Dominican University of California

Graduate Education Degree Programs & General and Admissions Information Academic Catalog 2016-2018

Table of Contents for Graduate Education Degree Programs & General and Admissions Information

Graduate Education Degree Programs**.....*3-92***

Biological Sciences (MS)
Dominican MBA Program
Clinical Laboratory Sciences (MS)
Counseling Psychology (MS, MFT, PCC)
Creative Writing (MFA)
Master of Science in Education Degree plus Teacher Preparation Programs
Healthcare Leadership (MS) and Healthcare Leadership Concentration (MBA)
Humanities (MA)
Occupational Therapy (MSOT)
Physician Assistant Studies (MS)

Graduate Education General and Admissions Information**.....*93-101***

General Requirements for a Master's Degree
Graduate Admission Requirements
Additional Requirements Specific to Some Graduate Programs
International Graduate Students
Transfer of Credits
Credit Hour Policy

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).

Program Learning Outcomes

Students will:

1. Demonstrate a deep knowledge of a specific area of biological science.
2. Communicate scientific ideas effectively in both oral and written formats.
3. Solve problems through critical thinking, inquiry, and analysis.
4. Design appropriate experiments to address a particular question.
5. Conduct original research in a biological discipline and report on the results at a professional level.
6. Demonstrate readiness for further study or employment in discipline-related areas.

Biological Sciences (MS) Requirements

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

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

BIO 5001		Graduate Seminar I	1
BIO 5002		Graduate Seminar II	1
BIO 5003		Graduate Seminar III	1
BIO 5004		Graduate Seminar IV	1
BIO 5100		Graduate Research Methodology	3
BIO 5200		Advanced Molecular Biotechnology	3
BIO 5300		Advanced Biochemistry	3
BIO 5400s		Graduate Special Topics: Biological Sciences	3
BIO 5701		Graduate Research I	5
and/or BIO 5994		Graduate Teaching Assistant	
BIO 5702		Graduate Research II	5
and/or BIO 5994		Graduate Teaching Assistant	
BIO 5703		Graduate Research III	5
and/or BIO 5994		Graduate Teaching Assistant	
BIO 5704		Graduate Research IV	2
and/or BIO 5994		Graduate Teaching Assistant	
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 presentation, 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, with an emphasis on record keeping, authorship, peer review, mentoring, and participation in research that may utilize human or animal subjects. Additional topics may include: public policy, medical ethics, conflicts of interest, ownership of data and intellectual property, and other potential problems stemming from use of data from experiments involving humans and animals. The course will also include a component focusing on the writing of scientific papers, culminating into their thesis progress report - 3 lecture hours.

BIO 5200 Advanced Molecular Biotechnology (3 units)

This course will cover research techniques and technologies used in molecular biology. It is designed to study more advanced concepts and how they may be applied in biological sciences. Topic include but are not limited to: PCR techniques, recombinant

DNA technology, site-directed-mutagenesis, epigenetics, gene silencing, microarrays, and gene expression systems. The course will also include a component focusing on the writing of scientific papers - 3 lecture hours.

BIO 5300 Advanced Biochemistry (3 units)

This course is designed to provide students the opportunity to study advanced topics in biochemistry, including cell signaling, protein function and regulation of gene expression. Discussion of techniques and technologies used to study biochemical problems at molecular, sub-cellular and cellular levels will be emphasized - 3 lecture hours.

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

This course is designed to give graduate students the fundamental and basic, 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 research projects - 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 how to write papers in journal article format - 3 lecture hours. Not intended for non-MSCLS students.

BIO 5701/5702/5703 Graduate Research I, II, III (3-5 units each)

Experimental research projects 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 projects, performing research, collection and analysis 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 (1-5 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. Not intended for non-MSOT students.

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

Lab component for BIO 5800. Introduction to experimental and clinical technique - 3 lab hours. Not intended for non-MSOT students.

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. May be repeated for credit.

BIO 5992 Master's Thesis Continuation (0 units)

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

BIO 5994 Graduate Teaching Assistant (1-2 units)

This course provides teaching experience at the graduate level. Students will assist in educational duties in the department. This can include, but is not limited to, serving as instructor of record for a laboratory section under the supervision of a faculty member, conducting review sessions, prepping labs, and tutoring students.

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.
- Specialty coursework that addresses the current trends and theories affecting the global marketplace. These courses are all anchored in the foundation of our expertise in global business, leadership and sustainability.

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

Program 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 Course Requirements:			
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 5410		Global Consulting Practicum (with International trip)	4
MBA 5480		Capstone	3
Total MBA Core Course Requirements			***31 units***
Speciality Course Requirements:			
Required to select three 3 unit courses from the following:			9
MBA 5420		Emerging Markets and International Competitiveness	
MBA 5421		Global Risk Management	
MBA 5422		Global Marketing Strategy	
MBA 5423		Managing Across Cultures	
MBA 5424		International Accounting	
MBA 5425		Global Business Disruptions	
MBA 5440		Ecological Business Models	
MBA 5441		Sustainable Metrics and Policy	
MBA 5442		New Venture Creation	
MBA 5443		Innovation and design thinking	
MBA 5444		Social Enterprise for Sustainable Development	
MBA 5460		Building High Performance Teams	
MBA 5461		Leader Driven Strategic Planning	

MBA 5462		Consulting for Effective Change Leadership	
MBA 5463		Leading and Growing Start-ups	
MBA 5464		Innovative Organizational Developments and Interventions	
MBA 5225		Special Topics	
Total MBA Specialty Course Requirements			***9 units***
Total MBA Core Program			**40 units**

Dominican MBA Course Descriptions

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 one's 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)

Focuses on the theory and practice of financial decision making and 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, and other practical issues and policy decisions that financial managers face. 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.

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. The course investigates how the globalization of emerging markets create opportunities for developed country firms (SMEs and MNEs) including environmental sustainability, 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 and leaders 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 lead and manage global risk from a broad systemic and strategic perspective. They are introduced to innovative risk management tools and techniques that will embed 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, regulatory risk, and environmental 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 leaders, including decisions regarding sustainability, as well as 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 leadership and management. The course also addresses the cultural challenges of global relocations, attitudes towards sustainability 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 5425 Global Business Disruptions (3 units)

The next generation of business models will not only be driven by values grounded in sustainability but also disruptions on a mass scale. With the advent of companies like Uber and Alibaba, and technologies like 3D printing and matching platforms, traditional industries are getting displaced at an incredible pace. Countries that grabbed outsourced manufacturing contracts from mature economies and developed political clout are facing new innovation challenges to stay competitive. This course examines how traditional industries have been disrupted by innovation. It surveys a variety of current business models and teaches students how to create models that respond to competition.

MBA 5440 Ecological Business Models (3 units)

Examines the relationship between humans and the environment and explores global 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 global 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 global 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 in today's global environment. 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, lead and nurture an innovative and sustainability-oriented culture in organizations.

MBA 5444 Social Enterprise for Sustainable Development (3 units)

Focuses on Social Enterprise, an organizational model that recognizes the global 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 multicultural 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 global and 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 in multicultural contexts to achieve sustainable 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 global competitive environment in an ever increasing sustainability driven business landscape. 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 leadership through 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 in a global business environment. Examine case studies and OD interventions to achieve organization's 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. This course focuses on business unit and corporate strategy. It explores the macro environment, and industry and competitor environments, and equips managers with frameworks and tools to help them analyze complex business situations and create strategic decisions and outcomes that optimize organizational performance. Topics covered include competitive advantage, competitive strategies, diversification, outsourcing, strategic alliances, and acquisitions. Students work individually and in teams to engage in strategy formulation, implementation and evaluation using business simulations, projects, and cases.

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 education in technical, management and regulatory skills 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". Examples of molecular diagnostic techniques covered by this program include nucleic acid and protein extraction, gel electrophoresis, PCR, fluorescent in situ hybridization (FISH), NGS, 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.

Program 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 evaluate and implement molecular diagnostic techniques 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 5225		Technical Project Management	3
CLS 5410		Molecular Diagnostics Laboratory I	3
CLS 5420		Molecular Diagnostics Laboratory II	3
CLS 5700		Master's Research Project	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 program, refer to each discipline within this catalog.

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 Coe; 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 (HIPPA); 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 5225 Technical Project Management (3 units)

This course is an in-depth evaluation of selected case studies in the following topic areas (1) Managing the Creative Process in Cross-Functional Global Environment (Exploration), (2) Product Concept Development in a Competitive Market Place (Product Development), (3) Business Analysis and Market Potential (Market Place Intelligence), (4) Getting a Product from the Laboratory to

the Market (Commercialization), (5) Product Technical Support, (6) Protection of intellectual Property Rights (Patents), and (7) Technology Project Funding (Government, Private and Venture Capital). Sustainability is built into each topic. Students will examine and evaluate the technical and business merits of selected cases and will be exposed to presentations from entrepreneurs actually developing businesses based on emerging technologies - 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 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 laboratory survey course intended to build upon the skills acquired in CLS 5410 by exploring diagnostic molecular platforms, instruments, and technologies and laboratory services that are available to the clinical laboratory - 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.

Counseling Psychology (MS, MFT, PCC)

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) and Professional Clinical Counselor (PCC).

Program Learning Outcomes

The student will demonstrate:

1. An ability to effectively apply theories & techniques of counseling and psychotherapy.
2. Competency in diagnosis, assessment, client advocacy, and treatment planning.
3. An understanding of human diversity issues in counseling and the ability to implement interventions with clients from a variety of cultural communities.
4. An understanding of and ability to apply current law and professional ethics and values to specific client situations.
5. Effectiveness and clarity in both written and verbal communication.

Counseling Psychology (MS, MFT, PCC) 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 2 members 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 requires 60 semester units for MFT or PCC concentration, or both and 43 semester units for GM 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. Practicum 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, CP 5217 Law and Ethics, CP 5201 Fundamentals of Clinical Practice: Individual Psychotherapy, CP 5208 Advanced Counseling Techniques: Brief and Strategic Therapies, CP 5237 Psychopathology & Treatment Planning as well as 6 other units of the student's choosing is a prerequisite to taking CP 5294 Practicum Seminar 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 5201		Fundamentals of Clinical Practice: Individual Psychotherapy	3
CP 5205		Advanced Counseling Techniques: Assessment and Treatment of Children	2
CP 5206		Crisis Intervention and Trauma	1
CP 5207*		Advanced Counseling Techniques: Psychodynamic	2
CP 5208		Advanced Counseling Techniques: Brief and Strategic Therapies	3
CP 5209		Advanced Counseling Techniques: Client Advocacy and Collaborative Care	3
CP 5210		Fundamentals of Clinical Practice: Group Psychotherapy	3
CP 5214		Domestic Violence: Assessment, Reporting 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	3
CP 5231		Phases of Human Development	3
CP 5237		Psychopathology and Treatment Planning	3
CP 5995**		GMPP Seminar (2 semesters)	6
Total MS in Counseling Psychology			**43 units**

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

**Prerequisite: 17 units including CP 5217 Professional Law and Ethics, CP 5201 Fundamentals of Clinical Practice: Individual Psychotherapy, CP 5208 Advanced Counseling Techniques: Brief and Strategic Therapies, CP 5237 Psychopathology and Treatment Planning.

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

CP 5201		Fundamentals of Clinical Practice: Individual Psychotherapy	3
CP 5205		Advanced Counseling Techniques: Assessment and Treatment of Children	2
CP 5206		Crisis Intervention and Trauma	1
CP 5207*		Advanced Counseling Techniques: Psychodynamic	2
CP 5208		Advanced Counseling Techniques: Brief and Strategic Therapies	3

CP 5209		Advanced Counseling Techniques: Client Advocacy and Collaborative Care	3
CP 5210		Fundamentals of Clinical Practice: Group Psychotherapy	3
CP 5214		Domestic Violence: Assessment, Reporting 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 5220		Career Counseling	3
CP 5221		Psychological Assessment	3
CP 5222		Research in Human Systems and Treatment Outcomes	3
CP 5224		Psychopharmacology	3
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**		Practicum Seminar (3 semesters)	9
Total MFT in Counseling Psychology with concentration			**60 units**

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

**Prerequisite: 17 units including CP 5217 Professional Law and Ethics, CP 5201 Fundamentals of Clinical Practice: Individual Psychotherapy, CP 5208 Advanced Counseling Techniques: Brief and Strategic Therapies, CP 5237 Psychopathology and Treatment Planning.

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 and Professional Clinical Counselor, 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 and Professional Clinical Counselor is designed to meet the requirements of the Business and Professions Code Section 4980.36 and the California Business and Professions Code Section 4999.32 and 4999.33. The areas of professional competence required of all students include:

- Effectiveness and clarity in written communication according to graduate and clinical writing standards.
- Effectiveness and clarity in verbal communication according to professional and ethical standards.

- Skill in assessment and problem definition.
- Ability to write a Treatment Plan that effectively aligns with a given diagnosis and utilizes an appropriate, and in some cases, evidence based Theoretical Orientation and Model of treatment.
- Ability to write and clearly document the course of treatment and the clinical decisions made in all phases of treatment.
- Understanding of human diversity issues in counseling and the ability to apply culturally congruent interventions.
- Understanding of and ability to apply current law and professional ethics and values to specific client situations.
- Understanding of appropriate professional and community resources and the process of referral; effective implementation of client advocacy and collaborative care skills in consultation with various systems of care.
- Ability to effectively apply theory and techniques of counseling and psychotherapy to the needs of psychotherapy clients.
- Critical thinking and clinical analytic skills that extend beyond the concrete specifics of a Case Study.
- Ability to self-reflect upon strengths and weaknesses of a particular course of treatment and self-assess clinical ability according to the chosen theoretical framework.

Declaration of Concentration and Mid-Program Performance Reviews

The Counseling Psychology department has three concentrations; Master's of Science (MS) in Counseling Psychology and the MS in Counseling Psychology with a concentration in Marriage and Family Therapy, and MS in Counseling Psychology with a concentration in Licensed Professional Clinical Counselor. Students must declare their area of concentration after completing 12 units. Students cannot register for any additional courses until they have been approved for their declared concentration.

Formal evaluations are conducted at two mid points in a student's program. First, on an academic level after completing 24 units and second, on a clinical level after completing the first semester of practicum or volunteer work experience. In addition, each student in a Practicum or GM Seminar will receive individual feedback each semester from the seminar instructor and site supervisor(s).

MFT and PCC Concentration and Practicum

A minimum of 500 hours of practicum is required for the MFT Concentration and PCC Concentration. Students work in governmental agencies, schools or colleges, non-profit and charitable corporations, or licensed health facilities. On-site licensed professionals closely supervise all students during their MFT and/or PCC Practicum experience. In addition, faculty members serve as fieldwork-consultants teaching Practicum Seminars, which are limited to a maximum of eight students.

General Master's Concentration & Volunteer Placement

On-site professionals closely supervise all students during their volunteer placements. A minimum of 280 hours of volunteering is required for General Master's Concentration. In addition, students participate in a General Master's Proficiency Project seminar composed of a maximum of eight students.

Psychotherapy Requirements

The Department of Counseling Psychology requires that all students in the MFT/PCC 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.

Students in the General Master's concentration are not required to complete 45 hours of personal psychotherapy. If a General Master's student chooses to participate in personal psychotherapy during his/her time in the program s/he may count those hours towards his/her required 280 Fieldwork volunteer hours.

Counseling Psychology (MS, MFT, PCC) Course Descriptions

CP 5201 Fundamentals of Clinical Practice: Individual Psychotherapy (3 units)

An introduction to the practice of individual psychotherapy. Topics covered include: professional identity and role development, accomplishing the tasks of psychotherapy, cultural identities and diversity, factors that enhance the therapeutic alliance, ways to address therapeutic obstacles, clinical documentation, attachment and neuroscience, and evidence- based practice. Psychodynamic, cognitive-behavior therapy (CBT), and humanistic theoretical perspectives are presented along with practice in skills developed in each perspective.

Students not enrolled in the Counseling Psychology program must have recommendations from current professors and apply to the Department Chair who in consultation with instructor may provide approval.

CP 5210 Fundamentals of Clinical Practice: Group Psychotherapy (3 units)

Theoretical and practical approaches to working with groups are discussed and practiced. 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. Recovery oriented applications are made to psychotherapy groups, support groups, organizational development, schools, managed care, in-patient hospitalization, community mental health, and social services. Group structure is assessed for self-help groups, task groups, and time limited groups. Acquiring present-centered skills promotes a balance of structure and process that facilitates insight, compassion, integrity, and flexibility. The course content is relevant for both the beginner and experienced student and group leader. This course is restricted to students In the Counseling Psychology Graduate Program.

CP 5205 Advanced Counseling Techniques: Assessment and treatment of Children (2 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 5206 Crisis Intervention and Trauma (1 unit)

This course provides an overview of crisis management and treatment of trauma. Students will learn current strategies for working with individuals and families affected by crisis and traumatic events. Interventions will be taught to reduce the consequences of trauma utilizing clients' resilience. This course is restricted to students In the Counseling Psychology Graduate Program.

CP 5207 Advanced Counseling Techniques: Psychodynamic (2 units)

Explores traditional and recent developments in psychodynamic theory and technique, including Ego Psychology, Object Relations, Self-Psychology, Control Mastery, Intersubjective, and Relational theories. Students develop the ability to think psychodynamically, work with transference and countertransference 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 Graduate 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 is applied within managed care organizations, communities, and clinical settings. Contemporary models include evidence-based, Solution-Focused, Narrative, and I.D.E. approaches applied to consumers and their families, diverse cultural and socioeconomic groups, and HMO's to promote resilience, health, and healthy functioning. Issues addressed include behavioral addiction, co-occurring mental health and substance abuse disorders, personality disorders, psycho sexual dysfunction, and other DSM 5 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 Graduate 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, Reporting and Treatment (1 unit)

The study of spousal or partner abuse assessment, detection, and intervention strategies, including knowledge of community resources, cultural and human diversity factors, and same gender abuse dynamics. Specific interventions and assessment strategies will be presented. 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 including available community resources. 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 Graduate 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 recommendations from current professors and apply to the Department Chair who in consultation with instructor may provide approval.

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 and mental health will be included in this course. Topics include: human diversity as it relates to socio-economic, social stress and society, culture, ethnicity, age and development, gender and sexuality, spirituality, DSM diagnoses, and other cultural mores, competencies, sensitivities, values and linguistic differences. 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. (The following questions will be addressed: What stereotypes, perceptions, and beliefs are held about culturally different groups? What influence does this have on how you relate to others? What are the worldviews you may bring to the clinical encounter and to your role as a professional counselor? Without such an awareness and understanding, psychotherapists may inadvertently assume that everyone shares their worldview. When this happens, clinicians may become guilty of cultural oppression, imposing values on their culturally different clients.) This course is restricted to students In the Counseling Psychology Graduate Program.

CP 5220 Career Counseling (3 units)

Utilizing current theories and models for career development, assessment and guidance for career transitions across the lifespan is applied to diverse populations and settings. Written and digital information resources will target career issues such as job seeking skills, interviewing practices, job maintenance, strategic planning, retirement, severance choices, secondary education, and the work/life balance. Educational degrees, professional licensing, and certification issues are covered along with decision-making and goal setting strategies. Individuals will gain clarity about their own career choices as well as learn counseling skills to help clients determine a meaningful career path. This course is only open to students in the Counseling Psychology Program.

CP 5221 Psychological Assessment (3 units)

This course introduces students to a conceptual and practical understanding of psychological assessment via the clinical interview and use of psychometric measurements and instruments. Assessment via the clinical interview includes assessment of mental status, risks/crises, anxiety management, cognitive impairment, affect, defensive structure, DSM-5 diagnosis and prognosis and report writing. This course provides pragmatic clinical skills to conduct a clinical interview, assessment and diagnosis. An overview of projective and objective psychometric instruments, assessment techniques and styles will be provided. Students will be introduced to over 75 psychological assessment tools and measurements. Additionally, students learn how to write initial psychological reports. Exploration of issues of human diversity and mental health will be included in this course. This course is restricted to students In the Counseling Psychology Graduate Program.

CP 5222 Research in Human Systems and Treatment Outcome (3 units)

This course will survey the philosophical, epistemological and methodological components necessary to conduct research and articulate treatment outcomes within the field of Counseling Psychology. Qualitative and quantitative research designs will be covered along with their methods of data analysis and concomitant ethical guidelines. Students will utilize the library databases to examine current research and formulate a research design. The Publication Manual of the American Psychological Association (6th ed.) will be utilized as a guideline for communicating research findings. Students not enrolled in the Counseling Psychology program must have recommendations from current professors and apply to the Department Chair who in consultation with instructor may provide approval.

CP 5224 Psychopharmacology (3 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 diagnostic categories.
The following classes of medications are studied: anti-depressants; anti-anxiety; mood stabilizers; anti-psychotics; opioid analgesics; cognition enhancing; consciousness altering; herbal and alternative. Neurobiological mechanisms of mental disorders and behavioral addiction are reviewed in terms of current research. There is also an extensive explanation of the process of sleep and sleep disorders.

Interaction of psychopharmacological and psychotherapeutic interventions is discussed, including medication response and side effects, how to talk with clients and referral to psychiatrists. Case examples from clinical practice will be presented, discussed and evaluated from a psychopharmacological perspective. This course is restricted to students In the Counseling Psychology Graduate 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 recommendations from current professors and apply to the

Department Chair who in consultation with instructor may provide approval.

CP 5237 Psychopathology and Treatment Planning (3 units)

An introduction to the use of diagnosis in assessment and treatment. Topics include: concepts of health and psychopathology, history of the Diagnostic and Statistical Manual of Mental Disorders (DSM), appropriate use of diagnosis, cultural and cross-cultural factors involved in diagnosis, and developing a treatment plan based on diagnosis. The DSM-5 is the primary text, and all diagnostic categories are covered in the course. First-person memoir, film depictions, and case vignettes supplement the primary text. This course is restricted to students In the Counseling Psychology Graduate 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)

Systems concepts and terminology will be presented. Various theories and their applications (especially Bowenian) with diverse socio-economic populations and cultures will be discussed. Topics will include: families as systems, the family life cycle, how to understand family dynamics clinically, challenges faced when working with families, genograms, traditional and non-traditional approaches to working with families (both evidenced-based and beyond), family assessments, family consultations, blended families, parenting and step-parenting issues, LGBTQ families, socially and economically disadvantaged families, divorcing families, resilience in families.

Students will explore theory-based treatment planning formats used in response to family vignettes. Students will view and assess family dynamics in operation from popular media as well as professional videos with expert family practitioners. Students will practice recognized family therapy techniques via role plays. Students will generate their own personal genograms (first and second order), will present on diverse family issues (as reflected in the California/San Francisco Bay area population) and will create relationally-oriented diagnostic criteria for both challenging and strengthening families. This course is restricted to students In the Counseling Psychology Graduate Program.

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

Multiple theories (traditional and non-traditional) and their application to partnered and married clients from a variety of diverse cultural and socio-economic populations will be presented. Topics will include: couple diversity (including LGBTQ), current research on couples, communication patterns and myths, the effects of stress/trauma on couples, stages of development in securing a couple identity, building successful partnerships, the de-escalation of conflict cycles (including drug and alcohol-induced), differentiation processes, attachment theory and its integration with systems theory, acceptance and change strategies during clinical interventions, and the neurobiology of couple relationships. EFCT, the Gottman Method, and the Developmental Approach to working with couples will be emphasized. Students will formulate theory-based treatment plans in response to specific couple vignettes and will practice couple therapy techniques during role plays. Students will critique clinical cases as presented by a variety of expert couple therapists, will determine a viable approach to use when working with a couple in popular media, and will develop a modified Couple Therapy Handbook as a resource for future practice. This course is restricted to students In the Counseling Psychology Graduate Program.

CP 5294 Practicum Seminar (3 semesters) (9 units total)

Three Seminars are required for the MFT/PCC concentration (a total of 09 units). Practicum Seminars focus on the application, development, and refinement of assessment, counseling, consultation, case management, and client centered advocacy skills in approved practicum sites. Seminars include the applied use of evidence-based treatments in 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 professional presence. Students will develop written case studies that include assessment with a mini-mental status exam, family history, previous treatment history, medical history, case conceptualization, differential diagnosis, treatment planning, summary documenting the course of treatment, legal and ethical issues, human diversity issues, outcome report, prognosis, and community referrals. Supervision is provided by the on-site supervisor, and the Practicum Seminar provides group consultation and liaison between the University and the on-site supervisor. Students are required to locate their own practicum placements by consultation

with the Practicum Director, use of the Practicum Database maintained by the Department of Counseling Psychology, attendance at the Practicum Information Meetings and at the Fieldwork Fair held each year. This course is restricted to students In the Counseling Psychology Graduate Program.

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

The General Master's Proficiency Project (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 during the semester of planned graduation. This course is restricted to students In the Counseling Psychology Graduate 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.

Creative Writing (MFA)

The Master of Fine Arts in Creative Writing is a low-residency program that offers students individualized instruction in Poetry, Fiction, and Creative Nonfiction. For approximately three weeks out of the year, students gather on campus for intensive workshops, readings, lectures, and one-on-one sessions with their mentor with whom they develop a learning plan for the following semester. During the semesters, students are guided by their mentors, exchanging papers and manuscripts via snail-mail or email, and conversing via phone or video call. The low-residency format allows optimum flexibility for students who have family and/or career responsibilities or who cannot relocate in order to pursue a graduate degree. While individualized mentorships ensure that students receive maximum support for their unique projects, on campus residencies foster much-needed supportive writing communities.

Students with an interest in Health Humanities may choose to follow a Narrative/Poetic Medicine track to delve into the concept of Writing for Renewal. We welcome students from all sides of the illness experience—from patients to practitioners to healthcare advocates—anyone who is called to bear witness through the written word. Students may write within any of the three genres we offer or, with the permission of the program director, produce a cross-genre thesis. We offer a focused degree program that can complement a career in healthcare, deepen self-awareness, and foster a community of like-minded poets and writers for whom literature is a powerful medicine.

Program Learning Outcomes

The student will demonstrate:

1. Comprehensive knowledge of published works in their field and how their own work contributes to that body of literature.
2. Skillful writing in their chosen genre.
3. An acquired discipline for maintaining a lifelong writing practice.
4. And create a substantial work of high literary merit.

Creative Writing (MFA) Requirements

For details on Admission Requirements, see the **Graduate Study** section of this catalog.

Program Description

The 37-unit low-residency MFA begins and ends in the Summer, extending over the course of two years and consisting of four mentorship semesters and five residencies. Students complete a book-length MFA Thesis in their chosen genre(s). At-a-glance program design is pictured in the table below:

Residencies			13
CRWR 5001-5005		Residencies 1-5	
Mentorships			24
CRWR 5101-5104		Mentorship 1-4: Poetry	
CRWR 5151-5154		Mentorship 1-4: Poetry: Narrative Medicine	
CRWR 5201-5204		Mentorship 1-4: Fiction	
CRWR 5251-5254		Mentorship 1-4: Fiction: Narrative Medicine	

CRWR 5301-5304		Mentorship 1-4: Creative Nonfiction	
or CRWR 5351-5354		Mentorship 1-4: Creative Nonfiction: Narrative Medicine	
Total Creative Writing (MFA)			**37 units**

Special Students and Auditors

This distance-learning program does not allow for auditing or admission of non-degree seeking students.

Transfer of Credit

Dominican University graduates of the Master of Arts in Humanities who are admitted to the MFA program may transfer in no more nor less than 9 units of graduate coursework, consisting of one Literature Seminar (3 units) and two Creative Writing Workshops (6 units). Those students will start the MFA during the Winter Residency session. No other transfer credit is permitted.

Selection of Genre

While students typically work in a single genre, some cross-genre study will be permitted for those intending to produce a hybrid MFA Thesis. Students must seek permission from the MFA Director.

Narrative/Poetic Medicine Track

Students pursuing the Narrative/Poetic Medicine track register for mentorships in their chosen genre (Poetry, Fiction, Creative Nonfiction). During the Residencies, however, students take cross-genre workshops designed to create dialog around themes and issues connected to Narrative/Poetic Medicine.

MFA Thesis

The MFA Thesis is a book-length manuscript of poetry, fiction, or creative nonfiction. Poetry manuscripts are typically 48-64 pages in length; prose and cross-genre manuscripts 125 pages or more. Under special circumstances and with permission of the program director, students may opt to write a hybrid or cross-genre MFA Thesis. Students submit their thesis to the Program Coordinator and to Dominican Scholar during Thesis Residency 5.

Creative Writing (MFA) Course Descriptions

CRWR 5001 Residency 1 (3 units)

Workshops, lectures, panel discussions, and readings broaden and deepen each student's knowledge of diverse artistic sensibilities. Scheduled activities address the craft of writing as well as larger issues related to a writer's vocation. Students form a literary community who will sharpen their skills with peer review, encouragement, and criticism. Invited guests educate students about publishing and editing. Students work with their mentors to prepare the curriculum and goals for the upcoming semester.

CRWR 5002 Residency 2 (3 units)

Workshops, lectures, panel discussions, and readings broaden and deepen each student's knowledge of diverse artistic sensibilities. Scheduled activities address the craft of writing as well as larger issues related to a writer's vocation. Students form a literary community who will sharpen their skills with peer review, encouragement, and criticism. Invited guests educate students about publishing and editing. Students work with their mentors to prepare the curriculum and goals for the upcoming semester.

CRWR 5003 Residency 3 (3 units)

Workshops, lectures, panel discussions, and readings broaden and deepen each student's knowledge of diverse artistic sensibilities. Scheduled activities address the craft of writing as well as larger issues related to a writer's vocation. Students form a literary community who will sharpen their skills with peer review, encouragement, and criticism. Invited guests educate students

about publishing and editing. Students work with their mentors to prepare the curriculum and goals for the upcoming semester.

CRWR 5004 Residency 4 (3 units)

Workshops, lectures, panel discussions, and readings broaden and deepen each student's knowledge of diverse artistic sensibilities. Scheduled activities address the craft of writing as well as larger issues related to a writer's vocation. Students form a literary community who will sharpen their skills with peer review, encouragement, and criticism. Invited guests educate students about publishing and editing. Students work with their mentors to prepare the curriculum and goals for the upcoming semester.

CRWR 5005 Thesis Residency (3 units)

In this final residency students lead a writing workshop, give a lecture, and read their work to the public. Students attend scheduled activities. Students work with their mentors to develop a post-graduate writing and publishing plan.

CRWR 5101 Mentorship 1: Poetry (6 units)

Mentorship 1 places American poetry of the 21st century in its historical context in order to inform the students' stylistic and aesthetic choices for his or her poetry. Students are expected to become familiar with the American poetry movements since 1914. Students will read selected poems along with essays that discuss the craft of poetry. Regular writing exercises that arise from the readings are aimed towards generating new poems for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5102 Mentorship 2: Poetry (6 units)

Mentorship 2 continues the study of poetry from a more historical perspective. Students are expected to become familiar with the English roots of the poetic tradition. Students will read selected poems along with essays that discuss the craft of poetry. Regular writing exercises that arise from the readings are aimed towards generating new poems for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5103 Mentorship 3: Poetry (6 units)

Mentorship 3 focuses on developing the student's unique aesthetic in craft and voice. Readings are selected to reflect and enhance the student's work. Regular writing exercises that arise from the readings are aimed towards generating new poems for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5104 Mentorship 4: Poetry (6 units)

Mentorship 4 focuses on revision and the assembling of the student's poetry into a cohesive manuscript. Every four weeks students will submit the manuscript to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5151 Mentorship 1: PO: Narrative/Poetic Medicine (6 units)

Mentorship 1 focuses on the literature of Narrative/Poetic Medicine to give the students a context for their creative writing. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5152 Mentorship 2: PO: Narrative/Poetic Medicine (6 units)

Mentorship 2 continues the study of Narrative/Poetic Medicine. Students will decide upon their chosen genre and read selected works along with essays that discuss literary craft. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5153 Mentorship 3: PO: Narrative/Poetic Medicine (6 units)

Mentorship 3 focuses on developing the student's unique aesthetic in craft and voice. Readings are selected to reflect and enhance the student's work. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5154 Mentorship 4: PO: Narrative/Poetic Medicine (6 units)

Mentorship 4 focuses on revision and the assembling of the student's writing into a cohesive manuscript that may be a collection of poetry, essays, a memoir, or a hybrid genre. Every four weeks students will submit the manuscript to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5201 Mentorship 1: Fiction (6 units)

Mentorship 1 places American fiction writing of the 21st century in its historical context in order to inform the students' stylistic and aesthetic choices for his or her work. Students are expected to become familiar with the history of American creative prose literature. Students will read selected works along with essays that discuss the craft of fiction. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5202 Mentorship 2: Fiction (6 units)

Mentorship 2 continues the study of fiction from a more historical perspective. Students are expected to become familiar with the English roots of fiction. Students will read selected works along with essays that discuss the craft of fiction. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5203 Mentorship 3: Fiction (6 units)

Mentorship 3 continues the study of fiction from a more historical perspective. Students are expected to become familiar with the English roots of fiction. Students will read selected works along with essays that discuss the craft of fiction. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/workshops with their peers.

CRWR 5204 Mentorship 4: Fiction (6 units)

Mentorship 4 focuses on revision and the assembling of the student's fiction into a cohesive manuscript that may be a collection of stories, a novel, or a hybrid genre. Every four weeks students will submit the manuscript to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5251 Mentorship 1: FI: Narrative/Poetic Medicine (6 units)

Mentorship 1 focuses on the literature of Narrative/Poetic Medicine to give the students a context for their creative writing. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5252 Mentorship 2: FI: Narrative/Poetic Medicine (6 units)

Mentorship 2 continues the study of Narrative/Poetic Medicine. Students will decide upon their chosen genre and read selected works along with essays that discuss literary craft. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5253 Mentorship 3: FI: Narrative/Poetic Medicine (6 units)

Mentorship 3 focuses on developing the student's unique aesthetic in craft and voice. Readings are selected to reflect and enhance the student's work. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5254 Mentorship 4: FI: Narrative/Poetic Medicine (6 units)

Mentorship 4 focuses on revision and the assembling of the student's writing into a cohesive manuscript that may be a collection of

poetry, essays, a memoir, or a hybrid genre. Every four weeks students will submit the manuscript to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5301 Mentorship 1: Creative Nonfiction (6 units)

Mentorship 1 places American creative nonfiction of the 21st century in its historical context in order to inform the students' stylistic and aesthetic choices for his or her work. Students are expected to become familiar with the history of the American essay. Students will read selected works along with essays that discuss the craft of prose writing. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5302 Mentorship 2: Creative Nonfiction (6 units)

Mentorship 2 continues the study of creative nonfiction from a more historical perspective. Students are expected to become familiar with the origins of the essay. Students will read selected works along with essays that discuss the craft of rhetoric. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5303 Mentorship 3: Creative Nonfiction (6 units)

Mentorship 3 focuses on developing the student's unique aesthetic in craft and voice. Readings are selected to reflect and enhance the student's work. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5304 Mentorship 4: Creative Nonfiction (6 units)

Mentorship 3 focuses on developing the student's unique aesthetic in craft and voice. Readings are selected to reflect and enhance the student's work. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5351 Mentorship 1: CN: Narrative/Poetic Medicine (6 units)

Mentorship 1 focuses on the literature of Narrative/Poetic Medicine to give the students a context for their creative writing. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5352 Mentorship 2: CN: Narrative/Poetic Medicine (6 units)

Mentorship 2 continues the study of Narrative/Poetic Medicine. Students will decide upon their chosen genre and read selected works along with essays that discuss literary craft. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5353 Mentorship 3: CN: Narrative/Poetic Medicine (6 units)

Mentorship 3 focuses on developing the student's unique aesthetic in craft and voice. Readings are selected to reflect and enhance the student's work. Regular writing exercises that arise from the readings are aimed towards generating new works for the end-of-semester portfolio. Every four weeks students will submit original creative writing to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

CRWR 5354 Mentorship 4: CN: Narrative/Poetic Medicine (6 units)

Mentorship 4 focuses on revision and the assembling of the student's writing into a cohesive manuscript that may be a collection of poetry, essays, a memoir, or a hybrid genre. Every four weeks students will submit the manuscript to the mentor for feedback. Students will also engage in monthly online discussion/ workshops with their peers.

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 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 of this catalog 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.

Master of Science in Education Degree plus Teacher Preparation Program Learning Outcomes

Dominican's Department of Education faculty designed seven Program 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 PLOs 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 Early Childhood Special Education added authorization (San Rafael only)

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-6, 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 Admission to 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, ACT examination, SAT examination, AP examination, 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 in 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 (50 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**

Supervised Fieldwork:			
EDUC 5160/5560		Elementary Supervised Teaching	10
EDUC 5180/5580		Elementary Preparation for Student Teaching	3
EDUC 5185/5585		Elementary Supervised Teaching Seminar	2
EDUC 5195/5595		Elementary Teaching Performance Assessment	1
Total Supervised Fieldwork			**16 units**

Master of Science in Education Core Courses:			
EDUC 5905		Approaches to Educational Research	3
EDUC 5915		Applied Educational Research	3
EDUC 5925		Leadership in Education	3
Total for Master of Science in Education Core Courses			**9 units**

Master of Science in Education Elective Courses (Select two required 3 unit courses below):			
EDUC 5930		Current Trends: Policy and Change	3
EDUC 5931		Current Trends: Child & Adolescent Development	3
EDUC 5932		Current Trends: Research for Social Justice	3
EDUC 5933		Current Trends: Special Education	3
Total for Master of Science in Education Elective Courses			**6 units**

Master of Science in Education Degree plus Preliminary Multiple Subject Teacher Preparation Program (50 units)
Internship Option

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

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

Supervised Fieldwork:			
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 Student Teaching	3
EDUC 5185/5585		Elementary Supervised Teaching Seminar	2
EDUC 5195/5595		Elementary Teaching Performance Assessment	1
Total Supervised Fieldwork			**16 units**

Master of Science in Education Core Courses:			
EDUC 5905		Approaches to Educational Research	3
EDUC 5915		Applied Educational Research	3
EDUC 5925		Leadership in Education	3
Total for Master of Science in Education Core Courses			**9 units**

Master of Science in Education Elective Courses (Select two required 3 unit courses below):			
EDUC 5930		Current Trends: Policy and Change	3
EDUC 5931		Current Trends: Child & Adolescent Development	3
EDUC 5932		Current Trends: Research for Social Justice	3
EDUC 5933		Current Trends: Special Education	3
Total for Master of Science in Education Elective Courses			**6 units**

Master of Science in Education Degree plus Preliminary Single Subject Teacher Preparation Program (50 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 5252/5652		Using Technology in Classrooms	1
Total Core Courses			**10 units**

Pedagogy and Reflective Practice:			
EDUC 5245/5645		Pedagogical Preparation I	3
EDUC 5255/5655		Pedagogical Preparation II	3
EDUC 5265/5665		Literacy Across the Curriculum	3
EDUC 5275		Pedagogical Preparation III **(ELECTIVE)**	(3)
Total Pedagogy and Reflective Practice			**9 units**

Supervised Fieldwork:			
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			**16 units**

Master of Science in Education Core Courses:			
EDUC 5905		Approaches to Educational Research	3
EDUC 5915		Applied Educational Research	3
EDUC 5925		Leadership in Education	3
Total for Master of Science in Education Core Courses			**9 units**

Master of Science in Education Elective Courses (Select two required 3 unit courses below):			
EDUC 5930		Current Trends: Policy and Change	3
EDUC 5931		Current Trends: Child & Adolescent Development	3
EDUC 5932		Current Trends: Research for Social Justice	3
EDUC 5933		Current Trends: Special Education	3
Total for Master of Science in Education Elective Courses			**6 units**

Master of Science in Education Degree plus Preliminary Single Subject Teacher Preparation Program (50 units)
Internship Option

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

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

Supervised Fieldwork:			
EDUC 5263/5663		Professional Development Internship Year 1	1-5
EDUC 5273/5673		Professional Development Internship Year 2	1-5
EDUC 5280/5680		Secondary Preparation for Supervised Teaching	3
EDUC 5285/5685		Secondary Supervised Teaching Seminar	2
EDUC 5295/5695		Secondary Teaching Performance Assessment	1
Total Supervised Fieldwork			**16 units**

Master of Science in Education Core Courses:			
EDUC 5905		Approaches to Educational Research	3
EDUC 5915		Applied Educational Research	3
EDUC 5925		Leadership in Education	3
Total for Master of Science in Education Core Courses			**9 units**

Master of Science in Education Elective Courses (Select two required 3 unit courses below):			
EDUC 5930		Current Trends: Policy and Change	3
EDUC 5931		Current Trends: Child & Adolescent Development	3
EDUC 5932		Current Trends: Research for Social Justice	3
EDUC 5933		Current Trends: Special Education	3
Total for Master of Science in Education Elective Courses			**6 units**

Master of Science in Education Degree plus Preliminary Education Specialist: Mild/Moderate Teacher Preparation Program (56 units) Student Teaching Option

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

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

Supervised Fieldwork:			
EDUC 5160/5560		Elementary Supervised Teaching	5
or EDUC 5260/5660		Secondary Supervised Teaching	
EDUC 5180/5580		Elementary Preparation for Student 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			**16 units**

Master of Science in Education Core Courses:			
EDUC 5905		Approaches to Educational Research	3
EDUC 5915		Applied Educational Research	3
EDUC 5925		Leadership in Education	3
Total for Master of Science in Education Core Courses			**9 units**

Master of Science in Education Elective Courses (Select two required 3 unit courses below):			
EDUC 5930		Current Trends: Policy and Change	3
EDUC 5931		Current Trends: Child & Adolescent Development	3
EDUC 5932		Current Trends: Research for Social Justice	3

EDUC 5933		Current Trends: Special Education	3
EDUC 5390		Characteristics of Infants, Toddlers, and Preschoolers with Special Needs	3
EDUC 5391		Assessment and Instruction in Early Childhood Special Education	3
Total for Master of Science in Education Elective Courses			**6 units**

Master of Science in Education plus Preliminary Education Specialist: Mild/Moderate Teacher Preparation Program (56 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	10
or EDUC 5260/5660		Secondary Supervised Teaching	
EDUC 5180/5580		Elementary Preparation for Student 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			**16 units**

Master of Science in Education Core Courses:			
EDUC 5905		Approaches to Educational Research	3
EDUC 5915		Applied Educational Research	3
EDUC 5925		Leadership in Education	3
Total for Master of Science in Education Core Courses			**9 units**

Master of Science in Education Elective Courses (Select two required 3 unit courses below):			
EDUC 5930		Current Trends: Policy and Change	3
EDUC 5931		Current Trends: Child & Adolescent Development	3
EDUC 5932		Current Trends: Research for Social Justice	3
EDUC 5933		Current Trends: Special Education	3
EDUC 5390		Characteristics of Infants, Toddlers, and Preschoolers with Special Needs	3
EDUC 5391		Assessment and Instruction in Early Childhood Special Education	3
Total for Master of Science in Education Elective Courses			**6 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 5905		Approaches to Educational Research	3
EDUC 5915		Applied Educational Research	3
EDUC 5925		Leadership in Education	3
Total for Master of Science in Education Core Courses			**9 units**

Master of Science in Education Elective Courses (Select two required 3 unit courses below):			
EDUC 5930		Current Trends: Policy and Change	3
EDUC 5931		Current Trends: Child & Adolescent Development	3
EDUC 5932		Current Trends: Research for Social Justice	3
EDUC 5933		Current Trends: Special Education	3
EDUC 5390		Characteristics of Infants, Toddlers, and Preschoolers with Special Needs	3
EDUC 5391		Assessment and Instruction in Early Childhood Special Education	3
Total for Master of Science in Education Elective Courses			**6 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 5905		Approaches to Educational Research	3
EDUC 5915		Applied Educational Research	3
EDUC 5925		Leadership in Education	3
Total for Master of Science in Education Core Courses			**9 units**

Master of Science in Education Elective Courses (Select two required 3 unit courses below):			
EDUC 5930		Current Trends: Policy and Change	3
EDUC 5931		Current Trends: Child & Adolescent Development	3
EDUC 5932		Current Trends: Research for Social Justice	3
EDUC 5933		Current Trends: Special Education	3
EDUC 5390		Characteristics of Infants, Toddlers, and Preschoolers with Special Needs	3
EDUC 5391		Assessment and Instruction in Early Childhood Special Education	3
Total for Master of Science in Education Elective Courses			**6 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 Student 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			**17.5 units**

Master of Science in Education Core Courses:			
EDUC 5905		Approaches to Educational Research	3
EDUC 5915		Applied Educational Research	3
EDUC 5925		Leadership in Education	3
Total for Master of Science in Education Core Courses			**9 units**

Master of Science in Education Elective Courses (Select two required 3 unit courses below):			
EDUC 5930		Current Trends: Policy and Change	3
EDUC 5931		Current Trends: Child & Adolescent Development	3
EDUC 5932		Current Trends: Research for Social Justice	3
EDUC 5933		Current Trends: Special Education	3
EDUC 5390		Characteristics of Infants, Toddlers, and Preschoolers with Special Needs	3
EDUC 5391		Assessment and Instruction in Early Childhood Special Education	3
Total for Master of Science in Education Elective Courses			**6 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 Student 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	2
EDUC 5185/5585		Elementary Supervised Teaching Seminar	2
EDUC 5363/5373		Professional Development Internship	8
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 5905		Approaches to Educational Research	3
EDUC 5915		Applied Educational Research	3
EDUC 5925		Leadership in Education	3
Total for Master of Science in Education Core Courses			**9 units**

Master of Science in Education Elective Courses (Select two required 3 unit courses below):			
EDUC 5930		Current Trends: Policy and Change	3
EDUC 5931		Current Trends: Child & Adolescent Development	3
EDUC 5932		Current Trends: Research for Social Justice	3
EDUC 5933		Current Trends: Special Education	3
EDUC 5390		Characteristics of Infants, Toddlers, and Preschoolers with Special Needs	3
EDUC 5391		Assessment and Instruction in Early Childhood Special Education	3
Total for Master of Science in Education Elective Courses			***6 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 5905		Approaches to Educational Research	3
EDUC 5915		Applied Educational Research	3
EDUC 5925		Leadership in Education	3
Total for Master of Science in Education Core Courses			**9 units**

Master of Science in Education Elective Courses (Select two required 3 unit courses below):			
EDUC 5930		Current Trends: Policy and Change	3
EDUC 5931		Current Trends: Child & Adolescent Development	3
EDUC 5932		Current Trends: Research for Social Justice	3
EDUC 5933		Current Trends: Special Education	3
EDUC 5390		Characteristics of Infants, Toddlers, and Preschoolers with Special Needs	3

EDUC 5391		Assessment and Instruction in Early Childhood Special Education	3
Total for Master of Science in Education Elective Courses			**6 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	2
EDUC 5285/5685		Secondary Supervised Teaching Seminar	2
EDUC 5295.2/5695		Teaching Performance Assessment	.5

EDUC 5363/5373		Professional Development Internship	8
EDUC 5385/5586		SPED Supervised Teaching Seminar	2
Total Units			**17.5 units**

Master of Science in Education Core Courses:			
EDUC 5905		Approaches to Educational Research	3
EDUC 5915		Applied Educational Research	3
EDUC 5925		Leadership in Education	3
Total for Master of Science in Education Core Courses			**9 units**

Master of Science in Education Elective Courses (Select two required 3 unit courses below):			
EDUC 5930		Current Trends: Policy and Change	3
EDUC 5931		Current Trends: Child & Adolescent Development	3
EDUC 5932		Current Trends: Research for Social Justice	3
EDUC 5933		Current Trends: Special Education	3
EDUC 5390		Characteristics of Infants, Toddlers, and Preschoolers with Special Needs	3
EDUC 5391		Assessment and Instruction in Early Childhood Special Education	3
Total for Master of Science in Education Elective Courses			**6 units**

Master of Science in Education Degree: Special Education with Early Childhood Special Education Added Authorization (30 units) (San Rafael Only)

Note: This program will launch in **Fall 2017**.

Master of Science in Education Core Courses:			
EDUC 5905		Approaches to Educational Research	3
EDUC 5915		Applied Educational Research	3
EDUC 5925		Leadership in Education	3
Total for Master of Science in Education Core Courses			**9 units**

Required Courses for the Added Authorization:			
EDUC 5930		Current Trends: Policy and Change	3
EDUC 5931		Current Trends: Child & Adolescent Development	3
EDUC 5932		Current Trends: Research for Social Justice	3
Total Units for the Added Authorization			**9 units**

Master of Science in Education Elective Courses (Select four required 3 unit courses below):			
EDUC 5015		Foundations of Special Education	3
EDUC 5302		Program Design and Curriculum Development	3
EDUC 5304		Formal/Information Assessment	3
EDUC 5306		Behavior Intervention and Support	3
EDUC 5309		Advanced Assessment	3
EDUC 5933		Current Trends: Special Education	3
EDUC 5390		Characteristics of Infants, Toddlers, and Preschoolers with Special Needs	3
EDUC 5391		Assessment and Instruction in Early Childhood Special Education	3
Total for Master of Science in Education Elective Courses			**12 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.

Master of Science in Education Core Courses:			
EDUC 5905		Approaches to Educational Research	3
EDUC 5915		Applied Educational Research	3
EDUC 5925		Leadership in Education	3
Total for Master of Science in Education Core Courses			**9 units**

Master of Science in Education Elective Courses (Select two required 3 unit courses below):			
EDUC 5930		Current Trends: Policy and Change	3
EDUC 5931		Current Trends: Child & Adolescent Development	3
EDUC 5932		Current Trends: Research for Social Justice	3
EDUC 5933		Current Trends: Special Education	3
Total for Master of Science in Education Elective Courses			**6 units**

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

Master of Science in Education Core Course Requirements:			
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 for Master of Science in Education Core Courses			**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.

Master of Science in Education Interdisciplinary Emphasis Course Requirements:			
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 for Master of Science in Education Interdisciplinary Emphasis Courses			**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)

This course will provide candidates with the required competencies to assist in identifying and teaching exceptional students and information needed to meet federal and state mandates for identifying and serving children and youth with disabilities in schools. The purpose of this overview course is to familiarize candidates with the characteristics of exceptional persons and teaches candidates to determine how students are evaluated, establishes effective teaching practices, and provides for inclusive, collaborative educational experiences in both special and general education classrooms. Site visits to special and general education classrooms where students are receiving special education services are required.

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 5905 Approaches to Educational Research (3 units)

This course introduces the components and issues related to conducting research in education. Emphasis is placed on: developing skills using qualitative and quantitative research methods; critiquing others' research; designing a research study in a particular area of interest; and preparing and presenting a research proposal (introduction, review of the literature, and methodology). This course is hybrid, with online and face-to-face components.

EDUC 5915 Applied Educational Research (3 units)

Serving as the culminating course for students enrolled in the Master's Degree program in the Department of Education, students are guided through the process of conducting empirical research, analyzing findings, and reporting conclusions based on their review of literature and the results of their data collection. Students submit final theses or action research project for departmental approval. This course is hybrid, with online and face-to-face components. Prerequisite: Approved application for the Institutional Review Board for the Protection of Human Participants (IRBPHP).

EDUC 5925 Leadership in Education (3 units)

This course introduces students to leadership as a process and a product of educational culture. It is designed to help students develop an understanding of what change is possible through leadership and education reform. Students study theories and best practices of leadership in education. They examine ways in which they can assume responsibility as an agent of change within their role as a professional educator. Models of leadership, the change process, and school reform are examined from multiple points of view. Students are expected to reflect on the status quo, through both reflection and critical inquiry. This course is hybrid, with online and face-to-face components.

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 4151/5151/5551 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.

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 students 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 based on *California's Standards for English Language Arts and Literacy*. Includes fieldwork where appropriate Reading instruction is modeled. Fall, Spring semesters SR; Fall UK.

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

This course integrates previous and on-going coursework and prepares candidates for supervised teaching within an elementary school. Candidates observe and participate in a variety of elementary grades, including in classrooms with English learners and students with special needs. Observations focus on engaging and supporting all students and creating and maintaining effective environments for learning.

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 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.

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 4151/5151/5252/5551/5652 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.

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)

Candidates receive 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 Education Specialist 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 5180/5580 Elementary Preparation for Student Teaching (3 units)

This course integrates previous and on-going coursework and prepares candidates for supervised teaching within an elementary school. Candidates observe and participate in a variety of elementary grades, including in classrooms with English learners and students with special needs. Observations focus on engaging and supporting all students and creating and maintaining effective environments for learning.

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 5390 Characteristics of Infants, Toddlers, and Preschoolers with Special Needs (3 units)

This course lays the foundation for understanding the unique needs and challenges faced by infants, toddlers, and preschoolers with special education needs. Candidates will demonstrate knowledge of the characteristics of young children, including children with developmental, physical, cognitive, communication, and socio-emotional delays and disabilities and will examine implications for program planning and service delivery. Fall Intensive, SR.

EDUC 5391 Assessment and Instruction in Early Childhood Special Education (3 units)

This course provides students with an overview of current methods of assessment and instruction in early childhood special education. Focal topics include standardized methods of assessment, observation-based and play-based measures of assessing infants, toddlers and young children. Candidates learn the importance of linking assessments with California Preschool Curricular Frameworks, instructional program planning, embedding strategies into daily routines and activities, and using assistive technology when appropriate.

Also included are related policy issues and implications for current research and practice in ECSE assessment and instruction, including issues pertaining to young children at risk and English learners. Twenty hours of fieldwork are also required. Fall Semester, SR.

EDUC 5392 Seminar in Family and Professional Partnerships and Practices in Early Childhood Special Education (3 units)

This course provides students with an overview of the Family Systems Model and highlights the importance of collaborating with families from a culturally sensitive perspective. Candidates learn respect for the family system within the context of ethnicity, culture, life experience, and other variables of diversity in facilitating optimal growth for both typically and atypically developing young children. The course also explores strategies that enable professionals to more respectfully and sensitively communicate with families in ways that foster collaboration and empowerment. Candidates enroll concurrently in EDUC 5393 Supervised Fieldwork in Early Childhood Special Education, which requires six weeks of structured and supervised fieldwork. Spring Semester, SR.

EDUC 5393 Supervised Fieldwork in Early Childhood Special Education (3 units)

For this culminating fieldwork component, candidates are placed in early childhood special education environments for a minimum of six weeks of structured and supervised fieldwork. Spring Semesters, SR.

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.

ELECTIVE COURSES

EDUC 5275 Pedagogical Preparation III (3 units)

This 3 unit pedagogy course is designed to be taken while obtaining a second single subject credential. The course may be taken during the final semester of supervised teaching, or after the completion of earning a first preliminary credential. Candidates meet with a content coach in the added content area who will provide support in planning and implementation of a UbD plan. Candidates incorporate educational theory with classroom experiences to create a standards-based unit using a variety of instructional strategies. In addition, the candidate, content coach and instructor will 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.

EDUC 5930 Current Trends: Policy and Change (3 units)

This course explores the history of American education through the lens of federal, state, and local politics and policies. Policy development, and its effects on school districts and schools, will be examined, with an emphasis on understanding educational reform, accountability, and funding. The contributions made by policy and school reform initiatives on quality and equity will be considered.

EDUC 5931 Current Trends: Child & Adolescent Development (3 units)

This course will introduce major themes and current issues in child and adolescent development. Specific topics vary by semester and will include issues of both historical relevance and contemporary debate. Topics are drawn from current research and theoretical foundations in social, cognitive, physical, and psychological development with an in-depth study of selected topics. Content includes theory and research on psychological dimensions of children as they participate in various contextual settings. Students will be introduced to the importance of research based knowledge to analyze and investigate these issues, in addition to think critically about information and sources of information as they develop skills in evaluating research.

EDUC 5932 Current Trends: Research for Social Justice (3 units)

In this course, students explore how graduate research projects can promote social justice and drive institutional change for youth and communities marginalized by systems of inequality. Students analyze how teacher leaders successfully advocate for educational equity even as they work within institutions structured by larger socio-cultural, economic, and political forces. This course will have a practical emphasis on designing research projects that are fundamentally grounded in communication and collaboration with the school community, that engage key stakeholders “for real” in the research process, and that build relationships of reciprocity and respect between members of the school community.

EDUC 5933 Current Trends: Special Education (3 units)

This course provides a comprehensive overview of theory, research, practice, and policy and provides a solid research background in special education which includes educational equity for students with exceptionalities from diverse cultural, ethnic, gender and language backgrounds. A variety of research methods are explored, including group experimental, single subject, and qualitative research designs that address current issues in special education. Research studies are evaluated in terms of their methodological strengths and weaknesses in order to determine the role of convergent research evidence used for determining practice and policy. Course is designed so that research can be integrated into related coursework and practice.

Healthcare Leadership (MS) and Healthcare Leadership Concentration (MBA)

The MS in Healthcare Leadership is a graduate business degree that focuses on building leadership skills in the healthcare industry. It is the result of a unique collaborative effort between the Barowsky School of Business and the School of Health & Natural Sciences to prepare students with the competencies, market-driven skills, and experiential learning necessary to lead, innovate, and transform the healthcare industry.

As one of the only campus-based programs of its kind in the Bay Area, the program is able to leverage the vast healthcare partnerships Dominican has curated through its renowned biological sciences, clinical laboratory sciences, nursing, occupational therapy, and physician assistant programs. Designed for working professionals, the courses feature a face-to-face format, small class size, high faculty interaction, and guided career mentoring.

Students will gain hands-on experience not only in functional areas of business such as accounting, finance, marketing, management and global business, but also through state-of-the-art courses in healthcare economics, policies, laws & regulations, healthcare analytics, and healthcare informatics. The program culminates with a global consulting practicum, featuring an international trip focused on project-based learning with healthcare clients.

We also offer students a unique opportunity to earn an MBA with a Concentration in Healthcare Leadership should they choose to do so.

Program Learning Outcomes

Students who complete the program will be able to:

1. Lead in clinical, corporate, public, and not-for-profit sectors.
2. Interpret and use data for sound managerial decision making in the healthcare industry.
3. Formulate innovative strategies to promote outstanding healthcare business solutions.
4. Improve the financial health of their organizations.

Healthcare Leadership (MS) Requirements

- Successful completion of 31 units of the program that consists of 19 units of graduate business courses and 12 units of graduate healthcare courses.
- Included in the core business courses is a 4-unit Global Consulting Practicum during which students will research the strategic needs and concerns of an international organization and then present consulting recommendations in person during a 10-day in-country visit.

MBA 5401		Accounting for Decision Making	3
MBA 5402		Marketing Management for Value Creation	3
MBA 5404		Strategic Leadership for Organizational Performance	3
MBA 5405		Global Business Environment	3
MBA 5406		Managerial Finance	3

MBA 5410		Global Consulting Practicum	4
Total Business Requirements:			***19 units***
HLTH 5000		Healthcare Economics: Markets and Delivery Systems	3
HLTH 5001		Healthcare Policies, Laws, and Regulations	3
HLTH 5002		Healthcare Analytics and Continuous Quality Improvement	3
HLTH 5003		Innovation and Informatics in Healthcare	3
Total Healthcare Requirements:			***12 units***
Total Healthcare Leadership (MS)			**31 units**

Healthcare Leadership Concentration (MBA) Option Requirements

Students may earn an MBA with a Concentration in Healthcare Leadership by completing the following 9 additional units in addition to the MS degree program requirements, totaling 40 units for the MBA degree.

MBA 5400		Organizational Behavior and Executive Communications	3
MBA 5403		Global Supply Chain and Sustainable Operations	3
MBA 5480		Capstone	3
Total Healthcare Leadership Concentration (MBA) Option			**40 units**

Students may choose to enter the MBA directly or through the MS program. Students earn either an MS or an MBA, not both.

Healthcare Leadership (MS) and Healthcare Leadership Concentration (MBA) Course Descriptions

HLTH 5000 Healthcare Economics: Markets and Delivery Systems (3 units)

Covers applying the tools of economic analysis to the problems of healthcare finance and delivery. It provides a comprehensive review of the American healthcare systems and their counter parts in other countries. This course will review and critically examine the available economic tools, and their strengths and weaknesses in examining health care systems and their delivery in the US and internationally. Cross national perspectives will be compared and analyzed.

HLTH 5001 Healthcare Policies, Laws, and Regulations (3 units)

Introduces the legal foundations of healthcare delivery in America. The course covers a broad range of legal issues in health care including autonomy, privacy, liberty and proprietary interests. Topics include laws related to physical and biological interventions to control infectious diseases, regulation of medical services, medical professionals and standards of care. Students will assess current healthcare policies and legislation, case laws and statutory laws, and governmental regulations applicable to the healthcare industry in the US and internationally.

HLTH 5002 Healthcare Analytics and Continuous Quality Improvement (3 units)

Covers fundamentals of healthcare analytics and strategies to drive change and improvement through data driven improvements in healthcare. In the healthcare industry, using and leveraging analytics through continuous quality improvement activities improves healthcare data accuracy, patient care, and financial performance. It provides the framework for prescriptive analytics that are available at the point of care to improve patient specific outcomes based upon population outcomes. This course will demonstrate the application of CQI and its achievement of improved quality of care while lowering costs and enhancing clinician and patient satisfaction.

HLTH 5003 Innovation and Informatics in Healthcare (3 units)

Discusses leadership in healthcare innovations and the key drivers for transforming healthcare delivery through the creation and integration of healthcare informatics. This course provides an in-depth investigation of the applications of technology, and the essential elements and current trends in the delivery of patient-centered care demonstrating the refinement of care through applications of health informatics and health information management.

MBA 5400 Organizational Behavior and Executive Communications (3 units) – For MBA Only

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 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) – For MBA Only

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) 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)

Focuses on theory and practice of financial decision-making. This course builds on the elements of corporate finance, investments and financing policies of the firm to provide students with the related decision-making abilities. Main topics include time value of money, financial statement analysis, financial indicators of corporate performance, securities valuation, capital project evaluation and capital budgeting, risk-return analysis, cost of capital and practical issues and policy decisions that financial managers face . Emphasis will be placed on the valuation of the firm and the impact of corporate decisions on firm value.

MBA 5410 Global Consulting Practicum (4 units)

The Global Consulting Practicum is the final course of the program. Student teams serve as consultants to overseas firms and perform global business projects for healthcare 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 program. Following the completion of the MBA 5410, 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.

MBA 5480 Capstone (3 units) – For MBA Only

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. This course focuses on business unit and corporate strategy. It explores the macro environment, and industry and competitor environments, and equips managers with frameworks and tools to help them analyze complex business situations and create strategic decisions and outcomes that optimize organizational performance. Topics covered include competitive advantage, competitive strategies, diversification, outsourcing, strategic alliances, and acquisitions. Students work individually and in teams to engage in strategy formulation, implementation and evaluation using business simulations, projects, and cases.

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.

Early Start of Humanities (MA)

Qualified undergraduate students who intend to obtain a Master's degree in Humanities at Dominican can take up to 12 units of graduate Humanities seminars while still undergraduates.

Participation in the program can save on graduate tuition and accelerate the time needed to complete the Master's degree. Students interested in the program should consult their advisor early in their undergraduate study as they will need to maintain a high GPA and will need to plan their undergraduate courses carefully in order to have time in their late Junior and Senior years to take graduate courses.

Students interested in an accelerated program leading to both a BA and MA in Humanities should contact the director of the Graduate Humanities program.

Program 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.

Humanities (MA) Requirements

For details on Admission Requirements, see the **Graduate Study** section of 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 34-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
HUM 5002/5003/5004		Culminating Project and Culminating Workshops	3
Total Humanities (MA) Project Track			**30 units**

Non-Project Track

HUM 5000		Professional Seminar: Humanities and the Contemporary World	3
HUM 5001		Core Integrative Seminar	3
HUM 5XXX		Graduate Seminars*	27
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.

Flex Unit Options

		*Except for the Creative Writing track, 9 of the required units within the 30- or 33-unit programs may come from the following:	
		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)	

Applied Music Track

HUM 5000		Professional Seminar: Humanities and the Contemporary World	3
HUM 5001		Core Integrative Seminar	3
HUM 5XXX		Graduate Seminars	9
		Music Seminars	6
		Applied Music	12

		Culminating Project (recital)	1
Total Humanities (MA) Applied Music Track			**34 units**

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 19 (34-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 34-unit project track, 1 of the 19 units required for the emphasis is 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 6 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 6 units of graduate coursework may be accepted from an accredited college or university and applied to the coursework for the MA in Humanities. These 6 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 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 5112 City & Culture: London (3 units)

This seminar offers a detailed study of the history and art of this important global city from its ancient Roman origins to the present. Students will have the opportunity to consider the various eras in the history of London not only as representative of the unique position of this city but also as excellent examples of urban growth, development, and the challenges of today’s global world.

HUM 5119 Art Crime (3 units)

Art crime is one of the largest criminal enterprises worldwide. It takes a variety of forms: art theft, antiquities looting, vandalism, forgery and deception. This course discusses the varieties of art crime and the motivations for these criminal activities. The course includes dramatic stories of thefts and recoveries of stolen art works, unsolved cases, acts of vandalism, and art forgery from the past to present.

HUM 5120 Decadence to Revolution (3 units)

This interdisciplinary seminar begins in the delicate salons of beautifully clad, influential French women and ends with the horror of the Terror. We focus on the visual images of the 18th century, especially those produced in France as well as the satirical graphics of Hogarth in England and the delightful "vedute" paintings of Venice which depict the last vestiges of the vanishing Republic.

HUM 5121 Rome: Romulus to La Dolce Vita (3 units)

The eternal City. City of Emperors, Popes, Princes and Dictators. This interdisciplinary class studies the evolution of Rome from its mythic origins to the 20th century surreal visions of Fellini with primary emphasis given to the visual culture. This interdisciplinary class studies the evolution of Rome from its mythic origins to the 20th century surreal visions of Fellini.

HUM 5204 Social Struggle of Gender in Literature (3 units)

Using the lens of gender, this seminar explores social struggle as it is revealed in literature. The focus may be regional or topical. Feminist Critique, Queer Critique and Psychoanalytic Critique examines the Feminine, the Masculine and the Other in literature.

HUM 5206 Postmodern Literature & Beyond (3 units)

What is postmodern literature? How can we identify it? What are its theoretical underpinnings? What are its precursors? How does it relate to modernist literature? What are its historical implications? How does it relate to the future? What will its “descendants” be like? What does it say about us? About who we were, who we are, and where we are going? These are the sorts of questions we will ask in this course. We should be prepared for answers both paradoxical and tragicomic.

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)

Grendel a tragically wronged outcast? Penelope the true hero of the Odyssey? Through re-imagining familiar myths and tales, writers 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 allows exploration of the diversity and universality of human ideas and endeavors. Specific texts studied 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'Conner, 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 5651 STA: Travelers in the Mediterranean (3 units)

Study Travel Course The Mediterranean Sea has been a conduit for many people across many centuries. This course looks at the geographic situation of the sea itself and at those who have traversed it from ancient times to the present, concentrating on major historical events and monuments of art and architecture.

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.

Occupational Therapy (MSOT) 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. 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. 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. Human occupations reflect diverse social and cultural roles, beliefs, values, and traditions. People's occupations are shaped by the opportunities afforded or denied them in social, cultural, and political contexts. Understanding 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.

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 in community and clinical settings. 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 capstone and community program development projects. A professional issues course 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
www.acoteonline.org

Program 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.

Occupational Therapy (MSOT) 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 at all times while enrolled in the program.

Occupational Therapy (MSOT) Requirements

BIO 5800/5805		Advanced Human Neuroanatomy and Physiology/Lab	3
OT 5011		Conditions in Occupational Therapy	3
OT/OTL 5012		Foundations of Occupational Therapy/Lab	3
OT/OTL 5014		Human Movement Analysis/Lab	3
OT/OTL 5015		Psychosocial Aspects of Occupation I/Lab	3
OT/OTL 5016		Occupations of Children & Adolescents I/Lab	3
OT/OTL 5017		Occupations of Adults and Seniors I/Lab	3
OT/OTL 5018		OT Fundamental Skills for Assessment and Intervention/Lab	2
OT 5019		Culture & Ethics in Occupational Therapy	3
OT 5020		Assistive Technology in Occupational Therapy	3
OT 5103		Occupational Therapy Community Program Development	3
OT 5104		Educational Principles and Practices in Occupational Therapy	3
OT 5105		Research in the Health Professions	4

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/OTL 5115		Psychosocial Aspects of Occupation II/Lab	4
OT/OTL 5116		Occupations of Children & Adolescents II/Lab	5
OT/OTL 5117		Occupations of Adults and Seniors II/Lab	5
OT 5118		Occupations of Adults and Seniors III	2
OT 5120		Professional Issues in Occupational Therapy	4
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	
OT 52XX		OT Special Topics	2
Total for Occupational Therapy (MSOT)			**80 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

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

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 - 2 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. Study and application of principles of activity/task analysis and the relationship to functional performance - 2 lecture hours. OTL 5014 lab component for OT 5014. Activities designed to increase knowledge of joint structure and function and muscle action; Introduction to functional principles of joint range of motion - 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 (3 units)

First in a three semester series of courses focusing on occupational therapy practice with adults and seniors experiencing physical disabilities. Content covered includes orthopedics, spinal cord injury, cardiopulmonary disorders and low vision. Application of integrated theories and clinical reasoning for occupation-based intervention. Consideration of OT domain and process, client factors, and client performance skills and patterns as defined by the Occupational Therapy Practice Framework. Includes introduction to use of standardized and non-standardized functional assessments, intervention planning, and documentation specific to this population - 2 lecture hours. OTL 5017 lab component for OT 5017. Practice with case analysis, assessment, treatment planning, splint fabrication, adaptive equipment, and intervention - 2 lab hours. Prerequisites: OT 5011, OT 5012 and OT 5014. (Exam average policy in effect for this course.)

OT/OTL 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 5018 lab component for OT 5018. Use of standardized patients to assess skill competency - 2 lab hours. Prerequisites: OT 5011 and OT/OTL 5012.

OT 5019 Culture & Ethics in Occupational Therapy (3 units)

An exploration of cultural and ethical issues in occupational therapy, including the AOTA Code of Ethics - 3 lecture hours. Prerequisite: OT 5012.

OT 5020 Assistive Technology in Occupational Therapy (3 units)

Introduction to and overview of assistive technology as used by occupational therapists to facilitate function in people with and without disabilities – 3 lecture hours. Prerequisite: OT 5012.

OT 5103 Occupational Therapy 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)

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 (4 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 - 4 lecture hours. Prerequisite: PSY 3187 or equivalent.

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 (4 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 and developing, implementing and documenting effective intervention techniques using clinical reasoning skills - 4 lab hours (includes community practice laboratory) and Level I Fieldwork - 40 fieldwork 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 - 4 lab hours (includes community practice laboratory) and Level I Fieldwork - 40 fieldwork hours. Prerequisite: OT 5016. (Exam average policy in effect for this course.)

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

Second in a three semester series of courses focusing on occupational therapy practice with adults and seniors experiencing physical disabilities. Content covered includes healthy aging, fall prevention, neurorehabilitation, and dementia. Builds on concepts introduced in the first semester course. Synthesis, application, and evaluation of integrated theories and clinical reasoning for occupation-based intervention. Consideration of OT domain and process, client factors, and client performance skills and patterns as defined by the Occupational Therapy Practice Framework. Includes use of standardized and non-standardized functional assessments, intervention planning, and documentation - 3 lecture hours. OTL 5117 lab component for OT 5117. 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 5118 Occupations of Adults and Seniors III (2 units)

Third in a three semester series of courses focusing on occupational therapy practice with adults and seniors experiencing physical disabilities. Consideration of OT domain and process, client factors and client performance skills and patterns as defined by the Occupational Therapy Practice Framework. Content covered includes OT in acute care, intensive care, primary care and community and role emergent settings - 2 lecture hours. Prerequisite: OT 5018 and OT 5117 (Exam average policy in effect for this course.)

OT 5120 Professional Issues in Occupational Therapy (4 units)

Introduction to management, leadership, and health policy in occupational therapy. Also focuses on professional identity development and preparation for professional practice - 4 lecture hours.

OT 5130 Level II Fieldwork: Psychosocial (6 units)

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 5131 Level II Fieldwork: Children & Adolescents (6 units)

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 5132 Level II Fieldwork: Adults & Seniors (6 units)

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 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 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 5222 Sensory Modulation in Occupational Therapy (1 unit)

OT provides an introduction to sensory modulation assessment, intervention, and program development in mental health, brain injury, and geriatric treatment settings. Relevant theories and concepts will be presented, emphasizing evidence-based practice, neuroscience, trauma-informed care, cultural competency, and recovery principles. Prerequisites: OT/OTL 5015 and OT/OTL 5115 (concurrent enrollment).

OT 5223 Abilities Care Approach in OT (1 unit)

The Abilities Care Approach® is a program used to enhance the occupational performance of clients with dementia. Students will utilize a habilitative framework to develop Individualized Activity Prescriptions and modified caregiving approaches based on the client's Allen Cognitive Level (ACL). Students will explore teaching methods used to instruct families, staff and caregivers to facilitate occupational performance in clients with dementia. Students will create a Life Story Board and explore how this tool is used to enhance communication and meaningful participation in occupations for clients with dementia. Prerequisite: Enrollment in second or third year of OT Professional Program.

OT 5280 International Level I Fieldwork in OT (1 unit)

International Level I OT fieldwork experience in psychosocial, child & adolescent, and/or adults and seniors in a selected country as part of a structured international study abroad course. Includes site visits and observations in clinical and community settings with patients and/or clients who are or could be the recipients of occupational therapy services. Requires a minimum of 40 hours on site, plus pre-travel meetings during the semester preceding the trip.

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.

Physician Assistant Studies (MS)

Dominican University of California offers a Master of Science in Physician Assistant Studies for students starting at the graduate level.

The ARC-PA has granted Accreditation-Provisional status to the Dominican University of California Physician Assistant Program sponsored by Dominican University of California. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

A Physician Assistant is a nationally certified and state-licensed medical professional. PAs practice medicine on healthcare teams with physicians and other providers. They practice and prescribe medication in all 50 states, the District of Columbia, the majority of the U.S. territories and the uniformed services.

PAs are experts in general medicine; they diagnose, treat and prescribe medicine. Thanks to an education modeled on the medical school curriculum, PAs learn to make life saving diagnostic and therapeutic decisions while working autonomously or in collaboration with other members of the healthcare team. PAs are certified as medical generalists with a foundation in primary care. Over the course of their careers, many PAs practice in two or three specialty areas, giving them deep experience and the flexibility to meet the changing needs of their patients, employers and communities.

Physician Assistant Studies (MS) Curriculum Themes and Design

Curricular Themes

The following curricular themes articulate our beliefs about physician assistant medical practice and shapes the focus of our curriculum:

1. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings.
2. Professional competencies for physician assistants include the effective and appropriate application of:
    - Medical knowledge
    - Interpersonal and communication skills
    - Patient-centered care
    - Professionalism
    - Practice-based learning and improvement
    - Systems-based practice
3. Patient-centered, physician assistant practice reflects a number of overarching themes. These include an unwavering commitment to patient safety, cultural competence, quality healthcare, lifelong learning, and professional growth. Furthermore, the profession's dedication to the physician-physician assistant team benefits patients and the larger community.

Curriculum Design

The curriculum is 28 months divided into three phases over seven consecutive semesters.

- Phase I - Didactic (15 months) on campus
- Phase II - Clinical (~12 months) at sites throughout California and surrounding states
- Phase III - Summative Session (~1 month)

Phase I—Didactic (15 months - 61 semester units)

The didactic curriculum is organized into four semesters:

- Foundations
- Clinical Medicine Modules
- Pre-Clinical

The Foundations courses in semester one are individual courses that are essential in preparing the PA student to embark on a career as a healthcare professional as well as preparation in the basic sciences to begin the systems-based study of clinical medicine.

The Clinical Medicine Modules in semester two, three, and four are designed to allow for a comprehensive and integrated approach to learning medicine by organ system. Each clinical medicine system block contains anatomy, physiology, pathophysiology, clinical skills, laboratory studies, study of disease states, pharmacology, behavioral medicine, preventive medicine, and evidence based healthcare. The classes are a combination of traditional lectures, web-based learning modules and active learning through cases, clinical skills development, role playing, simulation, and team-based problem solving.

Students take an individual exam for each system. If a student does not pass the first, individual assessment, there is one opportunity to further learn the medical information and retest.

The Clinical Medicine (CM) module series is a comprehensive and integrated approach to learning medicine by organ systems. There is a strong emphasis on critical thinking, problem solving, case-based learning and evidence based clinical practice. Clinical medicine modules will include:

- Advanced study of human anatomy with laboratory sessions on the Anatomage Table
- Advanced study of human physiology with clinical applications
- Study of the etiology and pathophysiology of disease states
- Performance of history and physical examinations with attention to charting and developing a differential diagnosis. Practice on other students and participation at local clinics.
- Overview of the selection, use, and interpretation of results of laboratory and diagnostic studies
- Study of disease states including the epidemiology, history, physical examination, diagnostic evaluation, differential diagnosis, management, and prognosis
- Recognition of behavioral medicine issues on disease states commonly seen in the medical setting
- Pharmacological principles of routes of administration, pharmacokinetics, pharmacodynamics and toxicology, drug classes, disease management, use in patient types
- Identification and initiation of treatment for emergencies
- Comparison of the clinical presentation and management of disease states in the pediatric and geriatric population vs. the general adult population
- Preventive healthcare, patient education, and health maintenance recommendations
- Application of the principles of evidence-based clinical practice
- Objective evaluation of interviewing and history taking skills utilizing the Leicester Assessment Package (LAP)

Pre-Clinical courses occur in semester four. These courses have been developed to prepare the PA student for executing clinical practice skills. They are also designed to prepare PA students to work together in interprofessional teams.

Phase II–Clinical Rotations/Call-Back Weeks

Over the ~12 months the student will participate in the 9 clinical rotations, 5 weeks in length. These courses (as follows) do not have to be taken in any certain order. Students will participate but will not be responsible for determining their clinical sites and internship

experiences. Internships must be coordinated with the Program Director and Clinical Coordinator. Students may not initiate their own clinical internships.

- Primary Care (4 rotations) Includes: OB/GYN, Pediatrics, Family Medicine, Behavioral Medicine & Internal Medicine
- Inpatient Medicine
- Surgery
- Emergency Medicine
- Elective
- Elective

Phase III—Summative Course (~1 month)

The summative course is designed to provide the PA student with:

- A review of the PA Program curriculum in preparation to enter clinical practice.
- Presentation of the PA student's Capstone Project which provides the opportunity to demonstrate the skills of a graduating PA student, including appropriate communication skills, clinical reasoning, development of assessments and plans, and mastery of core medical knowledge.
- Education related to PA practice issues such as getting a job, contract negotiations, malpractice, and Continuing Medical Education (CME).
- A clinical summative assessment of the PA student's skills and knowledge to assure that they have met defined program objectives for knowledge, skills, and attitudes suitable for clinical practice.

Program Learning Outcomes

Upon completion of the PA program at Dominican University of California the PA graduate will have demonstrated the specific knowledge, skills, and attitudes required to enter medical practice. These include the following competencies:

1. Medical knowledge includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigatory and analytic thinking approach to clinical situations.
2. Interpersonal and communication skills encompass verbal, nonverbal and written exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, their patients'.
3. Patient care includes age-appropriate assessment, evaluation and management. Physician assistants must demonstrate care that is effective, patient-centered, timely, efficient and equitable for the treatment of health problems and the promotion of wellness.
4. Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements.
5. Practice-based learning and improvement includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature and other information resources for the purpose of self-improvement. Physician assistants must be able to assess, evaluate and improve their patient care practices.
6. Systems-based practice encompasses the societal, organizational and economic environments in which healthcare is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of healthcare to provide patient care that is of optimal value. PAs should work to improve the larger healthcare system of which their practices are a part.

Physician Assistant Studies (MS) Progression & Course Sequence

Progression Requirements for Master of Science Program in Physician Assistant Studies

The classes are a combination of traditional lectures, web-based learning modules and active learning through cases, clinical skills development, role playing, simulation, and team-based problem solving. All students must earn a 75 percent or higher to pass course exam and each system block. During the Clinical Medicine Modules there is a comprehensive assessment every 2 to 3 weeks. Students take an individual exam for each system. If a student does not pass the first, individual assessment, there is one opportunity to further learn the medical information and retest. Every student graduating from the program will have met the minimum competency of 3.0 GPA following the completion of each semester, module, and/or rotation in order to progress in the program.

See the **MSPAS Student Handbook** for other PA Program Policies.

Physician Assistant Course Sequence

- All courses in the MSPAS program require admission to the program.
- All MSPAS courses are sequential, and must be taken in order. Exceptions require permission from the Academic Progression Committee and Program Director.
- Graduate students must maintain a cumulative grade point average of 3.0 at all times while enrolled in the program.

Physician Assistant Studies (MS) Requirements

PA 5100		Current Topics in the PA Profession & US Healthcare Policy & Systems	2
PA/PAL 5110		Clinical Assessment/Lab	3
PA 5120		Foundations of Clinical Medicine	6
PA 5130		Medical Ethics and Professionalism	1
PA 5140		Immunology, Medical Microbiology & Infectious Disease Principles	2
PA 5150		Introduction to Evidence Based Healthcare and Research	2
PA 5200		CM Dermatology, Eye, ENT	3
PA 5210		CM Cardiology and ECG	2
PA 5220		CM Pulmonology	2
PA 5230		CM Gastroenterology	2
PA 5240		CM Neurology	2
PA 5250		CM Hematology/Oncology	2
PA 5260		CM Behavioral/Psychiatric Medicine	2

PA 5500		CM Whole Patient Integration I – Continuity Clinic	1
PA 5300		CM Endocrinology	2
PA 5310		CM Urology/Nephrology	2
PA 5320		CM Musculoskeletal	2
PA 5330		CM Women's Health/Men's Health	3
PA 5340		CM Pediatric Medicine	3
PA 5510		CM Whole Patient Integration II – Continuity Clinic	1
PA 5400		CM Geriatrics	1
PA/PAL 5410		CM Emergency Medicine/Lab	3
PA/PAL 5420		CM Surgery, Hospital Care/Lab	3
PA 5430		Professional Practice Seminar/Interprofessional Competency in Practice	2
PA 5440		CM Current Topics in Infectious Diseases	1
PA 5520		CM Whole Patient Integration III – Continuity Clinic	1
PA 5600		Primary Care Rotation I	4
PA 5610		Primary Care Rotation II	4
PA 5620		Primary Care Rotation III	4
PA 5630		Primary Care Rotation IV	4
PA 5640		Inpatient Medicine Rotation	4
PA 5650		Surgery Rotation	4
PA 5660		Emergency Medicine Rotation	4
PA 5670		Specialty Practice/Primary Care Rotation I	4
PA 5680		Specialty Practice/Primary Care Rotation II	4
PA 5700		Professional Practice Seminar I	1
PA 5710		Professional Practice Seminar II	2
PA 5720		Professional Practice Seminar III	1
PA/PAL 5800		Summative Course/Lab	4
PA 5900		Clinical Graduate Project/Capstone	2
Total for Physician Assistant Studies (MS)			**102 units**

Physician Assistant Studies (MS) Course Descriptions

Note: All physician assistant courses require admission to the School Health and Natural Sciences in the Masters of Science Physician Assistant Studies Program.

PA 5100 Current Topics in the PA Profession & US Healthcare Policy & Systems (2 units)

This course will provide an introduction and an overview of the PA Profession for the PA student. It will provide information regarding the development of the PA profession and will explore in depth the current status of the PA profession. It will also provide an overview of the healthcare delivery system including public health, health policy, international healthcare, and current roles of physician assistants within these systems. Additionally, the course will focus on the provision of care in various delivery systems, reimbursement policies and their effect on patient access, physician assistant practice and the economics of public and private financing. Fall semester Phase I.

PA/PAL 5110 Clinical Assessment/Lab (3 units)

The cornerstone of what physician assistants do is to obtain a medical history and perform a physical examination. As a profession we have gained recognition for our ability to do this in an extremely organized and thorough manner, many times discovering aspects or physical findings not previously uncovered. This lecture/laboratory course is designed to present and teach the techniques for performing and documenting a complete and competent history and physical examination and to begin to interpret both historical and physical findings as applicable to the physiologic and/or disease state of a patient. Lectures will focus on history taking skills including communication skills and the normal physiologic findings for each system of the body in addition to discussing abnormal findings indicative of disease states. PAL 5110 is the laboratory component for PA 5110. The laboratory sessions will focus on practicing and mastering the skills needed to competently perform both the medical interview and a thorough head to toe physical examination, as well as documentation techniques. Fall semester Phase I.

PA 5120 Foundations of Clinical Medicine (6 units)

The Foundations of Clinical Medicine course is designed to provide the first year physician assistant student with a baseline level of knowledge of the basic sciences (Anatomy, Biochemistry, Pathology, Genetics, Introduction to Laboratory Medicine, Introduction to Pharmacology) and to the study of health and disease upon which studies in medicine will further build. Upon completion of this course the first year PA student will be able to: 1) discuss the essential components of the basic sciences as a precursor to studying health and disease; 2) apply the basic concepts of human anatomy & physiology, biochemistry, pathology, genetics, pharmacology, laboratory medicine to the study of health and disease; 3) select appropriate laboratory studies to diagnose various disease states; 4) propose how chemical and structural changes at the tissue and cellular levels cause or result from disease; 5) discuss the essential biochemical components and functions related to health and disease; 6) explain the interaction of genetic, environmental, and behavioral factors in predisposition to disease, onset of disease, response to treatment, and maintenance of health; 7) understand the basic pharmacological concepts of pharmacodynamics, pharmacokinetics, drug metabolism and drug interactions; and 8) discuss how radiologic imaging and procedures are performed. Explain the particular imaging studies, plain radiography and cross sectional imaging, including CT, MRI and ultrasound. Fall semester Phase I.

PA 5130 Medical Ethics and Professionalism (1 unit)

This course is an in depth study of the concepts of healthcare ethics. The course of study analyzes the fundamentals of ethical principles as they relate to healthcare, and examines the core values and beliefs of the medical professionalism. Methods of ethical analysis and a review of current case studies will be used in discussions of ethical dilemmas faced by healthcare personnel in areas such as medical errors, informed consent, and care of the dying patient. The Physician Assistant student will explore the personal values, professional standards, and institutional guidelines that define the roles and responsibilities of a healthcare practitioner. This course will include both lectures and small group activities which will focus on the development of an understanding of the philosophical and practical principles related to professional ethics. Fall semester Phase I.

PA 5140 Immunology, Medical Microbiology & Infectious Disease Principles (2 units)

The Microbiology & Infectious Diseases course is a component of the Foundations of Clinical Medicine (FCM) and an introduction to the basic concepts in the fields of medical microbiology and infectious diseases. These concepts will later be applied to the infectious disease components of Clinical Medicine courses with an in-depth course PA 5440 Current Topics of Infectious Disease offered in the fourth semester. An introduction to immunology, bacteriology, virology, infectious disease epidemiology, and prevention of infectious diseases will be addressed in this section. Fall semester Phase I.

PA 5150 Introduction to Evidence Based Healthcare and Research (2 units)

This course is intended for students to acquire and develop both the knowledge and the skills for applying evidence-based medicine (EBM) and research to clinical practice. Health professionals need to acquire knowledge and develop skills to determine the validity, the meaning, and the applicability into practice of clinical research evidence findings. This course additionally provides an introduction to research design and methods including the biostatistical analyses that are most commonly encountered within health research. Students will develop the knowledge and skills to identify and formulate research questions, evaluate research design, critically appraise research methodologies, and select and interpret appropriate statistical analyses. Small group work will focus on the application of course topics with emphasis on studies assessing therapeutic interventions, diagnostic testing, and prognostic indicators of health and disease. Fall semester Phase I.

PA 5200 CM Dermatology, Eye, ENT (3 units)

The goal of the Clinical Medicine concentration in the integumentary system and Eyes, Ears, Nose and Throat (EENT) is designed to educate the student in the presentation, diagnosis, management and treatment of the most common dermatologic and EENT conditions seen by healthcare providers. Spring semester Phase I.

PA 5210 CM Cardiology and ECG (2 units)

The goal of the Clinical Medicine concentration in Cardiac System is designed to educate the student in the presentation, diagnosis, management and treatment of the most common cardiac conditions seen by healthcare providers. Spring semester Phase I.

PA 5220 CM Pulmonology (2 units)

The goal of the Clinical Medicine concentration in Pulmonary System is designed to educate the student in the presentation, diagnosis, management and treatment of the most common pulmonology conditions seen by healthcare providers. Spring semester Phase I.

PA 5230 CM Gastroenterology (2 units)

The goal of the Clinical Medicine concentration in Gastrointestinal System is designed to educate the student in the presentation, diagnosis, management, and treatment of the most common gastrointestinal conditions seen by healthcare providers. Spring semester Phase I.

PA 5240 CM Neurology (2 units)

The goal of the Clinical Medicine concentration in Neurological System is designed to educate the student in the presentation, diagnosis, management, and treatment of the most common gastrointestinal conditions seen by healthcare providers. Spring semester Phase I.

PA 5250 CM Hematology/Oncology (2 units)

The goal of the Clinical Medicine concentration in the Hematologic System and Oncology which may occur in this system. The course is designed to educate the student in the presentation, diagnosis, management and treatment of the most common hematologic and oncological conditions seen by healthcare providers. Spring semester Phase I.

PA 5260 CM Behavioral/Psychiatric Medicine (2 units)

The purpose of the Behavioral Medicine course is to introduce the Physician Assistant student to the role of the clinician providing care for patients with psychiatric disorders. Additionally, the course will provide an overview of the complex dynamics of the varied psychosocial aspects of patient's lives which influence their health and wellbeing.

The PA student will be expected to examine and integrate the relevance of psychological, social, and cultural factors contributing to a patient's mental health. The PA student will be taught to explore the concepts of health behavior change and the applications of

various principles to the human and community domains. These concepts will be applied in depth through case studies in patient care. Spring semester Phase I.

PA 5300 CM Endocrinology (2 units)

The goal of the Clinical Medicine concentration in the Endocrine System is designed to educate the student in the presentation, diagnosis, management and treatment of the most common endocrine conditions seen by healthcare providers. Summer semester Phase I.

PA 5310 CM Urology/Nephrology (2 units)

The goal of the Clinical Medicine concentration in the Urology/Nephrology System is designed to educate the student in the presentation, diagnosis, management and treatment of the most common renal and urological conditions seen by healthcare providers. Summer semester Phase I.

PA 5320 CM Musculoskeletal (2 units)

The goal of the Clinical Medicine concentration in the Musculoskeletal System is designed to educate the student in the presentation, diagnosis, management and treatment of the most common musculoskeletal conditions seen by healthcare providers. Summer semester Phase I.

PA 5330 CM Women's Health/Men's Health (3 units)

The Clinical Medicine Women's Health/Men's Health course is a comprehensive and integrated approach to learning medicine about the male and female reproductive and genitourinary system. The goal of the course in the Women's and Men's Health is designed to educate the student in the well-woman and well-male care, and the presentation, diagnosis, management and treatment of the most common Women's and Men's health disorders and diseases seen by healthcare providers. Summer semester Phase I.

PA 5340 CM Pediatric Medicine (3 units)

The goal of the Clinical Medicine concentration in the Pediatric Medicine course is designed to educate the student in well-infant/child/adolescent healthcare maintenance and in the presentation, diagnosis, management, and treatment of the most common pediatric diseases and disorders seen by healthcare providers. Summer semester Phase I.

PA 5400 CM Geriatrics (1 unit)

The goal of the Clinical Medicine concentration in the Geriatric Medicine course is designed to educate the student in the presentation, diagnosis, management and treatment of the most common Geriatric diseases and disorders seen by healthcare providers. Fall semester Phase I.

PA/PAL 5410 CM Emergency Medicine/Lab (3 units)

The goal of the Clinical Medicine concentration in Emergency Medicine is to educate the student in the presentation, diagnosis, management and treatment of the most common emergent conditions seen by healthcare providers in an emergency medicine setting. PAL 5410 is the laboratory component for PA 5410. A comprehensive and integrated approach to learning emergency medicine. Clinical skill sessions on suturing, IV's, casting, bedside ultrasound, other diagnostic imaging, and ACLS certification. Fall semester Phase I.

PA/PAL 5420 CM Surgery, Hospital Care/Lab (3 units)

Hospital Care/Surgical Skills is an integrated course designed to introduce the physician assistant student to the care of patients in the hospital setting. This foundational educational experience will serve to develop clinical knowledge, skills and attitudes essential to the practice of hospital medicine, and the delivery of the highest quality patient care. Students will gain a critical thinking framework from which they will continue building their cognitive and procedural abilities as they gain clinical experience throughout their education and careers. PAL 5420 is the laboratory component for PA 5420. The surgical component of this course introduces the role of the physician assistant in the operating room and surgical ward. Students learn principles of pre and postoperative evaluation, management of common perioperative and postoperative complications, as well as documentation for various surgical encounters. This course includes a practical skills lab in which the students will learn and practice the proper surgical terms and techniques for performing common tasks necessary for a physician assistant in an operating room, including sterile technique, gowning/gloving, suturing, and venipuncture. Fall semester Phase I.

PA 5430 Professional Practice Seminar/Interprofessional Competency in Practice (2 units)

This course provides active learning opportunities that simulate the diversity of healthcare disciplines and services encountered during clinical training. Through lectures, role playing, simulation exercises, and small group activities focused on scope of practice, roles and responsibilities, ethical decision making, and clinical problem solving, PA students will gain the necessary knowledge and skills that facilitate the transition from the academic to clinical environment and promote high quality clinical education experiences. Fall semester Phase I.

PA 5440 CM Current Topics in Infectious Diseases (1 unit)

The Current Topics in Infectious Disease course is a comprehensive and integrated approach to learning medicine as it relates to infectious diseases: their epidemiology, clinical presentations, diagnosis, treatment and prevention. The PA student will develop the ability to apply critical thinking and clinical problem solving through the practice of case-based learning and evidence-based clinical practice. Fall semester Phase I.

PA 5500 CM Whole Patient Integration I – Continuity Clinic (1 unit)

The Continuity Clinic experience involves shadowing a supervising preceptor in an outpatient community clinic one-half day per week over three consecutive semesters during the first year of PA education. The Continuity Clinic curriculum offers the PA student the opportunity to (1) begin the process of professional development early in the 28 month curriculum and establish norms for patient-centered professional behavior; (2) expose students early to the process of clinical problem solving; (3) provide students with a longitudinal clinical experience, which will give them a relevant context for the basic science curriculum; and (4) expose students to excellent primary care physician role models early in their PA education. Spring semester Phase I.

PA 5510 CM Whole Patient Integration II – Continuity Clinic (1 unit)

The Continuity Clinic will provide opportunities for the student to observe their preceptor interviewing and examining patients, selecting, ordering and interpreting diagnostics, implementing treatment plans, and educating patients on diagnosis, prevention and health maintenance of disease processes. Students should observe common clinical skills and procedures that are specific to ambulatory care patients. Students should engage in discussions with their supervising physician about the complexities and rewards of the healthcare field and reflect on their induction to clinical medicine. The activities and patient encounters of each student during Continuity Clinic sessions will follow the objectives of the course. However, specific experiences will vary depending on the specialty and scope of practice of the assigned preceptor. Summer semester Phase I.

PA 5520 CM Whole Patient Integration III – Continuity Clinic (1 unit)

A comprehensive and integrated approach to the whole patient in a clinical setting. Case-based clinical skill session on patient interviewing and physical exam skills. Sessions will include clinical site orientation for continuity clinic sessions and clinical rotations. Fall semester Phase I.

PA 5600/5610/5620/5630 | Primary Care Rotation I, II, III, IV (4 units each)

The Ambulatory Care Clinical Practicum is a 20 week (4 rotations), required clinical rotation for second-year PA students, which focuses on the role of the physician assistant in an ambulatory care setting (clinic or private practice). The PA student will be expected to see Family Medicine, Pediatric, Internal Medicine, Women's Health, and Behavioral Medicine patient encounters during these rotations. The student will actively engage in applying the medical knowledge and clinical skills gained during the didactic year while continuing to develop clinical reasoning through an evidence-based approach to the evaluation and management of primary care problems encountered in ambulatory care settings. Students will also work to incorporate health promotion and disease prevention into patient care and advocate for healthy lifestyles. Phase II.

PA 5640 Inpatient Medicine Rotation (4 units)

This is a five-week required clinical rotation for second year PA students which focuses on the role of the physician assistant in a hospital based inpatient setting. The student will actively engage in applying the medical knowledge and clinical skills gained during the didactic year while continuing to develop clinical reasoning through an evidence-based approach to the evaluation and management of problems commonly encountered in inpatient settings. Students will also work to incorporate health promotion and disease prevention as well as advocacy for healthy lifestyles, preventive medicine practices, and patient support. Phase II.

PA 5650 Surgery Rotation (4 units)

The Surgery Inpatient Clinical Practicum is a five-week, required clinical rotation for second year PA students, which focuses on inpatient care of the surgical patient and the role of the physician assistant on the surgical management team. The focus of this practicum is general surgery. Students are required to complete a minimum of 3 weeks in general surgery. The last 2 weeks may be spent in a surgical subspecialty area if offered by the clinical site. Phase II.

PA 5660 Emergency Medicine Rotation (4 units)

This is a five-week required clinical practicum for second year PA students, which focuses on the role of the physician assistant in the emergency department setting. The student will actively engage in applying the medical knowledge and clinical skills gained during the didactic year while continuing to develop clinical reasoning through an evidence-based approach to the evaluation and management of common problems encountered in emergency medicine. Phase II.

PA 5670/5680 Specialty Practice/Primary Care Rotation I, II (4 units)

This is a five-week required clinical practicum for second year PA students, which focuses on the role of the physician assistant in a specialty practice (ENT, Dermatology, OB/GYN, etc.,), another primary care setting, or a community medicine setting such as a prison, health department, family planning/STD clinic, community mental health or other community based locations. Phase II.

PA 5700/5710/5720 Professional Practice Seminar I, II, III (1-2 units)

One-week seminar course dealing with professional practice issues, clinical rotations discussion groups and presentations, introduction and preparation for the Capstone Project. PA faculty will be assigned to and assisting the students with the development of the clinical project proposal/capstone. Summative Clinical Assessments will be administered through high-fidelity simulations and standardized patients objective structured clinical examinations (OSCE). End of Rotation examinations. Phase II.

PA/PAL 5800 Summative Course/Lab (4 units)

Three week course of a review of all areas of medicine covered in the didactic and clinical months. Students will participate in interprofessional simulations managing patient care. Additional specialized skills training will be completed and evaluated individually. Final clinical summative assessments will occur in objective structured clinical examinations (OSCE). Phase III.

PA 5900 Clinical Graduate Project/Capstone (2 units)

Student conducts a clinical project followed by on-site presentation of results to PA faculty and other PA students with a final written paper of publishable quality or poster presentation. Professional practice issues seminars. Phase III.

Graduate Education General and Admissions Information

General Requirements for a Master's Degree

The master's degree is conferred upon satisfactory completion of a curriculum of a minimum of 30 graduate units (5000-level courses). Graduate degrees may require a thesis, directed research, comprehensive examination, and/or seminar project approved by the advisor. For information regarding specific degree requirements for each degree, please see the applicable section of this catalog.

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 initial enrollment in which to complete their graduate program.

Degree candidates must maintain a GPA of 3.0 ('B') or better in their degree program. A grade of 'P' (Pass) is equivalent to a minimum 3.0 ('B') or better.

Some upper division undergraduate courses (3000- and 4000-level) may be offered in partial satisfaction of the requirements for a master's degree. Upper division courses to be accepted will be determined by the Program Director of the student's department, based on the student's previous academic program.

Graduate courses taken during a student's undergraduate study that have not been applied toward their baccalaureate degree may be applied to their master's degree by petition to the Dean of their school. In "4 + 1" programs (e.g., BA-to-MBA in Business Administration, BS-to-MS in Health Sciences and Occupational Therapy), a limited number of undergraduate units may be counted toward both the undergraduate and graduate degrees. For specific details regarding these units, please see the applicable section for major requirements of this catalog.

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* (with the exception of the MS in Occupational Therapy program). 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 the **Requirements for International Applications** section of this catalog). A 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 the **Additional Requirements Specific to Some Graduate Programs** of this catalog 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. The GRE is required for the MS in Occupational Therapy, MS in Biological Sciences, and the MS in Clinical Laboratory Sciences. See the **Additional Requirements Specific to Some Graduate Programs** of this catalog for guidelines.

Admission Deferral: Graduate

Graduate students who are admitted to the University and do not matriculate in the semester indicated in their admission acceptance letter, may defer their admission for one academic semester. Students admitted to graduate programs with Fall admission only may defer admission for two semesters with the approval of the graduate program chair. A new application is not required.

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 2 years 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 or 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)
    - Medical Terminology (1 unit)
    - 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

1. 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 course in its regular programming. Please contact the Admissions Office or your Program Director for additional information.
2. Official transcripts from each college or university attended.

3. Scores on an approved basic skills exam. The basic skills requirement for admission may be met by submitting scores from one of the following:
    - The CBEST
    - The Multiple Subject CSET plus the CSET Writing Skills subtest
    - The College Board SAT (English score of 500 or above and a Math score of 550 or above)
    - The ACT (English score of 22 or above and a Math score of 23 or above)
    - College Board AP Examinations (Scores of 3 or above, contact Admissions for approved exams)
    - CSU EAP ("College Ready" or "Exempt")
    - CSU Placement Exams (EPT score of 151 or above and an ELM score of 50 or above)
4. 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.
5. Completed Certificate of Clearance or valid Credential
6. Tuberculosis (TB) examination: Skin test or Chest X-ray. Results must be current within 2 years of entering student teaching.
7. The subject matter competency requirement for admission may be met in the following ways:
    - Completion of an approved academic content course of study (secondary only)
    - Passing scores on the CSET examination or confirmation of registration for the examination
8. 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 the **International Graduate Students** 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. **Application Form:** Apply online at admissions.dominican.edu/apply.

2. **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).

   The list below gives the addresses of private organizations that provide international credential evaluation services. This list is for informational purposes only.

Educational Credential Evaluators, Inc. (ECE)* 101 W. Pleasant Street Milwaukee, WI 53212 Telephone: (414)289-3400 www.ece.org	World Education Services (for graduate and transfer students only)* P.O. Box 5087, Bowling Green Station New York, NY 10271-5087 Telephone: (212) 966-6311 Fax: (211) 739-6100 www.wes.org
Educational Records Evaluation Service (ERES)* 601 University Ave #127 Sacramento, CA 95825 Telephone: (916) 921-0790 www.eres.com	International Education Research Foundation, Inc. (IERF)* 6133 Bristol Pkwy Culver City, CA 90230 Telephone: (310) 258-9451 www.ierf.org

*Designates approved evaluation services for MS in Education and Teacher Preparation programs.

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 infomation on the evaluation of three-year degrees from India, please visit: https://www.wes.org/educators/pdf/indiapolicypacket.pdf.

3. **Test results/English Proficiency:** 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: 550 Paper, 213 Computer, or 80 IBT
    - IELTS: 6.5
    - PTEA: 53
    - 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.

4. **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, available on the Dominican website at www.dominican.edu.

5. **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.

6. **Photocopy of the passport photo page**

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. (No credit can be transferred into the MS in Occupational Therapy program from other institutions.) 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.

Counseling Psychology Program

Online courses are generally not accepted due to the Counseling Psychology program’s emphasis on face-to-face experiential learning as best practice for therapist training.

Credit Hour Policy

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 course schedules identifying the times that courses 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.