



**Dominican University, A Catholic Coeducational Liberal Arts and Sciences University
Rosary College of Arts and Sciences**

2006-2008 BULLETIN

**DOMINICAN
UNIVERSITY**

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Mission

*As a Sinsinawa
Dominican-sponsored
institution,
Dominican University
prepares students to
pursue truth,
to give
compassionate service
and to participate
in the
creation of
a more just and
humane world.*





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UNDERGRADUATE CALENDAR

2006-2007

Fall Semester 2006

August 28	Academic advising and registration
August 28	Convocation (4:00 p.m.—6:00 p.m.)
August 29	First day of classes
September 4	Labor Day—no classes
September 6	Last day to add classes
September 14	Last day to drop classes
September 14	Last day to declare satisfactory/fail grade option
September 25	Last day to declare course intensification option
October 20-22	Long weekend—no classes
November 7	Last day to withdraw from classes
November 22-26	Thanksgiving vacation
December 9	Last day of classes
December 11-16	Final examination week
January 6, 2007	Commencement

Spring Semester 2007

January 10	Academic advising and registration
January 11	First day of classes
January 18	Last day to add classes
January 25	Last day to drop classes
January 25	Last day to declare satisfactory/fail grade option
February 8	Last day to declare course intensification option
March 5-11	Mid-semester vacation
March 22	Last day to withdraw from classes
March 26	Advance registration begins for 2007—2008
April 5-8	Easter vacation
April 27	Last day of classes
April 28	Saturday final examinations
April 30—May 3	Final examination week
May 5	Commencement

Summer Session 2007

May 21-July 2

May 28	Memorial Day—no classes
May 29	Last day to drop/add classes
May 29	Last day to declare satisfactory/fail grade option
June 22	Last day to withdraw from Session I classes

July 5-August 15

July 12	Last day to drop/add classes
July 12	Last day to declare satisfactory/fail grade option
August 7	Last day to withdraw from Session II classes

May 14-August 22

May 28	Memorial Day Vacation—no classes
May 29	Last day to drop/add courses
May 29	Last day to declare satisfactory/fail grade option
July 4	Independence Day—no classes
July 23	Last day to withdraw from Session III classes

Summer Session I

Summer Session II

Summer Session III

UNDERGRADUATE CALENDAR

2007-2008

Fall Semester 2007

September 4	Academic advising and registration
September 4	Convocation (4:00 p.m. - 6:00 p.m.)
September 5	First day of classes
September 12	Last day to add classes
September 19	Last day to drop classes
September 19	Last day to declare satisfactory/fail grade option
October 3	Last day to declare course intensification option
October 19-21	Long weekend—no classes
November 14	Last day to withdraw from classes
November 21-25	Thanksgiving vacation
December 15	Last day of classes
December 17-22	Final examination week
January 5, 2008	Commencement

Spring Semester 2008

January 9	Academic advising and registration
January 10	First day of classes
January 17	Last day to add classes
January 24	Last day to declare satisfactory/fail grade option
January 24	Last day to drop classes
February 6	Last day to declare course intensification option
March 3-9	Mid-semester vacation
March 20-23	Easter vacation
March 24	Advance registration begins for 2008-2009
March 24	Last day to withdraw from classes
April 25	Last day of classes
April 26	Saturday final examinations
April 28–May 1	Final examination week
May 3	Commencement

Summer Session 2008

May 19-June 30

May 26	Memorial Day—no classes
May 27	Last day to drop/add classes
May 27	Last day to declare satisfactory/fail grade option
June 20	Last day to withdraw from Summer I classes

Summer Session I

July 1-August 11

July 4	Independence Day—no classes
July 8	Last day to drop/add classes
July 8	Last day to declare satisfactory/fail grade option
August 1	Last day to withdraw from Summer II classes

Summer Session II

May 9-August 18

May 24-26	Memorial Day Holiday—no classes
May 27	Last day to add/drop classes
May 27	Last day to declare satisfactory/fail grade option
July 4	Independence Day—no classes
July 21	Last day to withdraw from Summer III classes

Summer Session III

GENERAL INFORMATION

Mission Statement

As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service and to participate in the creation of a more just and humane world.

Vision Statement

Dominican University aspires to be a premier, Catholic, comprehensive teaching university of 4,000 students.

Identity Statement

Dominican University is a distinctively relationship-centered educational community, rooted in the liberal arts and sciences and comprehensive in scope, known for its rigorous and engaging academic programs, for the care and respect with which it mentors students, for its enduring commitment to social justice and for enriching diversity of its students, faculty and staff. Integral to Dominican's success and distinction is the ongoing exploration, clear expression and shared experience of its Catholic Dominican identity.

History

Dominican University traces its origins to the charter granted in 1848 by the State of Wisconsin to St. Clara Academy, a frontier school for young women founded by the Very Reverend Samuel Mazzuchelli, OP. The Italian-born Dominican educator drew upon the centuries-old intellectual traditions of his order in planning what was considered in those days a revolutionary curriculum. He included subjects such as astronomy, logic, history and natural philosophy, a reaction against the superficiality in content of courses usually given in "seminaries for young ladies." The Dominican Sisters of Sinsinawa, who taught in and administered the school from the beginning, were urged to open a college and founded St. Clara College in Sinsinawa in 1901. Dominican love of learning and teaching continued to build the college materially and intellectually, and St. Clara's soon became accepted as an equal of the older eastern colleges. Many Catholic clergy and lay educators were impressed by the scholarship of St. Clara's teachers and the excellence of its graduates. Under the leadership of Mother Samuel Coughlin, the sisters moved the college to River Forest, where it opened in the fall of 1922, having been renamed Rosary College and incorporated in Illinois.

In 1920 when he laid the cornerstone of Power Hall, the first structure built on campus, Archbishop Mundelein said that higher education at Rosary would

not be "confined to the few; neither wealth nor race will be any advantage, nor will they provide a hindrance to enter here." The library science school was established as a coeducational entity in 1930, and Rosary College became officially coeducational in 1970. Rosary College changed its name to Dominican University in 1997. This name recognizes Dominican's status as a university and includes the Rosary College of Arts and Sciences, the Graduate School of Library and Information Science, the Brennan School of Business, the School of Education, the Institute for Adult Learning and the Graduate School of Social Work. It also reaffirmed the university's commitment to the Sinsinawa Dominicans and the Dominican values.

The college was an early pioneer of the junior year abroad program, which began in 1925 with the opening of its Villa des Fougères in Fribourg, Switzerland. Other foreign programs followed, including the Graduate School of Art in Florence, Italy in 1948, the Semester in London program in 1971, the Strasbourg program in 1987, the Heidelberg program in 1993 and the Salamanca, Spain program in 1994.

The Graduate School of Library and Information Science celebrated 75 years of library science education in 2005. Library science at Rosary began in 1930 as an undergraduate department of the college that awarded the degree Bachelor of Arts in library science. In 1949, the graduate curriculum leading to the degree Master of Arts in library science was inaugurated, and in 1970, the Department of Library Science became the Graduate School of Library Science. To better reflect the growth and scope of its programs, it became the Graduate School of Library and Information Science in 1981 and began awarding the degree Master of Arts in Library and Information Science. In 1993, the name of the degree was changed to Master of Library and Information Science. In 1977, the Master of Business Administration program was established, followed by the Master of Science in accounting program in 1978. A combined business and law degree program in conjunction with The John Marshall Law School began in 1979. Growing steadily in reputation and scope, these programs became, in 1981, the Graduate School of Business. The Master of Science in Computer Information Systems was offered beginning in 1999.

The Center for Knowledge Management was established in 1999 as a joint venture between the Graduate School of Library and Information Science and the School of Business.

In 2006, the school was renamed for two corporate and civic leaders and is now known as the Edward A. and Lois L. Brennan School of Business.

In 1978, the Master of Science in learning disabilities degree program was inaugurated followed in 1981 by a program in behavior disorders. The learning disabilities/behavior disorders program was granted state approval for teacher certification in 1981. The Graduate School of Special Education was formed in 1981 and began awarding the degree Master of Science in Special Education. It became the School of Education in 1987 and began offering two new degree programs, the Master of Arts in educational administration in 1989 and the Master of Science in education in 1990. In that same year, the early childhood teacher certification program received state approval. In 1992, the Master of Arts in teaching program was begun.

In 1997 the Institute for Adult Learning was established to provide accelerated programs for adults completing their degrees.

In 2001, the Graduate School of Social Work was initiated with courses leading to the degree Master of Social Work. The Graduate School of Social Work received full accreditation in 2004. In 2002, the university purchased the Dominican Conference Center located eight blocks east of main campus at 7200 West Division Street. Renamed the Priory Campus of Dominican University, this facility houses the Graduate School of Social Work and the Institute for Adult Learning.

In 2003, the St. Catherine of Siena Center was established at the Priory Campus to provide a unique opportunity for interdisciplinary study, dialogue and services, bringing the Catholic tradition to bear on contemporary issues.

Accreditation

Dominican University is accredited by the North Central Association of Colleges and Secondary Schools as a baccalaureate and master's degree-granting institution.

The Master of Library and Information Science program is accredited by the American Library Association. The accounting and business administration programs in the Brennan School of Business are accredited by the Association of Collegiate Business Schools and Programs. The Graduate School of Social Work is accredited by the Commission on Accreditation of the Council on Social Work Education. In addition, the university's education programs are approved by the Illinois State Board of Education. The university is approved by the Illinois Department of Registration and Education, and the State Approving Agency for Veterans Affairs. The program in nutrition and dietetics

has development accreditation from the Commission on Accreditation for Dietetics Education.

Membership

Dominican University holds membership in the Association of American Colleges, the American Council on Education, the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the Association of American Higher Education, the Association of Catholic Colleges and Universities, the Federation of Independent Illinois Colleges and Universities, the Associated Colleges of the Chicago Area, the Associated Colleges of Illinois, the College Entrance Examination Board, the Association to Advance Collegiate Schools of Business, the Association of Governing Boards of Universities and Colleges, the International Business Council of MidAmerica, the National Association of Colleges and Employers (NACE), the National Association of College and University Business Officers, the National Catholic Educational Association, the National and Midwest Associations of Student Aid Administrators, the National Association of College Admissions Counselors, the National Society for Experiential Education (NSEE), the American Association of Collegiate Registrars and Admissions Officers, Women in Development, the National Society of Fund Raising Executives, and the Council for Advancement and Support of Education.

Location

The university's Main Campus is at 7900 West Division Street, River Forest, Cook County, IL, 10 miles west of the Chicago Loop and eight miles south of O'Hare airport. The university also offers classes at sites across the Chicagoland area. Classes are also offered at the College of St. Catherine in St. Paul, MN and executive MBA programs are offered in Poland, China, the Czech Republic, and India. All campus buildings are smoke free.

Information Services/Library

Students and faculty have access to a collection of over 210,000 volumes of books, 1,000 current print periodical and newspaper titles, 80,000 documents, and over 100 online resources. In the media center are recordings, slides, filmstrips, videotapes, DVDs and corresponding equipment. The Academic Support Center is also located on the lower level.

The library's membership in CARLI (an online network of academic libraries throughout the state) and LIBRAS (a consortium of 18 liberal arts colleges in the metropolitan area) provides access to over 10 million volumes and over 80,000 current serial titles. With interlibrary loan through I-Share, a network of 65 academic libraries in Illinois and OCLC (Online

Computer Library Center) materials and information from many additional libraries—public, academic and special—are accessible.

Several innovative programs of bibliographic instruction introduce Dominican students to the creative use of library and online resources. The present curriculum, with its stimulating possibilities for independent and interdisciplinary studies, is well supported by the richness of the library's collection and the availability of research counseling by the library's professional staff. The library has expanded and enhanced electronic research resources for students and faculty. These resources are accessible both on and off campus.

Information Technology (IT)

Students have access to computers with email and Internet access throughout the campus: in classrooms, labs, the library, and other public areas. Online they can search course schedules, register for classes, view grades and print unofficial transcripts, as well as view student billing and financial aid information.

The university's computer network is a shared resource used by faculty, staff, and students for educational and administrative purposes. Computer security is everyone's responsibility. Students with their own computers can link to the university's network. At a minimum, they are required to run antivirus software on their computer and ensure that their computer's operating system is up to date.

Wireless access is available on campus throughout the Rebecca Crown Library, the Technology Center in the lower level of Lewis Hall, the Digital Media Classroom (Lewis 406), and the Grill.

Please visit the IT Department web page for policy information and how-to-documentation:
<http://domin.dom.edu/infotech.htm>

Student Population

More than 3,200 students are enrolled in Dominican's undergraduate and graduate schools, coming from many states and countries as well as from Chicago and its suburbs. Historically, their entrance test scores are higher than the national average, and a significant percent go on to graduate study. Many Dominican students will have had some foreign study experience by the time they graduate.

A student body is, however, characterized by the individuality of its members and only partially described by statistics. Their distinct needs, capabilities and aspirations are met through a broad and balanced curriculum, continually improved and adapted. Consistent personal advising in the liberal arts and a Dominican tradition in education are conducive to independence in thought and social responsibility.

Art, Lectures and Concerts

Artists and prominent speakers visit the Dominican campus, and theatricals, films and exhibitions are often featured through the university's public events program or sponsored by various departments to supplement regular academic exercises. Dominican University features a full season of professional and student performances in Lund Auditorium and Eloise Martin Recital Hall.

The O'Connor Art Gallery offers several exhibits each year. The Performing Arts Center at Dominican features musical and theatrical performances throughout the year. Regularly scheduled concerts by the Chicago Sinfonietta are offered at Dominican University. The university's ideal location just west of Chicago gives student's access to the Art Institute of Chicago, the Museum of Contemporary Art, the Field Museum of Natural History, the Oriental Institute, the Museum of Science and Industry, the Shedd Aquarium, and performances of the Lyric Opera of Chicago and the Chicago Symphony Orchestra. There are also a number of galleries, libraries, institutes and theatres as well as recreational and cultural events at the many colleges and universities in and around the metropolitan area.

Honor Societies

- Theotokeion, Rosary College of Arts and Sciences academic honor society, founded in 1926. Membership awarded for high academic achievement.
- Pi Delta Phi, national French honor fraternity. Alpha Tau chapter installed April 11, 1951. Membership awarded for superior scholarship in French.
- Sigma Delta Pi, national Spanish honor fraternity. Beta Xi chapter installed June 3, 1948. Membership awarded for active enthusiasm for things Hispanic and superior scholarship in Spanish and all subjects.
- Phi Alpha Theta, national honor society for history. Iota Tau chapter installed February 21, 1965. Membership awarded for active interest and superior scholarship.
- Pi Gamma Mu, national social science honor society. Kappa chapter installed December 2, 1952. Membership awarded for superior scholarship in one or more of the following fields: history, political science, sociology, economics or psychology.
- Kappa Delta Pi, international education honor society. Psi Chi Chapter installed April 13, 1998. Academic achievement and commitment to the teaching profession.
- Kappa Gamma Pi, national honor society. Open to qualified seniors.
- Kappa Mu Epsilon, national mathematics honor society. Zeta chapter installed February 26, 1967. Open to qualified seniors.

- Lambda Iota Tau, national honor society for literature. Alpha Gamma chapter installed May 15, 1973. Membership awarded for active interest in literature and excellence in scholastic achievement.
- Gamma Kappa Alpha, national Italian honor society. Theta Kappa Pi chapter installed October 26, 1976. Membership awarded for overall academic excellence, particularly in Italian language and literature, and a predilection for things Italian.
- Psi Chi, national honor society in psychology. Chapter installed April 30, 1980. Overall academic excellence and superior scholarship in psychology.
- Theta Alpha Kappa, national honor society for religious studies/theology. Alpha Alpha Zeta chapter installed October 1983. Membership awarded for active interest and high academic average.
- Sigma Tau Delta, the English Honor Society. Alpha Beta Pi chapter installed 1992. Membership awarded for active interest in English language and literature and high academic average.

- Sigma Iota Epsilon, national honor society for management. Epsilon Nu Chapter installed April 8, 1994. Membership awarded for superior scholarship in accounting, business, economics and international business.

Regulations

All students are supplied with a copy of the university bulletin and handbook. It is understood that those who enroll in the university accept the terms and conditions stated. It is further understood that students will assume all responsibility for meeting necessary graduation requirements including but not limited to major/minor, core and GPA. The university reserves the right to suspend or dismiss any student at any time when, in the judgment of university authorities, the general welfare demands such action.

Neither the university nor any of its officers shall be under any liability whatsoever for the actions of probation, dismissal or failure to graduate.



ADMISSION, FINANCIAL AID AND COSTS

Admission to the Rosary College of Arts and Sciences of Dominican University is open to men and women who are prepared academically to undertake a rigorous liberal arts program. Applicants for freshman admission are considered on the basis of probable success as determined by grades in a college preparatory program, class rank and standardized test scores. Transfer students are evaluated on the basis of their high school record and course work completed at previous colleges and universities. Dominican University does not consider financial need in the admission process. Admission decisions are announced on a rolling basis. Full-time students are required to pay a \$100 tuition deposit and part-time students a \$25 deposit after the have been accepted. The deposit is refundable until May 1 for students entering in the fall term and November 1 for students entering in the spring term. Housing arrangements may be made after the tuition deposit is paid. A housing deposit may also be required. Prospective students are urged to visit the campus. Individual appointments, which include tours of the campus, can be arranged with an admission counselor.

Visiting Day and Open House programs are scheduled throughout the year. Students needing special accommodations for such events are asked to contact the Office of Undergraduate Admission prior to the event. All application materials become the property of Dominican University. Providing incomplete or inaccurate information regarding a previous academic record on an admission application form is grounds for denial of admission.

Students with Special Needs

Information regarding services for students with special needs is available in the Office of the Dean of Students. Students needing these services are encouraged to meet with the dean of students prior to enrollment.

Admission from Secondary Schools Requirements

Entrance requirements for the Bachelor of Arts and Bachelor of Science degree programs include a high school cumulative grade point average of 2.75 in college preparatory classes, rank in the upper half of the high school class, ACT or SAT scores at or above the national average, and completion of 16 units of college preparatory work, including 14 in a combination of English, mathematics, social science, laboratory science and foreign language. Factors such as leadership,

personal qualities and co-curricular activities are also considered. Proof of high school graduation and proof of state-required immunization must be presented prior to enrolling at the university.

Dominican University recognizes the General Education Development (GED) diploma in lieu of a high school diploma.

Application Procedure

Applicants for admission to the freshman class are responsible for having the following documents sent to the university:

1. The completed application form and a non-refundable \$25 application fee. The application form is available from the Office of Undergraduate Admission or can be accessed from the Web site: www.dom.edu;
2. An official high school transcript; and
3. ACT or SAT scores. In most cases the university will accept the ACT/SAT scores reported on the high school transcript. Acceptance of high school applicants before the completion of the senior year carries with it the understanding that the candidates will successfully complete the senior year. The university reserves the right to withdraw acceptance if the final transcript is unsatisfactory.

Advanced Placement

High school students are encouraged to take advanced placement tests and to apply for college-level academic credit on the basis of the results. There is no maximum of credit awarded through AP examinations. Students must have official scores sent to Dominican University. The credit will be awarded after students have successfully completed one semester at Dominican University with a minimum career GPA of 2.00. For additional information, contact the Rosary College of Arts and Sciences.

International Baccalaureate

Dominican University recognizes the rigorous nature of the International Baccalaureate (IB) program and awards individual course credit for scores of four or above on higher-level IB examinations. Students may be awarded up to 30 semester hours of advanced standing for appropriate scores on higher-level examinations. For additional information, contact the Rosary College of Arts and Sciences.

Admission to Honors Degree Program

Incoming full-time students of superior ability are invited by the faculty honors committee to participate in the honors degree program. Normally, students are invited into the honors degree program if they rank in the upper ten percent of their graduating class, have high ACT/SAT scores and have completed honors or advanced placement classes in high school.

Early Admission to College

Students wishing to enter Dominican University before receiving their high school diploma will be considered for admission to the freshman class upon completion of the junior year and fulfillment of the following conditions:

1. Recommendation for admission to Dominican University by the high school principal or counselor and at least one faculty member; and
2. Completion of not fewer than 14 units acceptable toward admission to Dominican University, 11 of which shall be in subjects prescribed for admission.

Special Admission Opportunities

Dominican University admits a limited number of students each year who do not meet all the regular admission requirements but who have demonstrated the potential to complete university course work successfully. For these students, a condition of admission to the college may be participation in the summer Transitions Program or enrollment in a study skills seminar (see page 112).

Admission of Transfer Students

A transfer student is one who has been accepted with a least 12 semester hours of transferable college credit. Students in good standing from regionally accredited two-year or four-year colleges will be considered for admission.

Candidates applying as transfer students are responsible for having the following documents sent to the university:

1. The completed university application form and a nonrefundable \$25 application fee;
2. Official transcripts from each college and university attended; and
3. The official high school transcript, including ACT or SAT scores, when requested.

Community college students holding an Associate of Arts degree earned in a qualified baccalaureate transfer program usually receive full credit for their transfer work up to a maximum of 68 semester hours of credit. The maximum in physical education and health is four semester hours. In most cases, this will allow the full-time associate's degree student to earn the bachelor's degree in two additional years.

Up to 90 semester hours may be accepted in transfer from four-year colleges and universities (see residency requirements on page 18.)

Second Bachelor's Degree

Students holding a baccalaureate degree from a regionally accredited institution may receive a second bachelor's degree from Dominican University provided that:

1. All university general education requirements, foundation and area requirements and major requirements are met;
2. A minimum of 34 semester hours are earned in residence at Dominican University; and
3. A cumulative career grade point average of 2.00 is attained.

Transfer student restrictions apply to second baccalaureate degree candidates.

Degree Completion Agreements

Dominican University in partnership with colleges and universities in the area, offers a number of degree completion programs. Generally, completing certain programs at one of these colleges admits the student into a bachelor's degree program at Dominican. Areas of partnership include programs in business, early childhood education, food industry management, basic addiction counseling, culinary arts, criminal justice and others. Please contact the Office of Admission for a complete listing of partnership programs.

Admission to Certificate or Licensure Programs

Students admitted to certificate or licensure programs will follow the same procedures as outlined for degree seeking students. Students accepted into certificate programs may apply those credits toward a bachelor's degree. The change of status must be filed with the registrar.

College Level Examination Program (CLEP)

Subject to acceptable scores and to certain departmental qualifications, credit is granted in most disciplines for College Level Examination Program (CLEP) tests taken prior to the semester of graduation. Students must request that scores be sent by the testing service to Dominican University. Credit is awarded after the student has successfully completed three courses at Dominican.

A maximum of 28 semester hours of credit is granted with no more than 12 semester hours in one major area of concentration. For additional information contact, the Rosary College of Arts and Sciences.

Information about the College Level Examination Program can be secured from the Program Director, CLEP, Box 6600, Princeton, NJ 08541-6600.

Admission as Student-at-Large

Students who are not seeking a degree may be admitted to the university as a student-at-large without presenting transcripts of previous college or secondary school work provided they are in good standing at their previous school. A student-at-large may register for up to 30 semester hours of credit before they must change to degree-seeking status. Their credit work as non-degree students at Dominican will be treated as transfer credit for the purpose of satisfying degree requirements.

They must meet all admission requirements when applying for degree-seeking status and are subject to all academic rules and regulations during their attendance at the university.

Students seeking teacher certification, Commission on Accreditation for Dietetics Education (CADE) certification or registering for certificate and/or licensure programs may not apply as students-at-large. Students-at-large are not eligible for financial aid.

Admission of International Students

International students must have completed the equivalent of a United States high school education. Only official transcripts from secondary schools and colleges or universities will be considered as a basis for admission. Applicants must send official transcripts of all credits and official copies of all degrees, diplomas or certificates, and credentials.

Official credentials and notarized translations must be sent to the Office of Undergraduate Admission. ACT or SAT scores also should be submitted when appropriate. For advanced standing and/or transfer credit, students may be asked to have official evaluations completed by ECE (Educational Credential Evaluators, Inc.) or other approved agency at their own expense.

Proficiency in English, both written and oral, must be demonstrated before admission. This may be done by scoring a minimum of 550 on the paper version of Test of English as a Foreign Language (TOEFL), 79-80 on the Internet version, or 213 on the computer-based version. Students may also meet the English proficiency by successfully completing Level 112 in the ELS Language Centers Program. ELS, a division of Berlitz International, has one of its centers on the Dominican University campus.

In addition to tuition and room-and-board expenses, there are additional expenses for international students including:

1. Medical insurance, which must be obtained from an insurance agency; and
2. Books, fees, personal items and living expenses when the university is not in session.

International students must pay the first semester's tuition, fees, room and board in full prior to enrolling in classes. Only limited financial aid is available to

international students. Students must secure funds from other sources to meet educational expenses. Dominican University will assume no liability for any expenses incurred by international students.

Admission of Veterans

Dominican University is approved by the State Approving Agency for the Training of Veterans. Veterans should obtain a certificate of eligibility from their local veterans administration office at least one month before they plan to enter college.

Financial Aid

The financial aid program at Dominican University provides assistance to students whose personal and family resources cannot meet the cost of education. Assistance is in the form of federal, state and institutional grants, loans and employment. Only those students who have been accepted for admission are considered for financial aid.

An applicant's aid eligibility will be determined by an evaluation of the Free Application for Federal Student Aid (FAFSA) available in the financial aid office. To be eligible for federal or state aid, students must be degree-seeking United States citizens or permanent residents. To remain eligible for financial aid, students must maintain satisfactory academic progress and continue to demonstrate need on financial aid applications submitted annually.

Refunds will be made according to the refund policy outlined in this bulletin. Eligible students must request their refunds in writing at the student accounts office.

Financial Aid Application Process

Complete the Free Application for Federal Student Aid (FAFSA) and list Dominican University (code 001750) as the institution to receive the information. Application deadline is April 15 for returning students. Priority deadline for new students is June 1. Some students may be required to submit additional information.

Tuition Exchanges

Dominican University participates in the Catholic College Cooperative Tuition Exchange, the Council of Independent Colleges Tuition Exchange and The Tuition Exchange, Inc. Dependents of employees of participating institutions are eligible for tuition benefits at Dominican University. Additional information on these tuition exchanges is available in the Office of Undergraduate Admission.

Endowed and Memorial Scholarships

Benefactors of the university have established the following scholarships to promote Catholic college education and provide financial aid to qualified students.

The Alumnae/i Reunion Scholarship,
classes of '27,'64,'65

The Bernard G. and Anna M. Anderson Endowed Scholarship

The Edna and Ralph Balgemann Scholarship

The Lerone and Gloria Bennett Scholarship

The Camille P. and Ferdinand V. Berley Scholarship

The Renee A. and Pier C. Borra Scholarship

The Ida Brechtel Scholarship in Memory of
Sister Mary Alberic Runde

The Lois L. and Edward A. Brennan Scholarship

The Loretta Wagar Burg Scholarship

The Angie Buscareno Endowed Scholarship

The William J. and Anna S. Chekewicz Scholarship

The Class of 1939 Scholarship

The Class of 1940 Scholarship

The Class of 1946 Scholarship

The Class of 1968 Scholarship

The Class of 1971 Scholarship

The Bernadette E. Connelly Scholarship

The James and Marie Cowhey Scholarship

The Janet Cunningham Crowley Scholarship

The Mabel F. Crowley Scholarship

The Sister Thomasine Cusack Memorial Scholarship

The Helen Keogh and Patrick H. Doherty Sr. Scholarship

The Anna M. Dolan Scholarship

The Carolyn Leonard Dolan Scholarship

The Ellen Raepple Donahue Family Memorial
Scholarship

The Eileen Hogan Drum Scholarship

The Erickson-Studnicka Scholarship

The Olive Mazurek Faa di Bruno Scholarship

The Kathleen Moonan Fitzgerald Scholarship

The Terry Gillespie Freund Scholarship

The Friends of Dominican University Scholarship

The Virginia Burke Gearen Scholarship

The Sister Cyrille Gill Scholarship

The John S. and Estelle V. Phelan Gorman
Scholarship

The Mary Estelle Gorman Scholarship

The Nancy O'Connor Harrington Scholarship

The William Randolph Hearst Endowed Scholarship

The Katharine Loretta Howard Scholarship

The Harriet and Joseph Kern Scholarship

The Mr. and Mrs. Joseph G. Kruce Scholarship

The Henry S. Lang Scholarship

The LaVera Lazer Memorial Scholarship

The Sister George Lennon Scholarship

The Audrey Brekke Lewis Scholarship

The Green-Lewis Scholarship

The Celia A. Lewis Scholarship

The Edna Green Lewis Scholarship

The Edward W. Lewis Scholarship

The Mrs. Ellen T. Lewis Scholarship

The William H. Lewis Scholarship

The Dorothy In-Lan Wang Li and Tze-chung Li
Scholarship

The Frederick S. Lund Family Scholarship

The Father Eugene Joseph Lutz Scholarship

The Jean Lynch Scholarship

The Patricia Therese McCarron Scholarship

The Josephine Lewis McGoorty Scholarship

The Sister Albertus Magnus McGrath Scholarship

The Coletta Dunn Maddock and James Andrew
Maddock Sr. Scholarship

The John F. and Marie B. Mayer Scholarship

The Mazur-Tcachuk Scholarship

The Gerard J. Mikol Scholarship

The George and Loretta Morency Scholarship

The Alice and John Moretti Scholarship
in Memory of Sister Jocelyn Garey

The Vernile Murrin Morgan Scholarship

The Joseph C. Mugnolo Memorial Scholarship

The Marie Mulgrew Scholarship

The Dorothy Reiner Mulroy Scholarship

The Mother Evelyn Murphy Scholarship

The Patricia and Vincent Murphy Scholarship

The Sister Jean Murray Scholarship

The Irma Piepho Scholarship

The Charles and Colette Pollock Scholarship Fund

The Richard and Virginia Prendergast Scholarship

The Colleen Redmond Scholarship

The Alice Muriel Reynolds Scholarship

The Roach Scholarship in Memory of

Sister Albertus Magnus McGrath

The Rita Ann Barry Rock Scholarship

The Rosary College Memorial Scholarship

The Helen H. and Earl J. Rusnak Scholarship

The Gloria A. Sanchez Scholarship

The Anthony J. and Anna Marie Garippo Sciaraffa
Scholarship

The Robert L. Sciaraffa Scholarship

The Scully Family Scholarship

The James and Catherine Shandorf Scholarship

The Malcolm Sharp Scholarship

The Sinsinawa Dominican Trustee Scholarship

The John Sowa Scholarship

The Isabelle Breen Stucker Scholarship

The Lena Maggi Swanson Memorial Scholarship

The M. James and Mary Jane Termondt Scholarship

The Sister Sheila Treston Scholarship

The Rita M. Uznanski Bottei Endowed Scholarship

The Anita L. Vogel Scholarship
 The Gert Hammond Wagner Scholarship
 The Frances R. Watts Scholarship
 The Margaret Ellen White Scholarship

Costs—2006-2007 Academic Year

Tuition covers only a portion of the total cost of study at Dominican University. The donations of alumnae/i, foundations, corporations and other friends of the university help to limit the expenses charged to students while maintaining a high-quality educational program. Each application should include the \$25 non-refundable application fee. Students who are accepted and plan to attend must make a \$100 tuition deposit, which can be refunded up until May 1 for the fall semester and until November 1 for the spring semester.

Charges

Tuition

Annual 2006-2007 (12-18 semester hours)	Semester 2006-2007
\$21,150	\$10,575

Room and full board

(with 15-meal plan*)

Double	\$6,620	\$3,310
Single	\$7,150	\$3,575

*The cost is based on a 15-meal plan. There are also 10-meal and 15-meal plans with flex dollars available.

Part-time students

Tuition per semester hour (1-11)

Credit.....	\$705
Non-credit (audit).....	\$352.50

High school students taking a college course

Tuition per semester hour.....\$352.50

Degree completion students

ACE (Academic Course Equivalency).....\$352.50

Other fees

New student fee: Full-time students.....	\$150
Part-time students.....	\$25

Student fees

Full-time students per semester.....	\$50
Part-time students per course.....	\$10
Annual Resident Student Association fee.....	\$30
Graduation fee.....	\$50
NSF check fee.....	\$30
Late payment.....	\$20
Late registration.....	\$25

Payment plan charge (per semester, added to first payment).....	\$60
Transcript of credits.....	\$5
Processing for International Dominican Affiliate program.....	\$250
Parking fee, per sticker, per academic year.....	\$30

Course Fees

Some courses have special fees applied, ranging from \$10 to \$50.

Bills for tuition and other fees are mailed to the student at the home address before the beginning of classes for the semester. Payment is due at the following times for students who register in advance:

- Fall semester—August 5
- Spring semester—January 5

New students who register after the above dates must pay their tuition or make financial arrangements at the time of registration.

Financial aid awards, with the exception of work awards, are deducted from any amount due. Annual awards are divided equally between the semesters unless the award carries a stipulation to the contrary. International students must pay for the semester charges at the beginning of each semester.

Payment Plans

Payment plans can be arranged at the Student Accounts Office. All charges must be paid in full before the semester ends. Students will only receive one statement a semester. All student may view their account status at any time online.

Withdrawal

When the Student Accounts Office has received official notice of withdrawal from the registrar, tuition will be refunded according to the schedule shown below:

Notification of drop during first week:	No charge
Notification during second week:	20% charge
Notification during third week:	40% charge
Notification during fourth week:	60% charge
Notification during fifth week:	80% charge
Notification after fifth week:	100% charge

The withdrawal will be dated as of the end of the week in which formal notice of withdrawal is given to the registrar. See page 28 for further information on withdrawing from classes.

Refunds

If a student has a credit balance after all financial aid is posted to his/her account, the excess may be refunded after the add/drop date each semester. The student must request a refund from the Student Accounts Office.

Refund checks will normally be processed within three working days. Refunds will not be made on the basis of estimated grants or anticipated funds, only upon funds actually received by Dominican University.

Resident hall charges are based upon the full year's costs. It is expected that students will remain in residency the entire year except in cases where work for the degree has been completed before the end of the academic year. Refunds will be made on pro-rated basis in the case of withdrawal due to serious illness or withdrawal at the request of university officials.

Financial Regulations

Students are not entitled to participate in graduation or receive recommendations, degrees, honors, semester grades or transcripts of credits until all bills are paid and Federal Perkins/National Direct student loans are in current status. Any unpaid bills may be referred to a collection agency. The student is liable for any collection and legal costs. All charges are subject to change after 30 days' notice. Registration and enrollment shall be considered as signifying acceptance of all conditions, rules and regulations.



STUDENT LIFE

Immunization Policy

Students registering for post-secondary education must submit to the university evidence of immunity against those diseases specified in the rules and regulations promulgated by the Illinois Department of Public Health. During the admission process and/or registration, students must provide proper documentation of immunizations that will be placed in their medical file. All students, graduate and undergraduate, registered for more than half time are expected to meet all requirements necessary for compliance. If there is a medical or religious reason students are unable to have immunizations, this statement must be submitted in writing and will be placed in the student's medical file. Students born prior to January 1, 1957 are considered to be immune to measles, mumps and rubella. However, students must submit to student health services proof of a tetanus immunization within the last 10 years and proof of their birth date. Failure to comply with the law may result in the assessment of fines and/or withholding of grades and transcripts until compliance is complete.

Immunization records are available from your high school or from your personal physician and are to be submitted to student health services.

If you have any questions regarding immunization records, please contact student health services.

Special Needs Services

At Dominican University, no qualified individual with a disability will be excluded from participation in or be denied the benefits of the services, programs or activities of the university. The Office of the Dean of Students is a university resource promoting barrier-free environments (physical, program, information, attitude) and assisting the university in meeting its obligation under federal statutes and school tradition in regard to the rights of students with disabilities.

The Office of the Dean of Students coordinates providing necessary and appropriate services for students with special needs. Upon receipt of appropriate documentation of disability, the office assists by providing or arranging appropriate auxiliary aids and services, reasonable accommodations, academic adjustments and consultation. In some instances the Office of the Dean of Students acts as a liaison with other appropriate state and federal agencies.

Students are encouraged to meet individually with the dean of students to determine what specific services and accommodations are needed. It is the responsibility of

the student to make requests for auxiliary aids or special services at least three weeks prior to the start of a program or class.

Due Process

The disability grievance procedure can be found in the Student Handbook or copies can be requested from the Office of the Dean of Students.

The Rose K. Goedert Center for Early Childhood Education

The Rose K. Goedert Center for Early Childhood Education, directed by the School of Education, demonstrates Dominican University's commitment to provide quality early childhood education to children two to six years of age. Programs at the center are open to children of Dominican University students, faculty and staff as well as the local community. The center also provides a learning environment for School of Education students.

The Goedert Center for Early Childhood Education is located in a stand-alone building on the university's Priory Campus and is open Monday through Friday from 7:00 a.m. until 6:00 p.m. Because the center offers a full developmental program, it requires that children are pre-registered. Admittance is based on availability. Parents may choose from several attendance plans; however, the center is not available for occasional use.

Further information and registration forms are available from the Goedert Center at (708) 524-6895.

Summer Gifted and Talented Program

The Summer Gifted and Talented Program is designed to engage small groups of intellectually curious students, in grades two through seven, in learning experiences that challenge the imagination, provide creative stimulation and promote cooperative learning.

Additional information on this program is available from the School of Education.

ACADEMIC INFORMATION

The university offers undergraduate students an education that prepares them to pursue truth, to give compassionate service and to participate in the creation of a more just and humane world. The liberal arts and sciences are especially conducive to this mission and thus are central to our core curriculum. Liberal learning in undergraduate programs is distinguished by several characteristics:

- Regard for multiple perspectives in the pursuit of truth;
- Engagement of the Catholic and Dominican intellectual tradition;
- Independent thinking within a comprehensive intellectual framework;
- Liberal education in dialogue with professional education;
- Academic rigor among friends;
- Performance of truth inside the classroom and out; and
- A life to be proud of.

The undergraduate curriculum is the course of studies, or path, that liberal learning takes. Three overlapping components make up that curriculum:

- Core: A sequence of courses that provide the student with secure foundations, breadth of intellectual vision and integration of the undergraduate academic experience;
- Major: An opportunity to pursue one area of knowledge or discipline in greater depth; and
- Electives: Special forays into that zone of freedom that characterizes liberal learning.

Only by completing an integrated course of study such as this one can a college graduate claim to be “liberally” educated. The word “liberal” has its roots in the Latin word that means “free.” From what and for what can a liberal education free the student? A liberal education frees the student from dependence on direct personal experience as the sole basis for ideas and opinions about the world. A liberal education offers not just knowledge—of the past and present, the self and others—but also the tools needed to acquire new knowledge when faced with new situations and an intellectual context within which to place that new knowledge. Thus a liberal education can help free the student from fears that are quite common today: What will happen to me if the work I’m trained to do becomes obsolete? Will I be able to adapt to a new workplace, a new neighborhood or city, a new culture? A liberal education, furthermore, can make one less susceptible

to the claims and manipulation of powerful persons and institutions, as well as to the partial, piecemeal view of experience too often imparted by the modern world. A liberal education, that is, provides students the means necessary to approach problems—private, professional and public—from a wide variety of sources, using a mind made supple and responsive by the practice of a wide variety of ways to learn.

Bachelor of Arts (BA) and Bachelor of Science (BS) Degree

General Requirements

1. Each student must complete 124 semester hours of credit, four semester hours of which may be in physical education and health. A semester course may carry from one to eight semester hours of credit, according to the judgment of the department. The minimum requirement for full-time status in any one semester is 12 semester hours of credit, and the maximum permitted is 18 semester hours. See page 29 for the rule governing an exception to the normal course load.
2. Each student must attain a cumulative grade point average of at least 2.00 based on all course work.
3. Each student must complete a major field of concentration consisting of no fewer than 24 and no more than 56 semester hours of credit. No more than 42 semester hours in a single discipline; may be required for a major field of concentration. No more than 54 semester hours of credit in one discipline may be offered by the student for the degree. The following information should be noted in regard to the 54 semester hour rule: a) courses which are cross-listed count in both disciplines; and b) accounting and business administration count as one discipline, as do sociology and criminology, and theology and pastoral ministry.

A minimum grade of “C-” must be earned in courses for a major or minor and a minimum career cumulative grade point average of 2.00 is required for completion of a major or minor. The satisfactory/fail grade option may NOT be used for any course submitted for a major or minor unless otherwise indicated in department major requirements.

Degree With Honors

Honors degrees are awarded on the basis of the cumulative grade point average of all baccalaureate course work taken, including course work accepted in

transfer. For a baccalaureate degree summa cum laude, a student must have a career cumulative grade point average of 3.90; for a baccalaureate degree magna cum laude, 3.70; for baccalaureate degree cum laude, 3.50.

Course Intensification Option

Students may propose a special project for earning one additional semester hour credit in one course in which they are already enrolled in a given fall or spring semester. Summer courses are not eligible for the course intensification option. The course must be listed in the Rosary College of Arts and Sciences course schedule for three or more credits. The student is responsible for completing a course intensification application (available in the registrar's office) and obtaining written permission from the instructor.

Approved applications with a drop/add form signed by the student's advisor must be filed in the registrar's office by the end of the fourth week of the semester. Students who request the course intensification option may not alter this request once it has been approved—i.e. students may not drop the single credit. The course intensification option requires additional student work, and under no circumstances should it be considered as a substitute for regular course work. Students will receive the same grade for the entire course, including the additional work completed as part of the course intensification.

Students may take no more than one course per semester with the intensification option. Some academic programs may require majors to take certain courses using the intensification option. Consult departmental program descriptions for more details.

Residency Requirements

One hundred twenty-four semester hours are required for graduation. A certain number of these hours must be earned in residency.

Students may meet Dominican's minimum residency requirement in any one of the following ways:

1. Complete any 90 semester hours at Dominican University;
2. Complete from 45 to 89 semester hours at Dominican University, including the last 15 semester hours applied toward the degree; or
3. Complete the last 34 semester hours for the degree at Dominican University.

Up to 68 semester hours are accepted in transfer from community colleges and up to 90 semester hours from four-year colleges and universities.

Each department will determine the number of semester hours in the major and minor that must be taken at Dominican.

Field of Major Concentration

No later than the end of the junior year, students must choose a field of major concentration. Certification by a department is registered on a major application, which must be signed by a major professor of the department and filed with the registrar.

A major course (required) in which a grade of "D" or "F" is earned must be repeated. A minimum grade point average of 2.00 is required in the major. It is the responsibility of the student to make certain that degree requirements are met.

Students may elect an optional field of minor concentration. A department offering a minor may require no fewer than 18 semester hours and no more than 24 semester hours. The requirements for a minor are listed in the Courses of Instruction section of this bulletin under each discipline offering a minor area of concentration.

Interdepartmental Major

Students choosing an interdepartmental major may devise programs suited to their particular needs and interests. Each student, in consultation with a committee of faculty members from the departments involved, submits a plan of study. If the plan is approved, certification by the department offering the majority of courses within the major is registered on the major application, which must be signed by a major professor of that department and filed with the registrar.

Bachelor of Science (BS) Degree

Students choosing certain majors may elect to earn a Bachelor of Science degree. This option is available to majors in accounting, biology, biology/chemistry, chemistry, business administration, computer information systems, computer science, economics, environmental science, food science and nutrition, food industry management, natural sciences, mathematics, mathematics/computer science, nutrition and dietetics, and psychology.

The general degree requirements, foundation requirements, and liberal arts and sciences core curriculum required for the Bachelor of Science degree are the same as those required for the Bachelor of Arts degree.

Requirements in the major field of concentration for the Bachelor of Science degree may include additional course work in computer science, mathematics and/or the natural sciences. For differences between the Bachelor of Arts and Bachelor of Science degree in a specific major, the student should consult the appropriate major in this bulletin.

Second Bachelor's Degree

Students holding a baccalaureate degree from a regionally accredited institution may receive a second bachelor's degree from Dominican University provided that:

1. All university general education requirements, foundation and core requirements and major requirements are met;
2. At least 34 semester hours are earned in residence at Dominican University; and
3. A cumulative grade point average of 2.00 is earned in all course work.

Second Major/Minor

Dominican University graduates may add a second major/minor to their Dominican record using the requirements in the bulletin of their original major/minor if completed within two years of receiving the bachelor's degree.

Dominican University graduates who wish to add an additional major/minor more than two calendar years after receiving the bachelor's degree must fulfill the major/minor requirements in effect at the time they return to complete their work.

Returning Students

Students returning to Dominican after an interruption of more than five years are subject to bulletin provisions for the general education requirements as well as major and minor requirements in effect at the time they re-enter. (However, every effort will be made to count earlier courses in the way most beneficial to fulfilling current requirements.)

Students returning to Dominican after an interruption of fewer than five years can use the bulletin in effect at the time of their original admission to Dominican or any later bulletin. Returning students who have attended other colleges or universities during their absence must reapply to Dominican. Upon readmission, they may select a bulletin in effect up to five years prior to the term they reenter, providing they were enrolled during the bulletin year of their choice.

Academic Advising Program

Students at Dominican are able to exercise a large measure of personal choice in curriculum because of the quality of the university's academic advising. Freshmen are individually advised by a freshman seminar professor and each upper division student by a major professor, ensuring continued attention, communication and close working relationships. The university recognizes that while students hold the primary responsibility for their education and hence for their program choices,

the advisor's help is crucial in developing an informed basis for responsible and expedient academic decisions. Students may not register for courses without an advisor's signature or release of a PIN number. Advisors, therefore, are available, understanding, interested and informed. They recognize that their functions will vary according to the needs of individual students.

Administrators and faculty are sensitive to tendencies and changes in student career goals and the consequent need for designing curricula to further those goals within the framework of the liberal arts education that is so beneficial in livelihood and in life.

A central advising office, staffed to provide general academic information, assists and supports the work of advisors and major professors.

The Office of Multicultural Affairs, in collaboration with the advising office, monitors the academic progress of multicultural and transitioning students.

Career Advising Program

The career advising program in the Center for Career Development aspires to create in students a values centered work ethic, educating them to become productive and compassionate citizens and equipping them with tools to make satisfying career and life plans. Services available to students include assistance with selecting a major, help finding part-time jobs and internships, and full-time job search support.

The Center for Career Development provides career decision-making assistance, job search workshops, resume writing, interviewing techniques, cover letter assistance and updated career resources to students and alumnae/i of Dominican University. The office interacts with business, industry, education and government to learn of employment opportunities. The office hosts on-campus interviews, practice job interviews, a business etiquette dinner and a spring job fair.

Active teacher candidates who complete their student teaching through Dominican University can establish a credential file with this office. A job bulletin is posted online listing full-time and part-time teaching vacancies. Additional information about the Center of Career Development is available on the Web site at www.careers.dom.edu.

Study Abroad

Year-long or semester programs

More and more students at Dominican University are taking advantage of our varied study abroad programs, viewing these opportunities as an integral part of their undergraduate education. In Europe, Asia, Latin American and Africa, students are perfecting their language skills and/or studying the culture, politics, art,

literature and social systems of the target country. As a participant in a study abroad program, students, in addition to study, participate in a wide variety of cultural experiences and excursions as well as independent travel. The goal of study abroad is to give the student a broader knowledge and understanding of the world and other peoples and also a new sense of self-reliance and independence.

Semester in London, England—Offered during the fall semester only, the London program is open to juniors and seniors in all majors. With a focus on students' experiencing as well as studying about Britain, the curriculum consists of two parts: an interdisciplinary course in British Life and Culture and a tutorial/independent study course, generally in the student's major. The interdisciplinary course includes lectures by British experts in a variety of fields, weekly day trips, overnights to Stratford-on-Avon and to Bath and Wales, an eight-day study tour to Edinburgh, York and the Lake District.

Study Abroad in Milan, Italy—This affiliate program with IES (Institute for the International Education of Students) in the fashion, financial and commercial capital of Italy is intended for students interested in a semester or academic year program in Italy. Students live with Italian university students and/or young professionals. Students may take a variety of language and area studies courses in art history, cinema, theatre, history, literature, music and political science at the IES center in Milan or at Milan's major universities. All courses are taught in Italian. Advanced students may apply for internships with professionals in any number of subject areas.

Study Abroad in Nantes, France—Through an affiliation with IES (Institute for the International Education of Students), this program is intended for students who wish to study in France for a semester (fall or spring) or an academic year. Nantes is a medium-

size city in western France from which students can easily travel to Paris and other areas in France and Europe. Students participate in a one-and-a-half-week orientation and language-intensive session. They then enroll in a variety of language and area studies courses offered either at the IES Study Center or, for students at the advanced level, at the Université de Nantes. Students can also take advanced courses in business and management at the Ecole Supérieure de Commerce Audencia Nantes. All courses are taught in French by university professors. Internships in local schools, businesses, not-for-profit associations, and regional government organizations are available.

Study Abroad in Salamanca, Spain—This affiliate program with AIFS (American Institute of Foreign Studies) offers one or two semesters of study at the oldest and most famous university of Spain. Students register for classes in language, area studies or other fields at either the University of Salamanca or the AIFS program, depending upon language preparation. All courses are conducted in Spanish. Students live with a host family. Through excursions planned by AIFS and independent travel, students have the opportunity to explore Spain and Europe.

Study Abroad in Stellenbosch, South Africa—This affiliate program with AIFS (American Institute of Foreign Studies) offers one or two semesters at the University of Stellenbosch, South Africa's second-oldest university. Students register for classes taught in English at the university. Students can choose from a wide variety of subjects, including African area studies, South African and African history and politics, theatre arts and South African literature.

Summer Programs

Summer in Florence

The Florence program is a six-week study abroad opportunity intended for students interested in Italian language, art, culture and history. As the center of Renaissance civilization, Florence offers students opportunities to become acquainted with the artistic, architectural, literary and cultural achievements of Italy's past.

Short-Term Programs

China: Modernization and Tradition

The next major power and the fastest-growing country in the world have a 4,000-year old civilization. This three-credit course is available to students interested in the politics, culture, society and economics of China's past and future. Classes are held at Dominican both before and after the trip. During the

two-week study trip, students visit the major historical capitals of China—Xi'an, Nanjing, and Beijing—as well as its current economic capital, Shanghai. This course is conducted in English.

El Salvador: Human Rights, Public Health and Globalization

In the aftermath of the brutal civil war fought in this tiny Central American country, the struggle for peace with justice continues. This course explores how El Salvador's particular social history impacts the health and well being of the population. Students interact with non-governmental organizations, politicians, hospitals, doctors and community activists. Utilizing the capital

city of San Salvador as home base, students travel to the countryside to learn about health issues affecting the rural poor. This course is conducted in English.

Literary London and Beyond

This optional one-credit study abroad component is offered in conjunction with English 247. Literary London is a nine-day study tour of London, Canterbury and Windsor, intended to complement texts read in English 247. Students visit places associated with Shakespeare, Chaucer, Dickens, Samuel Pepys, Samuel Johnson and James Boswell, T.S. Eliot and Thomas Gray.

Rome Interim Program

This three-credit-hour program in Rome, Italy, occurs during the January semester break. The program consists of three phases: study of the historical context which takes place at Dominican prior to leaving for Rome; Rome tour visiting major sites of the Eternal City (Imperial, Christian and Dominican), such as the Coliseum, the Basilica of San Clemente, Santa Sabina, the Catacombs, the Vatican Museums and St. Peter's Basilica; and final session at Dominican after tour. The course is conducted in English.

For complete information on all programs, contact the director of international studies.

Internships

Internships enable students to gain appropriate work experience in their field, integrating their academic course work with professional preparation. By completing an internship, students can better understand the career opportunities offered by their major and establish more specific career goals.

Students entering their junior or senior year of study, having fulfilled any internship prerequisites set up by the department, are eligible to apply to their department for an internship experience. A minimum cumulative career grade point average of 2.50 is required. Transfer students must have completed at least 15 semester hours at Dominican before applying for the internship, and students enrolled in certificate programs should complete the internship at the end of their program of study.

The internship experience is governed by a contract between the student, the faculty coordinator and the employment supervisor. This contract must be approved by the department in which the internship is being taken and the director of internships. An internship may be taken in only the student's major field of study, enabling the student to earn from one to eight semester hours of credit. The student may register for an internship in no more than two semesters. Credit hours earned in an internship will be applied toward the 124 semester

hours required for a bachelor's degree. The internship hours do not satisfy the total semester hours required for completion of a major or a minor area of concentration.

Prior to the start of an internship, students should consult first with their academic advisor or the chairperson of the relevant department and with the director of internships. Registration for an internship requires approval from an academic advisor, an internship application and a course registration form, which should be submitted to the registrar's office no later than three weeks from the start of the semester.

Employer sites and internships must be approved by the faculty supervisor as worthy of academic credit. Special regulations apply to the internship program, and information about these regulations as well as currently available internship opportunities may be obtained from the director of internships in the Center for Career Development.

Service Learning

Service learning is a method of teaching which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service learning involves students in organized community service that is directly linked to the curriculum, and it addresses local community needs. This learning experience provides multiple benefits to the students, including the enhancement of course-related academic skills, further development of critical thinking and social analysis skills, and opportunities for meaningful commitment to and civic engagement with the broader community.

Service learning courses are designated in the course schedule by the sentence "Includes off-campus service hours." These courses engage the entire class in service and reflection, fully integrating service into the learning and understanding of the course content. Another service learning option can be self-initiated through an agreement between the professor, the student and the service learning office. This course carries one semester hour of credit. Contact the Service Learning Office for additional information.

Adult Program

Dominican University offers counseling and other academic support services to students who have been away from college for a number of years or who wish to begin college work some years after high school graduation. Interaction between faculty, students and career advising staff helps returning students to develop new academic and career possibilities and to become aware of new avenues for personal growth. For adult students who have acquired academic experience outside the classroom, credit by examination is obtained through

the College Level Examination Program (CLEP). After completing three courses at Dominican, adult students may also apply for academic course equivalency (ACE) credit. Academic course equivalency credit is not awarded to students holding a Bachelor of Arts degree.

Guidelines for applying for ACE credit are available in the Office of the Dean of the Rosary College of Arts and Sciences. A maximum of 28 semester hours of credit, as many as 12 of which may be in the major, is granted through credit by examination, ACE credit or both. Academic course equivalency and CLEP petitions may not be submitted during the student's last semester, i.e., the semester of graduation.

Certificate Programs

These programs are open to students at least seven years out of high school, with diplomas from accredited high schools, the GED or college credit earned at accredited institutions. Prerequisites: Before final admission to a certificate program, the student must complete or have completed work that meets the minimum BA proficiency requirements in writing and mathematics. At least half of the credits in a certificate program must be earned at Dominican University, including the last 15 semester hours applied to the certificate requirements.

Certificate Programs and the Bachelor's Degrees
Credit in courses taken as part of a certificate program may later be applied to meet the requirements for a Dominican University bachelor's degree. To earn the bachelor's degree, the student transferring from a certificate program to the bachelor's program must meet the bachelor's degree requirements in effect at the time the student applies to become a degree student.

Institute for Adult Learning

The Institute for Adult Learning (IAL) offers a unique flexible means of degree completion for adult students who have been out of high school for at least seven years, have some college credit and desire to complete their degree in an accelerated format. The IAL offers a Bachelor of Science in organizational leadership (BSOL), and a Master of Science in organizational leadership (MSOL).

These experience-driven programs are not designed to simply prepare students for a job but rather offer adult students an opportunity to develop and fine-tune existing professional skills that can ultimately lead to career advancement or enhancement. The academic focus is on current, real world applied knowledge and techniques. Most three-semester credit hour course are completed in five-or eight-week sessions; nine sessions are scheduled each year. Courses normally meet once a week, Monday

through Friday from 6:00 p.m. to 10:00 p.m. or Saturday from 8:00 a.m. to noon. To be admitted to the IAL program, students must have completed at least 30 semester hours in transfer credit from an accredited institution and have a minimum GPA of 2.00 on a 4.00 scale.

Concordia University/Dominican University Exchange

Under a cooperative exchange plan, full-time Dominican University students may take one or two courses per semester (students majoring in music may take more) at Concordia University in River Forest at no additional cost in subjects that complement courses in the Dominican curriculum. (Special fees may apply for music lessons, laboratory fees, etc. that are not part of the exchange. Students will be responsible for these costs.) Concordia University is located half a mile east of Dominican's campus.

Core Curriculum and Honors Programs

LIBERAL ARTS AND SCIENCES CORE CURRICULUM

The liberal arts and sciences core curriculum offers students an education informed by Catholic tradition, by the liberal arts and sciences, and by the central values of Sinsinawa Dominican-sponsored institutions: truth, compassion, justice, partnership and community. This education fosters in students an understanding of themselves and others as intellectual, moral and religious persons.

The core curriculum consists of:

- **Foundations:** Courses that equip students with basic skills fundamental to all other facets of the undergraduate course of study;
- **Liberal Arts and Sciences Seminars:** Courses that apply multiple perspectives to the “big” questions and help students integrate what they are learning elsewhere;
- **Area Studies:** Courses that introduce students to area studies or “disciplines” practiced by scholars as they explore materials and apply methods of inquiry particular to their academic field; and
- **Multicultural Course:** Engagement of diverse cultures in the United States or beyond its borders

Foundations

Each student before graduation must demonstrate:

1. The ability to read with understanding and to communicate in writing. This requirement may be met by placement examination or by completing with a passing grade college-level course work in writing equivalent to English 102;
2. The ability to understand and use mathematics. This requirement may be met by placement examination or by completing with a passing grade college-level course work equivalent to Mathematics 130, 150, 160 or 170;
3. The ability to understand the connections between human languages and specific cultures and the ability to interact appropriately with people of another culture. This requirement may be met by placement examination, by completing with a passing grade a foreign language course at the level of 102, by participation in any of the Dominican-approved study abroad programs, or by completing with a passing grade Modern Foreign Languages 151, 152, 153 or 154. Foreign nationals educated

abroad at the high school level are exempt from the requirement;

4. The ability to effectively find, evaluate and utilize information as defined as a set of skills called information literacy. Introduction to these skills will take place in English 102 where students will learn the basics of library research including the ability to locate both print and electronic sources by searching library databases for articles and books; effectively using the Internet for academic purposes; evaluating information critically; and using the information ethically and legally. Students who do not take English 102 at Dominican University will be required to complete an Information Access Workshop during their first semester at Dominican; and
5. The ability to understand and use computers and their applications. This requirement may be met by a proficiency examination or by completing with a passing grade CIS 120 or its equivalent.

Liberal Arts and Sciences Seminars

Each year, students must enroll in and complete with a passing grade an integrative seminar. According to their class standing, they may choose from a wide variety of seminars with some elements in common but offered by instructors representing alternative approaches to the general topics listed below. Seminars invite students to integrate multiple perspectives on personal, social and philosophical issues by reading, discussing and writing about the seminar topic.

- Freshman Seminar: Dimensions of the Self
- Sophomore Seminar: Diversity, Culture and Community
- Junior Seminar: Technology, Work and Leisure
- Senior Seminar: Virtues and Values

All entering freshmen enroll in the freshman seminar during their first semester; the seminar instructor is their academic advisor for the first year. Transfer students begin the seminar sequence at the point at which they enter the university (i.e., students who transfer as sophomores must complete a sophomore, junior and senior seminar; junior transfer students must complete a junior and a senior seminar). A student is classified as a sophomore if 28 semester hours have been completed, as a junior if 60 semester hours have been completed, and as a senior if 90 semester hours have been completed. For purposes of determining

the point of entry to the seminar sequence, however, transfer students who enter with total semester hours within seven of a higher classification begin the seminar sequence at that higher classification (i.e., students entering the university with 21 hours begin the sequence with the sophomore seminar; students entering with 53 hours begin the sequence with the junior seminar; students entering with 83 hours are required to complete only the senior seminar).

Students studying abroad for a full academic year are exempt from that year's seminar requirement.

A description of individual seminars can be found under Liberal Arts and Sciences Seminars on page 119.

Area Studies

As a means of developing a comprehensive intellectual framework vital for liberal learning, students are required to enroll in and complete with a passing grade one course of at least three semester hours in each of the areas listed below. Courses that fulfill these area studies requirements are indicated both in the departmental course offerings listed in this bulletin and in each year's schedule of classes.

Philosophy. Courses that meet the philosophy requirement consider philosophy as part of a reasoned pursuit of wisdom in one's life. Such courses focus on student acquaintance with some of the "big questions" philosophers typically deal with (such as "What makes something 'true or good?'" "Is relativism avoidable?" "Do human beings have free will?" "Is there more to us than our bodies?" "What's real?" "Does life have meaning?" etc.); acquaintance with some of the philosophical positions regarding these questions; and serious opportunities to discuss these questions and positions openly and reasonably within the context of one's life, professionally or as a member of one's community.

Theology. Courses that meet the theology requirement engage students in an exploration of how religious traditions, especially Catholic Christianity, raise and attempt to answer questions of ultimate meaning and value. This exploration requires immersion in the methods and sources proper to theological and religious reflection (e.g., critical study of sacred texts; systematic and historical analysis of beliefs, doctrines, rituals and moral viewpoints) so that students might arrive at a more mature understanding of human existence.

History. Courses that meet the history requirement are designed to help students develop a sense of historical perspective as understood by historians. Such a perspective involves an understanding of the ways

societies may change over time and of the importance of sequential occurrence, as well as awareness of complexity, ambiguity, and uncertainty as intractable conditions of human society—awareness gained through study of the interactions of diverse forces and circumstances on situations in past societies.

Social Sciences. (economics, political science, psychology, sociology). Courses that meet the social sciences requirement provide students with some of the conceptual tools necessary to think independently about social, economic, psychological, or political phenomena and acquaintance with a methodology used to analyze such phenomena. Study in disciplines particularly concerned with analysis of the behavior of individuals, groups or institutions and their interactions helps students form a sophisticated—informed, complex, and thoughtful—response to contemporary problems.

Literature. (English, French, Italian, Spanish). Courses that meet the literature requirement help students understand and respond to works of literature. Such an understanding includes awareness of relationships between authors and their cultural and historical contexts as well as critical appreciation of ways found by writers to express feelings and ideas through language.

Fine Arts. (art, music, theatre, film). Courses meeting the fine arts requirement help students understand and respond to works of fine and performing arts. This includes an awareness of relationships and interactions between artists and their cultural contexts, and an appreciation of ways in which the fine arts express feelings and ideas through various media. This understanding may be gained through personal experience of the creative processes or through the study of works of art; thus, some studio courses and appreciation courses meet this requirement.

Natural Sciences. (biology, chemistry, geology, natural sciences, physics). Courses that meet the natural sciences requirement acquaint the student with scientific thought and inquiry. In the process, such courses help students in an understanding of fundamental concepts and methodologies of the sciences.

Two of the liberal arts and sciences seminars, excluding the freshman seminar, may be used to fulfill two of the seven area studies. Indication of area studies that may be met by particular seminars can be found in this bulletin and in each year's schedule of classes.

Multicultural

Cultural diversity, both within the United States and beyond its borders, provides an important context for the educational mission of pursuing truth, giving service and contributing to a more just and humane world. Thus in meeting the requirements of the core curriculum, each student must elect one course of at least three semester hours that:

- focuses on the culture or analysis of society or civilization in Africa, Latin America/Caribbean and/or Asia; or
- focuses on the experience, traditions, beliefs, arts or thought of African-American, Asian-American, Hispanic-American or Native American cultures.

The course submitted in fulfillment of this requirement may be, but does not have to be, one of the liberal arts and sciences seminars or a course that meets an area-studies requirement. Indication of courses, including seminars that meet the multicultural requirement, can be found in this bulletin and in each year's schedule of classes.

Honors Programs

University Honors: Bachelor of Arts and Bachelor of Science

It is Socrates who challenges us with the claim that the unexamined life is not worth living. The university's honors program contributes to the mission of the university by attempting to provide talented and self-motivated students with the tastes and skills they will need to become life-long learners. Students who accept this challenge are rewarded with the degree of Bachelor of Arts or Bachelor of Science with University Honors in the Liberal Arts and Sciences on the recommendation of the honors committee and upon completion of the following requirements:

1. Completion of four honors seminars including the honors freshman seminar. Completion of the honors seminars will fulfill the liberal arts and sciences core curriculum seminars requirement as well. While the form and substance of the Honors Seminars are subject to approval and change by the honors committee, current seminar rubrics are:
 - Freshman Honors Seminar: Thoughts and Passions
 - Sophomore Honors Seminar: Human Being and Citizen
 - Junior Honors Seminar: Human Being and Natural Being
 - Senior Honors Seminar: Wisdom and Power
 For more detailed information, students should consult the current list of Honors Seminars on page 109.

2. Two core curriculum area studies requirements completed with the course intensification option. Students may also fulfill this requirement by taking courses designated as Honors, such as the current Honors Economics;
3. Either (a) one year of a modern foreign language or of a language approved by the Honors Committee (e.g., Arabic or New Testament Greek), with course work to be taken after matriculation at Dominican University, or (b) demonstrated proficiency equivalent to two years of a foreign language; and
4. A cumulative grade point average of 3.30 and a grade point average of 3.00 in all honors seminars.

The Bachelor of Arts and Bachelor of Science honors degree program is open to full-time students of superior ability. The Honors Committee sets the standards for admission to the program, annually reviews the progress of the students in the program, and recommends the awarding of the degree of Bachelor of Arts or Bachelor of Science with University Honors in the Liberal Arts and Sciences. Interested students should consult the director of the honors program for current-year policies and guidelines.

Exemption from the honors freshman seminar for students admitted to the honors program in their sophomore year or acceptance of honors course work at another institution in place of the freshman and/or sophomore honors seminars is possible with the written approval of the honors director. However, students are not exempt from the upper-level seminar requirements because of a full-year study abroad or other academic off-campus programs.

Departmental Honors: Bachelor of Arts and Bachelor of Science

The degree of Bachelor of Arts or Bachelor of Science with Departmental Honors proposes to give superior students in their junior and senior years the opportunity to study independently and understand the nature of scholarship and creativity in a particular field.

Generally, students attempting the degree with Departmental Honors begin working on the honors project in the first semester of their junior year. The faculty in the discipline approve the project, and the project supervisor and the second reader recommend the project to the Honors Committee in early March. A project in an interdisciplinary major or one which is interdisciplinary in emphasis is submitted with prior approval from faculty from the most relevant disciplines. A student majoring in a discipline in which Dominican has only one full-time faculty member should seek approval of both project and proposal from a second faculty member who is a member of the major

department or from a related discipline in another department, whichever is more appropriate for the project.

Students must meet the following requirements to be eligible: either second semester junior status and a cumulative grade point average of 3.25 in the field of the honors project, or good standing in the Bachelor of Arts honors degree program and at least second semester sophomore status. Detailed deadlines as well as guides for writing an honors proposal and project guides for both students and faculty mentors are available from the honors director.

Students may withdraw upon request, with the approval of the honors director. Students will be required to withdraw for unsatisfactory work. In either case, a statement giving the reasons for the withdrawal or dismissal must be sent to the honors committee. Qualified students who complete both university honors and departmental honors will receive a diploma recognizing both accomplishments.

Additional information regarding honors programs is available in the Office of the Dean of the Rosary College of Arts and Sciences.

ACADEMIC REGULATIONS

Scale of Scholarship

Course work is graded as follows:

A, A-	Excellent
B+, B, B-	Good
C+, C, C-	Satisfactory
D	Poor
F	Failure
AU	Audit
I	Incomplete
S	Satisfactory
W	Withdrawal
WW	Withdrawal for Non Attendance
WX	Administrative withdrawal
WU	Unofficial withdrawal
NC	No credit
NR	Not reported
IP	In progress

Failure. The grade of “failure” indicates that the student has received no credit for the course.

Audit. The grade of “audit” is applied for a student who registers for a course as an auditor. This student is not expected to do written assignments or take examinations. A grade of “AU” will be posted on the registrant’s record. Once the student has enrolled as an auditor in a course, no change in the registration to earn credit may be made. Individuals seeking to audit a course must secure the written permission of the instructor or department before registering.

Auditors may only register on the first day of class or during the add/drop period. No auditor may hold a place in the class if needed for a credit student. Auditing is not permitted in studio courses in art, music or theatre; physical education courses; independent/directed study; service learning; or other courses as designated by the college.

Incomplete. The grade of “incomplete” may be given to a student who has done work of a passing grade in a course but who has not completed that work. Incompletes awarded at the end of the fall semester must be removed by the end of the subsequent spring semester; incompletes awarded at the end of the spring and summer semesters must be removed by the end of the subsequent fall semester. At that time, the professor may report a grade within the ordinary scale of scholarship or a grade of “no credit.” If the professor does not submit a grade by

the end of the subsequent semester, the registrar will automatically record a grade of “F.” In an exceptional case, a professor may petition the dean of the Rosary College of Arts and Sciences before the end of the last week of classes for permission to extend the incomplete for another semester.

Repeating. Students may repeat at Dominican a course in which a “D” or “F” from a course taken at Dominican was previously received. Each grade is recorded on the permanent record but only the most recent grade is counted in calculating the cumulative grade point average. A student who repeats a course in which a “D” grade was previously earned is granted credit for the course only once.

Satisfactory/Fail. Students may elect four academic courses on the satisfactory/fail basis during the four years of college, with no more than two in an academic year. Students who receive a satisfactory grade will receive credit for the course, but the grade point average will not be affected. Satisfactory is defined as C- or above. However, a grade of “F” will be counted when computing the grade point average. Students who request to have a course graded on the satisfactory/fail basis may not alter this request once it is made, nor may students make this request after the first two weeks of the semester. The satisfactory/fail option cannot be used for courses presented to fulfill requirements in the student’s major or minor field, for the core curriculum’s liberal arts and sciences seminar or area studies, or for courses with the Education or Special Education prefix, with the exception of the clinical practice courses. Core curriculum foundation requirements may be taken satisfactory/fail.

No Credit. The “no credit” grade is an option only for the removal of an incomplete grade.

In Progress. The grade of “in progress” is given when a course spans more than one semester and a grade cannot be awarded until the course is completed.

Not Reported. The grade of “not reported” is a temporary grade assigned by the registrar in those cases where it is impossible to obtain a student’s grade from the instructor.

Withdrawal. A grade of withdrawal is recorded for a student who has officially withdrawn from a course. A student may withdraw from a course through the tenth week of the fall/spring semesters.

Administrative Withdrawal. The grade of “administrative withdrawal” is recorded for a student who has had to withdraw from college due to serious illness or other extraordinary circumstances. This grade requires the written approval of the dean of the Rosary College of Arts and Sciences.

Withdrawal for Non Attendance. The grade of “withdrawal for non attendance” is recorded for a student who either never attended a course for which the student registered or who ceased attending the course. The student failed to officially withdraw from the course and failed to respond to inquiries from the registrar’s office.

Unofficial Withdrawal. The grade of “unofficial withdrawal” is recorded for a student who stopped attending all courses by the end of the sixth week of the semester but who failed to officially withdraw and failed to respond to inquiries from the registrar’s office.

Credit

Prior to September 1971, all credits were reported in semester hours. Beginning in September 1971, credit for study at Dominican University was recorded in units. For conversion purposes, the value of a unit was four semester hours. In summer 1977, credit was once again recorded in semester hours.

Classification

A student will be classified as a sophomore if 28 semester hours have been completed, as a junior if 60 semester hours have been completed, and as a senior if 90 semester hours have been completed. A career cumulative grade point average of 2.00 is required for graduation. Quality points indicate the caliber of work done and are computed as follows: one semester hour with the grade of:

A	4.00	C+	2.33
A-	3.67	C	2.00
B+	3.33	C-	1.67
B	3.00	D	1.00
B-	2.67		

Graduation Audit and Application for Graduation

Students must make an appointment in the registrar’s office for a graduation audit after successful completion of at least 90 semester hours. Students should be

registered for their final semester prior to scheduling their appointment. At this time, a thorough audit is made of the student’s record, their current schedule, degree requirements and all major and minor requirements. An application for graduation is filed at this time. A graduation audit is required of all undergraduate students at least prior to the semester in which they intend to graduate.

Dean’s and Honors Lists

As a stimulus to academic achievement and in recognition of it, a dean’s list and an honors list are posted each semester. These lists are generated immediately following the posting of grades for the term. Students with a semester grade point average of 3.80 based on 12 graded hours qualify for the dean’s list, and those with a cumulative grade point average of 3.50 based on 12 graded hours in the current semester qualify for the honors list.

Probation and Dismissal

Students are placed on probation if their Dominican cumulative grade point average falls below 2.00, at which point students are not in good academic standing. Normally, students are dismissed if probation has been incurred for two consecutive semesters. Students who have been dismissed must wait at least one semester before applying for readmission. Other restrictions may apply. Further details are available in the Office of the Dean of the Rosary College of Arts and Sciences. Neither the university nor any of its officers shall be under any liability whatsoever for the actions of probation or dismissal.

Withdrawal

Students who wish to withdraw from the university must inform the Academic Advising office in person or in writing. No refund is given for unauthorized withdrawal. Upon notification that the student has withdrawn from the University, a grade of “W” will be recorded. When the student accounts office has received notice of withdrawal from the dean of the Rosary College of Arts and Sciences, refunds will be made on the basis outlined on page 14.

Satisfactory Progress

Full-time students are expected to maintain an average rate of progress during each academic year of 12 earned credit hours per semester of registration. The university reserves the right to deny further full-time enrollment to a student who falls below this standard. Neither the university nor any of its officers shall be under any liability whatsoever for such denial.

Course Numbering System

Courses numbered 100 to 299 are ordinarily freshman and sophomore courses, and 300 to 499 are ordinarily junior and senior courses. Courses numbered below 100 do not apply toward graduation requirements.

Changes in Class Schedule

The university reserves the right to cancel classes for insufficient enrollment.

Exception to Normal Course Load

While the normal course load for full-time students is not less than 12 semester hours nor more than 18 semester hours, in an exceptional case it may be advisable for a student to take more than a normal load. In such a case, the student must first secure the permission of the advisor and then the permission of the dean of the Rosary College of Arts and Sciences. In rare cases, the dean of the Rosary College of Arts and Sciences may approve up to 21 semester hours for the fall or spring semester and up to 12 semester hours for a Dominican University summer session.

A student on probation may petition for an overload only after having been in good academic standing for two full semesters.

There is a charge for an overload of 19 hours or more for a full-time student. The charge is equal to the part-time tuition rate per semester hour (**see page 14.**)

Changes in Registration

A course may be added only within the first eight calendar days of the semester. A late registration fee may be charged to all students who register after the scheduled beginning of the semester.

During the first two weeks of the semester, a student may drop a course by filing proper notice with the registrar.

Students may withdraw from a course through the tenth week of the semester by filing proper notice with the registrar. Before withdrawing from a course, a student is expected to consult with an academic advisor. The signature of the academic advisor must accompany the withdrawal form which the student files with the registrar. Upon proper filing, the registrar will record a grade of "W" for the course. Financial aid and/or scholarship recipients should consult the director of financial aid before withdrawing from a course.

Credits Earned Elsewhere

Permission of the dean of the Rosary College of Arts and Sciences is required if students wish to take courses at other institutions and have the courses credited toward the Dominican degree. Students must file a special transfer credit approval form in the registrar's office. For an upper division major course, permission of the

major professor is also required. A career cumulative grade point average when figured for graduation honors, honor society enrollment and teacher education includes all courses completed at Dominican University and elsewhere.

Class Attendance

Responsibility for attendance rests with each student. In general it is the university policy to expect students to attend all of their classes. The university does not have a policy of excused absences. Instead, matters of class attendance are dealt with by the individual instructor as deemed advisable. In the case of prolonged absences because of health or other serious reasons, the student must notify the Office of the Dean of Students, as well as the Rosary College of Arts and Sciences advising office.

Academic Integrity Policy

Students of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity. Failure to maintain academic integrity will not be tolerated. The following definitions are provided for understanding and clarity.

Definitions of Plagiarism, Cheating and Academic Dishonesty

Student plagiarism is the deliberate presentation of the writing or thinking of another as the student's own. In written or oral work a student may make fair use of quotations, ideas, images, etc., that appear in others' work only if the student gives appropriate credit to the original authors, thinkers, owners or creators of that work. This includes material found on the Internet and in electronic databases.

Cheating entails the use of unauthorized or prohibited aids in accomplishing assigned academic tasks. Obtaining unauthorized help on examinations, using prohibited notes on closed-note examinations, and depending on others for the writing of essays or the creation of other assigned work are all forms of cheating.

Academic dishonesty may also include other acts intended to misrepresent the authorship of academic work or to undermine the integrity of the classroom or of grades assigned for academic work. Deliberate acts threatening the integrity of library materials or the smooth operation of laboratories are among possible acts of academic dishonesty.

Sanctions for Violations of Academic Integrity

If an instructor determines that a student has violated the academic integrity policy, the instructor may choose to impose a sanction, ranging from refusal to accept a work project to a grade of "F" for the assignment to a grade of "F" for the course. When a sanction has been imposed,

the instructor will inform the student in writing. The instructor must also inform the student that she/he has the right to appeal this sanction, and refer the student to the academic appeals process described in this bulletin. The instructor will send a copy of this letter to the dean of the Rosary College of Arts and Sciences. The dean will note whether a student has committed multiple violations of the academic integrity policy over time, and in such cases the dean may institute a process leading to possible further sanctions, including suspension or expulsion from the university.

This process is as follows: the dean will convene the Rosary College student members and the Arts and Sciences faculty members of the university's Student-Faculty/Staff Judicial Board and present to the group a recommendation for a warning/reprimand, suspension or expulsion. This group will review the dean's recommendation at a hearing to which the student is invited. The group will follow the process outlined in the "Student-Faculty/Staff Judicial Board" section of the current Student Handbook, with the following exceptions: (1) the dean of the Rosary College of Arts and Sciences will convene the group, not the dean of students; (2) the group will consist of the Arts and Sciences student and faculty members, not the full Student-Faculty/Staff Judicial Board; (3) the possible sanctions include only warning/reprimand, suspension and expulsion.

Academic Appeals Process

Any disagreement with regard to academic procedure, including individual cases of alleged violation of academic integrity and final grades, should first be taken up with the instructor. If this does not settle the matter satisfactorily, the matter should be taken up with the departmental chair. If the issue cannot be resolved at the departmental level, it should then be presented to the dean of the Rosary College of Arts and Sciences. If the issue is still not resolved, the student has the right to present the issue to the Educational Policies Committee of the Arts and Sciences Council. Students wishing to file an appeal based on fall courses must do so no later than the end of the subsequent spring semester. Students wishing to file an appeal based on spring or summer courses must do so no later than the end of the subsequent fall semester. The student must provide a written statement of the issue involved to the dean, who will then place it on the agenda for the Educational Policies Committee. The committee will request a written response from the instructor and may, at its discretion, seek further oral or written clarifications from the student and/or instructor. The committee will evaluate the student's appeal and vote to approve or deny it. If

the committee denies the student's appeal, the original grade will stand. If the committee approves the student's appeal, the committee will determine the appropriate grade and submit a change of grade form to the dean. In the event of a successful appeal of an alleged violation of academic integrity, the original letter of notification from the instructor will be expunged from the dean's file.

GRADUATE PROGRAMS

DOMINICAN UNIVERSITY

GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE

The graduate curriculum leads to the Master of Library and Information Science degree (MLIS). The program, accredited by the American Library Association, prepares students for professional positions in libraries and information services.

Accelerated Bachelor of Arts or Bachelor of Science/Master of Library and Information Science

Seniors at Dominican University, with the consent of their academic dean and the dean of the Graduate School of Library and Information Science, may be permitted to take up to six semester hours of course work in the Graduate School of Library and Information Science. It is recommended that students take one course per semester in their senior year.

These six hours may be applied to both the BA or BS degree and MLIS degree, thereby reducing the time required to complete the MLIS degree. Information on these programs may be obtained from the Graduate School of Library and Information Science.

BRENNAN SCHOOL OF BUSINESS

Evening and weekend programs in the graduate business programs lead to the Master of Business Administration, Master of Science in Accounting, Master of Science in Organization Management, Master of Science in Computer Information Systems and Master of Science in Management Information Systems degrees.

Combined Five-Year Bachelor of Arts or Bachelor of Science/Master of Business Administration

Qualified students may complete the Bachelor of Arts or Bachelor of Science degree and the Master of Business Administration degree in a total of five calendar years. During the undergraduate program, the required foundation courses are taken as electives. In the senior year, the student may apply to the Brennan School of Business and, if accepted, may enroll in one graduate business course each semester that is also credited toward the undergraduate degree. The remaining nine graduate business courses may be taken during the summer, fall and spring of the following year.

Application for the program should be made by the end of the student's junior year.

Additional information on these programs is available from the Brennan School of Business.

SCHOOL OF EDUCATION

The School of Education offers evening and summer graduate programs leading to the Master of Science in Special Education, Master of Science in Early Childhood Education, Master of Arts in Educational Administration, Master of Arts in Teaching, Master of Arts in Education: curriculum and instruction; Master of Arts in Education: reading specialist.

Bachelor of Arts or Bachelor of Science/Master of Science in Special Education, Bachelor of Arts or Bachelor of Science/Master of Science in Early Childhood Education

Undergraduate students interested in becoming certified as special education teachers may apply for the combined BA/MSSPED or BS/MSSPED program. This program allows candidates to obtain a Bachelor of Arts or Bachelor of Science degree with a Master of Science in special education degree with a Learning Behavior Specialist I certification in approximately five and a half years. Candidates complete a Bachelor of Arts or Bachelor of Science degree with an undergraduate major and begin the graduate program in special education the semester after graduation from the undergraduate program. Students interested in the BS/MSSPED or BA/MSSPED may choose to obtain certification in elementary or secondary education at the undergraduate level in addition to certification in special education (obtained at the graduate level) or choose to only work toward special education certification (obtained at the graduate level). Students who wish to select this program must apply in their junior year.

Bachelor of Arts or Bachelor of Science/Master of Science in Education (Early Childhood Education)

This program accepts qualified Dominican University undergraduate teacher education candidates. Under this program, these candidates may complete the Bachelor of Arts or Bachelor of Science degree and the Master of Science in early childhood education degree with a Type 04 certification in approximately five calendar years.

During the undergraduate program, the candidate completes the required foundation courses and all

credits toward the undergraduate degree. The remaining early childhood education courses will be taken at the graduate level during the summer, fall and spring of the following year. Students who wish to select this program must apply in their junior year.

Additional information on School of Education degree programs may be obtained from the School of Education.

GRADUATE SCHOOL OF SOCIAL WORK

The Graduate School of Social Work—centered in the Sinsinawa Dominican tradition and committed to truth, compassion, empowerment and social justice—prepares professional social workers for globally focused, family-centered practice with diverse, oppressed, at-risk populations through rigorous education, practice, research and service.

This concentration offers a wide variety of field-work experiences including schools, hospitals, family service agencies and geriatric settings, as well as planning and community development agencies. These options offer opportunities to practice social work at the micro or clinical level as well as at the macro or social development level. These available field sites span the Chicago downtown area and surrounding suburbs. Additionally, for those interested, global focus includes options for overseas field placement opportunities.

The MSW program offers a flexible schedule of day and night class sections available for both full- and part-time students. For those who qualify, Dominican University offer a one-year full-time advanced-standing program and a two-year, part-time advanced-standing program.

Additional information may be obtained from the Graduate School of Social Work.

HOW TO READ COURSE DESCRIPTIONS

Course Number

This number identifies the course as a lower or upper division course. (i.e. 210 = lower, 310 = upper)

Cross-Listed Course

This indicates that the course is being offered jointly by two or more departments. The course content is the same even though the number may be different. Students taking a cross-listed course must be aware that the hours count toward both major fields offering the course.

Course Title

Title indicates major focus of course

→ 320. THE AFRICAN-AMERICAN EXPERIENCE TO 1877 (3) ←

This course examines and analyzes the variety of economic, social, cultural and religious experiences in African-American communities from the colonial era to the end of Reconstruction. This course focuses on the construction of a distinct African-American culture and identity in the face of slavery, the complexity of the free African-American community in the North and the persistent political struggle for freedom and equality found in the actions, rhetoric and faith of African-American men and women during this period.

→ Lised also as American Studies 320 and African/African-American Studies 320.

Prerequisite: Sophomore standing or departmental consent.

This course will satisfy the history core area requirement.

Core Curriculum

This indicates that the course fulfills a core curriculum requirement. There are some courses that fulfill more than one requirement. A student can elect to have one course satisfy two requirements only twice.

Semester Hours

The number of hours earned upon successful completion of the course. The majority of courses are offered for 3 semester hours. Internships and Independent Studies are variable credit courses that can be taken for between 1-8 semester hours.

Description

This is a brief outline of the course content and general topics that will be targeted. It often indicates types of work that may be required, i.e. research, writing, fieldwork, etc. For more detailed information, contact the department offering this course.

Prerequisite/Co requisite

The prerequisites are either courses that must be completed before enrollment in this course, or non-course criteria that must be met before enrollment.

The co requisite is a course that must be taken simultaneously with this course.



COURSES OF INSTRUCTION



DOMINICAN UNIVERSITY

ACCOUNTING

Major/Minor

The accounting major provides a series of courses to prepare the student for a career in the field of accounting.

Major Requirements

Accounting 101, 102, 210, 310, 315, 320, 325, 420, 430;
Business Administration 220, 240, 250, 335, 345, 350;
Economics 190, 191, 260;

It is strongly recommended that accounting majors take Mathematics 170 and English 336.

The satisfactory/fail grade option may be used for only one repeated course required for the major.

A minimum of one half of the courses in the major field must be completed at Dominican. The State of Illinois requires that an individual must have 150 semester hours of college credit to sit for the Certified Public Accounting examination. Any student who is planning to sit for the CPA exam may want to consider enrolling in the combined BS/MBA program to meet the 150 semester hour requirement. Majors in accounting will earn the Bachelor of Science degree.

Minor Requirements

Four courses in accounting selected from those required for the accounting major and two additional courses from other departments selected from those listed under major requirements. The satisfactory/fail grade option may be used in only one repeated course required for the minor. A minimum of one half of the courses in the minor field must be completed at Dominican.

COURSES

101. PRINCIPLES OF ACCOUNTING I (3)

Introduction to financial accounting concepts and problems with emphasis on the accounting cycle; current assets; property, plant, and equipment; intangibles; and current liabilities.

102. PRINCIPLES OF ACCOUNTING II (3)

Continuation of Accounting 101. Completion of the introduction into the area of financial accounting. Introduction to managerial accounting concepts and problems.

Prerequisite: Accounting 101

210. COST ACCOUNTING (3)

Basic fundamentals in the area of cost. Use and measurement of accounting costs in managerial decision making.

Prerequisites: Accounting 102, Computer Information Systems 120, Economics 260

310. INTERMEDIATE ACCOUNTING I (3)

A study of accounting principles as they relate to cash, receivables inventory, property, plant and equipment, intangibles, current liabilities, long-term liabilities and stockholders' equity.

Prerequisites: Accounting 102, Computer Information Systems 120

315. INTERMEDIATE ACCOUNTING II (3)

A continuation of the study of accounting principles begun in Accounting 310 as they relate to earnings per share, investments, revenue recognition, income taxes, pensions, leases, accounting changes, statement of cash flows, interim reporting and segmental reporting.

Prerequisite: Accounting 310

320. TAXES I (3)

A study of the basic provisions of federal income tax legislation as they relate to the taxation of individuals. Topics include gross income, exclusions, deductions, exemptions, credits and property transactions.

Prerequisite: Accounting 101

325. TAXES II (3)

A study of the basic provisions of federal income tax legislation as they relate to the formation, operations and distributions of corporations and partnerships, to specially taxed corporations, to the gift and estate tax and to the taxation of estates and trusts.

Prerequisite: Accounting 320

420. ADVANCED ACCOUNTING (3)

A study of accounting principles as they relate to consolidations, foreign currency translation, partnerships, state and local governments and nonprofit organizations.

Prerequisite: Accounting 315

430. AUDITING (3)

A study of financial audits by public accountants and the resulting audit reports. Emphasis on auditing standards and procedures, sampling techniques, professional ethics and the legal environment.

Prerequisite: Accounting 315

450. INDEPENDENT STUDY (1-3)

Open to juniors and seniors majoring in accounting.

455. INTERNSHIP (1-8)

Training in a business organization for a designated number of hours a week under the supervision of a college faculty member and the manager of the business. Exposure to various aspects of business, finance and accounting. Open to junior and senior majors.

ADDICTION COUNSELING

Major

The addiction counseling major is a cooperative program between the psychology department of Dominican University and the basic addiction counseling program at Triton College, whose program is accredited by the Illinois Alcohol and Other Drug Abuse Professional Certification Association. This program is designed to prepare students for certification as an Alcohol and Drug Abuse Counselor (CADAC). Students complete six basic addiction counseling courses at Triton College along with 500 hours of internship. The internship may also be completed at Dominican University. In addition, addiction counseling majors complete the psychology core courses: Psychology 200, 214, 290 and 291. A minimum of 14 semester hours in psychology must be completed at Dominican University for this major.

AFRICAN/AFRICAN-AMERICAN STUDIES

Major/Minor

The African/African-American studies major is designed to enable students to demonstrate a deep understanding of African and African-American experience, culture, societies, life, history and philosophies. Students must also be able to grasp, analyze and synthesize the various applicable texts used or recommended by disciplines which are included in the major.

A minimum of 15 hours in the major field must be completed at Dominican University. To achieve these goals, students must take a number of courses, chosen in conference with a major advisor or the director of the African/African-American studies program.

Major Requirements

30 semester hours, including African/African-American Studies 410; two courses chosen from among African/African-American Studies 151 or 152 or 153 or 154, 200, 206, 277, and 320;

three courses taken from among African/African-American Studies 225, 264, 305, 322 and Liberal Arts and Sciences Seminar 254, 258; and, three collateral courses chosen from among American Studies 348; English 342, 343, 344; Liberal Arts and Sciences Seminar 254, 258; Political Science 264 or 317; Sociology 280 or 355.

The three required collateral courses must represent three different disciplines. Additional approved courses may be substituted for required African/African-American studies courses or collateral courses with the written approval of the director of African/African-American studies.

Minor Requirements

18 semester hours, including two courses chosen from among African/African-American Studies 151 or 152 or 153 or 154; 200, 206, 277 and 320; and

two courses chosen from among African/African-American Studies 225, 264, 305, and 322 and Liberal Arts and Sciences 254, 258.

The remaining two courses must be chosen from the African/African-American elective courses listed below.

Elective Courses

American Studies 348; Education 386; English 342, 343, or 344; History 215; Liberal Arts and Sciences 254, 258; Political Science 264, 381; Sociology 280, 355

A minimum of nine hours in the minor field must be completed at Dominican.

COURSES

151. CULTURE AND LANGUAGE: FOCUS ON FRANCE (3)

Listed also as Modern Foreign Language 151.

152. CULTURE AND LANGUAGE: FOCUS ON ITALY (3)

Listed also as Modern Foreign Language 152.

153. CULTURE AND LANGUAGE: FOCUS ON SPAIN AND LATIN AMERICA (3)

Listed also as Modern Foreign Language 153.

154. CULTURE AND LANGUAGE: FOCUS ON GERMANY (3)

Listed also as Modern Foreign Language 154.

(A student may only take one culture and language course from this series.)

200. AFRICAN AND AFRICAN-AMERICAN THOUGHT (3)

Listed also as Philosophy 200.

206. AFRICA TODAY (3)

Listed also as Sociology 206 and International Studies 206.

215. HISTORY OF AFRICA IN THE WORLD (3)

Listed also as History 215.

216. AMERICAN POLITICAL THOUGHT (3)

Listed also as Political Science 215.

225. AFRICAN-AMERICAN LITERATURE (3)

Listed also as English 298.

264. POLITICS IN AFRICA (3)

Listed also as Political Science 264 and International Studies 264.

277. AFRICAN-AMERICAN RELIGIOUS EXPERIENCE AND THEOLOGY (3)

Listed also as Theology 277.

280. DISCRIMINATION AND SOCIETY (3)

Listed also as Sociology 280.

299. SERVICE LEARNING (1)

Taken in conjunction with a regularly listed African/African-American studies course, this fourth credit-hour option involves community service and multicultural reflection.

Prerequisite: Consent of the instructor and African/African-American studies program director.

317. NON WESTERN POLITICAL THOUGHT (3)

Listed also as Political Science 317.

320. AFRICAN-AMERICAN EXPERIENCE TO 1877 (3)

Listed also as American Studies 320 and History 320.

321. AFRICAN-AMERICAN EXPERIENCE SINCE 1877 (3)

Listed also as History 319 and American Studies 321.

381. CONTEMPORARY LAW: CIVIL LIBERTIES (3)

Listed also as Political Science 381.

450. INDEPENDENT STUDY (2-8)**460. SPECIAL TOPICS IN AFRICAN/AFRICAN AMERICAN STUDIES (2-8)****410. AFRICAN/AFRICAN-AMERICAN SEMINAR (3)**

This course is usually taken in the senior year. Students will be asked to synthesize their knowledge of African/African-American experience from various disciplines and the book club. They will also be using their multicultural techniques to demonstrate their skills in research and presentation.

AMERICAN STUDIES

Major/Minor

American studies are the oldest and most established interdisciplinary field in the humanities. It helps students ask and answer critical questions about American society and culture. American studies is an interdisciplinary approach to understanding a multicultural society. The major prepares students for careers in education, law, politics, public service, urban planning, cultural institutions, journalism and social work.

A minimum of 20 hours in the major field must be completed at Dominican.

Major Requirements (12 courses)

- American Studies 200; sociology 110; history 211 or 212; English 342, 343 or 344;
- One course chosen from sociology or political science electives
- Two courses chosen from art, philosophy, theology or communication arts and sciences electives
- One course chosen from English electives
- One 200-level course chosen from history electives
- One 300-level course chosen from history electives
- One course chosen from american studies 315, 320, 321, 336, 337, 338, 339, 341, 345 or 348
- One course chosen from all electives

In their senior year, majors must take one 300-level American studies course with the director of American studies and apply for the intensification option for the fourth semester hour.

Students seeking elementary education certification must choose three courses from either history or english electives.

Minor Requirement (8 courses)

- American studies 200; history 211 or 212;
- Three courses from all electives excluding history and English electives
- One course chosen from history electives
- One course chosen from English electives
- One course chosen from American studies 315, 320, 321, 336, 337, 338, 339, 341, 345, and 378;
- A minimum of 12 hours in the minor field must be completed at Dominican University.

Electives

- Art 298, 319, 324, 326-329 (with approval of American studies director), 355;
- Communication Arts and Sciences 207, 219, 222, 227,

- 266, 272, 277, 291, 294, 316, 341, 353, 373, 420;
- Economics 366;
- Education 310;
- English 285, 286, 291, 294, 295, 298, 342, 343, 344, 420-439 (with approval of American Studies Director);
- Geography 314, 324;
- History 221, 222, 223, 224, 312, 319, 320, 339. 341, 344, 345, 346, 348, 367, 368, 378;
- Italian 260;
- Philosophy 200;
- Political Science 170, 215, 262, 276, 280, 282, 286, 295, 297, 341, 375, 380, 381, 382, 385;
- Sociology 210, 220, 222, 230, 240, 245, 250, 268 (with approval of American Studies Director), 280, 302, 372, 380, 382;
- Theatre 270;
- Theology 277;

Topics courses in the above disciplines may be permitted for credit toward the major with the consent of the director of American studies.

Courses

110. INTRODUCTION TO SOCIOLOGY (3)

Listed also as Sociology 110.

170. AMERICAN GOVERNMENT (3)

Listed also as Political Science 170.

200. INTRODUCTION TO AMERICAN STUDIES (3)

This course will introduce students to the theories and methods of American studies. Readings will include American studies “classics” and selections from the disciplines which contribute to American studies.

Students will complete their own American studies study of the Dominican University campus. They will “read” the campus, examining its history, its myths, symbols, its social structure, its architecture, its used and unused spaces. Readings, discussion and this project will introduce them to the practice of American studies in a personal way.

215. AMERICAN POLITICAL THOUGHT (3)

Listed also as Political Science 215.

222. MASS MEDIA AND SOCIETY (3)

Listed also as Sociology 222 and Communication Arts and Sciences 222.

224. "THE AMERICAN CENTURY" (focus 1940-1990) (3)

Listed also as History 224.

225. CHANGING AMERICA: THE PROGRESSIVE ERA THROUGH THE NEW DEAL (3)

Listed also as History 223.

226. THE COLONIAL AMERICAN EXPERIENCE (3)

Listed also as History 221.

266. THE AMERICAN CINEMA (3)

Listed also as Communication Arts and Sciences 266.

279. PUBLIC ADMINISTRATION (3)

Listed also as Political Science 280.

286. POLITICS: SPRINGFIELD AND CHICAGO (3)

Listed also as Political Science 286.

294. AMERICAN MASS MEDIA HISTORY (3)

Listed also as Communication Arts and Sciences 294.

299. SERVICE LEARNING (1)**305. THE CHICAGO SCENE IN LITERATURE (3)**

Listed also as English 295.

311. PHILOSOPHY AND HISTORY OF AMERICAN EDUCATION (3)

Listed also as Education 310.

317. AMERICAN INTELLECTUAL HISTORY (3)

Listed also as History 312.

315. GROWING UP IN AMERICA (3)

What does it mean to be a "child?" Has childhood always existed? What was it like growing up in the past? How has the state impacted childhood? What roles do children play in their families? What kinds of problems do children face today that did not exist in the past?

This course examines childhood in America from the colonial era to the present. Investigation into the lives of children will examine how race, class and gender shape the experience of childhood. This course approaches the topic using historical, anthropological, literary and sociological methods.

Prerequisite: Sophomore standing or consent of instructor

320. AFRICAN-AMERICAN EXPERIENCE TO 1877 (3)

Listed also as History 320 and African/African-American Studies 320.

321. AFRICAN-AMERICAN EXPERIENCE SINCE 1877 (3)

Listed also as History 319 and African/African-American Studies 321.

328. LATIN AMERICAN AND UNITED STATES RELATIONS (3)

Listed also as History 328.

336. AMERICAN WORKING-CLASS HISTORY (3)

Listed also as History 324.

337. THE AMERICAN WEST (3)

Listed also as History 367.

338. GENDER AND URBAN LIFE (3)

This course specifically addresses the relationship between urban America and ideas of gender as well as race and class. Through readings, discussion and observation participants will examine how the urban experience both reflects and influences cultural definitions of male and female. Critical themes under investigation will include: commercialization of sexuality, the idea of the city as a place for personal freedom for both men and women, the city as a dangerous place for women, women as workers and the relationship between race and gender for African-Americans in the city. Listed also as History 368. This course will satisfy the History core area requirement. *Prerequisite:* Sophomore standing or consent of instructor

339. AMERICAN POPULAR CULTURE BEFORE ELECTRONIC MEDIA (3)

Listed also as History 339.

341. TWENTIETH CENTURY AMERICAN POPULAR CULTURE (3)

Listed also as History 341 and Communication Arts and Sciences 341.

343. NINETEENTH CENTURY AMERICA (3)

Listed also as History 222.

344. HISTORICAL EXPERIENCE OF WOMEN IN THE UNITED STATES (3)

Listed also as History 344.

345. THE URBAN EXPERIENCE IN THE UNITED STATES SINCE 1800 (3)

Listed also as History 345.

348. RACE AND ETHNICITY IN AMERICA (3)

Listed also as History 348.

375. PRESIDENTIAL ELECTIONS (3)

Listed also as Political Science 375.

450. INDEPENDENT STUDY (1-8)

Independent study of some aspect of American society or culture, with the consent of the instructor and the director of American studies.

455. INTERNSHIP (1-8)

456. AMERICAN CATHOLICISM (3)

Listed also as History 456.

469. NATIVE AMERICAN HISTORY (3)

Listed also as History 378.

APPAREL DESIGN AND MERCHANDISING

Major/Minor

The mission of the apparel design and merchandising department is to provide students with an environment in which they can develop and nurture creativity, gain aesthetic, intellectual and professional competence in both the knowledge and skills of the apparel field and cultivate a humanistic and ethical understanding of apparel as a business and as an art form.

The apparel program has two areas of concentration. Students can select a major or minor course of study in either apparel design or apparel merchandising.

APPAREL DESIGN

Major Requirements

Apparel Design and Merchandising 150, 151, 200, 256, 320, 322, 360, 361, 380, 440 or 442, 445 and 446;

Two Apparel Design and Merchandising courses chosen from 207, 365, 366, 368 or 400; Art 105, 201, 208.

A minimum of 15 semester hours in the major field must be completed at Dominican.

Minor Requirements

Apparel and Design Merchandising 150, 151, 256, 320, 322 and 445.

A minimum of nine hours in the minor field must be completed at Dominican.

APPAREL MERCHANDISING

Major Requirements

Apparel Design and Merchandising 150, 170, 200, 256, 360, 361, 440 or 442, 446 and 455;

Two Apparel Design and Merchandising courses chosen from 271, 370, 371;

Business Administration 245, 250, 345, 351;

Economics 190;

Art 208;

Recommended: Business Administration 275.

A minimum of 15 hours in the major field must be completed at Dominican.

It is advisable for interested freshmen to consult with an advisor in the department prior to registration.

Minor Requirements

Apparel Design and Merchandising 170, 256;

Two Apparel Design and Merchandising courses chosen from 271, 370, 371; Business Administration 245 and 250.

A minimum of nine hours in the minor field must be completed at Dominican.

Courses

150. APPAREL STRUCTURE AND DESIGN I (3)

Application of techniques of basic apparel assembly with emphasis on quality analysis of the finished product; introduction to the elements and principles of design as applied to apparel.

151. APPAREL STRUCTURE AND DESIGN II (3)

In-depth study of the process and product of creative design in clothing; application of advanced techniques of apparel assembly; development of basic slopers.

Prerequisite: Apparel Design and Merchandising 150 or consent of the instructor

170. INTRODUCTION TO THE FASHION WORLD (3)

Overview of the fashion business structure. Topics include the origin of apparel design through manufacturing, marketing, merchandising and retailing process. Career opportunities are highlighted.

\$35 course fee

200. CULTURAL PERSPECTIVES IN DRESS (3)

Analysis of dress as an expression of material artifact, behavior, and ideology in selected cultures. Emphasis on non-Western traditions and aesthetics.

Prerequisite: Sophomore standing.

This course will satisfy the multicultural core requirement.

207. SURFACE DESIGN OF FABRICS (3)

Survey of special topics, such as coloration, embellishment, and fabric construction processes, with an emphasis on ethnographic techniques and cultural heritage.

This course will satisfy the fine arts core area requirement.

256. TEXTILE SCIENCE (3)

Survey of textile fibers, fabrics, and finishes with application to appearance, performance, and maintenance of apparel products.

271. RETAIL PROMOTION AND VISUAL MERCHANDISING (3)

Promotional strategies used in merchandising. Topics to be covered include identifying target markets and interpreting consumer demand; visual merchandising

and store design; advertising strategies for retail.

Prerequisite: Apparel Design and Merchandising 170 or consent of the instructor

320. FLAT PATTERN DESIGN AND DRAPING (3)

Theory and fundamentals of flat pattern drafting and draping.

Prerequisite: Apparel Design and Merchandising 151

322. APPAREL DESIGN I (3)

Utilization of the creative process and knowledge of pattern making and clothing construction to develop original clothing designs. Emphasis on concept development, fabrication and aesthetics.

Prerequisite: Apparel Design and Merchandising 320

360. HISTORY OF DRESS I (3)

Survey of European and North American dress from ancient civilizations through the seventeenth century with emphasis on dress as an expression of social, cultural, economic, and technological change in the Western world.

This course will satisfy the fine arts core area requirement.

361. HISTORY OF DRESS II (3)

Survey of European and North American dress from the eighteenth century to the present with emphasis on dress as an expression of social, cultural, economic, and technological change in the Western world. Includes work of major fashion designers.

This course will satisfy the fine arts core area requirement.

365. FASHION ILLUSTRATION (3)

Problems and exercises intended to stimulate design perception and creativity in sketching and rendering used by the fashion designer.

Prerequisite: Art 201 or consent of instructor

This course will satisfy the fine arts core area requirement.

366. COUTURE TAILORING (3)

The principles and application of advanced techniques used in couture custom tailoring.

Prerequisite: Apparel Design and Merchandising 151 or consent of the instructor

368. ADVANCED APPAREL DESIGN (3)

Advanced study of apparel design using flat pattern and draping techniques; application of marker making and grading processes. Emphasis on problem solving and industry standards.

Prerequisite: Apparel Design and Merchandising 322

370. ANALYSIS OF READY-TO-WEAR APPAREL (3)

An examination of how apparel is manufactured and the interrelationship of allied industries, with perspectives on consumer, manufacturer, retailer and the international market.

Prerequisite: Apparel Design and Merchandising 271

371. RETAIL BUYING (3)

Application of effective strategies in retail buying; includes budgeting, merchandise planning and inventory management.

380. COMPUTER-AIDED DESIGN (3)

Design of apparel through the use of computer using PAD Systems technology.

Prerequisite: Apparel Design and Merchandising 320

400. ADVANCED COMPUTER-AIDED DESIGN (3)

Utilization of the computer for the advanced study of flat pattern, marker making, grading and virtual fashion design. Exploration of computer-aided textile design.

Prerequisite: Apparel Design and Merchandising 380 and Art 208

440. SPECIALTY MARKETS (3)

Research of social, economics and demographic aspects of target market instrumental in the development of a consumer line. This project-based class encompasses the design and construction of a specialty market line including (but not limited to) lingerie, menswear, children's wear, petite and plus-sized clothing.

Prerequisites: Apparel Design and Merchandising 320 and junior standing

441. PORTFOLIO (1)

Advanced illustration and composition techniques used in the creation of a professional portfolio.

442. FASHION MARKETS (3)

Research of social, economic and demographic aspects of target market instrumental in the development of a retail outlet. This project-based class includes creating and planning a retail store from concept to implementation.

Prerequisites: Apparel Design and Merchandising 271, Art 208 and junior standing.

445. SENIOR COLLECTION (3)

Fashion forecasting; development of a cohesive collection of original designs.

Prerequisites: Apparel Design and Merchandising 322 and senior standing

446. APPAREL DESIGN AND MERCHANDISING SEMINAR (3)

Developing the major production of the department; study of professional practices and management in the business of apparel design and merchandising; preparation and presentation of resumé and portfolio.

Prerequisite: Senior standing

450. INDEPENDENT STUDY (1-4)

Content and credit tailored to the individual needs of the student.

455. INTERNSHIP (2-8)

Training in a business establishment for a designated number of hours a week under the supervision of faculty member and the manager of the business establishment.

Prerequisite: Junior and Senior standing

ART, ART HISTORY AND DESIGN

Major/Minor

The Department of Art, Art History and Design is committed to the belief that the visual arts are an integral part of the humanist tradition, expressing the intellect, emotion and spirit of the individual.

Students majoring in art, or those simply wishing to broaden their understanding of the creative process, aesthetics and history of art, are provided with the opportunity and environment for the best possible education in the visual arts within the context of a liberal arts education.

Students are exposed to monthly exhibits in the O'Connor Gallery, lectures by visiting artists, field trips to Chicago galleries and museums and an ongoing intensive critique process which promotes critical thinking and creative development.

The department offers majors in art history, painting and drawing, graphic design and photography. All studio art majors share a common foundation core that includes the following:

Foundation Core Requirements (21 hours)

- 102 Three-Dimensional Design
- 105 Fundamentals of Drawing
- 190 or 191 History of Art: Renaissance to Modern
- 208 Introduction to Design Applications
- 224 Painting I: Color and Light
- 210 Beginning Black and White Photography or
- 230 Beginning Color Photography
- 319 Issues in Contemporary Art

Visual literacy is at the heart of the foundation core. In a world of increased and accelerated visual imagery, with greater numbers of people having the resources to create their own images, it is important to be able to understand how images work, both psychologically and physiologically.

Foundation courses offer students the perceptual and technical knowledge required to effectively create and control their own images. Survey courses in art history set up a historical context for students' own work and help lay the groundwork for further study in art history, theory and criticism.

Prospective majors are advised to consult with a member of the art faculty in planning their program and complete the foundation core as soon as possible.

Freshmen wishing to major in art are advised to begin their studies at Dominican University with at least two introductory level studio courses and one course in art

history. Students wishing to double major within the art department may omit one three-credit-hour course from each major's requirements.

A minimum of 15 hours in the major field must be completed at Dominican University.

PAINTING AND DRAWING

Painting and drawing majors take the majority of their course work in drawing, painting and printmaking.

Additional courses in art history, design, photography and sculpture extend the scope of the major. Students acquire the technical proficiency needed to begin to set up and define their personal directions. A central focus of the major is the study of drawing as a means to organize thoughts, feelings and images.

Major Requirements

The following seven courses in addition to the foundation core:

- 201 Life Drawing I
- 250 History of Modern Art
- 270 Printmaking I
- 304 Painting II: Form and Content
- One course from 345-349 Special Topics
- 406 Painting III: Personal Directions
- 445 Senior Thesis

A minimum of 18 hours in the major field must be completed at Dominican.

Minor Requirements

Four studio art electives and two art history electives (18 hours). A minimum of nine hours in the minor field must be completed at Dominican University.

GRAPHIC DESIGN

The major in graphic design is a sequence of courses that teaches the student the process of creative problem solving through design. By integrating concept development and artistic practice with technology, students acquire an understanding of the art of visual communication as preparation for professional employment in the field of graphic design or for graduate study.

Facilities include a Digital Media classroom with Macintosh computers, flatbed and film scanners, digital projection system, color and black-and white tabloid laser printers and industry standard graphic design software.

Major Requirements

The following seven courses in addition to the foundation core:

240 Introduction to Graphic Design I

254 Typography

267 History of Graphic Design

318 Graphics Design II

One course taken from 330-334 Special Topics or

270 Printmaking I

413 Graphics Design III

445 Senior Thesis

Students majoring in graphic design are strongly advised to take an internship in their junior year.

A minimum of 18 hours in the major field must be completed at Dominican.

Minor Requirements

Four graphic design electives and two art history electives. A minimum of nine hours in the minor field must be completed at Dominican.

PHOTOGRAPHY

The photography major places an emphasis on using the medium as a tool for individual investigation and expression within a broader humanist dialogue of study.

It is perceived as the direct extension of the individual in a world requiring the articulation of the visual image as a necessary part of conducting one's personal and professional life. Photography is taught in the context of being the parent medium of cinema, video and digital expression. Photography majors are engaged in critical thought and self-motivated practice.

Major Requirements

The following seven courses in addition to the foundation core:

210 Beginning Black and White Photography

265 History of Twentieth Century Photography

315 Intermediate Photography: Darkroom Practices

One course taken from 340-344 Special Topics

353 Digital Video Production

405 Intermediate Photography: Light and Camera

445 Senior Thesis

A minimum of 18 hours in the major field must be completed at Dominican.

Minor Requirements

Four photography electives not including Art 265 and two art history electives (18 hours). A minimum of 9 hours in the minor field must be completed at Dominican.

ART HISTORY

The art history major is designed to expose students to a history of visual expression that includes different time periods, cultures, and media with a special emphasis on modern and contemporary art history, criticism, and theory. It also emphasizes critical thinking through discourse with works of art and artists made available to the Dominican community through the Art Department and O'Connor Art Gallery and supplemented by visits to Chicago art museums and galleries.

The Art History major is committed to offering students a broadly based knowledge of art history while preparing them for experiences that may include graduate school, teaching, art writing, and gallery or museum work. Other goals of the program include instilling a deepened cultural awareness, an appreciation of art's relationship to social, political, religious, and ideological contexts, and a significant understanding of the discursive nature of the field of art history.

Foundation Core Requirements (18 hours)

105 Fundamentals of Drawing

102 Three Dimensional Design or

224 Painting I: Color and Light

190 History of Art: Ancient to Medieval

190 History of Art: Renaissance to Modern

250 History of Modern Art

319 Contemporary Art

Major Requirements

In addition to the foundation core, the following courses are required:

Six art history electives;

At least one course in two of the following areas:

American studies, communication arts and sciences, history, philosophy, sociology (Courses may be selected from other department with approval of the art department);

Study of a modern foreign language through the intermediate level (course 211 or equivalent) or placement examination; Senior thesis project involving a major research paper; A minimum of 18 hours in the major field must be completed at Dominican University.

Minor Requirements

Art 190, 191 and four art history electives (18 hours).

A minimum of 9 hours in the minor field must be completed at Dominican.

ART EDUCATION

Students interested in art education must choose from one of the art majors listed above. Art education students must take Art 206, 260, 224, 270. Students desiring certification for grades K-12 must also take Instructional Strategies for Teaching Arts in Middle and Secondary Schools (Education 402). Students teaching K-12 must be in both an elementary school and secondary school for student teaching.

STUDIO ART COURSES

102. THREE-DIMENSIONAL DESIGN (3)

Students are introduced to the basic elements, organizing principles and special considerations unique to three-dimensional design such as space, time, proportion and gravity. Various construction methods are employed including assemblage of found objects. Several field trips are planned.

\$50 course fee

This course will satisfy the fine arts core area requirement.

105. FUNDAMENTALS OF DRAWING (3)

A foundation course that concentrates on developing basic skills in perceptual drawing and composition. Using a broad range of media, students explore gesture, shape, line, the elements of light and perspective through traditional themes such as the still life, figure and landscape.

\$50 course fee

This course will satisfy the fine arts core area requirement.

201. LIFE DRAWING I (3)

This course explores the figure as one of the great universal themes in art and as a powerful vehicle through which artists can express themselves. Using a variety of traditional materials students explore composition, proportion, volume and structure through long and short poses. Frequent historical references are made through reproductions and slides. An introduction to surface anatomy is also presented.

Prerequisite: Art 105

\$50 course fee

206. SCULPTURE I (3)

Introduction to sculptural experimentation both in traditional and contemporary approaches. Carving, modeling, casting, construction and fabrication techniques and processes will be covered.

Prerequisite: Art 102

\$50 course fee

223. DRAWING ON FLORENCE (3)

A multi-level drawing course in pastels. Students work in and out of doors in the churches, museums, gardens and streets of Florence, Italy, as well as the surrounding countryside. Drawing problems are generally from direct observation and will implement basic drawing principles such as gesture, perspective and chiaroscuro. Daily critiques will aim to help students develop their own vision and style. Course offered only in Summer in Florence program.

This course will satisfy the fine arts core area requirement.

224. PAINTING I: COLOR AND LIGHT (3)

A highly structured course that introduces students to numerous one and two day paintings from direct observation of controlled situations such as the still life and interior. Major concerns include learning to see color and light.

Prerequisite: Art 105

\$50 course fee

260. CERAMICS I (3)

Introduction to the basic processes of making pottery and other clay products. The techniques include throwing on the potter's wheel, coil and slab building, piece molding, glazing and decorative techniques.

\$50 course fee

This course will satisfy the fine arts core area requirement.

270. PRINTMAKING I (3)

Traditional and experimental exploration of relief processes of printmaking. Techniques explored include monoprints, woodcuts, line-cutting and relief collagraphs.

Prerequisite: Art 105

\$50 course fee

301. SCULPTURE II (3)

Further studio problems involving experimentation with techniques and processes for sculpture in wood, stone, metal, plastic resins (acrylics and epoxies) for fabricating, welding, casting, carving and cutting.

Prerequisite: Art 206

\$50 course fee

304. PAINTING II: FORM AND CONTENT (3)

Students work from the life model in class, and begin to explore content and personal directions through weekly homework assignments.

Prerequisite: Art 201, 224

\$50 course fee

308. LIFE DRAWING II (3)

Advanced work from the model. Students continue to work on anatomy structural relationships and figure in space.

Prerequisite: Art 201

\$50 course fee

309. CERAMICS II (3)

A continuation of the study of the techniques and design of clay products.

Prerequisite: Art 260

\$50 course fee

317. PRINTMAKING II (3)

Exploration of intaglio processes. Continuation of relief printing.

Prerequisite: Art 270

\$50 course fee

345-349. SPECIAL TOPICS IN PAINTING AND DRAWING (3)

Studio art electives offered on a rotating basis may include Painting Materials and Techniques, Abstract and Non-Objective Painting.

Prerequisite: Art 105, 224

\$50 course fee

406. PAINTING III: PERSONAL DIRECTIONS (3)

A continuation of the personal directions set up in Painting II. Students should be prepared to work independently within a classroom setting. Life models will be available.

Prerequisite: Art 304

\$50 course fee

445. SENIOR THESIS (3)

Required of all studio majors. Students work toward developing a cohesive body of work to be shown in their senior thesis art exhibit. Students also develop a resume and written statement articulating their work. This course consists of several group critiques held over the spring semester with faculty members of the art department.

Prerequisite: Senior standing and Art 406

GRAPHIC DESIGN COURSES**208. INTRODUCTION TO DESIGN****APPLICATIONS (3)**

Students are introduced to the use of the computer as a graphic design tool in a project-oriented class. Applied problems in image creation and page layout are explored using software programs appropriate to the professional design environment. Listed also as Communication Arts and Sciences 130.

\$50 course fee

This course will satisfy the fine arts core area requirement.

227. WEB DESIGN (3)

This course explores digital information and the design of communication to be published on the Internet. In this project-oriented class, students will learn the creative and technical aspects of developing Web pages.

Listed also as Communication Arts and Sciences 236.

Prerequisite: Art 208

\$50 course fee

This course will satisfy the fine arts core area requirement.

240. INTRODUCTION TO GRAPHIC DESIGN I (3)

This course examines the fundamentals of graphic design and how graphic designers solve problems, organize space and convey visual and verbal information. The interaction of signs, symbols, words and pictures will be investigated by the student in a variety of projects to arrive at an understanding of basic communication and design principles.

Listed also as Communication Arts and Sciences 237.

Prerequisites: Art 208 and sophomore standing

\$50 course fee

This course will satisfy the fine arts core area requirement.

254. TYPOGRAPHY (3)

Typographic forms are explored in relation to their visual and verbal meanings. Class projects explore historical, artistic and technical aspects of typography.

Prerequisite: Art 240

\$50 course fee

318. GRAPHIC DESIGN II (3)

Experiments in visual communication challenge the student to further refine their individual visual thinking through applied problems. The importance of exploration and flexibility of approach is stressed at this

level. Through experimentation, the problem is defined and organized and awareness of potential solutions is increased. The development of the student's portfolio is introduced.

Prerequisite: Art 240

\$50 course fee

330. MOTION GRAPHICS (3)

This project-oriented class explores the art of designing for time and space. It draws on theory from traditional animation, cinema, and the growing field of moving type. Students will learn the fundamentals of Macromedia Flash as they develop their projects.

Prerequisite: Art 208 or consent of the instructor

\$50 course fee

331-334. SPECIAL TOPICS IN GRAPHIC DESIGN (3)

Graphic design electives offered on a rotating basis.

Prerequisite: Art 240

\$50 course fee

413. GRAPHIC DESIGN III (3)

In this project-oriented class, emphasis is placed on the research and development aspects of assignments to further advance the student's portfolio. Stress is placed on working in a collaborative group, while maintaining an individual approach to creative problem solving. Presentation skills are also emphasized.

Prerequisite: Art 318

\$50 course fee

445. SENIOR THESIS (3)

Required of all graphic design majors. Students work toward developing a cohesive body of work to be shown in the senior thesis art exhibit. Graphic design students focus on their portfolio preparation by developing new pieces and refining previous assignments. Students also develop a resume and written statement articulating their work. This course consists of several group critiques held over the spring semester with faculty members of the art department.

Prerequisite: Senior standing

PHOTOGRAPHY COURSES

210. BEGINNING BLACK-AND-WHITE PHOTOGRAPHY (3)

This course provides a comprehensive introduction to black-and-white darkroom photography. Technical fundamentals will be emphasized in class demonstrations, assignments and critiques. The course places importance on visual literacy by articulating the mediated image and its effect on the conduct of our lives. Camera assignments extend sensory experiences and

their capacity to be perceived graphically. Students must provide their own 35mm cameras. \$50 course fee

This course will satisfy the fine arts core area requirement.

230. BEGINNING COLOR PHOTOGRAPHY (3)

This beginning course emphasizes the camera experience to perceive visible color as an aesthetic, descriptive and narrative tool. Camera assignments and classroom lectures negotiate principles of color theory. The course does not require a filmless camera but the Mac OSX platform and Adobe Photoshop are introduced as the primary tools for color management, output and archiving resource. Hand coloring, instant films, or darkroom processing may also be covered. Students must provide their own 35mm cameras.

Listed also as Communication Arts and Sciences 296.

\$50 course fee

This course will satisfy the fine arts core area requirement.

315. INTERMEDIATE PHOTOGRAPHY: DARKROOM PRACTICES (3)

Experimentation with film, print and darkroom chemistry is emphasized as the student works toward the production of the exhibition quality print matching his or her vision. Assignments develop personal aesthetic and independent thought. \$50 course fee

Prerequisite: Art 210

340-44. SPECIAL TOPICS IN PHOTOGRAPHY (3)

Photography electives offered on a rotating basis may include The Florentine Mirror, Documentary Photography, Pinhole Photography, Landscape and Architecture, 19th-Century Photography or Alternate Photographic Processes.

Prerequisite: Variable

A course fee may be applicable.

353. DIGITAL VIDEO PRODUCTION (3)

This multi-level course presumes no prior experience and introduces the student to the beginnings of digital cinema. Assignments range from 30-second-in-camera edit to the end-of-term 10-minute narrative short. The course covers related material such as lighting, screen writing and DVD post-production. Non-linear editing software is introduced in the Mac OSX platform. The course turns to the example of cinema and video art, citing their insistence on an image of personal expression and the assertion of the auteur. Students must provide their own mini DV camcorders.

\$50 course fee

This course will satisfy the fine arts core area requirement.

405. INTERMEDIATE PHOTOGRAPHY: LIGHT AND CAMERA (3)

Images are conceived by the student and guided by the instructor. Added considerations of artificial light and camera format are considered with assignments requiring further previsualization at the time of camera exposure. Students use both photoflood and strobe lights. Medium and large format cameras are introduced. Students are encouraged to buy their own medium-format camera.

Prerequisite: Art 210 or 230

\$50 course fee

445. SENIOR THESIS (3)

Required of all photography majors. Students work toward developing a cohesive body of images to be shown in their senior thesis art exhibit. Students also develop a resume and written statement articulating their work.

This course consists of several group critiques held over the spring semester with faculty members of the art department.

Prerequisite: Art 315 or 405 and senior standing

ART HISTORY COURSES

190. HISTORY OF ART: ANCIENT TO MEDIEVAL (3)

An introductory-level survey of world art and its relationship to the development of humanity and societies from the prehistoric period through the Middle Ages.

This course will satisfy the fine arts core area requirement.

191. HISTORY OF ART: RENAISSANCE TO MODERN (3)

An introductory-level survey of world art and its relationship to social, political, religious, and economic contexts from the fourteenth to the twentieth centuries.

This course will satisfy the fine arts core area requirement.

250. HISTORY OF MODERN ART (3)

A study of the styles, principles, issues and philosophies of art from the late 19th century to the present. This course elaborates art's relationship to social, political, religious and ideological contexts while identifying its formal characteristics, defining the idea of "modern," and investigating the contemporary concept of "artist."

This course will satisfy the fine arts core area requirement.

265. HISTORY OF 20TH-CENTURY PHOTOGRAPHY (3)

Survey course covering the major figures, themes and images of the past century. Photography is addressed as an art form, democratic tool and as a device that significantly affected the course of human life in the 20th century.

This course will satisfy the fine arts core area requirement.

267. HISTORY OF GRAPHIC DESIGN (3)

Survey course covering the significant events, influences, individuals and movements in visual communication design. The cultural, political and economic impact of design on society is examined.

This course will satisfy the fine arts core area requirement.

293. MEDIEVAL ART (3)

This course will survey the development of painting, sculpture and architecture from approximately 650-1200 CE.

This course will satisfy the fine arts core area requirement.

298. ISSUES IN AMERICAN ART: VIETNAM WAR ERA ART AND CULTURE (3)

This seminar will present major trends in art from approximately 1960-1975. Focusing on major movements such as Pop Art, Minimalism, Body Art, Happenings, Fluxus, Performance Art, Earthworks and Conceptual Art, the goal for this course is to create a coherent context within which to introduce artists and themes while forging a discussion that recognizes the revolutionary character of this era.

English 102 and sophomore standing are recommended.

This course will satisfy the fine arts core area requirement.

319. ISSUES IN CONTEMPORARY ART (3)

This seminar explores and critiques artists from the late 1970s to the present. This course will investigate how politics, social issues, critical theories and technology have influenced the art world, which has become increasingly pluralistic. Issues of race, gender, identity, appropriation, trauma and memory will be discussed.

Prerequisites: English 102, junior or senior standing or consent of instructor

323. RENAISSANCE ART (3)

A survey of Italian Renaissance art tracing the development from Giotto to the end of the 16th century. Offered in the Summer in Florence Program.

This course will satisfy the fine arts core area requirement.

324. ISSUES IN AMERICAN ART: ABSTRACT EXPRESSIONISM AND THE ART OF THE 1940s AND 1950s (3)

There are many ways in which the idea of “artist” is theorized and constructed by artists, critics, and art historians. This course traces the emergence of the modernist artist during the 1940’s and 1950’s, which has largely determined how artists are perceived—and how they perceive themselves—during the contemporary era. English 102 and sophomore standing are recommended.

This course will satisfy the fine arts core area requirement.

326-29. SPECIAL TOPICS IN ART HISTORY (3)

Art history electives offered on a rotating basis might include courses in American art, Far Eastern art, African art, women in art, Frank Lloyd Wright or Chicago architecture.

This course will satisfy the fine arts core area requirement.

354. ARTS CRITICISM PRACTICUM (3)

This course will explore arts criticism through hands-on critical analysis and writing practice through visits to local galleries, museums and cultural events. Students will work together and edit each others’ work in this writing workshop. The final project will be a publication of collected reviews. The goal of the course is to prepare students for critical analysis review writing in professional arts and culture publications.

Listed also as Communication Arts and Sciences 359.

\$25 course fee

This course will satisfy the fine arts core area requirement.

355. MUSEUM STUDIES PRACTICUM (3)

An investigation of the concept, workings and theory of museum practice and rare opportunity for behind-the-scenes visits to local museums for the purpose of debating the relevance, necessity and effectiveness of different ways of exhibiting objects. Topics in this seminar-style discussion will include conservation, blockbuster exhibitions, racial divisions in museum attendance, exhibition styles, labeling of exhibited objects, art forgeries and theft, and the appropriation of cultural treasures from one nation to another. The final project will be to design an exhibition of the student’s choosing.

\$50 course fee

This course will satisfy the fine arts core area requirement.

446. SENIOR THESIS (3)

Required of all art history majors. An extensive research paper and public presentation on an approved topic that demonstrates the students’ knowledge of art history, critical and analytical skills and ability to sustain in-depth research on a focused project. The goal is to prepare students for writing art historical articles and giving professional presentations and/or application to graduate school.

Prerequisites: Senior standing, English 345 and two art history courses in residence or consent of instructor

ADDITIONAL COURSES

450. INDEPENDENT STUDY (1-4)

Advanced work in the student’s major area of concentration to be carried out independently with a faculty advisor.

455. INTERNSHIP (1-8)

A student of junior or senior standing may arrange for an internship in his or her own major field of concentration, subject to the approval of the art faculty.

BIOLOGY

Major/Minor

This curriculum is structured to provide a broad base of knowledge in the biological sciences and collateral areas as well as to allow the student to best prepare for his or her chosen field of work in the biological or health sciences or in biology education. There are also courses offered for students not majoring in biology that are designed to give a fundamental understanding of selected areas of biology, particularly as they relate to human health and disease.

Major Requirements

Ten biology courses of at least three semester hours each, including Biology 111-112 or the equivalent; Biology 397; Biology 386 or 392; and six additional courses numbered 200 or higher.

At least seven of the courses must have a laboratory, and no more than two may be at the 400 level. A minimum of five courses in the major field must be completed at Dominican University.

In addition, the following collateral courses are required for the biology major: Chemistry 120, 121, 253, 254; Physics 211, 212.

Interested freshmen and transfer students should consult with the department for placement information prior to registration.

The following collateral courses are recommended for those intending to do graduate work:

Chemistry 360, Mathematics 261, 262;

a course in statistics; and

a course in computer programming.

Prior to graduation, and upon completion of two biology courses in residence with a minimum grade of "C-", the student must have a major application signed by a member of the department who will then serve as his or her advisor.

Majors in biology may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. Major requirements are the same for either degree.

Health Science Concentration

Advanced biology electives must include Biology 261 and 361, and two of the following courses: Biology 310, 360, 371, 382 or 394.

Minor Requirements

Six biology courses of at least three semester hours each to include Biology 111 and 112 or the equivalent. At least four of the courses must have a laboratory and only one

may be at the 400 level. A minimum of two courses in the minor field must be completed at Dominican University.

Interested students should consult with the department prior to registration.

Biology Education

Teacher certification requirements and regulations are outlined in the teacher education handbook distributed by the School of Education. State of Illinois secondary certification in biology requires the following: eight semester hours in botany with a laboratory, and eight semester hours in zoology with a laboratory. (NOTE: 10 semester hours in laboratory work in biology satisfies the laboratory requirement.)

Dominican University courses which fulfill the botany requirement are Biology 256, 299, 310 and 312.

Dominican University courses which fulfill the zoology Requirements are Biology 261, 268, 272, 288, 299, 361 and 371. Note that Biology 299 (Ecology) may be used to satisfy either the botany or the zoology requirement, but not both. Laboratory or field courses in botany or zoology taken at other approved institutions, including the cooperative courses given at the Morton Arboretum or Shedd Aquarium (see below), may be offered toward these requirements. Prior departmental approval is strongly recommended.

Cooperative Biology Courses at the Morton Arboretum

and the Shedd Aquarium

As part of its participation in the program of the Associated Colleges of the Chicago Area, Dominican University offers credit for cooperative courses given in selected biological topics at the Morton Arboretum and the Shedd Aquarium as well as for cooperative seminar courses in advanced topics in biology. These courses are often taught by guest lecturers expert in the particular subject. Because the cooperative course topics vary from year to year, interested students should consult the biology faculty for course and registration information.

Independent Research

Advanced students are encouraged to do original research either at Dominican University or at neighboring institutions. Hours are arranged after consultation with individual faculty members.

COURSES**111-112. GENERAL BIOLOGY I-II (4/4)**

The first semester of this two-semester course sequence includes historical development of the theory of evolution, molecular and cellular biology, animal tissue structure and animal organ systems. Topics covered in General Biology II include taxonomy and evolution, surveys of the plant and animal kingdoms, development, genetics and ecology. These courses are intended primarily for science and pre-medical majors. Either credit in Biology 111 with a minimum grade of "C" or permission of the instructor is a *Prerequisite* for Biology 112. A minimum grade of "C" in Biology 112 is required for admission to all biology courses numbered above 200. Lecture and laboratory.

Prerequisite: High school biology

Either of these courses will satisfy the natural sciences core area requirement.

120. MEDICAL TERMINOLOGY (3)

A study of the structure of medical terms, emphasizing analysis and understanding of word parts and word roots. Terms used to describe selected body systems will be studied and clinical applications described. Lecture.

Course does not count toward the biology or biology-chemistry major.

152-252. HUMAN ANATOMY AND PHYSIOLOGY I-II (4/4)

This is a two-semester course in the principles of human anatomy and physiology, including homeostatic mechanisms and structural terminology. Designed primarily for nutrition science and pre-nursing students. Course does not count toward biology or the biology-chemistry major. Lecture and laboratory.

Prerequisite for Biology 252: Biology 152 with a grade of "C" or better or consent of instructor.

These courses will satisfy the natural sciences core area requirement.

160. ELEMENTARY MICROBIOLOGY (4)

An introduction to basic and applied microbiological topics and techniques. Designed primarily for nutrition science and pre-nursing students.

Course does not count toward the Biology or the Biology-Chemistry major. Laboratory meets twice weekly and will emphasize handling of bacteria. Lecture and laboratory.

Prerequisite: One college-level biology course or consent of instructor.

This course will satisfy the natural sciences core area requirement.

256. GENERAL BOTANY (4)

Physiology, structure, development, taxonomy, ecology and evolution of plants. Lecture and laboratory.

Prerequisites: Biology 111,112

261. ADVANCED HUMAN ANATOMY (4)

The course is an in-depth study of the anatomy of human organ systems at the molecular, cellular and tissue levels.

The components are presented using lecture, discussion and laboratory. The laboratories involve methods and techniques, which have a relationship to clinical procedures and practices. Dissection of animal specimens and human cadavers aid in identification of important anatomical structures and their relation to physiological function.

Prerequisites: Biology 111-112

264. PARASITOLOGY (3)

Biological relationships seen in the parasitic mode of life, with emphasis on the protozoan and invertebrate parasites of man. Lecture.

Prerequisites: Biology 111-112 or consent of instructor

268. ANIMAL BEHAVIOR (3)

A study of animal behavior including some proximate mechanisms and the ecology and evolution of social behavior. Lecture.

Prerequisites: Biology 111-112

272. COMPARATIVE ANIMAL PHYSIOLOGY (3)

An introduction to the similarities and unique differences in physiology across the animal kingdom. Emphasis on the comparative nervous, endocrine, muscular, circulatory, respiratory and excretory systems. Lecture.

Prerequisites: Biology 111-112 and one semester of college chemistry

288. INVERTEBRATE ZOOLOGY (4)

Lectures and laboratory work on the comparative morphology, physiology and evolution of the invertebrate phyla.

Prerequisite: Biology 111-112

299. ECOLOGY (4)

The study of the distribution and abundance of organisms. Lecture, laboratory and field trips.

Prerequisites: Biology 111-112.

310. MICROBIOLOGY (4)

Structure, physiology, metabolism and identification of microorganisms. Lecture and laboratory.

Prerequisites: Biology 111-112, Chemistry 253, 254 or concurrent enrollment

312. PLANT PHYSIOLOGY (4)

Introduction to plant tissue culture, plant growth, development, metabolism, nutrition and response to environmental conditions. Lecture and laboratory.

Prerequisites: Biology 111-112, Chemistry 253, 254 or concurrent enrollment

321-329. TOPICS IN ADVANCED FIELD BOTANY (3-4/3-4)

These courses are taught during the academic year or in the summer at the Morton Arboretum. The courses with field or laboratory work are acceptable toward the laboratory botany requirement for teacher certification.

Interested students should consult with the biology faculty for information on course topics and registration.

Course may be repeated.

Prerequisites: Biology 111-112 and consent of instructor; Biology 256 is recommended

356. MARINE ISLAND ECOLOGY OF THE BAHAMAS (3-4)

This course covers basic principles and field techniques for study of both marine and land animals that will be observed on the field trip to the Exuma Islands of the Caribbean Sea.

Contact the biology department for information and special application. Lecture and laboratory.

Prerequisites: Biology 111-112 and consent of department

360. HUMAN PATHOPHYSIOLOGY (4)

Underlying molecular mechanisms and causes of altered physiological states of the human body are covered. Major concepts emphasized in the course include maintenance of acid-base and body fluid balances, oxygenations, neuro-endocrine regulation and control, immune defense mechanisms, cardiovascular mechanisms and aging. Critical-thinking and problem-solving techniques will be used to study the interaction of body systems in the development of various diseases states. This course is designed for allied health practitioners and pre-professional students.

Prerequisites: Chemistry 101 or 104 or 120; Biology 142, 252 or 261.

361. ADVANCED HUMAN PHYSIOLOGY (4)

An in-depth study of the physiologic mechanisms and regulation of selected organ systems focusing on the integration of the nervous, endocrine, muscular, cardiovascular, respiratory and renal systems. Lecture and laboratory

Prerequisites: Biology 261 with a grade of "C" or better and Chemistry 253, 254 or concurrent enrollment

371. DEVELOPMENTAL BIOLOGY (4)

Animal development with emphasis on vertebrates.

Topics range from game to genesis to organ system development, with emphasis on genetic control. Lecture and laboratory.

Prerequisites: Biology 111-112 and junior or senior standing

382. IMMUNOLOGY (3)

Survey of the immune system of vertebrates with emphasis on biological and chemical aspects of immunity. Lecture.

Prerequisites: Biology 111-112, Chemistry 253, 254 or concurrent enrollment

386. MOLECULAR BIOLOGY (3)

The study of the mechanisms by which DNA and enzymes interact to produce complex cellular activities. Topics covered will include the logic underlying the study of molecular biology, the structure, regulation and mutation of genes and the technological applications of molecular biology. Lecture.

Prerequisites: Biology 111-112, junior standing or enrollment in organic chemistry

392. GENETICS (4)

Principles of heredity and variation including classical and biochemical studies. Special emphasis on accurately presenting the results of laboratory work in research papers. Lecture and laboratory.

Prerequisites: Biology 111-112 and junior or senior standing

394. CELL BIOLOGY (3)

Relationship of molecular and structural organization of the cell to growth, reproduction and function.

Prerequisites: Biology 111-112, Chemistry 253, 254 or concurrent enrollment

395. BIO-CHEMICAL TECHNIQUES (2)

Major laboratory techniques used in cell biology and biochemistry, including isolation methods, chromatography, quantitative methods, electrophoresis and tissue culture. This is the laboratory component of Biology 394.

Prerequisites: Concurrent enrollment in Biology 394 or Chemistry 360

397. EVOLUTION (4)

Study of biological evolution provides an intellectual frame work for understanding life. Its study from different perspectives allows the student to appreciate why the geneticist T.Dobzhansky believed that "nothing in biology makes sense except in the light of evolution." The controversy surrounding evolution will be used to examine the issue of "What is science?" Lecture and laboratory.

Prerequisites: Biology 111-112 and junior or senior standing; Biology 392 is strongly recommended

403-406. SPECIAL TOPICS (1 OR 3/1 OR 3)

Reading and in-depth study in selected fields of biology. Course may be given in conjunction with lecture series offered by the Associated Colleges of the Chicago area. Course may be repeated.

Prerequisites: Biology 111-112 and consent of science faculty member

410. SEMINAR (3)

Biological topics of current interest. Oral and written presentations by students.

460. INDEPENDENT RESEARCH (1-4)

Original laboratory research under faculty supervision. Both oral and written reports are required upon completion. This course may be repeated.

Prerequisites: Consent of faculty supervisor.

BIOLOGY/CHEMISTRY

Major

For students interested in medicine, medical technology or allied health fields, an interdisciplinary biology-chemistry major is recommended. This major includes seven courses in each discipline, to be selected in consultation with the faculty of each discipline.

Ordinarily, the biology sequence includes five laboratory courses, and the chemistry sequence includes Chemistry 371 - 372. A minimum of three courses in biology and at least three courses in chemistry must be completed at Dominican University. Students interested in such a major who present two units of high school biology or chemistry will be considered for advanced placement, determined by examination.

Majors in biology-chemistry may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. Major requirements are the same for either degree.

BUSINESS ADMINISTRATION

Major/Minor

The business administration major provides knowledge of the functional areas of business and the quantitative tools and economic theory necessary to analyze business problems. Course work provides an understanding of the effect of legal, behavioral and financial considerations in business decision-making and the social and ethical ramifications of those decisions. Instructional emphasis is placed on global business issues, entrepreneurship and emerging business technologies.

Major Requirements

Business Administration 220, 240, 250, 255, 335, 345, 350, 380, 490;
Accounting 101, 102; and
Economics 190, 191, 260, 367;

Students must also complete nine credit hours in one of the following concentrations:

Concentration in Marketing

Required: Business Administration 351; and two courses chosen from Business Administration 275, 365, Communication Arts and Sciences 274 or Graduate School of Business 772 (requires acceptance to the Master of Business Administration program)

Concentration in Finance

Required: Business Administration 370; and two courses chosen from Business Administration 365, 375, Economics 376 or Graduate School of Business 625 (requires acceptance to the Master of Business Administration program)

Concentration in Management

Required: Business Administration 275, and two courses chosen from Business Administration 245, Communication Arts and Sciences 320, Economics 480 or Brennan School of Business 624 (requires acceptance to the Master of Business Administration program)

The satisfactory/fail grade option may be used in only one repeated course required for the major.

A minimum of one half the courses in the major field must be completed at Dominican University.

Majors in business administration will earn the Bachelor of Science degree with a concentration in finance or the Bachelor of Arts degree with a concentration in marketing or management.

Minor Requirements

Six of the courses listed under major requirements, including a minimum of three courses in business administration, are required for the minor. Please consult your Business advisor for appropriate course selection.

The satisfactory/fail grade option may be used in only one repeated course required for the minor.

A minimum of one half the courses in the minor field must be completed at Dominican University.

COURSES

220. ADVANCED COMPUTER BUSINESS APPLICATIONS (3)

This course provides business students with experience using computer software tools relevant to business applications. Students will learn to utilize advanced spreadsheet functions and features including financial functions, data tables, table lookup, scenario analysis, goal seeking analysis, and techniques for embedding and linking spreadsheets. In addition, students will learn to code Excel macros and perform elementary programming in Visual Basic, and will also utilize project management software to create timelines, project schedules, organization charts and process flowcharts. Students will also track business transactions for a fictitious company using a popular accounting software package. Students will engage in Web design projects.
Prerequisite: CIS 120 or equivalent

240. BUSINESS LAW (3)

Analysis of business and its relation to society and law; legal procedures for resolving conflicts, contracts, agency, property, administrative law, criminal law and torts; corporate law and partnerships; negotiable instruments and secured transactions; bankruptcy; and estates.

245. HUMAN RESOURCE MANAGEMENT (3)

Principles, theories, processes and practices relating to the management of personnel.
Listed also as Communication Arts and Sciences 306.

250. MARKETING (3)

Introduction to the marketing concept, its historical development and its importance to business, institutions, and consumers in contemporary society.

Prerequisite: Economics 190

255. INTERNATIONAL BUSINESS (3)

Survey and analysis of economic, managerial and financial aspects of United States' firms operating abroad. Impact of United States and foreign government political, economic and social policies upon management of the multi-national firm.

Prerequisites: Economics 190, 191

275. ENTREPRENEURSHIP (3)

This course considers the problems and policies that are unique to a small business. The course provides information on business startups, funding sources, issues related to growth, and the role of the small business in the economy. Accounting 101 is recommended

335. BUSINESS ETHICS (3)

This course is a study of the social and ethical issues facing business. Approaches to processes that foster ethical decision making in today's complex global business environment are examined from a managerial perspective. A variety of means, including case studies, are used to examine such topics as corporate social responsibility, ethical corporate culture, employment issues, working conditions, environmental impact issues and codes of conduct.

Prerequisites: Junior standing or consent of instructor. Business Administration 345 is recommended.

345. MANAGEMENT (3)

An examination of basic organizational theory. Various organizational models and methods of reaching organizational goals are studied through analysis of current management practices.

Prerequisites: Economics 190 and junior standing or consent of the instructor

350. MANAGERIAL FINANCE (3)

Examination of the functions of financial management. Topics covered include financial analysis of operations, performance and profitability; financial planning using cash budgets and pro forma statements; management of working capital; analysis of alternative short-term financing; time value of money and capital budgeting techniques.

Prerequisite: Accounting 101; Economics 260 is recommended

351. INTERNATIONAL MARKETING (3)

This course is designed to acquaint the student with the complexities of marketing products and services in international markets. Through lectures, discussions and case studies, the course will explore the elements

of the marketing mix in an international marketing context. Topics will include the importance of international marketing to American producers, appraisals of the international marketing environment, and the recognition of cultural differences in various foreign countries.

Prerequisite: Business Administration 250

365. APPLIED RESEARCH METHODS (3)

A study of the application of statistical research to the definition and resolution of financial marketing and economic business problems. The course will cover research design, sampling theory, methods of data collection, the use of statistical techniques in the data analysis, and will introduce forecasting models.

Listed also as Economics 365

Prerequisites: Economics 260 and Computer Information Systems 120

370. INVESTMENTS (3)

An advanced finance course examining investment theory, financial markets and financial instruments. The course will also discuss topics such as financial analysis, futures markets and options.

Prerequisite: Business Administration 350

375. INTERNATIONAL FINANCE (3)

The structure and operation of foreign exchange markets: spot, forward, futures and options; factors determining spot and forward exchange rates. Measurement and management of foreign exchange exposure risk. Financing international transactions. Working capital policies in an international context. Operations of the international money and capital markets.

Prerequisites: Economics 190, 191 and Business Administration 350

380. OPERATIONS MANAGEMENT (3)

Analysis of the role of operations management in manufacturing and service organizations. Topics include production planning, master scheduling, inventory control, material requirements planning, personnel planning, quality control and just-in-time systems.

Prerequisite: Economics 260

450. INDEPENDENT STUDY (1-4)

Open to juniors and seniors majoring in business administration.

455. INTERNSHIP (1-8)

Training in a business organization for a designated number of hours a week under the supervision of a faculty member and the manager of the business. Exposure to various aspects of business, finance, marketing or management.

Prerequisite: Open to junior and senior majors

490. BUSINESS POLICIES (3)

An integrating course for business administration majors, presenting strategic planning and problem solving strategies. This course builds upon the core subjects in the business administration curriculum to improve students' management skills. The course includes a comprehensive business administration examination and requires an internship experience or comprehensive senior project.

Prerequisites: Business Administration 250, 255, 345 and 350; Economics 260

499. INTERNATIONAL BUSINESS SEMINAR (3)

A research seminar for international business majors. (This course cannot be taken during the last semester of the senior year.) The student will develop a research paper on a topic related to the economy or business environment of the country whose language is being studied, using both English and foreign language sources. Topics, outlines and completed papers will be presented to and discussed by seminar participants. A translation sample will be submitted to the Department of Modern Foreign Languages for approval along with a "writing sample" of a business letter.

Prerequisites: Business Administration 255, 375, Economics 376 or consent of instructor.

CHEMISTRY

Major/Minor

The curriculum provides a broad base of knowledge in traditional areas of chemical endeavor: specifically analytical, inorganic, organic, physical and biochemistry. Course work and experimental design experience prepare students for industrial and government laboratory employment, as well as for further education in graduate or professional school. Non-major courses offer opportunities to explore the significance of chemistry in everyday life and to provide a basis for subsequent science related courses in the elementary education, nursing and nutrition sciences programs.

Major Requirements

Required courses are:

Chemistry 120, 121, 253-254, 371, 372, 380;

three advanced electives in chemistry;

Physics 211-212; and

Calculus (Math 261-262 or equivalent).

The physics and calculus should ordinarily be completed by the end of the sophomore year.

The satisfactory/fail option may not be used in any courses, including collateral courses, required for the major. A minimum of five courses in the major field must be completed at Dominican University.

Advanced students in chemistry are encouraged to register for Chemistry 460 (Independent Research).

Minor Requirements

One year of general chemistry (eight semester hours); one year of organic chemistry (Chemistry 253-254); and a fifth course of three or more credits. The satisfactory/fail option may not be used in any courses, including collateral courses, required for the minor. A minimum of two courses in the minor field must be completed at Dominican University.

Chemistry Education

Teacher certification requirements and regulations are outlined in the teacher education handbook, distributed by the School of Education. Students interested in teaching chemistry in the secondary schools should consult the chemistry faculty as early as possible in their college career.

Majors in chemistry may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. Major requirements are the same for both degrees.

COURSES

101. GENERAL CHEMISTRY (4)

Introductory chemistry course intended primarily for nutrition sciences majors, pre-nursing students and non-science majors. This course is particularly suited for those who wish to fulfill the general liberal arts requirement in science by increasing their interest in and concern for the relationship of chemistry to life and society.

This course will satisfy the natural sciences core area requirement.

104. INTRODUCTORY ORGANIC CHEMISTRY (4)

An elementary course that focuses on the role of structure in chemical identity, the reactivity of organic compounds and the application of reactivity and structure to the understanding of living systems and natural phenomena. Recommended for nutrition sciences and nursing majors. Lecture and laboratory.

Prerequisite: Chemistry 101 or 120

120. GENERAL CHEMISTRY I (4)

Fundamental principles of chemistry including atomic theory, stoichiometry, classification of reactions, states of matter, bonding theory and molecular shape. Intended primarily for science and premedical majors.

Prerequisites: One year of high school chemistry and mathematics placement beyond Mathematics 130

This course will satisfy the natural sciences core area requirement.

121. GENERAL CHEMISTRY II (4)

A continuation of Chemistry 120 including aqueous solution equilibria, kinetics, thermodynamics and nuclear chemistry.

Prerequisite: Chemistry 120 with a minimum grade of "C-"

161. CHEMISTRY IN OUR LIVES (3)

Listed also as Natural Science 161.

253-254. ORGANIC CHEMISTRY (5-5)

An introduction to the study of carbon compounds. Topics include synthesis, structure, stereo-chemistry, reaction mechanisms and the use of spectroscopy in the study of carbon compounds.

Prerequisite: Chemistry 121 with a minimum grade of "C-"

256. NATURAL PRODUCTS CHEMISTRY (3)

The major foci of the course are: to understand the origin and classification of natural products, to appreciate the role of chemical structure in physiological function of natural products and their derivatives, and to think critically about use of herbal remedies and the potential of drug development from natural products. Lecture only.

Prerequisite: Previous or current enrollment in Chemistry 253, 254

260. ELEMENTARY BIOCHEMISTRY (3)

Beginning course in biochemistry, dealing with the functions and metabolism of nucleic acids, proteins, carbohydrates, lipids and related substances.

Course does not count toward chemistry major or minor, or toward biology-chemistry major.

Prerequisite: Chemistry 104 or 254

291. FORENSIC CHEMICAL ANALYSIS (3)

The evidence collected at a crime scene can often tell the true story of the criminal act if interpreted properly. This course covers various criminalistic detection and analysis techniques involving DNA, fiber, hair, body fluids, pigments, fingerprints, footprints, toxic substances and illegal drugs. Analytical techniques will be introduced, explained and practiced such as qualitative chemical analysis, refractive index, infra-red spectroscopy, UV/vis spectrophotometry, microscopy, mass spectrometry, thin layer chromatography and gas chromatography. The proper handling of evidence, careful observation and logical interpretation of crime scene evidence will also be stressed.

Prerequisite: Chemistry 104 or 253

350. TOPICS IN BIO-ORGANIC SYNTHESIS (3)

A survey of selected synthesis methods for DNA/RNA, peptides/proteins, carbohydrates and their uses in biomedicine; protein modification and radio labeling; combinatorial chemistry and nanochemistry.

Prerequisite: Chemistry 254

360. BIOCHEMISTRY (3)

An intermediate level general biochemistry course focusing on the four major classes of bio-molecules (proteins, nucleic acids, carbohydrates and lipids), their characteristics and their functions in living systems. Lecture only.

Prerequisites: Chemistry 253, 254 or consent of the instructor

Concurrent enrollment in Chemistry 361 is encouraged.

361. BIOCHEMISTRY LABORATORY (2)

The central techniques and practices related to the four major classes of biomolecules (proteins, nucleic acids, carbohydrates and lipids) are covered, including spectrophotometry, enzyme kinetics, chromatography, electrophoresis, liquid-liquid extraction and optical rotation. Laboratory and discussion only.

Prerequisite: Concurrent enrollment in Chemistry 360

371-372. PHYSICAL CHEMISTRY (4/4)

Principles of theoretical chemistry, thermodynamics, kinetic theory, solutions, electrochemistry, kinetics and quantum theory.

Prerequisites: Chemistry 121, one year of calculus and Physics 211, 212

380. ADVANCED INORGANIC CHEMISTRY (3)

A study of the elements and their inorganic compounds with particular emphasis on their structure, bonding, periodic trends, synthesis and their reactions and mechanisms.

Prerequisites: Chemistry 121

390. ADVANCED ANALYTICAL CHEMISTRY (4)

Theory and techniques of special analytical procedures not used in laboratory work in earlier courses.

Prerequisite: Chemistry 121

392. SURVEY OF INSTRUMENTAL ANALYSIS (3-4)

Descriptive coverage of fundamental techniques for the instrumental analysis of organic and biochemical compounds including MS (mass spec), UV/vis and fluorescence, CE (capillary electrophoresis), HPLC and others.

Prerequisite: Chemistry 121

404. ADVANCED TOPICS (1-3)

Reading and study in-depth in selected fields of chemistry such as advanced organic chemistry, mechanisms, synthesis and polymer chemistry. Course may be given in conjunction with the Associated Colleges of the Chicago Area cooperative chemistry lecture series.

410. SENIOR SEMINAR (3-4)

Systematic and broad discussion, with primary responsibility on the student, of the subject matter of chemistry.

460. INDEPENDENT RESEARCH (1-4)

Problems for original investigation are assigned under faculty supervision.

Prerequisite: Consent of faculty supervisor

COMMUNICATION ARTS AND SCIENCES

Major/Minor

The mission for the general communication major is to provide a curriculum and community that will allow students to understand the implications of the communication process as it relates to leadership; to distinguish themselves by their eloquence in speaking and writing; to have exposure and facility in using several contemporary communication technologies; and to have demonstrable skills in all areas of interpersonal communication.

Major Requirements

Forty semester hours chosen in conference with a department advisor, including:

One course in each of the department's four areas (general speech, corporate communication, media and film);

One course selected from each of the two separate areas in theatre (performance and production, dramaturgy); and CAS 415

General communication majors and minors will need to retain copies of all work assignments from communication courses taken at Dominican University. This portfolio will be used in the capstone course CAS 415. Internships in the areas of public relations, advertising, journalism, theatre, radio, television and film are generally available for up to eight semester hours of credit.

Courses in language, international studies and a semester abroad are recommended for the student who desires to add a global perspective to his or her career focus.

A minimum of 12 hours in the major field must be completed at Dominican University.

Minor Requirements

Eighteen semester hours offered within the department, including CAS 415 senior year. A minimum of nine hours in the minor field must be completed at Dominican University.

GENERAL SPEECH COURSES

150. SPEAKING AND LISTENING (3)

Basic communication skills in speaking and listening. The principles described in traditional public speaking texts are presented in full and are treated as tools for use in specific speech assignments.

160. VOICE AND DICTION (3)

Listed also as Theatre 160.

241. FAMILY COMMUNICATION (3)

This course explores the communication concepts of effective interaction in the family, including verbal and non-verbal communication, family meetings as a mode of communication and casual barriers to effective communication.

CORPORATE COMMUNICATION COURSES

180. COMMUNICATION: PERSONAL, SOCIAL AND CAREER FOCUS (3)

This introductory course will include theory, techniques and practical exercises in intrapersonal and interpersonal communication, covering a variety of social and work situations. The Myers-Briggs character and temperament types, as well as Stephen Covey's personal leadership text will be covered in full. Students will create a personal mission statement based on *The Seven Habits of Highly Effective People*.

200. BUSINESS AND PROFESSIONAL SPEECH (3)

Students participate in realistic communication activities, giving presentations in various communication situations.

222. MASS MEDIA AND SOCIETY (3)

Listed also as Sociology 222 and American Studies 222.

240. SELF AND SOCIETY (3)

Listed also as Sociology 240.

246. THE ART OF LEADERSHIP (3)

An analysis of the field of leadership and achievement of organizational goals in business organizations, as well as not-for-profit and educational institutions. Students will learn the steps to superior leadership and the practices of exemplary leadership.

250. INTERPERSONAL COMMUNICATION (3)

Concepts and insights for better understanding of the dynamics of face-to-face interpersonal relations. Students experiment and practice ways of improving communication patterns.

306. HUMAN RESOURCE MANAGEMENT (3)

Listed also as Business Administration 245.

320. ORGANIZATIONAL COMMUNICATION AND BEHAVIOR (3)

An experimental learning laboratory for developing skills associated with the responsibility of leadership; learning to contend with others on a face-to-face basis; understanding the human needs of others; learning to motivate others to action; and exercising authority in a just and satisfactory manner.

321. GLOBAL BUSINESS COMMUNICATION (3)

The course is aimed at demonstrating how the theory and insights of cultural anthropology and communication can positively influence the conduct of global business. World culture and economic geography are also included.

326. CORPORATE COMMUNICATION (3)

This course has two areas of concentration. It examines through case studies the corporate communication function within organizations, including topics such as managing image, corporate advertising, media and investor relations and government affairs. It also provides experiential learning in the critical interpersonal skills needed to manage.

361. INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)

Listed also as Psychology 360.

415. COMMUNICATION AS AN INSTRUMENT OF PERSONAL POWER (3)

This course examines the skills and knowledge necessary to develop a strong base for multiple career paths. An executive coach guides students in preparing for positions requiring a high level of communication skill. Course content includes career and skills journaling, resume construction, techniques and media authorship.

JOURNALISM/MEDIA COURSES

130. INTRODUCTION TO DESIGN APPLICATIONS (3)

Listed also as Art 208.

224. RADIO PRODUCTION (3)

This is a hands-on course in radio broadcasting, management, writing and production.

229. MAGAZINE WRITING (3)

Students will learn to write in a range of magazine and newspaper feature styles.

Prerequisite: Sophomore standing

230. TELEVISION PRODUCTION I (3)

This is a basic laboratory experience in television production.

236. WEB PAGE DESIGN (3)

Listed also as Art 227.

237. INTRODUCTION TO GRAPHIC DESIGN I (3)

Listed also as Art 240.

239. TELEVISION PRODUCTION II (3)

Advanced laboratory experience in television production.
Prerequisite: Communication Arts and Sciences 230.

244. NEWSPAPER AND MAGAZINE EDITING (3)

Students will learn how to transform raw stories written for magazines and newspapers into clear, compelling and polished news and feature articles. The course also includes units on headline writing and design.

Prerequisites: Sophomore standing and Communication Arts and Sciences 256

256. INTRODUCTION TO JOURNALISM (3)

Students will study the basics of journalism and the media business and practice fundamental news writing and reporting skills. The class will include lecture, discussion and deadline news writing exercises on a range of topics. Students also will report stories on campus events and issues.

259. INTRODUCTION TO TELEVISION AND RADIO INDUSTRY (3)

This course is an introduction to the American broadcast and cable industry. Students will look behind the microphones and cameras to examine the history of the industry and to analyze the forces that shape it and influence everything from federal regulations to the choice of music on the radio.

264. JOURNALISM PRACTICUM (1)

Students will write for the school newspaper, the *Dominican Star*, putting to use the knowledge gained from Introduction to Journalism and gaining valuable published samples of their work for their portfolios. The practicum can be taken four times.

Prerequisite: Communication Arts and Sciences 256.

268. FUNDAMENTALS OF PUBLIC RELATIONS (3)

This course focuses on the “working tools” required for employment in public relations: doing research, developing PR strategies, writing press releases and feature stories, creating special events and managing media relations. Analysis of PR case studies will be included.

Prerequisites: Sophomore standing and Communication Arts and Sciences 256.

269. ADVANCED PUBLIC RELATIONS (3)

In this class, students will build on the skills acquired in CAS 268 and design strategies and campaigns for corporations, non-profit agencies and advocacy groups.
Prerequisite: Communication Arts and Sciences 268

274. INTRODUCTION TO ADVERTISING (3)

A study of basic functions, principles and techniques of advertising, including the role of advertising in the marketing system and as a process of mass communication.

275. ADVERTISING STRATEGY (3)

Students will learn how to plan advertising accounts and develop advertising campaigns, with an emphasis on research, analyses of consumer behavior, strategic planning and creative execution. Much of this course will consist of case studies and hands-on team applications.
Prerequisite: Communication Arts and Sciences 274

293. MEDIA LAW AND ETHICS (3)

In this class, students examine ethical and legal issues in journalism, public relations and advertising. They will cover the constitutional basis of press freedom, as well as legal developments relating to government regulation, copyright protection, libel, invasion of privacy and journalistic privilege. This course will critically analyze the media's ethical standards and shortcomings and will help students develop their sense of personal and professional ethics.

294. AMERICAN MASS MEDIA HISTORY (3)

This course analyzes the sources of American news and entertainment media and examines their development up to the present day.
 Listed also as American Studies 294.

296. BEGINNING COLOR PHOTOGRAPHY (3)

Listed also as Art 230.

298. GLOBAL MEDIA (3)

This class will explore the tension between local and international forces in the world's news and entertainment media. The course begins with a comparison of the major national media systems and traditions, then moves on to an exploration of the globalization of the media through satellite communication, trans-national media corporations and the exports of the American culture industry.

316. TELEVISION CULTURE (3)

This course critically examines television as a cultural force in our society, looking at production techniques, genres, narrative strategies and examining how television both reflects and influences dominant American cultures.

341. TWENTIETH CENTURY AMERICAN POPULAR CULTURE (3)

Listed also as History 341 and American Studies 341.

351. PROPAGANDA, PERSUASION AND THE MASS MEDIA (3)

This course examines the nature, use, history and ethics of propaganda in modern Western society. We will study how governments and movements harness literature, journalism and film to further their agendas, and how others try to resist and subvert it. Topics will include war propaganda and censorship, Nazi and Communist propaganda and modern American public relations/advertising.

Prerequisite: Sophomore standing or consent of instructor

356. INTERMEDIATE JOURNALISM (3)

This class builds on the reporting, writing and editing skills from the introductory class. Students will report real stories in real time—both on campus and in the surrounding community—and write them on deadline in class. Most articles will be submitted for publication.
Prerequisite: Communication Arts and Sciences 256

358. GENDER AND MEDIA (3)

All cultures recognize differences between the sexes. Yet “masculinity” and “femininity” are understood by anthropologists to be culturally determined. This course looks at theories and instances of gender differences as they are articulated in mass-mediated popular culture discourses. It considers the relationship between gender and genre, explores advertising and consumer ideologies, and considers historical and contemporary film, television, and print media texts.

359. ARTS CRITICISM PRACTICUM (3)

Listed also as Art 354.

411. NEWSPAPER MANAGEMENT PRACTICUM (3)

Students in this practicum will run the *Dominican Star* newspaper with responsibility for overall direction and tone of the newspaper for the semester. Students will hire staff, assign and edit stories and photographs, and supervise page design, advertising sales and public relations.

Prerequisites: Communication Arts and Sciences 256, 356 and consent of instructor

420. RACE, RELIGION AND THE NEWS MEDIA (3)

The American news media influence our ideas about race, religious identity and racially charged issues through their reporting and framing of stories on politics, social issues, terrorism, crime and a host of other topics. Students will read extensively about the American media's performances and look at their problems in dealing with race in the hiring, assigning and promoting journalists.

Prerequisite: Sophomore standing

422. ADVANCED JOURNALISM (3)

Students will study investigative and specialized reporting techniques, cover an area community, and write in-depth stories on a variety of topics.

Prerequisite: Communication Arts and Sciences 356.

FILM COURSES**205. MASTERPIECES OF THE CINEMA (3)**

This course will be devoted to works that have withstood the test of time. Films will include such works as *Citizen Kane*, *The Godfather* and *Casablanca*, as well as films from European cinema. The course will focus on the merits of each work, as well as what the films reflect about society and individual values.

This course will satisfy the fine arts core area requirement.

207. CONTEMPORARY AMERICAN FILMS (3)

This course concentrates on recent works by directors such as Martin Scorsese, Quentin Tarantino and Woody Allen. The course will also focus on recent economic trends in film production, the reworking of older genres and the social-political aspects of contemporary film.

This course will satisfy the fine arts core area requirement.

219. THE ROAD IN AMERICAN CULTURE (3)

This course will focus on how road travel has been represented in the American cinema. The aim of the course is to understand what the road signifies in American culture and its relationship to concepts of freedom and individuality. Films include: *Easy Rider*, *Thelma and Louise* and *Drugstore Cowboy*.

This course will satisfy the fine arts core area requirement.

226. INTRODUCTION TO FILM STUDIES (3)

This course will introduce students to basic concepts that will enable them to both appreciate and analyze films on their own. Lectures will illustrate techniques such as editing, camera movement, composition, sound, lighting, color and special effects. The course will demonstrate how these techniques are used to create meaning.

This course will satisfy the fine arts core area requirement.

227. DISCOVERING DISNEY (3)

This course will look at all aspects of the Disney empire: early cartoons, classic fairy tales and recent animated features. Attention will also be given to the commercialization of Disney products and the development of theme parks. Focus will be placed on what the creative works reveal about American ideology, gender, race and nation.

This course will satisfy the fine arts core area requirement.

266. THE AMERICAN CINEMA (3)

This course will cover the entire history of American cinema from the silent period to the 1990s. Topics include the Hollywood style, the studio system, the star system, various film genres and recent developments in contemporary film.

Listed also as American Studies 266.

This course will satisfy the fine arts core area requirement.

272. FILM GENRE (3)

Most Hollywood films follow familiar formulas that we readily recognize and love. The class will look at three or four of these genres, such as gangster films, westerns, horror films and road movies, to determine how they remain consistent over time and how and why they change.

This course will satisfy the fine arts core area requirement.

277. WOMEN AND FILM (3)

This course will examine the images of women in Hollywood film and new possibilities offered by independent female directors. The course will relate film to social, political and personal issues, including work, marriage, motherhood, sexuality and violence. Discussions will focus on stereotyping, the male 'gaze' and new images like the woman warrior.

This course will satisfy the fine arts core area requirement.

278. SEEING HITCHCOCK (3)

This course will analyze the personal vision and visual style of Alfred Hitchcock. Films include black-and-white works and his color masterpieces such as *Rear Window* and *Vertigo*. Topics include the transfer of guilt, the 'wrong man' theme, voyeurism, black humor and gender.

This course will satisfy the fine arts core area requirement.

279. FILM AUTHORSHIP (3)

This course focuses on individual directors, their personal vision and their artistic style. By looking at several works by the same director, students will gain a deeper appreciation and understanding of each film. Directors will be chosen from the following list: Alfred Hitchcock, Orson Welles, Martin Scorsese and Woody Allen.

This course will satisfy the fine arts core area requirement.

291. FILM NOIR (3)

This course will focus on one of the most fascinating areas of American cinema: crime films and suspense thrillers such as *Double Indemnity* and *Gilda*. These films haunt the imagination, combining stunning visuals with twisted plots. Lectures will discuss the themes and the psychological/political significance of these works.

This course will satisfy the fine arts core area requirement.

353. FILM AND FAIRY TALES (3)

This course will look at films like *Beauty and the Beast*, *The Red Shoes* and *Edward Scissorhands*. Topics include the history and purpose of fairy tales and how they have changed over time. The films will be approached in terms of politics, psychoanalysis and gender.

This course will satisfy the fine arts core area requirement.

373. FILM COMEDY (3)

This course is an overview of film comedy beginning with silent clowns Chaplin and Keaton through the sound pictures of the Marx Brothers and Frank Capra. The course will also treat the current comedy. Discussion will include comedy as a genre, the unique aspects of film comedy, the use of parody and other topics.

This course will satisfy the fine arts core area requirement.

385. POLITICS AND FILM (3)

Listed also as Political Science 262 and International Studies 262.

ADDITIONAL COURSES**299. SERVICE LEARNING (1)**

Taken in conjunction with a regularly listed communication course, this one credit-hour option involves community service and guided reflection.

Prerequisite: Consent of instructor

450. INDEPENDENT STUDY (1-8)

Open to majors with the consent of the instructor.

455. INTERNSHIP (1-8)

Independent study, internships and practicum courses are offered in the Department of Communication Arts and Sciences for from one to eight semester hours of total credit; however, at least 28 of the 40 minimum number of semester hours required for the major must come from traditional academic courses.

COMPUTER GRAPHICS

Major

The interdisciplinary computer graphics major is designed to encompass the fundamentals of both art and computer science and focus on the application of computers in graphics. The major includes courses in computer-based graphic design and the programming of graphic systems. The major is jointly offered by the mathematics and computer science department and the art, art history and design department. Students in the major will have two advisors, one in art and one in computer science. A minimum of four of the required computer science courses and four art courses must be completed at Dominican University.

Some computer graphics courses are not offered every year. It is strongly recommended that a student who plans to major in computer graphics consult with a faculty member in the art department and a faculty member in the computer science department as early as possible in his or her college career.

Major Requirements

ART 102, 105, 208, 227, 230, 240, 318; CPSC 155, 165, 275, 299, 371, 380, 403; Mathematics 170 or 230; one of the following courses: Art 455, CPSC 455 or 471

COMPUTER INFORMATION SYSTEMS

Major/Minor

The interdisciplinary computer information systems major is designed to encompass the fundamentals of both computer science and business administration and focus on the application of computers in business.

Major Requirements

Majors in computer information systems may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. A Bachelor of Arts degree in computer information systems requires that a student successfully complete the following:

Computer Science 155, 165, 244, 275, 299, 325, 335, 380, and 455 or 471;

Accounting 101;

Mathematics 170 or 230;

Economics 190;

four other courses from Accounting, Economics or Business Administration.

A Bachelor of Science degree in computer information systems requires that a student successfully complete the following:

Computer Science 155, 165, 244, 275, 299, 325, 335, 380, and 455 or 471;

Accounting 101;

Mathematics 230, 240;

Economics 190;

four other courses from Accounting, Economics or Business Administration.

It is strongly recommended that computer information systems majors take English 336 and Communication Arts and Sciences 320. A minimum of five of the computer science courses and four of the accounting, business and economics courses must be completed at Dominican University.

Some computer science courses are not offered every year. It is strongly recommended that a student who plans to major in computer information systems consult with a faculty member of that department as early as possible in his or her college career.

Minor Requirements

Students interested in a computer information systems minor may complete any three computer science courses acceptable for the major (except for Computer Science 299), along with any three of the business, accounting or economics courses acceptable for the major. A minimum of two courses in computer science must be completed at Dominican University.

COURSES

120. INTRODUCTION TO COMPUTER APPLICATIONS (3)

An introduction to computers and their use in today's world. This course emphasizes a hands-on approach and uses some of the leading software packages available for personal computers today. Major topics include how computers work, computer jargon, word processing, spreadsheets, the Internet, presentation software and data base management systems.

Prerequisite: Mathematics 120 or placement above Mathematics 120

146. MULTIMEDIA AND WEB COMPUTER APPLICATIONS (3)

Students will learn about multimedia software applications and tools for the manipulation of text, image, audio and video data. Students will create multimedia projects that run on Windows and the World Wide Web.

Prerequisite: Computer Information Systems 120

COMPUTER SCIENCE

Major/Minor

Major Requirements

Majors in computer science may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. A Bachelor of Arts degree in computer science requires that a student successfully complete the following: Computer Science 155, 165, 244, 275, 299, 325, 380, 401, 431, and 455 or 471;

9 additional semester hours of computer science courses and

Mathematics 170 or 230, and 240.

A Bachelor of Science degree in computer science requires that a student successfully complete the following:

Computer Science 155, 165, 244, 275, 299, 325, 380, 401, 431, and 455 or 471;

nine additional semester hours of computer science courses; and

Mathematics 230, 240, 261 and 262.

It is strongly recommended that computer science majors take English 336 and Communication Arts and Sciences 320. A minimum of seven courses in computer science at the 200 level or above must be completed at Dominican University.

Some computer science courses are not offered every year. It is strongly recommended that a student who plans to major in computer science consult with a faculty member of that department as early as possible in his or her college career.

Minor Requirements

Students interested in a computer science minor must complete Computer Science 155 and five additional computer science courses excluding Computer Science 299. A minimum of four courses in computer science must be completed at Dominican.

Courses

155. COMPUTER PROGRAMMING (3)

An object first introduction to programming. The course emphasizes the fundamentals of object-oriented programming (classes, objects, methods, inheritance, polymorphism, libraries, implementation, interfaces, encapsulation) and at the same time introduces other software engineering and programming concepts (conditional statements, iteration, input/output, arrays, types, collections).

Prerequisite: Mathematics 120 or placement above Mathematics 120

165. COMPUTER PROGRAMMING II--DATA STRUCTURES (3)

Data structures such as stacks, queues, lists, and trees are introduced and implemented. Algorithms for their manipulation are studied. A comparison of sorting and searching techniques is included.

Prerequisite: Computer Science 155

244. COMPUTER NETWORKS (3)

An introduction to the media, basic fundamentals, network topologies (both local area networks and wide area networks) and protocols, the Internet and OSI models, current network operating systems, security, emerging technologies and administrative matters relating to networks. An emphasis will be placed on current network operating systems.

Prerequisite: Computer Science 165.

275. WINDOWS-BASED APPLICATION DEVELOPMENT (3)

The main objective of this course is to teach the student the concepts of Windows-based application development. Visual Basic.NET, an object-oriented, event driven, graphical programming environment, will be the programming language used in the course. Besides creating standard Windows-based applications in VB.NET, the students will also learn about the .NET Framework, creating front ends to databases, animation and games, and building their own controls.

Prerequisite: Computer Science 165

299. SERVICE LEARNING (1)

Students will perform computer-related volunteer work for one semester, under the supervision of an instructor. Students will work for three hours each week. This course can only be taken on a satisfactory/fail basis.

Prerequisites: Computer Information Systems 120 and Computer Science 165

325. DATABASE ORGANIZATION AND DESIGN (3)

The study of relational database systems. Topics include SQL, the relational model, normalization, functional dependency diagrams, optimization, entity relationship diagrams, database design, recovery, reporting, transaction processing, ethics and security. The course also covers DBMS packages and the use of Visual Basic. Net as a front-end to database systems.

Prerequisite: Computer Science 275

335. SYSTEMS ANALYSIS AND DESIGN (3)

This course looks at the information systems development process, from scope definition through implementation, with focus on methods for capturing system requirements, modeling requirements, and performing systems design. Different methodologies for systems development will be discussed. Major topics include use case development, data modeling, process modeling, and object-oriented analysis and design. Purpose and usage of entity relationship diagrams, data flow diagrams and several UML diagrams will be covered.
Prerequisite: Computer Science 325

361. COMPUTER ARCHITECTURE (3)

An introduction to the functional elements and structures of digital computers. Topics include CPU design and organization (including RISC and multiprocessors), registers, buses, I/O devices, hardware interrupts and device interfacing, pipelining, memory structures and organizations.
Prerequisites: Computer Science 165 and Mathematics 240

371. COMPUTER GRAPHICS (3)

Computer animation, representation of two-dimensional and three-dimensional objects; clipping and windowing; transformations of objects; line-drawing algorithms; curves; colors; creation of drawing packages; fractals; interactive graphics; graphics libraries; analytical geometry.
Prerequisites: Computer Science 275 and Mathematics 170 or 230

380. WEB DEVELOPMENT (3)

A study of Web clients and servers, browsers, scripting and applets, multimedia applications, some database applications and an introduction to Web commerce applications. Tools considered will include some of the following: Java, JavaScript, HTML/DHTML, VRML, CGI, XML, ASP, NET and other current Web-enabling technologies.
Prerequisite: Computer Science 165

401. ADVANCED DATA STRUCTURES AND ALGORITHM ANALYSIS (3)

Advanced data structures; tree balancing algorithms; graph theory; additional techniques for sorting and searching, including hash coding techniques; automata theory; advanced analysis and design of algorithms; and program verification.
Prerequisites: Computer Science 165 and Mathematics 240

403. ADVANCED COMPUTER GRAPHICS (3)

Advanced computer animation, shading, hidden line removal and other advanced topics.
Prerequisite: Computer Science 371

415. ADVANCED DATABASE AND CLIENT SERVER DEVELOPMENT (3)

This course explores advanced topics in client server and database development. It addresses the implementation of multi-user client server systems, object-oriented databases, data warehousing, security issues and other relevant topics. Students will be exposed to several database packages and will do considerable database programming.
Prerequisite: Computer Science 325

431. OPERATING SYSTEMS (3)

Introduction to computer operating systems, their role, organization and control. Topics discussed include source allocation and management, scheduling algorithms, process management, memory management, process synchronization mechanisms and techniques employed in multiprogramming and multiprocessing environments. A special emphasis is placed on contemporary operating systems.
Prerequisites: Computer Science 165 and Mathematics 240

434. PRINCIPLES OF UNIX (3)

An exploration of the UNIX command line environment, covering UNIX utilities, shell scripting, and systems programming in C. UNIX file security, system calls and interprocess communication methods will be emphasized.
Prerequisite: Computer Science 431

445. LAN ADMINISTRATION (3)

The design, installation, maintenance, troubleshooting and management of LANs. Topics covered include: media types, wiring configurations, protocols, network configuration, installing device drivers, performance monitoring, security, upgrades, license monitoring and network services.
Prerequisite: Computer Science 244

450. INDEPENDENT STUDY (1-3)

Independent reading and/or research on special topics in computer science.
Prerequisite: Consent of faculty supervisor

455. INTERNSHIP (1-8)

Experience as a computer professional under the joint supervision of a faculty member and an assigned business manager.

Prerequisites: Junior or senior standing in computer science and the permission of the department

461. ADVANCED TOPICS IN COMPUTER SCIENCE (1-3)

Topics of current interest. May be repeated for credit.

Prerequisite: Approval of the instructor

471. SENIOR PROJECT (3)

A comprehensive, independent project in the senior year under the guidance of a computer science faculty member, which includes design, development, coding, testing and documentation of a software application.

Prerequisites: Computer Science 325 and Computer Science 380; senior standing and permission of the instructor

CORPORATE COMMUNICATIONS

Major/Minor

A corporate communications major will learn and be trained to utilize the communication skills that relate the “people side” of business. Majors will be trained not only in the communication skills related to formal presentational speaking and business writing but also in the full range of interpersonal and group skills critical in corporate life.

The education and skills training in the corporate communication major at Dominican University prepare students for a myriad of careers ranging from corporate communications consultant/director to anchorperson or political campaign director.

The major’s mission, moreover, is more than simply to prepare students for a job; the mission is to develop the student’s natural gifts, while directing him/her in a direction that will make the journey meaningful.

Major Requirements

The major requires a minimum of 36 semester hours including at least one course taken from among the four areas included in the Department of Communication Arts and Sciences: general speech, corporate communications, media and film.

Flexibility is built into the major, including numerous related courses from other departments, so it can be tailored to the needs of individual students. The bulk of the students’ courses, however, are generally expected to come from the corporate communications discipline.

All students are required to take any three of the following four core courses: Communications Arts and Sciences 200, 320, 321, 326; and the capstone course 415 taken in the student’s senior year. Majors and minors need also to present for that course portfolios representing work from each of the courses taken within the department. A minimum of 12 hours in the major field must be completed at Dominican.

Minor Requirements

A minor consists of 18 semester hours taken from among the corporate communications courses within the communication arts and sciences department.

Minor: All students are required to take any two of the following core courses: Communication Arts and Sciences 200, 320, 321, 326 and the capstone course 415 senior year.

A minimum of nine hours in the minor field must be completed at Dominican.

Five Year BA/MBA or BA/MSOM

The corporate communications major is particularly well suited to the student who wishes to complete a graduate degree, either MBA (Master of Business Administration) or MSOM (Master of Science in Organization Management) at Dominican University. Students will be heartily urged to take as undergraduates those courses which will waive them from graduate courses, as well as two courses in the Graduate School of Business and Information Systems during their senior year. The graduate courses will be accepted both toward the 124 hours of undergraduate credit for graduation and also toward the graduate degree.

CRIMINOLOGY

Major/Minor

The Sociology /Criminology Department is designed to advance the overall university mission by offering a value-centered approach to the social sciences alongside substantive preparation for a variety of professional endeavors. The mission of the department is to provide a program for students that combines the scientific study of social institutions and the social organization of human behavior with a critical understanding of law, human rights, social justice, social action and advocacy. The major in criminology offers a career-enhancing, liberal arts curriculum based upon the sociological study of law, conceptions of justice and social control, providing an understanding of the structural roots of deviance, delinquency, crime, victimization, crime control and related social policies. Students majoring in criminology are exposed to a comprehensive program of study, and are prepared for professional employment in a number of occupations related to social service and law, or for graduate study in criminology, the sociology of law, justice studies or for law school. Students are also encouraged to acquire practical experience through internships and service learning opportunities. Students should refer to an advisor in the Department of Sociology and Criminology for more information regarding the criminology program.

Major Requirements

Thirty-six semester hours chosen in conference with an advisor, including:

Nine semester hours of sociological foundation courses consisting of Sociology 110, Sociology 361 and Sociology 362;

Nine semester hours of criminology courses consisting of Criminology 255 and two courses from Criminology 242, 265, 320, or 370;

Six semester hours in specialized social and legal theory consisting of Criminology 372 and 406; or Criminology 372 or 406 and one of the following: Sociology 380, 382, 407 or 409;

Twelve additional semester hours chosen from Criminology 242, 265, 320, 370, 406, Sociology 204, 206, 210, 220, 222, 225, 240, 245, 250, 268, 280, 286, 302, 350, 355, 380, 382, 407, or 409.

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. A minimum of 6 courses in the major field must be completed at Dominican. Internships are strongly recommended.

Minor Requirements

Eighteen semester hours consisting of Sociology 110; Criminology 255, 372; and three courses from Criminology 242, 265, 320, 370, or 406.

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. A minimum of four courses in the minor field must be completed at Dominican University.

COURSES

242. JUVENILE DELINQUENCY AND JUVENILE JUSTICE (3)

An examination of theories of delinquent behavior and an introduction to the field of juvenile justice practice. Explores the social construction of childhood, adolescence, deviance and delinquency and analyzes the social, historical and legal contexts within which delinquency occurs.

This course will satisfy the social science core area requirement.

255. CRIMINOLOGY (3)

Study of criminal behavior, legal norms and social attitudes toward crime and criminals. Criminology draws upon the sociology of law, analysis of conflict as theoretical explanations of the cause of crime and the study of the social psychological determinants of crime. Methods of apprehension and punishment, individual and social reform and the prevention of crime are emphasized.

Prerequisite: Sociology 110, or Criminology 242 or 265, or consent of instructor

265. CRIME AND SOCIAL JUSTICE (3)

An inquiry into the relationship between state, crime and social structure with special emphasis on the linkages between social oppression, social inequality and criminalization of social conduct as reflected in contemporary issues.

This course will satisfy the social science core area requirement.

299. SERVICE LEARNING (1)

Taken in conjunction with a regularly listed criminology course, this one-credit-hour option involves community service and guided reflection.

Prerequisite: Consent of the instructor

320. GENDER AND VIOLENCE (3)

An examination of the structural roots of gender-based violence, including domestic abuse, sexual assault, hate crimes, colonization and genocide, law enforcement abuse, international violence, and war. Strong focus on anti-violence organizing.

Prerequisite: Sociology 110, or 230, or 240, or 280 or 350, or consent of instructor

Listed also as Sociology 320.

370. DEVIANCE AND SOCIAL CONTROL (3)

Analysis of norms related to the law, the origins and functions of deviance in society, the institutional production and categorization of deviance, the impact of deviance on personal identity, deviant careers, and deviance and social change.

Prerequisites: Sociology 110 and Criminology 255, or consent of the instructor

372. LAW AND SOCIETY (3)

Advanced analysis of the legal order from a critical, sociological perspective. The rise of modern law and its relationship to other social institutions is treated, with consideration given to social theories of legality and current controversies within the field.

Prerequisites: Sociology 110, Criminology 255 and junior standing or consent of the instructor

Listed also as Sociology 372

406. THEORIES OF CRIME CONTROL (3)

Capstone course in criminology. An in-depth analysis of the US prison industrial complex, including analysis of alternative sentences structures in community-based corrections, theories of incapacitation and deterrence, international comparison of criminal legal systems, and strategies for building healthy communities.

Prerequisite: Sociology 110, Criminology 255 and senior standing or consent of instructor

450. INDEPENDENT STUDY (2-8)

An opportunity to do independent research or study under faculty supervision. Consent of the supervisory instructor is required.

455. INTERNSHIP (2-8)

Internships in a variety of agencies and organizations involved with the delivery of social services, criminal justice, social justice advocacy, and/or research and policy analysis are available under faculty supervision. Student participants enhance their research proficiency while gaining valuable work experience in an area of their interest.

Prerequisites: Junior standing and consent of supervisory instructor

EARLY CHILDHOOD EDUCATION

Major

The Bachelor of Arts degree in early childhood education is designed to prepare candidates for teaching careers in birth-through-third-grade classrooms, with state certification in early childhood education (Type 04) with an approval for early childhood/special education and for graduate study in early childhood education.

General Education Competencies

Candidates seeking early childhood state certification are required to complete Dominican University's core curriculum, as well as demonstrate competency in physical science and speech/oral communication. In addition, a field of study consisting of 18 semester hours is required in a state approved mathematics, science, humanities or social science area. All of these requirements must be completed with the passing grade of "C" or better.

Professional Education Requirements

Dominican University requires early field experiences equivalent to 100 clock-hours. These experiences must be completed in an early childhood setting (birth through third grade) that includes students of diverse ethnic, racial and cultural backgrounds, as well as students with exceptionalities.

Required Courses

Early Childhood Education 200, 300, 301, 303, 381, 382, 384, 386, 430, 494, 495, and Special Education 322 and 356. Courses taken prior to 2000 are accepted only with special permission from the faculty of the School of Education.

For additional information about the Early Childhood Education major, see Education pge 80.

ECONOMICS

Major/Minor

The economics major emphasizes basic economic theory and its applicability to the analysis of problems in the economy and society. Economics majors may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. Each degree has different requirements.

Major Requirements

Bachelor of Science Degree

Economics 190, 191, 260, 365, 366, 367, 370, 371, 376, 462, 480; Business Administration 220.

Bachelor of Arts Degree

Economics 190, 191, 260, 366, 367, 370, 371, 376, 462, 480;

Two political science courses at the 200 level or above. Students intending to pursue graduate study in economics are strongly recommended to complete Mathematics 261 and 262.

The satisfactory/fail grade option may be used in only one repeated course required for the major.

A minimum of one half of the courses in the major field must be completed at Dominican University.

Minor Requirements

Six economics courses listed under major requirements or five economics courses and one course chosen from Economics 260 or Political Science 280, 320 or 385.

The satisfactory/fail grade option may be used in only one repeated course required for the minor.

A minimum of one half of the courses in the minor field must be completed at Dominican.

COURSES

190. PRINCIPLES OF MICROECONOMICS (3)

An introduction to economic theory and economic analysis of the American economy with emphasis on microeconomics—the price system, product and input market analysis.

This course will satisfy the social science core area requirement.

191. PRINCIPLES OF MACROECONOMICS (3)

An introduction to economic theory and economic analysis of the American economy with emphasis on macroeconomics—national income analysis, fiscal and monetary policy.

This course will satisfy the social science core area requirement.

260. STATISTICS FOR BUSINESS AND ECONOMICS (3)

An introduction to basic concepts and procedures including measure of central tendency and variability, probability sampling distributions, hypothesis testing, correlation and regression, and nonparametric methods.

Prerequisites: Computer Information Systems 120; Mathematics 170 or equivalent is recommended.

365. APPLIED RESEARCH METHODS (3)

A study of the application of statistical research to the definition and resolution of financial marketing and economic business problems. The course will cover research design, sampling theory, methods of data collection, the use of statistical techniques in the data analysis, and introduce forecasting models.

Prerequisites: Economics 260 and Computer Information Systems 120

Listed also as Business Administration 365.

366. AMERICAN ECONOMIC HISTORY (3)

The market and non-market forces and personalities shaping the development of the American economy from the colonial period through the early 1950s.

Prerequisites: Economics 190 and 191

This course will satisfy the social science core area requirement.

367. FINANCIAL MARKETS AND INSTITUTIONS (3)

This course examines money and capital markets, the instruments traded in these markets and the major financial institutions and regulation of these markets.

The first part of the course explores market forces, determining the level and structure of interest rates. In the second part, the money, stock and bond markets as well as the foreign exchange markets and financial derivatives markets are analyzed. The last part of the course examines the changing structure, management and regulation of depository institutions and investment companies. Throughout the course, the emphasis will be on the application of the concepts being learned.

Prerequisite: Economics 190

This course will satisfy the social science core area requirement.

370. INTERMEDIATE PRICE THEORY: MICROECONOMICS (3)

The mechanism of a free market economy. The theory of price and output as determined under conditions of perfect competition, monopoly and monopolistic competition.

Prerequisite: Economics 190

371. INTERMEDIATE INCOME THEORY: MACROECONOMICS (3)

Theoretical study of questions concerning the economy as a whole: national income, consumption, investment, the role of government, monetary flows and national economic growth.

Prerequisites: Economics 190

376. INTERNATIONAL ECONOMICS (3)

The course examines why nations trade, what determines the basis and direction of trade, who gains or loses from trade and the dynamic nature of comparative advantage.

It analyzes how countries try to change their comparative advantage in trade through subsidies, industrial and regulatory policies and tariff and non-tariff barriers. Multilateral and bilateral trade arrangements and the impact of these arrangements are examined. Study of the strengths and weaknesses of fixed and floating rate systems and the factors that affect exchange rates are explored.

Prerequisites: Economics 190 and 191

This course will satisfy the social science core area requirement.

450. INDEPENDENT STUDY (3)

Open to juniors and seniors majoring in economics.

455. INTERNSHIP (1-8)

Training in a business organization for a designated number of hours a week under the supervision of a faculty member and the manager of the business. Exposure to various aspects of business, finance or accounting.

Prerequisite: Open to juniors and seniors majoring in economics

462. HISTORY OF CONTEMPORARY ECONOMIC THOUGHT (3)

This course offers an examination of the development of economic theory in the 20th century. New classical economics, rational expectations and the natural rate of unemployment are covered. Assessment is made of real business cycle theory, Keynesian, New Keynesian and Post-Keynesian macroeconomic theories, as well as imperfect competition and game theory, the economics of information and human capital theory.

Prerequisites: Economics 190 and 191

This course will satisfy the social science core area requirement.

480. MANAGERIAL ECONOMICS (3)

An analysis of the techniques of economic decision making and their relation to business enterprise. Managerial models and applications are investigated and tested. Emphasis upon recent managerial thought.

Prerequisites: Economics 190 and 260

This course will satisfy the social science core area requirement.

EDUCATION

Major/Minor

The School of Education offers a major in early childhood education and undergraduate programs in elementary education and secondary education, with an option for choosing a five-year combined bachelor's and master's program in special education or early childhood education.

These programs are committed to the values of scholarship, leadership and service. University courses and early field experiences at school sites provide opportunities designed to enable the undergraduate candidate to acquire the requisite knowledge, skills and dispositions necessary for effective teaching in today's diverse classrooms.

All undergraduate programs meet the certification requirements of the Illinois State Board of Education. Candidates who plan to teach in other states should consult the certification requirements for those states and should elect courses within their undergraduate program that meet the special requirement of those states.

Requirements, regulations and procedures outlined in this bulletin govern teacher certification programs at Dominican University. Candidates wishing to work toward teacher certification should study this bulletin and consult with advisors from the School of Education early in their college careers.

The early childhood teacher education program has three basic elements: (1) general education competency studies that ensure candidates have completed general studies courses and experiences in the liberal arts and sciences and have developed theoretical and practical knowledge; (2) professional and pedagogical studies that ensure candidates acquire and apply the professional and pedagogical knowledge and skills to become competent to work with all students; (3) integrative studies that ensure candidates learn to integrate general knowledge, academic content and professional knowledge to create excellent learning experiences for all children.

The undergraduate elementary and secondary teacher education programs have four basic elements: (1) general education competency studies that ensure candidates have completed general studies courses and experiences in the liberal arts and sciences and have developed theoretical and practical knowledge; (2) an academic major selected from one of the university's departments that ensures that candidates attain competence in the academic content which they plan to teach; (3) professional and pedagogical studies that

ensure candidates acquire and apply the professional and pedagogical knowledge and skills to become competent to work with all students; (4) integrative studies that ensure candidates learn to integrate general knowledge, academic content and professional knowledge to create excellent learning experiences for all children and young people.

Dominican University offers a major in early childhood education at the undergraduate level. The university does not offer an elementary or secondary education major for undergraduate students. These students should choose a major of study from those offered to prepare for teaching in elementary or secondary education.

Admission to Teacher Education

Because the educational background of students entering the certification program differs, some students may need to have an extra semester to complete all requirements.

Undergraduate students may enter the certification programs by transferring specific credits from a two-year or four-year approved institution. Transfer students are urged to pass the Illinois Certification System's Test of Basic Skills prior to coming to Dominican University.

Students who meet the prescribed standard admission requirements for Dominican University may enter the teacher education program. The student's first step toward pursuing teacher certification through Dominican is to enroll in Education 200: Foundations of Education. Students may enroll in one professional education course the semester following Education 200 without having been admitted to the teacher education program.

Admission to the teacher education program requires a grade of "C" or better in Education 200, a passing grade on the Illinois Test of Basic Skills and an overall grade point average of 2.50. Students must file a formal application seeking admission to the teacher education program after the above criteria have been met and develop an application portfolio. Specific requirements for application to the program should be sought from the appropriate program director. The faculty's acceptance of this application brings the student into teacher education candidacy. Candidates are expected to pass all professional education courses with a grade of "C" or higher, or the course must be repeated.

Admission to Clinical Practice

Admission to clinical practice is determined on the basis of the candidate's written application and other records as measured against criteria established by the Dominican University Teacher Education Committee. The current standards are: (1) a grade point average of 2.75 in the major, 2.75 in professional education courses and a 2.75 overall; (2) two faculty recommendations; (3) a completed application; (4) adequate language skills for teaching; (5) evidence of good character; and (6) documentation of 100 clock hours of field experience completed. These standards must be met at the time of application to clinical practice.

Candidates in clinical practice may not hold a job or enroll in other courses.

Policy on Background Investigations

The School of Education at Dominican University is committed to the protection of all children and young people.

To that end, we seek to work with school districts and civic communities to make schools a safe environment for the student body. Teacher education, administration and media specialist candidates are required to submit to a national, state and local criminal background investigation.

Illinois Certification Testing System Requirement

Students seeking admission to the teacher education program must pass the Illinois Certification System's Test of Basic Skills. Prior to acceptance to clinical practice, candidates must pass the content area test in which they seek certification. Candidates must also pass the Assessment of Professional Knowledge Test (APT) before applying for certification.

Tests will be administered six times a year and at no fewer than six sites each time at locations throughout the state. All tests will be administered on Saturdays. Special arrangements will be made to accommodate persons whose religious convictions prohibit their taking tests on the regularly scheduled test administration date.

Registration materials and information about the tests are available from the Dominican University School of Education office (Lewis Hall, room 234) or from the State Board of Education, 100 North First Street, Springfield, IL 62777-0001 or from www.icts.nesinc.com.

Bachelor of Arts in Early Childhood Education

The Bachelor of Arts degree in early childhood education is designed to prepare candidates for teaching careers in birth-through-third-grade classrooms, with state certification in early childhood education (Type 04) with an approval for early childhood/special education and for graduate study in early childhood education.

General Education Competencies

Candidates seeking early childhood state certification are required to complete Dominican University's core curriculum, as well as demonstrate competency in physical science and speech/oral communication. In addition, a field of study consisting of 18 semester hours is required in a state approved mathematics, science, humanities or social science area. All of these requirements must be completed with the passing grade of "C" or better.

Professional Education Requirements

Dominican University requires early field experiences equivalent to 100 clock-hours. These experiences must be completed in an early childhood setting (birth through third grade) that includes students of diverse ethnic, racial and cultural backgrounds as well as students with exceptionalities.

Required Courses

Early Childhood Education 200, 300, 301, 303, 381, 382, 384, 386, 430, 494, 495, and Special Education 322 and 356.

Courses taken prior to 2000 are accepted only with special permission from the faculty of the School of Education.

Suggested Sequence of Courses

Year	Semester	Course	Field Experience Hours
Freshman	Fall	ECED 200	10
	Spring	ECED 301	10
Sophomore	Fall	ECED 300	20
	Spring	ECED 303 ECED 386	
Junior	Fall	ECED 382	20
		ECED 430	
		SEDU 322	
	Spring	ECED 381	
		ECED 384 SEDU 356	
Senior	Fall	ECED 494	20
		ECED 495	

Elementary Education Program

A student may elect a major in American studies, mathematics, science, humanities or social science, but not psychology or communication arts, and prepare for elementary teaching. Major must be in a teachable field for elementary certificate with middle school endorsement.

General Education Competencies

Candidates for elementary certification must meet the Dominican University core curriculum requirements. These will address the NCATE general education competencies with the addition of one course each in the biological and physical sciences. One of these science courses must include a lab. All of these requirements must be completed with the passing grade of “C” or better.

Area of Undergraduate Competence

General Education Courses

English Composition: one three or four credit course

Mathematics: one three or four credit course
(Mathematics 130 or above)

History: One three or four credit course or related seminar

Philosophy: One three or four credit course or related seminar

Social Science: One three or four credit course or related seminar

Science: One three or four credit course in each biological and physical science (one must have a lab)

Humanities: One three or four credit course or related seminar

Multicultural /Global: One three or four credit course or perspectives related seminar (Education 386 is accepted for this area)

Professional Education Requirements

Dominican requires early field experiences equivalent to 100 clock-hours. These experiences must be completed in a variety of school settings providing the prospective teacher with an exposure to different grade levels, teaching styles and subject areas, as well as students of diverse ethnic, racial and cultural backgrounds and students with exceptionalities.

Required Courses

Education 200, 310, 320, 353, 360, 369, 386, 461, 490, 495, and Special Education 322 and 356.

Theology 385 Teaching Religion: Theory and Practice is recommended but not required for students preparing to teach in Catholic elementary schools.

Education 310, 353, 360, 369, 386, 461, 490, 495 and Special Education 322 and 356 must be taken at Dominican.

Courses taken prior to 2000 are accepted only with special permission from the School of Education faculty. All professional education requirements must be fulfilled prior to clinical practice. The grading scale for all courses is “A-F”. Clinical Practice–Elementary is graded on a satisfactory/fail scale.

Suggested Sequence of Courses

Year	Semester	Course	Field Experience
Freshman	Fall	Education 200	10
	Spring	Education 310	
Sophomore	Fall	Education 320	15
		Education 360	
	Spring	Education 461	15
		Education 386	
Junior	Fall	Special	20
		Education 322	
	Spring	Education 353	20
	Spring	Special	
Senior	Fall	Education 356	20
	Fall	Education 369	
Senior	Spring	Education 490	20
		and 495	

Secondary Education Program

Dominican has Illinois state-approved teacher preparation programs in the following areas only: art, biology, chemistry, English, French, Italian, mathematics, social science and Spanish.

Teacher preparation for secondary certification requires coursework in four specific areas.

1. General Studies

The foundation requirements and core curriculum requirements of the university meet this requirement. All of these requirements must be completed with the passing grade of “C” or better.

2. Content Studies

An academic major in the academic disciplines named above.

3. Pedagogical and Professional Studies

Foundation courses and accompanying field experiences introduce the candidate to the professional world of education.

4. Integrative Studies

Candidates apply educational theory to course work during the junior and senior years by focusing on clinical practice in middle and secondary schools through courses in special education, methods of teaching in a discipline and clinical practice.

Professional Education Requirements

Dominican requires early field experiences equivalent to 100 clock-hours. These experiences must be completed in a variety of school settings, providing the prospective teacher with an exposure to different grade levels, teaching styles and subject areas, as well as students of diverse ethnic, racial and cultural backgrounds and students with exceptionalities.

Required Courses

Education 200, 310, 315, 320, 353, 386, 400-406, 491, 496, Special Education 322 and 356.
Courses taken prior to 2000 are accepted only with special permission from the School of Education faculty. All professional education requirements must be fulfilled prior to clinical practice. The grading scale for all courses is A-F. Clinical Practice—Secondary is graded on a satisfactory/fail scale.

Suggested Sequence of Courses

Year	Semester	Course	Field Experience
Freshman	Fall	Education 200	10
	Spring	Education 310	
Sophomore	Fall	Education 353	20
		Education 320	
	Spring	Education 386	
Junior		Education 315	20
	Fall	Special	
	Spring	Special	
Senior		Education 356	35
	Fall	Education 400-406	
	Spring	Education 491 and 496	

Major Requirements and Endorsements

The State of Illinois requires 32 semester hours in a given field to teach a major. Information regarding endorsements or approvals on your certificate may be obtained from your education advisor or the certification officer.

Special Certificate (Grades K-12)

in Art and Language (French, Italian, Spanish)
A program for Special Certificate (grades K-12) is available for art and language majors. Instructional strategies and clinical practice on both the elementary and secondary levels are required for this certificate. Otherwise, all requirements are the same as those listed under secondary education.

Combined BA/MEd or BS/MEd

Undergraduate students interested in becoming certified early childhood teachers have the option of applying for the combined BA/MEd or BS/MEd. This program allows candidates to obtain a Bachelor of Arts or Bachelor of Science degree and a Master of Education degree with Type 04 (Early Childhood) certification in approximately five years. Candidates complete a BA or BS program in a state-approved undergraduate major and begin the graduate

program in early childhood education the semester after graduation from the undergraduate program.

As undergraduates, candidates need to complete Education 200 or be accepted into the undergraduate teacher education program. Candidates must also take ECED 300, 301 and 386 as part of their undergraduate program. Candidates apply for the combined BA/MEd or BS/MEd program no later than the second semester of their junior year. Once accepted into the combined program, candidates are eligible to take two graduate level courses in the MEd early childhood program in their senior year. The remainder of the program is completed following graduation from the undergraduate college.

For more information on this program, contact the director of the graduate and undergraduate early childhood education programs.

COMBINED BA/MS SPED OR BS/MS SPED PROGRAM WITH SPECIAL EDUCATION CERTIFICATION (LBSI)

Undergraduate students interested in becoming certified special education teachers have the opportunity to apply for the combined BA/MS SPED or BS/MS SPED program. This program allows candidates to obtain a Bachelor of Arts or Bachelor of Science degree and a Master of Science in special education with Type 10 LBSI certification in special education in approximately five years. Qualified candidates complete their Bachelor of Arts or Bachelor of Science degree program with an undergraduate major and begin the graduate program in the semester following their graduation from the undergraduate program. Students interested in the combined BA/MS SPED or BS/MS SPED program may also choose to seek certification in elementary or secondary education at the undergraduate level or choose to only work toward certification in special education (completed at the graduate level).

During their undergraduate program, candidates take Education 200, apply for acceptance into the teacher education program and, if accepted, take the foundation courses in education. They then apply for the combined BA/MS SPED or BS/MS SPED program in their junior year. If accepted, they may enroll in one graduate special education program course each semester of their senior year. The remaining graduate course work is taken in the semesters following their undergraduate graduation. For more information on this program, contact the director of the graduate program in special education.

Program of Studies

All students considering a career in education must take Education 200 prior to any other professional education courses. All candidates must take Special Education 322 Collaborative Instruction of Exceptional Youth, and Special Education 356 Collaboration and Adaptation in General Education Settings as part of their professional education course work.

EDUCATION COURSES

200. FOUNDATIONS OF EDUCATION (3)

This course introduces candidates to the world of professional education. Candidates come away with an initial understanding of the foundations of education: sociological, economic, legal, governance and financial, and their influence on teaching today. This general survey course is designed to help them make an informed decision about whether to continue in teacher preparation. Ten field experience hours are required.

Early Childhood Education Courses

300. CHILD GROWTH AND DEVELOPMENT (3)

The purpose of the course is to serve as a comprehensive introduction to the principles and basic concepts of typical and atypical child growth and development. The course integrates the physical, cognitive and social imensions of a child's life from prenatal development through pubescence. Special emphasis is given to the growth and development of young children aged birth through eight years. Candidates apply theory to practice through 20 field experience hours.

Prerequisites: Education 200 and admission to the teacher education program

301. HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION (3)

In this course, candidates focus on the historical and philosophical aspects of early childhood and special education as related to contemporary society. Candidates study key individuals, movements and curricula, and apply a multicultural and inclusive approach to the study of both formal and informal education of all young children. Candidates apply theory to practice through 10 clinical hours.

Prerequisites: Education 200 and admission to the teacher education program

303. CHILD, FAMILY AND COMMUNITY RELATIONS (3)

The purpose of this course is to assist candidates in developing the necessary skills to work cooperatively with families and community members. This starts with the understanding that all young children are fully

functioning members of a diverse and multicultural school, family and community. In this case, candidates gain insight into family perspectives and experiences by examining the social, economic, legislative and technological impacts on children and families, including families with special needs children. They evaluate existing support services and service delivery models in the school and community with respect to diversity, exceptionality, and family health and well being with a particular emphasis on strategies to promote and ensure effective communication, collaboration and consultation between home, school and community.

Prerequisites: Education 200 and admission to the teacher education program

381. METHODS OF TEACHING READING FOR THE YOUNG CHILD (3)

In this course, candidates focus on the developmentally appropriate instructional methods and materials for promoting and teaching reading and literacy in diverse and inclusive early childhood settings. Recent research, philosophical and theoretical views and issues related to emergent literacy, and quality children's literature are explored. Candidates examine procedures for planning, organizing and interpreting various methodologies and environments for all young children in the pre-primary and primary early childhood classrooms. Additionally, the selection and implementation of curricular modifications for exceptional children are covered. Candidates apply theory to practice through 20 clinical hours.

Prerequisites: Education 200, Early Childhood Education 300 or 301, and admission to the teacher education program

382. INSTRUCTIONAL METHODS OF CURRICULUM AND ORGANIZATION IN THE EARLY CHILDHOOD CLASSROOM (3)

In this course, candidates focus on the developmentally appropriate instructional methods and materials for teaching the creative and expressive arts in diverse and inclusive early childhood settings. Areas such as music, movement, storytelling, creative writing, poetry and art are considered. Candidates examine procedures for planning, organizing and interpreting various methodologies and environments for all young children in the pre-primary and primary early childhood classrooms. Additionally, the selection and implementation of curricular modifications for exceptional children are covered.

Prerequisites: Education 200, Early Childhood Education 300 or 301, and admission to the teacher education program.

384. TECHNIQUES AND METHODOLOGIES IN THE EARLY CHILDHOOD EDUCATION CLASSROOM (3)

In this course, candidates focus on the developmentally appropriate instructional methods and materials for teaching mathematics, science and social studies in diverse and inclusive early childhood settings.

Candidates examine procedures for planning, organizing and interpreting various methodologies and environments for all young children in the pre-primary and primary early childhood classrooms. Additionally, the selection and implementation for curricular modifications for exceptional children are covered. Candidates apply theory to practice through 20 clinical hours.

Prerequisites: Education 200, Early Childhood Education 300 or 301, and admission to the teacher education program

386. EARLY CHILDHOOD SPEECH AND LANGUAGE (3)

In this course, candidates study various theories and stages of typical and atypical speech and language development at the early childhood level. As a result of demonstrations and observations, candidates familiarize themselves with speech and language screening and diagnostic processes for young children. They also explore a variety of direct and indirect language stimulation techniques and learn how to create an environment that supports language acquisition for all young children.

Prerequisites: Education 200 and admission to the teacher education program

430. EARLY CHILDHOOD EDUCATION ASSESSMENT (3)

In this course, candidates address specific assessment techniques for use with all young children from birth through third grade, including young children with disabilities. The course emphasizes formal and informal techniques and strategies needed for making decisions regarding individual and group development, diagnosis and placement, learning, curricula, and instructional approaches and modifications appropriate for all young children and their families. Candidates examine specific formal, diagnostic instruments and interpret data from case studies, as well as explore considerations unique to the assessment of young children.

Prerequisites: Education 200, Early Childhood Education 300 or 301, and admission to the teacher education program

494. CLINICAL PRACTICE IN EARLY CHILDHOOD EDUCATION (10)

The purpose of this clinical experience is to assist the candidates in applying their theoretical and methodological knowledge and skills to the diverse and multicultural early childhood classroom. During clinical practice candidates engage in a guided, full-time teaching experience in an early childhood classroom, under the cooperation and supervision of a mentor teacher and university field supervisor. Clinical practice consists of the candidate observing the students, the environment and the cooperating teacher, as well as being responsible for the developmentally appropriate instruction of students individually, in small groups and as a whole class. Candidates in this course are concurrently enrolled in the early childhood clinical practice seminar.

Prerequisite: Admission to clinical practice

495. CLINICAL PRACTICE SEMINAR IN EARLY CHILDHOOD EDUCATION (2)

The purpose of this weekly seminar is to encourage candidates to collegially discuss the demands, challenges and rewards of clinical experience in early childhood education. Candidates discuss experiences and explore ways to continue meeting student needs. This seminar also serves as a platform for bridging the candidate's university experience to the early childhood profession. Candidates explore job search and employment, continued professional development, promoting positive change in educational contexts, professional organizations and professional advocacy. To demonstrate this bridging, candidates complete their professional portfolios, which align with Illinois State Standards. Candidates in this course are concurrently enrolled in the early childhood clinical practice.

Prerequisite: Admission to clinical practice

ELEMENTARY AND SECONDARY EDUCATION COURSES

310. HISTORY AND PHILOSOPHY OF AMERICAN EDUCATION (3)

In this course, candidates study the historical and philosophical aspects of American education as a basis for understanding the contemporary importance of schools in the national and community life of a diverse society.

Prerequisite: Education 200

Listed also as American Studies 311.

315. CLASSROOM ASSESSMENT (3)

This course focuses on assessment as a means of supporting the continuous development of all students in 6-12 classrooms. Assessment strategies will be examined as they relate to the instructional process.

Prerequisites: Education 200, 310 and 320, and admission to the teacher education program

320. EDUCATIONAL PSYCHOLOGY (3)

This course is a study of the teaching of learning. Theories of learning, motivation, cognitive and moral development and intelligence are presented with a central focus on how teachers apply theoretical foundations in pedagogy, curriculum development and classroom management to enhance learning for all students. Twenty field experience hours are required.

Prerequisites: Education 200, 310, and admission to the teacher education program

353. INTEGRATING TECHNOLOGY INTO THE CURRICULUM (3)

This course uses a hands-on approach to integrating technology into educational settings. Candidates create instructional tools for meeting the needs of diverse learners and administrative tools for communications and managing classroom responsibilities. Candidates also explore techniques for enabling K-12 students to use technology for academic purposes. This course also includes evaluation of instructional software and Web-based resources, and the effective integration of technology into instructional units. Students develop Web sites and Web quests.

Prerequisites: Education 200, Computer Information Science 120 and acceptance into the teacher education program.

360. READING AND THE OTHER LANGUAGE ARTS (3)

This course includes a study of K-8 instructional strategies and techniques in literacy development that includes word recognition and vocabulary, reading comprehension, writing and fluency for K-8 students. It draws upon a research base with an emphasis on application in the classroom. Standards-based lessons, children's literature, use of media and technology, classroom organization for reading, and consideration of diverse student populations are included. Twenty field experience hours are required.

Prerequisites: Education 200, 310 and 320, and acceptance into the teacher education program

369. MATHEMATICS AND SCIENCE FOR THE ELEMENTARY AND MIDDLE SCHOOL TEACHER (3)

This course provides candidates with a vision and understanding of elementary and middle school mathematics and science curricula through requirements including writing lesson plans, designing level-appropriate math/science units, strategies and techniques for meeting the needs of diverse learners in a multicultural society, and differentiated instructional approaches in classrooms to accommodate the needs of students with exceptionalities. The curricula reflect the standards of the National Council for Teachers of Mathematics, the National Science Teachers Association and the Illinois Learning Standards. Twenty field experience hours are required.

Prerequisites: Education 200, 310 and 320, and acceptance into the teacher education program

386. EDUCATION IN A DIVERSE SOCIETY (3)

This course asks candidates to examine the challenges and opportunities of teaching in a diverse society. The central factors of diversity are examined as they affect students in grades P-12. Candidates create instructional teaching units adapted to diverse learners. Fifteen field experience hours are required.

Prerequisites: Education 200, 310, 320 and to the teacher education program

This course will satisfy the multicultural core requirement.

400. INSTRUCTIONAL STRATEGIES FOR TEACHING SCIENCE IN MIDDLE AND SECONDARY SCHOOLS (3)

This course introduces candidates to teaching methodologies, safety issues, assessment techniques and curricular issues as they pertain to the teaching of science for candidates preparing for initial certification. Thirty-five field experience hours are required.

Prerequisites: Senior standing; semester prior to clinical practice

401. INSTRUCTIONAL STRATEGIES FOR TEACHING ENGLISH IN MIDDLE AND SECONDARY SCHOOLS (3)

This course introduces curriculum content, teaching methodologies and assessment techniques as they pertain to the teaching of English for candidates preparing for initial certification. Thirty-five field experience hours are required. *Prerequisites:* Senior standing; semester prior to clinical practice

402. INSTRUCTIONAL STRATEGIES FOR TEACHING ART IN THE K-12 CLASSROOM (3)

This course introduces curriculum content, teaching methodologies and assessment techniques as they pertain to the teaching of art for candidates preparing for initial certification. Thirty-five field experience hours are required.

Prerequisites: Senior standing; semester prior to clinical practice

403. INSTRUCTIONAL STRATEGIES FOR TEACHING MATHEMATICS IN MIDDLE AND SECONDARY SCHOOLS (3)

This course introduces curriculum content, teaching methodologies and assessment techniques as they pertain to the teaching of mathematics for students preparing for initial certification. Thirty-five field experience hours are required.

Prerequisites: Senior standing; semester prior to clinical practice

404. INSTRUCTIONAL STRATEGIES FOR TEACHING K-12 IN THE CLASSROOM (3)

This course introduces curriculum content, teaching methodologies and assessment techniques as they pertain to the teaching of modern foreign language for candidates preparing for initial certification. Thirty-five field experience hours are required.

Prerequisites: Senior standing; semester prior to clinical practice

406. INSTRUCTIONAL STRATEGIES FOR TEACHING SOCIAL STUDIES IN MIDDLE AND SECONDARY SCHOOLS (3)

This course introduces curriculum content, teaching methodologies and assessment techniques as they pertain to the teaching of social science for candidates preparing for initial certification. Thirty-five field experience hours are required.

Prerequisites: Senior standing; semester prior to clinical practice

461. CONTENT AREA READING, SOCIAL STUDIES AND ASSESSMENT (3)

This course includes a study of instructional strategies and techniques for reading, writing and research in the content areas. Candidates apply these techniques to social studies materials and develop lessons for teaching both content and literacy strategies. Content area trade books, assessment tools and techniques for diagnosis, instructional planning and evaluation of achievement are investigated.

Prerequisites: Education 360 and acceptance into the teacher education program

490. CLINICAL PRACTICE SEMINAR: ELEMENTARY AND MIDDLE (2)

This seminar meets in conjunction with clinical practice during the semester that clinical practice is completed. The purpose of the seminar is to provide candidates with an opportunity to examine and discuss the experiences of their clinical practice and to connect those experiences to the framework of their academic preparation. A variety of issues relevant to the professional educator are topics of seminar meetings. Course work includes the completion of a presentation portfolio.

Prerequisite: Admission to clinical practice

491. CLINICAL PRACTICE SEMINAR: MIDDLE AND SECONDARY (2)

This seminar is held during the professional semester in which the candidate is engaged in full-time clinical practice. Seminar meetings provide opportunities for shared reflection on clinical practice experiences, avenues for professional development, and a transition to teaching in the middle and secondary schools of Illinois.

Prerequisite: Admission to clinical practice

492. CLINICAL PRACTICE: K-12 LANGUAGE (3)

This is a full-time guided experience in an assigned elementary, middle and /or secondary school in the candidate's major field for one full semester. Under the supervision of a mentor teacher, the candidate engages in all aspects of teaching.

This course is taken on a satisfactory/fail basis.
Fall semester only.

495. CLINICAL PRACTICE: ELEMENTARY AND MIDDLE (10)

This is a full-time guided experience in an assigned elementary or middle school. Candidates concurrently enroll in the accompanying Senior Seminar. This course is taken on a satisfactory/fail basis.

Fall semester only.

Prerequisite: Admission to clinical practice

496. CLINICAL PRACTICE: MIDDLE AND SECONDARY (10)

This is a full-time guided experience in an assigned middle or secondary school in the candidate's major field for one full semester. Under the supervision of a mentor teacher, the candidate engages in all aspects of teaching.

This course is taken on a satisfactory/fail basis. Fall semester only.

Prerequisite: Admission to clinical practice

497. CLINICAL PRACTICE, K-12 ART

This is a full-time guided experience in an assigned elementary, middle and /or secondary school in the candidate's major field for one full semester. Under the supervision of a mentor teacher, the candidate engages in all aspects of teaching.

This course is taken on a satisfactory/fail basis. Fall semester only.

SPECIAL EDUCATION COURSES**SEDU 322. EXCEPTIONAL STUDENTS: CHARACTERISTICS AND THE SPECIAL EDUCATION PROCESS (3)**

In this course, candidates study the psychology and characteristics of exceptional students from preschool through high school. They learn how to assess services for such students in a variety of school settings.

Candidates consider the impact of disabilities on development, learning and communication processes.

A major portion of this course focuses on the special education process including laws, rules, regulations, procedural safeguards as well as the development of IEPs and Behavior Management Plans. Candidates become familiar with their role in working with exceptional students, their families and special education service providers. Twenty field experience hours are required.

Prerequisites: Education 200 and 320 and acceptance into the teacher education program

SEDU 356. COLLABORATION/ADAPTATION IN GENERAL EDUCATION SETTINGS (2)

In this course candidates examine the importance and process of collaboration with family, classroom teachers, para-educators, and other school and community personnel in integrating individuals with disabilities into various social and learning environments. Candidates study the process of examining the learning environment and classroom demands combined with the learning characteristics of the student for the purpose of selection of appropriate strategies and materials. Candidates investigate techniques for modifying instructional methods, curricular materials and the environment, modification of state and local assessments as well as use of behavior management plans. Specific attention is given to effective co-teaching practice including effective communication, collaboration, co-planning and conflict resolution skills. Fostering positive interactions between students with and without disabilities is addressed.

Candidates practice collaboration through involvement in collaborative exercises and projects within this course.

Prerequisites: Special Education 322 and admission to the teacher education program

ENGINEERING

Major

The engineering program is offered jointly with Illinois Institute of Technology (IIT) through a formal agreement. The five-year program leads to a Bachelor of Arts or Bachelor of Science degree in mathematics, mathematics and computer science, or chemistry from Dominican University and a Bachelor of Science degree in engineering from IIT. Seven engineering programs are available: aerospace, architectural, chemical, civil, computer, electrical and mechanical. A five-year curriculum outline for each engineering program is available upon request from the Office of Undergraduate Admission.

During the first three semesters of enrollment, all courses are taken at Dominican University. At Dominican, students complete a sequence of courses in the pre-engineering core plus elective courses in the social sciences and humanities to meet IIT's requirement. Twelve of these social science and humanities credits must be at the 200 level or above.

During the sophomore year, students apply for admission to IIT. Students admitted to the engineering program begin taking courses at both institutions in their fourth or fifth semester of enrollment. Students are considered full-time students at Dominican University for every term they are enrolled in the engineering program. Students must be concurrently enrolled in any term during the last three and a half years of the program. While enrolled in the joint program, students are subject to the academic and general regulations and policies of both Dominican University and IIT.

The program is structured so that students may live on the campus of Dominican University all five years, spreading out their liberal arts and sciences core requirements over five years. All engineering courses are offered at IIT's main campus in Chicago; some are also offered at IIT's Rice Campus in Wheaton. Students register for engineering classes at both Dominican University and IIT. Course descriptions for IIT engineering classes are listed in the IIT catalog and are available in the office of undergraduate admission or in the office of the engineering advisor at Dominican University.

It is strongly recommended that a student who plans to major in engineering consult with the engineering faculty advisor as early as possible in his or her college career.

ENGLISH

Major/Minor

The English department aims to develop knowledge and appreciation of literature in English and of the various cultures, beliefs and experiences expressed in this literature, as well as the faculty of sound criticism and skill and grace in English expression as a means of personal development and professional preparation. The Department of English offers three areas of concentration in the English major:

- Literature;
- Writing; and
- English education.

All English majors must pass the departmental English examination. A minimum of 15 hours in the major field must be completed at Dominican University. The English department recommends that majors study a foreign language.

Concentration in Literature

The English major with a concentration in literature focuses on the study and analysis of important works of literature in English from the eighth century to the present within a historical context. This concentration serves as an excellent preparation for graduate study in literature, librarianship, law and other careers.

Major Requirements

English 274, 354, 358 and 412;
 One genre course: 210, 230, 240, 250, 260, 261, 262, 270, 284, 285, 286, 290, 291, 292, 293;
 One course from the following: 234, 247, 248, 294, 295, 297 or 298;
 Two period courses in American literature: 342, 343 or 344;
 Three period courses in British literature: at least one from before 1660 (306, 310, 316) and one from after 1660 (317, 322 or 326);
 One additional 400-level seminar: 420-439
 One elective chosen from English department courses beyond 100-level; and successful completion of the departmental English examination.

Concentration in Writing

The English major with a concentration in writing offers students instruction in the principles of good writing, acquaintance with models of good writing, and opportunities to practice their craft in a variety of genres. This concentration prepares students for

graduate study in writing or literature and for professional positions in publishing, business and not-for-profit organizations.

Major Requirements

English 274, 211, 358 and 412;
 Five courses in English or American literature beyond 100-level, at least one of them at the 300 level or above;
 Four courses from the following (at least one of the four must be 337, 338, 339, or 340; at least two of the two must be courses offered by the English Department):
 English 333, 336, 337, 338, 339 or 340;
 Communication Arts and Sciences 229, 244, 256 or 268;
 Theatre 340;
 a writing portfolio; and successful completion of the departmental English examination.

Concentration in English Education

The English major with a concentration in English education offers students broad study of important works in literature in English during various periods within a historical context. It is designed to help prepare students for the teaching profession and also for graduate study in English or education.

Major Requirements

English 274, 333, 358 and 412;
 Three period courses in British literature: Two from before 1660* (306, 310 or 316) and one from after 1660 (317, 322 or 326); *354 may be substituted for one of these two
 One genre course: 210, 230, 240, 250, 260, 261, 262, 270, 284, 285, 286, 290, 291, 292 or 293;
 One course from the following: 234, 247, 248, 294, 295, 297 or 298;
 Two period courses in American literature: (342, 343 or 344);
 One elective chosen from English Department courses beyond 100-level; and successful completion of the departmental English examination.
 Secondary Education candidates must take English 402 & Education 401.

Minor Requirements

Six English courses, of at least three semester hours each, beyond 100-level courses.

English 358, three courses in English and/or American literature; and

Two writing courses (English 211, 333, 336, 337, 338, 339, 340 or 345).

A minimum of 9 hours in the minor field must be completed at Dominican University.

WRITING COURSES

101. COMPOSITION I: WRITING AS DISCOVERY AND ACTION (3)

Writing is a way of discovering and shaping our world, as well as a way of acting in the world. Through a variety of interrelated reading and writing assignments, with an emphasis on essays and other short forms, students in this course will explore how to use writing to learn, to create and to act, particularly in the university but also in the world outside the university.

Prerequisite: Placement through examination

102. COMPOSITION II: WRITING AS A WAY OF KNOWING (3)

Students and teachers in the university use a complex set of reading and writing practices to create and share knowledge and to pose and solve both theoretical and practical problems. In this course, students will learn how to use these practices to pose questions, do appropriate reading and research to answer those questions, and present their answers in papers that observe the conventions of academic writing. This course includes the Information Access Workshop required of undergraduates.

Prerequisite: English 101 or placement through examination

103. WRITING TUTORIAL (1)

Individualized writing instruction through the university writing center. Writing placement examination results may require some students to take this course in conjunction with English 101 as a prerequisite for English 102. This course is graded on a satisfactory/fail basis and may be taken for credit more than one time.

Prerequisite: Placement or consent of instructor.

English 102 or the equivalent is a prerequisite for all writing courses beyond 103.

190. INTERMEDIATE COMPOSITION (3)

For students who have completed English 101 and 102 or the equivalents, this course offers further instruction and practice in writing essays and other kinds of academic papers.

211. INTRODUCTION TO CREATIVE WRITING (3)

Study of the fundamentals of good writing in a variety of literary genres—poetry, fiction, drama. Analysis of the work of professionals and students. Short critical and creative pieces in the three genres are required.

This course will satisfy the literature core area requirement.

333. WRITING AND EDITING PROSE (3)

Instruction and practice in writing and editing in a variety of non-fiction prose genres, including personal essays, academic papers, feature articles, and arguments addressed to specific public audiences. Includes close attention to sentence structure, grammar, usage, and mechanics; the elements of a variety of styles; and editing practices in different contexts.

Prerequisite: Junior standing or consent of instructor

336. WRITING AT WORK (3)

Instruction and practice in a variety of workplace genres, including letters and memos, reports and proposals, technical documents, and a writing project individualized to the student's area of interest or developed as part of a service learning project. Students will produce a portfolio that can be used in job seeking.

Prerequisite: Junior standing or consent of instructor

337. WRITING CREATIVE NON-FICTION (3)

Study and analysis of effective creative non-fiction by professional and student writers. Students will experiment with a variety of types of creative non-fiction and produce a portfolio of several short essays.

Prerequisite: English 211

338. WRITING FICTION (3)

Study and analysis of effective short fiction by professional and student writers. Students will compose a portfolio of original short stories.

Prerequisite: English 211

339. WRITING POETRY (3)

Study and analysis of effective poetry by professional and student writers. Students will compose a portfolio of original poems.

Prerequisite: English 211

340. WRITING DRAMA (3)

Study and analysis of effective drama by professional and student writers. Students will compose an original script for a one-act play.

Prerequisite: English 211

345. ADVANCED ACADEMIC WRITING (3)

Development and polishing of skills in writing and presenting academic papers. This course is open to students in any major and is recommended for students who plan to apply to graduate or professional school and students who are preparing senior papers or honors projects.

Prerequisites: Junior standing and consent of instructor

LITERATURE COURSES

English 101 or the equivalent is a prerequisite for all literature courses.

210. AUTOBIOGRAPHY (3)

Study of the literary genre of autobiography with emphasis on both autobiography and memoir. Literary analysis of autobiographical writings by authors such as Frederick Douglass, Virginia Woolf, Richard Wright, Eudora Welty, Joan Didion and Tobias Wolff.

This course will satisfy the literature core area requirement.

220-229. EXPLORATIONS (3)

A literature course on varying topics, open to majors and non-majors.

This course will satisfy the literature core area requirement.

226. KING ARTHUR: FROM MYTH TO FICTION (3)

Exploration of the early historical and fictional sources for King Arthur with the goal of making sense of the modern manifestations of Arthuriana. Students will read from Geoffrey of Monmouth (the first historian of Arthur) to Tolkien's *Lord of the Rings*. This course will also focus on the new genre of Arthurian movies.

This course will satisfy the literature core area requirement.

227. SONGS OF THE SPIRIT (3)

Exploration of literature that expresses the spirit reaching for the Divine. Reading and discussion of selections from the *Psalms of David*, *Piers Plowman*, *George Herbert's The Temple*, *Bunyan's Pilgrim's Progress*, Gerard Manley Hopkins' poems, African-American spirituals, T. S. Eliot's Four Quartets and contemporary lyrics of various religious traditions.

This course will satisfy the literature core area requirement.

230. WORLD LITERATURE: THE WESTERN EPIC (3)

Study of Western epics, including those of Homer, Dante and Milton.

This course will satisfy the literature core area requirement.

234. THE BIBLE, MYTHOLOGY AND LITERATURE (3)

In addition to selected books of the *Bible* and classical myths, students will explore the relation of the Bible and myth to works of literature.

This course will satisfy the literature core area requirement.

240. FORMS OF DRAMA (3)

A survey of the development of significant dramatic forms from the classical period through the modern with a focus on tragedy and comedy. The course includes consideration of representative plays and critical documents from each period.

Listed also as Theatre 240.

This course will satisfy the literature core area requirement.

247. LITERARY LONDON AND BEYOND (3)

Study of literature about London and its environs. A survey of selected texts—poetry, fiction, non-fiction, and drama—from the 14th century to the present. See Study Abroad 247 for optional additional credit hour.

This course will satisfy the literature core area requirement.

248. MODERN IRISH LITERATURE (3)

Study of a variety of genres in Modern Irish literature, including poetry, prose, drama and non-fiction prose. Exploration and analysis of writings by authors such as Joyce, Yeats, Beckett, O'Casey, Heaney, Boland, O'Brien and Friel.

This course will satisfy the literature core area requirement.

250. POETRY: FORM, FEELING, MEANING (3)

An introduction to the study of poetry, with particular attention to the ways in which poets use formal structure to express feeling and make meaning.

This course will satisfy the literature core area requirement.

260. THE ENGLISH DRAMA (3)

Survey of the development of the English drama, medieval through modern.

Listed also as Theatre 260.

This course will satisfy the literature core area requirement.

261. SHAKESPEARE'S ROMANTIC COUPLES (3)

Study of several of Shakespeare's romantic comedies, "dark" comedies, and romances, emphasizing his handling of the genre: comedy.

This course will satisfy the literature core area requirement.

262. SHAKESPEARE'S TRAGIC FAMILIES (3)

Study of several of Shakespeare's tragedies and at least one of his history plays, emphasizing his handling of the genre: tragedy.

This course will satisfy the literature core area requirement.

270. THE ENGLISH ESSAY (3)

Analysis of the genre, its structure and the techniques used in development of the form from its beginnings to the present; application of various critical theories to individual essays.

This course will satisfy the literature core area requirement.

274. INTRODUCTION TO ENGLISH STUDIES (4)

An introduction to the formal study of written texts, principally but not exclusively literary, with emphasis on critical concepts, theories and methods; instruction in close reading, research and writing for English majors.

Prerequisites: English 102 and sophomore standing

284. THE ENGLISH NOVEL (3)

The development of the English novel from Defoe to the present.

This course will satisfy the literature core area requirement.

285. THE AMERICAN NOVEL (3)

Survey of the most important developments in the American novel from its beginnings to the present.

This course will satisfy the literature core area requirement.

286. THE AMERICAN SHORT STORY (3)

The rise and development of the American short story from its beginnings in the early 19th century to the present.

This course will satisfy the literature core area requirement.

290. MODERN BRITISH FICTION (3)

Study of major trends and developments in British fiction since World War I.

This course will satisfy the literature core area requirement.

291. MODERN AMERICAN FICTION (3)

Study of major trends and developments in American fiction since World War I.

This course will satisfy the literature core area requirement.

292. MODERN DRAMA (3)

Study of major trends and developments in drama, principally English and American.

Listed also as Theatre 292.

This course will satisfy the literature core area requirement.

293. MODERN POETRY (3)

Study of major trends and developments in poetry, principally English and American.

This course will satisfy the literature core area requirement.

294. SOUTHERN LITERATURE (3)

Examination of modern Southern literature and what is often referred to as the Southern Renaissance (1920-1950), emphasizing authors such as William Faulkner, Flannery O'Connor and Tennessee Williams.

This course will satisfy the literature core area requirement.

295. THE CHICAGO SCENE IN LITERATURE (3)

Fiction and poetry written by Chicago writers or by writers who have used the city as a background for their works. The course covers the period from the Columbian Exposition of 1893 to the present.

Listed also as American Studies 305.

This course will satisfy the literature core area requirement.

297. POST-COLONIAL LITERATURE (3)

Study of a selection of writings by authors whose works reflect post-colonial conditions. These writers may inhabit a formerly colonized nation or describe cultural changes after the end of empires. Selected writers from the African, Caribbean, Indian, Irish, and American diasporas.

This course will satisfy the literature core area and multicultural core requirements.

298. AFRICAN-AMERICAN LITERATURE (3)

Study of major African-American writers and the literary and historical movement to which these writers contributed.

Listed also as African/African-American Studies 225.

This course will satisfy the literature core area and multicultural core requirements.

English 274 or instructor consent is a Prerequisite for all literature courses beyond 300 (274 may be taken concurrently).

306. MEDIEVAL LITERATURE (3)

Romances, lyrics, visions, and plays from the early and high Middle Ages. Students will read from *Beowulf* to Malory in translation. Excludes the *Canterbury Tales*.

310. NON-DRAMATIC LITERATURE OF THE 16TH CENTURY (3)

Study of the Renaissance in England with emphasis on the non-dramatic poetry and prose of the period. Special attention to works of Philip Sidney, Edmund Spenser, and the “new poetry” of humanism.

316. 17TH CENTURY ENGLISH LITERATURE, 1600-1660 (3)

Study of selected works of the pre-Restoration period with emphasis on works of Jonson, Milton, Donne and Herbert.

317. RESTORATION AND 18TH CENTURY BRITISH LITERATURE, 1660-1798 (3)

Study of selected works of the period with emphasis on the works of Dryden, Pope, Swift and Johnson.

322. 19TH CENTURY BRITISH LITERATURE (3)

Major writers of the Romantic and Victorian periods, including the Romantic poets and the Victorian poets, novelists and prose writers.

326. 20TH-CENTURY BRITISH LITERATURE (3)

Study of modernity's distinguishing features in poetry, prose fiction, drama, and non-fiction written by authors such as Yeats, Joyce, Lawrence, Woolf, Beckett, Auden, Orwell, and Heaney.

342. AMERICAN NATIVE/COLONIAL AND REVOLUTIONARY LITERATURE (3)

Study of American literature from its origins to 1830, highlighting the European encounter with native cultures, the colonial experience and the beginnings of a national literature.

343. AMERICAN ROMANTIC AND REALIST LITERATURE (3)

Study of American literature from 1830 to 1914, highlighting the transcendentalists and the realists, including naturalists and regionalists.

344. AMERICAN MODERN/POST MODERN LITERATURE (3)

Study of American literature from 1914 to the present, highlighting the major movements of the 20th century, including modernism, the Harlem Renaissance, and postmodernism.

354. CHAUCER (3)

Detailed study of the *Canterbury Tales*.

Prerequisite: junior or senior standing

358. SHAKESPEARE (3)

Study of Shakespeare's ideas and craftsmanship in a variety of his plays and of the critical response to his work.

Prerequisite: Junior or senior standing

Listed also as Theatre 358.

GENERAL COURSES**402. TEACHING WRITING (4)**

Preparation for teaching writing in secondary or middle school. Students study theories and practices related to the teaching of writing and serve as teaching assistants in English 101 or 102, preparing and teaching lessons, evaluating papers and assisting composition students with their writing. This course is a prerequisite for Education 401.

Prerequisite: English 333

412. COORDINATING SEMINAR (3)

A culminating seminar for English majors emphasizing literary history, theories, and genres, as well as research and oral presentations, leading to a personal exit interview.

Prerequisite: English majors with senior standing

420-439. TOPICS IN LITERARY HISTORY AND THEORY (3)

A seminar for senior English majors offering advanced study, discussion, research and writing focused on a literary period, genre, theory, theme, movement or author. Topics and instructors vary from year to year.

Prerequisite: English majors with senior standing

450. INDEPENDENT STUDY (1-8)

With the consent of the cooperating professor and the department head, an advanced student may undertake a program of independent reading in a particular genre or period or writing of a particular type, if a comparable course is not offered in the same year. The work may extend beyond a semester if the cooperating professor approves.

455. INTERNSHIP (3-6)

Employment in an approved workplace for a designated number of hours a week under the guidance of a faculty member and workplace supervisor. The student will be given training and practice in writing tasks as agreed upon by the student, workplace supervisor, faculty member and director of internships.

Prerequisites: English 333 or 336, junior standing, and consent of instructor

ENVIRONMENTAL SCIENCE

Major

This interdisciplinary major is intended to provide the student with the necessary background for a professional career in the area of environmental science. Students electing this major will choose an advisor from among the faculty of the Department of Natural Sciences.

Major Requirements

Core Courses

Biology 111-112, 299 and 397; and
Chemistry 120, 121, 253 and 254

Required Collateral Courses

Physics 211, 212
Mathematics 261; 262 recommended; and
One computer programming course

Additional Requirements

An additional two courses (of at least three semester hours each) in biology will be chosen in consultation with a faculty advisor.

Independent research or an internship is strongly recommended. No more than a total of two courses in biology may be at the 400 level. A minimum of five courses in biology and chemistry must be completed at Dominican University.

Majors in environmental science may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. Major requirements are the same for either degree.

Courses

455. INTERNSHIP (1-8)

Training in an environmental organization.

Prerequisites: Junior or senior standing and consent of instructor

460. INDEPENDENT RESEARCH (1-4)

Original laboratory research under science faculty supervision. Both oral and written reports are required upon completion. Course may be repeated.

Prerequisite: Consent of instructor

FOOD SCIENCE AND NUTRITION

Major/Minor

The food science and nutrition major is designed for persons interested in general positions in the food industry that may include activities such as food product development, quality assurance monitoring or consumer education programs.

Major Requirements

Nutrition Sciences 140, 200, 220, 240, 250, 350, 390, 404, 410, 425 and 440;

Biology 160;

Chemistry 101 and 104; and

Sociology 361.

A minimum of 15 hours in the major field must be completed at Dominican University.

It is advisable for interested freshmen to consult with an advisor in the department prior to registration and take courses such as Chemistry 101 and 104, and English 101 and 102 in the freshman year.

Majors in food science and nutrition may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. Major requirements are the same for either degree.

For those students interested in positions as food scientists, specific course work is required to meet the Institute of Food Technologists (IFT) Undergraduate Curriculum Minimum Standards for Degrees in Food Science. The food science curriculum is currently under review for IFT formal approval.

IFT requirements include:

Nutrition Sciences 140, 200, 220, 240, 250, 350, 370, 380, 390, 410, 425 and 440;

Chemistry 101 and 104;

Biology 160;

Sociology 361;

Physics 211;

Mathematics 190.

In addition, an internship is highly recommended in the food industry.

Minor Requirements

Nutrition Sciences 200, 250 and 390; and two electives to complete a total of 18 to 24 semester hours selected from Nutrition Sciences 140, 404, 410 and 425.

A minimum of 9 hours in the minor field must be completed at Dominican University.

This program is administered by the Department of Nutrition Sciences. Course descriptions are located on page 141.

FOOD INDUSTRY MANAGEMENT

Major

This interdisciplinary major is designed for persons interested in managerial positions in commercial food service. Approximately half of the major includes courses in accounting, economics and business administration, while the other half includes foods, nutrition and food service systems management.

Major Requirements

Accounting 101;
Economics 190 and 191;
Business Administration 240, 245, 250, 275 and 345; and
Nutrition Sciences 140, 200, 250, 375, 390 and 407.
It is recommended that food industry management majors take Accounting 102, English 336 and Nutrition Sciences 455.

A minimum of one half of the courses in the major field must be completed at Dominican University.

This program is administered by the Department of Nutrition Sciences. Course descriptions are located on page141.

Majors in food industry management may elect to earn the Bachelor of Science or the Bachelor of Arts degree. Major requirements are the same for either degree.

FRENCH

Major/Minor

The discipline of French seeks to develop in students a solid language and literature foundation as well as an appreciation of the French people and their culture.

Students who complete a French major with an appropriate second major or minor will be able to follow careers in fields such as business, education, government, and international relations and diplomacy. Students will also have the preparation for pursuing graduate studies in the discipline.

Major Requirements

Thirty-two semester hours in advance of French 111, including French 260, 261, 302 and one advanced literature course. Graduating seniors must take an oral proficiency interview patterned on the ACTFL guidelines and complete a written assignment in their last semester of classes. Seniors should consult with the discipline director. If they have already had an oral interview to complete requirements for the School of Education, the results need to be filed with the discipline director. A minimum of one half the courses in the major field must be completed at Dominican University. Credits taken in Nantes, France, are considered Dominican University credits. Students who wish to have these courses counted towards the French major must have prior written approval from the discipline director.

Students of French interested in international business have the opportunity to take the examination for the Certificate of the Chamber of Commerce of Paris on Dominican's campus after completion of French 319.

Minor Requirements

Twenty-four semester hours in advance of French 111. A minimum of one half the courses in the minor field must be completed at Dominican University.

Basic Language Courses

101. ELEMENTARY FRENCH I (4)

This course introduces students to the French language by listening, speaking, reading and writing in French in a cultural context. Through a study of elementary French grammar and vocabulary, students will develop a basic proficiency in all language skills.

102. ELEMENTARY FRENCH II (4)

This course continues to develop the four language skills.
Prerequisite: French 101 or equivalent

111. INTERMEDIATE FRENCH (4)

This course is designed to reinforce and build upon basic skills in French through grammar review, short readings and compositions, conversational practice and, using videos and audio cassettes, practice in comprehension.
Prerequisite: French 102 or equivalent

ADVANCED LANGUAGE COURSES

211. COMMUNICATING IN FRENCH (4)

This course is structured to continue the development of the four skills, with emphasis on written and spoken communications. The reading dimension will make extensive use of contemporary materials.
Prerequisite: French 111 or equivalent

261. FRENCH CULTURE AND CIVILIZATION (3)

A survey of the French political, social, economic and cultural history from the Middle Ages to World War II. This course examines how major historic events helped shape French society.
Prerequisite: French 211 or equivalent

264. THE FRANCOPHONE WORLD (3)

This course studies francophone cultures of North America, Africa and the Caribbean. Among the issues addressed are: cultural diversity, identity, history-writing, the transmission of cultural beliefs and the clash of traditional and modern world views. A variety of genres and media are studied.
Prerequisite: French 211 or consent of the instructor
This course will satisfy the multicultural core requirement.

272. ORAL FRENCH (3)

This course seeks to develop oral proficiency in French and to enhance oral comprehension through a variety of speaking and listening activities. Students will acquire the essential vocabulary needed to communicate in everyday life, simulate real-life situations, and discuss various topics of contemporary interest. The course also introduces French phonetics and pays particular attention to pronunciation and intonation.
Prerequisite: French 211 or equivalent

301. ADVANCED DISCUSSION (3)

Development of increased fluency in the spoken language in a variety of forms through conversations, reports, etc. and the use of relevant contemporary materials contained in short stories, films, magazines, newspaper articles and videos.
Prerequisite: French 272 or equivalent

302. ADVANCED GRAMMAR AND COMPOSITION (3)

Development of writing skills with emphasis on the complexities of structure and idiom; composition techniques and grammar review.

Prerequisite: French 211 or equivalent civilization and culture courses

CIVILIZATION AND CULTURE COURSE**353. CONTEMPORARY FRANCE THROUGH FILM (3)**

This course introduces students to cinematic representations of contemporary French society, in the context of the changing political, social and cultural climate of the last 20 years, with particular attention to the issues of youth, gender and ethnicity. All films are in French with English subtitles.

Prerequisite: Working knowledge of French

360. CONTEMPORARY FRANCE (3)

This course focuses on contemporary French political, social and cultural life and institutions through selected readings, videos, Web sites and music. The course pays particular attention to the last 20 years and includes references to the news to keep current with various issues and events as they unfold.

Prerequisite: French 261 or 301

367. PARIS, CITY OF LIGHT: FANTASY AND REALITY (3)

A historical and contemporary portrait of the French capital through its representations in literature, painting, architecture, and cinema. The course will explore the political, economic and social importance of the city in French life, as well as the stereotypes, both positive and negative, that continue to surround it.

Prerequisite: French 260 or 261

PROFESSIONAL COURSES**319. PROFESSIONAL FRENCH (3)**

Advanced study of written and oral French as it applies to the business and legal professions. It prepares students for the Paris Chamber of Commerce examination.

Prerequisite: French 302

LITERATURE COURSES**260. INTRODUCTION TO FRENCH LITERATURE (3)**

The primary objective of this course is to teach students to read critically. Cultural and literary issues in French and Francophone literature will be explored using various texts from the Middle Ages to the 20th century. Students will be introduced to French literary terminology and "explication de texte."

Prerequisite: French 211 or equivalent

This course will satisfy the literature core area requirement.

366. QUEBEC IN ITS LITERATURE (3)

Analysis and discussion of major literary works, with an emphasis on the manner in which they reflect the cultural reality of this unique North American society and its search for identity and independence.

Prerequisite: French 260 or 264

This course will satisfy the literature core area requirement.

372. 20TH CENTURY LITERATURE (3)

Choice of works in poetry, drama, and novels from the major authors of the 20th century.

Prerequisite: French 260

This course will satisfy the literature core area requirement.

374. FRANCE IN ITS LITERATURE (3)

Analysis and discussion of representative literary works, with an emphasis on the manner in which they reflect the cultural reality of France.

Prerequisites: French 260 and 261

This course will satisfy the literature core area requirement.

421. SEMINAR: DIRECTED READINGS IN FRENCH LITERATURE (3)

Intensive study of selected topics related to French and Francophone literature.

Prerequisite: French 374 or consent of instructor

This course will satisfy the literature core area requirement.

OTHER COURSES**299. APPLIED FOREIGN LANGUAGE COMPONENT (1)**

A project in French which is directly related to another non-French course in which the student is currently enrolled.

Prerequisites: French 111 or equivalent and consent of instructor

Course may be taken more than once for credit.

399. DIRECTED STUDY (1-4)

This option is to be selected only when absolutely necessary (i.e., the student has already taken all courses offered that semester or there is a conflict in the schedule which cannot be resolved otherwise). Student will work closely with the instructor.

450. INDEPENDENT STUDY (1-4)

Open to advanced students of exceptional ability with consent of the instructor.

GEOGRAPHY/GEOLOGY

240. PHYSICAL GEOGRAPHY (4)

World climates, land forms, soil, vegetation and mineral and water resources considered in relation to human adaptation to them. Lecture and laboratory.

Listed also as Natural Sciences 240.

This course will satisfy the natural science core area requirement.

250. WORLD REGIONAL GEOGRAPHY (3)

A study of the physical and cultural patterns of the world to observe specific types of interrelationships and distributions of processes and people.

314. URBAN GEOGRAPHY (3)

Spatial aspects of urban development, with particular emphasis on American cities.

320. GLOBAL ECONOMIC GEOGRAPHY (3)

A consideration of the location and functioning of economic activities in various parts of the world.

324. NORTH AMERICAN GEOGRAPHY (3)

A regional approach to North America.

201. OUR DYNAMIC PLANET (3-4)

This is a course in basic physical geology. Study of the formation, occurrences and the structures of minerals and rocks; plate tectonics, earthquakes, volcanoes and mountain building processes; glaciers and deserts; erosion and geologic time. To satisfy the laboratory component, students must enroll for four semester hours and attend the lab section.

Listed also as Natural Sciences 202.

This course will satisfy the natural science core area requirement.

231. ENVIRONMENTAL GEOLOGY (4)

A study of the earth's environment from a multidisciplinary systems approach. Each system— atmosphere, hydrosphere, lithosphere, biosphere and anthrosphere—is studied separately and then interrelated with the others through considerations of five main topics: methods of study, evolution, physical and chemical composition and structure, classification and behavior or function, and anthropogenic effects in the past, present and future.

Prerequisite: One college science course or consent of instructor

Listed also as Natural Sciences 231

This course will satisfy the natural science core area requirement.

HEALTH SCIENCES

Dominican University offers excellent preparation for careers in the health sciences. The strength of the Dominican University curriculum has led to partnerships with leaders in health career education such as the Rush Oak Park Hospital, Rush University and Midwestern University.

Preparation for health-related careers begins with a thorough grounding in basic science. Students typically take courses in general biology, anatomy and physiology, chemistry and physics. Depending on their future career path, health sciences students may also take microbiology, genetics, organic chemistry, biochemistry or biophysics as well as psychology.

Dominican University offers a unique internship opportunity with Rush Oak Park Hospital. Under the direction of the medical staff, the student may explore many opportunities in the health care field, including first-hand observations of surgery and other medical procedures.

Pre-Medical Program

See page 155 and 157

Pre-Pharmacy Program

See page 158

Nursing

See page 139

Occupational Therapy

See page 143

Other Allied Health Fields

Under the direction of the health career advisor, students may also prepare for admission to programs such as physical therapy, respiratory therapy and physician's assistant.

For more information, contact the Undergraduate Admission Office or the Natural Science Department.

HISTORY

Major/Minor

The study of history fosters a critical approach to the human past, an acquaintance with past and present issues of social justice, and an awareness of human diversity. History courses provide an opportunity for students to gain knowledge of the human past and present in order to locate themselves and others in a historical, social, and intellectual context. History courses also convey an appreciation of history as an academic discipline with its own rules of inquiry.

The history major teaches students to analyze historical problems from several perspectives, to use primary sources and historical literature critically and effectively, and to employ historical perspectives and sources appropriately in the construction of oral and written accounts of the human past. History majors acquire both general knowledge of the human past and more detailed knowledge of a concentration within the field of historical inquiry.

The history department offers major and minor programs in history and in history for secondary and middle school teachers. In every program a student with a strong academic background may, with the department's consent, substitute courses on the 200- or 300-level for the required 100-level history courses and History 211 and 212.

Major Requirements

Thirty-six semester hours in history including one from History 101, 111 or 151; one from History 102, 112, 152, or 153; History 300; two intensified courses; at least fifteen semester hours meeting the requirements of an area of concentration in history; and three courses outside the area of concentration. A minimum of 15 hours in the major field must be completed at Dominican University. Students electing a concentration in U.S. or European history are encouraged to elect one course in World, or Latin American history in partial fulfillment of major requirements. Students who do not choose such a course must, in addition to history requirements, elect one of the following collateral courses: LA&S 366, Political Science 263, 264, or 265; Sociology 204 or 206 or 268; or Spanish 246. Each senior history major is required to complete a five-page self assessment essay. They may request that this essay replace one assignment in one history class for which they are registered.

Areas of Concentration

Concentration in European History: Fifteen semester hours in courses chosen from courses listed under European History below including at least one course above 200 and one above 300.

Concentration in World History: The Department's 100-level requirements should be filled with History 111 and 112. Fifteen semester hours chosen from courses listed under World History including one course above 200 and one course above 300.

Concentration in Latin American History: Fifteen semester hours chosen from courses listed under Latin American History below including 241 and 242 and one course above 300.

Concentration in United States History: Fifteen semester hours chosen from courses listed under United States History below, including 211 and 212 and one course above 300.

Minor Requirements in History

Twenty-One hours in History, including History 101, 102, 111, 151 or 153, 112 or 152; and History 300 and also including at least one additional course above 300. History minors are encouraged to elect at least three courses from one of the four major areas of concentration. At least one course must be intensified. A minimum of 10 hours in the minor field must be completed at Dominican University.

HISTORY FOR SECONDARY AND MIDDLE SCHOOL TEACHERS

Major Requirements in History for Secondary and Middle School Teachers

Thirty-two semester hours in history including one from History 111 or 151; one from History 112, 152 or 153; History 300; at least eight semester hours in United States history, including one course dealing with a period before 1877; one course chosen from among History 261, 262, 269, 323, 331; one course in modern European history; one course in Latin American, African, or Asian history. Additional requirements: Economics 190, Political Science 170 and Sociology 110.

Minor Requirements in History for Secondary and Middle School Teachers

Twenty-two hours in history including one from History 101, 111 or 151; one from History 102, 112, 152 or 153; at least eight semester hours in United States history,

including one course dealing with a period before 1877; and at least one course in Latin American, African, or Asian history; and Political Science 170.

Courses numbered above 212 are not open to freshmen without the consent of the department.

History courses above 212 may be taken for four semester hours of credit. Such course intensifications require a substantial research paper or other independent project(s) for the fourth hour of credit.

Students who want to develop research skills in history or to receive credit for outside reading are encouraged to apply for course intensification.

100-LEVEL HISTORY COURSES

(Recommended for freshmen and sophomores.)

101. HISTORY OF WESTERN CIVILIZATION BEFORE 1600 (3)

A survey of the history of Western civilization including the civilization of ancient Greece and Rome; and medieval, Renaissance and Reformation Europe.

This course will satisfy the history core area requirement.

102. HISTORY OF WESTERN CIVILIZATION SINCE 1600 (3)

A survey of Western civilization from 1600 to the present.

This course will satisfy the History core area requirement.

111. WORLD HISTORY BEFORE 1500 (3)

History of world civilizations and cultures emphasizing processes of origin and interaction.

This course will satisfy the history core area and multicultural core requirements.

112. WORLD HISTORY AFTER 1500 (3)

History of the world in the era of globalization.

This course will satisfy the history core area and multicultural core requirements.

151. ISLAMIC AND EUROPEAN CIVILIZATION, C. 600-1500 (3)

A comparative survey of the separate developments and interaction between medieval Islamic and European civilizations through the establishment of the Ottoman Empire and the shift in European focus from the Mediterranean to the Atlantic.

This course will satisfy the history core area requirement.

152. THE ATLANTIC WORLD 1400-1914 (3)

A survey of the processes of cultural social and economic interaction in and around the Atlantic rim (Europe, Africa, North and South America) between 1400 and the First World War.

This course will satisfy the history core area and multicultural core requirements.

153. NATIVE AMERICAN CIVILIZATIONS (3)

A comparative survey of North and South American indigenous peoples from the beginning of time through the period of initial contact with European peoples (the 1600s).

This course will satisfy the history core area and multicultural core requirements.

COURSES IN EUROPEAN HISTORY

261. GREEK CIVILIZATION IN THE GOLDEN AGE (3)

A study of the interrelationships between the economic, social and political structure of Aegean society, c. 700-323 BCE and the intellectual and artistic achievements of Greek thought during the period. Readings will include works by Herodotus, Thucydides and Aristophanes and modern works on the ancient economy and politics.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the history core area requirement.

262. THE ROMAN WORLD: SOCIAL AND POLITICAL CHANGE IN THE ROMAN REPUBLIC AND EARLY EMPIRE (3)

Rome's conquest of a Mediterranean empire brought major social conflicts and political inventiveness in the century of Roman "revolution" and later establishment of autocratic rule and on the reciprocal cultural changes brought about by Roman interaction with the peoples of the empire.

Prerequisite: Sophomore standing or consent. of instructor

This course will satisfy the history core area requirement.

263. MEDIEVAL ENGLAND (3)

Politics, culture and society from the Anglo-Saxon conquest of England to 1485. Topics include the development of the English Monarchy, and of the English constitution, such changes in the English social system as the development of serfdom and its decline in the later Middle-Ages, the relationship between changing English society and English achievements in politics intellectual life and the arts.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the history core area requirement.

279. CONTEMPORARY EUROPE 1914-1989 (3)

A survey of Europe in crisis in the 20th century emphasizing the relationship between domestic social and political change and international conflict.

Prerequisite: Sophomore standing or departmental consent.

This course will satisfy the history core area requirement.

293. THE SOCIAL BASIS OF NATIONAL STATES 1688-1914 (3)

A survey of the programs of sovereignty and popular sovereignty as they developed in Europe between the middle of the 18th century and World War I. Particular attention will be paid to the interaction of politics, class and political institutions.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the history core area requirement.

323. ENGLAND IN THE TUDOR-STUART PERIOD, 1485-1715 (3)

The socio-economic history of Renaissance England, and the interrelationship of social change with the development of political and religious institutions.

Prerequisite: Sophomore standing or departmental consent.

This course will satisfy the history core area requirement.

331. WORK AND FAMILY IN MEDIEVAL AND RENAISSANCE EUROPE (3)

A survey of changes wrought by the medieval commercial revolution, early capitalism and demographic catastrophe in Europe. Special topics include changes in work in town and country, the changing character of the family and the household, the role of women and popular movements expressing disillusion with contemporary society.

Prerequisite: Sophomore standing or departmental consent

This course will satisfy the history core area requirement.

332. THE SOCIAL WORLD OF THE RENAISSANCE (3)

A study of the interaction between social, economic and political change in Italy and Renaissance Europe and the intellectual and artistic movements of the Renaissance.

The course will also consider the intellectual history of the early Northern European Renaissance in its very different social economic and political setting.

Prerequisite: Sophomore standing or departmental consent

This course will satisfy the history core area requirement.

371. WORK AND FAMILY, 1700-1945 (3)

An exploration of the changing relationship between family, work and gender roles as the European world developed and learned to live with capitalism.

Prerequisite: Sophomore standing or departmental consent.

This course will satisfy the history core area requirement.

372. EUROPEAN POPULAR CULTURE 1500-1900 (3)

An exploration of the fate of the oral cultures of Europe in the face of developing literacy and cultural commercialism. Topics include popular notions of self and community, popular religious beliefs and forms of popular resistance to authority.

Prerequisite: Sophomore standing or departmental consent.

This course will satisfy the history core area requirement.

377. AGING AND DEATH IN WESTERN CIVILIZATION 1500 TO PRESENT (3)

An exploration the changing experience of aging and death in Europe and America from the age of the Reformation until the present.

Prerequisite: Sophomore standing or departmental consent.

This course will satisfy the history core area requirement.

385. NAZISM AND THE HOLOCAUST (3)

A survey of processes and events leading up to and including the different acts of genocide which occurred in the context of World War II. Some experience with college-level history is recommended.

Prerequisite: Sophomore standing or departmental consent

This course will satisfy the history core area requirement.

388. EUROPEAN THOUGHT AND ART 1800 TO THE PRESENT (3)

An exploration European thinkers, writers and visual artists since the beginning of the nineteenth century.

Prerequisite: Sophomore standing or departmental consent.

This course will satisfy the History core area requirement.

461. TOPICS IN EUROPEAN HISTORY (3)

One of several courses designed by instructors to explore particular aspects of the European history.

Prerequisite: Sophomore standing or departmental consent

Courses in World History

201. A HISTORY OF GLOBALIZATION (3)

Analyzes the impact of power imbalances on interpretations of ideal global arrangements since the 15th century, emphasizing developments since 1945.

Prerequisite: Sophomore standing or departmental consent

This course will satisfy the multicultural core requirement.

213. MODERN CHINA SINCE 1830 (3)

The Chinese responses to westernization from the Opium War to the post-Mao era. Places contemporary China in the intellectual, social, political and economic framework of a century and a half of revolution.

Prerequisite: Sophomore standing or departmental consent.

This course will satisfy the history core area and multicultural core requirement.

214. MODERN JAPAN SINCE 1800 (3)

The background to and development of modern Japan from pre-Perry feudalism to present day industrial prominence. Stresses the influence of indigenous and foreign forces on Japanese modernization and traces Japan's rise, fall and resurgence as a Great Power in the 19th and 20th centuries.

Prerequisite: Sophomore standing or departmental consent

This course will satisfy the history core area and multicultural core requirements.

215. HISTORY OF AFRICA IN THE WORLD (3)

A survey of African history from the ancient period to modern times emphasizing processes of origin and cultural, social, political and economic interaction with the world.

Prerequisite: Sophomore standing or departmental consent

Listed also as African/African American Studies 215.

This course will satisfy the history core area and multicultural core requirements.

216. FOUNDATIONS OF ISLAMIC CIVILIZATION TO 1456 (3)

History of Islamic civilizations from Mohamad to the capture of Istanbul.

Prerequisite: Sophomore standing or departmental consent

This course will satisfy the history core area and multicultural core requirements.

217. MODERN BRITAIN AND THE BRITISH EMPIRE, 1714-PRESENT (3)

A study of the history of the evolution of modern British institutions and of the rise and fall of the British Empire, emphasizing the development of Parliamentary government, the social and economic impact of the industrial revolution, and the relationship of Britain with the colonial world. This course may also fulfill requirements for the concentration in European history.

Prerequisite: Sophomore standing or departmental consent

This course will satisfy the history core area requirement.

219. ISLAMIC CIVILIZATIONS IN THE MODERN WORLD (3)

History of Islamic civilizations from 1500.

Prerequisite: Sophomore standing or departmental consent

This course will satisfy the multicultural core requirement.

314. EUROPEAN INTERNATIONAL RELATIONS SINCE 1815 (3)

A survey of major wars, international relations, international institutions, development of states' financial and military power since the 1815 settlement of the Napoleonic Wars, including topics such the 19th century's "long peace," European imperialism, the origins of World Wars I and II, the emergence of non-European powers, decolonization and the Cold War. Also meets the requirement for the concentration in European History.

Prerequisite: Sophomore standing or departmental consent

This course will satisfy the history core area requirement.

328. LATIN AMERICAN AND UNITED STATES RELATIONS (3)

Examines the political, economic, and cultural components of Latin America's diplomatic history with the United States including the late colonial period (1700s) the independence era, and the ways Latin American countries individually and collectively have responded to the United States' growing presence in inter-regional affairs through the 19th and 20th centuries. Also may be used towards concentrations in United States and Latin American history.

Prerequisite: Sophomore standing or departmental consent.

Listed also as American Studies 328.

This course will satisfy the history core area and multicultural core requirements.

451. INVENTING VICTORY: THE UNITED STATES IN WORLD WAR II (3)

The story of how the United States cooperated with Britain in formulating the grand strategy that eventually prevailed and how its mighty industrial and agricultural arsenal was essential to victory in World War II.

Prerequisite: One college history class

This course will not satisfy the history core area requirement.

452. WAR ON TWO FRONTS: COMBAT IN VIETNAM AND UPHEAVAL IN THE UNITED STATES (3)

The course will examine the issues and consequences of the Vietnam War for the United States and Vietnam including issues of asymmetrical war, popular support and confidence as well as domestic strain. May also be used for United States and European concentrations.

Prerequisite: One college history class

This course will not satisfy the history core area requirement.

457. TOPICS IN WORLD HISTORY (3)

One of several courses designed by instructors to explore particular aspects of the World history.

Prerequisite: Sophomore standing or departmental consent.

COURSES IN LATIN AMERICAN HISTORY

241. COLONIAL LATIN AMERICA (3)

A survey of Spain's colonial empire in the Americas from the voyages of Christopher Columbus through the wars for independence (1492 to the 1820s) emphasizing the interaction of European and indigenous cultures in shaping the administrative apparatus, the economy, and the social structure of what came to be known as colonial Latin America.

Prerequisite: Sophomore standing or departmental consent.

This course will satisfy the history core area and multicultural core requirements.

242. MODERN LATIN AMERICA (3)

A survey of Latin America since the colonial wars for independence (1800 to the present) examining general trends in the region's quest for political stability and economic prosperity while highlighting differences in each country's national culture.

Prerequisite: Sophomore standing or departmental consent.

This course will satisfy the history core area and multicultural core requirements.

243. LATIN AMERICAN REVOLUTIONS (3)

A study of the role of revolution in 19th- and 20th-century Latin America including trends in social and political upheavals, the Latin American independence movements, the Mexican Revolution, and the Cuban Revolution. Students will also survey theories of "revolution" as a social science concept and apply this knowledge to analyze specific case studies.

Prerequisite: Sophomore standing or departmental consent

This course will satisfy the history core area and multicultural core requirements.

244. LATIN AMERICAN WOMEN (3)

A history of the vital roles Latin American women have played in that region's political, economic, and social history from the time of the Spanish Conquest through the present. Topics include ethnicity and gender in colonial society, the evolution of female career options, women's influence upon politics, and marianismo versus machismo.

Prerequisite: Sophomore standing or departmental consent.

This course will satisfy the history core area and multicultural core requirements.

327. LATIN AMERICAN MILITARY AND SOCIETY (3)

This course surveys the role of the armed forces in Latin American history from the conquest of the Americas up to the present examining continuity and change in civil-military relations from colonial times to the present.

Prerequisite: Sophomore standing or departmental consent.

This course will satisfy the history core area and multicultural core requirements.

329. CAUDILLOS AND DICTATORS IN LATIN AMERICA (3)

Explores the cultural context of men such as Simón Bolívar, Porfirio Díaz, Juan Perón and Fidel Castro, and questions Latin America's seeming propensity for authoritarian rule.

Prerequisite: Sophomore standing or departmental consent.

This course will satisfy the history core area and multicultural core requirements.

459. TOPICS IN LATIN AMERICAN HISTORY (3)

One of several courses designed by instructors to explore particular aspects of the history of Latin America.

Prerequisite: Sophomore standing or departmental consent.

COURSES IN AMERICAN HISTORY

211. HISTORY OF THE AMERICAN PEOPLE TO 1877 (3)

Beginning with the British colonization of North America, the course covers the issues leading to the American Revolution, as well as the development of the political, economic, intellectual and cultural forces which led to the Civil War and the subsequent reconstruction of the nation.

This course will *not* satisfy the history core area requirement.

212. HISTORY OF THE AMERICAN PEOPLE FROM 1877 (3)

At the end of Reconstruction, a new America emerged, marked by rapid expansion, industrial growth and technological change. In the 20th century, America became a world power. Four wars, a major depression and incredible scientific, technological and industrial development altered the economic social, political and intellectual life of Americans in the second half of the twentieth century.

This course will *not* satisfy the history core area requirement.

221. THE COLONIAL AMERICAN EXPERIENCE (3)

This course is an exploration of the American colonial experience emphasizing the interaction among Native Americans, Europeans and Africans between 1492 and 1750. This course investigates the development of political, religious, economic and social institutions across the American colonies as cultures and communities were destroyed and formed along the Atlantic coast.

Prerequisite: Sophomore standing or departmental consent.

Also listed as American Studies 226.

This course will satisfy the history core area requirement.

222. NINETEENTH CENTURY AMERICA (3)

This course examines the tremendous changes the young United States experienced in its first century as a nation. Topics such as the market revolution, westward expansion, civil war, immigration, urbanization and middle-class family life will be explored through critical moments and events during the 1800s.

Prerequisite: Sophomore standing or departmental consent. Also listed as American Studies 343.

This course will satisfy the history core area requirement.

223.CHANGING AMERICA: THE PROGRESSIVE ERA THROUGH THE NEW DEAL (3)

This course covers the tremendous social, economic and political change in the United States between 1890 and 1940. Focusing on the Progressive Movement, the cultural divisions of the 1920s and the Depression, students will examine these periods through in-depth analysis of Hull House, the World's Fair of 1893, the rise of Ku Klux Klan and the Harlem Renaissance, and the impact New Deal programs had on everyday Americans.

Prerequisite: Sophomore standing or departmental consent.

Listed also as American Studies 225.

This course will satisfy the history core area requirement.

224. "THE AMERICAN CENTURY" (focus 1940-1990) (3)

Arguably the United States played a dominant role in global events during the twentieth century. From World War II and the decades of Cold War that followed, American culture, economics and social values reflected a nation whose citizens enjoyed tremendous

economic prosperity, witnessed amazing technological advancement and experienced profound social change. What did these decades mean? How do we understand them in relation to earlier ideas of American destiny? What do they mean in the post-Cold War era?

Prerequisite: Sophomore standing or departmental consent.

Also listed as American Studies 224.

This course will satisfy the history core area requirement.

312. AMERICAN INTELLECTUAL HISTORY (3)

An overview of intellectual trends and developments in America beginning with European inheritance and focusing upon the later development of ideas and value systems native to America. The course will attempt to tie ideological developments to actual events with a view to showing that ideas do have the power to affect events.

Prerequisite: Sophomore standing or departmental consent.

Also listed as American Studies 317.

This course will satisfy the history core area requirement.

319. THE AFRICAN AMERICAN EXPERIENCE SINCE 1877. (3)

This course examines and analyzes the variety of economic, social, cultural and religious experiences in diversity within the African American community, the growth of the black middle class, the Great Migration, the creation of black urban working-class, the visions of black leadership including W.E.B. DuBois, Marcus Garvey and Booker T. Washington and the experience of the Civil Rights movement and its legacy.

Prerequisite: Sophomore standing or departmental consent

Also listed as American Studies 321 and African/African American Studies 321.

This course will satisfy the history core area and Multicultural core requirements.

320. THE AFRICAN AMERICAN EXPERIENCE TO 1877 (3)

This course examines and analyzes the variety of economic, social, cultural and religious experiences in African American communities from the colonial era to the end of Reconstruction. This course focuses on the construction of a distinct African American culture and identity in the face of slavery, the complexity of the free African American community in the North, and the persistent political struggle for freedom and equality found in the actions, rhetoric and faith of African American men and women during this period.

Prerequisite: Sophomore standing or departmental consent

Listed also as American Studies 320 and African/African American Studies 320.

This course will satisfy the history core area and Multicultural core requirements.

339. AMERICAN POPULAR CULTURE BEFORE ELECTRONIC MEDIA. (3)

History of American popular culture in the age of print media.

Prerequisite: Sophomore standing or departmental consent

This course will satisfy the history core area requirement.

341. TWENTIETH CENTURY AMERICAN POPULAR CULTURE (3)

History of American popular culture during the development of broadcast media.

Prerequisite: Sophomore standing or departmental consent.

Listed also as Communication Arts and Sciences 341 and American Studies 341.

This course will satisfy the history core area requirement.

344. HISTORICAL EXPERIENCE OF WOMEN IN THE UNITED STATES (3)

A reading and discussion course on the place of women in US history from the colonial period to the present with particular emphasis on the development of a feminist voice both individual and collective.

Prerequisite: Sophomore standing or departmental consent

Listed also as American Studies 344.

This course will satisfy the history core area requirement.

345. THE URBAN EXPERIENCE IN THE UNITED STATES SINCE 1800 (3)

Explores the historical development of cities in the United States focusing upon the interaction between the urban environment and the inhabitants and exploring reasons for the growth and development of cities as well as how this growth influenced culture. Focus will be placed on Chicago.

Also listed as American Studies 345

Prerequisite: Sophomore standing or departmental consent

This course will satisfy the history core area requirement.

346. AMERICAN WORKING-CLASS HISTORY (3)

This course examines the experience of American workers both on and off the job since 1800. Emphasis will be placed on: the experience of industrialization, relationships within working-class communities, labor unions, workplace relationships, workplace collective action, shop floor culture and changing technology.

Prerequisite: Sophomore standing or departmental consent

Listed also as American Studies 336.

This course will satisfy the history core area requirement.

348. RACE AND ETHNICITY IN AMERICA (3)

Examines and interprets the immigrant experience from the colonial era to the present, focusing on how immigrants, past and present, shaped and continue to influence the political economic religious and cultural life of the United States.

Also listed as American Studies 348.

367. THE AMERICAN WEST (3)

This course is an in-depth analysis of the American frontier as shared and contested space. Readings and discussion will address the meaning of contact between European-Americans, Native Americans and African-Americans on the frontier, the changes to the landscape and environment, the “internal empire” of the American West in natural resources, the myths of the American West including the place of the West in American identity.

Prerequisite: Sophomore standing or departmental consent.

Listed also as American Studies 337.

This course will satisfy the history core area requirement.

368. GENDER AND URBAN LIFE (3)

Listed as American Studies 338.

378. NATIVE AMERICAN HISTORY (3)

A History of Native Americans and their interactions with invading Europeans.

Prerequisite: Sophomore standing or departmental consent.

Listed also as American Studies 378.

This course will satisfy the history core area requirement.

440. THE AMERICAN CIVIL WAR (3)

Examines the origins, conduct and consequences of America’s “Great Civil War” from the national election in 1856 to the disputed national election of 1876 and the end of Reconstruction in 1877. Analyzes domestic and international political themes and Union and Confederate military policies, operations and institutions.

Reviews the social and economic consequences of the war and peace in the United States.

This course will not satisfy the history core area requirement.

453. THE MILITARY IN THE UNITED STATES: POLICY, STRATEGY AND INSTITUTIONS (3)

An overview of U S military history with an emphasis on military policy, the formulation national and military strategy and the development of military institutions. Major military events from the War with Mexico to the conclusion of the Vietnam War will be utilized as illustrations.

This course will not satisfy the history core area requirement

456. AMERICAN CATHOLICISM (3)

Analyzes the historical development of the Catholic experience in the United States from the colonial era to the present including how the interaction between Catholicism and a democratic, pluralistic American society forged changing and distinctive expressions of what it means to be a Catholic in the United States.

This course will not satisfy the history core area requirement.

Listed also as American Studies 456.

460. TOPICS IN UNITED STATES HISTORY (3)

One of several courses designed by instructors to explore particular aspects of the history of the United States.

Prerequisite: Sophomore standing or departmental consent.

OTHER COURSES**300. INTRODUCTION TO HISTORICAL STUDIES(3)**

Introduces students to the practice of history as a discipline of study. Explores questions about what historians do and how they do it. Also focuses on the practicalities of producing extended historical writing. It is recommended that all majors take this class by the end of the fall of their junior year and in conjunction with another history course which is intensified.

Prerequisite: At least one college history class

Required for all history majors

This course will not satisfy the history core area requirement.

450. INDEPENDENT STUDY (1-3)

Prerequisite: Consent of Instructor

499. TUTORIAL (1-3)

Prerequisite: Consent of instructor

HONORS SEMINARS

Honors Seminars are open only to students admitted to the University Honors Program.

COURSES

Freshman Honors Seminars: Thoughts and Passions

161. BEYOND A REASONABLE DOUBT (3)

In a court of law, a defendant's life hangs upon guilt "beyond a reasonable doubt." But in the journey from doubt to certainty (and the likelihood of a roundtrip!), what is the role of faith? With the help of Dostoevsky, Camus, Freud, Kierkegaard, Augustine and others, this seminar will grapple with questions of faith and reason, doubt and certainty, and the restless search of the self for truth.

162. CONSTRUCTIONS OF SELF IN A FALLEN WORLD (3)

"The guilt of every individual is binding upon us all, just as his salvation saves us all. Crime is the center of Dostoevsky's tragic world," wrote Romano Guardini and it is under the guidance of that binding theme that this honor's course will discuss, *Sir Gawain and the Green Knight*, Frank Miller's *Sin City*, and a variety of texts which deal with how the idea of the self is constructed in a world colored by the quest for sin and redemption.

Sophomore Honors Seminars: Human Being and Citizen

254. CULTURE, INC.: MANUFACTURING RACE IN AMERICA (3)

How much does the media influence our conceptions of race and national identity? Are seemingly innocuous objects of pop-culture, such as magazine covers and product advertisements, racially coded? Can an NSYNC song shed any insight on the production of race in America? These are the kinds of questions we will raise in our seminar as we explore how the media culture in America constructs notions of race and group identity. Some of the background sources we will consider include Orson Welles; cinematic masterpiece *Citizen Kane*, D. W. Griffith's lurid racial saga *Birth of a Nation*, Theodore Adorno's seminal work of theory *The Dialectic Enlightenment*, and Richard Wright's powerful novel *Native Son*. In addition to these earlier sources, we will consider various contemporary sources ranging from popular song lyrics to an episode of *The Simpsons*.

261. GENDER ISSUES IN WESTERN POLITICAL THOUGHT (3)

An exploration of gender issues in Western political thought through major texts, commentaries, as well as accounts of popular political discourse.

262. GLOBALIZATION AND CIVILIZATION: DIVERSITY, CULTURE AND COMMUNITY (3)

What does it mean to be a citizen in today's world? How will the "next generation" preserve humane values in the world of tomorrow? From a close reading of Plato's *Republic*, Sigmund Freud's *Civilization and Its Discontents*, Samuel Huntington's *The Clash of Civilizations* and *The Remaking of World Order*, and Jared Diamond's *Collapse: How Societies Choose To Fail or Succeed*, students will explore the possibilities and problems of achieving peace, security, and prosperity in the midst of a rapidly changing social and physical environment.

Junior Honors Seminars: Human Being and Natural Being

363. SCIENCE AND RESPONSIBILITY (3)

An examination of the relationship of intellectual and social contexts with the process of doing science, raising issues of responsibility that arise at the intersection between science and other human activities.

381. THE CONTINUOUS AND THE DISCRETE (3)

Darwin's great book, *Origin of the Species*, can be looked at as raising the question whether the line of descent from one species to another is continuous transition or progression. In this way, it prepares us to think about the difference between human beings and other natural beings. Is the difference between human beings and the non-human world in which they live? The continuous and the discrete is a theme with many variations. What is the relation between a point and a line, between rest and motion, between particles and waves, between knowing and learning. This course will explore as many of these topics as time allows.

Senior Honors Seminar: Wisdom and Power
453. THE WISDOM AND POWER OF THIS WORLD
ONLY? (3)

“God grant me the serenity to accept the things I cannot change; courage to change the things I can; and wisdom to know the difference.” This famous prayer, composed by the great 20th century political theologian Reinhold Niebuhr and a hallmark of twelve-step recovery programs, calls attention to some of life’s deepest and most pervasive questions: To what extent can human beings, individually or together, control the course of history? Must men and women use all human means, including coercion and violence, to right the wrongs of this world and to protect themselves and others? Or is there available to humanity some sort of other-worldly wisdom and power in suffering that, as Saint Paul wrote, is “folly to the Greeks?” Is there, as Niebuhr’s less famous brother suggested, sometimes a “grace of doing nothing” when others suffer? Or would we be obliged to battle injustice even if, in the words taken from a famous treatise on war and peace, “God did not exist or took no interest in the affairs of men?” With particular attention to the political realm, in this seminar, we will join in conversation with extraordinary writers who have explored such questions in unusual depth.

462. WISDOM AND POWER: THE BOOK OF JOB,
OEDIPUS THE KING, AND KING LEAR (3)

These three great texts, from the Old Testament, from fifth-century (BC) Athens, and from Renaissance early 17th century England, are towering works of three great cultures, representing some of the very finest attempts of the human imagination to come to grips with the spiritual and philosophical problems that trouble us endlessly: How are we to understand the dilemmas, the catastrophes, and the triumphs of the human spirit of human existence in relation to the divine? How can an understanding of tragedy as a genre help us to realize who we are as human beings?

INFORMATION ACCESS

INFORMATION ACCESS WORKSHOP

(no credit)

A non-credit workshop offered by the library to transfer degree completion students who have not completed English 102 at Dominican as the way to fulfill the foundation requirement. Students will learn the basics of library research including the ability to locate both print and electronic sources by searching library databases for articles and books; effectively using the Internet for academic purposes; evaluating information critically; and using the information ethically and legally.

This course is offered on a satisfactory/fail basis. Students will be expected to spend time in the library to complete hands on exercises.

INTERDISCIPLINARY COURSES

COURSES

099. STUDY SKILLS SEMINAR (3)

Students are offered a program of instruction, tutoring and counseling designed to expand their basic academic ability and competence. They are given training in study methods, critical thinking and analysis, effective note taking and reviewing and research methods. This course also encourages students to appraise their skills and talents and develop realistic educational goals. The course meets three hours per week with time allotted for practice in a study laboratory setting. The credits for this course do not count toward the semester hours required for graduation.

This course is offered on a satisfactory/fail basis.

101. THE DOMINICAN EXPERIENCE: PATHS TO ENGAGEMENT AND SUCCESS (1)

A one credit course for new freshmen designed to help students make the transition from high school to college successfully. The course will offer students a forum to explore their self development and the many adjustments and choices they will confront through the focus areas of leadership, ethics, community, wellness, service and society. It will acquaint students with campus resources, policies and procedures and assist them in adjusting to the new people, ideas and values they will encounter in the freshman year.

INTERNATIONAL BUSINESS

Major

The international business major provides preparation for a career in the fields of international finance, trade and management. All students selecting the international business major are strongly urged to participate in the study abroad programs offered through Dominican University.

Course work completed during a student's study abroad program may be presented in substitution for the major courses, if approved by the international business advisor.

Major Requirements

Economics 190, 191, 260, 376;

Business Administration 250, 255, 345, 350, 351 and 375, 499;

Accounting 101; and

Five courses from one of the following concentrations:

Language Concentration

Students must complete five courses in advance of 102 in French, Italian or Spanish offered at Dominican University. Language courses taught in English do not meet this requirement.

Upon selecting this concentration, the student must meet with the international business advisor who will coordinate the international business and language requirements. Selection of the modern foreign language courses must be approved by a faculty member from the Department of Modern Foreign Languages.

International business students who wish to prepare for the examinations leading to the certificates offered by the Chamber of Commerce of Madrid or the Chamber of Commerce of Paris will need to take additional language course work. See the appropriate language faculty for specific information.

Students educated outside the United States may not choose their native language to fulfill the language component of the international business major. Students may also choose five courses in another language which is not offered at Dominican University. Such course work must be approved by the director of the international business program to be accepted in transfer in partial completion of the major.

Students whose first language is other than English and who have completed their secondary school education in a non-English speaking country may select the international business major with English as the

language component, with the approval of a designated faculty member from the English department. The English component requires five courses in English and in American history, including English 210 or English 333; two courses chosen from English 342, 343, 344, and 336; and History 248 and 249.

Other courses may be substituted based on the student's background with permission of the international business and English advisors.

International Studies Concentration

Students must complete five courses including:

Communication Arts and Sciences 321;

Modern Foreign Languages 151-154;

International Studies 200; and

two courses chosen from the following areas of study:

International Studies 204, 206, 250, 255, 260, 263, 264, 265, 269, 302 or 343.

The satisfactory/fail grade option may be used for only one repeated course required for the major. A minimum of 15 hours in the major field must be completed at Dominican University.

Suggested Elective Courses

Business Administration 220; English 336;

International Studies 200, 204; Political Science 250.

Internships

This program provides opportunities for the well-prepared student to do work in the area of international business. This is done as required course work or as independent study. The experience of on-the-job training gives the student a realistic view of the major field and often widens the horizon of job choice.

INTERNATIONAL RELATIONS AND DIPLOMACY

Major

The major in international relations and diplomacy is designed to prepare students to enter into the foreign service or into international agencies on the private, governmental or worldwide level. Examples of such organizations—with bases in the United States or abroad—are CARE, the Commission for Environmental Cooperation (part of NAFTA) or the World Bank.

Preparation for graduate school, for students wishing to specialize in a certain area, is also provided. Further information on international career opportunities is available from the major advisor.

A background in international studies and in at least one foreign language are considered essential for competitiveness in the international field. The student will work with the major advisor to develop a coherent course of studies for his or her area of interest.

Major Requirements

Political Science 170, 240, 343;
one course chosen from Political Science 250, 255, 341 or 348;
one course chosen from Political Science 260, 263, 264, 265 or 269;
one course chosen from Political Science 317, 320, 323 or 324;

20 hours of a modern foreign language (of those taught at Dominican University) in advance of 102;
one course in European history at the 200 level or above;
one course in each of two different political areas outside of Western Europe;
International Studies 403.

Courses in economics and US history are also recommended.

Students whose first language is other than English, and who have completed their secondary school education in a non-English speaking country, may select English as the language component. In this case, they need to take 20 hours of English, selected in consultation with the English department. Foreign-educated nationals may not choose their native language to fulfill the language component. A minimum of one half of the courses in the major field must be completed at Dominican University.

It is strongly recommended that the student study abroad and/or complete an internship with the Department of State or some other international agency in Washington, DC.

INTERNATIONAL STUDIES

The courses below can be used to fulfill certain requirements of the international business or international relations and diplomacy majors.

Courses

200. INTERNATIONAL RELATIONS (3)

Listed also as Political Science 240.

204. LATIN AMERICA TODAY (3)

Listed also as Sociology 204.

206. AFRICA TODAY (3)

Listed also as Sociology 206 and African/African-American Studies 206.

250. COMPARATIVE POLITICS (3)

Listed also as Political Science 250.

255. BRITISH POLITICS (3)

Listed also as Political Science 255.

260. RUSSIA AND ITS NEIGHBORS (3)

Listed also as Political Science 260.

262. POLITICS AND FILM (3)

Listed also as Political Science 262 and Communication Arts and Sciences 385.

263. CHINA: MAO TO REFORM (3)

Listed also as Political Science 263.

264. POLITICS IN AFRICA (3)

Listed also as Political Science 264 and African/African-American Studies 264.

265. MIDDLE EAST POLITICS (3)

Listed also as Political Science 265.

269. WOMEN LEADERS OF THE WORLD (3)

Listed also as Political Science 269.

302. SOCIOLOGY OF DEVELOPMENT (3)

Listed also as Sociology 302.

343. INTERNATIONAL LAW (3)

Listed also as Political Science 343.

348. THE POLITICS OF EUROPE (3)

Listed also as Political Science 348.

350. WOMEN AND DEVELOPMENT (3)

Listed also as Sociology 350.

355. THIRD WORLD STUDIES SEMINAR (3)

Listed also as Sociology 355.

403. INTERNATIONAL STUDIES CAPSTONE SEMINAR (3)

Capstone course in international relations and diplomacy.

450. INDEPENDENT STUDY (1-8)

ITALIAN

Major/Minor

The discipline of Italian seeks to develop in students a solid language and literature foundation as well as an appreciation of the Italian people and their culture.

Students who complete an Italian major with an appropriate second major or minor will be able to follow satisfying careers in fields such as business, education, government and international relations and diplomacy. Students will also have the preparation for pursuing graduate studies in the discipline.

Major Requirements

32 semester hours in advance of Italian 111, including Italian 255 and 256 and also two of the following courses: Italian 365, 366, 367 or 368. No more than four courses at the 200 level may be counted towards the major. Students must register for course intensification in order to count Italian 260, 275 or 295 towards the major. Graduating seniors must complete an oral interview patterned on the ACTFL guidelines and/or complete a written assessment exercise in their last semester of classes. Seniors should consult with the discipline director. If students have had such an interview to complete requirements for the School of Education, the results of this test must be filed with the discipline director. A minimum of one half the courses in the major field must be completed at Dominican University.

Minor Requirements

24 semester hours in advance of Italian 111. A minimum of one half the courses in the minor field must be completed at Dominican University.

BASIC LANGUAGE COURSES

101. ELEMENTARY ITALIAN I (4)

This course introduces students to the Italian language by listening, speaking, reading and writing Italian in a cultural context. Students will develop a basic proficiency in all language skills through a study of elementary Italian grammar and vocabulary.

102. ELEMENTARY ITALIAN II (4)

This course continues to develop the four language skills.
Prerequisite: Italian 101 or equivalent

111. INTERMEDIATE ITALIAN (4)

This course completes the grammar cycle. It is designed to reinforce and build upon basic skills in Italian through development of the four language skills.

Compositions and dialogues in conjunction with daily written and oral exercises reinforce covered grammar.

Prerequisite: Italian 102 or equivalent

ADVANCED LANGUAGE COURSES

211. COMMUNICATING IN ITALIAN (4)

This course continues the development of reading and writing skills with an emphasis on written and spoken communication. Visual, oral and written materials form the point of departure for work in enhancing students' communication skills.

Prerequisite: Italian 111 or equivalent

300. ADVANCED GRAMMAR AND COMPOSITION (3)

Development of writing skills with emphasis on the complexities of structure and idioms, composition techniques and translation techniques.

Prerequisite: Italian 211 or equivalent

301. ADVANCED DISCUSSION (3)

Development of increased fluency in spoken language in a variety of forms—conversations, reports and through the use of relevant contemporary materials contained in magazines and newspaper articles.

Prerequisite: Italian 211 or equivalent

315. ADVANCED ITALIAN (3)

Advanced-level Italian offered to participants in the Florence program.

Prerequisite: Italian 211 or equivalent

CIVILIZATION AND CULTURE COURSES

255. ITALIAN CIVILIZATION AND CULTURE (3)

An introduction to the history and culture of Italy from the Medieval through the Renaissance periods by examining the geography, art forms, literature, customs, traditions, economy, politics and lifestyles of the time.

Prerequisite: Italian 211 or equivalent

256. ITALIAN CIVILIZATION AND CULTURE II (3)

An introduction to the history and culture of Italy from the Baroque period to the present by examining the geography, art forms, literature, customs, traditions, economy, politics and lifestyles of the time. Includes discussions of major events such as the changing role of women, multiculturalism in Italy and the spread of global culture.

Prerequisite: Italian 211 or equivalent

260. ITALIAN AMERICAN CULTURE (3)

Listed also as Modern Foreign Language 260.

295. ITALIAN CINEMA (3)

The development and evolution of Italian cinema after World War II to the present. A survey of Italian film directors such as Federico Fellini, Roberto Rossellini, Vittorio De Sica and Giuseppe Tornatore. (This course is conducted in English.)

320. HISTORY OF THE ITALIAN LANGUAGE (3)

This course is designed to provide students with an overview of the evolution of the Italian language. Course material covers the *Questione della Lingua*, linguistics and dialects. *Prerequisite:* Italian 300

Professional Courses**345. BUSINESS ITALIAN (3)**

An introduction to written and oral Italian as it applies to the business profession. Provides exposure to current Italian commercial structures, business practices, terminology and cultivates business-related communication skills.

Prerequisite: Italian 255, or 256, or 300 or 301

LITERATURE COURSES

Italian 255, 256, 300 or 301 are *Prerequisites* for all literature courses except Italian 275.

275. DANTE'S INFERNO (3)

This course provides an understanding of Dante's *Inferno* through an examination of the text, critical works and also an exploration of visual commentary of the text. A study of manuscript art of the *Inferno* presents the historical context in which the work was circulated in its earlier years. (This course is conducted in English.)

This course will satisfy the literature core area requirement.

Listed also as Modern Foreign Language 275.

360. THE ITALIAN SHORT STORY (3)

A study of the novella form from the Middle Ages to the present.

This course will satisfy the literature core area requirement.

365. LITERATURE OF THE ITALIAN MIDDLE AGES (3)

The course covers the literary production of the Italian Middle Ages. Works include the poetry of the Duecento and an introduction to masterpieces by Dante Alighieri and Giovanni Boccaccio.

This course will satisfy the literature core area requirement.

366. LITERATURE OF THE ITALIAN RENAISSANCE (3)

The course covers the literary production of the Renaissance. Works include those of Francesco Petrarca, Niccolò Machiavelli and Ludovico Ariosto among others.

This course will satisfy the literature core area requirement.

367. LITERATURE OF THE ITALIAN ROMANTIC PERIOD (3)

The course begins with the pre-romantic works of Ugo Foscolo and focuses on the literary production of Alessandro Manzoni and Giacomo Leopardi. Includes a discussion of the Italian Romantic movement within the context of European Romanticism.

This course will satisfy the literature core area requirement.

368. LITERATURE OF MODERN ITALY (3)

An introduction to Italian literature from the 20th century to the present through a study of representative selections of prose and poetry. Selections will include works by Moravia, Calvino, and the poets Saba, Ungaretti and Montale.

This course will satisfy the literature core area requirement.

427-430. SPECIAL TOPICS (3-4)

Reading, discussion and reports on selected literary works or movements. Content varies.

This course will satisfy the literature core area requirement.

OTHER COURSES**299. APPLIED FOREIGN LANGUAGE COMPONENT (1)**

A project in Italian which is directly related to another non-Italian course in which the student is currently enrolled.

Prerequisites: Italian 111 or equivalent; approval of Italian discipline head and instructor of related course. Course may be taken more than once for credit.

399. DIRECTED STUDY (1-4)

Directed study open only to students who have already taken all Italian courses offered in a given semester. Students will work closely with the instructor.

Prerequisite: Junior standing or consent of instructor

450. INDEPENDENT STUDY (1-4)

Independent study is for students who have already taken all Italian courses offered in a given semester.

Prerequisite: Senior standing or consent of instructor

JOURNALISM

Major/Minor

Journalism majors will learn news writing, reporting, law, ethics and career strategies in the four required core courses. They will sharpen their skills and improve their critical thinking through a series of additional courses, and test their skills in hands-on situations. The electives will give students a chance to pursue their specific interests— television, new media or print—or simply enrich their education. The skills acquired in the major will prepare students for ethical, informed and rewarding careers in the media, public relations or advertising. Their education will give them the insight to use these skills to help create a more just world.

Major Requirements

Thirty-nine semester hours, chosen in conjunction with a department advisor. Communication Arts and Sciences 256, 293, 415 and 356 are required. In addition, students must choose from the following selections:

Six credits from among Communication Arts and Sciences 130, 229, 244 and 422;

Six credits from among Communications Arts and Sciences 222, 294, 298 and 420;

Three credits drawn from any combination of Communication Arts and Sciences 264, 299, 411 and 455;

Three credits from Communication Arts and Sciences 180 or 250; and

Nine additional courses from among Communication Arts and Sciences 130, 222, 224, 229, 230, 236, 237, 239, 244, 259, 268, 269, 274, 275, 294, 298, 316, 341, 351,358, 359, 420 and 422.

A minimum of 15 hours in the journalism field including CAS 415 must be completed at Dominican University.

Minor Requirements

Communication Art and Sciences 256;
Three credits from among Communication Arts and Sciences 293, 294 and 356; and
12 credits from the following:
Communication Arts and Sciences 130, 222, 224, 229, 230, 236, 237, 239, 244 259, 268, 269, 274, 275, 298, 316, 341, 351, 358, 359, 420, 422
A minimum of nine hours in the journalism field must be completed at Dominican University.

Advertising/Public Relations Minor Requirements

Communication Arts and Sciences 200, 268, 274;
Business Administration 250;
Communication Arts and Sciences 275 or 269;
Psychology 240 or 307; and
One of the following: Communication Arts and Sciences 229 or 230.
A minimum of nine hours in the journalism field must be taken at Dominican University.

LIBERAL ARTS AND SCIENCES SEMINARS

All students enroll each year in liberal arts and sciences seminars, courses in which students consider multiple perspectives on personal, social and philosophical issues by reading, discussing and writing about the seminar topics. According to their class standing, students choose from a variety of seminars exploring the topics listed below.

Freshman Seminar: Dimensions of the Self (100-level)

Sophomore Seminar: Diversity, Culture and Community (200-level)

Junior Seminar: Technology, Work and Leisure (300-level)

Senior Seminar:

Virtues and Values (400-level)

While liberal arts and sciences seminars are taught by instructors from various disciplines representing alternative approaches to the general topics, they share several features. As seminars, they are courses in which students, led by an instructor, investigate problems, design projects, explore resources and share findings. They are, that is, courses in which students learn with and from each other. The seminars are thematic. Building on each prior semester, they take as departure point questions, problems and issues that are both universal and urgent—questions, problems and issues that engage the whole person throughout life.

Because all seminars at each class level share a common general topic and a common text or texts, they place at the center of students' Dominican education a shared experience; they embody for students the distinctive community of learners they have joined.

Finally, the seminars are integrative. They help students see and articulate connections between information and ideas originating in other courses. They help students see and articulate connections between their course work and their lives beyond the classroom. They help students see and articulate connections between their own lives and the lives of others—past, present and future—in the communities and, ultimately, the society to which they belong. And, as seminars, they place the individual student at the center of this activity of mind: the student, in the company of others, makes her or his education coherent.

Specifically, the seminars help students:

- maintain and extend skills acquired elsewhere: reading critically, writing effectively, finding and evaluating information sources, applying computer technology;
- synthesize the knowledge they are drawing from other courses both within and outside the chosen field of study; learn how, respectfully and fruitfully, to collaborate with others in building knowledge and understanding;
- acquire the habit of reflection on matters intellectual, moral and spiritual.

Students will “take” from their seminars no more and no less than they “give” to them. By engaging actively the materials encountered and the ideas of classmates, by first informing themselves, then participating thoughtfully in class discussions, and by completing diligently their portion of the work of the group, students gain new information, new insights and new perspectives. More importantly, though, they gain a “new” way to learn and new respect for the power of the mind that they will carry with them into their lives beyond the classroom.

FRESHMAN SEMINARS: DIMENSIONS OF THE SELF

Although freshman seminars take a variety of approaches to this topic, all take as focal point these fundamental questions:

- What is “the self?”
- Is “the self” made?...inherited?...given? ..discovered?
- What are some of the key influences on a person's physical, emotional, spiritual and intellectual development?
- How does “the self” interact with a community?

150. AMERICA IN SEARCH OF ITSELF (3)

This course is about the “American Dream.” It explores what we mean by “having a good life;” whether there is an American identity; how our past, our politics, economics and rapidly changing population affect our prospect for a fulfilling future in the United States.

153. FAITH AND LIFE TODAY (3)

This seminar is designed to help students mature by identifying questions of faith today and coming to understand them more fully in terms of moral principles of decision-making and some of the best prose literature: short stories of initiation. The course does not presuppose literary background or religious commitment, but both are welcome. Students will develop skills in research and in critical reading, writing, speaking and listening through this exploration.

163. SHADOWS OF THE SELF (3)

In seeing live theatre, viewing videos and reading world famous dramas, we enter a world of transformation. Plays capture characters in moments of crisis, self-awareness and decision which mirror our own conflicts and the ways we choose to resolve them. In high-voltage moments of choice in *The Bacchae*, *Tartuffe*, *A Doll House*, *Prelude to a Kiss*, and other plays, we can see the shadows of ourselves as each character moves toward deeper self-discovery.

164. EXPLORING THE CREATIVE HUMAN SPIRIT (3)

Everyone possesses a creative human spirit. Creative moments are vital to survival and growth. We will learn about how others have used creativity to discover new ideas and products. We will explore ways to encourage our own creative human spirit within to surface more often. We will apply the new concepts of creative thought we have learned to propose solutions to both personal and global problems. Get ready to fly!

168. WHAT'S IN A NAME? (3)

How important are the race, ethnicity and language of one's ancestors for determining one's personal identity? How does this compare with the impact of one's immediate surroundings? This seminar explores these and other questions by examining the experiences of "uprooted" and "transplanted" people at different points in space and time as they search for a sense of self.

169. FALSE IDENTITIES, ALTER EGOS AND AUTHENTIC SELVES (3)

Have you ever acted in a play, worn a Halloween costume, recorded a voicemail greeting, concocted a user name, written a resume, had your picture taken for a yearbook, created a character for an online game or written a poem? Have you ever pretended to be something that you didn't feel you really were, only to find later that you had become that very thing? If you've done any of these things, you've already grappled with the issues that this course will explore: how people represent and misrepresent themselves and the complicated relationship between pretending, becoming and being.

170. DOING THAT THING YOU DO (3)

This seminar will introduce students to an explanation of human behavior that is frequently used by economists and other social scientists. The rational self interest model of who we are, and why we do what we do, will be examined in the context of other views of human behavior as illustrated by parables, short stories, novels, plays and movies.

171. THINKING FOR ONESELF (3)

"Enlightenment," for some, means daring to think for oneself and not simply following the beliefs and practices of others out of laziness or cowardice. Others caution that we are inevitably shaped by our surroundings and experiences and that free will interacts inevitably with a kind of destiny. Still others are critical of an overemphasis on oneself leading to a narcissism that renders us inattentive to wider needs and concerns besides our own. And some have argued that the very notion of a separate and consistent "self" is actually a harmful delusion, since everything in reality is in fact interconnected and interdependent. So then, which view is correct? Well, you'll have to think about that for "yourself," but through our seminar we'll be aided by writings religious and philosophical, literary and psychological, Eastern and Western.

172. LOST AND FOUND IN GOTHAM CITY (3)

The imagination of people arriving in the "big city" is a potent and transformative symbol in American history. We have always imagined the city as a place where dreams come true, where one is "self-made," and where the individual is "self-determined." Today, however, the utopian city of endless possibility has been supplanted in our popular imagination by a much darker place that resembles Gotham City. Our seminar will examine this popular image of urban life as it influences how we understand (and define) ourselves in relation to it. We will consider several representations of urban life, ranging from Pietro Di Donato's incendiary novel *Christ in Concrete* (1939) to Frank Miller's movie, and visual masterpiece, *Sin City* (2005).

173. THE PERSON AS CONSUMER (3)

Were you "born to shop?" Do you exercise your "freedom of choice" when you go to the grocery store? What does what you buy and what you want to buy say about who you are? Do you express your individualism or your membership in a group through what you wear or what you drive? Students in this course will explore these questions and others in the context of American culture. Through historical, anthropological and sociological readings and methods, participants in this seminar will investigate how they define themselves through their purchases and what shopping means in American society more generally.

174. OUR PAST, PRESENT AND FUTURE SELVES (3)

This seminar examines the dimensions of the self by exploring how our present selves are defined by our personal histories and aspirations. Together, using various texts, we will study the social, ethical, and religious dimensions of the self and discuss related questions: Who do I think I am? Who will I become? What do I value? In what do I believe? How do I think, speak and act in relation to others in society? What is the value of self-reflection?

175. NEW HORIZONS (3)

“Leadership is the quality which enables people to stand up and pull the rest of us over the horizon” (James L. Fisher). This course will explore the question “How does one become a leader?” by looking at psychological, emotional, and spiritual aspects of the developing and changing self. We will examine the phenomena of personal development and growth, peer pressure, hero worship, changed/changing relationships, and the experience of moving from the “top of the heap” to the bottom in relationship to addressing personal and social issues of leading and following. Students will study and experience the intimate connection between self-development, leadership and community.

178. iAm My iPod (3)

This course examines the interplay between technology and identity development, particularly in today’s culture. Whether it is the iPod and what your music collection has to say about who you are and what you find meaningful, email, IM, the personal computer, cell phones, video games, or applications like mySpace and Facebook, technology plays an important role in how we define ourselves and how we relate to others. This class looks at the popular culture of various decades, as captured through technological media as well as written sources, and examines the influence these media and writings have exerted on the ‘collective identify development’ of each affected generation.

179. PEOPLE OF “THE STORY” (3)

In this seminar, students will examine questions that arise from our participation in the journey and story of life. Through short stories, the common text for freshman seminars, and an examination of decision-making principles, students will be encouraged and invited to explore the spiritual, moral, faith and cultural dimensions of this journey. The seminar does not presuppose literary background or religious commitment, but both are welcome.

180. THE SELF---STRANGER OR FRIEND? (3)

How much do we need to know ourselves in order to be our own friend? Or will we always remain a stranger to oneself, unable to see what is closest to us? With the help of informed and reflective writings from philosophy to psychology, science to religion, we will explore the different sources of the self—our genes, our emotions, our minds, our souls and even external sources—to arrive at answers to these questions.

SOPHOMORE SEMINARS:**DIVERSITY, CULTURE AND COMMUNITY**

The central questions raised in all Sophomore Seminars are:

- How does group membership affect identity?
- What are the causes and effects of inequality between and within groups?
- What does it mean to live in a diverse community?

254. MULTICULTURAL THEATRE:**CONTEMPORARY ARTISTS OF COLOR (3)**

Contemporary African-American and Latino/Latina Hispanic theatres cover a remarkable range of conflicts and styles—the tragic, comic and everything-in-between experiences of men and women of color. This seminar will cover 20th-century plays, prominent playwrights, performers and theatre movements. We will examine issues critical to each culture: the search for personal identity and purpose, the nature and causes of prejudice and discrimination, the impact of racial violence, the struggle to create community and the hunger for artistic expression.

This seminar will satisfy the multicultural core requirement.

256. THE HYPHENATED AMERICAN: IMAGES OF IMMIGRANT AMERICANS (3)

This course will explore, through film and literature, images of immigrant life in America as presented by different ethnic groups. We will discuss the transitions that are necessary as new immigrant groups arrive in the United States. How do such groups try to integrate themselves into and also distance themselves from the American “mainstream?” We will explore the difficulty of maintaining ties to immigrant culture while at the same time finding a place in society.

This seminar will satisfy the fine arts core area requirement.

258. THE ROAD TO AFRICA (3)

Split by its triple heritage, modern Africa has been a product of three major influences: indigenous traditions, Islamic culture and Western culture. The synthesis of these forces determines, in large part, the situation in contemporary African states. In this course, the Igbo of Sub-Saharan Africa will be studied as an example of how one particular ethnic group has absorbed, balanced and reconciled these divergent traditions and produced its own unique identity in the midst of the larger society.

This seminar will satisfy the multicultural core requirement.

259. MAKING THE JOURNEY: SEEKING LIFE IN COMMUNITY OUT OF CULTURAL DIVERSITY (3)

Diversity and culture are givens in our lives and the clash of many diverse cultures the source of so much injustice, violence and even genocide in today's world. How can we better understand diversity and culture all our lives long, while we seek the gift of community in a climate of faith, hope and love? Studies in fiction, scripture and religion will help us respond to this central question that faces every human person and group.

261. INTOLERANCE AND CONFLICT: RELIGIOUS AND PHILOSOPHICAL ISSUES (3)

Conflict and tolerance seem to be the currently accepted approaches to individuality, variety and difference—all elements in a free society. How do we learn to celebrate, not just tolerate, diversity? How may conflict in our communities become a creative rather than a destructive force? Students in this seminar will wrestle with these complex issues using the resources of both human science and religious stories.

263. VOICES OF THE SILENT ONES: LITERARY PROTESTS IN AMERICA (3)

This course will explore various examples of literature dealing with the issues and problems facing minorities within their respective societies. During much of the 20th century, minority literature has expressed the pain, injustice and mental anguish of those individuals who are judged on race and/or gender before character and disposition. Readings will include major works of African-American, Hispanic and Native American writers and will ultimately illustrate the power of literature to both inform and persuade.

This seminar will satisfy the multicultural core requirement.

264. NATIVE AMERICAN SPIRITUALITY (3)

Native American spirituality is rooted in the relationships among the people and of the people to the land. Spirituality is not something that exists apart from their culture but is expressed through the culture. Because so much of life depends on their association to the land and all that lives upon it, the displacement of the people from their roots by westward expansion caused great upheaval. In this course, we will look at the history and culture of some of the native people and make connections to stories and customs, rituals and traditions.

This seminar will satisfy the multicultural core requirement.

267. DANCING IN THE STREETS: POPULAR MUSIC SINCE THE 1950s, RACE, IDENTITY AND SOCIAL CHANGE (3)

"When the mode of the music changes, the walls of the city shake...." The Greek philosopher Plato, centuries before the advent of rock and roll, acknowledged the power of music as a mobilizing force for social change. This seminar explores the development and impact of popular music over the last 50 years, with an emphasis on its relationship to the social, cultural and political critique and change. A particular focus on African-American influences on various musical genres, from early roots music (gospel, blues, country and rhythm-and-blues); to mid-century youth-oriented pop, Motown and soul; and more recent expressions in hip-hop.

268. A CONSTELLATION OF CULTURES: PATTERNS OF HUMAN EXPERIENCE (3)

How will we learn to transcend our differences as members of the human family? Margaret Mead, one of the foremost anthropologists of the 20th century, believed that the way to transcend differences is to learn from other cultures. Using case studies from a global context, we will examine cultural variations in several areas: gender roles and kinship patterns, child rearing, individual and group temperament, aggression and conflict resolution, and self-empowerment in communities.

269. THE RACE IN THE RING (3)

This seminar will consider boxing as a reflection of racial identity in American life. Discussion will highlight the heavyweight champion as a cultural force of considerable following and social relevance. Students will examine the manner in which 20th-century Americans saw themselves as racially distinct and apply this assertion to their own circumstance today. Readings include *The Devil and Sonny Liston*, *King of the World*, and *Ghosts of Manila*.

270. IT TAKES A VILLAGE (3)

Hillary Rodham Clinton proposed that it takes a village to raise a child. This seminar will explore the truth and consequences of this idea. We'll look at how American cultural norms have changed over the last 50 years with respect to child raising, the significance of the change, and how that affects us all. What responsibilities does each of us have regarding the development/raising of the next generation? We will also study how different cultures treat child rearing, especially as it relates to parents vs. community roles, and look at the societal and legal responsibilities for intervention in parents' child raising.

271. HUMAN RIGHTS AND THE WORLD COMMUNITY (3)

This course focuses on organizations, and to some extent their leaders, devoted to human rights issues. Beginning with the Treaty of Versailles and the establishment of the League of Nations, through an examination of current organizations such as Human Rights Watch, the United Nations, Amnesty International, The Hague and Doctors without Borders, students will explore the mission, history, membership, current activities and effect these organizations have throughout the world.

272. ENTERING OTHER WORLDS, BECOMING OTHER SELVES (3)

Race, ethnicity, social class and gender are part of the geography of a complex, multicultural society, and knowing our own location in this geography is part of knowing our identity. But what about people who cross or straddle categories, who enter other worlds and create new identities? Are they pioneers or impostors? Should we admire them for escaping limiting categories or blame them for denying their true identities? Are they simply anomalies, special cases, or can they teach us something about how to live in a multicultural society? By reading about the lives of people who have entered other worlds and created new identities, we will raise and try to answer questions about group identification, individual identity and how best to live in a complex, multicultural society.

273. MANY VOICES (3)

The United States is composed of many voices. In this seminar, we will learn about the experience of coming to America through the written and spoken voices of immigrants and through the students' family experience. Can these disparate voices speak to each other? We will learn to hear and evaluate many sides of controversial issues by exploring the issue of immigration itself.

274. THE ART OF UNDERSTANDING (3)

Understanding the lives and viewpoints of others is necessary to be fully invested in the world as a responsible citizen. Students will attempt to understand and then represent others through projects in various media including writing, collage, drawing, audio and photography. We will explore how artists from different eras and cultures have represented others and examine how the artists' personal values, beliefs and cultural backgrounds shaped their perceptions. No art background is necessary.

275. EXPOSING THE CULTURAL GAP: LITERARY WANDERINGS (3)

Throughout the history of the novel as an art form, various authors have produced stories in which a character acts as a social commentator. Such novels have been characterized as travelogues. By examining three prominent travelogues—*Gulliver's Travels*, *Huckleberry Finn*, and *the Catcher in the Rye*—the class will discover how various cultures are analyzed, categorized and often marginalized by seemingly discerning outsiders. This voyeuristic notion will also manifest itself in class discussions of Ronald Tikaki, *A Different Mirror*, as we examine the various cultures in this historical text through critically objective eyes. Together, the literature will illuminate the history, and vice versa.

276. LEGACIES OF WAR, DISPLACEMENT, AND IMMIGRATION: CHANGING AMERICAN COMMUNITIES FROM WWII AND KOREA TO VIETNAM AND IRAQ (3)

American culture in the 20th and 21st centuries has been marked by war and war's effects: the displacement of millions of people from their homes and countries of origin and the destruction of cities, towns and traditional ways of life. New communities and identities are forged in wartime and its aftermath; often, the US has become the testing ground for the cultural legacies of war. We will see American soldiers return to altered homes and immigrants arrive to discover both freedoms and restrictions in the American way of life. This course will examine the stories of people who have lived or perished in war's violence and will also explore problems of survival and adjustment to postwar life. We will examine stories in literature and film, and ask questions about the ways in which wartime makes deep and lasting marks in identity, community and inequality.

This course will satisfy the literature core area requirement.

JUNIOR SEMINARS:**TECHNOLOGY, WORK AND LEISURE**

Although the topics that serve as departure points for individual Junior Seminars vary widely, all seminars have in common a systematic exploration of the following questions:

- What is work? What is leisure? What is technology?
- What is the place of work and leisure in the life of the individual in society?
- What impact does technology have on work and leisure?
- What part does making a living play in making a life?

356. MEANINGS OF WORK, TECHNOLOGY AND LEISURE ACROSS THE LIFE COURSE (3)

This course will highlight a sociological approach to work, technology and leisure, with emphasis on how their meanings change throughout an individual's lifetime. How do people in early adulthood, mid-adulthood and late life define meaning in work, technology and leisure? What are the possible variations, especially when taking into account gender and cultural differences? In addition to readings from sociology, the course will use a multidisciplinary approach while exploring writings from the humanities.

357. ALL IN THE FAMILY?: TECHNOLOGY'S IMPACT ON FAMILIES' DECISIONS ABOUT WORK AND LEISURE (3)

The myth of modern technology is that it will free us to have more time to enjoy our families and to engage in leisure activities. The reality is that with all of the "timesaving" devices, today's families seem to be busier, less connected and more preoccupied than ever before. In this seminar we will look at other times and cultures to see how they understood technology, work and leisure; and we will examine and compare our own culture's values. We will also look to some new discoveries in the physical world, in particular the underpinning of quantum theory, that the whole is greater than the sum of its parts. With religious imagination we will try to discover in that fact spiritual implications for family life.

358. SPIRITUAL LANDSCAPES (3)

In this seminar we shall explore the relationship between what one does and what one is, taking us on a journey within and without ourselves. What does it mean to be a whole/holy person, someone whose inner life is articulated in how s/he works, plays, lives in the world? We shall look to literature and spirituality, including *Moby Dick*, *The Scarlet Letter*, the poetry of T. S. Eliot and other works.

This seminar will satisfy the literature core area requirement.

363. WOMEN'S WORK AND LEISURE (3)

How have ideas of "women's work" changed over time? Is "women's work" different in different cultures? Does technological change alter women's work and women's leisure? What forces shape our ideas of the roles of men and women in society? In the workplace? In the family? This seminar uses cross-disciplinary readings to analyze and explore these questions.

365. RAGS AND RICHES (3)

In the whole world, there is no society, large or small, in which its members are both naked and unadorned. This course will explore the impact of technology on various cultures, using the development and production of body adornment as vehicle. We'll examine in particular the rapid strides made by those societies that invented the needle, loom (the first computer), cotton gin, sewing machine, washer and dryer, and Levi jeans.

366. LIVIN' LA VIDA LOCA (3)

Students in this course will focus their attention on life in Latin America as we investigate many of the intellectual, social, scientific and ethical issues and problems regarding "technology," "work" and "leisure." Specifically we will focus our attention on the "informal economy: (sometimes referred to as "unregulated," "clandestine," or simply the "black market") and popular culture, including sports and music, to gain a comparative perspective on the seminar's guiding themes. Readings will include a classic piece of Elizabethan literature to further our understanding of the cultural implications of European colonization for North and South America, philosophical and theological treatises on the proper balance between work and leisure, and anthropological studies of Latin American family life.

This seminar will satisfy the multicultural core requirement.

367. THE ULTIMATE PRICE OF TECHNOLOGY: LITERARY WARNINGS (3)

This course will explore major works of fiction that portray future worlds shaped and twisted by technological advances, largely at the expense of the individual. Orwell's *1984*, Huxley's *Brave New World* and other works of "dystopian" literature will be examined in detail with special attention given to the various professions described within. Class discussions will center upon the pros and cons of expanding technology and its effects upon those who initially support its well-intentioned ideals—you and I.

This seminar will satisfy the literature core area requirement.

368. LEISURE: THE BASIS OF CULTURE? (3)

What do you do with your leisure time? What if you don't have any? What is leisure, anyway? Over 50 years ago, the philosopher Josef Pieper warned that replacing genuine leisure with either mindless amusements or grinding labor poses a profound threat to authentic human living. In this seminar we will seek to understand and test Pieper's claim that leisure is the "basis of culture," and in the process take up questions regarding work and technology, the aims and culture of the liberal arts, and our own experience of leisure—or lack thereof.

369. ON THE SAME PAGE (3)

Nine to five or 24/seven? Work to live or live to work? Current Americans are not the first to struggle with the relationship between work and the rest of life. In this seminar students will read short fiction by 19th- and 20th-century American writers to explore our evolving attitudes towards work and leisure. We will see how each story reveals a vision of life and how this vision relates to our experience.

371. UTOPIAS AND DYSTOPIAS (3)

Through the eyes of science fiction writers, film-makers and classical sources, this seminar will consider the ethical, moral, cultural and scientific implications of creating alternate futures through the use and misuse of technology. We will consider the ethical/moral as well as aesthetic/cultural dimensions of utopian and dystopian models of possible futures based on the insight of Plato, Thomas More, Shakespeare, H.G. Wells and others, with an emphasis on the development of the motion picture as the primary medium of contemporary cultural consciousness (and conscience).

374. LIFESIZING IN AN ERA OF DOWNSIZING, DIGITALIZING AND FANTASIZING (3)

In today's fast-paced world, is there room for a balanced life? How does one's understanding of technology affect one's understanding of work and leisure? Why do pundits dueling statistics frequently draw different conclusions from use of the same data? Through critical analysis and reflection on a variety of readings, discussions, interviews and presentations, this seminar will explore these questions within the concept of lifesizing, a context paradigm, based in reflection, which seeks to empower an individual to envision and shape a balanced life by activating an innate need and ability to respond and to contribute.

375. ENERGY RESOURCES AND LIFE CHOICES (3)

Our personal and collective decisions on energy use influence not only the quality of our lives but also the

future of life on this planet. The global community is already dealing with conflicts over the allocation of nonrenewable energy sources such as crude oil, the development of economical alternative energy resources, and the reduction of energy-related pollution. Our responses to energy issues determine our work, leisure and lifestyle choices. Class discussions will focus on how energy production and consumption have an effect on the lives and livelihoods of everyone.

376. WORK: WHAT YOU DO IS WHO YOU ARE (3)

This course will use a labor economist's approach to examine all aspects of various career choices and how these choices impact individual lives. Short stories, novels, plays and films will be used to explore the idea that while initially money may be important, it is more often the case that the non-monetary aspects of a job—status, stress, satisfaction, use of technology, a sense of accomplishment, to name a few—have a much greater impact on how life turns out.

377. MAKING A BUCK VERSUS MAKING A DIFFERENCE (3)

A large part of how we define ourselves has always been by what we "do for a living," however, we also maintain a "personal life" outside of the work environment. In today's fast-paced business environment and society, this compartmentalization/separation can lead to tension and conflict as we seek to achieve a "work-life balance." Is it a matter of balance or one of "integration?" Must we separate making a living from making a difference? How can we find our true place in an increasingly depersonalized, technological world? These are among the questions that this course will explore—leveraging a wide range of perspectives on this subject.

378. TRACKING YOUR GPS—GRACE, PLACE AND INTERIOR SPACE (3)

In a world that continues to rely on quicker production, it is becoming more difficult to make times to contemplate our place in the world. In fact, it is all too common never to ask ourselves the essential questions of "what is my place in the university?" or "does my life have significance?" This seminar invites its participants to slow down and to ask themselves these and so many other questions. It is the hope of this seminar to provide its participants with time and space to read, reflect, discuss and deepen the art of cultivating their interior life. Works will include *The Secret Life of Bees* by Sue Monk Kidd, *A Hidden Wholeness* by Parker Palmer, and *Letters to a Young Poet* by Rainer Maria Rilke.

379. DAILY MEANING AND DAILY BREAD (?)

What is work and how does work define our lives and our selves? What is leisure and how does it affect the meaning of our working lives? How has technology changed work—its structure and meaning, the nature of specific jobs or trades, the way in which work is produced or performed? How has technology impacted our leisure—does it add to or detract from the way we spend our free time? In this class we will examine questions of this kind through close examination of scholarly articles, short stories, oral histories, films, and plays, as well as through class discussion, writing exercise and group projects.

380. WORK AND COMMUNITY (3)

Americans coined the phrase “Work hard. Play hard.” Does this mean our work lives and leisure lives are two distinctly separate things? How do Americans connect or disconnect home from work? How do we bring work home? How do we make a home at work? How do we make these distinctions? Do we make them for ourselves or do others do this for us? This seminar will examine the ways Americans build distinctive workplace cultures on the job and how our work relates to our leisure space and our communities.

SENIOR SEMINARS: VIRTUES AND VALUES

In the senior seminar, students take up the questions:

- What does it mean to be good, to lead a good life?
- How does what I do relate to who I am?
- How does one reconcile self-interest with a broader sense of responsibility?
- How does one negotiate conflicts between social norms and personal convictions?

453. KEEP IT REAL: MORAL ISSUES FOR THE 21ST CENTURY (3)

In this course, the participants identify and explore moral topics of their choice, particularly those related to the issue of good (or corrupt) moral character in today's society. As part of the course, each student selects one or two contemporary “virtues” for special attention and, as a final project, participates in a class venture of developing a “Book of Contemporary Virtues.”

This seminar will satisfy the philosophy core area requirement.

454. CLIMBING THE MOUNTAIN: THE STRUGGLE TO LOVE (3)

Shared study, through reading, discussion, writing, dramatization and other methods, of Frankl's *Man's Search for Meaning*, Aristotle's *Ethics* (on the moral virtues) and Aquinas's *Summa* and Dante's *Purgatorio* (on learning to love through virtue), in order to synthesize understandings of human goodness. Semester

projects offer an opportunity to test ideas found in class reading and discussion by individual examination of virtues depicted in art works and exercised in life.

455. AN ETHICS FOR ALL AGES, AN ETHICS FOR ALL PEOPLE (3)

What can account for the timeless appeal of Aristotle's *Nichomachean Ethics*? Written in the fourth century BC, this work has attracted later thinkers like Thomas Aquinas writing in the 13th century as well as contemporary scholars like Mortimer Adler. The work has also elicited strong interest in writers representing disparate religious positions whether atheist or theist, Christian, Jew or Muslim. In this seminar we will try to identify those ethical values first formulated by Aristotle but which have endured through the centuries.

This seminar will satisfy the philosophy core area requirement.

456. SO PROUDLY DOMINICAN: THE CHALLENGES OF A DOMINICAN UNIVERSITY EDUCATION (3)

What is distinctive about a Dominican University education? What does it mean to possess “intellectual vitality, moral alertness, aesthetic sensibility, and a sense of social justice and responsibility”? Why does a Dominican University student consider such questions? This seminar will examine how Dominican theologians, preachers, teachers, mystics, scientists and artists responded to the question: what difference will my life make in the world? and applying the lessons learned to their own situation.

458. CELEBRITIES, HEROES, PROPHETS, LEADERS, SAINTS, WITNESSES AND YOU (3)

Aristotle saw virtue as a habit, developed through practice. This seminar asks students to address the question of their role in how virtues and values are modeled and shaped in today's society. It will explore the behavioral context underlying the development of habits of virtue, discuss leadership theory as it relates to the common good, and use readings from literature and excerpts from film as a basis for further reflection on those discussions.

459. THE MASK, THE INDIVIDUAL AND SOCIETY (3)

Through a study of texts such as Machiavelli's *The Prince* and Castiglione's *The Courtier*, we will explore the various roles an individual plays in society. We all wear masks, both real and imaginary, in our interactions with others. What do these writers tell us of the nature and function of such masks? What is the ethical status of masking? What are its social functions? How does masking help shape the individual and society?

This seminar will satisfy the literature core area requirement.

460. RIGHT RELATIONSHIP (3)

All relationships—filial, friendly, erotic—are tempered by such emotions as jealousy, obsession, self-doubt, fear, etc. Through literature and spirituality, we shall explore how relationships can be destroyed and healed. Readings include *King Lear*, *The Color Purple*, *Like Water for Chocolate*, *As We Are Now* and *Tuesdays with Morrie*.

This seminar will satisfy the literature core area requirement.

461. VIRTUES AND VALUES: THE ART OF CONTEMPLATION (3)

Aristotle argues that contemplation is the aim and fulfillment of a good and happy life. Modern scientific studies similarly indicate that meditative and contemplative practice promotes mental, physical, and spiritual health and development. By providing students access to practical skills in and reflective understanding of meditation and contemplation as found in classical Western Christian and Asian traditions as well as modern applications, this seminar aims to assess the cogency of Aristotle's doctrine as well as the place and value of these arts in the light of contemporary research and the students' own experience.

462. PERSONAL CONDUCT AND CHARACTER AND PROFESSIONAL ETHICS (3)

The topic of professional ethics and personal morality will be the subject matter of this course. The approach will be interdisciplinary, with various faculty members sharing insights into ethics and values from a professional perspective (business, law, nutrition, genetics, medicine, etc.) Simultaneously, students will engage in ongoing discussion about personal ethical conduct and character.

466. THE PURSUIT OF HAPPINESS (3)

Everyone wants to be happy. But what is happiness? How can we attain true happiness? Are some things essential for human flourishing? How should we live? Are virtues and values the key to happiness of self and others? What is the virtuous life? Is it possible to be happy in this life?

Using Aristotle's *Ethics* as the main text, this seminar will critically evaluate his idea that happiness consists in living the good life and compare it to other accounts of happiness such as egoistic hedonism, utilitarianism and existentialism.

468. HUMANISM AND TERRORISM: ETHICS, CHOICES AND POSSIBILITIES (3)

Life in the world after 9/11/01 and the wars in Afghanistan and Iraq has become ethically more challenging as terrorism assumes greater prominence in political and religious agendas. What are the origins of terrorism? What does the tradition of liberal humanism stand to offer and lose in the struggle against terrorism in the years ahead? Are our choices limited to anarchy and totalitarianism? This seminar addresses issues of personal virtues and values in view of your future role in society. We will trace the origins and development of political and religious terrorism in the light of the ethical theory of Aristotle, as examined by classical writers and contemporary analysts of radical religious terrorism. Questions of rational purpose, revenge, courage and practical wisdom will be focal. At stake is how people can hope to live in a free and humane society without sacrificing the right to security.

469. HEROES, VICES AND VIRTUES: FORMATION OF A CULTURAL IDENTITY (3)

The modern world has defined the heroic in many ways but often with little understanding of the cultural norms or historical realities that influence our conceptions of vice, virtue and the heroic. What is the process through which particular individuals—real or imaginary—come to embody such abstract notions as “vice” and “virtue?” In this seminar we will explore a wide range of literary and historical materials in order to understand why and how a culture makes heroes of such fictional figures as King Arthur and such real people as Christian saints and American cowboys.

471. LITERARY UNDERWORLDS (3)

As a primer for leading a virtuous life, Aristotle's *Nicomachean Ethics* outlines the framework to create the quintessential human being. This course will examine the literary reverse of Aristotle's vision through the works of existential authors such as Kafka, Camus and Sartre. Dante's *Inferno* will also be examined to illustrate the ultimate plight of the lost souls who exist without hope for redemption. Together, all these works will serve to underscore the importance of the *Ethics* as a pivotal work of “human architecture.”

473. MYTHS THAT SHAPE OUR LIVES (3)

Joseph Campbell, the world-renowned mythologist, said that myths are the universal dream and dream the universal myth. In its deepest sense, myth is not fantasy or something untrue, but a language of symbol and story articulating the universality of the human experience. For us to reflect on our experiences, we need to learn this mythopoetic language, to familiarize ourselves with classic myths and to examine how myth is alive and well in our daily lives. This seminar will focus on some of the most powerful figures from Greek and Roman mythology, using Jean Shinoda Bolen's *Goddesses in Everywoman* and *Gods in Everyman* as principal texts. By the end of the seminar, students will write their own myths in which they examine which goddesses and gods guide their lives.

475. ETHICAL ISSUES IN THE PRACTICE AND END USE OF SCIENCE AND TECHNOLOGY (3)

The lineage of any technological product, from wonder drug to nuclear weapon, can be traced backward to basic research, i.e., experimentation with no specific goal other than new knowledge. If basic research discoveries evolve into technologies that threaten humanity or the environment, who is responsible for the results? Have scientists paid enough attention to the possible end use of their discoveries? Have policy makers subscribed to an ethical code of conduct when dealing with potentially threatening technologies? What are the rules that determine priority when two or more researchers make similar promising discoveries at the same time? These and other ethical issues governing scientist/society and scientist/scientist interactions will be considered.

476. THE PURSUIT OF TRUTH IN A CULTURE OF CONFUSION (3)

An investigation of the effects of mass mediated communication and information as a mass commodity on values, particularly the value of truth. In an age of information glut, where for all intents and purposes every possible point of view is represented, all points of view appear to have the same value. The idea of having and clinging to "values" implies evaluating ideas—seeing which ones are "better" than others. All ideas are not equal; otherwise "values" as such are irrelevant. At the same time, all our mass mediated messages are biased toward the technological culture that brings them to

us. We spend more and more time communicating with (or through) our technologies, and less and less time communicating with each other through real, human, interpersonal means—discourse. The Dominican idea of the "disputatio"—the pursuit of truth through mutually respectful disagreement, debate, and criticism—has been replaced with accommodation—an unfortunate willingness to reject truth, except as an entirely subjective experience.

477. HOW THEN SHALL WE LIVE (3)

How can we and how do others create a meaningful life in today's world? Students will explore their own personal spirituality and ethic for life through the study of Aristotle and the spiritual paths of others.

Students will also participate in service learning, reflection and contemplative practices as tools for developing an answer to "How, then, shall we live?"

478. CHANGE FOR THE BETTER, VIRTUE AND CONVERSION (3)

From Athens of the fifth century BC to 20th century Europe, there is a dramatic tradition of tension and conflict between heroic, even extreme virtue, and prudent accommodation to convention and the reason of state. The uncompromisingly virtuous end tragically; prudent realists survive. Tracing aspects of this tradition, the seminar will examine several paradigmatic examples of heroic virtue in the Greek, French and English dramatic tradition and the socio-cultural forces that define the more "reasonable" course of action.

This course will satisfy the literature core area requirement.

MATHEMATICS

Major/Minor

The mathematics major offers students a wide range of courses leading to opportunities in education, statistics, actuarial science, computer science, and applied and theoretical fields.

Major Requirements

Mathematics 230, 240, 251 or 261, 262, 270, 280, 299, 311, 421, 441 and 460; at least two additional mathematics courses; and Computer Science 155. All mathematics courses must be at the 200 level or above. Students who plan to enter the teacher education program are required to complete Mathematics 330 (which may be used as one of the two additional mathematics courses) and are strongly encouraged to take Mathematics 312 as their other elective in order to prepare for the Illinois Certification Test in mathematics. A minimum of 6 courses in the major field must be completed at Dominican University.

All majors must pass the departmental mathematics examination.

Note: Some of the major requirements are not offered every year. It is strongly recommended that a student who plans to major in mathematics consult with a faculty member of that discipline as early as possible in his or her college career.

Majors in mathematics may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. All requirements are the same for either degree.

Minor Requirements

Eighteen semester hours in mathematics, which must include Mathematics 251 and 262 or 261 and 262, excluding Mathematics 299 and 403. All mathematics courses must be at the 200 level or above. A minimum of 9 hours in the minor field must be completed at Dominican University.

COURSES

090. BASIC SKILLS IN MATHEMATICS (3)

The fundamental operations with integers, rational numbers and real numbers; basic algebra. This course is offered on a satisfactory/fail basis only.

Prerequisite: Placement through examination only This course is a developmental course and will not count toward the semester hours required for graduation.

120. INTERMEDIATE ALGEBRA (3)

Real numbers, polynomials, factoring, rational expressions, linear equations, Cartesian coordinate system, graphing and systems of linear equations.

Prerequisite: Placement through examination or Mathematics 090

Not open to students who have completed any higher numbered mathematics course.

130. COLLEGE ALGEBRA (3)

Linear inequalities, functions, inverse functions, exponential and logarithmic functions, complex numbers, theory of equations, Binomial Theorem, progressions and series.

Prerequisite: Placement through examination or Mathematics 120

Not open to students who have completed any Mathematics 200-level course or above.

This course will satisfy the mathematics foundation requirement.

131. TRIGONOMETRY AND ANALYTIC GEOMETRY (3)

Trigonometric functions, identities, equations, applications, complex numbers, polar coordinates, conic sections.

Prerequisite: Mathematics 130 or equivalent

Not open to students who have completed any Mathematics 200-level course or above.

150. CONTEMPORARY MATHEMATICS (3)

The study of contemporary mathematical thinking, for the non-specialist, in order to develop the capacity to engage in logical thinking and to read critically the technical information with which our contemporary society abounds.

Prerequisite: Placement through examination or Mathematics 120

This course will satisfy the mathematics foundation requirement.

160. MATHEMATICS FOR THE ELEMENTARY TEACHER (3)

An introduction to numeration systems, sets, logic, relations, number systems and geometry.

Prerequisite: Placement through examination or Mathematics 120

Students who register for this course are expected to have completed a course in geometry at the high school level.

Open only to students seeking certification in elementary education.

This course will satisfy the mathematics foundation requirement.

170. INTRODUCTION TO FINITE MATHEMATICS (3)

An elementary treatment of sets, combinatorics, probability, matrices, systems of linear equations, linear programming and related topics. Recommended particularly for those majoring in computer science, business or the social sciences. Not open to students who have completed any Mathematics 200-level course or above.

Prerequisite: Placement through examination or Mathematics 120

This course will satisfy the mathematics foundation requirement.

175. MATHEMATICAL CONCEPTS IN CLINICAL SCIENCE (3)

A survey of mathematical concepts in clinical science such as metric units, dosage calculations, concentration, pH, energy, pressure, circulatory functions, pharmacokinetics.

Prerequisite: Mathematics 130, Biology 111 or consent of instructor

190. PRE-CALCULUS (4)

The elements of algebra and trigonometry needed for calculus. Not open to students who have completed any Mathematics 200-level course or above.

Prerequisite: Placement through examination or Mathematics 130 and one year of high school geometry

230. LINEAR ALGEBRA (4)

A study of vector spaces, linear transformations, matrices and determinants. These concepts are increasingly being used in applications of mathematics to the natural and social sciences.

Prerequisite: Placement through examination or Mathematics 251

240. DISCRETE STRUCTURES (3)

An introduction to the mathematics needed in computer science. Logic, induction, recursion, graphs and trees, Boolean Algebra, encoding and finite-state machines.

Prerequisites: Mathematics 170 or 230, and Computer Science 155 or consent of instructor

251. MATHEMATICAL FUNCTIONS AND CALCULUS I (4)

A course that includes algebraic and trigonometric functions and differential calculus.

Prerequisites: Placement by examination or Mathematics 130 and one year of high school geometry

Not open to students who have completed Mathematics 261.

261. ANALYTIC GEOMETRY AND CALCULUS I (4)

A course that includes analytic geometry and differential calculus.

Prerequisite: Placement through examination, Mathematics 130 and 131, or consent of instructor

Not open to students who have completed Mathematics 251.

262. ANALYTIC GEOMETRY AND CALCULUS II (4)

A continuation of Mathematics 251 and Mathematics 261. This course includes integral calculus.

Prerequisite: Mathematics 251 or 261

270. MULTIVARIABLE CALCULUS (4)

A continuation of Mathematics 262. This course includes the geometry of three-dimensional space, multivariable functions, partial derivatives and multiple integrals.

Prerequisite: Mathematics 262

280. SERIES AND DIFFERENTIAL EQUATIONS (4)

A course in series and ordinary differential equations.

Topics covered are infinite series, first and second order differential equations, linear equations, series solutions and applications.

Prerequisite: Mathematics 230 and 270, or consent of instructor

299. SERVICE LEARNING (1)

Students will serve as assistants or tutors for one semester, working two hours per week. This course can only be taken on a satisfactory/fail basis.

Prerequisite: Mathematics 251 or 261 or equivalent

311. PROBABILITY AND STATISTICS I (3)

Design of experiments, axioms of probability, random variables, discrete and continuous distributions and point and interval estimates.

Prerequisite: Mathematics 262 or consent of instructor

312. PROBABILITY AND STATISTICS II (3)

Continuation of estimation theory, hypothesis testing, linear regression and correlation and analysis of variance.

Prerequisite: Mathematics 311

320. DYNAMICS AND CHAOS (3)

Fundamental concepts and techniques of discrete dynamical systems, asymptotic behavior, elementary bifurcations, symbolic dynamics, chaos and fractals.

Prerequisite: Mathematics 251 or 261

330. MODERN GEOMETRY (3)

A study of Euclidean and non-Euclidean geometries, projective geometry and axiomatics.

Prerequisite: Mathematics 262

340. FOUNDATIONS OF MATHEMATICS (3)

Theory of abstract sets, axiomatic system of Zermelo-Fraenkel, equipotency and similarity of sets and a study of cardinal and ordinal numbers.

Prerequisite: Mathematics 262

350. NUMERICAL ANALYSIS (3)

Solutions of equations by iteration, interpolation, numerical differentiation and integration and numerical solutions to linear systems.

Prerequisite: Mathematics 230, 262 and Computer Science 155, or consent of instructor

360. OPERATIONS RESEARCH (3)

Linear programming, queuing theory, decision analysis, network analysis, simulation and selected topics.

Prerequisites: Mathematics 170 or 230 or consent of instructor

370. NUMBER THEORY (3)

Prime numbers, congruencies, quadratic residues, continued fractions and selected topics.

Prerequisite: Mathematics 262

380. PARTIAL DIFFERENTIAL EQUATIONS (3)

An introductory course on partial differential equations, including the method of characteristics, separation of variables and Fourier series. Special emphasis will be placed on the wave equation, heat equation, and Laplace's equation, with Dirichlet and Neumann boundary conditions.

Prerequisite: Mathematics 280

421. ABSTRACT ALGEBRA (3)

The elements of groups, rings, fields and other algebraic structures.

Prerequisites: Mathematics 230 and 262 and junior or senior standing or consent of instructor

441. METHODS OF REAL ANALYSIS (3)

The real number system, limits and continuity, theory of differentiation and integration.

Prerequisite: Mathematics 280 or consent of instructor

450. STUDIES IN MATHEMATICS (3-4)

Independent reading and/or research on special topics.

455. INTERNSHIP (3-8)

Experience in a mathematical field under the joint supervision of a college faculty member and an assigned field professional.

Prerequisites: Junior or senior standing and consent of instructor

460. HISTORY OF MATHEMATICS (3)

A study of the history of mathematics from earliest recorded time through the 17th century. Selected topics in mathematics and its applications are included.

Prerequisites: Mathematics 230 and 262

480. SENIOR CAPSTONE SEMINAR (1)

Summary and extension of core mathematical ideas covered throughout the mathematics major. This course may be used to help prepare for the departmental mathematics examination.

Prerequisite: Senior standing

MATHEMATICS AND COMPUTER SCIENCE

Major

Major Requirements

Mathematics 230, 240, 251 or 261, 262, 270, 280, and one additional mathematics course at the 290 level or above Mathematics 299;

Computer Science 155, 165 and 401; and five additional three credit computer science courses; Computer Science 299 or Mathematics 299.

One of the upper-level electives must be Computer Science 455, 471 or Mathematics 455.

A minimum of four courses in mathematics and four courses in computer science in the major must be completed at Dominican University.

Majors in mathematics and computer science may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree. The requirements are the same for both degrees.

MEDIEVAL AND RENAISSANCE STUDIES

Certificate

Students who complete the required program may earn a certificate in Medieval and Renaissance studies. Completion of a field of major concentration is also required for the Bachelor of Arts degree.

Program Requirements

Twenty-four semester hours chosen in consultation with an advisor from the committee on Medieval and Renaissance studies. A student's program must include two courses in history, two in literature, one course in either art history or music and one course in either philosophy or religious studies. A minimum of nine hours in the major must be completed at Dominican University.

Approved courses offered on a regular basis include: Art 293, 323 (or 190 or 191 with consent of Medieval-Renaissance advisor);

English 226, either 261 or 262, 306, 310 354, 358;

History 105, 263, 266, 267, 268; Italian 275, 365, 366;

Philosophy 342; Spanish 380; Theology 250.

Other approved courses are offered occasionally.

Three credits from "France in the Middle Ages," a course taught in the Dominican study abroad program in Fanjeaux, France, may also be applied to the credits required for the certificate.

MODERN FOREIGN LANGUAGES

The Department of Modern Foreign Languages offers majors in French, Italian and Spanish, courses in language and culture that fulfill the Foundation requirement of the core curriculum and encourages participation in study abroad programs. For more information on the study abroad programs see pages 19.

Courses

All courses listed here are taught in English.

151. CULTURE AND LANGUAGE, FOCUS ON FRANCE (3)

This course will enable students to understand the ways in which people use language to define themselves and their relations with others. Through the exploration of other cultures, students will gain greater awareness of cultural differences and the skills and strategies necessary to communicate across these differences. This course will explore the culture of France.

Not open to students who have completed Modern Foreign Language 152, 153 or 154

152. CULTURE AND LANGUAGE, FOCUS ON ITALY (3)

This course will enable students to understand the ways in which people use language to define themselves and their relations with others. Through the exploration of other cultures, students will gain greater awareness of cultural differences and the skills and strategies necessary to communicate across these differences. This course will explore the culture of Italy.

Not open to students who have completed Modern Foreign Language 151, 153 or 154

153. CULTURE AND LANGUAGE, FOCUS ON SPAIN AND LATIN AMERICA (3)

This course will enable students to understand the ways in which people use language to define themselves and their relations with others. Through the exploration of other cultures, students will gain greater awareness of cultural differences and the skills and strategies necessary to communicate across these differences.

This course will explore the culture of Spain and Latin America.

Not open to students who have completed Modern Foreign Language 151, 152, 154

154. CULTURE AND LANGUAGE, FOCUS ON GERMANY (3)

This course will enable students to understand the ways in which people use language to define themselves and their relations with others. Through the exploration of other cultures, students will gain greater awareness of cultural differences and the skills and strategies necessary to communicate across these differences.

This course will explore the culture of Germany.

Not open to students who have completed Modern Foreign Language 151, 152 or 153

The following courses do not fulfill the foundation requirement.

206. HISPANIC LITERATURE IN TRANSLATION (3)

Explores some of the important works of Hispanic literature through the ages, such as those by Miguel de Cervantes, Gabriel Garcia Marquez and Isabel Allende. This course does NOT count toward the major.

This course will satisfy the literature core area requirement.

260. ITALIAN-AMERICAN CULTURE (3)

An exploration through film and literature of the position of Italian-Americans in the United States during the 20th century.

Listed also as Italian 260.

This course will satisfy the fine arts core area requirement.

275. DANTE'S INFERNO (3)

Provides an understanding of Dante's *Inferno* through an examination of the text, critical works and also, an exploration of visual commentary of the text. A study of manuscript art of the *Inferno* presents the historical context in which the work was circulated in its earlier years.

Listed also as Italian 275.

This course will satisfy the literature core area requirement.

MUSIC

Major/Minor

The formal study of music is recognized as a valuable component of the fine arts department, providing an understanding of one of the most significant aspects of Western culture.

Major Requirements

Dominican students can complete a major in music by taking classes at Concordia University.

For more information, contact the Rosary College of Arts and Sciences.

Minor Requirements

Emphasis in Performance

Music 101, 178, 249 and 265, two semesters of Music 140; eight semester hours in applied music at or beyond the intermediate level.

Emphasis in Music History/Theory

Music 101, 178, 249, 265, two semesters of Music 140 or 141 and two additional courses in music history and/or theory.

Applied Music

Applied music instruction is offered in both individual and class lessons. Technical studies and repertoire are assigned according to the program in which each student is enrolled. Jury examinations and/or recital performance are required for credit.

Practice room facilities are available without charge to students currently enrolled in applied music courses.

Applied Music Courses

115. PIANO (1-2)

Individual instruction in piano at the elementary and intermediate levels.

122. VOICE (1-2)

Individual instruction in voice at the elementary and intermediate levels.

Prerequisites: Audition and instructor's consent

220. ADVANCED PIANO (2)

Individual instruction in piano for students at the intermediate level and beyond.

232. VOICE (2)

Individual instruction in voice for students at the intermediate level and beyond.

Prerequisites: Audition and instructor's consent

Music History and Literature Courses

These courses are available to the general college student. No formal knowledge of music is necessary. Considerable attention is given to contemporary social and cultural developments as well as to music.

249. MASTERPIECES OF MUSIC I (3)

A study of important trends and major composers in Western music to 1800.

This course will satisfy the fine arts core area requirement.

265. MASTERPIECES OF MUSIC II (3)

A continuation of the study of important trends and major composers in Western music from 1800 to the present.

This course will satisfy the fine arts core area requirement.

450. INDEPENDENT STUDY (1-3)

Directed study in special topics not covered by regularly scheduled courses.

Music Theory Courses

101. FUNDAMENTALS OF MUSIC AND CLASS PIANO I (3)

Basic skills in music including instruction in beginning piano.

This course will satisfy the fine arts core area requirement.

Music Theory and Composition encompasses a wide range of literature and is approached through ear training, sight singing, keyboard harmony, creative writing and analysis. Two semesters of this course (140 or 141) will satisfy the fine arts core area requirement.

140. MUSIC THEORY AND COMPOSITION (2)

A study of the basic materials of musical structure (pitch, rhythm, chord structure, melodic organization, texture) and their application in representative works. Directed but independent mastery of these skills is required for Music 140-141.

This course and Music 141 will satisfy the fine arts core area requirement.

141. ADVANCED MUSIC THEORY AND COMPOSITION (2)

Advanced musical forms and techniques (sonata form, rondo, variation); 19th-century tonal harmony and Impressionism; alternative analytical systems and 20th-century developments.

This course and Music 140 will satisfy the fine arts core area requirement.

178. FUNDAMENTALS OF MUSIC AND CLASS PIANO II (3)

A continuation of the study of basic skills and concepts of music, explored at the piano and extending beyond the beginning level.

This course will satisfy the fine arts core area requirement.

NATURAL SCIENCE

Major

For teachers to be successful they must be knowledgeable about what they teach and proficient in how they teach. This major is designed to provide students seeking to teach in the elementary and middle grades a broad base of knowledge in the sciences. The elementary education program described in the Education section of this bulletin trains the student in the art of teaching. Together these components enable the student to serve as an area specialist in science education, a field under-represented among elementary and middle schools faculties.

Major Requirements

Biology 111, 112; and Chemistry 101, 104,
Two courses in physics or geology; and
Five additional courses from biology, chemistry, environmental science, geology, natural sciences or physics. Seven of the required courses must have a laboratory component and at least nine semester hours must be in courses numbered 250 or higher.

A minimum of five courses in the major field must be completed at Dominican University.

Natural Science Courses

137. BASIC HUMAN BIOLOGY (4)

A survey of how the major organ systems of the body function. Essential material on cells and tissues will be included. Lecture and laboratory.

This course will satisfy the natural sciences core area requirement.

143. WORLD POPULATION AND POLLUTION (3)

The application of ecological principles to environmental problems caused by human activities. Emphasis is given to alternatives to present practices. Topics include: air and water pollution; resource depletion; loss of biodiversity; toxic and solid wastes; energy use; population growth and global poverty. Lecture.

This course will satisfy the natural sciences core area requirement.

160. GENETICS AND SOCIETY (3)

The study of heredity and its interrelationship with individual and societal activities. Not open to students who have completed Biology 392.

Listed also as Psychology 260.

This course will satisfy the natural sciences core area requirement.

161. CHEMISTRY IN OUR LIVES (3)

The chemistry behind the real world experiences of everyday life such as plastics, food, and over-the-counter drugs. The chemistry of air, water, fossil, fuels, global warming and other environmental issues are also discussed.

Prerequisite: One year of high school algebra

Listed also as Chemistry 161.

201. SCIENCE IN CHICAGO (3)

This course acquaints students with the many fine science exhibits available in the Chicago area. Ten visits will be made to selected science museums, zoos and laboratories located less than an hour from campus. Students will be responsible for admission fees.

202. OUR DYNAMIC PLANET (3-4)

This is a course in basic physical geology. Study of the formation, occurrences and the structures of minerals and rocks; plate tectonics, earthquakes, volcanoes and mountain building processes; glaciers and deserts; erosion and geologic time. To satisfy the laboratory component, students must enroll for four semester hours and attend the laboratory section.

Listed also as Geology 201.

This course will satisfy the natural sciences core area requirement.

205. ENERGY-URBAN SUPPLY AND DEMAND (3-4)

The physical theory of using heat to do work, the mechanisms of converting energy from one form to another and the inherent problems of pollution will be discussed. Alternative energy sources such as wind, nuclear and solar power will be included. Lecture, discussion, optional laboratory.

To satisfy the laboratory component, students must enroll for four semester hours and attend the laboratory section.

Listed also as Physics 205.

This course will satisfy the natural sciences core area requirement.

231. ENVIRONMENTAL GEOLOGY (4)

Listed also as Geology 231.

240. PHYSICAL GEOGRAPHY (4)

Listed also as Geography 240.

250. NUTRITION (3)

Listed also as Nutrition Sciences 250.

251. WATER, WETLANDS AND AQUASPHERE (4)

In this course we will discuss the many faces of water by looking at its role in environmental studies, chemistry, biology, international politics, public policy, business, physics, health, literature and religion. Lecture and laboratory.

This course will satisfy the natural sciences core area requirement.

253. SCIENCE FOR THE ELEMENTARY/MIDDLE SCHOOL TEACHER (4)

Research, discovery and hands-on classroom activities form the basis for becoming familiar with scientific principals that apply to our everyday lives. Inquiry-based learning is a student-centered instructional method that requires student involvement in the learning process by incorporating interdisciplinary study, critical thinking skills and structured research considering the student's individual learning style to produce student-generated models of a given concept, process or knowledge base. Lecture and laboratory.

This course will satisfy the natural sciences core area requirement.

270. ASTRONOMY (3-4)

Topics include the development of modern astronomy, basis optics, the workings and use of telescopes, and spectroscopy. Our solar systems will be studied with some emphasis on the geology and atmospheres of the planets and moons. Other topics will include the formation, properties and death of stars (including white dwarfs, neutron stars and black holes). Contemporary topics such as the expansion and fate of the universe, the search for extra solar planets, dark matter and extra-terrestrials will be discussed. To satisfy the laboratory component, students must enroll for four semester hours and attend the laboratory section.

Listed also as Physics 270.

Prerequisite: Mathematics 130

This course will satisfy the natural sciences core area requirement.

NURSING

In cooperation with Rush University College of Nursing, Dominican University offers the *Prerequisites* for the baccalaureate program in nursing. The degree of Bachelor of Science in Nursing (BSN) is awarded by Rush. Acceptance by Rush University is contingent upon the student completing a minimum of 60 semester credit hours of liberal arts and sciences at Dominican. Depending upon the background of the student, it will require between two to four years to fulfill the pre-nursing requirements. Students also have the option of completing a BA or BS degree from Dominican and then applying to Rush University College of Nursing. All students must make a formal application to Rush University College of Nursing.

Pre-nursing course distribution:

Natural Sciences and Mathematics:
Biology 111, 120, 152-252, 160, 360;
Chemistry 101, 104;
Mathematics 175

Highly recommended:
Chemistry 260

Social Sciences:
Psychology 200 and 215;
Sociology 110 and 361
Electives from college offerings in psychology, sociology and economics.

Humanities:
Eight hours including Philosophy 242;
Biomedical Ethics.

Composition:
English 101-102;

Courses in art, theatre or music should be limited to appreciation and theory courses. Physical education courses will not be accepted in transfer to the nursing program.

Further information is available from the university's health care advisors in the Department of Natural Sciences.

NUTRITION AND DIETETICS

Major/Minor

The nutrition and dietetics major prepares students for careers in the diverse field of nutrition. Completion of the Commission on Accreditation for Dietetics Education (CADE) requirements provides eligibility for a dietetic internship and registered dietitian status.

Major Requirements

Nutrition Sciences 140, 200, 250, 290, 345, 375, 390, 404, 407, 408, 409 and 425; Biology 252, 160;

Chemistry 101 and 104;

Majors in nutrition and dietetics may eventually hold such positions as nutritionist, dietitian, food service manager and consumer service representatives in business, industry or healthcare.

A minimum of 15 hours in the major field must be completed at Dominican University.

It is advisable for interested freshmen to consult with an advisor in the department prior to registration and take courses such as Chemistry 101, 104; English 101, 102 in the freshman year.

Majors in nutrition and dietetics may elect to earn the Bachelor of Science degree or the Bachelor of Arts degree.

Major requirements are the same for either degree.

Minor Requirements

Nutrition Sciences 200, 250 and 425;

Biology 252;

and electives to complete a total of 18 to 24 semester hours selected in consultation with a nutrition sciences advisor. A minimum of nine hours in the major field must be completed at Dominican University.

American Dietetic Association Program Requirements

Nutrition Sciences 200, 250, 290, 345, 375, 390, 404, 407, 409, 425, 430;

Biology 252, 160;

Chemistry 101, 104; and

Psychology 200;

Sociology 110, 361.

The American Dietetic Association program is currently granted accreditation status by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) board.

Nutrition and dietetics majors may complete the American Dietetic Association program requirements in addition to the major.

Certificate

The program offers a certificate to those holding a baccalaureate degree and completing only the American Dietetic Association requirements. In addition, a student may complete a second degree. These programs are administered by the nutrition sciences department.

NUTRITION SCIENCES

Courses

140. FOOD SERVICE SANITATION (3)

The sanitation of facilities and equipment in food services; the protection of food from microbiological and other contamination. Qualifies for Illinois and national sanitation certification.

200. FUNDAMENTALS OF FOODS (3)

Scientific principles of food preparation with reference to optimum quality, microbiological safety and preservation of nutrients.

220. SENSORY EVALUATION (3)

Study of qualitative and quantitative techniques used to measure and evaluate the sensory perceptions of food products and ingredients.

Prerequisite: Nutrition 200

240. FOOD CHEMISTRY (3)

Covers the basic composition, structure and properties of foods and the chemistry of changes occurring during processing and utilization.

Prerequisites: Chemistry 101 and 104

250. NUTRITION (3)

Study of the scientific principles of nutrition as they apply to individuals and groups with application to meeting the nutrient requirements throughout the life span.

Listed also at Natural Science 250.

This course will satisfy the natural sciences core area requirement.

280. MULTICULTURAL FOOD PATTERNS: EXPERIENCING CULTURE THROUGH FOOD OF THE NON-WESTERN THIRD WORLD (3)

A study of the cultural influences of food in non-western third world societies including nourishment, health beliefs and practices, religion, social communication and socioeconomic status.

This course will satisfy the multicultural core requirement.

290. NUTRITIONAL BIOCHEMISTRY (3)

Elementary course in biochemistry dealing with functions and metabolism of proteins, fats, carbohydrates and their related substances with emphasis on clinical applications in health professions.

Prerequisite: Chemistry 104

299. SERVICE LEARNING (1)

Taken in conjunction with a regularly listed Nutrition Sciences course. Involves a minimum of 30 hours of community service arranged in consultation with the instructor.

Prerequisite: Consent of instructor

345. NUTRITION COMMUNICATION SKILLS (3)

Study of the theoretical framework based in behavioral sciences and education as used in planning and delivering nutrition information and counseling.

Prerequisite: One foods or nutrition course and sophomore standing

350. FOOD ANALYSIS/QUALITY ASSURANCE (3)

Study of the principles, methods and techniques necessary for the analyses quality assurance of food products and ingredients.

Prerequisite: Nutrition 200

360. FOOD MICROBIOLOGY (3)

Study of the microbial ecology related to food, chemical and biological destruction of microorganisms in foods and microbiological examination of foodstuffs.

370. FOOD PROCESSING (3)

Covers general characteristics of raw food materials, principles of food preservation, packaging and sanitation.

Prerequisites: Chemistry 101, Biology 160, Physics 211 or consent of instructor

375. PRINCIPLES OF FOOD SERVICE PURCHASING (3)

Principles and standards for food service equipment and purchasing in quantity for institutions.

Prerequisite: Junior or senior standing

380. FOOD ENGINEERING (3)

Study of the engineering concepts and unit operations in fluid flow, energy balance and mass transfer.

Prerequisites: Physics 211 and Mathematics 190

390. EXPERIMENTAL FOODS (4)

Application of scientific principles and experimental methods in the study of foods.

Prerequisite: Nutrition Sciences 200

404. MEDICAL NUTRITION THERAPY I (3)

Study of the principles of nutrition in the prevention and treatment of various disease states and metabolic abnormalities.

Prerequisites: Nutrition Sciences 250 and 290 or concurrent enrollment

407. QUANTITY FOOD PRODUCTION AND SERVICE (4)

Principles of quantity menu planning, food production and service.

Prerequisite: Nutrition Sciences 375

408. MEDICAL NUTRITION THERAPY II (3)

Continued study of the principles of nutrition in more complicated disease states and metabolic abnormalities.

Prerequisite: Nutrition Sciences 404

409. COMMUNITY NUTRITION (3)

Nutrition applied to the health related concerns of individuals and groups. Role of agencies in providing programs and services.

Prerequisite: Nutrition Sciences 250

410. FOOD PRODUCT DEVELOPMENT (3)

Applications of food product design, packaging and marketing.

Prerequisite: Nutrition 390

412. SPECIAL TOPICS IN NUTRITION (3)

The study of a major area of nutrition at an advanced level; topics and prerequisites vary by announced topic.

415. SPECIAL TOPICS IN QUANTITY FOOD PRODUCTION (3)

The study of advanced topics in food production and preparation; topics and prerequisites vary by announced topic.

416. SPECIAL TOPICS IN QUANTITY FOOD SERVICE (3)

The study of advanced topics in food service and management; topics and prerequisites vary by announced topics.

425. NUTRITION IN HUMAN DEVELOPMENT (3)

Principles of nutrition and research in human growth and development throughout the life span.

Prerequisite: Nutrition Sciences 250

430. SEMINAR IN MEDICAL NUTRITION THERAPY (3)

Survey of recent research and advanced problems in medical nutrition therapy.

Prerequisite: Nutrition Sciences 408 or concurrent enrollment

440. SEMINAR IN FOOD SCIENCE (3)

Seminar incorporating the principles of food chemistry, microbiology, nutrition, sensory analysis and statistics.

Prerequisite: Senior standing

450. INDEPENDENT STUDY (1-4)**455. INTERNSHIP (1-8)**

A student of junior or senior standing may arrange for an internship in his/her field of concentration, subject to the approval of the department faculty.

OCCUPATIONAL THERAPY

Occupational therapy (OT) professionals work with people of all ages helping them to adapt to their work and home environments following injury, illness or developmental or psychological impairment. Occupational therapy professionals play an active role in assisting people as they regain, develop and improve the skills necessary to live independent, productive and satisfying lives.

Dominican University students earn both a bachelor's degree from Dominican University and a Master of Science in occupational therapy from Rush University through an accelerated five-year program.

Students complete all core curriculum, seminar and general education requirements during their first three years at Dominican University. During the third year, students apply to the Rush University occupational therapy program and, when accepted, begin graduate courses. These OT courses also satisfy the remainder of the undergraduate requirements at Dominican University.

When the fourth year of study has been completed successfully, students are awarded a bachelor's degree from Dominican University. Subsequent to an additional five quarters at Rush, students also receive a Master of Science degree in occupational therapy.

Admission Guidelines

1. A major in psychology or sociology;
2. A minimum undergraduate GPA of 3.00 on a 4.00 scale;
3. Completion of the following courses:
 - a. Biology 152 and Biology 252
 - b. Psychology 290 and 291 or Sociology 361 and 362
 - c. Sociology 110
 - d. Psychology 215 or Education 300
 - e. Psychology 220 and 225
 - f. Two psychology electives (courses other than the developmental sequence). For non-psychology majors Psychology 200 and 214 are strongly recommended;
4. Completion of the Graduate Record Examination (GRE) or the Miller Analogies Test (taken within the past five years);
5. Experience or familiarity with occupational therapy. This may include observation, volunteer work, clinical experience, fieldwork, internships or independent study; and

6. If selected as a candidate, the prospective student will be invited for an on-site visit and interview with a member of the Rush University faculty. Additionally, a writing sample will be requested.

It is important to note that student applications are evaluated on the strength of both academic performance and non-academic performance (i.e. work life, extracurricular activities and life experience).

All application materials must be completed by mid-January. Rush University courses begin in June.

Students may choose to complete their bachelor's degree at Dominican University before applying for admission to Rush University. In this case, of course, the accelerated time frame for completion of the undergraduate and graduate degrees does not apply.

For further information, contact the director of the occupational therapy program at Dominican University.

PASTORAL MINISTRY

Major/Minor

The major program in pastoral ministry provides an innovative, comprehensive program that prepares students for parish or other ministries and agencies. Students have the opportunity to study and reflect on the Christian, and in particular the Roman Catholic tradition, and integrate that study with their life experience and ministry. Students in the pastoral ministry program will be challenged to develop the intellectual and practical skills necessary for effective ministry.

Major Requirements

Forty-two semester hours of credit are required, including Pastoral Ministry 160 and 455; Theology 110; 120 or 230; 122 or 232; 130; 160, 240; 252; 310; Theology 160 or 261 or Pastoral Ministry 363; Theology 353 or Pastoral Ministry 254. The remaining six credits will be distributed in electives or in a specialization with at least one course in Pastoral Ministry related directly to ministry.

Admission to the pastoral ministry major requires a personal essay on ministerial experience or aspirations, along with two letters of recommendation attesting to the applicant's aptitude for ministry. In consultation with their advisor, students may design specializations either from courses or programs already offered at Dominican University or from other approved programs. For instance, Dominican students may take the Certificate in Youth Ministry, which is offered in partnership with Loyola University of Chicago, to fulfill their specialization in Youth Ministry.

Possible areas of specialization are care and bereavement, catechesis and evangelization, family ministry, youth ministry, worship and ritual, sacred music, and parish management.

A minimum of eight courses in the major field must be completed at Dominican University.

Minor Requirements

Twenty-four semester hours are required, including Pastoral Ministry 160; Theology 110; 120 or 230; 122 or 232; 130; 240; 160 or 261 or Pastoral Ministry 363 and Theology 310.

Additionally, it is strongly recommended that students who minor in pastoral ministry take one of the pastoral ministry courses and at least one service learning course in their general curriculum. A minimum of four courses in the minor field must be completed at Dominican University.

Double Major in Pastoral Ministry and Theology

In the case of a pastoral ministry major wishing also to major in theology, no more than 18 semester hours may be double-counted. Therefore, no fewer than 54 semester hours are required for the double major.

Certificate in Pastoral Ministry

Dominican University also offers a program leading to a certificate in pastoral ministry. The courses required for this certificate are the same as the major and include a course each in English and mathematics. The program in pastoral ministry is administered by the theology and pastoral ministry discipline. Courses listed below are designed specifically for the pastoral ministry program.

PASTORAL MINISTRY COURSES

160. INTRODUCTION TO MINISTRY: THEOLOGY AND PRACTICE (3)

As an introductory seminar, this course will engage students in discussion of the theological and practical dimensions of ministry and the minister in the Christian/Catholic tradition. Personal reflection and engagement in the issues are key components in the course.

254. INTRODUCTION TO RITUAL AND SYMBOL (3)

A person's understanding of ritual and symbol in many ways frames that person's world view. This course will explore the fascinating world of ritual and symbol and examine the deeper source of human imagination, which serves as a context for Christian liturgy and sacrament.

290. PASTORAL COUNSELING (3)

This course is designed to equip students with the basic knowledge and skills necessary to help others in times of crisis and need. Attention to the theoretical foundations of pastoral care and counseling complements the development of such skills as listening and responding, assessment and referral.

299. SERVICE LEARNING (1)

Taken in conjunction with a regularly listed pastoral ministry course.

Prerequisite: Consent of instructor

301. MINISTRY OF LITURGICAL MUSIC (3)

This course will explore the ministerial role of music in Catholic worship. Studying the texts we sing, the forms of liturgical music, and the theology of liturgy and symbol, we will work on building a parish repertory, developing strategies for effective parish music ministry, and the challenge of multi-cultural celebrations.

302. SEASONS OF GRACE: CELEBRATING THE LITURGICAL YEAR (3)

Throughout the course of church history, time has been a symbol which unfolds the mystery of God's love for humanity, revealed in Jesus Christ, as it celebrates the seasons and feasts of the church year. This course will cover the history, symbols, traditions and music of the church year; the calendar of saints; and the celebrations that mark significant transitions in the human life cycle.

351. MINISTRY TO FAMILY (3)

Ministers who work with families know the complex and challenging questions asked about faith development within family life. We will explore the sacred ground of home and examine how parishes can respond to needs by promoting catechesis, liturgy and rituals, prayer, justice and service and family life to strengthen today's family, called by Vatican II to be "Domestic Church."

353. LEADERSHIP IN PRAYER (3)

Increasingly, ministry in the church involves leadership in prayer. This course is designed to help ministers become effective prayer leaders through knowledge of the tradition and development of their own personal skills.

357. CARE AND BEREAVEMENT MINISTRY (3)

This course will explore the Biblical and historical foundations of bereavement ministry, emphasize advanced communication skills for this ministry and consider various approaches to pastoral care of the sick (e.g., hospice, nursing home and homebound ministry). Students will do work with their personal experience of grief and apply this to ministry within parishes or other communities.

363. ETHICS FOR MINISTRY (3)

This course helps students to become effective "moral ministers," both well grounded in the Christian (especially Catholic) tradition of moral reflection and aware of themselves as moral persons and leaders. Topics to be considered include the role of conscience in the moral life, confidentiality, appropriate professional relationships, and fostering communities of moral discourse.

380. EVANGELIZATION: THE MISSION OF THE CHURCH (3)

This course focuses in a theologically critical manner on a central mission of the Church: inviting people to God's reign and to conversion. Students are invited to draw upon Biblical and other sources within the Christian tradition in order to examine and develop models of evangelization and renewal, especially within present-day parish life.

381. RELIGIOUS EDUCATION AS ART (3)

With a special emphasis on diverse learning styles and methods of instruction in a variety of settings, this course focuses on the teaching of the Catholic faith, scripture and Church history.

455. INTERNSHIP (1-8)

PHILOSOPHY

Major/Minor

Traditionally, philosophy is considered the reasoned pursuit of wisdom regarding such “really big” questions as “What makes something ‘real’ or ‘good’ or ‘true’?” “Is there more to a person than a body?” “Do human beings have free will?” “Does life have a meaning?” etc. Consistent with the mission of the college, the goal of the department is to offer students the opportunity to consider philosophy as part of their own reasoned pursuit of wisdom and to provide interested students (particularly philosophy majors and minors) with guided, reflective access to the vast store of literature devoted to such questions.

All philosophy courses focus on acquaintance with some of the “big questions;” acquaintance with some of the philosophical positions regarding them; and serious opportunities to discuss these questions and associated positions openly and reasonably within the context of one’s life, personally, professionally or as a member of one’s community. The department offers courses designed for all students, including philosophy majors and minors, interested in deeper explorations of philosophy.

Major Requirements

A minimum of 32 semester hours in philosophy, including 120, 160 or 190; 241, 242 or 243; 250 or 251; and one of the following: 200, 210, 220, 275, 284, 290; and 410.

The remaining hours to be chosen in conference with major advisor.

A minimum of six courses in the major field must be completed at Dominican University.

Minor Requirements

A minimum of 18 semester hours including 120, 160 or 190, 241, 242 or 243; 250 or 251; and one of the following: 200, 210, 220, 275, 284, 290.

A minimum of three courses in the minor field must be completed at Dominican University.

COURSES

101. ETHICAL ISSUES IN SPORTS (3)

This is an opportunity to increase one’s knowledge and understanding of many philosophical issues and controversies in sports. Here, pressing sports issues will be exposed in an environment steeped in practical implications and grounded in ethical and philosophical perspectives.

This course will satisfy the philosophy core area requirement.

120. BEING HUMAN: ITS PHILOSOPHICAL DIMENSIONS (3)

Introduction to the thinking of Plato and Aristotle and selected modern philosophers. Unifying theme is the threefold structure discernible in all of these thinkers: a background theory of the universe, a basic theory of human nature and an interpretation of the human condition.

This course will satisfy the philosophy core area requirement.

160. INTRODUCTION TO PHILOSOPHY (3)

Introduction to major questions rising from experience with nature, knowledge and the good life; study of how selected ancient and modern philosophers tried to resolve these questions.

This course will satisfy the philosophy core area requirement.

190. PHILOSOPHY AND FILM (3)

Introduction to major themes of philosophy as they arise in contemporary films: themes such as free will/determinism, the nature of personhood, moral evil, the meaning of life, fate and what makes film itself philosophically interesting, particularly regarding our beliefs distinguishing reality and fantasy.

This course will satisfy the philosophy core area requirement.

200. AFRICAN AND AFRICAN-AMERICAN THOUGHT (3)

A philosophical investigation of African and African-American thought studied in the context of intellectual and cultural history of Sub-Saharan Africa.

Listed also as African/African-American Studies 200. This course will satisfy the philosophy core area and multicultural core requirements.

210. PHILOSOPHY AND CONTEMPORARY ISSUES (3)

An exploration of the philosophical implications in contemporary personal, social and political issues. Selected readings from traditional and contemporary thinkers.

This course will satisfy the philosophy core area requirement.

220. WOMEN IN PHILOSOPHY (3)

An inquiry into how major philosophers have viewed women, as well as a study of the writings of selected women philosophers.

This course will satisfy the philosophy core area requirement.

241. ETHICS (3)

An inquiry into the different responses of great thinkers to the question, what is the good life?

This course will satisfy the philosophy core area requirement.

242. INTRODUCTION TO BIOMEDICAL ETHICS (3)

This course examines the application of moral theories to key problems in biomedical ethics, using real life cases, and explores issues such as informed consent in research, gene therapy, stem cell research, the effects of race, class and gender on the quality of health care, in vitro fertilization, distribution of health care resources, and assisted suicide.

This course will satisfy the philosophy core area requirement.

243. ETHICS AND BUSINESS (3)

An introduction to various approaches to moral reasoning pertinent to business. An exploration of moral theories, relativism, human rights, fairness; the moral justification of a free market economy, the profit-motive; corporate responsibility and the concept of an "ethical firm."

This course will satisfy the philosophy core area requirement.

250. LOGIC AND CRITICAL THINKING (3)

Study of useful approaches to the definition of terms, deductive and inductive reasoning, the development of analytical and critical thinking, and the identification and avoidance of fallacies.

251. LOGIC, TRUTH AND CULTURE (3)

This course studies the logic of reasoning, definition making and persuasive fallacies; major Western theories of truth; and cultural changes which have altered our

thinking about what counts as logical, true and rational.

This course will satisfy the philosophy core area requirement.

275. INTRODUCTION TO POLITICAL PHILOSOPHY (3)

A general survey of key ideas in political philosophy, with a special focus on classical and modern theories of the state. The study includes: Plato, Aristotle, Hobbes, Locke, Hume, Rousseau, Marx and Rawls.

This course will satisfy the philosophy core area requirement.

284. LAW, FREEDOM AND JUSTICE (3)

Why obey law? Are freedom and justice possible under law? Philosophical investigation of the mutual relationships between persons and the societies in which they live.

This course will satisfy the philosophy core area requirement.

290. PHILOSOPHY OF ART (3)

Study of classical and contemporary theories regarding such issues as what makes something "art," whether art can have meaning, whether "aesthetic" value can only be subjective, whether the "art" is integral to a morally fulfilling life, whether philosophical issues have relevance to the production and engagement with art.

This course will satisfy the philosophy core area requirement.

299. SERVICE LEARNING (1)

Taken in conjunction with a regularly listed philosophy course, this option involves community service and philosophical reflection.

Prerequisite: Consent of instructor

310. PHILOSOPHY OF RELIGION (3)

Study of classical and contemporary theories regarding such issues as the relationship between claims of faith and claims of reason; meaning and religious discourse; strengths and weakness of various arguments for God's existence; the problems of evil and ultimate significance.

Prerequisite: One course in philosophy or theology

339. NIETZSCHE (3)

A study of one or more of Friedrich Nietzsche and an exploration of major Nietzschean themes such as the difference between truth and knowledge; what (if anything) is 'beyond good and evil'; the collapse of Western thinking; the death of God; herd morality, nihilism; and the 'overman.'

<p>341. GREEK PHILOSOPHY: PLATO AND ARISTOTLE (3) A study of the philosophies of Plato and Aristotle in the context of preceding and following Greek thought. <i>Prerequisite:</i> Junior standing</p> <p>342. PHILOSOPHY OF THOMAS AQUINAS (3) Selected texts studied in the context of the intellectual and cultural history of western Europe, 500-1400. <i>Prerequisite:</i> Junior standing</p> <p>345. HISTORY OF 19TH CENTURY PHILOSOPHY (3) Major philosophers of the period, including Hegel, Kierkegaard, Marx, Nietzsche and others. <i>Prerequisite:</i> One course in philosophy</p> <p>351. DESCARTES, HUME AND KANT (3) Philosophy of Descartes, Hume and Kant studied in context of intellectual and cultural history of the Enlightenment. <i>Prerequisite:</i> One course in philosophy</p> <p>358. CONTEMPORARY PHILOSOPHY (3) Major thinkers in the existentialist and analytic traditions. <i>Prerequisite:</i> One course in philosophy (preferably Philosophy 351).</p> <p>410. SEMINAR IN PHILOSOPHY (4) Usually taken in the senior year. Student chooses a philosophical problem and researches it throughout different periods of the history of philosophy. Culmination of research is the formal presentation of a paper to the philosophy faculty and department members. The student also has an option of passing comprehensive examinations covering three out of five periods in the history of philosophy. <i>Prerequisite:</i> Completion of 24 hours toward the major or 18 toward the minor or consent of instructor</p> <p>450. INDEPENDENT STUDY (3-4)</p>	
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PHYSICAL EDUCATION AND HEALTH

All classes are open to both men and women unless otherwise indicated. Skill level assignment will be at the discretion of the instructor.

Courses

159. BEGINNING SWIMMING (1)

Basic swimming instruction for non-swimmers. Class activity and instruction will include: breathing, floating, treading, kicking, jumping, freestyle, backstroke, etc.

178. WEIGHT TRAINING (1)

Individualized exercise programs. Learn to use free weights and multi-station equipment to improve muscle tone, strength and physical fitness.

182. AEROBICS (1)

Exercises, activities, movements set to music designed to develop fitness through increasing cardiovascular efficiency.

183. PHYSICAL FITNESS (1)

This class is designed to instruct members on the basic principles of exercise and aid them in developing their own personal fitness program.

221. SWIM CONDITIONING AND TECHNIQUE (1)

Advanced swimming instruction for experienced swimmers. Stroke mechanics and varied training approaches will be covered.

252. PERSONAL AND COMMUNITY HEALTH (2)

Includes personal, mental and physical health, problems related to smoking, drinking and drugs. Prevention and treatment of diseases, environmental health and problems related to aging are also included.

PHYSICS

Minor

The mission of the physics discipline is to introduce students to the basic areas of physics: mechanics, electromagnetism and quantum theory. Knowledge of these areas will help students to better understand the underlying principles which govern the world and universe around us. This knowledge will help prepare students interested in careers in medicine, chemistry, biology, physics and engineering.

Minor Requirements

Eighteen hours including: Physics 211, 212, 213 with their respective labs. The remaining credit hours can be taken from Physics 214, 270, 280 or Chemistry 371, 372. A minimum of 12 hours in the minor field must be completed at Dominican.

Courses

205. ENERGY—URBAN SUPPLY AND DEMAND (3-4)

Listed also as Natural Sciences 205.

211. UNIVERSITY PHYSICS I (4)

Topics and problems from areas of mechanics including Newtonian mechanics, heat and sound.

Prerequisite: Mathematics 251 or concurrent enrollment

This course will satisfy the natural sciences core area requirement.

212. UNIVERSITY PHYSICS II (4)

Topics and problems from the areas of electricity, magnetism, optics, DC circuits and AC circuits.

Prerequisites: Physics 211 with a grade of “C” or better, Mathematics 251 or consent of instructor

213. UNIVERSITY PHYSICS III (3-4)

Topics and problems from the area of modern physics, including relativity, quantum concepts, atomic and nuclear physics and particle physics. Lecture, discussion and optional laboratory. To satisfy the laboratory component students must enroll for four semester hours.

Prerequisites: Physics 211, 212 and one year of calculus

214. BIOPHYSICS (3)

Mechanics of the human body, thermodynamics of living organisms, fluid flow of the circulatory system, electricity and the nervous system, and basic nuclear medicine.

Prerequisite: Physics 211 and 212 or consent of instructor

270. ASTRONOMY (3-4)

Listed also as Natural Sciences 270.

280. MATERIALS SCIENCE (3)

Atomic structure of solid materials, bonding, defects and diffusion will be discussed. Also, the mechanical strength of materials, properties of polymers and composite materials will be covered.

Prerequisites: Physics 211 and 213 and one year of calculus

420. SPECIAL INTERMEDIATE TOPICS AND PROBLEMS (2-4)

An area from electromagnetism, mechanics or modern physics may be selected with consent of the instructor. Independent reading and/or research of these topics.

Prerequisites: Physics 211 and 212

POLITICAL SCIENCE

Major/Minor

A major in political science opens the door to a variety of career possibilities, in and out of government. Whether we want big government or less government, the comprehensive character of political authority—even when it sets limits on itself by designating some things as private—means that political science cannot avoid exploring the full range of human activities. Thus topics as current as environmental politics or trade with China and topics as timeless as human nature itself are part of political science.

Government service, government and business relations, management of non-governmental organizations, environmental action, journalism and law are just a few of the many professions for which political science provides a solid foundation.

The political science discipline offers courses in three areas: American politics, world politics and political philosophy.

In addition to the courses listed here, Study Abroad 402 China: Modernization and Tradition, is also available for political science credit. Students are urged to consider this opportunity to study abroad. See the Study Abroad section.

Major Requirements

32 semester hours including requirements in one of the following concentrations:

General Program

Political Science 170; two courses in political philosophy; one course in American politics; one course in world politics; and Economics 191;

Political Philosophy

Political Science 170, 310, 320; one course in world politics; and three additional courses in political philosophy;

International Affairs

Political Science 170, 240, 343; one course chosen from 317, 320, 323 or 324; five courses chosen from 250, 255, 260, 263, 264, 265, 269, 341 or 348; and any two additional courses in political science.

Two years of a foreign language are strongly recommended, as are courses in economics and US history.

Pre-Law

Political Science 170, 215, 280 or 282 or 380, 310 and 325. In addition to the 32 semester hours in political science, the student must take Philosophy 251 and either Economics 191 or Accounting 101. History 262 is strongly recommended.

A minimum of one half the courses in the major field must be completed at Dominican University.

Minor Requirements

A minimum of 20 semester hours in political science. A minimum of one half the courses in the minor field must be completed at Dominican University.

The last two digits of a course number indicate the course area: 00-39 for political philosophy, 40-69 for world politics and 70-99 for American politics.

AMERICAN POLITICS COURSES

170. AMERICAN GOVERNMENT (3)

An introduction to the founding principles of the United States Constitution and to the operation of these principles in the Congress, the executive branch and the judiciary in their formation of public policies.

Listed also as American Studies 170.

This course will satisfy the social science core area requirement.

276. THE PRESIDENT AND CONGRESS (3)

The constitutional structure of separation of powers leads naturally to both rivalry and cooperation between the president and congress as each seeks to be both the representative of the people and the creator of public policy. This action and interaction is the subject of this course.

This course will satisfy the social science core area requirement.

280. PUBLIC ADMINISTRATION (3)

A study of the principles, organization and operation of the United States federal bureaucracy and how they implement, impede or create public policy.

Listed also as American Studies 279.

This course will satisfy the social science core area requirement.

282. ENVIRONMENTAL ADMINISTRATION AND LAW (3)

A study of the development and implementation of environmental law. Emphasis is on the organization of government regulatory agencies, the sources of environmental regulation and the methods of federal, state and local environmental protection and enforcement. The relationship between government, business, private groups and individuals in environmental protection will also be examined.

This course will satisfy the social science core area requirement.

286. POLITICS: SPRINGFIELD AND CHICAGO (3)

What is the relationship between a major urban area and the state's center of government? How do both of these political strongholds illustrate the system of federalism in America? Politics as well as policy in Illinois are considered as paradigms of state and local politics.

Listed also as American Studies 286.

This course will satisfy the social science core area requirement.

291. CONGRESSIONAL ELECTIONS (3)

A study of the electoral theory of congressional politics. Utilizing current elections, the role of elections, incumbency, challenger strategy, money, campaigning, and voter behavior in congressional elections will be examined. The course will culminate in an examination of the political makeup of the new congress and its possible direction.

295. POLITICS AND THE ENVIRONMENT (3)

Federal control of environmental issues has been replaced by a new phenomenon: civic environmentalism, or cooperation between the private and the public sectors—businesses and nonprofit groups, local, state and federal governments. Students will use an interdisciplinary, hands-on approach to a local area or issue in order to explore this developing field.

This course will satisfy the social science core area requirement.

297. WOMEN IN POLITICS (3)

Women are both actors in and subjects of politics and legislation. This interrelationship will be explored, focusing either on women who have been active in the political sphere, or on women's political campaigns.

This course will satisfy the social science core area requirement.

375. PRESIDENTIAL ELECTIONS (3)

A study of the politics and processes of presidential elections, from announcement of candidacy through the election. Offered in presidential election years. Students will work on the campaign of their choice.

This course will satisfy the social science core area requirement.

376. INTRODUCTION TO METHODOLOGY IN POLITICAL SCIENCE (3)

An introduction to the application of quantitative research methods to the discipline of political science. The course will cover formulating research questions, collecting data, and utilizing statistical techniques to test hypotheses. Statistical techniques will include measures of central tendency (mean, median, mode) through to the basics of multiple regression.

380. CONSTITUTIONAL LAW I (3)

Landmark cases in Constitutional law and governmental principles of the Constitution of the United States.

This course will satisfy the social science core area requirement.

381. CONSTITUTIONAL LAW II: CIVIL LIBERTIES (3)

This course will focus on the most controversial issues confronted by the Supreme Court in the area of civil liberties, including rights in criminal cases, racial equality and First Amendment rights.

Prerequisite: Political Science 170 or junior standing or consent of instructor

This course will satisfy the social science core area requirement.

382. GENDER AND THE LAW (3)

Law cases involving gender policies raise as many questions as they resolve, most particularly, the general question of the legal significance of the difference between men and women. Do laws or legal judgments that favor women in fact benefit them? Do they disadvantage men? These and other questions will be examined through the study of court cases and their effects.

Listed also as Business Administration 282 and Environmental Science 282.

Prerequisite: Political Science 170 or junior standing or consent of instructor

This course will satisfy the social science core area requirement.

385. GOVERNMENT AND BUSINESS (3)

An investigation of the relationship between government and business in activities from lobbying to government regulation to business policy issues. This course helps those in business understand how government laws and regulations affect the aims and operation of their enterprises.

This course will satisfy the social science core area requirement.

WORLD POLITICS COURSES**240. INTERNATIONAL RELATIONS (3)**

Ways of managing power among nations will be related to contemporary issues of war, peace and diplomacy.

Listed also as International Studies 200.

This course will satisfy the social science core area requirement.

250. COMPARATIVE POLITICS (3)

Four modern political systems will be compared. Different countries will be studied in different years.

Listed also as International Studies 250.

This course will satisfy the social science core area requirement.

255. BRITISH POLITICS (3)

An introduction to the British political tradition and the problems of contemporary Britain.

Listed also as International Studies 255.

This course will satisfy the social science core area requirement.

260. RUSSIA AND ITS NEIGHBORS (3)

This course will study the former states of the Soviet Union, their problems and their political evolution as they move into the 21st century.

Listed also as International Studies 260.

This course will satisfy the social science core area requirement.

262. POLITICS AND FILM (3)

This course will consider the relationship between politics and film, whether in government propaganda or in the director's depiction of a contemporary issue. Hollywood's view of the world will be compared to the views portrayed by directors in other countries and cultures. Political issues such as war and peace, race relations, culture vs. economics, will be studied. Films and focus will vary.

Listed also as Communication Arts and Science 385 and International Studies 262.

This course will satisfy the social science core area requirement.

263. CHINA: MAO TO REFORM (3)

This course will cover the civil war in China, China's role in World War II, Mao's consolidation of power, the Great Leap Forward, the Cultural Revolution, the influence of Chou En-lai and Deng Xiaoping, China's foreign policy, including the split with the Soviets and the accommodation with the US under Nixon, the economic reforms of the past decade, the Tiananmen Square protest and the future of China as a major economic power. The course will also include an introduction to the history and culture of China.

Listed also as International Studies 263.

This course will satisfy the social science core area and multicultural core requirements.

264. POLITICS IN AFRICA (3)

This course will deal with a number of topics in the politics of Africa: the religious conflict along the coast of North Africa, the internal political problems of Nigeria, the building of a new nation in South Africa, the role of the Organization of African States and general topics concerning the economic and political future of African states.

Listed also as International Studies 264 and African/African-American Studies 264.

This course will satisfy the social science core area and multicultural core requirements.

265. MIDDLE EAST POLITICS (3)

This course will cover the political culture of the area as well as the Arab-Israeli conflict and the rise of Islamic fundamentalism.

Listed also as International Studies 265.

This course will satisfy the social science core area and multicultural core requirements.

269. WOMEN LEADERS OF THE WORLD (3)

How have women leaders in the world gained their preeminent positions, and what is the nature of their leadership and policies? The power and policies of one or more women as political leaders will be studied.

Listed also as International Studies 269.

This course will satisfy the social science core area requirement.

341. AMERICAN FOREIGN POLICY (3)

A course covering American foreign policy since World War II.

This course will satisfy the social science core area requirement.

343. INTERNATIONAL LAW (3)

This course will explore law as an alternative to force in international relations. Topics include sovereign rights of nations, human rights, international organization, law in war and treaty obligations.

Listed also as International Studies 343.

This course will satisfy the social science core area requirement.

348. THE POLITICS OF EUROPE (3)

The evolution and present structure of the European Union will be covered in its political and economic ramifications.

Listed also as International Studies 348.

403. CHINA: MODERNIZATION AND TRADITION (3)

Listed also as Study Abroad 403.

POLITICAL PHILOSOPHY COURSES

200. INTRODUCTION TO POLITICAL THEORY (3)

The goals of politics and the nature of political questions—what is the best way to live, is freedom compatible with justice, what is the place of wisdom in democracy—will be explored through readings in classical and contemporary political theory.

This course will satisfy the social science core area requirement.

215. AMERICAN POLITICAL THOUGHT (3)

The American regime, politics and character as seen from a theoretical point of view.

Listed also as American Studies 215.

This course will satisfy the social science core area requirement.

220. POLITICAL LEADERSHIP (3)

An exploration of the sources of, opportunities for and obstacles to political leadership, using varied readings from ancient, medieval or modern political works.

This course will satisfy the social science core area requirement.

230. SHAKESPEARE'S POLITICS (3)

The artist as thinker and political philosopher.

This course will satisfy the social science core area requirement.

235. WOMEN IN POLITICAL PHILOSOPHY (3)

Since Plato's *Republic* first asserted the equality of women in political life, the issue of the role of women, in and out of the family, has been a central theme of

political reflection by men and women whose provocative writings will be the focus of this course.

This course will satisfy the social science core area requirement.

310. CLASSICAL POLITICAL PHILOSOPHY (3)

Philosophers of classical Greece, such as Plato and Aristotle, will be studied, especially regarding the political question, "What is the best way to live?"

This course will satisfy the social science core area requirement.

317. NON-WESTERN POLITICAL THOUGHT (3)

This course will draw on materials from traditional African thought, philosophic and religious thought within Islam, Confucian and Hindu thought and texts in exploring non-Western approaches to politics.

This course will satisfy the social science core area and multicultural core requirements.

320. MODERN POLITICAL THEORY (3)

A survey from Machiavelli to Nietzsche. Different political philosophers will be emphasized in different years.

This course will satisfy the social science core area requirement.

323. CONTEMPORARY POLITICAL THEORY (3)

Reaction to the foundations of modern political thought has led to the attempt to discover new bases for and ways of thinking about the human condition. One or more post-modern, critical or radical thinkers such as Sartre, Derrida, Strauss and Lyotard will be considered.

325. PHILOSOPHY OF LAW (3)

A study of various theoretical foundations behind legal systems.

This course will satisfy the social science core area requirement.

OTHER COURSES

299. SERVICE LEARNING (1)

An additional credit-hour may be earned in conjunction with a regularly listed political science course, through community service related to the subject of the course.

450. INDEPENDENT STUDY (1-4)

455. INTERNSHIP (1-8)

Internships in government and politics are available under faculty supervision. Students will participate in relevant internships while pursuing concurrent research interests.

POST-BACCALAUREATE PRE-MEDICAL CERTIFICATE PROGRAM

Dominican University's Department of Natural Sciences offers all the science courses required for admission to medical school. Students who have completed the bachelor's degree at another institution, but who have not completed the necessary science courses, may complete these courses at Dominican in preparation for application to medical school. Required courses include one year of general biology, two years of chemistry, including one year of organic chemistry, and one year of physics. The Department of Natural Sciences arranges internships for students in the program. In the first year, students take biology, chemistry and physics, and in the second year, students take organic chemistry and complete an internship.

At the student's request, a letter of recommendation by a committee from the department is sent on behalf of the student at the time the student applies to medical school.

PRE-LAW PROGRAM

Law schools seek students who have followed a rigorous program, preferably in the liberal arts, which develop skills of careful reading, precise writing and incisive and logical reasoning. Majors should be chosen in accordance with their rigor and the student's interest. Electives should be chosen to complete the student's writing, mathematical or logical, and communicative skills and to provide substantive knowledge in wide areas of human endeavor.

Courses in Constitutional law, environmental law, American politics and political philosophy help prepare students for law school by engaging them with programs and methods they will encounter in and beyond law school.

Students seeking entrance to law school must take the Law School Admissions Test (LSAT) as part of the application process. The pre-law advisor in the Department of Political Science helps to prepare students for the LSAT by offering the mock LSAT every spring semester. LSAT scores are major factors considered by law schools in the admissions process. The mock LSAT affords students the opportunity to experience the LSAT process prior to taking the actual examination.

The pre-law advisor arranges group visits to area law schools for students interested in law school admission. In addition, students may, as a group, attend the Law Forum sponsored by the Law School Admission Council, where students can gather information from law schools throughout the country and meet with representatives from those schools.

Additional information is available from the pre-law advisor in the political science department or from the advising office.

PRE-MEDICAL PROGRAM

Students interested in medicine follow a sequence of courses that fulfill all pre-professional requirements. Most students major in either biology or biology-chemistry though other fields are possible. The pre-medical advisor guides the student's course choices so as to ensure that they best suit the student's career goals. After taking the basic science courses, including human anatomy, most students complete an internship at nearby Rush Oak Park Hospital.

Arrangements for the internship are made by the college. The pre-medical advisor also assists in the professional school admissions process.

PRE-PHARMACY PROGRAM

The pre-pharmacy program is not a degree granting curriculum. Completion of the required course work typically takes two to three years depending on the background of the student. A bachelor's degree in biology or biology-chemistry significantly increases the likelihood of acceptance into pharmacy school. The student's pre-pharmacy advisor assists in the professional school admissions process.

Cooperative Program in Pharmacy with Chicago College of Pharmacy of Midwestern University

In cooperation with Midwestern University, Dominican offers a 2-4 program leading to the Doctor of Pharmacy degree. Upon successful completion of two years of pre-professional course work at Dominican, students are automatically admitted into the four year professional curriculum at Midwestern, without having to reapply or to take the Pharmacy College Admission Test. Students must rank in the top quartile of their high school graduating class and must score in the top quartile on a College Entrance Examination (ACT = 24, SAT = 1175), and students must submit applications to both Dominican and Midwestern in order to qualify for this guaranteed dual admission program.

Dominican course requirements, which must be completed in two years with a minimum grade of "C" or better in each course and overall grade point average of at least 3.20, include:

- English 101 and 102;
- Communication Arts and Sciences 200;
- Biology 111, 112 and 261;
- Chemistry 120, 121, 253 and 254;
- Mathematics 251;
- Physics 211 and 212; and
- Economics 190 or 191
- LAS Freshman and Sophomore Seminars; and
- One non-science elective.

PSYCHOLOGY

Major/Minor

Students are offered a variety of courses that introduce them to the wealth of information that psychologists have discovered about behavior and mental processes. Psychologists have studied nearly every behavior in which human beings engage. As the science of behavior, psychology includes the study of both human and animal behavior in laboratory and real-world settings. Students collect and analyze research data as a way of understanding the methods that psychologists employ to answer the significant questions that attract us to the study of ourselves and our behavior. Students may major or minor in psychology as well as choose courses to enrich their understanding of behavior or to supplement other areas of study.

The Department of Psychology offers two areas of concentration within the psychology major: general and industrial/organizational psychology.

Bachelor of Arts

General Psychology

Students interested in research, teaching or clinical services in psychology-related fields are encouraged to select this area of concentration.

Major requirements

38 semester hours in psychology including: Psychology 200, 214, 290 and 291. Twelve hours must be taken at the 300 or 400 level. The remainder of the 38 semester hours may be chosen according to the student's interests and goals. A minimum of 14 hours in the major field must be completed at Dominican University.

Industrial/Organizational Psychology

Students interested in research, teaching or careers in business and industry may choose this area of concentration.

The Bachelor of Arts degree in industrial/organizational psychology offers students the opportunity to understand and apply psychological principles in the work place. Such a program has broad applications in the business setting.

Major requirements

Psychology 200, 290, 291, 340, 360 and twelve semester hours of psychology electives of which six hours must be taken at the 300 or 400 level. In addition, nine semester hours are required from the following courses: Economics 190, 191; English 336; Business Administration 240, 245, 345.

Bachelor of Science

Psychology majors interested in doctoral study are strongly encouraged to earn a Bachelor of Science degree. In addition to the Bachelor of Arts requirements in general psychology or industrial/organizational psychology, the Bachelor of Science requires the completion of the following: six hours in mathematics including 251; six hours in biology (excluding Biology 120) or chemistry; and Psychology 307, 310 and 440.

Minor in Psychology

A minor in psychology requires 24 semester hours in psychology, including: Psychology 200, 214, 290 and 291. A minimum of 14 hours in the minor field must be completed at Dominican University.

Departmental Comprehensive Examination

All students earning a major in psychology are required to complete the comprehensive examination in the discipline. The examination is administered by the department to graduating seniors at the end of their final semester.

Partnership Programs

The psychology department of Dominican University has formed partnerships with other programs and other institutions that offer opportunities to enter health-care professions at various educational levels.

In partnership with Triton College, students may earn a certificate in basic addictions counseling, which would permit them to be employed as certified addictions and drug counselors (CADC). Students major either in psychology and complete the addictions courses leading to certification, or they may choose to major in addictions counseling. Please refer to the Addictions Counseling Major in this bulletin.

Psychology majors may take two classes in the Graduate School of Social Work at Dominican University during their senior year (SWK 510 and SWK 513). These courses count toward the psychology major and may be applied to the master's degree in social work (MSW). Students desiring a career in social work should apply for admission to the Dominican University Graduate School of Social Work during their senior year of study. Successful completion of these courses does not guarantee admission to this graduate program.

In partnership with Rush University, students may participate in a program that leads to a master's degree and certification in Occupational Therapy (OT).

Students spend three years at Dominican University and two years at Rush University at the end of which they earn both a bachelor's degree at Dominican University and a master's degree in OT at Rush. Please refer to the Occupational Therapy Program in this bulletin.

Midwestern University and the Psychology Department have established a preferred admissions program for students majoring in psychology. Those students who have met certain minimum requirements (including grade point average, examination scores and residency) are admitted to the Midwestern University doctoral program in clinical psychology (PsyD).

COURSES

Please note that Psychology 200 is a *Prerequisite* for all other psychology courses.

200. GENERAL PSYCHOLOGY: THE SCIENCE OF BEHAVIOR (3)

What is psychology? This course is an introduction to the scientific study of behavior. Its purpose is to develop an understanding of the fundamental principles of behavior that have been discovered through psychological research and to develop an appreciation for the methods of science as applied to the study of behavior.

This course will satisfy the social science core area requirement.

201. GENERAL PSYCHOLOGY: HONORS (4)

Have you ever asked yourself "why do people behave like that?" This course will help you answer that question by introducing you to the scientific study of behavior and mental processes. Students in this course will be required to participate in research experiments and read scholarly articles related to the fundamental principles of behavior. *Prerequisite:* Honors Program or consent of instructor

214. ABNORMAL PSYCHOLOGY (3)

What is abnormal behavior? What causes it? How is it diagnosed? This course covers traditional and current theories concerning the nature and causes of mental problems and examines the major diagnostic categories of psychological disorders.

215. CHILD PSYCHOLOGY (3)

Are all infants very much the same, or do they exhibit individual differences from birth? How do children respond to different styles of parenting and environmental supports and stresses? This course covers physical, psychological and social development of the child from conception to puberty.

220. ADOLESCENT PSYCHOLOGY (3)

How long does adolescence last? Is adolescence really a time of "storm and stress?" This course covers human development from the onset of puberty to adulthood. Special emphasis is given to social and emotional development, and to life's stresses and challenges.

225. ADULT DEVELOPMENT (3)

How do we change and develop as we move into and through adulthood? This course explores the spirited debate among psychologists regarding the stability or changes in development during adulthood and the relationship of aging to physical, cognitive, psychological and social changes during our adult years.

245. CROSS-CULTURAL PSYCHOLOGY (3)

Are the general facts and principles you learned about in general psychology true for all people, regardless of race, ethnicity and culture? This course will examine cross-cultural similarities and differences for a variety of topics studied by psychology including emotion, personality and social behavior around the world.

This course will satisfy the social science core area and multicultural core requirements.

260. GENETICS AND SOCIETY (3)

Listed also as Natural Science 160.

270. SOCIAL PSYCHOLOGY (3)

How do we understand social behaviors such as stereotyping, formation of social groups, conformity and altruism? What attracts us to one another, and what causes us to engage in aggressive acts? This course examines psychological theory and research related to psychological, social, cultural, dispositional and situational factors that shape our social behavior and attitudes.

290. BEHAVIORAL RESEARCH AND STATISTICS I (4)

This course will introduce the student to the use of statistical methods for analyzing data from descriptive and correlational research designs. Students will learn how to evaluate and conduct correlational research studies. Students will be required to participate in laboratory activities that will be conducted outside of regular class meeting times.

Prerequisite: Psychology major or minor, or consent of instructor

291. BEHAVIORAL RESEARCH AND STATISTICS II (4)

This course builds on what students learned in Psychology 290. It will introduce the student to the use

of inferential statistical methods for analyzing data from experimental and quasi-experimental research design. Students will learn how to evaluate and conduct experimental and quasi-experimental research studies. Students will be required to participate in laboratory activities that will be conducted outside of regular class meeting times.

Prerequisite: Psychology 290

300. PSYCHOLOGY OF GENDER (3)

Are there genuine differences between the sexes? If so, what are these differences and how do they develop? Controversial questions regarding gender differences and similarities in development, cognitive abilities, emotions and behavior are explored within the context of genetic, biological, psychological and socio-environmental influences.

Prerequisite: Psychology 290 or consent of instructor

306. SENSATION AND PERCEPTION (3)

How are we able to detect and create meaning from the vast array of stimuli in our environment? This class explores how stimuli are detected, transformed into a language the brain can understand, and ultimately re-woven into a rich and seamless tapestry of colors, flavors, sounds and smells.

Prerequisite: Psychology 290 or concurrent enrollment

307. LEARNING AND COGNITION (3)

What are the scientific laws that govern how we learn? How do our cognitive (mental) processes affect our behavior? In addition to studying the fundamental learning theories, students will explore a variety of cognitive processes including perception, attention, memory, language and problem solving.

Prerequisite: Psychology 290 or concurrent enrollment

310. BRAIN AND BEHAVIOR (3)

Which areas of your brain hold memories or generate feelings? How does your brain control movements? The study of the brain has recently produced a wealth of answers to some of these mysteries. Through lectures and brain dissections, this class will explore the structures that make up the brain and their corresponding functions.

Prerequisite: Psychology 290 or concurrent enrollment

330. PERSONALITY THEORY (3)

What is personality? How are our personality characteristics formed and organized to make us the unique individuals that we become? This course will cover the historical and contemporary theories of personality and their influences upon psychological research and the treatment of personality disorders.

331. INTRODUCTION TO ART THERAPY (3)

Art therapy is the therapeutic use of art making, within a professional relationship, by people who experience illness, trauma, or challenges in living, and by people who seek personal development. This course is designed to offer students a didactic and experiential overview of the field of art therapy. Material covered includes history, theory, and practice of art therapy processes, approaches and applications.

340. SURVEY OF PSYCHOLOGICAL ASSESSMENT (3)

What is a psychological test and how is it constructed? What can psychologists learn about people by using psychological tests? This course introduces students to standardized tests, their construction, uses and criticisms. Students have the opportunity to examine a variety of psychological tests.

Prerequisite: Psychology 290

360. INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)

What contributions does psychology make to the business world? How can psychological principles be used to make better business decisions? This course explores the various ways that psychologists contribute to business and industry. It covers personnel selection, training and organizational behavior.

Listed also as Communication Arts and Sciences 361.

380. EVOLUTIONARY PSYCHOLOGY (3)

The field of evolutionary psychology attempts to provide clues into the underlying causes of human predispositions based upon the selection pressures existing during our species' evolutionary history. We will study how evolutionary psychology attempts to explain behaviors such as mate selection, parental investment, kinship, jealousy, aggression, cooperation and food selection.

409. COMMUNITY PSYCHOLOGY (3)

How does a person's environment affect her or his psychological well-being? How can psychology help create healthier communities? This course will introduce students to the field of community psychology, which tries to understand people in their social, cultural and historical contexts. Topics that will be discussed include: oppression and social problems; and individual and community empowerment.

Prerequisite: Psychology 290

410. HEALTH PSYCHOLOGY (3)

How do our emotions and behaviors affect our health? Can I think myself into an illness? This course examines how psychological, social and cultural factors are related to the promotion and maintenance of health and the causation, prevention and treatment of illness.

Prerequisite: Psychology 214

420. COUNSELING AND PSYCHOTHERAPY (3)

What happens in a counseling session? How do psychologists help people to change the way they feel and to live happier and more productive lives? This course will cover the principles of the major forms of psychotherapy and counseling.

Prerequisite: Psychology 214

425. SURVEY OF DEVELOPMENTAL DISORDER (3)

What are developmental disorders? What are the known or suspected causes and how are developmental delays identified, diagnosed and treated? This course examines the etiology, course, symptoms, diagnosis and treatment of developmental disorders, including Autism and Asperger's Syndrome.

Prerequisites: Psychology 214 and 215

426. BEHAVIORAL PRINCIPLES AND INTERVENTIONS I (3)

How do you stop a behavior that is undesirable? How do you develop a desirable behavior that you do not currently possess, but need? These seemingly simple questions launch our exploration of behavioral therapies and interventions that can be used to correct maladaptive behaviors and to develop or increase adaptive behaviors.

Prerequisites: Psychology 214 and 215

427. BEHAVIOR PRINCIPLES AND INTERVENTIONS II (3)

Now that you know the basics, how do you determine what behavioral principles to apply in a given situation? How do you identify the therapeutic methods most likely to change an individual's behavior?

This course teaches you how to analyze behavior in applied settings, how to design and implement basic behavioral interventions, and how to assess their effectiveness.

Prerequisites: Psychology 214, 215, 426

430. PSYCHOLOGY AND THE LAW (3)

How and where do the fields of psychology and law converge? Can eyewitness testimony be accepted as fact? This course explores these and other questions, and the roles that psychologists fulfill in the legal system.

440. HISTORY AND SYSTEMS OF PSYCHOLOGY (3)

Where did psychology come from? What are its roots and evolution? Where is it going? This course will cover the historical development of the major psychological theories and systems. Such areas as psychoanalysis, behaviorism and the cognitive revolution will be covered.

Prerequisites: Psychology 290 and 291; 21 hours of psychology credit, and junior or senior standing

450. INDEPENDENT STUDY (1-4)

Do you have a specific area of psychology that you would enjoy learning more about under the supervision of a faculty member? Through an independent study, a student brings a research idea to a faculty member and designs a research project to be conducted over the semester under the faculty members' supervision.

Prerequisite: Consent of instructor

455. INTERNSHIP (1-8)

An internship can offer you the chance to apply psychological principles in a real world setting. Supervised experiences can include such locations as mental health centers, hospitals, agencies, businesses and non-profit organizations.

Prerequisite: Twenty-one hours of psychology credit, six of which are to be completed at Dominican University; a grade point average of 3.00 in psychology; junior or senior standing and departmental approval

460. ADVANCED TOPICS IN PSYCHOLOGY (3)

A course devoted to the in-depth study of a single topic area. The content will be based upon the research interests of the faculty member teaching the class.

Prerequisites: Psychology 290 and 291; 21 semester hours of psychology, and junior or senior standing

470. ADVANCED RESEARCH (4)

This course will require students to conduct research as a collaborative class project. Lectures will include advanced research design, ethics and data analysis. Students interested in graduate-level work in psychology are encouraged to take this course.

Prerequisites: Psychology 290, 291, and senior standing or consent of instructor

475. PSYCHOLOGY SEMINAR (3)

This course is an opportunity to read professional and popular books and articles, and discuss them at length with members of the faculty and fellow students.

Enrollment is strictly limited in order for students to have the experience of thoughtfully discussing psychological issues in a small-group setting.

Prerequisites: Psychology 290 and 291; 21 hours of psychology, and junior or senior standing

Courses available to Psychology majors in the Graduate School of Social Work:

SWK 510. SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES (3)

Provides students with the framework for generalist social work practice, including the problem solving process and various social work roles with different sized systems. Key theories and concepts include interviewing and relationship building with individuals, families, groups and communities. Issues of race, class, gender, disabilities and sexual orientation will be examined.

Prerequisites: Psychology major and senior standing

SWK 513. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (3)

Provides students with content on the bio-psychosocial life span development and the influence of various social systems (families, groups, organizations and communities) in relation to the social, cultural, spiritual, ethnic, economic and political environments.

Prerequisites: Psychology major and senior standing

SOCIAL SCIENCE

Major

This interdisciplinary major is designed for the future teacher interested in a strong background in the social sciences and who intends to meet Illinois State Board of Education standards for teacher certification on the secondary level in Social Science: Economics; Social Science: History; Social Science: Political Science of Social Science: Sociology and Anthropology.

A minimum of 17 hours in courses applied to the major field must be completed at Dominican.

Students pursuing teacher certification must present at least a 2.75 grade point average in the major to receive the department's recommendation for admission to student teaching (clinical practice). Before admission to clinical practice, students seeking certification on the secondary level must pass the Illinois State Board of Education content area test in one of the Social Science fields. Students should consult the Director of the Social Science program and the advisor in the School of Education about courses required to meet Illinois state standards for certification in social science on the secondary level or as a specified subject-area teacher for social studies.

Students wishing to major in Social Science should consult with the director of the Social Science program as well as with an advisor in the designated social science discipline.

Major Requirements

Twelve semester hours of history, including History 111 or 151; History 112 or 152; 211 and 212; Economics 190; Political Science 170; Sociology 110.

Well-prepared students may waive the 100-level and 200-level required courses in history with the written consent of a member of the history faculty, substituting upper-division history courses, which must include at least six hours of U. S. history.

Additional Requirements

Twenty-four additional semester hours meeting one of the following options:

Social Science: Economics

Economics 191, and eighteen semester hours in economics; three additional hours in economics, history, political science, psychology or sociology and anthropology.

Social Science: History

Fifteen additional hours in history on the 200- or 300-level, including History 300, at least one additional course in U. S. history, and one course in Asian, African or Latin American history; Economics 191; Political Science 240, 250, 263, 264, or 265; Sociology 268 or 361.

Social Science: Political Science

Twenty-one hours in political science, including Political Science 215; one of 240, 250 or 341; 280 or 295; 310 or 320; and one of 380, 381 or 382; Economics 191 or one additional course in modern European, Asian, African, or Latin American history.

Social Science: Sociology and Anthropology

Twenty-four additional hours in Sociology including Sociology 268, 361, 362; three courses from Sociology 210, 230, 240, 250 or 280; two courses from Sociology 372, 380, 407, or 409

SOCIOLOGY

Major/Minor

The Sociology/Criminology Department is designed to advance the overall university mission by offering a value-centered approach to the social sciences alongside substantive preparation for a variety of professional endeavors. The mission of the Department is to provide a program for students who combine the scientific study of social institutions and the social organization of human behavior with a critical understanding of law, human rights, social justice, social action and advocacy. The major in sociology offers a career-enhancing, liberal arts curriculum based on the study of the structure of and interactions among and within groups, institutions, and societies, providing an understanding of how individual behavior shapes and is shaped by group membership, with particular emphasis on class, race, gender and age. Students majoring in sociology are exposed to a comprehensive program of study in one of three concentrations, and are prepared for professional employment in a number of occupations in the public or private sector, or for graduate study in sociology, related social sciences, social work, education, or law. To this end, three separate concentrations are offered within the sociology major.

The concentration in social analysis provides the sociological knowledge and skills to prepare graduates for further study in pursuit of a graduate degree in sociology or a related social science or applied field, or for a law degree. This concentration is also designed to provide the sociological training necessary to prepare graduates for employment in a variety of occupations and professions in the private and public sectors.

The concentration in social services offers preparation for graduate study toward a career as a professional social worker. This concentration is also designed to provide the sociological training necessary to prepare graduates for employment in occupations in social services serving communities-in-need and underrepresented populations.

The concentration in gerontology offers preparation for graduate study in the fields of gerontology or related social services. This concentration is also designed to provide the sociological training necessary to prepare graduates for employment in a range of social service and health care occupations serving the aging population.

Students in all three concentrations are also encouraged to acquire practical experience through internships and service learning opportunities. Students

should consult an advisor in the Department of Sociology and Criminology for more information regarding the sociology program and its concentrations.

Major Requirements

Thirty-six semester hours chosen in conference with an advisor. The specific requirements vary according to the concentration selected by the student.

Concentration in Social Analysis

Thirty-six semester hours chosen in conference with an advisor, including:

Nine semester hours in foundations courses consisting of Sociology 110, 361, 362;

Nine semester hours in social theory selected from Sociology 372, 380, 382, 407, 409, or Criminology 406;

Eighteen additional semester hours chosen from Sociology 204, 206, 208, 210, 220, 222, 225, 230, 240, 245, 250, 268, 280, 286, 302, 350, 355, 372, 380, 382, 390, Criminology 242, 255, 265, 320 or 370

Concentration in Social Services

Thirty-six semester hours chosen in conference with an advisor, including:

Nine semester hours in foundations courses consisting of Sociology 110, 361, 362;

Six semester hours of social welfare studies consisting of Sociology 225 and 245;

Nine semester hours in social theory consisting of Sociology 380, and two courses from Sociology 372, 382, 390, 407, or 409;

Twelve additional semester hours chosen from Sociology 208, 210, 220, 230, 240, 250, 268, 280, 286, 350, 355, Criminology 242, 255, 265, 320, or 370

Concentration in Gerontology

Thirty-six semester hours chosen in conference with an advisor, including:

Nine semester hours in foundations courses consisting of Sociology 110, Sociology 361, 362;

Eighteen semester hours in gerontology-related courses consisting of Sociology 208, 220, 225, and three courses selected from Sociology 210, 230, 240, 245, or 280

Nine semester hours in social theory consisting of Sociology 390, and two courses from Sociology 372, 380, 382, 407, or 409

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. A minimum of six courses in the major field must be completed at Dominican. Internships are strongly recommended for students in the major.

Minor Requirements

Eighteen semester hours including Sociology 110, nine hours in sociology electives numbered below 372, and six hours in social theory selected from the following: Sociology 372, 380, 382, 390, 407 or 409

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. A minimum of four courses in the minor field must be completed at Dominican.

Courses

110. INTRODUCTION TO SOCIOLOGY (3)

Introduction to the discipline of sociology as a tool for the study of human life. Through a survey of basic sociological perspectives and theories, this course examines the social institutions of everyday life in order to become aware of the way human action and human actors shape and are shaped by their societies.

Listed also as American Studies 110.

This course will satisfy the social science core area requirement.

204. LATIN AMERICA TODAY (3)

An examination of contemporary problems and issues in Latin America and the Caribbean drawing on analysis and theories that address political, social and cultural institutions, economies and economic inequality and the possibilities and probabilities of social development.

Listed also as International Studies 204.

This course will satisfy the multicultural core requirement.

206. AFRICA TODAY (3)

An examination of contemporary problems and issues in Africa drawing on analysis and theories that address political, social and cultural institutions, economies and economic inequality and the possibilities and probabilities of social development.

Listed also as African/African American Studies 206 and International Studies 206.

This course will satisfy the multicultural core requirement.

208. LONG TERM CARE ADMINISTRATION AND SOCIAL POLICY (3)

An examination of selected social, economic, historical, political and legal forces influencing the delivery of both institutional and community-based long term care options for older adults.

210. SOCIOLOGY OF THE FAMILY (3)

An examination of the institution of family in society with an emphasis on how race, ethnicity, age and class shape the diversity of family experiences. This course will address the following issues: Is there a singular definition of family? What purposes do families serve in society? What social, political, cultural, economic and legal forces affect the family? How and why is the family changing over time?

220. INTRODUCTION TO GERONTOLOGY (3)

Introduction to social gerontology with a particular emphasis on a life course approach to issues unique to an aging population, including demographic trends, social issues, retirement and health care.

222. MASS MEDIA AND SOCIETY

An examination of the production, construction and consumption of mass media in American society and the role that media forms and representations play in the production and reproduction of systems of inequality, culture and ideology; emphasis on the critical analysis of the ways in which class, race, ethnicity, gender, age and sexuality are shaped and reshaped in popular culture and media.

Listed also as American Studies 222 and Communication Arts and Sciences 222.

225. INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE (3)

Introduction to social service systems and the major fields of practice within the profession of social work. Consideration is given to child and family welfare, health and occupational social work, juvenile delinquency intervention and/or other modes of practice in criminal justice.

230. SOCIOLOGY OF GENDER (3)

An examination of how the social existence, roles and identities of women and men are constructed, with an emphasis on the pervasive influence of gender at the individual level as well as in the very organization and working of society. Through this course, students will gain an understanding of the diversity and complexity of gendered experiences in terms of class, race, ethnicity, sexual orientation and age.

This course will satisfy the social science core area requirement.

240. SELF AND SOCIETY (3)

An examination of the social science paradigms that address how human action and human actors are influenced by the actual, imagined or implied presence of others. This course emphasizes the social construction of self and the social context of everyday behavior in terms of class, race, ethnicity, gender and age and will address the following themes: the development of the social self, socialization and identity, attitude formation and change, prejudice, conformity, and the determinants of attraction.

Listed also as Communications Arts and Sciences 240.

This course will satisfy the social science core area requirement.

245. CONTEMPORARY SOCIAL PROBLEMS (3)

An examination of the major problems confronting societies in the contemporary world. Social problems to be explored include institutionalized discrimination (sexism, racism, ageism), ecology (population, energy) and/or economy (poverty, development).

Consideration will be given to the nature and forms of specific social problems as well as the social costs and consequences of their existence.

This course will satisfy the social science core area requirement.

250. URBAN SOCIOLOGY (3)

An examination of cities as structures of life in society and of urbanization as a process of social change. Consideration will be given to patterns of residence and group interaction, family and neighborhood relations, and work, leisure and technology.

This course will satisfy the social science core area requirement.

268. CULTURAL ANTHROPOLOGY (3)

Introduction to the anthropological study of the structure and meaning of culture as a systematic basis of all human action. Consideration will be given to the structures of social relationships and belief systems that operate in different world cultures with an emphasis on the Global South.

This course will satisfy the social science core area and multicultural core requirements.

280. DISCRIMINATION AND SOCIETY (3)

An examination of the causes and effects of discrimination in society. Consideration will be given to the analysis and theories that address systemic and structural ageism, racism and sexism.

Listed also as African/African-American Studies 280.

This course will satisfy the social science core area requirement.

286. SELECTED TOPICS IN SOCIOLOGY (3)

A special offering on a particular area of interest in sociology, offered as available.

299. SERVICE LEARNING (1)

Taken in conjunction with a regularly scheduled sociology course, this one credit-hour option involves community service and guided reflection.

Prerequisite: Consent of instructor

302. SOCIOLOGY OF DEVELOPMENT (3)

An examination of the connections between developing and developed nations. Students will explore contemporary global issues through historical analysis and sociological theories and perspectives to seek an understanding of why some countries are wealthy while others are poor.

Listed also as International Studies 302.

This course will satisfy the multicultural core requirement.

320. GENDER AND VIOLENCE (3)

Listed also as Criminology 320.

350. WOMEN AND DEVELOPMENT (3)

An examination of the changing roles, statuses, opportunities, and options of women living in developing countries in the Global South. Consideration will be given to the different ways social institutions such as gender, race, ethnicity, class, age, sexuality, religion, and culture shape the lives of women around the world. Students will search for similarities and differences among and between diverse communities of women and themselves.

Listed also as International Studies 350.

This course will satisfy the multicultural core requirement.

355. THIRD WORLD STUDIES SEMINAR (3)

Seminar and conference-for-credit that examines the issues and problems of developing nations in the Global South and in "third world" communities in Diaspora. The conference presents inter-disciplinary approaches to research and policy with an emphasis on poverty and debt, health care, social services, population, education, and technological and cultural change.

Listed also as International Studies 355.

This course will satisfy the multicultural core requirement.

Prerequisites: Sophomore standing and consent of instructor

361. INTRODUCTION TO SOCIAL STATISTICS (3)

Introduction to statistical methods most often used in the

social sciences and social service professions to analyze and evaluate data. The course emphasizes data analysis (statistical methods used to explore, organize and describe data), data production (sampling and research design), and statistical inference (understanding probability, interpreting statistical outcomes, selecting appropriate statistics for the analysis of various research questions and data, and making generalizations about populations from samples).

Prerequisites: Sociology 110, Mathematics 130 or equivalent, and sophomore standing, or consent of instructor

362. RESEARCH METHODS (3)

An examination of the methodological craft of the five most common types of social science method: experiment, survey, fieldwork, interview, and unobtrusive research. Students will be exposed to the basic techniques of both qualitative and quantitative research and analysis.

Prerequisites: Sociology 110 and junior standing, or consent of instructor

372. LAW AND SOCIETY (3)

Listed also as Criminology 372

380. SOCIAL INEQUALITY (3)

A critical examination of social theories and empirical analysis of class, wealth, income, age, race and gender inequality, and stratification. Consideration will be given to classical and contemporary sociological theories, historical and comparative analyses of the structure of inequality, the US class structure, and global perspectives on poverty, wealth, welfare and social mobility.

Prerequisites: Sociology 110 and junior standing, or consent of instructor

382. SOCIAL CHANGE (3)

A critical examination of social theories and empirical analysis of social change in a comparative context. Consideration will be given to the fields of collective behavior and social movements, political sociology and political economy with an emphasis on global interrelationships and social action at cultural, institutional, and individual levels.

Prerequisites: Sociology 110 and junior standing, or consent of instructor

390. HEALTH, SOCIETY AND AGING (3)

A critical examination of social theories and empirical analysis of health concerns specific to aging.

Consideration will be given to life course, conflict, functionalist and symbolic interactionist theories, among others, to understand the micro and macro forces that drive the changes and adaptations that individuals make as they age.

Prerequisites: Sociology 110, 220 and junior standing, or consent of instructor

407. CLASSICAL SOCIAL THEORY (3)

A critical examination of the origins of social theory from its sources in philosophy through the Chicago school of the early twentieth century. Special emphasis will be placed on the legacy of Karl Marx, Emile Durkheim and Max Weber as well as Harriet Martineau, W.E.B. DuBois and Jane Addams.

Prerequisite: Sociology 110 and junior standing, or consent of instructor

409. CONTEMPORARY SOCIAL THEORY (3)

A critical examination of social theory from the Chicago school to the present. Consideration will be given to interactionist, ethnomethodological, structuralist, critical, feminist, rational choice and postmodern perspectives, with special emphasis on the legacy of Robert Merton, C. Wright Mills, and Erving Goffman as well as Dorothy Smith, Anthony Giddens, and Patricia Hill Collins.

Prerequisite: Sociology 110 and junior standing, or consent of instructor

451. INDEPENDENT STUDY (2-8)

An opportunity to do independent research or study under faculty supervision.

Prerequisite: Consent of instructor

455. INTERNSHIP (2-8)

Internships in a variety of agencies and organizations involved with the delivery of social services, health care administration, social justice advocacy, and/or research and policy analysis are available under faculty supervision. Student participants enhance their research proficiency while gaining valuable work experience in an area of their interest.

Prerequisite: Junior standing and consent of instructor

SPANISH

Major/Minor

The discipline of Spanish seeks to develop in students a solid language and literature foundation as well as an appreciation of the Spanish speakers and their culture.

Students who complete a Spanish major with an appropriate second major or minor will be able to follow satisfying careers in fields such as business, education, government and social science. Students will also have the preparation for pursuing graduate studies in the discipline.

Major Requirements

A major requires 32 semester hours in advance of Spanish 111, including 245 and/or 246, 301, 320, 380 and/or 381; 390 and/or 391.

A minimum of one half the courses in the major must be completed at Dominican.

Graduating seniors must take an oral interview patterned on the ACTFL guidelines unless they have had a similar interview to complete requirements for the School of Education, in which case those results need to be filed with the discipline director.

Minor Requirements

A minor requires a minimum of 24 semester hours in advance of Spanish 111. A minimum of one half of the courses in the minor must be completed at Dominican.

Chamber of Commerce Certificate

The opportunity to take the Madrid Chamber of Commerce examination on Dominican's campus is available after completion of Spanish 304.

BASIC LANGUAGE COURSES

101. ELEMENTARY SPANISH I (4)

This course introduces students to the Spanish language by listening, speaking, reading and writing in Spanish in a cultural context. Through a study of elementary Spanish grammar and vocabulary, students will develop a basic proficiency in all language skills.

102. ELEMENTARY SPANISH II (4)

This course continues to develop skills through listening, speaking, reading and writing Spanish in a cultural context.

Prerequisite: Spanish 101 or placement

111. INTERMEDIATE SPANISH (4)

This course is designed to reinforce and build upon basic skills in Spanish through grammar review, short readings and compositions, conversational practice and, using videos and audio programs, practice in comprehension.

Prerequisite: Spanish 102 or equivalent

ADVANCED LANGUAGE COURSES

210. HISPANIC IDENTITY AND LANGUAGE (4)

This course addresses the question of Hispanic cultural and social identity through the understanding of Latin America as a common reference to all Latin cultures.

This analysis of Latin American history, culture and society, designed for Hispanic students, includes the study of Spanish language as the main instrument to perceive and express the Latin world. One credit of the four must be fulfilled through a service learning experience.

Prerequisite: Speakers of Spanish, subject to placement test and consent of instructor

This course will satisfy the multicultural core requirement.

211. COMMUNICATING IN SPANISH (4)

This course is structured to continue the development of the four skills, with emphasis on written and spoken communication. The reading dimension will make extensive use of contemporary materials.

Prerequisite: Spanish 111 or equivalent. Not open to students who completed 210.

301. ADVANCED GRAMMAR AND COMPOSITION (3)

Development of writing skills with emphasis on the complexities of structure and idioms; composition techniques; review of grammar.

Prerequisites: Spanish 245 or 246 or consent of Spanish discipline director

302. ADVANCED DISCUSSION (3)

Development of increased fluency in spoken language in a variety of forms—conversations, team projects, reports, panels, etc. The class will focus on relevant contemporary materials contained in short stories, films, magazine and newspaper articles, videos and television programs.

Prerequisite: Spanish 301 or consent of instructor

CIVILIZATION AND CULTURE COURSES**245. INTRODUCTION TO SPAIN (4)**

Survey of the significant aspects of the history and culture of Spain and its contributions to Western civilization. Prerequisite to courses in Spanish literature.

Prerequisite: Spanish 210 or 211 or consent of instructor

246. INTRODUCTION TO SPANISH AMERICA (4)

Historical and cultural background of individual countries in Spanish America. Study of contemporary cultural issues and institutions. Prerequisite to courses in Spanish American literature.

Prerequisite: Spanish 210 or 211 or consent of instructor

This course will satisfy the multicultural core requirement.

PROFESSIONAL COURSES**304. PROFESSIONAL SPANISH (3)**

Advanced study of written and oral Spanish as it applies to business and other professional careers. It prepares students for the Madrid Chamber of Commerce Certification examination.

Prerequisite: Spanish 301

LITERATURE COURSES**320. LITERARY THEORY (3)**

The primary objective of this course is to teach students to read critically. Written texts will include selections from prose, fiction, both novel and short story, poetry, theatre and essay from Spanish and Spanish American literature. Students will be introduced to Spanish literary terminology and to the analysis of a variety of textual strategies.

Prerequisite: Spanish 301 or consent of instructor

380. PENINSULAR LITERATURE I (3)

This course will study Hispanic literature written in Spain from its origins in medieval times, the 12th century, to the end of what is known as "The Golden Age" to include the Renaissance and the Baroque in Spanish letters. These readings will cover all literary genres and will focus both on the artistic value of the works and on their reflection of the cultural and socio-political reality of their respective periods.

Prerequisite: Spanish 245 and 301 or consent of instructor

381. PENINSULAR LITERATURE II (3)

This course will study Hispanic literature written in Spain from the Enlightenment in the 18th century to the beginning of the 21st century. These readings will cover all literary genres and will focus both on the artistic

value of the works and on their reflection of the cultural and socio-political reality of their respective periods.

Prerequisite: Spanish 245 and 301 or consent of instructor

390. HISPANIC AMERICAN LITERATURE I (3)

This course will study the Hispanic American literature written in Latin America during the colonial period, with some reference to Pre-Hispanic documents. Chronicles of the Indies as well as all other genres cultivated in Hispanic America up to the moment of independence will be covered.

These readings will focus both on the artistic value of the works and on their reflection of the cultural and socio-political reality of their respective periods and countries.

Prerequisites: Spanish 246 and 301 or consent of instructor

391. HISPANIC AMERICAN LITERATURE II (3)

This course will study Hispanic American literature written in Latin America beginning with the independence of these countries from Spain, in the early 19th century, up to the present moment. These readings will cover all literary genres and will focus both on the artistic value of the works and on their reflections of the cultural and socio-political reality of their respective periods and countries.

Prerequisites: Spanish 246 and 301 or consent of instructor

OTHER COURSES**299. APPLIED FOREIGN LANGUAGE COMPONENT (1)**

A project in Spanish which is directly related to another non-Spanish course in which the student is currently enrolled.

Prerequisite: Spanish 111 or equivalent; approval of Spanish discipline director and instructor of related course

Course may be taken more than once for credit.

399. DIRECTED STUDY (1-4)

This option is to be selected only when absolutely necessary (i.e., the student has already taken all courses offered that semester or there is a conflict in the schedule which cannot be resolved otherwise).

Prerequisite: Junior or senior standing with consent of instructor

450. INDEPENDENT STUDY (1-4)

Prerequisite: Senior standing, consent of instructor

STUDY ABROAD

201. STUDY ABROAD CHRONICLE (1)

A written mid-term progress report and evaluation of the student's study abroad experience.

247. LITERARY LONDON AND BEYOND (1)

Spring semester only. In conjunction with English 247 only.

See page 20

249. EARLY CHURCH HISTORY: FOCUS ON ROME (3)

Winter interim only.

300. SUMMER IN FLORENCE PROGRAM (6-7)

See Italian program page 20

303. BRITISH LIFE AND CULTURE (8)

Fall semester only.

335-336. STUDY IN SALAMANCA PROGRAM (12-18)

See Spanish program page 20

338-340. STUDY IN MILAN PROGRAM (12-18)

See Italian program page 20

342. EL SALVADOR: HUMAN RIGHTS, PUBLIC HEALTH AND GLOBALIZATION (3)

Summer only.

See page 20

357-358. STUDY IN NANTES PROGRAM (12-18)

See French program page 20

366-367. STUDY IN STELLENBOSCH, SOUTH AFRICA

See African/African American program page 20

403. CHINA: MODERNIZATION AND TRADITION (3)

Listed also as Political Science 403.

Summer only.

See page 20

420. LONDON TUTORIAL (8)

Offered in conjunction with Study Abroad 303. This course is open only to participants in the London study abroad.

Fall semester only.

450. LONDON INDEPENDENT STUDY (8)

Offered in conjunction with Study Abroad 303. This course is open only to participants in the London study abroad program. Approval of major advisor/professor is required.

Fall semester only.

For detailed descriptions of these programs, please see page 171.

THEATRE ARTS

Major/Minor

The theatre arts program develops creative artists and technicians, theatre educators and scholars who are well prepared for applied professional work or study, graduate level academic pursuits, and for vital, informed teaching. Through multidisciplinary study and artistic collaboration, students will deepen their aesthetic sensibility, engage in rigorous intellectual and creative activity, and develop greater social awareness and responsibility. Students majoring in theatre arts must complete a concentration in one of the following areas: 1. performance; 2. design/technical; 3. dramaturgy; 4. theatre in education; and 5. theatre studies

Major Requirements

The completion of at least 42 and not more than 54 semester hours of theatre of which at least 15 hours in the major must be completed at Dominican University

Required Foundation Courses for All Concentrations

Theatre 140 (seven semesters), 150, 170, 180, 230, 305, 375, 456, and one of the following: LAS 163, 254, Theatre 270, 292, 340, 350, 358 or 392.

Required Core Courses for Specific Concentrations

Performance: Theatre 161, 200 and two of the following: 254, 257, 284, 285 and 387. (Highly Recommended Electives: 253, 254, 257, 284, 285, 362, 382, 387, 398, 455)

Design/Technical: Theatre 160 or 161, 200, 330 and one of the following: 388 or 400. (Highly Recommended Electives: 451, 455)

Dramaturgy: Theatre 160 or 161, 200; and two of the following: 270, 340, 350, 358, 392, and LAS 163, 254. (Highly Recommended Electives: 270, 340, 350, 392, 455 and LAS 163, 254)

Theatre in Education: Theatre 161, 200, 254 and 255. (Highly Recommended Electives: 211, 253, 257, 284, 340, 398, 455)

Theatre Studies: 161, 200, one course chosen from 55, 284, 285 or 387 and one chosen from 330 or 388. (Highly Recommended Electives: 211, 253, 254, 257, 340, 455)

In addition to the 13 required foundation and core courses, a major in theatre arts will require:

1. the reading of 100 plays over a four-year period beginning with ancient Greek classics through contemporary theatre; most plays will be covered in theatre courses;
2. the completion of an interdisciplinary minor, such as fine arts, communication arts and sciences, graphic design, English or music;

All majors and minors with a concentration in performance, theatre in education or theatre studies will be required to participate in the following:

1. Annual audition: sophomores, juniors and seniors will present two audition pieces, specific requirements to be determined annually. Freshmen will attend as audience members.
2. Audition workshop: majors will participate in a total of two workshops, minors in one; or students may elect to take Theatre 398 to fulfill the workshop requirement.
3. Arts management workshop: majors and minors will participate in one workshop over a four-year period. Some of the above requirements, determined by the faculty, may be waived for transfer students.

Minor Requirements

Twenty-two semester hours of which at least a minimum of nine must be completed at Dominican University.

Required courses

Theatre 150, 180 and 230 and one course from: LAS 163, 254,

Theatre 260, 270, 292, 350, 358 or 392.

Four semesters of Theatre 140; each practicum will be assigned by theatre faculty.

Any three additional courses except Theatre 456. In addition, the student must read 35 plays.

Theatre arts majors and minors should seriously consider the Dominican-in-London fall semester in their junior or senior year. A six to eight credit tutorial in any aspect of British theatre provides the opportunity to study in one of the great theatre capitals of Europe. Options include working with members of the Royal Shakespeare Company, BBC personnel, as well as other British theatre/media professionals. The semester practicum requirement is waived for London participants.

FOUNDATION COURSES

140. THEATRE PRACTICUM (1)

This course provides hands-on opportunity for students to work with professional entertainers contracted through the performing arts series. Areas include: front of the house, performance, costuming, lighting and sound, set/scene work and more. The practicum also includes the practical application of skills to university productions.

150. INTRODUCTION TO THEATRE (3)

This course develops the students' understanding and experience of theatre. The elements of drama, the collaborative process of theatre production, contemporary performance forms and contexts, and methods of criticism are introduced. Coursework includes weekly reading and oral and written analyses of dramatic texts and live and filmed performances. Attendance at theatre performances in the Chicago area is required.

This course will satisfy the fine arts core area requirement.

170. HISTORY OF THEATRE (3)

This course focuses primarily on the history of Western theatre, with a secondary emphasis on Asia and Africa. Through weekly reading, writing and discussion of primary texts and secondary sources, students will examine the purposes, forms and processes of theatre as manifested in specific cultural contexts from the beginning of theatre to the present.

180. FUNDAMENTALS OF ACTING (3)

We are actors in everyday life. Through the study of the Stanislavski System, along with other acting methodologies and exercises, students will explore how characters relate to others, thereby enhancing individual aesthetic awareness. The course will focus on the art of acting as a craft and discipline, and how these skills can connect to and enrich other aspects of our daily world.

This course will satisfy the fine arts core area requirement.

230. THEATRE PRODUCTION I (3)

This course and its hands-on approach will equip the student in the fundamental techniques, materials and shop skills relevant to the various elements of technical theatre. Students will assist in preparing and mounting university productions in the areas of lighting, set construction, scene work, sound, etc.

This course will satisfy the fine arts core area requirement.

305. COSTUMING FOR THEATRE (3)

This course will cover the basic elements necessary to produce costumes for the theatre. These aspects

will include sewing skills, tracking and paperwork, measurements, elements of design, and rendering skills.

This course will satisfy the fine arts core area requirement.

375. DRAMATURGY (3)

Students, through research, will uncover the multiple layers of meaning within a variety of classical and modern plays. Student dramaturgies will provide answers to what theatre artists and audiences need to know about the plays studied in the course. A production casebook will be a culminating final project.

This course will satisfy the fine arts core area requirement.

456. SENIOR PERFORMANCE/PRODUCTION PROJECT (2)

During the summer preceding senior year, students will submit a proposal for faculty approval. The project may be one or a combination of the following:

1. An expansion of a project already begun within a theatre course
2. A substantial role or responsibility in one of the university's productions in the student's senior year
3. An original project integrating theatre with other disciplines such as the interdisciplinary minor. Any of the above may be a solo or collaborative effort. Two or more seniors may do a joint theatre project. Depending on the student's area of interest, he/she may choose to do research, write, perform, design, direct, manage, promote or combine any of the above.
4. A portfolio delineating the project will be required.

CORE COURSES

160. VOICE AND DICTION (3)

Students will improve the quality and effectiveness of their speaking voice through a program of drills and performance exercises. Rodenburg's text *The Right to Speak* will be fully covered. TV and radio announcing skills will also be included. Course offered on satisfactory/fail basis only.

Listed also as Communication Arts and Sciences 160.

161. VOICE AND MOVEMENT I (3)

Students will enhance the use of their voices and bodies for performance and presentation through individual body connection work. Using the techniques of Linklater, Alexander, Penrod, Spolin and others, students will explore how their instrument functions and how to maximize their physical and vocal aptitude.

200. DIRECTING (3)

The course will focus on the art and business of directing. Through the practical application of play analysis and staging exercises, students will explore how characters can relate to others and provide physical form for the themes that exist within a text. The course will also explore various communication skills and the utilization of space for both relationship translation and aesthetic impact.

This course will satisfy the fine arts core area requirement.

PERFORMANCE AND PRODUCTION COURSES

142. DANCE (2)

This course is conducive to students new to dance as well as to those who already have basic dance skills. A different form of dance will be offered each year, such as ballet, jazz, modern, tap, hip hop. etc. Each course is designed to impart basic techniques as well as aid physical fitness and awareness.

253. IMPROVISATION (2)

Viola Spolin says, “Spontaneity is the moment of personal freedom when we are faced with a reality and see it, explore it, and act accordingly.” This course will help students embrace creative freedom, discover and design new realities, and enhance their intuitive skills through the fundamental study of improvisational acting. The course will cover a wide variety of improvisational forms, techniques and exercises.

254. CHILDREN’S THEATRE (3)

The course will focus on the elements involved in producing quality theatre for young audiences. Through the practical application of acting exercises, improvisation, and textual analysis, students will extensively explore acting in children’s theatre and gain knowledge in the various aspects of directing, scripting and producing youth-oriented theatrical experiences.

This course requires some outside work for additional rehearsals and live performances.

This course will satisfy the fine arts core area requirement.

255. CREATIVE DRAMATICS (3)

Students will study theatre techniques to connect to a community, consider the impact of significant events, and explore different aspects of everyday life. The course will include trust and team-building exercises, improvisation, theatre games, role-playing and story-telling.

This course will satisfy the fine arts core area requirement.

257. GROUP PERFORMANCE OF LITERATURE (3)

Working with various forms of literature, students will be introduced to methods for adapting these for performance. Additional focus on techniques for developing performance skills include storytelling, improvisation, and characterization. Each student will develop a repertoire of pieces by working on individual and collaborative projects. All students will participate in a final, public performance of selected projects. The course requires some rehearsal time outside class.

This course will satisfy the fine arts core area requirement.

284. SOLO PERFORMANCE (3)

Students will write, interpret, stage and perform a variety of works in a variety of performance spaces. They will develop analytical skills by using a dramatic approach to the evaluation of performance material—prose, poetry and drama. Prominent contemporary solo performers will also be studied: John Leguizamo, Lily Tomlin, Laurie Anderson, Spalding Gray, Anna Deavere Smith and others. Students will design and execute a final, public solo performance.

This course will satisfy the fine arts core area requirement.

285. ADVANCED ACTING (3)

Students will study the process associated with in-depth character work. Thorough characterization is developed through analysis, research, vocal/physical aptitude and external adjustment, and the application of materials for both monologues and scene work.

Prerequisite: Theatre 180 or consent of instructor

330. THEATRE PRODUCTION II (3)

This course focuses on the techniques of designing for the theatre. Related media, stage managing and running productions will be explored, as well as working in the entertainment industry. Students will assist in preparing and mounting university productions. This course may be taken out of sequence with Theatre 230.

362. VOICE AND MOVEMENT II (3)

Continued exploration and development of physical and vocal skills initiated in Theatre 161. Topics include: IPA, dialects, mask work and more.

Prerequisite: Theatre 161

382. MUSICAL THEATRE (3)

This course explores performance in musical theatre. Topics include: acting values, musicality, research and performance styles. Students will be required to sing, dance and work independently with an accompanist.

Prerequisite: Theatre 180 or consent of instructor

387. ACTING STYLES (3)

This course will focus on applying acting techniques to different theatre genres and textual styles. Students will explore a variety of period styles, such as Shakespeare, Restoration, Moliere, Commedia dell'arte and others.

Prerequisite: Theatre 180 or consent of instructor

388. STAGE MAKEUP (2)

This course will cover elements for basic theatrical makeup. These will include general stage, youth, middle age, old age, "blood and guts", prosthetics and fantasy makeup. Makeup will be purchased in class.

\$10 course fee.

398. AUDITIONS (2)

Auditioning in theatre is a lifetime craft. This course will provide the practical tools to help students develop a diverse audition portfolio and knowledge of materials in order to assist them with the ongoing and necessary process of auditioning. Topics include: contemporary and classical monologues, cold readings, headshots/resumes, musical theatre singing and dancing, etc.

400. COMPUTER-AIDED DRAFTING AND DESIGN (CADD) (3)

This course is an introduction to the basic skills and techniques used in producing two-dimensional drafting and three-dimensional modeling on the computer. Some familiarity with basic drafting and drawing skills is helpful but not required.

451. SPECIAL TOPICS IN TECHNICAL THEATRE (1-4)

Individualized study in specialty and advanced topics in technical theatre. Topics include but are not limited to: set design, costume design, lighting design, scene painting, theatre technology, model-making and drafting/ rendering for the theatre. This course may be taken for credit multiple times in different areas of interest.

Prerequisite: Theatre 230 or 330 or consent of instructor

DRAMATURGY COURSES**240. FORMS OF DRAMA (3)**

Listed also as English 240.

260. THE ENGLISH DRAMA (3)

Listed also as English 260.

270. THEATRE: THE AMERICAN SCENE (3)

Students will study major developments in the American theatre from 1929 to the present with emphasis on the dramatic literature and theatre personalities of each decade. Attendance at theatre productions is required.

This course will satisfy the fine arts core area requirement.

292. MODERN DRAMA (3)

Listed also as English 292.

340. SCRIPTWRITING (3)

Students will explore methods of scriptwriting in order to discover and develop their writer's voice and to produce scripts that articulate their individual perspective regarding the human experience. To support the study and practice of techniques of script writing and to contextualize their own work, students will read, see, and learn to analyze various forms of dramatic and film literature. They will also learn methods for assessing their own writing and that of their peers. The course will culminate in a staged reading of the students' work.

350. IMAGES OF WOMAN IN DRAMA (3)

Students will study the roles and conflicts of women in diverse cultures as these are embodied in dramatic world literature from the ancient Greeks to the present. Thematic units will include Woman as Legend, as Mother, as Victim, as Accommodator and as Pretender. Attendance at theatre productions is required.

This course will satisfy the fine arts core area requirement.

358. SHAKESPEARE (3)

Listed also as English 358.

392. AVANT-GARDE THEATRE (3)

Students will study the radical trends in European and American theatre of the late 19th, 20th and 21st centuries. Topics will include: naturalism, expressionism, Theatre of Cruelty, surrealism and absurdist theatre as well as the non-literary experimental theatres of Molina and Beck, Grotowski, Chaikin and Schechner. Attendance at theatre productions is required.

This course will satisfy the fine arts core area requirement.

ADDITIONAL COURSES**450. INDEPENDENT STUDY (1-4)**

Open to majors with the consent of the theatre faculty.

455. INTERNSHIP (1-8)

Open to majors with the consent of the theatre faculty

THEOLOGY

Major/Minor

The theology discipline offers courses designed for and available to all students, as well as courses that serve major and minor programs both in theology and pastoral ministry. In keeping with the heritage and character of the university, courses and programs in this discipline emphasize the Christian, especially Catholic, tradition in conversation with other theological, religious and cultural traditions. The major in theology, undertaken within the context of the liberal arts and sciences, provides students with a solid grounding for study at the graduate level, as well as preparation for various career paths.

Theology courses are offered in distinct yet interrelated areas:

- Area I: Theological Foundations
- Area II: Biblical Literature and Language
- Area III: History and Doctrine
- Area IV: Christian Ethics and Spirituality
- Area V: Theology, Religion and Culture
- Area VI: Advanced Study

Major Requirements

A minimum of 36 semester hours are required including the following:

- Area I: Theology 130
- Area II: Theology 110, plus two other courses, one Hebrew Scriptures (OT) and one Christian Scriptures (NT)
- Area III: Theology 310
- Area IV: Two courses, at least one of which must be 320
- Area V: Two courses, at least one of which must be intensified or at the 300 level
- Area VI: Theology 485

Four courses in Area II, III, IV or V for concentrated study in that area.

Majors are also encouraged to complete two semesters of a language appropriate to the study of theology and, with the aid of an advisor, to complete courses in disciplines that complement the study of theology and its various areas of concentration such as philosophy and history. Majors will be required to take at least one course that focuses on a non-Christian religious tradition.

Minor Requirements

A minimum of six courses are required, including the following:

- Area I: Theology 130
- Area II: Theology 110 and one other course

Area III: One course

Area IV: One course

Area V: One course

At least three courses must be taken as intensified or at the 300 level.

Double Major in Theology and Pastoral Ministry

In the case of a theology major wishing also to major in pastoral ministry, no more than 18 semester hours may be double-counted. Therefore, no fewer than 54 semester hours are required for the double major.

Courses

AREA I: THEOLOGICAL FOUNDATIONS AND METHODS

130. INTRODUCTION TO THEOLOGY (3)

What is theology? Why does it matter? How do theologians go about their task? This course introduces students to the field and methods of Christian theology, including its origins in the experience of Jesus Christ and the testimony of early Christian scripture, as well as major theological figures and movements, controversies, and contemporary issues and challenges.

This course will satisfy the theology core area requirement.

386. SPECIAL TOPICS IN THEOLOGY (3)

Prerequisite: Sophomore standing or consent of instructor

Area II: Biblical Literature and Language

110. UNDERSTANDING THE BIBLE (3)

This introductory course surveys the main theological themes of the Bible. The various books of the Hebrew Scriptures (Old Testament) and the Christian Scriptures (New Testament) are examined in light of their historical and theological significance.

This course will satisfy the theology core area requirement.

111. NEW TESTAMENT GREEK: INTRODUCTION (3)

This course offers an introduction to the basic elements of the grammar and vocabulary of the New Testament.

120. HEBREW SCRIPTURES I: FROM GENESIS TO JUDGES (3)

This introductory course engages students in a critical reading of the Hebrew Scriptures (Old Testament), with special emphasis on Genesis, Exodus, Leviticus, Deuteronomy and the Historical Books of the Bible.

This course will satisfy the theology core area requirement.

122. NEW TESTAMENT I: THE GOSPELS (3)

Each of the four Gospels paints a distinctive portrait of the person of Jesus, his origins, life and teaching, death and resurrection. This introduction to New Testament writings offers the student an opportunity to understand each gospel writer's perspective while critically assessing the information about the historical Jesus of Nazareth and the formation of the early Church.

This course will satisfy the theology core area requirement.

211. NEW TESTAMENT GREEK: INTERMEDIATE (3)

This course offers the completion of the study of the grammar and vocabulary of the New Testament, and engages the student in the translation and exegesis of selected passages.

230. HEBREW SCRIPTURES II: PROPHETS AND WISDOM (3)

This course focuses on the role and message of the Hebrew prophets, along with the wisdom literature found in the Hebrew Scriptures. The challenge of these traditions to people today will also receive attention.

This course will satisfy the theology core area requirement.

232. NEW TESTAMENT II: ACTS, PAUL, AND OTHER WRITINGS (3)

This course examines the development of the Christian community and its beliefs following the Resurrection and Ascension of Jesus as recorded in the New Testament. Major attention will be given to the Acts of the Apostles, the letters of Paul, the Pastoral Epistles, and the "Catholic" Epistles.

This course will satisfy the theology core area requirement.

386. APOCALYPTIC AND REVELATION (3)

This course will examine the Book of Revelation in its context and ours, with attention to the origin of apocalyptic literature in the late Jewish prophetic tradition, the advent of the Third Millennium, theological eschatology, and the implications of the resurgence of apocalyptic in our time.

Prerequisite: Sophomore standing or consent of instructor.

389. SPECIAL TOPICS IN BIBLICAL LITERATURE AND LANGUAGE (3)**AREA III: HISTORY AND DOCTRINE****240. THE CHURCH (3)**

Drawing on Biblical and other sources (Vatican II documents, individual theologians, etc.), this course examines theologically the nature, structure and mission of the Church and helps students develop a sound and compelling vision of the Church as it moves into the 21st century.

This course will satisfy the theology core area requirement.

250. HISTORY OF CHRISTIANITY I: FROM ORIGINS TO THE EVE OF THE REFORMATION (3)

This course traces the development of Christianity from the earliest communities through the era of persecution, to the emergence of new forms of leadership and explicit theology from the fourth to the ninth centuries. Finally, it explores the tension between competing interpretations of Christian doctrine and practice that led to the disruption of Christendom in the violence of the Crusades, the suppression of dissent, and political compromise which culminated in the Reformation movement.

This course will satisfy the theology core area requirement.

251. HISTORY OF CHRISTIANITY II: FROM THE REFORMATION TO THE PRESENT (3)

A survey of major figures, events, movements and theological developments since the "breakdown of the medieval synthesis." Topics include the Protestant and Catholic Reformations, the expansion of Christianity into the New World, the encounter with Enlightenment thought and the First and Second Vatican Councils. Completion of Theology 250 is not a prerequisite for this course.

This course will satisfy the theology core area requirement.

252. SACRAMENTS IN THE CATHOLIC TRADITION (3)

An in-depth consideration of the history and theology of the Catholic sacramental system. Special emphasis on how and why the sacraments developed, how they assumed their contemporary form and their relation to Catholic life and thought. Attention is also given to the general concepts of sacramentality, ritual and symbol.

This course will satisfy the theology core area requirement.

310. JESUS THE CHRIST (3)

This course explores what Christians mean when they proclaim Jesus “the Christ.” Through Scriptural, historical and theological perspectives, students will gain an understanding of the current state of research on the historical Jesus, Christian reflection on Jesus’ person and work, and contemporary Christological models (i.e. liberation, feminist).

Prerequisite: One previous course in theology

This course will satisfy the theology core area requirement.

330. THE MYSTERY OF GOD (3)

Study of the doctrine of God in the Hebrew Scriptures, the New Testament and the history of Christian theology, with special attention to the issues of Trinitarian doctrine, creation, providence, evil and revelation, and theological perspectives on the understanding of God in the modern world.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

353. WORSHIP, LITURGY AND PRAYER (3)

This course examines the roots of Christian worship in the Scriptures and history of the tradition and the development of the practice and theology of the Eucharist. Investigation into the understanding of prayer and a study of the Liturgy of the Hours.

Prerequisite: Sophomore standing or consent of instructor

354. GREAT CHRISTIAN THINKERS (3)

This course provides an opportunity to reach up to and engage the minds of outstanding figures in the Christian tradition. The focus may be the writings of a single figure (e.g. Origen, Augustine, Thomas Aquinas, Catherine of Siena, Karl Barth, Karl Rahner or Gustavo Gutierrez) or the engagement of two or more theologians in dialogue, often on a single problem or theme (e.g. sin and grace, eschatology, revelation, ethics, Biblical interpretation or religious pluralism).

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

355. THE MYSTERY OF DEATH (3)

Why do we die? What is death? How should we respond to death? This course considers such questions from various theological perspectives. Special attention is given to ethical issues surrounding death, as well as such topics as grief and concepts of an afterlife.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

390. SPECIAL TOPICS IN HISTORY AND DOCTRINE (3)**AREA IV: CHRISTIAN ETHICS AND SPIRITUALITY****160. UNDERSTANDING THE CHRISTIAN LIFE (3)**

What does it mean to live as a Christian in a complex and pluralistic society? This course explores this question in a critical manner, focusing on the moral and spiritual dimensions of Christian living. Topics to be considered include sources of Christian wisdom, such as the Bible and the writings of theologians and spiritual masters; themes such as discipleship, happiness and Christian virtue; and particular challenges in areas such as sexuality, civic involvement, and economic life.

This course will satisfy the theology core area requirement.

256. MARRIAGE AND FAMILY LIFE (3)

Everyone, in some way, has been formed by marriage and family life. Using texts, articles, movies and projects, we will integrate the tradition of the Catholic Church, the culture, and the students’ lived experience to think critically about marriage and family life. The theology of marriage, rooted in scripture, will provide a starting point for exploration. We will look at communication and conflict resolution, faith development and ritual within this most critical sphere of life.

This course will satisfy the theology core area requirement.

261. CATHOLIC SOCIAL TEACHING AND MOVEMENTS (3)

This course seeks to reveal Catholicism’s “best kept secret,” the long and still developing tradition of social teaching, as it is found in various Church documents, prominent writers and social movements.

This course will satisfy the theology core area requirement.

320. THEOLOGICAL ETHICS (3)

How ought one live? The Catholic tradition has a particularly rich and often controversial legacy of reflection on moral matters. This course will introduce the student to the theological sources and methods of that tradition in dialogue with other traditions and currents of thought. Topics include Biblical roots of moral reflection and action, discipleship, moral norms, conscience, the virtues, natural law, and the role of ecclesia authority in changing the life of the individual and community.

368. BIOMEDICAL AND HEALTH CARE ETHICS (3)

This course takes up a number of key ethical issues that emerge from contemporary developments in both biomedicine and health care. The theological dimensions of these issues will receive special attention.
Prerequisite: Sophomore standing or consent of instructor

369. CELTIC SPIRITUALITY (3)

This course will explore 1) the formative period of Celtic spirituality in Britain, Ireland, Scotland and the European mainland, especially in the lives of the saints, 2) the impact of Celtic Christianity on both Roman Catholic and Protestant churches before, during and after the Reformation, and 3) the influence on and potential of Celtic spirituality in the modern period and today, particularly in regard to issues of social justice, the role of women in the Church, and environmental redemption.

373. CHRISTIAN SPIRITUALITY (3)

This course considers Christian spirituality holistically, with attention to its biblical foundations, major traditions and schools. Students will explore elements of religious experience, stages of spiritual development, and the role of prayer and meditation in human life. Contemporary issues and applications will be emphasized, including the priority of the body, social action, lay spirituality and spiritual guidance.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

AREA V: THEOLOGY, RELIGION AND CULTURE**270. CHRISTIANITY AMONG THE WORLD'S RELIGIONS (3)**

While some attention will be paid to diversity within the Christian tradition, the major focus of this course will be on Christianity's response to and interaction with the other religions. Christianity's evangelical world mission will be explored, in terms of its emergence, historical development and evolving rationale. Christianity's more recent emphasis on inter-religious dialogue and cooperative action will also be explored, again in terms of both theoretical foundations and practical implementations.

Are these twin concerns—mission and dialogue—contradictory or complementary? What does the future hold for Christian identity amid religious diversity?

This course will satisfy the theology core area requirement.

276. ASIAN RELIGIONS (3)

This course examines the central beliefs and distinctive practices of the major religious traditions of India, China, Japan and Thailand. Hinduism, Jainism, Buddhism, Taoism and Shinto receive extended attention. Other traditions (i.e., Zoroastrianism, Sikhism, New Religious Movements) will receive consideration as interest and time permit. Students will explore aspects of inter-religious dialogue and conflict among Asian traditions and also with Western faiths.

This course will satisfy the multicultural core requirement.

277. AFRICAN-AMERICAN RELIGIOUS EXPERIENCE AND THEOLOGY (3)

Beginning with African roots and attentive to historical and cultural factors, this course examines the varieties of religious experience and theology distinctive of the African-American community.

Listed also as African/African-American Studies 277.

This course will satisfy the theology core area and multicultural core requirements.

278. RELIGIONS OF THE BOOK: JUDAISM, CHRISTIANITY, ISLAM (3)

This course explores the three great monotheistic religions that claim descent from Abraham. Sharing many of the same beliefs and traditions, Jews, Christians, and Muslims also differ theologically and politically. What are the common bonds that tie them together and the forces that create conflict and mistrust both within and among these faiths?

This course will satisfy the theology core area requirement.

279. ART, BEAUTY AND CONTEMPLATION: AN INTRODUCTION TO THEOLOGICAL AESTHETICS (3)

This course explores the intersection of art and theology through a consideration of the major themes and issues that inform a theological aesthetics. The focus of our investigation will be on the nature of symbolic seeing that permits one to go beyond mere appearances so as to discern God's presence in works of art and in all creation. Students will investigate the spiritual dimension of art with particular reference to the meaning of beauty, of light, space, time and creativity and their relation to nature, the senses, the imagination and contemplation.

This course will satisfy the theology core area requirement.

342. THE MYSTERY OF EVIL IN RELIGION AND LITERATURE (3)

The enigma (mystery, problem) of suffering and evil has been expressed historically through various mythologies: tragedy, original sin, alienation, etc. This course will take an in-depth look at these several themes from the perspective both of religion and of literature.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

343. FREUD, JUNG, AND RELIGION (3)

What have psychologists discovered about religion? Is it a crutch, the "obsessional neurosis of humanity?" Is God an illusion of the weak? Or is religion good for us, and location in the presence of the divine essential for human well being? This course will focus on the psychologies of religion espoused by Sigmund Freud and C. G. Jung, and will consider some of the challenges that their theories present to Christian theology.

Prerequisite: Sophomore standing or consent of instructor

360. GOD AND POLITICS IN THE CHRISTIAN TRADITION (3)

Whether the context has been the fall of the Roman Empire, European expansion into the 'New World,' the rise of Nazism, or recent responses to terrorism, the Christian theological tradition has included diverse and often conflicting views. This course explores theologically such topics as understandings of social order, politics and eschatology, the uses of coercion, and the quest to identify a people's 'common good.'

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

362. THEOLOGY AND ECOLOGY (3)

Global warming, habitat destruction, species extinction, and attempts to respond to these and other ecological crises raise profound theological and ethical issues.

This course explores the religious understanding of nature as creation, the biblical tradition of covenant and stewardship as ecological partnership, theological interpretations of human interaction with nature, and the rise of environmental ethics and activism.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

370. THE WAYS OF WAR AND PEACE IN CHRISTIANITY AND ISLAM (3)

It is sometimes said that the way we think about war tests all our thinking. With attention to the past, and mindful of momentous challenges today, this course examines various and often conflicting ways in which Christians and Muslims have regarded theologically not only war but also peace. Topics to be explored include sources for theologies of war and peace (the Bible, the Qur'an, and other key texts), "holy war," Jihad, "just war," and approaches to non-violence within the two traditions.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the theology core area and multicultural core requirements.

381. THEOLOGY, RELIGION AND CULTURE: SEMINAR AND IMMERSION (3)

This seminar introduces students to the cultural, religious and social issues of another culture and people. Exploration begins in orientation classes consisting of presentation, discussions and selected readings. The central component of the course is a service-learning trip, varying in duration from two to four weeks, depending on the topic. May be repeated with a different topic.

Prerequisite: Sophomore standing or consent of instructor

This course will satisfy the multicultural core requirement.

382. SPECIAL TOPICS IN THEOLOGY, RELIGION AND CULTURE (3)

Prerequisite: Sophomore standing or consent of instructor

VI. ADVANCED STUDY**299. SERVICE LEARNING (1)**

Prerequisite: Consent of the instructor

450. INDEPENDENT STUDY (2-4)

This course is intended for advanced students working in consultation with an instructor on a topic not covered in available courses. This course may be not used to satisfy the theology core area requirement.

485. THEOLOGY SENIOR INTEGRATING SEMINAR (3)

In order to help students draw together and advance what they have learned in the course of their studies, all graduating seniors who major in theology are required to complete the senior Integrating Seminar. There are three components to the Senior Integrating Seminar: The seminar itself, in which students will meet with other students who are undertaking their senior projects and with a seminar instructor assigned from the department of theology; the written project, either (a) a research paper or (b) a portfolio; and a formal presentation of their research or of their portfolio to the department of theology.

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