagnostics Laboratory II | 3 |
| CLS 5700 | | Master's Research Project | 3 |
| MBA 5225 | | Special Topics: Technical Project Management | 3 |
| Total MS in Clinical Laboratory Sciences | | | 30 units |

Clinical Laboratory Sciences (MS) Course Descriptions

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

BIO 5200 Advanced Molecular Biology (3 units)

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

BIO 5600 Scientific and Technical Writing (3 units)

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

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

This is a seminar course designed to discuss the most pertinent issues facing today's clinical laboratory scientists - 3 lecture hours.

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

Lectures, discussions and presentations will provide a comprehensive understanding of laboratory laws, regulations, accreditation and certification. This will provide for sufficient knowledge and understanding of compliance with Federal laws as implemented by the Clinical Laboratory Improvement Amendment (CLIA) and Federal Drug Administration (FDA); California Laws and Regulations as outlined in Health and Safety Code and Business and profession Code; laboratory safety laws including pertinent California and Federal Occupational Safety and Health administration (Cal OSHA and OSHA) and California and Federal Privacy laws including discussion on Health Insurance Portability and Accountability Act (HIPAA); Laboratory Accreditation and Certification agencies such as The Joint Commission (TJC), College of American Pathologists, Association of Public Health Laboratories (APHL). This course will also explore acceptable and ethical research practices in advanced biological and clinical laboratory sciences - 3 lecture hours.

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

This course is designed to introduce students to the various financial issues that must be addressed in the clinical lab. These issues include: generating and implementing a budget; determining laboratory fee rates and employee salaries; managing supply inventories; and preparing for prudent and cost-effective capital expenditures. In addition, students will learn about the various approaches and techniques necessary to make sure that clinical laboratory testing is carried out in a cost-effective way that also ensures optimal quality health care for patients - 3 lecture hours.

CLS 5200 Quality Systems (3 units)

This course will discuss the concepts of total quality management and the implementation of an effective quality management system (QMS) model based on Clinical and Laboratory Standards Institute (CLSI) QMS01-A4 and ISO15189. Lectures and discussion will focus on the total quality management concepts, quality management system, and quality system essentials. Tools and techniques used in achieving quality objectives and risk assessment will be presented and applied. Case studies will be used to apply lessons learned. The course will also revisit topics as related to method validation and performance specification development for laboratory developed tests as needed - 3 lecture hours.

CLS 5410 Molecular Diagnostics Lab I (3 units)

This is an introductory lecture-based course with a hands-on component designed to familiarize students with basic molecular and biochemical techniques including but not limited to: nucleic acid and protein extraction and quantification; gel electrophoresis, including both agarose and SDS-polyacrylamide gels; western blotting; and the polymerase chain reaction (PCR), including reverse transcription PCR (RT-PCR) and “real-time” or quantitative PCR (qPCR) - 3 lecture hours.

CLS 5420 Molecular Diagnostics Lab II (3 units)

This is a lecture-based course with a hands-on component intended to build upon the skills acquired in CLS 5410 by introducing students to additional molecular diagnostic techniques used in the clinical lab, such as: DNA sequencing; fluorescent *in situ* hybridization (FISH); restriction fragment length polymorphism (RFLP) analysis, and DNA and RNA microarray technology - 3 lecture hours.

CLS 5700 Master’s Research Project (3 units)

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

MBA 5225 Special Topics: Technical Project Management (3 units)

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

Counseling Psychology (MS, MFT)

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

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

Student Learning Outcomes

The student will demonstrate:

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

Counseling Psychology (MS, MFT) Requirements

Requirements for Admission

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

Admitted Student Status

Upon receipt of all required application materials, the Office of Admissions will notify applicants of the status of their applications. Those applicants selected for interviews will be invited to meet with a member of the Department of Counseling Psychology faculty.

Applicants will be notified of the Admissions Committee's decision within two weeks.

Curriculum

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

Requirements for Counseling Psychology MS

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

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

**Prerequisite: CP 5217 Professional Ethics and Law

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

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

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

**Prerequisite: CP 5217 Professional Ethics and Law

Additional Requirements

Competency Based

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

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

Declaration of Concentration and Advancement to Candidacy

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

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

Fieldwork Experience

A minimum of 500 hours of fieldwork is required for the MFT Concentration and 280 hours are required for the General Master's Concentration. Students work in governmental agencies, schools or colleges, non-profit and charitable corporations, or licensed health facilities.

General Master's Concentration

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

MFT Concentration

On-site licensed professionals closely supervise all students during their Fieldwork experience. 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 in the MFT concentration 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 students personally experiencing a process they are being trained to provide for others.

Counseling Psychology (MS, MFT) Course Descriptions

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

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

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

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

CP 5204 Advanced Counseling Techniques: Groups (3 units)

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

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

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

CP 5207 Advanced Counseling Techniques: Psychodynamic (3 units)

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

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

Presentation and practice of brief and strategic psychotherapy models and disaster and trauma response for use within a managed care organization, community or clinical setting. Models include evidence-based, Solution-Focused, Narrative, and I.D.E. approaches applied to consumers and their families, diverse cultural and socio-economic groups, and HMOs. In order to further resilience, health and healthy functioning, issues addressed include behavioral addiction, co-occurring mental health and substance

abuse disorders, personality disorders, psychosexual dysfunction, and other DSM IV categories as appropriate. Guest speakers present applications of Brief and Strategic therapy to diverse communities and cultures such as military bases, hospital wards, recovery centers, and prisons. This course is restricted to students in the Counseling Psychology program.

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

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

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

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

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

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

CP 5216 Alcohol and Substance Abuse (2 units)

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

CP 5217 Professional Ethics and Law (2 units)

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

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

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

CP 5219 Human Diversity (2 units)

Exploration of issues of human diversity. Topics include: human diversity as it relates to socio-economics; social stress and society; culture; ethnicity; age and development; gender and sexuality; spirituality; DSM diagnoses; and other cultural mores and values.

There will be special focus on the implications of human diversity issues on therapeutic and interpersonal relationships. Utilization of appropriate community resources will be addressed. Students will meet consumers and providers of mental health services will address current issues. This course is restricted to students in the Counseling Psychology program.

CP 5221 Psychological Assessment (3 units)

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

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

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

CP 5224 Psychopharmacology (2 units)

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

CP 5231 Phases of Human Development (3 units)

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

CP 5237 Psychopathology and Treatment Planning (3 units)

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

CP 5245 Clinical Aspects of Human Sexuality (1 unit)

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

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

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

help families become resilient. Speakers will address various special topics concerning families. This course is restricted to students in the Counseling Psychology program.

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

Presentation of various theories of brief and long-term couples therapy and their application to consumers from a variety of diverse cultural and socio-economic groups. Students will formulate treatment plans applying these theories to written vignettes and will practice couple therapy techniques during role plays. Topics include: assessment and current couple research; the effects of social stress; stages of development; effect of childbirth on couple dynamics; de-escalation of conflict; differentiation; belief systems; attachment theory and its integration with systems; acceptance and change strategies; alcohol abuse, and spousal or partner abuse. This course is restricted to students in the Counseling Psychology program.

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

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

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

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

CP 5999 Independent Study (1-3 units)

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

Master of Science in Education Degree plus Teacher Preparation Programs

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

Statement of Purpose

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

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

Additional Master of Science in Education Degree Programs

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

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

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

Master of Science in Education: Special Education

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

Master of Science in Education: Interdisciplinary Studies

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

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

Student Learning Outcomes

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

- 1. Conceptions of Teaching and Learning**

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

- 2. Understanding Theories**

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

- 3. Creating and Maintaining Effective Environments for Student Learning**

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

- 4. Planning Instruction and Designing Learning Experiences for Students**

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

- 5. Assessing Student Learning**

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

- 6. Engaging and Supporting Students in Learning**

Candidates explain content clearly and reinforce content in multiple ways. They provide opportunities and adequate time for students to practice and apply what they have learned. They ensure the active and equitable participation of all students. They motivate students and encourage student effort. (TPE 4, 5, 6, 7)

- 7. Developing as a Professional**

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

Teacher Preparation Programs

Program Delivery Options

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

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

Student Teaching Option

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

last semester.

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

Internship Option

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

Program Co-Requisites

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

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

- Education Specialist: Autism Spectrum Disorders Added Authorization (San Rafael only)
- Special programs for persons completing additional preliminary credentials. (San Rafael and Ukiah)

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

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

Preliminary Multiple Subject Credential

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

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

Preliminary Single Subject Credential

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

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

Preliminary Education Specialist: Mild/Moderate Instruction Credential

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

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

Dual Credential Teacher Preparation Programs

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

Ukiah Center

The Dominican University of California Ukiah Center offers two options for completing the Preliminary Multiple Subject, Preliminary Single Subject, or the Preliminary Education Specialist credential requirements. A one-year supervised student teaching program is available, as is a two-year internship credential program for all qualified candidates. All programs begin in the Fall semester only, with classes held on afternoons, weekends, and evenings to meet the needs of working adults. Depending on student enrollment and geographic density, classes may be held in Ukiah, Fort Bragg, Lakeport and/or Santa Rosa.

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

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

Preliminary Teaching Credential Requirements

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

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

program. This requirement may be met by receiving passing scores on the California Basic Educational Skills Test (CBEST), passing scores on the CSET: Writing Skills plus three subtests of the CSET: Multiple Subjects, CSU placement exams, or an approved basic skills exam from another state.

- All candidates must demonstrate subject matter competency. This requirement is met by receiving passing scores on the California Subject Examination for Teachers (CSET) or through the completion of a Commission-approved Subject Matter Preparation Program (secondary only) in the subject area for which they are seeking a credential. All candidates taking the CSET are required to take all sections by the end of the 1st semester in their credential program. Accelerated candidates are required to pass this exam prior to the end of their first semester in the credential program. Transitions candidates are required to pass this exam prior to enrolling Observation and Preparation for Supervised Teaching.
- All candidates must verify that they have met the U.S. Constitution requirement by receiving a passing grade in a course (at least two semester units or three quarter units) or passing an examination in the Provisions and Principles of the U.S. Constitution given by a regionally accredited college or university. This requirement must be met before a candidate can be recommended for his/her preliminary or intern credential. (Education Code Section 44335)
- All candidates must verify that they have received training and have current certification in CPR for adults, infants and children, which meets the criteria of the American Heart Association or American Red Cross prior to receiving their preliminary credential recommendation. (Education Code Section 44259)
- Multiple Subject and Education Specialist credential candidates are also required by California Education Code to pass the Reading Instruction Competence Assessment (RICA) before they are recommended for a preliminary credential.
- All candidates must successfully pass the California Teaching Performance Assessment as part of the requirements to earn their preliminary credential recommendation. (CalTPA)

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

Curriculum Requirements

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

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

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

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

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

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

| | | | |
|-------------------------------------|--|--|-----------------|
| <i>Supervised Fieldwork:</i> | | | |
| EDUC 5160/5560 | | Elementary Supervised Teaching | 10 |
| EDUC 5180/5580 | | Elementary Preparation for Supervised Teaching Seminar | 3 |
| EDUC 5185/5585 | | Elementary Supervised Teaching Seminar | 2 |
| EDUC 5195/5595 | | Elementary Teaching Performance Assessment | 1 |
| Total Supervised Fieldwork | | | 15 units |

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

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

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

| | | | |
|---|--|--|--|
| <i>Pedagogy and Reflective Practice:</i> | | | |
|---|--|--|--|

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

| | | | |
|-------------------------------------|--|--|-----------------|
| <i>Supervised Fieldwork:</i> | | | |
| EDUC 5163/5563 | | Professional Development Internship Year 1 | 1-5 |
| EDUC 5173/5573 | | Professional Development Internship Year 2 | 1-5 |
| EDUC 5180/5580 | | Elementary Preparation for Supervised Teaching | 3 |
| EDUC 5185/5585 | | Elementary Supervised Teaching Seminar | 2 |
| EDUC 5195/5595 | | Elementary Teaching Performance Assessment | 1 |
| Total Supervised Fieldwork | | | 15 units |

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

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

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

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

| | | | |
|-------------------------------------|--|---|-----------------|
| <i>Supervised Fieldwork:</i> | | | |
| EDUC 5260/5660 | | Secondary Supervised Teaching | 10 |
| EDUC 5280/5680 | | Secondary Preparation for Supervised Teaching | 3 |
| EDUC 5285/5685 | | Secondary Supervised Teaching Seminar | 2 |
| EDUC 5295/5695 | | Secondary Teaching Performance Assessment | 1 |
| Total Supervised Fieldwork | | | 15 units |

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

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

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

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

| | | | |
|-------------------------------------|--|---|-----------------|
| <i>Supervised Fieldwork:</i> | | | |
| EDUC 5263/5663 | | Professional Development Internship | 1-5 |
| EDUC 5273/5673 | | Professional Development Internship | 1-5 |
| EDUC 5280/5680 | | Secondary Preparation for Supervised Teaching | 3 |
| EDUC 5285/5685 | | Secondary Supervised Teaching Seminar | 2 |
| EDUC 5295/5695 | | Secondary Teaching Performance Assessment | 1 |
| Total Supervised Fieldwork | | | 15 units |

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

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

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

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

| | | | |
|-------------------------------------|--|--|-----------------|
| <i>Supervised Fieldwork:</i> | | | |
| EDUC 5160/5560 | | Elementary Supervised Teaching | 5 |
| or EDUC 5260/5660 | | Secondary Supervised Teaching | |
| EDUC 5180/5580 | | Elementary Preparation for Supervised Teaching | 3 |
| or EDUC 5280/5680 | | Secondary Preparation for Supervised Teaching | |
| EDUC 5360/5587 | | SPED Supervised Teaching | 5 |
| EDUC 5385/5586 | | SPED Supervised Teaching Seminar | 2 |
| EDUC 5395 | | SPED Teaching Performance Assessment | 1 |
| Total Supervised Fieldwork | | | 15 units |

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

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

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

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

| | | | |
|-----------------------------------|--|--|-----------------|
| Supervised Fieldwork: | | | |
| EDUC 5160/5560 | | Elementary Supervised Teaching | 5 |
| or EDUC 5260/5660 | | Secondary Supervised Teaching | |
| EDUC 5180/5580 | | Elementary Preparation for Supervised Teaching | 3 |
| or EDUC 5280/5680 | | Secondary Preparation for Supervised Teaching | |
| EDUC 5363 | | Professional Development Internship Year 1 | 1-5 |
| EDUC 5373 | | Professional Development Internship Year 2 | 1-5 |
| EDUC 5385/5586 | | SPED Supervised Teaching Seminar | 2 |
| EDUC 5395 | | SPED Teaching Performance Assessment | 1 |
| Total Supervised Fieldwork | | | 15 units |

| | | | |
|---|--|--|--|
| Master of Science in Education Core Courses: | | | |
|---|--|--|--|

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

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

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

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

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

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

| | | | |
|---|--|--|--|
| Master of Science in Education Core Courses: | | | |
|---|--|--|--|

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

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

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

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

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

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

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

***Master of Science in Education Degree plus Dual Teacher Preparation
Program - Preliminary Education Specialist: Mild/Moderate and Multiple
Subject (64 units)
Student Teaching Option***

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

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

| | | | |
|-----------------------|--|--|------------------|
| Semester Three | | | |
| EDUC 5180/5580 | | Elementary Preparation for Supervised Teaching | 3 |
| EDUC 5304/5504 | | Formal and Informal Assessment | 3 |
| EDUC 5309/5509 | | Advanced Curriculum for Diverse Learners | 3 |
| EDUC 5395.1 | | Teaching Performance Assessment | .5 |
| Total Units | | | 9.5 units |

| | | | |
|----------------------|--|--|-------------------|
| Semester Four | | | |
| EDUC 5155/5555 | | Integrated Curriculum (Elementary) | 3 |
| EDUC 5160/5560 | | Elementary Supervised Teaching | 5 |
| EDUC 5185/5585 | | Elementary Supervised Teaching Seminar | 2 |
| EDUC 5360/5587 | | SPED Supervised Teaching | 5 |
| EDUC 5385/5586 | | SPED Supervised Teaching Seminar | 2 |
| EDUC 5395.2 | | Teaching Performance Assessment | .5 |
| Total Units | | | 18.5 units |

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

***Master of Science in Education Degree plus Dual Teacher Preparation
Program - Preliminary Education Specialist: Mild/Moderate and Multiple
Subject (64 units)
Internship Option***

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

| | | | |
|---------------------|--|---|---|
| Semester Two | | | |
| EDUC 5145/5545 | | Teaching Mathematics in Elementary School | 3 |
| EDUC 5165/5565 | | Teaching Reading in Elementary School | 3 |

| | | | |
|--------------------|--|-----------------------------------|----------------|
| EDUC 5306/5506 | | Behavior Intervention and Support | 3 |
| Total Units | | | 9 units |

| | | | |
|-----------------------|--|--|------------------|
| Semester Three | | | |
| EDUC 5180/5580 | | Elementary Preparation for Supervised Teaching | 3 |
| EDUC 5304/5504 | | Formal and Informal Assessment | 3 |
| EDUC 5309/5509 | | Advanced Curriculum for Diverse Learners | 3 |
| EDUC 5395.1 | | Teaching Performance Assessment | .5 |
| Total Units | | | 9.5 units |

| | | | |
|----------------------|--|--|-------------------|
| Semester Four | | | |
| EDUC 5155/5555 | | Integrated Curriculum | 3 |
| EDUC 5160/5560 | | Elementary Supervised Teaching | 1-5 |
| EDUC 5185/5585 | | Elementary Supervised Teaching Seminar | 2 |
| EDUC 5363/5373 | | Professional Development Internship | 1-5 |
| EDUC 5385/5586 | | SPED Supervised Teaching Seminar | 2 |
| EDUC 5395.2 | | Teaching Performance Assessment | .5 |
| Total Units | | | 17.5 units |

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

***Master of Science in Education Degree plus Dual Teacher Preparation
Program - Preliminary Education Specialist: Mild/Moderate and Single
Subject (64 units)
Student Teaching Option***

| | | | |
|---------------------|--|--|--|
| Semester One | | | |
|---------------------|--|--|--|

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

| | | | |
|---------------------|--|---------------------------------------|----------------|
| Semester Two | | | |
| EDUC 5165/5565 | | Teaching Reading in Elementary School | 3 |
| EDUC 5304 | | Formal and Informal Assessment | 3 |
| EDUC 5306/5506 | | Behavior Intervention and Support | 3 |
| Total Units | | | 9 units |

| | | | |
|-----------------------|--|---|------------------|
| Semester Three | | | |
| EDUC 5245/5645 | | Pedagogical Preparation I | 3 |
| EDUC 5280/5680 | | Secondary Preparation for Supervised Teaching | 3 |
| EDUC 5309/5509 | | Advanced Curriculum for Diverse Learners | 3 |
| EDUC 5395.1 | | Teaching Performance Assessment | .5 |
| Total Units | | | 9.5 units |

| | | | |
|----------------------|--|---------------------------------------|-------------------|
| Semester Four | | | |
| EDUC 5255/5655 | | Pedagogical Preparation II | 3 |
| EDUC 5260/5660 | | Secondary Supervised Teaching | 5 |
| EDUC 5285/5685 | | Secondary Supervised Teaching Seminar | 2 |
| EDUC 5360/5587 | | SPED Supervised Teaching | 5 |
| EDUC 5385/5586 | | SPED Supervised Teaching Seminar | 2 |
| EDUC 5395.2 | | Teaching Performance Assessment | .5 |
| Total Units | | | 17.5 units |

| | | | |
|---|--|-------------------------------------|---|
| Master of Science in Education Core Courses: | | | |
| EDUC 5900 | | Research Methodologies in Education | 3 |
| EDUC 5901 | | Proposal Development | 3 |
| EDUC 5910 | | Leadership and Change in Education | 3 |

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

Master of Science in Education Degree plus Dual Teacher Preparation Program - Preliminary Education Specialist: Mild/Moderate and Single Subject (64 units)
Internship Option

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

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

| | | | |
|-----------------------|--|---|------------------|
| Semester Three | | | |
| EDUC 5280/5680 | | Secondary Preparation for Supervised Teaching | 3 |
| EDUC 5295.1 | | Teaching Performance Assessment (Secondary) | .5 |
| EDUC 5304/5504 | | Formal and Informal Assessment | 3 |
| EDUC 5309/5509 | | Advanced Curriculum for Diverse Learners | 3 |
| Total Units | | | 9.5 units |

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

| | | | |
|--------------------|--|-------------------------------------|-------------------|
| EDUC 5295.2/5695 | | Teaching Performance Assessment | .5 |
| EDUC 5363/5373 | | Professional Development Internship | 1-5 |
| EDUC 5385/5586 | | SPED Supervised Teaching Seminar | 2 |
| Total Units | | | 17.5 units |

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

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

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

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

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

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

| | | | |
|--------------------|--|---|-----------------|
| CP 5200 | | Introduction to Counseling* | 3 |
| CP 5215 | | Child Abuse | 3 |
| CP 5219 | | Human Diversity | 3 |
| CP 5231 | | Phases of Human Development | 3 |
| EDUC 5015 | | Foundations of Special Education | 3 |
| EDUC 5025 | | Teaching English Learners | 3 |
| EDUC 5145 | | Teaching Mathematics in Elementary School | 3 |
| EDUC 5155 | | Integrated Curriculum | 3 |
| EDUC 5165 | | Teaching Reading in Elementary School | 3 |
| EDUC 5245 | | Pedagogical Preparation I | 3 |
| EDUC 5265 | | Literacy Across the Curriculum | 3 |
| HCS 5302 | | Women: Work, Politics and Education, 1800-Present | 3 |
| MBA 5203 | | Introduction to Human Resource Management | 3 |
| MBA 5204 | | Organization and Leadership | 3 |
| Total Units | | | 15 units |

* Required before other Counseling Psychology courses.

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

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

Core Requirements for Master of Science in Education

| | | | |
|-----------|--|-------------------------------------|---|
| EDUC 5900 | | Research Methodologies in Education | 3 |
|-----------|--|-------------------------------------|---|

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

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

The required courses for the interdisciplinary emphasis are:

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

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

Education (MS) Course Descriptions

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

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

CORE COURSES

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

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

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

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

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

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

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

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

PRELIMINARY MULTIPLE SUBJECTS COURSES***EDUC 4145/5145/5545 Teaching Mathematics in Elementary School (3 units)***

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

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

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

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

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

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

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

EDUC 4180/5180/5580 Elementary Preparation for Supervised Teaching Seminar (3 units)

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

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

In seminar fashion, candidates discuss their teaching performance related to curriculum, instruction, assessment, and working with colleagues. Candidates draw upon and apply their learning from ongoing and previous coursework as they learn to effectively

manage issues and challenges related to teaching and learning. Taken concurrently with EDUC 4160/5160 Supervised Teaching in Elementary School. Fall, Spring semesters SR; Spring UK.

EDUC 4195/5195/5595 Teaching Performance Assessment (Elementary) (1 unit)

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

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

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

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

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

PRELIMINARY SINGLE SUBJECT COURSES

EDUC 5245/5645 Pedagogical Preparation I (3 units)

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

EDUC 5255/5655 Pedagogical Preparation II (3 units)

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

EDUC 5260/5660 Secondary Supervised Teaching (10 units)

Full semester supervised teaching assignment in single subject classrooms under the supervision of directing teachers and university supervisors. Attention given to the education of students with special needs and English learners. Taken concurrently with EDUC 5285/5685. Prerequisite: Approval of School of Education Professional Standards Committee. Fall, Spring Semesters SR, UK.

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

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

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

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

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

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

EDUC 5280/5680 Secondary Preparation for Supervised Teaching (3 units)

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

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

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

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

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

PRELIMINARY EDUCATION SPECIALIST COURSES***EDUC 4160/5160/5560 Supervised Teaching in Elementary or Secondary School (5 units)***

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

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

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

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

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

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

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

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

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

EDUC 5360/5587 SPED Supervised Teaching (5 units)

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

EDUC 5363/5373 Professional Development Internship (1-7 units)

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

EDUC 5380/5580 Preparation for Supervised Teaching (1 unit)

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

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

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

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

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

Humanities (MA)

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

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

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

Student Learning Outcomes

The student will demonstrate:

1. 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 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.

Admission Requirements

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

Program Description

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

Project Track

| | | | |
|--------------------|--|---|-------|
| HUM 5000 | | Professional Seminar: Humanities and the Contemporary World | 3 |
| HUM 5001 | | Core Integrative Seminar | 3 |
| HUM 5XXX | | Graduate Seminars* | 21-30 |
| HUM 5002/5003/5004 | | Culminating Project and Culminating Workshops | 2-3 |

| | | |
|--|--|--------------------|
| Total Humanities (MA) Project Track | | 30-38 units |
|--|--|--------------------|

Non-Project Track

| | | |
|--|---|-----------------|
| HUM 5000 | Professional Seminar: Humanities and the Contemporary World | 3 |
| HUM 5001 | Core Integrative Seminar | 3 |
| HUM 5XXX | Graduate Seminars* (*Except for the Creative Writing track, 9 of the required units within the 30- or 33-unit programs may come from the following): | 27 |
| | Applied Music, Studio Art, and Creative Writing Workshops | |
| | Expanded Upper Division Undergraduate Courses | |
| | Independent Studies | |
| | Teaching Assistantships | |
| | Internships | |
| | Transferred Units (no more than 6 units – see Transfer of Credit below) | |
| Total Humanities (MA) Non-Project Track | | 33 units |

Note: Upon approval of the director, students in the Creative Writing Emphasis or taking Studio Art may take up to 6 additional units of Creative Writing Workshops or Studio Art.

Emphasis

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

The following are the possible academic emphases:

| |
|-------------------------------|
| Disciplines |
| Art History |
| Creative Writing [†] |
| English |
| Gender Studies |
| History |
| Music |
| Philosophy |

| |
|------------------|
| Political Theory |
| Religion |

†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, 9 of the required units must be Creative Writing Workshops.

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

Special Students

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

Auditors

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

Transfer of Credit

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

Humanities (MA) Course Descriptions

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

A study of key issues raised in contemporary culture about the humanities. Also provides an introduction to research methods, including use of resources available for advanced study of the humanities.

HUM 5001 Core Integrative Seminar (3 units)

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

HUM 5002 Culminating Project Workshop I (0 units)

Course meets several times during the semester to assist students in the preparation of a proposal for the culminating project, and research issues associated with the culminating project.

HUM 5003 Culminating Project Workshop II (1 unit)

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

HUM 5004 Culminating Project (2 units)

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

HUM 5101 The Illustrated Word (3 units)

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

HUM 5102 Structures of Faith (3 units)

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

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

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

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

Graduate team-taught seminar (Art History/History) exploring the rich history of this city which has long been a crossroads for West and East. Concentration on the political, religious, and artistic context of the city as it developed over time. Focus on people and events which have influenced or been influenced by this second Rome.

HUM 5107 Language in the Visual Arts (3 units)

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

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

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

HUM 5110 City as Text: Florence (3 units)

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

HUM 5111 City as Text: Venice (3 units)

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

HUM 5207 Dante's Divine Comedy (3 units)

John Ruskin called Dante "the central man of all the world." This "central man," Dante Alighieri, is the focus and delight of our study. We journey with him, the poet and pilgrim, through the "Inferno," "Purgatorio," and "Paradiso" of his Divine Comedy. Our main goal is to know the Divine Comedy as literary art in itself and in its literary contexts.

HUM 5211 Chaucer (3 units)

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

HUM 5212 Archetypes of American Literature (3 units)

Harry Potter a modern day King Arthur? Grendel a tragically wronged outcast? Penelope the true hero of the Odyssey? Through re-imagining familiar myths and tales, writers continue to discover new meanings in archetypes—meanings that rejuvenate our

cultural images and simultaneously redefine who we are as individuals and how we live within a community. In this course, the study of such inter-related works, within their historical, social, and geographic contexts, allows exploration of the diversity and universality of human ideas and endeavors. Specific literatures studied (e.g., American, English, literature in translation) will vary from semester to semester.

HUM 5215 Major Authors (3 units)

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

HUM 5217 The Active Voice (3 units)

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

HUM 5218 British Literature in Context (3 units)

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

HUM 5219 Diaspora & Becoming: Diversity in Europe (3 units)

U.S. culture and literature are rooted in the theory that anyone can become American. Can an Arab Muslim novelist become French? Can a black African become an Irish poet? Are writers such as Anita Desai and Salman Rushdie English, or even British? This course will explore these questions through contemporary literature and criticism.

HUM 5261 Creative Writing Workshop I (3 units)

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

HUM 5262 Creative Writing Workshop II (3 units)

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

HUM 5263 Creative Writing Workshop III (3 units)

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

HUM 5273 Southern Writers (3 units)

Seminar on literature from the Southern United States, and the literary and cultural perspectives offered by these texts. Considerations of race, post-war identity, and regionalism will be examined. Authors may include Welty, Faulkner, O'Connor, Hurston, and contemporary writers.

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

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

HUM 5304 Women Struggle/Civic Equality (3 units)

Explores the struggle for civic rights (with a focus on suffrage) from the French Revolution through the Seneca Falls Convention and the 1848 Revolutions to enfranchisement in the 20th century.

HUM 5306 Women, Gender and Empire (3 units)

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

HUM 5307 Pleasures of the Imagination (3 units)

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

HUM 5309 Biography as History (3 units)

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

HUM 5310 Women and Christianity (3 units)

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

HUM 5313 Rake's Progress (3 units)

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

HUM 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 5405 Composer, Singer & 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 5504 Virtuosity: Cultivating Moral & Political Character (3 units)

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

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

We "late moderns" are confronted by a wide array of competing ideological perspectives, or what can be called the "Isms of Modernity". What is the nature of ideology? What are the reigning ideologies of modernity, and what are the moral and political

visions inherent in those that capture the bulk of our attention and commitment? What is at stake in the competition amongst the “isms” of modernity? This course will take a philosophical look at the moral and political implications of liberalism, communitarianism, feminism, postmodernism, pragmatism, and various other isms.

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

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

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

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

HUM 5510 Wilderness & Eco-justice (3 units)

This course will focus on philosophical and ethical literature and philosophy within the preservationist and environmental justice movements. Students will examine the paradigm shift in the environmental movement from an emphasis on wilderness destruction and preservation to environmental racism and justice, with some focus on environmental issues. Early American environmental literature tended to romanticize nature in an effort to get humans to value nature for its own sake and not simply as a resource, some of it even exhibiting a nature spirituality. In the 1980s, literature emerged linking destruction of the environment and human oppression. This environmental justice movement reframed what gets considered as an environmental issue and incorporated voices from marginalized communities.

HUM 5601 The Buddhist Tradition (3 units)

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

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

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

HUM 5605 Psychology of Religion (3 units)

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

HUM 5606 Philosophy of Religious Pluralism (3 units)

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

HUM 5992 Thesis Continuation (0 units)

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

HUM 5994 Teaching Assistantship (1-3 units)

The privilege of serving as a teaching assistant is available to students who are interested with the approval of the Department Chair, the instructor concerned, and the Dean of the School. A contract between the student and the instructor to determine goals,

specifics on project contents/materials, and evaluation process will be required at time of request. Course may be taken for 1-3 units.

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

Students gain practical, hands-on training in their particular area of career or volunteer interest by working with an organization of their choosing, in consultation with their academic advisor and the Career and Internship office. After meeting with the academic advisor, students meet with the Career and Internship office to fill out the necessary paperwork and, then, after securing all necessary signatures, submit an add/drop form along with the internship paperwork to the Registrar. This course cannot be accessed via the self-service registration cart. 1-3 units.

HUM 5999 Independent Study (1-3 units)

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

Occupational Therapy (MSOT)

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

Occupational Therapy Overview

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

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

Curriculum Themes and Design

Curricular Themes

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

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

Curriculum Design

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

Year One: Exploration

Exploration of the profession of occupational therapy, including the history, philosophy, theory, and foundational concepts of the profession. Psychosocial aspects of occupation and occupations of children and adolescents are studied. Students begin Level One

fieldwork, applying the knowledge gained in coursework to working with clients in community and clinical settings.

Year Two: Competence

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

Year Three: Achievement

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

Post-Graduation: Mastery

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

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

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). For more information, contact:

ACOTE
c/o AOTA
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
Tel: (301) 652-AOTA
Web: www.acoteonline.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.
2. Articulate an understanding of the history and philosophy of occupational therapy, and the role of occupation in promoting health and preventing disease and disability.
3. Understand and apply theories of human occupation as they relate to the profession of occupational therapy.
4. Demonstrate the ability to use standardized and non-standardized assessment instruments and strategies to gain a comprehensive appreciation of client strengths and the need for occupational therapy services.
5. Demonstrate the ability to design, deliver, and evaluate evidence-based, occupation and client-centered skilled interventions that promote optimal functioning for individuals and groups.
6. Consider and value diverse social, educational, cultural, and political systems that influence the occupational health of individuals and communities.
7. Apply principles of management and leadership to develop skills in the design and delivery of occupational therapy services in a variety of institutional and community settings.
8. Demonstrate the ability to understand and apply research to support evidence-based practice and develop the knowledge base of the profession.

9. Understand and demonstrate the ethics, values, and responsibilities of the occupational therapy profession, including self-directed learning, involvement in professional associations, and adherence to the OT Code of Ethics.
10. Demonstrate the ability to apply previous knowledge to meet fieldwork requirements of the profession.

Progression & Course Sequence

Progression Requirements for Master of Science Program in Occupational Therapy

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

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

Occupational Therapy Course Sequence

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

Occupational Therapy (MSOT) Requirements

| OT Coursework: | | | |
|----------------|--|--|---|
| OT 5011 | | Conditions in Occupational Therapy | 3 |
| OT 5012 | | Foundations of Occupational Therapy | 3 |
| OT 5014 | | Human Movement Analysis | 3 |
| OT 5015 | | Psychosocial Aspects of Occupation I | 3 |
| OT 5016 | | Occupations of Children & Adolescents I | 3 |
| OT 5017 | | Occupations of Adults and Seniors I | 3 |
| OT 5018 | | OT Fundamental Skills for Assessment and Intervention | 2 |
| OT 5101 | | Health Policy, Leadership & Management in Occupational Therapy | 3 |
| OT 5102 | | Culture and Human Occupations | 3 |
| OT 5103 | | OT Program Development in the Community | 3 |
| OT 5104 | | Educational Principles and Practices in Occupational Therapy | 3 |
| OT 5105 | | Research in the Health Professions | 3 |

| | | | |
|---------------------------------------|--|--|-----------------|
| OT 5107 | | Professional Development Seminar | 3 |
| OT 5110 | | Integrated Capstone Experience in OT I | 3 |
| OT 5111 | | Integrated Capstone Experience in OT II | 2 |
| OT 5112 | | Integrated Capstone Experience in OT III | 2 |
| OT 5115 | | Psychosocial Aspects of Occupation II | 5 |
| OT 5116 | | Occupations of Children & Adolescents II | 5 |
| OT 5117 | | Occupations of Adults and Seniors II | 5 |
| OT 5130 | | Level II Fieldwork: Psychosocial | 6 |
| OT 5131 | | Level II Fieldwork: Children and Adolescents | 6 |
| or OT 5132 | | Level II Fieldwork: Adults and Seniors | |
| Total OT Coursework | | | 72 units |
| | | | |
| Non-OT Coursework: | | | |
| BIO 5800/5805 | | Human Neuroanatomy & Physiology/Lab | 3 |
| PHIL 3109 | | Ethics in Health Care | 3 |
| Total Non-OT Coursework | | | 6 units |
| | | | |
| Total OT and Non-OT Coursework | | | 78 units |

| | | | |
|---------------------|--|---|---|
| Recommended: | | | |
| OT 5133 | | Third Level II Fieldwork in Specialty Practice (i.e., Pediatrics, Hand Therapy, Ergonomics Administration, Research or Program Development) | 6 |

Occupational Therapy (MSOT) Course Descriptions

OT 5011 Conditions in Occupational Therapy (3 units)

Etiology, symptoms, clinical course, prognoses, and 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 their impact on occupational performance. Prerequisite: Admission to the major. (Exam average policy in effect for this course.)

OT/OTL 5012 Foundations of Occupational Therapy (3 units)

An introduction to the knowledge, skills, and attitudes necessary to function as an occupational therapist. Concepts and theories of occupation and occupational therapy, clinical reasoning, the Occupational Therapy Practice Framework, and official documents of

the profession are studied - 1.5 lecture hours. OTL 5012 lab component for OT 5012. 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 - 2 lab hours. Prerequisite: Admission to the major. (Exam average policy in effect for this course.)

OT/OTL 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 - 2 lecture hours. OTL 5014 lab component for OT 5014. Activities designed to increase knowledge of joint structure and function, principles of goniometry, range of motion assessment and muscle strength testing. Application to functional activities - 2 lab hours. Prerequisites: OT 5011 and OT 5012. (Exam average policy in effect for this course.)

OT/OTL 5015 Psychosocial Aspects of Occupation I (3 units)

Study of psychosocial aspects of human occupation and disability. Includes review of DSM V; key theoretical perspectives, orientation to psychosocial practice settings and professional roles, and introduction to the Occupational Therapy intervention process for individuals with psychosocial dysfunction - 2 lecture hours. OTL 5015 lab component for OT 5015. Practicing developing therapeutic communication, interviewing, evaluation, treatment planning and group leadership skills - 2 lab hours. Prerequisite: Admission to the major. (Exam average policy in effect for this course.)

OT/OTL 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 - 2 lecture hours. OTL 5016 lab component for OT 5016. Overview of occupation-based pediatric assessment tools and procedures. Practice with activity analysis, task modification, observation, and interviewing skills - 2 lab hours. Prerequisites: OT 5012 and OT 5014 (concurrent enrollment). (Exam average policy in effect for this course.)

OT/OTL 5017 Occupations of Adults and Seniors I (4 units)

Identification and assessment of physically and/or cognitively disabling conditions seen by occupational therapists in adult and senior populations. Adult development is reviewed, theories used in the treatment of adult dysfunction are introduced, and the process of evaluation, planning, treatment, and referral to improve occupational performance are presented - 2 lecture hours. OTL 5017 lab component for OT 5017. Practice with case analysis, assessment, treatment planning, splint fabrication, adaptive equipment and intervention - 4 lab hours. Prerequisites: OT 5011, OT 5012 and OT 5014. (Exam average policy in effect for this course.)

OT 5018 OT Fundamental Skills for Assessment and Intervention (2 units)

Core physical assessments (upper extremity range-of-motion measurement, manual muscle testing, motor and sensory assessments), and basic transfer skills are taught and practiced. The focus is on basic skill development in preparation for fieldwork and entry level practice - 1 lecture hour. OTL 4018 lab component for OT 4018. Upon completion of each component of the skills lab, students are assessed on their ability to select and administer appropriate physical assessment for client factors and performance skills such as upper extremity goniometry, manual muscle testing, motor assessment and sensory assessments. They are additionally assessed on their return demonstration of competency in transfer techniques to ensure safety of the client and self during functional mobility tasks - 2 lab hours.

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

Introduction to health care policy, systems, legislation and regulations relating to occupational therapy practice. Leadership skill development related to the occupational therapy profession. Leadership and management theories and principles related to current occupational therapy models of practice and reimbursement, including staffing, budgeting, program planning, and regulatory compliance - 3 lecture hours. Prerequisite: OT 5012.

OT 5102 Culture and Human Occupation (3 units)

An exploration of the influence of culture on occupational choices and habits, health, and health practices. This course also examines issues of culture and diversity in the field of occupational therapy and emphasizes the importance of culturally competent care in a multicultural society - 3 lecture hours. Prerequisite: OT 5012.

OT 5103 OT Community Program Development (3 units)

Introduction to theoretical and conceptual models supporting community-based occupational therapy practice. Development of skills needed to design, implement, fund, and evaluate innovative occupation-based programs in community settings focusing on wellness and health promotion - 3 lecture hours. Community service hours are required. Prerequisite: OT 5101.

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 - 3 lecture hours. Prerequisite: OT 5012.

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. Students also participate in designing and completing a group research project - 3 lecture hours. Prerequisite: PSY 3187 or equivalent.

OT 5107 Professional Development Seminar (3 units)

Designed to facilitate student transition to professional practice of occupational therapy. Concepts of professional identity and professional development are examined and discussed. Content includes portfolio preparation, preparation for fieldwork, clinical skills review, and preparation for the national certification examination - 3 lecture hours. Prerequisite: Successful completion of year two of MSOT program.

OT 5110 Integrative Capstone Experience in OT I (3 units)

First in a series of three courses. Students work in small groups to develop and complete a faculty-directed research or program development capstone project. Prerequisite: Successful completion of all courses in the first year of MSOT program, or permission of the Chair.

OT 5111 Integrative Capstone Experience in OT II (2 units)

Second in a series of three courses. Implementation of the approved proposal and capstone project. Prerequisite: OT 5110.

OT 5112 Integrative Capstone Experience in OT III (2 units)

Third in a series of three courses. Provides structure and support for the capstone project and/or publication in a variety of academic and professional venues, including the creation of an academic poster. Prerequisite: OT 5111.

OT/OTL 5115 Psychosocial Aspects of Occupation II (5 units)

Advanced concepts and skills for occupational therapy assessment and intervention with clients experiencing psychosocial dysfunction and/or serious mental illness. Study of established and emerging practice areas and future trends including recovery principles and psychiatric rehabilitation. Includes an examination of psychosocial issues across practice areas - 3 lecture hours. OTL 5115 lab component for OT 5115. Assessments, developing, implementing, and documenting effective intervention techniques using clinical reasoning skills. Includes community practice laboratory and Level I Fieldwork - 4 lab hours. Prerequisite: OT 5015. (Exam average policy in effect for this course.)

OT/OTL 5116 Occupations of Children & Adolescents II (5 units)

Advanced concepts and skills for Occupational Therapy 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 - 3 lecture hours. OTL 5116 lab component for OT 5116. Assessments, developing, implementing and documenting effective intervention techniques using clinical reasoning skills. Includes community practice laboratory and Level I Fieldwork - 4 lab hours. Prerequisite: OT 5016. (Exam average policy in effect for this course.)

OT/OTL 5117 Occupations of Adults and Seniors II (5 units)

Presentation of integrative models of practice with adults and seniors including functional assessments and occupation-based interventions. Advanced clinical techniques and theories, study of established and emerging practice areas, future trends - 3 lecture hours. OTL 5117 lab component for OT 5117. Assessments, 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 - 4 lab hours. Prerequisites: OT 5014 and OT 5017. (Exam average policy in effect for this course.)

OT 5130/5131/5132 Level II Fieldwork (6 units)

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

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

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

OT 52XX OT Special Topics (1 unit)

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

Sample Courses (not all courses offered every semester):

OT 5206 Crafts in OT (1 unit)

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

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

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

OT 5210 Autism Spectrum Disorders - Child (1 unit)

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

OT 5212 Healing & Mindfulness (1 unit)

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

OT 5214 Fall Risk Reduction Program (1 unit)

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

OT 5217 High and Low Assistive Technology (1 unit)

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

OT 5218 Introduction to Sensory Integration (1 unit)

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

OT 5992 Thesis Continuation (0 units)

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

OT 5994 Teaching Assistant: Occupational Therapy (1-3 units)

Opportunities to assist OT faculty in conducting research or teaching of OT classes - 3-9 hours. Prerequisites: Instructor permission, class standing, must have previously completed course with 'A' (4.0) or 'B' (3.0) grade.

OT 5999 Independent Study: Occupational Therapy (1-3 units)

Directed reading, research, and/or a project of special interest to a student - 3-9 hours. May be repeated for credit.