



# DOMINICAN UNIVERSITY

FOUNDED  
1901



## 2008-2010 UNDERGRADUATE BULLETIN

A Catholic Coeducational Liberal Arts and Sciences University  
*Inspired minds. Amazing possibilities.*



***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

## 2008-2009

### FALL SEMESTER 2008

August	25	Academic Advising and Registration
	25	Convocation (4:00 p.m. – 6:00 p.m.)
	26	First day of classes
September	1	Labor Day-No classes
	3	Last day to add courses
	10	Last day to drop courses
	10	Last day to declare satisfactory/fail grade option
	23	Last day to declare course intensification option
October	17-19	Long Weekend (no classes)
November	4	Last day to withdraw from Fall semester courses
	26-30	Thanksgiving Vacation
December	6	Last day of classes
	8-13	Final Examination Week
January 10, 2009		Commencement

### SPRING SEMESTER 2009

January	14	Academic Advising and Registration
	15	First day of classes
	22	Last day to add courses
	29	Last day to drop courses
	29	Last day to declare satisfactory/fail grade option
February	11	Last day to declare course intensification option
March	9-15	Mid Semester Vacation
	26	Last day to withdraw from Spring Semester courses
	30	Advanced Registration begins for 2009-2010
April	9-12	Easter Vacation
	24	Last day of classes
	25	Saturday Final Examinations
	27-30	Final Examination Week
May	2	Commencement

### SUMMER SEMESTER 2009

May	1	Begin graduation audits for students graduating in August 2009, January 2010, and May 2010
May 18-June 29		SUMMER SESSION I
	25	Memorial Day Vacation (No classes)
	26	Last day to drop/add courses
	26	Last day to declare satisfactory/fail grade option
June	19	Last day to withdraw from Summer Session I
July 1-August 11		SUMMER SESSION II
	3	July 4 holiday - No classes
	8	Last day to drop/add courses for Summer Session II
	8	Last day to declare satisfactory/fail grade option
August	3	Last day to withdraw from Summer Session II courses

# UNDERGRADUATE CALENDAR

## 2009-2010

### FALL SEMESTER 2009

August	31	Academic Advising and Registration
	31	Convocation (4:00 p.m. – 6:00 p.m.)
September	1	First day of classes
	7	Labor Day- No classes
	8	Last day to add courses
	15	Last day to drop courses
	15	Last day to declare satisfactory/fail grade option
	29	Last day to declare course intensification option
October	23-24	Long Weekend (no classes)
November	10	Last day to withdraw from Fall semester courses
	25-29	Thanksgiving Vacation
December	12	Last day of classes
	14-19	Final Examination Week
January	9, 2010	Commencement

### SPRING SEMESTER 2010

January	13	Academic Advising and Registration
	14	First day of classes
	21	Last day to add courses
	28	Last day to drop courses
	28	Last day to declare satisfactory/fail grade option
February	10	Last day to declare course intensification option
March	8-14	Mid Semester Vacation
	22	Advanced Registration begins for 2010-2011
	24	Last day to withdraw from Spring Semester courses
April	1-4	Easter Vacation
	23	Last day of classes
	24	Saturday Final Examinations
	26-29	Final Examination Week
May	1, 2010	Commencement

### SUMMER SEMESTER 2010

May	1	Begin graduation audits for students graduating in August 2010, January 2011, and May 2011
May 17-June	28	SUMMER SESSION I
	24	Last day to drop/add courses
	24	Last day to declare satisfactory/fail grade option
	31	Memorial Day Vacation (No classes)
June	18	Last day to withdraw from Summer Session I
July 6-August	16	SUMMER SESSION II
	13	Last day to drop/add courses for Summer Session II
	13	Last day to declare satisfactory/fail grade option
August	6	Last day to withdraw from Summer Session II courses

# 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 its 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, OP, 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 change recognized 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 School of Leadership and Continuing Studies and the Graduate School of Social Work. It also reaffirmed the university's commitment to the Sinsinawa Dominicans and Dominican values.

The university was an early pioneer of study-abroad programs, launching a "junior year abroad" program in 1925 with the opening of its Villa des Fougères in Fribourg, Switzerland—just the second school in the United States with a study-abroad program. Other study-abroad programs followed, including the Graduate School of Fine Arts in Florence, Italy in 1948, the Rosary in London program in 1971 and the Strasbourg, France program in 1987. The university has added new options for undergraduate and graduate study and service abroad at an increasing pace: the Heidelberg, Germany in 1993; Milan, Italy and Salamanca, Spain in 1994; Fanjeaux, France in 1997; Shanghai and Beijing, China in 2000; Nantes, France in 2002; Rome, Italy; the Silk Road; literary London and El Salvador in 2005; and Buenos Aires, Argentina; Limerick, Ireland; Paris, France; Ghana, West Africa; and Stellenbosch, South Africa in 2007.

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.



The Brennan School of Business traces its beginning to 1977, when a Master of Business Administration program was established, followed by a Master of Science in accounting program in 1978. A combined business and law degree program offered 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. The school also offers MBAs through collaborative programs with universities in Torun, Poland; Brno, Czech Republic; and Pune, India. 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 2008, both the undergraduate and graduate programs were integrated within the Brennan School of Business.

The School of Education developed out of the Master of Science in learning disabilities degree program inaugurated in 1978, which was followed in 1981 by a program in teaching students with 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 offered two new degree programs, the Master of Arts in educational administration, in 1989, and the Master of Science in education in 1990. That same year, the early childhood teacher certification program received state approval. In 1992, the school began offering a Master of Arts in teaching.

In 1997, the university established the adult learning curriculum known today as the School of Leadership and Continuing Studies. Originally called the Institute for Adult Learning, the program was established to provide accelerated programs for adults completing their degrees. The school administers a Bachelor of Science and a Master of Science in Organizational Leadership, with concentrations in women's leadership, sports leadership and nonprofit leadership. It also offers a Master of Arts in Leadership for Family Ministry and Faith Development.

The university initiated the Graduate School of Social Work in 2001 with courses leading to the degree Master of Social Work. The Graduate School of Social Work received full accreditation in 2004. The school emphasizes a global focus and family-centered practice. It is enriched by participation in the National Center for Gerontological Social Work Education.

In 2002, the university purchased the Dominican Conference Center located eight blocks east of the Main Campus. Renamed the Priory Campus, this facility houses the Graduate School of Social Work, the School of Leadership and Continuing Studies and the St. Catherine of Siena Center, which the university established in 2003 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 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 Priory Campus is at 7200 West Division Street, River Forest. The university also offers classes at sites across the Chicago area. All campus buildings are smoke free.

**NON-DISCRIMINATION POLICY**

Dominican University does not discriminate on the basis of race, color, gender, religion, national or ethnic origin, disability, age, marital status or sexual orientation.

**LIBRARY**

Students and faculty have access to a collection of over 210,000 volumes of books, 850 current print periodical and newspaper titles, 80,000 documents, and over 120 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) provide access to over 10 million volumes and over 80,000 current serial titles. With interlibrary loan through I-Share, a network of 71 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, Parmer Hall, 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 on my DU for policy information and how-to-documentation.

**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 and community service.
- 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 overall academic excellence and superior scholarship with an active enthusiasm for things Hispanic.
- 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, international 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.
- 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.
- Phi Sigma Tau, International Honor Society in Philosophy. Mu chapter established in 1995. Membership awarded for excellence in philosophy.

## 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 in this bulletin. It is further understood that students will assume all responsibility for meeting necessary graduation requirements including but not limited to cumulative semester hours earned, major/minor, core and GPA. Successful degree completion is the sole responsibility of the student. 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 AND FINANCIAL AID

Admission to 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. Admission decisions are announced on a rolling basis. Students are required to pay a tuition deposit after they 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 is also 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 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](http://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.

## 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 Academic Advising Office.

## 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 Academic Advising Office.

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

### **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 106).

### **ADMISSION OF TRANSFER STUDENTS**

A transfer student is one who has been accepted with at 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 accredited four-year colleges and universities (see residency requirements on page 17).

### **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 is 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.

### **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. Students-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 costs, other expenses for international students include:

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). 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.

### 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 1969 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 Raeppe 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 Thomas Foran Memorial 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 Louis Ruppert Grobl Scholarship  
 The Nancy O'Connor Harrington Scholarship  
 The William Randolph Hearst Endowed Scholarship  
 The Katharine Loretta Howard Scholarship  
 The Arvid C. Johnson, Jr. Memorial 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 Star Scholarship  
 The Isabelle Breen Stucker Scholarship  
 The Lena Maggi Swanson Memorial Scholarship  
 The M. James and Mary Jane Termond Scholarship  
 The Carmela M. Thill Scholarship  
 The Sister Sheila Treston Scholarship  
 The Rita M. Uznanski Bottei Endowed Scholarship  
 The Anita L. Vogel Scholarship  
 The Gert Hammond Wagner Scholarship  
 The Srs. Crapo, Davlin and Waters Scholarship  
 The Frances R. Watts Scholarship  
 The Margaret Ellen White Scholarship

#### **COSTS—2008-2009 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**

<b>Annual 2008-2009</b> (12-18 semester hours)	<b>Semester 2008-2009</b>
\$23,700	\$11,850

**Room and full board**

Double	\$7,350	\$3,675
Single	\$7,930	\$3,965

**Part-time students**

Tuition per semester hour (1-11)	
Credit .....	\$790
Non-credit (audit) .....	\$395

**High school students taking a college course**

Tuition per semester hour.....	\$395
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**Degree completion students**

ACE (Academic Course Equivalency) .....	\$395
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**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.....	1% of open balance
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.....	\$50

**Course Fees**

Some courses have special fees applied, ranging from \$10 to \$75.

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 by the first day of class for students who register in advance.

New students who register after the first day of class 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 through a third-party servicer. All charges must be paid in full before the semester ends. Students will receive only one statement per semester. All students 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. Refunds can be issued online or by check.

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 a 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 medical or religious reasons prevent a student from being immunized, a written statement to this effect must be submitted and will be placed in the student's 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 high schools or from personal physicians and are to be submitted to student health services.

Any questions regarding immunization records should be directed to 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 five 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 talented students, from 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. Guided by this mission, our essential learning goals for undergraduates include the following:

- **Foundational proficiencies:** A specified level of proficiency, normally by the end of the first year at Dominican, in designated foundational skills and abilities (including critical reading, writing, speaking, visual literacy, foreign language, quantitative reasoning, computer applications, information literacy and research methods), and enhanced through subsequent coursework.
- **Areas of study:** An appreciation of and a growing ability to show how key areas of study including philosophy, theology, history, social sciences, literature, fine arts and natural sciences, individually and/or together, contribute to the pursuit of truth, the offer of compassionate service, and the creation of a more just and humane world.
- **Catholic, Dominican, and other religious traditions:** Sustained critical study of and engagement with Catholic and Dominican traditions, broadly understood, along with other religious traditions and dimensions of culture.
- **Diverse perspectives:** An increasing capacity to engage diverse perspectives and to bring diverse modes of inquiry to the critical investigation of significant questions, topics or issues, and to adjudicate between them in a deliberate and reflective manner.
- **Major field:** A significant level of mastery in a major field of specialization, demonstrated through successful achievement of each of the essential learning goals outlined by that discipline, including a significant research project or creative investigation in the major.
- **Connecting major and core:** An increasing capacity to discern and articulate connections between information and ideas across the curriculum, including a capacity to situate one's major field within the larger field of liberal learning represented especially by the Core Curriculum.
- **Experiential learning:** Sustained direct experience and critical, respectful engagement with diverse ideas, practices and contexts, especially through study abroad, domestic study and community-based coursework.
- **Connecting experience and coursework:** An enhanced capacity to integrate experience outside the university with academic coursework, especially through service learning and internships in one's major field.
- **A personal stance:** An increasing capacity to develop and articulate a coherent, informed and ethically responsible personal stance, able to meet significant challenges likely to be encountered in one's studies, and in one's personal, career, and civic life.
- **Participation:** An ability to contribute to the college and university as communities of intellectual and moral discourse and decision-making, in preparation for life-long learning and participation in communities beyond Dominican.

The undergraduate curriculum consists of three overlapping components:

- **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 Undergraduate 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.

### **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. Please note that successful degree completion is the sole responsibility of the student.

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 Career Development aspires to create in students a values centered work ethic, to educate them to become productive and compassionate citizens, and to equip 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.

Career Development provides career decision-making assistance, job search workshops, résumé 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 listing full-time and part-time teaching vacancies is posted online. Additional information about Career Development is available on the Web site at [www.careers.dom.edu](http://www.careers.dom.edu).

## STUDY ABROAD

Dominican University offers a wide variety of study abroad programs, viewing these opportunities as an integral part of a student's 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. In addition to their course work, students in study abroad programs participate in a wide variety of cultural experiences and excursions and have the opportunity for independent travel. The goal of study abroad is to give students a broader knowledge and understanding of the world and other peoples and also a new sense of self-reliance and independence.

### Year-long or Semester Programs

**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 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. In addition to Italian language, apparel students may take area courses taught in English and one or two fashion courses at the *Istituto di Moda Burgo*.

**Study Abroad in Nantes, France**— This affiliate program with IES (International Education Studies) is intended for students who wish to study in France for a semester (fall or spring) or an academic year. Nantes is a medium-sized 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.

**Study Abroad in Limerick, Ireland**— This affiliate program with AIFS (American Institute of Foreign Studies) offers juniors and seniors the opportunity to take courses at the University of Limerick for one or two semesters. They can choose from a wide variety of courses in the College of Business, College of Humanities, College of Informatics and Electronic Engineering and the College of Science. Students also are encouraged to take courses offered in Irish Studies. The program includes a 3-day excursion to London and trips to the West of Ireland and Dublin. Students live in single rooms in University townhouses on campus. Students in all majors are welcome to apply.

**Study Abroad in Buenos Aires, Argentina**— This affiliate program with AIFS (American Institute of Foreign Studies) offers students with or without prior knowledge of Spanish to spend one or two semesters in Buenos Aires. All students must study Spanish; those whose Spanish is already at a high level have the opportunity to take courses at the Pontificia Universidad Católica Argentina. Beginners will take intensive Spanish along with other courses offered in English. Included in the program are a trip to Uruguay and one to Iguazu Falls. Students live with selected host families, with breakfast and dinner included. Students in all majors are welcome to apply.

## 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.

### **China: Modernization and Tradition**

The next major power and the fastest-growing country in the world, China has a 4,000-year-old civilization. China has long been involved with travel and trade along the Silk Road, which stretches from China to Rome. During the two-week study trip, students visit the cultural, political and commercial centers of China and the Silk Road, including Beijing, Xi'an, Shanghai and Xinjiang. 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.

### **Paris: Essentials of French Fashion**

This six-credit-hour course for Apparel majors and minors provides the opportunity to spend one month in Paris, the fashion capital of the world. Students take all coursework at the Paris American Academy. The intensive course consists of an overview of the French fashion industry, an opportunity to become immersed in a specialization (design; couture; merchandizing and communication) from a French fashion perspective and a hands-on introduction to the French culture and language. The course is conducted in English.

## Short-Term Programs

### **El Salvador: Human Rights, Public Health and Globalization**

This course explores the ways in which El Salvador's social, political, and economic structures shape the health and well-being of the population. Exploring

themes of public health, social and economic development, globalization, gender, and human rights students will learn about and meet with different social actors and interested parties including non-governmental organizations, politicians, hospital workers, doctors and nurses, and community activists.

### **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 William Shakespeare, Geoffrey Chaucer, Charles Dickens, Samuel Pepys, Samuel Johnson and James Boswell, T.S. Eliot and Thomas Gray.

### **Rome Interim Program Early Christian History: Focus on Rome**

This three-credit-hour program in Rome, Italy, occurs during the January semester break. The program consists of three phases: study of historical context, which takes place at Dominican prior to leaving for Rome; a tour of the 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 a final session at Dominican after the tour. The course is conducted in English.

### **Ghana: A Gateway to Africa**

This one to three credit study abroad program occurs during the spring semester. On-campus classroom sessions and orientations are followed by 14 days of travel in the West African country of Ghana in May. While there, participants will experience Ghana's political development and visit Parliament, as well as have lunch with selected members of Parliament. Participants will also discover Ghana's rich history and culture traveling to the different regions, exploring the timeless art of Kente weaving, a visit to the Manhyia Palace, where you will view the legendary Golden Stool and touring 14th century slave dungeons along the coast of Ghana. In addition, participants will enjoy lectures at two of the largest Universities in Ghana and learn about traditional religion, Muslim and Christian faiths and how they have shaped Ghana. The study tour encompasses Ghana's natural beauty with trips to Wli Waterfalls and Kakum National Park. Lastly, participants will also spend a day with selected hosts, experiencing everyday life with a Ghanaian family. Students will be required to keep a journal of their experiences and write a term paper. The course is conducted in English.

## SERVICE LEARNING PROGRAMS

### *El Salvador: Election Observation and Democratic Participation*

In this course students learn in depth about the political, social and economic reality of El Salvador and contribute to the democratic process in El Salvador. Democracy depends on a transparent process, and the presence of international observers can help guarantee such transparency. This service learning abroad course will incorporate into an electoral international observer mission in El Salvador.

### *Indigenous Identity, Culture, and Ecology in Venezuela*

This course is an opportunity to learn in depth about the identity, culture and ecology of the indigenous peoples living in Venezuela. In 1999 a new constitution was enacted in Venezuela which granted extensive land rights to the indigenous peoples of Venezuela reversing over 500 years of policy. The goal of this course is to learn about the culture and identities of the native peoples of Venezuela, their ecological and medicinal practices and strategies, and the struggles and challenges to ensure the implementation of their rights. For complete information on all programs, contact the director of international studies.

## INTERNSHIPS

Internships enable students to gain appropriate work experience in their field and to integrate 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 only in the student's major field of study, for 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 with the chairperson of the relevant department and then with the director of internships. Registration for an internship requires the approval of 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 after 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 Assistant Director, Internships in Career Development.

## SERVICE LEARNING

Service learning is a method of teaching that 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 that 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, and fully integrates 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. For additional information, contact the Service Learning Office.

## UNDERGRADUATE RESEARCH AND CREATIVE INVESTIGATIONS (URCI)

Dominican University offers students opportunities to engage in undergraduate scholarly activities that go beyond class assignments. The office of Undergraduate Research and Creative Investigations (URCI) promotes undergraduate student-faculty collaborative research and scholarship. It administers a variety of initiatives to support undergraduate students involved in scholarly projects in all disciplines. Students learn valuable research skills for different disciplines by taking courses taught within each department. Students

can also earn course credit for working with a faculty mentor on a research project or creative investigation that is completed independently—not as part of a class assignment. A uniform course number (e.g. Biol 195, Art 395) has been established to designate participation in independent undergraduate research/creative activities across all departments at Dominican. Students must obtain prior approval from a faculty mentor before they can register for any of these independent research courses. Each course can be completed for variable credit hours (1-3) and can be repeated for two semesters at each class level. Students are encouraged to present their independent scholarly and creative work at the annual Exposition of Undergraduate Research and Creative Investigations that is held each spring.

### **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's 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 who have been out of high school for at least seven years and who have a diploma from an accredited high school, or a GED, or college credit earned at an accredited institution. 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 Degree Credits 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.

### **SCHOOL OF LEADERSHIP & CONTINUING STUDIES**

The School of Leadership & Continuing Studies 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 SLCS offers a Bachelor of Science in organizational leadership (BSOL). This experience-driven program is not designed simply to prepare students for a job but rather to 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 courses are completed in five-week 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. In addition, there are some on-line course offerings available. To be admitted to the SLCS 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, at Concordia University and for no additional cost, one or two courses per semester in subjects that complement courses in the Dominican curriculum. (Students majoring in music may take more than two.) The exchange agreement does not cover special fees for music lessons, laboratory courses, etc.; students are responsible for these costs.

Concordia University is located one-half mile east of Dominican University's Main Campus and across from the Priory Campus.



# CORE CURRICULUM AND HONORS PROGRAM

The 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. In distinctive ways, the core curriculum helps students meet the ten central learning goals for all Dominican undergraduates (see page 16).

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 or by completing with a passing grade a foreign language course at the level of 102. Foreign nationals educated abroad at the high school level are exempt from the requirement;
4. The ability to find, evaluate and use information effectively; that is, to acquire 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 resources by searching library databases for articles and books. They will also learn how to use the Internet for academic purposes, how to evaluate information critically, and how to use 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 113.

## 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 acquaint them 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. Such an understanding 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 understand 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 need 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 PROGRAM

### 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 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 101.
2. Two courses designated as Honors. Students may also fulfill this requirement by taking two core curriculum area studies requirements, outside of the student's major core area, completed with the course intensification option. One course may be satisfied by an intensified 3-credit course in a Dominican University study abroad program or

- an honors study abroad program approved by the Honors committee and the Study Abroad committee.
3. Demonstrated proficiency equivalent to two years of a foreign language among those offered at Dominican or a language approved by the Honors committee (e.g., Arabic or New Testament Greek); and
4. A cumulative grade point average of 3.30 and a grade point average of 3.00 in all honors seminars.

University Honors students, especially those who plan to attend graduate school, are strongly advised to take Engl 345 Advanced Academic Writing during their junior or senior year.

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. 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. Honors students who follow a full-year study abroad or other academic off-campus program may choose to take the seminar missed that year or to read the common text(s) of that seminar, writing a paper about the text on a subject proposed by the Honors committee and giving a presentation to the Dominican University community on the academic and cultural elements of their study abroad experience.

### 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 approves the project, and the project first and second readers 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: junior status and a cumulative grade point average of 3.25 in the field of the honors project and an overall grade point average of 3.0. If the student's proposal is accepted, the student must take English 345 Advanced Academic Writing as a part of the project. Exemption from this requirement is possible at the discretion of the course instructor.

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 from the honors director, or from the Academic Advising Office.

# 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 register only 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 appropriate school 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 appropriate school.

**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 no later than one semester prior to the one 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 Academic Advising Office. 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 Academic Advising Office, 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. Students with Senior standing are in some instances allowed to enroll in 500 level courses which would serve to fulfill undergraduate credit hours as well as graduate level credit hours in the approved graduate program.

### 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 fewer 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 appropriate school. In rare cases, the dean 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 appropriate school 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 advisor 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. 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 Dean of the appropriate school, as well as the Academic Advising office. Please consult the Student Handbook and Planner, the Faculty Handbook or the Student Athlete Handbook for specific attendance policies pertaining to student athletes.

### 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 school in which the course was offered. 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.

This process is as follows:

For the **Rosary College of Arts and Sciences** the Dean of Rosary College of Arts and Sciences 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.

When a sanction is imposed in the **Brennan School of Business**, regardless of its severity, the instructor will send written notification to the Dean of the Brennan School of Business. 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 impose further sanctions, including suspension or expulsion from the university.

When a student enrolled in a **School of Education** class violates the academic integrity policy, the Dean of the School of Education will meet with the instructor who determined that the student violated the academic integrity policy and review the violation and proposed sanction. The program director and student's advisor can be called in to meet with the dean and instructor if deemed appropriate. The dean will then make a decision as to whether any sanctions, in addition to those recommended by the faculty, will be imposed. Additional sanctions may include a warning/reprimand or termination from the teacher education program.

#### **ACADEMIC APPEALS PROCESS**

If the course was taken in the **Rosary College of Arts and Sciences**, any disagreement with regard to academic procedure, including individual cases of alleged violation of academic integrity and final grades, should be first taken up with the instructor. If this does not settle the matter satisfactorily, the matter should be

taken up with the department chair. If the issue cannot be resolved at the department 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 Committee on Curriculum and Educational Policies. 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 Committee on Curriculum and Educational Policies. 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.

If the course was taken in the **Brennan School of Business** and cannot be resolved with the instructor, the matter should be taken up with the Dean of the Brennan School of Business. If the issue is not resolved, the student has the right to present the issue in writing to the Curriculum Committee of the Brennan School of Business, which is composed of all full-time faculty members. To do this, the student must provide a written statement of the issue to the dean, who will then place it on the agenda for the Curriculum Committee to review. The faculty member may also choose to present a written statement. A written response will be sent directly to the individual presenting the appeal. All appeals must be made before the last day of the semester following the term in which the disputed issue arose.

If the course was taken in the **School of Education** and cannot be resolved with the instructor, the matter should be taken up with the advisor who will call a meeting with the instructor and program director. If the issue is still not resolved, the student may file an appeal with the Dean of the School of Education. Students wishing to file an appeal based on a spring or summer course must do so no later than the end of the subsequent fall semester. Students wishing to file an appeal based on a fall course must do so no later than the end of the subsequent spring semester. The student provides a written statement of



the issue to the dean who then calls a meeting of the Student Concerns Committee. The Student Concerns Committee is comprised of the Dean, student's advisor, and program director. When dealing with academic appeals, two additional program directors will be asked to join the committee to deal with the specific issue at hand. 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 School of Library and Information Science offers two masters degree programs: the American Library Association-accredited Master of Library and Information Science degree (MLIS) which prepares students for professional positions in libraries and information service environments, and the Master of Science in Knowledge Management (MSKM) which prepares students for careers in information management and analyses in the corporate, not-for-profit, and consulting arena.

### Accelerated Bachelor of Arts or Bachelor of Science/Master of Library and Information Science and Post-Baccalaureate Knowledge Management Certificate

Seniors at Dominican University, with the written 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. Students interested in studies in Knowledge Management may apply for the post-baccalaureate certificate requiring the completion of four courses. Information on these programs may be obtained from the Graduate School of Library and Information Science.

### BRENNAN SCHOOL OF BUSINESS

The Brennan School of Business offers flexible master's degree programs. Evening, weekend and on-line courses can lead to the completion of the following degrees: Master of Business Administration, Master of Science in Accounting, Master of Science in Computer Information Systems, Master of Science in Knowledge Management and Master of Science in Management Information Systems.

The Brennan School of Business offers several cooperative programs that make it possible for a student to complete two degrees in a shorter time than if they were earned separately. In these dual-degree programs, the student is simultaneously enrolled in two programs with some course work common to both programs. Upon successful completion of both

programs, the student will receive two separate degrees. These degrees include MBA/JD with The John Marshall Law School, MBA/MLIS with The Graduate School of Library and Information Science at Dominican, the MBA/MSW with the Graduate School of Social Work at Dominican and the BA/MBA or BS/MBA with undergraduate work at Dominican.

### BA/MBA or BS/MBA with Dominican University Rosary College of Arts and Sciences

Qualified students may be able to complete the bachelor's degree and the Master of Business Administration degree in a total of five calendar years. During the undergraduate program, the equivalent of the six MBA foundation courses may be taken. Students are encouraged to apply to the BA/MBA or BS/MBA before the end of their junior year. Accepted students may enroll in two MBA courses during their senior year, one course each semester, and credit will be given toward the undergraduate degree. The remaining ten graduate business courses may be taken upon completion of their undergraduate degree.

For more information on these programs, please contact the Brennan School of Business at business.dom.edu or (708) 524-6810.

### 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

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 to six years.

Following acceptance into this program, candidates may take two graduate level courses in special education in their senior year. They complete a Bachelor of Arts or Bachelor of Science degree with an

undergraduate major. Candidates then may complete their graduate coursework in special education in the semesters following their graduation from the undergraduate program.

Students interested in the BA/MSSPED or BS/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 work only 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.

### **SCHOOL OF LEADERSHIP & CONTINUING STUDIES**

The School of Leadership & Continuing Studies offers a unique flexible means of degree completion for adult students with a desire to complete their degree in an accelerated format. The SLCS offers a Master of Science in Organizational Leadership (MSOL) and a Master of Arts in Leadership for Family Ministry and Faith Development (MLFM). The academic focus is on current, real world applied knowledge and techniques. Most three-semester credit hour courses are completed in eight-week sessions; six 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. In addition, there are some on-line course offerings available particularly in the MLFM program.

### **GRADUATE SCHOOL OF SOCIAL WORK**

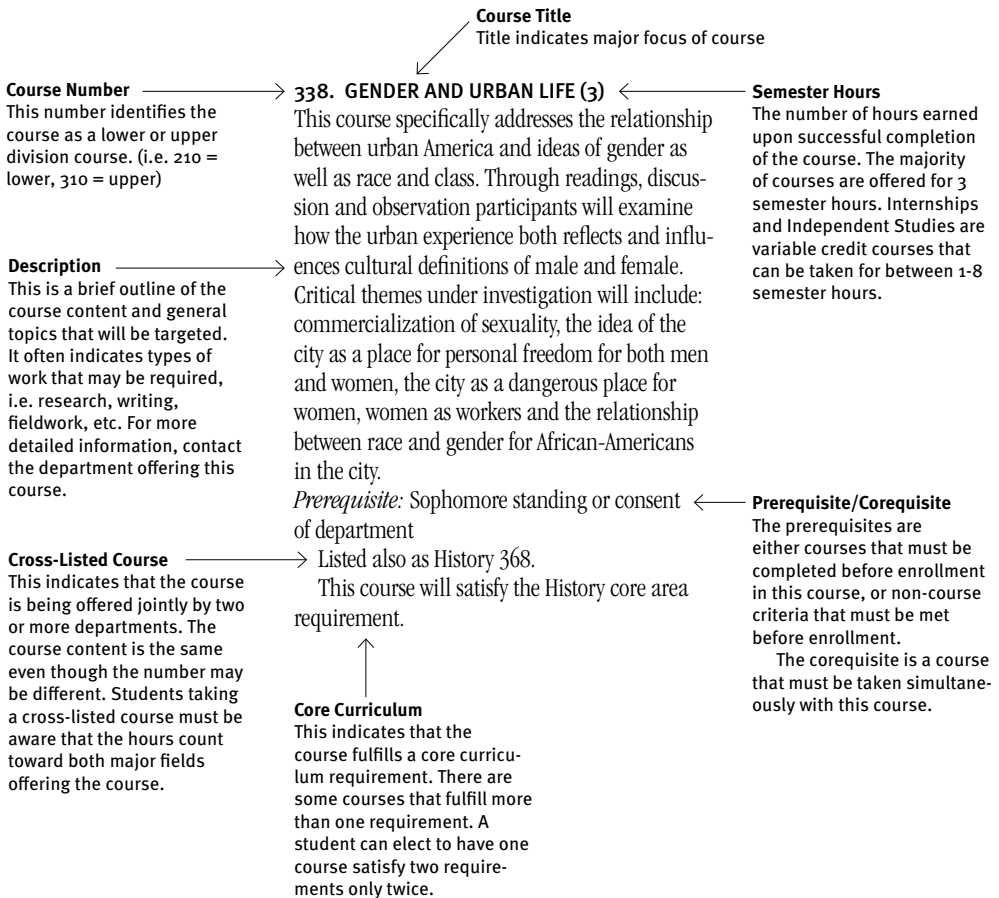
The Graduate School of Social Work—centered in the Sinsinawa Dominican tradition and committed to truth, compassion, empowerment and social

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, in the final semester of the program students have the option to participate in an international field placement abroad.

Dominican's MSW program offers a flexible schedule of day and night courses available for both full-time and part-time students. Students with a BSW degree from a CSWE accredited program can enter the MSW program as an advanced standing student. These students can complete the MSW in nine months as a full-time advanced standing student or in two years as a part-time advanced standing student. Students who do not hold a BSW degree will be required to complete the regular MSW program as a two year full-time student or as a three or four year part-time student. For more information about the MSW program, please send your request to [msw@dom.edu](mailto:msw@dom.edu) or call (708) 366-3463.

# HOW TO READ COURSE DESCRIPTIONS



# COURSES OF INSTRUCTION



**ROSARY COLLEGE OF ARTS AND SCIENCES**

# ROSARY COLLEGE OF ARTS AND SCIENCES

## MISSION STATEMENT

We strive to embody a community of learners seeking truth through open dialogue, supportive of one another's development as persons committed to using their talents to make a positive contribution to their world. We strive to produce graduates of a liberal arts and sciences program who can think critically, communicate ideas well, orally and in writing, and achieve both breadth of understanding and depth of knowledge in one field.

## GOALS

As a College we are committed in particular to each of the essential learning goals for undergraduates referenced earlier in this Bulletin:

- *Foundational proficiencies*: A specified level of proficiency, normally by the end of the first year at Dominican, in designated foundational skills and abilities (including critical reading, writing, speaking, visual literacy, foreign language, quantitative reasoning, computer applications, information literacy and research methods), and enhanced through subsequent coursework.
  - *Areas of study*: An appreciation of and a growing ability to show how key areas of study including philosophy, theology, history, social sciences, literature, fine arts and natural sciences, individually and/or together, contribute to the pursuit of truth, the offer of compassionate service, and the creation of a more just and humane world.
  - *Catholic, Dominican, and other religious traditions*: Sustained critical study of and engagement with Catholic and Dominican traditions, broadly understood, along with other religious traditions and dimensions of culture.
  - *Diverse perspectives*: An increasing capacity to engage diverse perspectives and to bring diverse modes of inquiry to the critical investigation of significant questions, topics or issues, and to adjudicate between them in a deliberate and reflective manner.
  - *Major field*: A significant level of mastery in a major field of specialization, demonstrated through successful achievement of each of the essential learning goals outlined by that discipline, including a significant research project or creative investigation in the major.
- *Connecting major and core*: An increasing capacity to discern and articulate connections between information and ideas across the curriculum, including a capacity to situate one's major field within the larger field of liberal learning represented especially by the LAS Core Curriculum.
  - *Experiential learning*: Sustained direct experience and critical, respectful engagement with diverse ideas, practices and contexts, especially through study abroad, domestic study and community-based coursework.
  - *Connecting experience and coursework*: An enhanced capacity to integrate experience outside the university with academic coursework, especially through service learning and internships in one's major field.
  - *A personal stance*: An increasing capacity to develop and articulate a coherent, informed and ethically responsible personal stance, able to meet significant challenges likely to be encountered in one's studies, and in one's personal, career, and civic life.
  - *Participation*: An ability to contribute to the college and university as communities of intellectual and moral discourse and decision-making, in preparation for life-long learning and participation in communities beyond Dominican.

# ADDICTION COUNSELING

## Bachelor of Arts

### 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 (CADC). Students complete six basic addiction counseling courses at Triton College along with 500 hours of internship. The internship also may be completed at Dominican. In addition, addiction counseling majors complete the psychology core courses: Psychology 101 or 102, 214, 290 and 291. A minimum of fourteen semester hours in psychology must be completed at Dominican for this major.

# AFRICAN/AFRICAN-AMERICAN STUDIES

## Bachelor of Arts

### 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 that are included in the major.

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

- Thirty semester hours, including African/African-American Studies 410; two courses chosen from among African/African-American Studies 101, 180, 200, 206, 277, and 320
- Three courses taken from among African/African-American Studies 225, 264, 280, 305, 322 and Liberal Arts and Sciences Seminar 254, 258
- Three collateral courses chosen from among American Studies 348; English 342, 343, 344; History 380; 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

- Eighteen semester hours, including two courses chosen from among African/African-American Studies 200, 206, 277 and 320
- 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

**101. INTRODUCTION TO AFRICAN/AFRICAN-AMERICAN STUDIES (3)**

**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.)

**180. PRE-COLONIAL AFRICA (3)**

Listed also as History 180.

**200. AFRICAN AND AFRICAN-AMERICAN THOUGHT (3)**

Listed also as Philosophy 200.

**201. GHANA: A GATEWAY TO AFRICA (3)**

**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.

**226. ISLAM AND CHRISTIANITY IN AFRICA (3)**

Listed also as History 225.

**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.



**281. COLONIAL AFRICA (3)**

Listed also as History 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 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.

**380. CONTEMPORARY AFRICA (3)**

Listed also as History 380.

**381. CONSTITUTIONAL LAW II: CIVIL LIBERTIES (3)**

Listed also as Political Science 381.

**390. ATLANTIC AFRICA (3)**

Listed also as History 390.

**391. APARTHEID IN SOUTH AFRICA (3)**

Listed also as History 391.

**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.

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# AMERICAN STUDIES

## Bachelor of Arts

### Major/Minor

American Studies is 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 twenty hours in the major field must be completed at Dominican.

#### Major Requirements (Twelve courses)

- American Studies 200; Sociology 110; History 211 or 212
- Two courses from English electives listed below
- One course chosen from Sociology or Political Science electives
- Two courses chosen from Art, Philosophy, Theology and Communication Arts and Sciences electives
- One course chosen from all electives
- Two courses chosen from among the 200- and 300-level U.S. History electives
- One 300 level course chosen from History electives  
In their senior year students must intensify one 200- or 300- level U.S. History course.

Students seeking elementary education certification must choose three courses from either U.S. history or English electives. Students seeking elementary education certification should take Political Science 170 and one of their electives.

#### Minor Requirement (Eight courses)

- American studies 200; History 211 or 212;
- Three courses from all electives excluding History and English electives
- One course chosen from U. S. History electives
- One course chosen from English electives
- One course chosen from 300 level American Studies electives;

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

#### Electives

- Art History 250, 265, 298, 319, 324, 354, 355 (326-329 with the approval of the Director of American Studies)

- Communication Arts and Sciences 207, 219, 222, 227, 266, 272, 277, 291, 294, 316, 353, 358, 373, (420 with the approval of the Director of American Studies)
- Economics 366
- Education 310
- English 277, 285, 286, 287, 291, 294, 295, 298, 342, 343, 344, (220-229, 420-439) with the approval of the Director of American Studies)
- Geography 314, 324
- History 221, 222, 223, 224, 306, 312, 319, 320, 333, 334, 344, 345, 346, 348, 367, 368, 378, 440, 460, (307 with approval of the Director of American Studies)
- Italian 260
- Philosophy 200
- Political Science 170, 215, 262, 276, 280, 282, 286, 290, 291, 295, 297, 341, 374, 375, 380, 381, 382
- Sociology 210, 218, 220, 222, 230, 240, 245, 250, 268, 280, 285, 302, 372, 380, 382 (286 with approval of the Director of American Studies)
- Theatre 270
- Theology 277, 381

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)

What is American Studies? What is American culture? Who is American? Who decides? How do we know? How does it change? Through the examination of regional American cultures, this course will introduce students to the theories and methods of American Studies. Readings will include American Studies "classics" and selections from the disciplines that contribute to American studies.

##### 205. THE AMERICAN CATHOLIC EXPERIENCE (3)

The interaction between Catholicism and the democratic and pluralistic American society forged distinctive and changing expressions of what it means to be a Catholic in the United States. This course provides an interdisciplinary examination and analysis

of the Catholic experience in the United States from the colonial era to the present. Students will examine how class, gender, race, and ethnicity intersect with the critical issues contemporary Catholics encounter in both their church and nation.

**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 GILDED AGE  
THROUGH THE NEW DEAL (3)**

Listed also as History 223.

**226. THE COLONIAL AMERICAN EXPERIENCE (3)**

Listed also as History 221.

**249. RELIGION IN AMERICA (3)**

This course examines the historical development of religious traditions and communities in the United States. Students will address the various interpretations of the U.S. Constitution and the 1st Amendment's mandate regarding the separation of church and state. Students will also examine the social, political and cultural influences and challenges that religious pluralism offers to life in the United States.

**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 and History 296.

**299. SERVICE LEARNING (1)**

**305. THE CHICAGO SCENE IN LITERATURE (3)**

Listed also as English 295.

**306. THE MEXICAN-AMERICAN EXPERIENCE (3)**

Listed also as History 306.

**311. PHILOSOPHY AND HISTORY OF AMERICAN  
EDUCATION (3)**

Listed also as Education 310.

**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 department

Listed also as History 317.

**317. AMERICAN INTELLECTUAL HISTORY (3)**

Listed also as History 312.

**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.

*Prerequisite:* Sophomore standing or consent of department

Listed also as History 368.

This course will satisfy the History core area requirement.

**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.

**378. NATIVE AMERICAN HISTORY (3)**

Listed also as History 378.

**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.

**452. WAR ON TWO FRONTS: COMBAT IN VIETNAM AND UPHEAVAL IN THE UNITED STATES (3)**

Listed also as History 452.

**455. INTERNSHIP (1-8)****INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# APPAREL DESIGN AND MERCHANDISING

## Bachelor of Arts

### 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, 220, 365, 366, 368 or 400; Art 105, 201, 208.

A minimum of fifteen 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 250, 255, 345
- Economics 190 and 191
- Art 208
- Recommended: Business Administration 275.

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

##### 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.

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

#### 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 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.

##### 220. UNDERSTANDING CREATIVITY (3)

What is creativity? Can creativity be learned? How can I enhance my creativity? This course explores creativity theories and the creative process. Topics include factors that influence creativity, evaluating creativity, and case studies of eminent creative people.

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

*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 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 the product development process and the interrelationship of allied industries, with perspectives on consumer, manufacturer, retailer and the international market.

*Prerequisite:* Apparel Design and Merchandising 170

**371. RETAIL BUYING (3)**

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

*Prerequisite:* Mathematics 130 or 150

**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.

*Prerequisites:* Apparel Design and Merchandising 380 and Art 208

**440. SPECIALTY MARKETS (3)**

Research of social, economic and demographic aspects of a target market instrumental in the design of a speciality market line. Emphasis on the product development process from design through implementation.

*Prerequisites:* Apparel Design and Merchandising 320 and junior standing

**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 and presentation 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 resume 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 or senior standing

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# ART AND DESIGN

## Bachelor of Arts Major/Minor

The Department of Art 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 painting, sculpture, graphic design and photography. All art and design majors share a common foundation core that includes the following:

### Foundation Core Requirements (24 hours)

- Art 102, 105, 208, 224, 230,
- Art History 190, 191 and 319

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 to complete the foundation core as soon as possible.

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

Students wishing to double major in art and design should work closely with their advisors to avoid exceeding the 54 credit hour limit in the department.

### PAINTING

Painting and drawing majors take most 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 (27 hours)

The following nine courses in addition to the foundation core:

- Two of the following Life Drawing courses: Art 201, 202, or 203
- Art History 250
- Art 270, 304, 395, 406, 445
- One Special Topics or Studio Elective

A minimum of 24 hours in the major discipline must be completed at Dominican. These hours must include Art 304, 406, and 445.

### Minor Requirements (18 hours)

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

### SCULPTURE

The sculpture major focuses on the relationship of ideas to materials, processes, and construction techniques. Courses foster the development of both subtractive and additive skills of sculpture, including carving, casting, modeling, woodwork, and assemblage. Advanced sculpture students will have the opportunity to explore more diverse forms of art making, such as sound and installation art. Additional required foundation courses, including drawing, photography, art history, and graphic design, are designed to broaden skill sets and critical thinking within the fine art discipline.

### Major Requirements (27 hours)

The following nine courses in addition to the foundation core:

- Art 201 or Art 203, 206, 260, 301, 395, 414, 445
- Art History 250
- One Special Topic or Studio Elective

A minimum of 24 semester hours in the major field must be completed at Dominican. These hours must include Art 301, 414 and 445.



**Minor Requirements (18 hours)**

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

**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 (27 hours)**

The following nine courses in addition to the foundation core:

- Art 227, 240, 254, 267, 319, 330, 395, 413, 445

Students majoring in graphic design are strongly advised to take an internship in their junior year. A minimum of 24 hours in the major field must be completed at Dominican. These hours must include Art 318, 413, and 445.

**Minor Requirements (18 hours)**

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 (27 hours)**

The following nine courses in addition to the foundation core:

- Art 210, 315, 353, 395, 405, 445
- Art History 265
- One Special Topic Photo Elective
- One Studio Elective

A minimum of 24 hours in the major field must be completed at Dominican. These hours must include Art 315, 405 and 445.

**Minor Requirements (18 hours)**

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

**ART EDUCATION**

Students interested in art education must choose from one of the art and design majors listed above. Art education students must take Art 206, Art 260 and Art 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.

**Painting and Drawing Courses****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.

**200. PAINTING MARATHON: LANDSCAPE (3)**

This is a multi level intensive painting course taught outdoors *en plein air* over a two week period. Students begin a new painting each day and will complete ten paintings by the end of the course. All work is done from direct observation.

*Prerequisite:* Art 105

**201. LIFE DRAWING: ANATOMY (3)**

This class focuses on surface anatomy of the human form. Using traditional materials, students explore composition, proportion, volume and structure through long and short poses. Frequent historical references are made through reproductions and slides.

*Prerequisite:* Art 105

\$75 course fee

**202. LIFE DRAWING: THE PORTRAIT (3)**

This class focuses on the structure of the head along with analysis and measurement of facial features to achieve likeness and psychological insight. Students work in a variety of media, sizes, and styles. Long and short poses will be explored using a variety of models.

*Prerequisite:* Art 105

\$75 course fee

**203. LIFE DRAWING: FIGURE IN SPACE (3)**

This class begins with a review of linear perspective and focuses on drawing the human figure in measured, spatial environments. Students work in a variety of media, sizes, and styles. Frequent historical references are made through reproductions and slides.

*Prerequisite:* Art 105

\$75 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 in 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 the 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

**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

**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.

*Prerequisites:* Art 201 and 224

\$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

**395. JUNIOR CRITIQUE (3)**

An interdisciplinary critique seminar required of all studio art majors. Its purpose is to engage students at the junior level in the development, description, analysis, interpretation, and judgment of their individual artistic directions and those of their peers.

*Prerequisite:* Junior standing

**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

**Sculpture and Ceramics 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.

**206. SCULPTURE I: ADDITIVE STRUCTURES (3)**

Through thoughtful and skillful additive approaches, this course investigates structural and spatial possibilities of three-dimensions. Intermediate woodworking—joining, bending, shaping finishing—are introduced in conjunction with wire and wire mesh fabrication and construction. Additive hand construction processes such as knotting, twining, netting, and sewing using both traditional and non-traditional materials will also be introduced. By examining and questioning the

interplay of form, material, technique and content, a conceptual understanding of sculpture will develop over the semester. Investigations and demonstrations of materials, techniques, and processes will be balanced with slide lectures, discussion, and critique.

*Prerequisite:* Art 102

\$75 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.

#### **301. SCULPTURE II: ENVISIONING THE BODY (3)**

This course develops an understanding of the human form in three dimensions. A foundation of figurative sculpture will be gained by learning anatomy, proportion, structure, pose and gesture. The latter half of the semester will focus on diverse ways of interpreting the figure: initiating ideas of the figure as metaphor and abstract form. This course includes direct rendering in clay from live models and the use of armatures, plaster build-up, mold making, and casting. Investigations and demonstrations of materials, techniques, and processes will be balanced with slide lectures, discussion, and critique.

*Prerequisite:* Art 206

\$75 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

#### **365-369. SPECIAL TOPICS IN SCULPTURE (3)**

Sculpture electives offered on a rotating basis may include Sound Art, Installation Art and Soft Sculpture.

#### **395. JUNIOR CRITIQUE (3)**

An interdisciplinary critique seminar required of all studio art majors. Its purpose is to engage students at the junior level in the development, description, analysis, interpretation, and judgment of their individual artistic directions and those of their peers.

*Prerequisite:* Junior standing

#### **414. SCULPTURE III: HYBRID OBJECTS: THE EXPRESSION OF IDEAS IN SPACE (3)**

The work produced in this course will be articulated and developed conceptually. Both traditional and non-traditional materials and processes will be explored as well as assemblage and experimental approaches

to object making. Students will also begin to blur the lines between a discrete object and an open system of construction, experimenting with installation art and alternative forms of presentation.

*Prerequisite:* Art 301

\$75 course fee

#### **445. SENIOR THESIS (3)**

Required of all sculpture 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 319 and Art 400

#### **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 in a variety of projects in order for students to arrive at an understanding of basic communication and design principles.

*Prerequisites:* Art 208 and sophomore standing

Listed also as Communication Arts and Sciences 237.

\$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 students to refine further 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 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

**395. JUNIOR CRITIQUE (3)**

An interdisciplinary critique seminar required of all studio art majors. Its purpose is to engage students at the junior level in the development, description, analysis, interpretation, and judgment of their individual artistic directions and those of their peers.

*Prerequisite:* Junior standing

**413. GRAPHIC DESIGN III (3)**

In this project-oriented class, emphasis is placed on the research and development aspects of assignments to advance further 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)**

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 and Art 413

**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 a 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.

**395 JUNIOR CRITIQUE (3)**

An interdisciplinary critique seminar required of all studio art majors. Its purpose is to engage students at the junior level in the development, description, analysis, interpretation, and judgment of their individual artistic directions and those of their peers.

*Prerequisite:* Junior standing

**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 pre-visualization 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)**

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.

*Prerequisites:* Art 315 or 405 and senior standing

**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.

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# ART HISTORY

## Bachelor of Arts

### Major/Minor

The art history program 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 program is committed to offering students a broadly based knowledge of art history while preparing them for experiences and careers that may include graduate school, teaching, art writing, art conservation, 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 (21 hours):

- Art 102, 105, 224
- Art History 190, 191, 250, 319

Foundation courses are meant to expose students to a variety of approaches and philosophies of art making and are anchored in an understanding of materials through introductory Art courses and a structural map provided by lecture and seminar courses.

Students are advised to complete all 100 level courses as soon as possible and follow closely with 200 level courses, other art history electives, and interdisciplinary electives.

#### Major requirements (27 hours)

- Six art history electives (Art History 455 and Philosophy 290 can apply as art history electives)
- Art History 446
- English 345
- At least one course in two of the following areas: American Studies, Communication Arts and Sciences (film-related courses suggested), History, Philosophy or Sociology. Other areas may apply with approval of department
- Study of a modern foreign language through the intermediate level (course 211 or equivalent).

A minimum of 18 hours in the major field must be completed at Dominican. This must include Art History 446.

#### Minor requirements

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

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

#### 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 1940s and 1950s, 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.

*Prerequisite:* Consent of instructor

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)**

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.

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor



# BIOLOGY

## Bachelor of Science

### 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. Courses offered for students not majoring in biology 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.

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

A minimum grade of "C-" must be earned in all courses required for the major and minor.

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 earn the Bachelor of Science 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, including 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.

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: Ten semester hours in laboratory work in biology satisfies the laboratory requirement.)

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

Dominican courses that 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 at the Shedd Aquarium as well as for cooperative seminar courses in advanced topics in biology. These courses are often taught by guest lecturers, who are experts in the 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 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.  
*Prerequisites:* 111--High School Biology ; 112--Biology 111 with a minimum grade of "C-." Lecture and laboratory.

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 that 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

#### **273. NEUROBIOLOGY (3)**

This course explores the cellular and biochemical principles of neural function. Topics include the structure and function of ion channels, intracellular signaling pathways, and the genetic regulation of neural function.

*Prerequisites:* Biology 111-112, Chemistry 104 or 253 or concurrent enrollment

Listed also as Neuroscience 273.

#### **288. INVERTEBRATE ZOOLOGY (4)**

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

*Prerequisites:* Biology 111-112

#### **292. DIMENSIONS OF THE ENVIRONMENT (4)**

This course is a multidisciplinary study of global change, the most obvious of which is climate. It addresses issues of human effects on the atmosphere, biosphere, geosphere, and the terrestrial and oceanic hydrosphere of the earth due to the food, water, shelter, and energy needs of the human population. Lecture and lab.

*Prerequisites:* Biology 111-112

Listed also as Environmental Science 292.

**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. This course may be repeated.

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

**352. CELL/MOLECULAR APPROACHES TO NEUROSCIENCE (4)**

This is an intensive course learning to apply basic molecular biology techniques to the analysis of individual cells that make up the nervous system. Techniques include gene cloning, Polymerase Chain Reaction (PCR), DNA restriction analysis, DNA electrophoresis, the use of transgenic organisms, and immunohistochemistry.

*Prerequisites:* Neuroscience 272 and 273

Listed also as Neuroscience 352.

**353. MARINE MAMMALOLOGY (3)**

Study of the distribution, feeding habits, behavior, and classification of marine mammals. Published research studies of the physiology and reproduction of marine mammals will also be reviewed. Students will observe natural behaviors of the animals, study methods of enriching the aquarium environment, and conduct behavioral research. This course is taught at the John G. Shedd Aquarium.

**356. MARINE ISLAND ECOLOGY OF THE BAHAMAS (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 (3)**

A study of underlying molecular mechanisms and causes of altered physiological states of the human body. 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 minimum grade of "C-", Physics 211 and Chemistry 253, 254 or concurrent enrollment or consent of instructor

**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, Chemistry 104 or 253 or concurrent enrollment

**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 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.

This course may be repeated.

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

**410. SEMINAR (3)**

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

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# BIOLOGY/CHEMISTRY

## Bachelor of Science

### Major

For students interested in medicine 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 three courses in chemistry must be completed at Dominican. Students interested in this 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 both degrees.

#### **INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# CHEMISTRY

## Bachelor of Science 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 provide a basis for subsequent science-related courses in the elementary education, nursing and nutrition sciences programs.

### Major Requirements

- Chemistry 120, 121, 253-254, 371, 372, 380
- Three advanced electives in chemistry
- Physics 221-222
- Mathematics 261 or 262 or equivalent

Physics and mathematics requirements should 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.

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 required for the minor. A minimum of two courses in the minor field must be completed at Dominican.

### 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 majors and post-baccalaureate pre-medical certificate students.

*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. ORGANIC CHEMISTRY I (5)

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

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

#### 254. ORGANIC CHEMISTRY II (5)

A continuation of Chemistry 253 with further studies on synthesis, structure and reactions of carbon compounds.

*Prerequisite:* Chemistry 253 with a minimum grade of "C"

**256. NATURAL PRODUCTS CHEMISTRY (3)**

The major foci of the course: 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

**291. FORENSIC CHEMICAL ANALYSIS (3)**

The evidence collected at a crime scene, if interpreted properly, can often tell the true story of the criminal act. 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 such as qualitative chemical analysis, refractive index, infrared spectroscopy, UV/vis spectrophotometry, microscopy, mass spectrometry, thin layer chromatography and gas chromatography will be introduced, explained and practiced. 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 instructor

Concurrent enrollment in Chemistry 361 is encouraged.

**361. BIOCHEMISTRY LABORATORY (2)**

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

*Prerequisite:* Concurrent enrollment in Chemistry 360

**371. PHYSICAL CHEMISTRY I (4)**

Principles of theoretical chemistry, thermodynamics and electrochemistry.

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

**372. PHYSICAL CHEMISTRY II (4)**

Principles of quantum theory, kinetics, and statistical mechanics.

*Prerequisite:* Chemistry 371 with a minimum grade of "C."

**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 on their reactions and mechanisms.

*Prerequisite:* 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 in-depth study 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 of the subject matter of chemistry, for which the student is primarily responsible.

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# COMMUNICATION ARTS AND SCIENCES

## Bachelor of Arts Major/Minor

The mission of the general communication major is to provide a curriculum and community that will enable 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 to and facility in using several contemporary communication technologies; and to gain 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)
  - CAS 415 or English 345
- Courses in language and in international studies as well as a semester abroad are recommended for the student who desires to add a global perspective to his or her career focus.

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

### Minor Requirements

Eighteen semester hours offered within the department, including CAS 415 or English 345 during senior year. A minimum of nine hours in the minor field must be completed at Dominican.

### 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.

#### 221. ELEMENTS OF DEBATE (3)

This class will introduce the structure of parliamentary debate. Students will strengthen their writing, oral and research skills. Throughout the course, students will learn to identify faulty arguments and propositions. This course will include in-class team debate opportunities to sharpen presentation and listening skills, and

will also promote greater self-confidence in speaking and making oral arguments. This class is ideal for any student who would like to improve the strength of their speaking and writing skills, those students planning to attend graduate school and for students preparing for any vocation, especially those entering business and law. No prior speech experience is necessary.

#### 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 includes 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 of the achievement of organizational goals in business organizations, as well as in not-for-profit and educational institutions. Students will learn the steps to quality leadership and the practices of exemplary leadership.

#### 250. INTERPERSONAL COMMUNICATION (3)

Concepts and insights for a 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. INTERCULTURAL COMMUNICATION (3)**

This course is aimed at demonstrating how the theory and insights of cultural anthropology and communication can positively influence the conduct of global business and intercultural communication. 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.

**396. LEADERSHIP IN A DIVERSE MULTICULTURAL ENVIRONMENT (3)**

This course provides leaders with the tools necessary to interact effectively with all individuals and subcultures. Rather than expatriates and international assignments, the focus in this course is on leaders in domestic organizations, providing them with the skills to develop their own multicultural awareness and knowledge.

**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 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)**

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:* Communication Arts and Sciences 256 and sophomore standing

**230. TELEVISION PRODUCTION I (3)**

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:* Communication Arts and Sciences 256 and sophomore standing

**256. INTRODUCTION TO JOURNALISM (3)**

Students will study the basics of journalism and of the media business and will 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.

*Prerequisite:* English 101

**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*, using the knowledge gained from Introduction to Journalism and gaining valuable published samples of their work for their portfolios. This 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:* Communication Arts and Sciences 256 and sophomore standing

**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)**

Students will 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 and History 296.

**296. BEGINNING COLOR PHOTOGRAPHY (3)**

Listed also as Art 230.

**298. GLOBAL MEDIA (3)**

Students will explore the role of news and entertainment media in a rapidly globalizing world. This course will examine national, regional and global media, and place media globalization in the context of broad economic, political, social and cultural developments.

**316. TELEVISION CULTURE (3)**

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

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

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

*Prerequisite:* Sophomore standing or consent of instructor

**352. CONVERGENT JOURNALISM (3)**

In this course students take on the rapidly changing world of Web-based converged news—where journalists use text, sound and visuals to report the news and tell stories. Students will learn the necessary technical skills and apply them by reporting stories and packaging them for the converged media.

*Prerequisite:* Communication Arts and Sciences 256

**356. INTERMEDIATE JOURNALISM (3)**

This class builds on the reporting, writing and editing skills learned in Introduction to Journalism. Students will report real stories in real time—both on campus and in the surrounding community—and write them on deadline. 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 studies 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 PRACTICUM (3)**

Students will lead the *Dominican Star* newspaper and related on-line productions.

*Prerequisite:* Consent of instructor

**420. SPECIAL TOPICS IN JOURNALISM (3)**

Students will study and critically analyze major issues facing journalists and the news media.

*Prerequisite:* Junior 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 on 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 the Coen Brothers. 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 the significance of the road in American culture and its relationship to concepts of freedom and individuality. Films include *Easy Rider*, *Thelma and Louise* and *Motorcycle Diaries*.

This course will satisfy the fine arts core area requirement.

**226. INTRODUCTION TO FILM STUDIES (3)**

This course introduces students to basic concepts that will enable them both to 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 create meaning.

This course will satisfy the fine arts core area requirement.

**227. DISCOVERING DISNEY (3)**

This course will study 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 audiences readily recognize and love. The class will study 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, *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 and Martin Scorsese.

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 study films such as *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 the silent clowns like Charlie Chaplin through the sound pictures of the Marx Brothers, Mel Brooks and the Simpsons. 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 instructor.

**455. INTERNSHIP (1-8)**

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

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# COMPUTER INFORMATION SYSTEMS

## Bachelor of Science

### Major/Minor

The interdisciplinary computer information systems major is designed to encompass the fundamentals of both computer science and business administration and to focus on business related computer information systems. Students study a wide range of topics from computer programming and marketing to systems analysis and corporate communications.

#### Major Requirements

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, 475, and 455 or 471
- Accounting 101
- Mathematics 170
- Economics 190
- four other courses in Accounting, Economics or Business Administration
- English 336
- Communication Arts and Sciences 250 or 320

A minimum of five of the computer science courses and four of the other required courses must be completed at Dominican.

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.

#### 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 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 are both web and non-web based.

*Prerequisite:* Computer Information Systems 120

# COMPUTER SCIENCE

## Bachelor of Science

### Major/Minor

Computers have become an essential element in our society. The Computer Science major at Dominican includes a core set of courses in software development, along with a wide range of electives. The curriculum is on the cutting edge, constantly changing to keep up with the latest technology. Classes cover both the theory and applications of computer science and expose students to applications in a variety of fields. Coupled with Dominican's comprehensive liberal arts program, the computer science major provides students with the critical thinking skills required to succeed in a complex and ever-changing society.

#### Major Requirements

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, 475, and 455 or 471
- Ten additional semester hours of computer science courses
- Mathematics 240
- English 336
- Communication Arts and Sciences 250 or 320

A minimum of seven courses in computer science at the 200 level or above must be completed at Dominican.

It is recommended that students planning on doing graduate work in computer science also take Mathematics 261 and 262.

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 at the 200 level or above (excluding Computer Science 299). A minimum of four courses in computer science must be completed at Dominican.

#### Courses

##### 140. INTRODUCTION TO COMPUTER PROGRAMMING FOR NON-MAJORS (3)

This course is designed for the non-major and does not count towards the computer science major or minor. It covers the basics of computer programming, including

structured programming constructs and object oriented programming. Students will develop Windows based applications.

*Prerequisite:* Mathematics 120 or placement above Mathematics 120

##### 155. COMPUTER PROGRAMMING (3)

An object early introduction to programming. The course emphasizes the fundamentals of object-oriented programming (classes, objects, methods, inheritance, polymorphism, libraries, implementation, 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)

This course provides an introduction to the principles of computer networks and data communications with a focus on the Internet. Students will study network protocols, architectures and implementation issues by using the layered organization of the Internet in a top-down fashion. Students will use socket programming to implement Internet applications such as email servers, web servers, and FTP. Ethereal labs are included to give students hands-on experience.

*Prerequisite:* Computer Science 155

##### 275. WINDOWS-BASED APPLICATION DEVELOPMENT (4)

The main objective of this course is to teach the student the concepts of Windows-based application development. Besides creating standard Windows-based applications in VB.NET, students will also learn about the .NET Framework, create front ends to databases, develop animation and games, and build their own controls.

*Prerequisite:* Computer Science 165 or 155 and consent of instructor

**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 be taken only 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 Information Systems 120 and Computer Science 275

**330. INFORMATION TECHNOLOGY AND ITS MANAGEMENT (3)**

This course covers issues faced by IT departments and how they are handled. It includes the troubleshooting and maintenance of hardware and software, IT infrastructure, storage, security, servers, and other related topics. The course also covers topics related to managing IT including budgeting, disaster recovery, planning, project management, licensing, upgrade strategies, and working with users.

*Prerequisite:* Computer Science 244

**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 244 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 165 or 275 and Mathematics 170 or higher

**380. WEB DEVELOPMENT (3)**

Students will design and develop web sites. A study of Web clients and servers, browsers, scripting, multimedia applications, some database applications and an introduction to Web commerce applications. Tools considered will include JavaScript, XHTML/DHTML, XML, CSS, FLASH, ASP.NET and other current Web-enabling technologies.

*Prerequisite:* Computer Science 165

**401. ADVANCED DATA STRUCTURES AND ALGORITHM ANALYSIS (3)**

This course focuses on the design and analysis of efficient algorithms. Major topics include advanced data structures; tree balancing algorithms; graph theory; dynamic programming; additional techniques for sorting and searching, including hash coding techniques; automata theory; NP-completeness and program verification.

*Prerequisites:* Computer Science 165 and Mathematics 240

**415. ADVANCED DATABASE DEVELOPMENT (3)**

This course explores advanced topics in client server and database development. It addresses the implementation of multi-user, multi-tiered client server systems. It covers the programming and administration of database systems and includes views, stored procedures, triggers, indexes, constraints, security, roles, logs, maintenance, transaction processing, XML, reporting and other relevant topics. Students will be exposed to several database packages and will do considerable database programming.

*Prerequisite:* Computer Science 325

**420. SERVER SIDE WEB DEVELOPMENT (3)**

Design and development of web applications using server side technologies. Programming using server-side technologies (for example, PHP, ASP.NET, JAVA server pages, JAVA servlets) will be the main focus. The role and use of web servers and database servers will be central to the course. Multi-tier applications will be developed. Content management systems will also be introduced.

*Prerequisite:* Computer Science 325 and 380

**425. ARTIFICIAL INTELLIGENCE (3)**

This course introduces the student to the basic concepts and techniques of artificial intelligence (AI). Topics include intelligent agents, knowledge representation, knowledge engineering, natural language, vision systems, robotics and machine learning. Students will also learn to write AI programs in AI languages.

*Prerequisite:* Computer Science 165

**431. OPERATING SYSTEMS (3)**

Introduction to computer operating systems, their role, organization and control. Topics discussed include resource 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)**

This course will introduce the students to UNIX and systems programming. Students will use UNIX commands, shell scripts, PERL and C. Students will use Linux to solidify their understanding of operating systems concepts.

*Prerequisite:* Computer Science 431

**436. NETWORK SECURITY (3)**

This course involves an intense examination of network security defense techniques and countermeasures. The course covers the theory and practice of network security. It surveys cryptographic tools used to provide security. It reviews how these tools are utilized in network protocols and applications. Topics include network defense techniques such as designing and configuring firewalls, intrusion detection systems, virtual private networks, and security related RFCs.

*Prerequisite:* Computer Science 244

**445. LAN ADMINISTRATION (3)**

This course is a thorough study of local area networks (LANs). The course covers the physical components that are essential to connect computers to a network, including the Internet. Students will learn how to design, configure, install, maintain, troubleshoot and manage/administer LANs. Windows Server will be used. This is a hands-on course. Topics covered include how to deal with files, event logs, DNS, DHCP, security, the registry and backup/restore.

*Prerequisite:* Computer Science 244

**450. INDEPENDENT STUDY (1-3)**

Independent reading and/or research on special topics in computer science.

*Prerequisite:* Consent of a 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 consent of department

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

Topics of current interest. This course may be repeated for credit.

*Prerequisite:* Consent of instructor

**471. SENIOR PROJECT (3)**

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

*Prerequisites:* Senior standing and consent of department

**475. COMPUTER SCIENCE CAPSTONE SEMINAR (3)**

Student-led discussion, research and presentations on various aspects of computer science.

*Prerequisite:* Senior standing

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor



# CORPORATE COMMUNICATIONS

## Bachelor of Arts

### Major/Minor

A corporate communications major will learn and be trained to use the communication skills relating to 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 or her in a direction that will make the journey meaningful.

Flexibility is built into this major, as it cross-lists numerous related courses from other departments and thus can be tailored to the career goals of individual students.

#### Major Requirements

The major requires a minimum of 36 semester hours, including at least one course taken from each of the four areas included in the Department of Communication Arts and Sciences: general speech, corporate communications, media and film. All students are required to take any three of the following four core courses: Communications Arts and Sciences 200, 320, 321, 326. In addition all students are required to take English 336 plus at least one of the following two courses during their senior year: English 345 Advanced Academic Writing or CAS 415 Communication as an Instrument of Personal Power. A minimum of twelve hours in the major field must be completed at Dominican.

#### Minor Requirements

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

All students are required to take any two of the following core courses: Communication Arts and Sciences 200, 320, 321, 326, plus English 336 and either CAS 415 or English 345. A minimum of nine hours in the minor field must be completed at Dominican.

#### Five Year BA/MBA

The corporate communications major is particularly well suited to the student who wishes to complete an MBA graduate degree at Dominican University. Students will be strongly encouraged to take as undergraduates those courses that will waive them from graduate courses, as well as two courses in the Brennan School of Business during their senior year. The graduate courses will be accepted toward both the 124 hours of undergraduate credit for graduation and also the graduate degree.

#### INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# CRIMINOLOGY

## Bachelor of Arts

### 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 for students a program 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, and provides an understanding of the structural roots of deviance, delinquency, crime, victimization, crime control and related social policies. Students majoring in criminology undergo a comprehensive program of study and are prepared for professional employment in a number of occupations related to social service and law, 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. For additional information regarding the criminology major, students should consult an advisor in the Department of Sociology and Criminology.

#### Major Requirements

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

- Twelve semester hours of sociological foundation courses consisting of Sociology 110, 200, 361, 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, 285, 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 six 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.

#### 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)

The 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 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)**

The 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, consent of instructor

**372. LAW AND SOCIETY (3)**

An 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 instructor

Listed also as Sociology 372.

**406. THEORIES OF CRIME CONTROL (3)**

The 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, comparison of international criminal legal systems, and strategies for building healthy communities.

*Prerequisites:* 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. Students enhance their research proficiency while gaining valuable work experience in an area of their interest.

*Prerequisites:* Junior standing and consent of supervisory instructor

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# CULINOLOGY®

## Bachelor of Science Major

Culinology®, a registered trademarked term of the Research Chefs of America (RCA), merges culinary arts and food science. This major prepares graduates to work in the food industry as a research chef in product development and test kitchen supervisors with the technical and scientific knowledge to provide safe, affordable and delicious food products on the commercial level.

The Dominican University program is approved by the RCA to meet the required academic requirements for the culinology major designation. An industry internship is required prior to graduation. Advanced training and work experience are required after graduation to be eligible to take one of the three certifying examinations offered by the RCA: certified research chef, certified culinary scientist, and certified culinologist.

Students typically transfer into Dominican University with a two-year associate's degree from an accredited culinary arts program and add the additional years of food science and general liberal arts requirements to obtain the bachelor's degree. However, students can begin their career with a food science major and integrate the culinary degree either within that degree or after the basic food science degree is awarded.

The culinology major is designed to integrate culinary arts and food science and prepare students for positions in food project development, restaurant menu creation and other similar industry endeavors.

### Major Requirements

- Nutrition Sciences 140, 200, 220, 240, 250, 350 390, 410, 412, 440 and 455
- Biology 160 or Nutrition Sciences 360
- Chemistry 101, 104
- Mathematics 211

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

### INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# ENGINEERING

## Bachelor of Science 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 Science degree in mathematics, mathematics and computer science, or chemistry from Dominican University and a Bachelor of Science degree in engineering from IIT (aerospace, architectural, chemical, civil, computer, electrical, or mechanical engineering).

### Major Requirements

Students participating in this program must complete the following courses at Dominican during their first four semesters of study.

- *Architectural, Civil, Aerospace, Mechanical engineering:* Mathematics 230, 245, 261, 262, 270, 280; Physics 221, 222, 223; Chemistry 120; Computer Science 155.
- *Computer engineering:* Mathematics 230, 240, 261, 262, 270, 280; Physics 221, 222, 223; Chemistry 120; Computer Science 155, 165.
- *Electrical engineering:* Mathematics 230, 245, 261, 262, 270, 280; Physics 221, 222, 223; Chemistry 120; Computer Science 155, 165.
- *Chemical engineering:* Mathematics 261, 262, 270, 280; Physics 221, 222; Chemistry 120, 121, 253, 254; Computer Science 155.

Complete curriculum outlines for each individual program are available upon request from the Office of Undergraduate Admissions.

Students apply to IIT during their sophomore year. Students admitted to the engineering program begin taking courses at both institutions starting their fourth or fifth semester of study.

Students are considered full time students at Dominican University and part time students at Illinois Institute of Technology. Students may continue to live on Dominican's campus. While enrolled in the joint program, students are subject to the academic regulations and policies of both Dominican University and Illinois Institute of Technology.

Students complete all core and foundation requirements at Dominican. Course must be selected to also satisfy the social science and humanities requirements of IIT.

It is strongly recommended that a student who plans to participate in the joint program with IIT consult with the Engineering Faculty Coordinator as early as possible in his or her college career.

# ENGLISH

## Bachelor of Arts

### 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 administered during the senior year. A minimum of fifteen hours in the major field must be completed at Dominican. 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 272, 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, 287, 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
- 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 272, 274, 211, 358 and 412;
- Four courses in English or American literature beyond the 100 level, at least one of them at the 300 level or above;
- Four courses from the following: English 333, 335, 336, 337, 338, 339, 340 or 345, Communication Arts and Sciences 229, 244, 256 or 268, Theatre 340 (at least one of the four must be 337, 338, 339, or 340; at least two of the four must be courses offered by the English Department).
- A writing portfolio
- 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 272, 274, 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, 287, 294, 295, 297 or 298
- Two period courses in American literature: 342, 343 or 344
- Successful completion of the departmental English examination.
- Secondary Education candidates must take English 402 and Education 401.

#### Minor Requirements

- Six English courses, of at least three semester hours each, beyond the 100 level courses.
- English 358, three courses in English and/or
- American literature; and
- Two writing courses (English 211, 272, 333, 335, 336, 337, 338, 339, 340 or 345).

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

## Writing Courses

### 090. COLLEGE WRITING (3)

Development of college level reading and writing skills, with emphasis on grammar and syntax, vocabulary, reading comprehension in the context of a liberal arts curriculum, and the writing of short essays based on readings.

*Prerequisite:* Placement through examination

This course is developmental and will not count toward the semester hours required for graduation.

### 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 once.

*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.

### 272. WRITING FOR ENGLISH MAJORS (3)

Study of the fundamentals of writing nonfiction prose in a variety of genres with emphasis on the elements of form. Close attention both to the design of the whole piece and to the role of style in communicating its meanings, as well as to such technical matters as sentence structure, grammar, diction, punctuation, and other mechanics. Analysis of professional and student models. Several short papers and writing exercises will be required.

*Prerequisites:* English 102; English majors or minors only

### 333. WRITING AND EDITING PROSE (3)

Instruction and practice in writing and editing in a variety of nonfiction 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

### 335. WRITING AS SOCIAL ACTION (3)

Study of the theory and practice of writing as a social action. Students will read literary and non-literary texts aimed at social transformation; meet with local social science service organizations to study their mission, activities, and needs; and work in collaboration with students from Graphic Design 335 to develop materials needed to promote and raise funds for one or more of these organizations. This course requires off-campus service hours.

*Prerequisites:* English 102 and sophomore standing

### 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 LIFE STORIES (3)

Study and practice in the literary genre of autobiography with emphasis on memoir. Students will use autobiographical selections by professional and student writers as models to compose a portfolio of short essays—"fragments" of their own autobiography.

*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 for 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 both 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 Plouman*, 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 of myths 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 prose survey of selected texts—poetry, prose, fiction, nonfiction, and drama—from the 14th century to the present. See Study Abroad 247 for an 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 fiction, drama and nonfiction 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

**277. WRITING WOMEN AND GENDER (3)**

Exploration of the development of women's writing and writings about women and gender through study and analysis of literary (narrative, poetry, drama) and non-literary texts.

This course will satisfy the literature core area requirement.

**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.

**287. CONTEMPORARY MULTI-ETHNIC AMERICAN LITERATURE (3)**

Study of multi-ethnic American literature with a particular emphasis on modern and contemporary American writers. By examining a variety of texts by writers from diverse backgrounds, students will trace ways in which American writers have represented intersections of race, gender, ethnicity, nation, and class in literature.

This course will satisfy both the literature and multicultural core area requirements.

**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 the 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 the 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. 16TH-CENTURY ENGLISH LITERATURE (3)**

Study of a variety of genres written during the Renaissance in England. Special attention to works of Philip Sidney, Edmund Spenser, Christopher Marlowe, 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, John Donne, George Herbert and John Milton.

**317. RESTORATION AND 18TH-CENTURY BRITISH LITERATURE, 1660-1798 (3)**

Study of selected works of the period with emphasis on the works of John Dryden, Alexander Pope, Jonathan Swift and Samuel 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 nonfiction prose 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, and 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 a 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

#### **INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# ENVIRONMENTAL SCIENCE

## Bachelor of 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;
- Chemistry 120, 121, 253 and 254

#### Required Collateral Courses

- Physics 211, 212
- Mathematics 261; 262 recommended; and
- One computer programming course

#### Additional Requirements

Two additional 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 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.

A minimum grade of "C-" must be earned in all courses required for the major.

### Courses

#### 292. DIMENSIONS OF THE ENVIRONMENT (4)

Listed also as Biology 292.

#### 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. This course may be repeated.

*Prerequisite:* Consent of instructor

#### INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# FOOD SCIENCE AND NUTRITION

## Bachelor of Science

### 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, 412 and 440
- Biology 160
- Chemistry 101 and 104
- Mathematics 211

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

Freshmen interested in this major should consult with an advisor in the department prior to registration and take Chemistry 101 and 104, and English 101 and 102 in their 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 both degrees.

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
- Physics 211
- Mathematics 190 and 211

In addition, an internship in the food industry is highly recommended.

#### 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 nine hours in the minor field must be completed at Dominican.

This program is administered by the Department of Nutrition Sciences. Course descriptions are located on page 139.

#### INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# FOOD INDUSTRY MANAGEMENT

## Bachelor of Science

### 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.

This program is administered by the Department of Nutrition Sciences. Course descriptions are located on page 141.

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 both degrees.

#### INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# FRENCH

## Bachelor of Arts

### Major/Minor

The goals of the French division are to help students achieve an understanding and command of the linguistic structures of the French language that enable them to use it correctly and fluently in speech and in writing.

French majors are prepared for graduate studies in French and different career possibilities including business, education, government, and international relations and diplomacy. The French division encourages students to participate in study abroad programs.

#### Paris Chamber of Commerce Certificate

The French division offers the opportunity to earn a Certificate from the Paris Chamber of Commerce after successful completion of French 319.

#### Major Requirements

Thirty-two semester hours beyond 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 unless they have had a similar interview to complete requirements for the School of Education, in which case these results must be filed with the Discipline Director. Seniors should consult with the Discipline Director. A minimum of one half the courses in the major field must be completed at Dominican. Students who study in Nantes, Frances and wish to have these courses count towards the French major must have prior written approval from the Discipline Director.

#### Minor Requirements

Twenty-four semester hours beyond French 111. A minimum of one half the courses in the minor field must be completed at Dominican.

#### 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 reinforces and builds 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 continues to develop 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 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. Various genres and media are studied.

*Prerequisite:* French 211 or consent of instructor

This course will satisfy the multicultural core requirement.

##### 272. ORAL FRENCH (3)

This course develops oral proficiency in French and enhances oral comprehension through a variety of speaking and listening activities. Students will acquire the essential vocabulary needed to communicate in everyday life, will simulate real-life situations, and will 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)

This course develops increased fluency in the spoken language in a variety of forms through conversations, reports, etc. and through 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)**

This course develops 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 Courses****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 students 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 other professional careers. This course 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)**

A variety 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 directly related to another non-French course in which the student is currently enrolled.

*Prerequisites:* French 111 or equivalent and approval of the French discipline director and the instructor of the related course

Course may be taken for credit more than once.

**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 during that semester or has a scheduling conflict that cannot be resolved otherwise). The student will work closely with the instructor.



**450. INDEPENDENT STUDY (1-4)**

Senior standing and consent of instructor.

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis  
Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# GEOGRAPHY/GEOLOGY

## Courses

### 240. PHYSICAL GEOGRAPHY (4)

A study of 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)

A study of the spatial aspects of urban development, with particular emphasis on American cities.

### 320. GLOBAL ECONOMIC GEOGRAPHY (3)

A study 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.

## Geology

### 201. OUR DYNAMIC PLANET (3-4)

This course on basic physical geology studies 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 multi-disciplinary 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.

# GERMAN

## Courses

### **101. ELEMENTARY GERMAN I (4)**

This course introduces students to the German language by listening, speaking, reading and writing in German in a cultural context. Through a study of elementary German grammar and vocabulary, students will develop a basic proficiency in all language skills.

### **102. ELEMENTARY GERMAN II (4)**

This course continues to develop the four language skills.

*Prerequisite:* German 101 or equivalent

# 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 at 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 156.

## **Pre-Pharmacy Program**

See page 157.

## **Nursing**

See page 137.

## **Occupational Therapy**

See page 141.

## **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 Admissions Office or the Natural Science Department.

# HISTORY

## Bachelor of Arts

### 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
- History 102 or 112 or 152 or 153
- History 300
- One intensified course taken after History 300; students interested in graduate school are strongly encouraged to intensify at least two history courses and study a foreign language beyond 102
- Fifteen semester hours meeting the requirements of an area of concentration in history
- Three courses outside the area of concentration

A minimum of fifteen hours in the major field must be completed at Dominican. Students electing a concentration in U.S. or European history are encouraged to elect one course in African, Global, 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.

#### Areas of Concentration

**Concentration in African History:** Fifteen semester hours chosen from courses listed under African History including two from History 180, 280 and 380.

**Concentration in European History:** Fifteen semester hours chosen from courses listed under European History below, including at least one course above 200 and at least one course above 300.

**Concentration in Global History:** The Department's 100 level requirements should be fulfilled with History 111 and 112. Fifteen semester hours chosen from courses listed under Global History, including at least one course above 200 and at least one course above 300.

**Concentration in United States History:** Fifteen semester hours chosen from courses listed under United States History including 211 and 212 and at least 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 at least one course above 300.

#### Minor Requirements

- Twenty-one hours
- One course from History 101, 111, 151 or 153 and one from 102, 112 or 152
- History 300
- One course above 300

History minors are encouraged to elect at least three courses from one of the five major areas of concentration. At least one course must be intensified. A minimum of ten hours in the minor field must be completed at Dominican.

#### 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 or 152; History 300; at least eight semester hours in United States history, including one course dealing with a period before 1877; one course chosen in European history before 1500; one course in modern European history; one course in Latin American, African, or

Global history; at least one intensified course taken after History 300.

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 or 152;
- 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 Global 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.

### **Courses**

#### **100 LEVEL HISTORY COURSES**

(Recommended for freshmen and sophomores)

#### **101. HISTORY OF WESTERN CIVILIZATION BEFORE 1500 (3)**

A survey of the history of Western civilization, including ancient Greece and Rome, and medieval and Renaissance Europe.

This course will satisfy the history core area requirement.

#### **102. HISTORY OF WESTERN CIVILIZATION SINCE 1500 (3)**

A survey of Western civilization from 1500 to the present.

This course will satisfy the History core area requirement.

#### **111. WORLD HISTORY BEFORE 1500 (3)**

This course analyzes the global links and interactions between peoples and societies from multiple backgrounds in the period before 1500. River valley civilizations, the rise and fall of empires, long-distance trade and the spread of world religions are the major themes emphasized in this course.

This course will satisfy the history core area and multicultural core requirements.

#### **112. WORLD HISTORY AFTER 1500 (3)**

This course analyzes the global links and interactions between peoples and societies from multiple backgrounds in the period after 1500. Topics include the economic transformations of the world, colonial conquest, social revolutions, world conflicts and resolutions, processes of democratization, religion and politics, and 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 World War I.

This course will satisfy the history core area and multicultural core requirements.

### **Courses in African History**

#### **180. PRE-COLONIAL AFRICA (3)**

This course explores the history of pro-colonial African from the 400s to the 1880s. Among the major themes discussed in this course are the trans-Saharan trade, the early spread of Islam, the rise and fall of African empires, and the slave trade.

This course will satisfy the history core area and the multicultural core requirements.

#### **225. ISLAM AND CHRISTIANITY IN AFRICA (3)**

This course explores the encounter between world religions such as Islam and Christianity and Africans in the 19th and 20th centuries. Using a comparative approach the course analyzes how the coming of Islam and Christianity reshaped the lives of Africans during this period. Topics include intermarriage, trade, Western education, Islamic learning and Jihad, Sufi orders, and religious syncretism.

This course will satisfy the history core area and the multicultural core requirements.

**280. COLONIAL AFRICA (3)**

This course emphasizes the interwoven relationships between European colonialism and African nationalism from the partition of Africa in the 1880s to the era of African “independence” in the 1960s and 1970s.

Topics include conquests and resistances, colonial systems, African participation in world conflicts, anti-colonial movements, decolonization, and the struggle for freedom.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area and the multicultural core requirements.

**380. CONTEMPORARY AFRICA (3)**

This course analyzes the history of African from the early 1960s when the majority of African countries became “independent” to the present. Topics include the legacy of colonial rule, neo-colonialism, identity crises and civil wars, public health, the place of Africa in the new international order, the transition toward democracy, and the impact of globalization.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area and the multicultural core requirements.

**390. ATLANTIC AFRICA (3)**

This course explores the global links and interactions between Atlantic Africa and the much broader Atlantic world from 1450 to 1850. Topics include the slave trade, the rise and fall of empires, commercial networks, cross-cultural influences, and the impact of Africans on the making of the Americas.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area and the multicultural core requirements.

**391. APARTHEID IN SOUTH AFRICA (3)**

This course examines the history of South Africa from the early 1650s with the establishment of the Cape colony to the 1990s with the emergence of the Black majority rule. Topics include the beginnings of colonial settlements, the economic transformations of South Africa, Apartheid and the anti-Apartheid struggle, and the challenges facing modern South Africa.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area and the multicultural core requirements.

**Course in European History****217. MODERN BRITAIN AND THE BRITISH EMPIRE, 1714-PRESENT (3)**

See Global 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 as well as modern works on the ancient economy and politics.

*Prerequisite:* Sophomore standing or consent of department

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 department

This course will satisfy the history core area requirement.

**267. CRUSADE AND JIHAD (3)**

A study of the holy wars between medieval Christians and Muslims including the beliefs for both side, military and political events, and economic, cultural, and literary consequences.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area and multicultural core requirements.

**271. THE VIKING WORLD (3)**

This course examines the Vikings in both their homelands and in the many regions to which they traveled. We will look at them as merchants, conquerors, pilgrims, colonists, mercenaries, pirates, historians and storytellers.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area requirement.

**275. MEDIEVAL EUROPE (3)**

A survey of the history of Europe from around 500-1500. Emphasizes the formation of European states, medieval Catholicism, agricultural and economic change, and the foundations of the modern world.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area requirement.

**276. THE FALL OF ROME - FROM CONSTANTINE TO CHARLEMAGNE (3)**

This course begins by examining the decline of the Roman Empire, and then looks at the first four groups to claim its legacy--Byzantium, the Islamic Caliphate, the Catholic Church and the Holy Roman Empire.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area requirement.

**292. MAKING EUROPEAN NATIONAL STATES 1688-1871 (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 department

This course will satisfy the history core area requirement.

**293. EUROPEAN NATIONAL STATES IN CRISIS 1871-1945 (3)**

A survey of European states from the unification of Germany in 1871 to the division of Germany in 1945 emphasizing the relationship between domestic social and political change and international conflict.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area requirement.

**294. POST-WAR EUROPE, 1945 TO THE PRESENT (3)**

A survey of historical processes that made it sensible to speak of Europe as a political and cultural whole from the division of Germany through its re-unification and beyond, emphasizing the relationship between social and political change and international conflict.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area requirement.

**301. JERUSALEM FROM ANTIQUITY TO THE PRESENT (3)**

See Global History.

**308. THE CATHOLIC CHURCH IN THE MIDDLE AGES (3)**

A study of the institutional, intellectual, political, and cultural history of the medieval church from its origins to the eve of the Reformation.

*Prerequisite:* Sophomore standing or consent of department

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 consent of department

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 consent of department

This course will satisfy the history core area requirement.

**350. MEDIEVAL AND RENAISSANCE WOMEN (3)**

A survey of the history of women and family in the Middle Ages. We will examine women from all levels of society and consider medieval constructions of gender and patriarchy.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area requirement.

**371. WORK, FAMILY AND GENDER 1500-1945 (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 consent of department

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 consent of department

This course will satisfy the history core area requirement.

**377. AGING AND DEATH IN WESTERN CIVILIZATION 1500 TO PRESENT (3)**

An exploration of the changing experience of aging and death in Europe and America from the age of the Reformation until the present.

*Prerequisite:* Sophomore standing or consent of department

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 various acts of genocide that occurred in the context of World War II. Some experience with college level history is recommended.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area requirement.

**388. EUROPEAN THOUGHT AND ART, 1800 TO THE PRESENT (3)**

An exploration of European thinkers, writers and visual artists since the beginning of the nineteenth century.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the History core area requirement.

**461. TOPICS IN EUROPEAN HISTORY (3)**

One of several courses designed to explore particular aspects of European history.

*Prerequisite:* One history course

**Courses in Global History****201. A HISTORY OF GLOBALIZATION (3)**

Analyzes the ebb and flow of global economic and cultural interdependence, emphasizing developments since 1850.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area and 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 consent of department

This course will satisfy the history core area and multicultural core requirements.

**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 consent of department

This course will satisfy the history core area and multicultural core requirements.

**216. FOUNDATIONS OF ISLAMIC CIVILIZATION TO 1456 (3)**

This course introduces students to the rise and early development of Islam from its birth in seventh-century Arabia to the capture of Constantinople in the 1450s. Topics include the pre-Islamic Arabia, the life and time of prophet Muhammad, the major Islamic beliefs and practices, Islamic dynasties, and early Muslim conquests.

*Prerequisite:* Sophomore standing or consent of department

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 consent of department

This course will satisfy the history core area requirement.

**219. ISLAMIC CIVILIZATIONS IN THE MODERN WORLD (3)**

This course explores the history of modern Islam from the 1450s to the present. Topics include the later Islamic dynasties, the fall of the Ottoman Empire and the transformations of the Islamic world, the development of militant Islam, the mutual perceptions between Muslims and non-Muslims, and modern religious conflicts.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area and multicultural core requirement.

**267. CRUSADE AND JIHAD (3)**

See European History

**270. THE SILK ROAD (3)**

This class explores the history of the Silk Road, a system of trade routes connecting the Far East to the Mediterranean from roughly 100 BCE to around 1350 C.E. It looks at the cultures of the people who lived along the Silk Road and focuses on their moments of interaction.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area and multicultural core requirements.

**301. JERUSALEM FROM ANTIQUITY TO THE PRESENT (3)**

This class examines the history of many peoples, states, conflicts, and beliefs, through the story of the city of Jerusalem. We begin with the founding of the city, and then study its fate when ruled by many outsiders, including the Babylonians, Romans, Arabs, Crusaders, Ottoman Turks, and British. We conclude by looking at the divided city in the nation of Israel.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area and multicultural core requirements.

**314. HISTORY OF INTERNATIONAL RELATIONS SINCE 1914 (3)**

A survey of international relations, international institutions and war since the outbreak of World War I.

*Prerequisite:* Sophomore standing or consent of department

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.

*Prerequisite:* Sophomore standing or consent of department

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.

*Prerequisite:* One 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 World History.

*Prerequisite:* One history course

**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 consent of department

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 consent of department

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 consent of department

This course will satisfy the history core area and multicultural core requirements.

**315. 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 consent of department

This course will satisfy the history core area and multicultural core requirements.

**328. LATIN AMERICAN AND UNITED STATES RELATIONS (3)**

See Global History

**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 consent of department

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:* One history course

**Courses in United States 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 that 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 consent of department

Listed also 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 from the end of the colonial era to the late nineteenth century.

*Prerequisite:* Sophomore standing or consent of department

Listed also as American Studies 343.

This course will satisfy the history core area requirement.

**223. CHANGING AMERICA: THE GILDED AGE THROUGH THE NEW DEAL (3)**

This course covers the tremendous social, economic and political change in the United States between 1880 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 consent of department

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 the 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 consent of department

Listed also as American Studies 224.

This course will satisfy the history core area requirement.

**296. AMERICAN MASS MEDIA HISTORY (3)**

Listed also as Communication Arts and Sciences 294 and American Studies 294.

**306. THE MEXICAN-AMERICAN EXPERIENCE (3)**

This course examines the experiences of Mexican-Americans living within the United States from the early 19th century to the present. Readings and discussions will explore migration, settlement, assimilation and discrimination in the U.S., cultural maintenance within Mexican-American communities, and political activism.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area and multicultural core requirements.

**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 consent of department

Listed also as American Studies 317.

This course will satisfy the history core area requirement.

**317. GROWING UP IN AMERICA (3)**

Listed also as American Studies 315.

**319. THE AFRICAN-AMERICAN EXPERIENCE SINCE 1877 (3)**

This course examines and analyzes the variety of economic, social, cultural and religious experiences within the African-American community, the growth of the black middle class, the Great Migration, the creation of the 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 consent of department

Listed also 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 consent of department

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

This course will satisfy the history core area and multicultural core requirements.

**328. LATIN AMERICAN AND UNITED STATES RELATIONS (3)**

See Global History.

**333. NINETEENTH-CENTURY AMERICAN POPULAR CULTURE (3)**

History of American popular culture in the 1880s.

*Prerequisite:* Sophomore standing or consent of department

This course will satisfy the history core area requirement.

**334. TWENTIETH-CENTURY AMERICAN POPULAR CULTURE (3)**

History of American popular culture during the 1900s.

*Prerequisite:* Sophomore standing or consent of department.

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 U. S. 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 consent of instructor

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.

*Prerequisite:* Sophomore standing or consent of department

Listed also as American Studies 345

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 consent of department

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.

*Prerequisite:* Sophomore standing or consent of department

Listed also 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 among various ethnic and racial groups 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 consent of department

Listed also as American Studies 337.

This course will satisfy the history core area requirement.

**368. GENDER AND URBAN LIFE (3)**

Listed also as American Studies 338.

**378. NATIVE AMERICAN HISTORY (3)**

A history of Native Americans and their interactions with invading Europeans.

*Prerequisite:* Sophomore standing or consent of department

Listed also as American Studies 378.

This course will satisfy the history core area and multicultural core requirements.

**379. THE UNITED STATES IN WORLD WAR I (3)**

An examination of U.S. history during the era of World War I (1912-1920) with emphasis on economic mobilization, political and military strategy and social programs. The course will evaluate American’s participation in its first major military expedition as part of an allied coalition overseas. The consequences of international peacemaking following the Armistice in November 1918 will be reviewed.

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.

*Prerequisite:* One 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)**

See Global History.

**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 of 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 used as illustrations.

*Prerequisite:* One history class

This course will not satisfy the history core area requirement

**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:* One history class

**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.

*Prerequisite:* One history class

Required for all history majors

This course will not satisfy the history core area requirement.

**307. ORAL HISTORY (3)**

Oral history is the structured collection of living people's testimony about their own lives and experiences. It is an excellent research tool for understanding the perspectives of those whose voices are excluded from other recorded forms. Oral history can also provide important personal interpretations of historical events in the recent past. Using oral history and ethnographic case studies this course examines the purpose, theory and practice of oral history. Students will conduct their own oral history interviews as part of this course.

*Prerequisite:* One history class

Recommended for all history majors.

**450. INDEPENDENT STUDY (1-3)**

*Prerequisite:* Consent of instructor

**499. TUTORIAL (1-3)**

*Prerequisite:* Consent of instructor

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# HONORS SEMINARS

Honors Seminars are open only to students admitted to the University Honors Program.

## 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 that deal with how the idea of the self is constructed in a world colored by the quest for sin and redemption.

### 163. PLAYING WITH THE PASSIONS (3)

Our passions can play on our reason--are we awake or are we dreaming? Do we choose an action because it is reasonable or because we have rationalized our passions? In turn, reason is used to play on the passions: people are manipulated through their desires or fears. We see examples of both in *Brothers Karamazov*. Which of these two, reason or passion, rules us? Even the seemingly most rational of our activities--science--uses persuasion, or perhaps even plays with our passions, as we see in Descartes and in modern cases of scientific debate.

### 167. THE HUMAN HEART IN CONFLICT WITH ITSELF (3)

Sometimes we can merge thought and passion, achieving harmony, wisdom and wholeness in our lives. This is a goal of maturity, not the way in which we most often live our lives. Western literature speaks to this bifurcation of ourselves and the conflicts we negotiate between passion and reason to control our desires and find approaches to harmony. We shall

explore these themes in classic works: Dostoevsky's *Brothers Karamazov* and Shakespeare's *Merchant of Venice*. We will also read selections from Irish poets and Bernard MacLaverty's *Cal*, a novel set in the midst of sectarian conflicts. Other texts include a memoir and excerpts from the writings and speeches of Martin Luther King, Jr. and Robert Kennedy.

## 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 light on the production of race in America? These are the kinds of questions raised in this seminar as it explores 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 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)

Focusing on Darwin's *The Origin of Species* and its influence on scientific and other intellectual worlds, this seminar examines the interaction between intellectual and social contexts and 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, *The Origin of Species*, raises the question of whether the line of descent from one species to another is a continuous transition or a progression. In this way, it prepares us to think about the difference between human beings and other natural beings. Is there a 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 relationship 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.

### 382. CONTEMPORARY ISSUES IN SCIENCE AND TECHNOLOGY (3)

Scientific discoveries in the nineteenth century stimulated the rapid growth of technology that is both blessing and bane to contemporary society. The seminal work of John Dalton, Charles Darwin, James Maxwell, et al. led to revolutionary advances in the physical and biological sciences, which in turn gave us tools capable of dignifying or demeaning our collective existence. In this course, we will focus on the origin and history of the two contemporary and contentious technological issues, specifically, genetic engineering and nuclear energy. Along the way we will explore the scientific methods, the differences between science and technology, and the interdisciplinary nature of rational decision-making.

### 383. THE EVOLUTION OF SCIENCE: HUMAN BEING AND NATURAL BEING (3)

This course will begin with a close reading of Darwin's *The Origin of Species*, leading to some questions for discussion. How did Darwin understand evidence? Does experiment play any role in Darwin's science? How does Darwin's understanding of science as present in *The Origin of Species* differ from that of Karl Popper or Thomas Kuhn? Matt Ridley's *The Red Queen* will give us a basis for talking about how modern genetics contributed to the evolution of the science of evolution. Throughout the course we will have in mind two questions: What is nature? And how do we know what we know?

## Senior Honors Seminar: Wisdom and Power

### 453. THE WISDOM AND POWER OF THIS WORLD ONLY? (3)

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 one theologian suggests, 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"? 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 (B.C.) 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?

### 464. THE TRAGIC IN HUMAN LIFE (3)

We typically look at tragedy as something having to do with untimely or painful death or with a great harm done to an innocent. But tragedy, in its original sense, also concerns humankind's dealing with weighty issues: issues of fundamental importance to the understanding of the human condition. What do we mean by the tragic? Are our lives controlled by fate or a higher power? Or, do we control our lives and determine our own destinies? Ultimately, what is our place in this world: does human life have meaning? We will explore these and other questions through critical readings and spirited discussions of the following texts: *Job*, *Oedipus Tyrannus*, *King Lear*, Aristotle's *Poetics* and Nietzsche's *The Birth of Tragedy*.



**463. POWER, WISDOM, TRAGEDY AND HOPE (3)**

How much power do human beings really have? What is the relationship between human power, divine power, human suffering, and hope? In this seminar, students will discuss literary texts that put forward these and related questions. Careful study of three classic works—*The Book of Job* from the Hebrew Bible, the Greek tragedy *Antigone*, and Shakespeare's *King Lear*—will enable students to engage with questions of human agency in a world where suffering seems unescapable, even strangely necessary. Additional readings from Friedrich Nietzsche, St. Therese of Lisieux and others will allow seminar participants to consider how art and spiritual practice influence our understanding of suffering and hope.

# 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. They will also learn how to use effectively the Internet for academic purpose, how to evaluate information critically, and how to use 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.

# INFORMATION TECHNOLOGY

## Bachelor of Science Major

Information Technology (IT) plays an increasingly important role in all organizations today. IT professionals work in all industries developing, maintaining and enhancing the technology infrastructure for the organization. A degree in IT at Dominican will prepare students to take on a variety of IT roles including network administration, systems administration, computer security, hardware and software support, and end user support.

Students may not double major in Computer Science and Information Technology.

### Major Requirements

- CPSC 155, 165, 244, 299, 325, 330, 431, 434, 436, 445, 475 and either 455 or 471
- Communications Arts and Sciences 250 or 320
- English 336
- Mathematics 240
- Two additional Computer Science courses at the 200 level or above.

A minimum of seven of the Computer Science courses must be completed at Dominican.

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

# 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. Credits for this course do not count toward the semester hours required for graduation.

This course is offered on a satisfactory/fail basis.

# INTERNATIONAL RELATIONS AND DIPLOMACY

## Bachelor of Arts

### 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 headquarters 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 or 250; 343;
- Two courses in political philosophy;
- Four courses in world politics;
- Two years university level language training or equivalent (see below);
- One course in European history at the 200 level or above;
- One course in each of two different political areas outside of Western Europe;
- Capstone course: International Studies 403

Courses in economics, world history and U.S. history are also recommended.

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

*Language Requirement:* Students whose first language is not 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 must take sixteen hours of English, selected in consultation with the student advisor and the English department. Language competency in languages that are not offered at Dominican may be accepted for the language requirement in consultation with the department advisor. This is generally approved if the student verifies academic training at accredited institutions or third party objective testing in the language at the appropriate level of competency. The department, in consultation with language experts, is the final arbiter on language competency for purposes of degree completion.

Foreign language competency is essential for a successful career in International Relations and Diplomacy and graduate studies. It is strongly recommended that students pursue a chosen language beyond the minimum requirement set by the department. In addition it is highly suggested that more than one additional language be pursued. If a student is a native speaker of a language other than English, it is highly recommended that the student pursue a third language to fulfill the language degree requirement. It is also strongly recommended that the student study abroad and/or complete an internship with the Department of State or some other International agency in Washington D. C. The field of International Relations and Diplomacy is extremely competitive and advantages need to be accumulated early and often.

# INTERNATIONAL STUDIES

The following courses fulfill certain requirements of the international business and the international relations and diplomacy major.

## 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)

#### INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# ITALIAN

## Bachelor of Arts

### Major/Minor

The goals of the Italian division are to help students achieve: 1) an understanding and command of the linguistic structures of the Italian language that enable them to use it correctly and fluently in speech and in writing; 2) an awareness and appreciation of the culture of Italy; 3) a familiarity with the literary production of Italy and the ability to critically analyze it.

Italian majors are prepared for graduate study in Italian and different career possibilities including business, education, government, international relations and diplomacy.

The Italian division encourages students to participate in study abroad programs.

#### Major Requirements:

Thirty-two 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 during 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.

#### Minor Requirements

Twenty-four semester hours in advance of Italian 111. A minimum of one half the courses in the minor field must be completed at Dominican.

#### 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 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 reinforces and builds upon basic skills in Italian through development of the four language skills. Compositions and dialogues in conjunction with daily written and oral exercises reinforce the grammatical concepts.

*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 that enhances 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 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 Summer in 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.

*Prerequisite:* Italian 211 or equivalent

**260. ITALIAN-AMERICAN CULTURE (3)**

An exploration through film and literature of the position of Italian-Americans in the United States during the 20th and 21st centuries.

This course will satisfy the literature core area requirement.

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, and terminology and cultivates business-related communication skills.

*Prerequisite:* Italian 255 or 256 or 300 or 301

**Literature Courses****275. DANTE'S *INFERNO* (3)**

This course provides an understanding of Dante's *Inferno* through an examination of the text, and critical works as well as 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 from the Middle Ages to the present.

*Prerequisite:* Italian 255 or 256 or 300 or 301

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.

*Prerequisite:* Italian 255 or 256 or 300 or 301

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.

*Prerequisite:* Italian 255 or 256 or 300 or 301

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.

*Prerequisite:* Italian 255 or 256 or 300 or 301

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.

*Prerequisite:* Italian 255 or 256 or 300 or 301

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.

*Prerequisite:* Italian 255 or 256 or 300 or 301

This course will satisfy the literature core area requirement.

**Other Courses****299. APPLIED FOREIGN LANGUAGE COMPONENT (1)**

A project in Italian directly related to another non-Italian course in which the student is currently enrolled.

*Prerequisites:* Italian 111 or equivalent; approval of the Italian discipline head and the instructor of the related course.

Course may be taken for credit more than once.



**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 and 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 and consent of instructor

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# JOURNALISM

## Bachelor of Arts

### 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—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

- Forty-two semester hours, chosen in conjunction with a department advisor.
- Communication Arts and Sciences 256, 356, 293, 422 are required. In addition, students must choose from the following selections:
- Six credits from among Communication Arts and Sciences 229, 244, 352, 415, English 345 (Cannot take both CAS 415 and English 345 to meet this requirement)
- Six credits from among Communications Arts and Sciences 222, 294, 298 and 420
- Three credits from any combination of Communication Arts and Sciences 264, 299, 411 and 455
- Three credits from Communication Arts and Sciences 130, 224, 230, 236, 239, Computer Information Systems 146
- Three credits from Communication Arts and Sciences 180 or 250
- Nine credits from among Communication Arts and Sciences 130, 222, 224, 229, 230, 236, 237, 239, 244, 259, 268, 269, 274, 275, 294, 298, 316, 351, 352, 358, 359, 415, 420

A minimum of fifteen hours in the journalism field including CAS 422 must be completed at Dominican.

#### Minor Requirements

- Communication Arts and Sciences 256;
- Three credits from among Communication Arts and Sciences 293, 294 and 356;
- Twelve credits from among Communication Arts and Sciences 130, 222, 224, 229, 230, 236, 237, 239, 244, 259, 268, 269, 274, 275, 293, 294, 298, 316, 351, 356, 358, 359, 420, 422.

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

#### 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.

#### Courses

##### INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# 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 their 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; and
- 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 focuses on the “American Dream.” It explores what we mean by “having a good life”; whether there is an American identity; how our past, our politics, our economics and rapidly changing population affect our prospects 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 pre-suppose 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)**

By 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's 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.

**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 do these 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 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.

**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).

**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. I AM 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 seminar examines 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.

#### 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 ourselves, 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.

#### 182. MIRRORS TO THE SELF (3)

A mirror reflects us back to ourselves so that we can see what we look like. Our relationships, life events and the decisions we make are mirrors that enable us to see ourselves more clearly and to know who we really are. Through essays, short stories and poetry that help us to see into those mirrors more clearly, we will explore how a person discovers his or her true identity. Students will develop critical reading and writing, as well as listening and speaking skills, in this seminar. This seminar will require off-campus service hours.

#### 184. THROUGH THE LOOKING GLASS (3)

Like *Alice in Wonderland*, we meet people, have amazing, often improbably, experiences, and hear stories that shape us, challenge us and lead us on an adventure in self-discovery. Through story, text, film and creative play, this seminar will explore those things and people that have helped us to discover our authentic lives.

#### 185. SAME SELF, DIFFERENT DAY? (3)

Am I the same person I was last year? Five years ago? Will I be the same person in five years time? In ten years? We will examine the ways that selves are constructed through narratives, with a particular attention paid to the possibilities of changing ourselves.

#### 186. KNOW THYSELF! (3)

This seminar takes as its starting point the famous Greek maxim, *Gnothi seauton* (Know thyself), and it assumes that self-knowledge comes only by reaching beyond oneself to engage an ever-wider world. Through challenging readings, discussion, written exercises, and even some “brain teasers,” this seminar will aid a process of self-discovery and self-appropriation that in various ways keeps coming back to an overriding question: “What does it mean for me to live an authentic human life--intellectually, morally, religiously?”

#### 187. INNER AND OUTER REALITIES (3)

Perhaps one of the most compelling questions any of us can ask is, “Who am I?” Going far beyond the superficial list of likes and dislikes, we shall explore some of the essential and non-negotiable ingredients of the self, those inner and outer realities that form our personalities and, perhaps, even our soulfulness. Of course, outer realities like race, gender, class, physical and intellectual capacity play important roles. But what about those invisible yet real inner dimensions that transcend yet include what others see?

#### 189. THIS I BELIEVE (3)

“I” is in the middle—your “I.” This seminar explores the influences coalescing to produce your “I” by contemplating the life stories of others in relation to your own. We will be exploring various streets taken by book and movie characters. On what street did they grow up? How far did they travel from that street? When did they venture forth and why? Whom did they meet in their travels? What beliefs guided their way? There are many streets or paths in life. Which path will lead to happiness, holiness and effectiveness? Where is your own street leading? What do you believe? The reading, conversing, and writing of this seminar will help focus and form the essential foundation of your life, so you may better articulate to yourself and others, “This I believe.”

#### 190. READING ON THE EDGE (3)

Ralph Allison’s *Invisible Man* is about a man in search of himself, but he is searching from the edge, from the margins of society. What insight can we gain from this? When exploring the question “Who am I?” is there any advantage to being on the edge? Is alienation sometimes a good thing? Dostoevsky explored the same question in *Notes from the Underground*, which will be another one of our readings for this course. Does being on the edge add an element of freedom to our discovery of the self?

#### 191. THE AMERICAN SENSE OF SELF (3)

Is there a distinctive American sense of self? If so, what factors have shaped and influenced it? In what ways is our personally developed sense of self related to our socially constructed identify as Americans? Has our American sense of self changed over the years as we have transformed ourselves as a nation? What impact does our nation’s global image have on our self-image? In this seminar, students will discuss these kinds of questions in the light of our American political and cultural history. Taking an “American studies” approach to issues of self, self-identity, and the interaction of self and society, we will read and discuss a variety of American resources, beginning

with “American’s theologian,” Jonathan Edwards, and culminating in a discussion of Ralph Ellison’s *Invisible Man*.

### 192. FROM ANTIQUITY TO YOU (3)

How do we tell our life stories? In this class, we will read select examples of how people tell their own stories and think about how we might write our own. We will read about the struggles of St. Augustine over the meaning of his own life, the tangled medieval passions of Abelard and Heloise, the story of one of the first women to attend the University of Michigan, Ralph Ellison’s tale of racial struggle, and others. We will also think about how to analyze texts from different historical periods.

### 193. SELF ACROSS THE LIFE COURSE (3)

This seminar will explore dimensions of the self from the viewpoint of social gerontology. How does an individual’s identity—the self that we all are at birth, which we develop throughout our lifetimes, and, hopefully, come to truly understand when we’re old—become as unique as we all are? What roles do social structure, family, religion, education, politics, the economy and one’s own culture and society play in who we start out as and who we become? How does the socialization process make us who we are and, given all of the outside forces at work on us from birth, what part do we as individuals with our unique personalities, biologies and psychologies play in determining our own identities? Course materials will include readings that span a lifetime, focusing on the rich histories that older people reveal as they recount their very own records of Self across the Life Course.

### 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 among and within groups?
- What does it mean to live in a diverse community?

### 254. MULTICULTURAL THEATRE: CONTEMPORARY ARTISTS OF COLOR (3)

Present day African-American, Latino/Latina, playwrights, Chinese/Japanese-American solo performers, as well as gay artists, struggle with a remarkable range of tragic, comic, and everything-in-between conflicts. Students will examine late 20th and 21st century plays and solo performance texts, as well as view documentaries and live stage productions. We will explore issues critical to each culture: the search for personal identity and purpose; the nature and

causes of prejudice and discrimination; the impact of racial and homophobic 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 literature 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 Igbos 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 is the source of 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 literary texts dealing with the issues and problems facing minorities in 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 does not exist apart from their culture but is expressed through their 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 peoples 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 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.

**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. UNITY AND DIVERSITY: PROBLEMS AND PROMISES (3)**

Group membership can shape both our dreams and our fears: it can offer stability, identity and energy; it can offer both a vantage point from which to view the world and a fear of what we discover there. Chicago is a microcosm of the richly diverse world we live in, and it can teach us about the ways individuals and groups can challenge, support and enrich one another. This course will examine the strengths and pitfalls of group membership through reviewing the experience of religious, ethnic and economic communities in the Chicago area. We will examine some interfaith projects as examples of contemporary attempts to harness the strengths of group identity in support of the common good.

**276. LEGACIES OF WAR, DISPLACEMENT, AND IMMIGRATION: CHANGING AMERICAN COMMUNITIES FROM WW II 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 U.S. 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.

### **277. IMMIGRATION—THE AFRICAN EXPERIENCE (3)**

This seminar on U.S. Immigrants focuses on the experience of African immigrants from a rich diversity of backgrounds. By using various categories of analysis such as gender, age, religion and ethnicity, this seminar examines many key questions such as the causes of African immigration to the U.S., the mutual perceptions between Africans and their host communities, personal life stories, and the contribution of Africans to the making of Modern America.

### **279. THE CULTURE CODE (3)**

Why are people around the world so very different? What makes us live, buy, even love as we do? Do we live by a set of "codes"? Does religion and economics make much difference? Some say that belief in the afterlife, heaven and hell are good for economic growth. Of these, fear of hell is by far the most powerful, but all three indicators have a bigger impact on economic performance than merely turning up for church. Japan, where there are many sects but little fear of hell, has grown far faster since WWII than the Catholic Philippines. Officially atheist China is growing at a rapid pace. In this seminar, we will explore the "culture codes" which make us American, or German, or French, and whether they invisibly shape how we behave in our lives.

### **280. 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. Together, the literature will illuminate the history, and vice versa.

### **281. TELEVISION AS THE ENEMY? (3)**

Are you watching television or is television watching you? This course will examine how American democracy has depended on active citizens, strong communities, and diverse opinions to develop social capital that makes us one from many. Living in communities, belonging to groups, and fostering cultures helps teach us how to be free. All Americans and many specific groups have fought for political freedom (and continue to), as we isolate ourselves in front of the television set and computer. Will freedom last?

### **282. EXAMINING OUR JOURNEYS THROUGH LIFE (3)**

This sophomore seminar will examine three major processes that we go through during our life: birth, death, and parenting. We will use a family perspective to explore how different cultures experience rituals regarding each of these processes. Students will compare and contrast their own family rituals to understand how they evolved and how they are sustained.

### **286. AMERICA'S RELIGIOUS DIVERSITY (3)**

Particularly in its major cities, the United States is home to a vast array of different religions, often due to immigration patterns in the last half-century. Buddhist, Muslim, Hindu, Jain, Sikh, Zoroastrian and other communities flourish here in Chicago and across America. What happens to a religion when it is transplanted into a new setting? How is religious and cultural identity refashioned and how are traditions transmitted to subsequent generations, given pressures to assimilate? How is the broader American context affected by these dynamic processes? Does prejudice and discrimination occur? Are there signs of respect, understanding and new forms of community? What does it mean to be an American, and to be religious, in a pluralistic society?

### **287. DRESSING THE PART (3)**

The way people dress is a meaningful reflection of culture, diversity, and community. We will explore ways that people from different cultures represent themselves through the way they dress for their roles in diverse societies. How do different nationalities, ethnic groups, and communities define and represent themselves through dress? How does culture shape individual and socially defined choices in dress? Students will strive to understand diverse cultures and communities through projects based in hands-on investigation of dress from different cultures and interpretation through reading, film and discussion.

### **288. UTOPIA, SHANGRI-LA AND THE HISTORY OF THE FUTURE (3)**

Throughout history, philosophers, historians, social theorists, novelists, and prophets have offered their



vision of what a perfect community would look like. Some of them have even tried to bring these dreams to life! We will examine fictional, theoretical, and historical descriptions of such attempts. Assignments will stretch from Greek philosophy to modern science fiction and computer games. We will then compare these imaginary communities to real communities and confront the core questions of the Sophomore Seminar.

### 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?

#### 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 examine 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.

#### 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 to the various professions described therein. 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 me.

This seminar will satisfy the literature core area requirement.

#### 369. KNOWING OURSELVES BY KNOWING OUR ENEMY (3)

“If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner” (Nelson Mandela). Through news articles, journals, and historical documents we will learn about historical and current events that will increase our understanding of the roles that work, leisure and technology play in our lives.

#### 371. UTOPIAS AND DYSTOPIAS (3)

Through the eyes of science fiction writers, filmmakers 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 the aesthetic/cultural dimensions of utopian and dystopian models of possible futures based on the insights 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 framework of life sizing, 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—examining 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 time 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 universe?” or “does my life have significance?” This seminar invites its participants to slow down and to ask themselves these and 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 (3)**

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 exercises and group projects.

**380. WORK AND COMMUNITY (3)**

Americans coined the phrase “Work hard. Play hard.” Does this mean our work lives and our leisure lives are distinctly separate? 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 make them 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.

**381. WHEN I CONSIDER HOW MY LIGHT IS SPENT (3)**

How we spend our time defines who we are and how rich our life experiences will be. The decisions we make help determine the quality of the lives we live. Through readings in poetry, drama, philosophy and fiction, we will explore various examples of lives that succeed or fail in providing rich and rewarding experiences.

**382. WELCOME TO THE WORLD-WIDE-MIND (3)**

Work is currently underway to establish a global link of all computers together with carefully chosen “minds.” This project is called the World-Wide-Mind. What are the social, moral, ethical, and cultural implications of this technological “advancement?” Some claim this is the beginning of the next step in our 7.5 million-year journey of human evolution that philosopher and geologist Teilhard de Chardin predicted. What would such advancement mean in terms of human life, work and leisure? Are humans ready for such a leap? Would humans need to become part machine, part artificial intelligence? Could such a leap be equitable to and for all—or even advisable? The pros and cons of these and other related questions will be considered.

**385. NATURAL RESOURCES AND LIFESTYLE CHOICES (3)**

This seminar will focus on how our lifestyle choices impact limited natural resources and thereby affect the lives and livelihood of everyone. The course will examine and discuss such concepts as sustainability, renewable resources and how our values should define our lifestyles.

**387. ONE’S WORK IS ANOTHER’S LEISURE: COMPARATIVE INQUIRY OF WORK AND LEISURE IN A GLOBAL ENVIRONMENT (3)**

This seminar will look at how, historically and today, selected cultural groups define work and leisure in the context of emerging technology. We will focus on themes such as modernity, individual definitions of work and leisure, accessibility, and comparative analysis. In selecting cultural groups for comparison, we will emphasize Western and non-Western societies. Seminar participants will employ existing technologies to establish links to encourage information exchange. This interaction will allow us to investigate diverse definitions of making a living and making a life.

**Senior Seminars: Virtues and Values**

In the senior seminar, students take up the questions:

- n What does it mean to be good, to lead a good life?
- nnHow does what I do relate to who I am?
- nnHow does one reconcile self-interest with a broader sense of responsibility?
- n 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), 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 to discuss by individual examination the 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 *Nicomachean Ethics*? Written in the fourth century B.C., 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 that 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 will give students the opportunity to apply 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 about 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 practices promote 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 in Asian traditions as well as in 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 the happiness of self and of 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 during 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 students' 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 nor falsehood, 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 the goddesses and gods that guide their lives.

#### **476. THE PURSUIT OF TRUTH IN A CULTURE OF CONFUSION (3)**

An investigation of the effects of mass mediated communication and of 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” 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. FOR THE REST OF YOUR LIFE (3)**

How can we; and how do others create a meaningful life in today's world? Students will explore their own personal path, spirituality and ethic for life through the study of Aristotle's *Ethics* and the examination of how others “spend their lives” in meaningful and committed ways. Students will also participate in service learning, reflection and contemplative practices as tools for developing an answer to “How will you spend the rest of your life?”

#### **478. CHANGE FOR THE BETTER, VIRTUE AND CONVERSION (3)**

From Athens of the fifth century B.C. 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

#### **479. PUBLIC VIRTUES AND COMMON GOODS (3)**

This course will consider the political dimensions of Aristotle's *Ethics*, especially in the context of the relationship between private life and public life. For Aristotle, happiness consists not only in exercising virtue in private with one's family and friends, but also in exercising virtue publicly while governing and maintaining an ideal society. Aspects of the ethical and political philosophy of Aristotle will be used as a springboard for a consideration of current American issues regarding citizenship duties, political participation, and our responsibilities to the common goods and interests that enable us to pursue and achieve our individual life-plans.

#### **480. CLASSICAL AND CHRISTIAN VIRTUES - SO ACT (3)**

The contrast between classical and Christian ideas of virtues will be explored to assist students to focus on their own conception of virtue and what it means to live a good life. The *Iliad*, and Aristotle will provide classical contrasts to ideas of Christian virtues as exemplified in *The Gospel of St. Luke*, and the writings of St. Thomas Aquinas. Immanuel Kant will represent a more modern view. Consideration of Kant's moral imperative will provide students one alternative to develop a personal and satisfying ethic which may reconcile the classical and Christian ideals.

# MATHEMATICS

## Bachelor of Science

### Major/Minor

The mathematics major offers students a wide range of courses leading to opportunities in education, statistics, computer science, and applied and theoretical fields.

#### Major Requirements:

- Mathematics 230, 251 or 261, 262, 270, 245, 299, 311, 421, 441, 460 and 480;
- Computer Science 140 or 155;
- Three additional elective Mathematics courses Mathematics 280 or above;
- Successful completion of departmental exit examination;

A minimum of eighteen hours must be completed at Dominican.

Please consult your Mathematics advisor for specific recommendations for elective Mathematics courses based on area of specialization or career interest.

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

#### Minor Requirements

- Mathematics 251 or 261, 262
- Ten semester hours elective Mathematics courses 200 level or above excluding Mathematics 299. At least one elective must be at the 300 level.

A minimum of nine semester hours must be completed at Dominican.

Please consult your Mathematics advisor for additional recommendations for Mathematics minors based on the major that is selected.

#### 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)

Polynomial and rational expressions, solving equations, quadratic formula, applications, graphing techniques, 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)

Solving equations and inequalities with polynomial, rational, and radical expressions and absolute values. Graphing techniques. Functions. Exponential and logarithmic expressions and functions with applications.

*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.

*Prerequisites:* Mathematics 130, Biology 111 or 152

**211. PRINCIPLES OF STATISTICS (3)**

Design of experiments, numerical and graphical data description, discrete and continuous probability, expected value and variance of a random variable, probability distributions, estimation, and statistical hypothesis testing.

*Prerequisite:* Mathematics 130 or consent of instructor

**230. LINEAR ALGEBRA (4)**

A study of systems of linear equations, linear independence, matrices, linear transformations, determinants, vector spaces and applications of these topics.

*Prerequisite:* Mathematics 251 or 261

**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

**245. INTRODUCTION TO PROOF TECHNIQUES (3)**

An introduction to the tools needed for higher mathematics. Topics include logic, set theory, relations, functions, basic proof techniques, and applications of proof techniques to selected areas of mathematics.

*Prerequisites:* Mathematics 230 or 262 or consent of instructor

**250. INTRODUCTION TO CALCULUS (4)**

Functions and their graphs. Limits, differentiation and application, basic integration. Fundamental Theorem of Calculus. (This course covers polynomial and rational functions only.)

*Prerequisite:* Mathematics 130 or placement

Not open to students who have completed Mathematics 251 or 261.

**251. CALCULUS OF TRANSCENDENTAL FUNCTION (4)**

Trigonometric, exponential, and logarithmic functions. Limits, differentiation and applications, and integration.

*Prerequisites:* Mathematics 250

Not open to students who have completed Mathematics 261.

**261. ANALYTIC GEOMETRY AND CALCULUS I (4)**

A study of the basic techniques of calculus with early transcendentals. Topics include limits, derivatives and applications, integration and the Fundamental Theorem of Calculus.

*Prerequisite:* Placement through examination, Mathematics 131, or consent of instructor

Not open to students who have completed Mathematics 251.

**262. ANALYTIC GEOMETRY AND CALCULUS II (4)**

Advanced integration techniques and applications such as area, volume, arc length, work. Polar coordinates. Conic sections. Sequences and infinite series.

*Prerequisite:* Mathematics 251 or 261

**270. MULTIVARIABLE CALCULUS (4)**

Functions in multiple variables. Partial differentiation, multiple integrals. Vectors.

*Prerequisite:* Mathematics 262

**280. INTRODUCTION TO DIFFERENTIAL EQUATIONS (3)**

First and second order differential equations. Stability theory. Power series solutions. Laplace transforms. Applications.

*Prerequisites:* Mathematics 270

**299. SERVICE LEARNING (1)**

Students provide community service using their mathematical and analytical skills for a total of thirty hours. This course can be taken only on a satisfactory/fail basis.

*Prerequisite:* Junior or senior standing

**311. PROBABILITY AND STATISTICS I (3)**

Design of experiments, axioms of probability, random variables, discrete and continuous distributions.

*Prerequisite:* Mathematics 262 or consent of instructor

**312. PROBABILITY AND STATISTICS II (3)**

Estimation theory, hypothesis testing, linear regression and correlation and analysis of variance.

*Prerequisite:* Mathematics 311

**313. APPLIED STATISTICAL ANALYSIS USING SAS (3)**

Review of descriptive statistics, hypothesis testing and estimation, SAS programming language, DATA step applications, SAS procedures, report generation, and working with large data sets.

*Prerequisite:* Mathematics 312 or consent of instructor

**320. DYNAMICS AND CHAOS (3)**

Fundamental concepts and techniques of discrete dynamical systems, asymptotic behavior, elementary bifurcations, symbolic dynamics, chaos and fractals.

*Prerequisite:* Mathematics 262

**330. MODERN GEOMETRY (3)**

A study of Euclidean and non-Euclidean geometries, projective geometry and axiomatics.

*Prerequisite:* Mathematics 262

**350. NUMERICAL ANALYSIS (3)**

Solutions of equations by iteration, interpolation, numerical differentiation and integration and numerical solutions to linear systems.

*Prerequisites:* 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.

*Prerequisite:* 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 245 and junior or senior standing

**441. METHODS OF REAL ANALYSIS (3)**

The real number system, limits and continuity, theory of differentiation and integration.

*Prerequisites:* Mathematics 245 and junior or senior standing

**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.

*Prerequisite:* Senior standing



# MATHEMATICS AND COMPUTER SCIENCE

## Bachelor of Science

### Major

#### Major Requirements

- Mathematics 230, 240, 251 or 261, 262, 270, and two additional mathematics courses at the 280 level or above (not including Mathematics 299);
- Computer Science 155, 165 and 401; and five additional computer science courses of three or more credits;
- 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.

# 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 Art History, Apparel or Music and one course in either Philosophy or Theology. A minimum of nine hours for the Certificate must be completed at Dominican.

## Approved courses include:

Apparel 360 (with an intensification option); Art History 293, 323 (or 190 or 191 with consent of Medieval-Renaissance advisor); English 226, 306, 312, 354, 358; History 151, 216, 267, 269, 323, 331, 332, 354, 358; History 151, 216, 267, 269, 323, 331, 332; Italian 255, 275, 320, 365, 366; LAS 478; Philosophy 342; Spanish 380; Theology 250, 273, 354, 390. Other approved courses are offered occasionally and can be approved by the Medieval and Renaissance advisor. 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 19-21. For individual language programs, consult French, German, Italian and Spanish.

## Courses

### 260. ITALIAN-AMERICAN CULTURE (3)

An exploration through film and literature of the position of Italian-Americans in the United States during the 20th and 21st centuries.

Listed also as Italian 260.

This course will satisfy the literature core area requirement.

### 275. DANTE'S *INFERNO* (3)

Provides an understanding of Dante's *Inferno* through an examination of the text and critical works as well as 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

## Bachelor of Arts 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 late elementary level. This course is designed for students who have completed two semesters of class piano or the equivalent amount of previous private piano instruction. Absolute beginners should enroll in Music 101.

*Prerequisites:* Audition and consent of instructor

#### 122. VOICE (1-2)

Individual instruction in voice at the elementary and intermediate levels.

*Prerequisites:* Audition and consent of instructor

#### 220. ADVANCED PIANO (2)

Individual instruction in piano for students at the intermediate level and beyond. This course is designed for students who have had at least a few years of private instruction in piano.

*Prerequisites:* Audition and consent of instructor

#### 232. VOICE (2)

Individual instruction in voice for students at the intermediate level and beyond.

*Prerequisites:* Audition and consent of instructor

### 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 is designed for the absolute beginner who has not played any musical instrument.

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 is designed for students who may have studied another instrument, who already had musical notation, or who have completed Music 101.

This course will satisfy the fine arts core area requirement.

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# NATURAL SCIENCE

## Bachelor of Science Major

The Natural Science major is aimed at students interested in nursing, environmental studies and teaching. These fields require a greater breadth of coursework than is typical of most undergraduate science majors. Students are strongly encouraged to complete one of the optional concentrations so as to have the appropriate preparation for these career choices

### Major Requirements

- Biology 111, 112; and Chemistry 101, 104,
- Two courses in Physics and/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.

A student must receive a minimum grade of “C-” in all courses used to satisfy the major requirements.

### Health Sciences Concentration

The nursing profession is rapidly evolving into a career that demands an increasing knowledge of the natural sciences. In the technical field of clinical medicine, the nurse is often the “front-line” for monitoring patient status and administering care. Successful nurses rely on knowledge of the natural sciences to administer proper treatment. The health sciences concentration provides the student with the necessary background to be competitive upon entrance to nursing school and to excel in the nursing profession.

### Required Courses

- Biology 111, 112, 120, 152, 160, 252, 260
- Chemistry 101, 104
- Mathematics 175, 211
- Philosophy 242
- Two courses in Physics and/or Geology
- Clinical Internship (minimum two semester hours)

### Environmental Studies Concentration

This interdisciplinary field of study has an emphasis on human interactions with the environment and the public policies, locally, nationally and internationally, that shape those interactions. The student completing this concentration will have a strong background in the laboratory and political sciences and in business that is necessary to understand the complexity of environmental issues. Students are encouraged to choose a minor in a field that complements their specific career goals.

### Required Courses

- Biology 111, 112
- Chemistry 101, 104
- Mathematics 211
- Political Science 282, 295
- Theology 362
- Two courses in Physics and/or Geology
- Five courses in Environmental Studies and any science
- Internship, independent study or research in an environmental field (minimum 2 semester hours)

### Education Concentration

For teachers to be successful they must be knowledgeable about what they teach and proficient in how they teach. This concentration 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 underrepresented among elementary and middle school faculties.

### Required Courses

- Biology 111, 112
- Chemistry 101, 104
- Two courses in Physics and/or Geology
- Five courses in science
- Four courses in Education

## 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.

### 138. BIOTECHNOLOGY AND SOCIETY (3)

This course examines the role of biotechnology in human society. Basic concepts in genetics recombinant DNA technology, and molecular biology will be presented and discussed in order to serve as a foundation for understanding the benefit and ethical questions that arise from the use of derived technologies in agriculture, medicine, ecology and industry.

### 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)

A course in basic physical geology. A study of the formation, occurrences and 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 (3-4)

The physical theory of using heat to do work, the mechanisms of converting energy from one form to another, pollution and global warming will be discussed. Alternative energies such as biomass, nuclear, and solar, will also 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 principles 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 history of astronomy, basis optics, telescopes, and spectroscopy. The science of our solar system will be discussed with emphasis on geology and atmospheric sciences. Other topics will include the birth and death of stars including discussions of black holes. Contemporary topics such as dark matter, the expansion of the universe, and the search for extra-terrestrial intelligence will also be covered. To satisfy the laboratory component, students must enroll for four semester hours and attend the laboratory section.

*Prerequisite:* Mathematics 130

Listed also as Physics 270.

This course will satisfy the natural sciences core area requirement.

### **INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor



# NEUROSCIENCE

## Bachelor of Science

### Major

Neuroscience is the study of the most complicated structure in the universe--the human nervous system. Neuroscientists seek to understand the physical principles by which the nervous system operates and how these principles enable the nervous system to process information, learn from experience, and regulate behavior. Neuroscience is distinguished by an interdisciplinary approach that integrates methods from many fields to understand the function of the brain.

Two tracks are available: Cellular and Molecular Neuroscience, focusing on biological aspects of neural function, and Behavioral Neuroscience, focusing on the relationships between brain and behavior.

#### Major Requirements

##### Behavioral Neuroscience

- Biology 111, 112
- Chemistry 101, 104
- Psychology 200, 290, 291
- Neuroscience 105, 272, 273
- Three advanced cognates in Neuroscience
- Neuroscience 490 - 6 credits

##### Cellular and Molecular Neuroscience

- Biology 111, 112
- Chemistry 120, 121, 253, 254
- Neuroscience 105, 272, 273, 352
- Three advanced cognates in Neuroscience
- Neuroscience 490 - 3 credits

Cognate courses include all upper level Neuroscience courses and approved courses from other departments that present materials relevant to Neuroscience.

Currently approved Cognates:

- Biology 261, 272, 394, 461
- Philosophy 242
- Psychology 310, 390, 393
- Theology 368

#### Courses

##### 105. INTRODUCTION TO NEUROSCIENCE (3)

This course provides an overview of the history, methods, and principles of neuroscience with a special emphasis on the increasing social and political impact of new neuroscience technologies. This is the initial sequence for neuroscience majors, but it is also available to non-majors.

Listed also as Psychology 105.

##### 272. BEHAVIORAL NEUROSCIENCE (4)

This course explores principles of behavioral neuroscience, including brain mechanisms of learning and memory, regulation of food intake and body weight, and mechanisms of fear and anxiety. The laboratory portion covers basic techniques in electrophysiology and behavioral analysis.

*Prerequisite:* Biology 111

Listed also as Psychology 272.

##### 273. NEUROBIOLOGY (3)

This course explores the cellular and biochemical principles of neural function. Topics include the structure and function of ion channels, intracellular signaling pathways, and the genetic regulation of neural function.

*Prerequisites:* Biology 111, 112 and Chemistry 104 or 253 that can be taken concurrent with 273

Listed also as Biology 273.

##### 352. CELL/MOLECULAR APPROACHES TO NEUROSCIENCE (4)

This is a hands-on intensive course in applying basic molecular biology techniques to the analysis of individual cells that make up the nervous system. Techniques include gene cloning, Polymerase Chain Reaction (PCR), DNA restriction analysis, DNA electrophoresis, the use of transgenic organisms, and immunohistochemistry.

*Prerequisites:* Neuroscience 272 and 273

Listed also as Biology 352.

##### 422. TOPICS IN CELLULAR AND MOLECULAR NEUROSCIENCE (3)

Seminar focused on the recent experimental literature in topics in cellular and molecular neuroscience. Course work involves reading, presenting, and critiquing primary literature articles and provides excellent preparation for an independent research project.

*Prerequisites:* Neuroscience 272 and 273

Listed also as Biology 422.

##### 460. TOPICS IN BEHAVIORAL NEUROSCIENCE (3)

Seminar focused on the recent experimental literature in a behavioral neuroscience. Course work involves reading, presenting, and critiquing primary literature articles and provides excellent preparation for an independent research project.

*Prerequisites:* Neuroscience 272 and 273

**490. INDEPENDENT RESEARCH (1-6)**

Problems for original investigation are assigned under faculty supervision.

*Prerequisite:* Consent of instructor

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# NURSING

## 2 + 2 Program in Nursing

Dominican University offers a standard pre-nursing curriculum accepted at most clinical nursing schools that award a Bachelor's of Nursing (BSN) degree. We are affiliated with West Suburban College of Nursing located in Oak Park, Illinois. In cooperation with West Suburban College of Nursing, Dominican offers the prerequisites for a baccalaureate program in nursing. The degree of Bachelor of Science in Nursing (BSN) is awarded by West Suburban. Acceptance by West Suburban College of Nursing is contingent upon the student completing a minimum of sixty-one semester credit hours of liberal arts and sciences at Dominican. Fulfillment of the pre-nursing requirements at Dominican will take two to four years depending upon the background of the individual student. After completing the prerequisite courses at Dominican the student can apply to West Suburban. Students admitted to West Suburban typically require four semesters to complete the nursing courses required for the BSN degree. Students also have the option of completing a BA or BS from Dominican and then applying to West Suburban College of Nursing.

Pre-nursing course distribution for 2 + 2 program:

### **Natural Sciences and Mathematics**

- Biology 111, 120, 152-252, 160, 260
- Chemistry 101, 104
- Mathematics 130, 175, 211

### **Psychology and Sociology**

- Psychology 200 and 212
- Sociology 110

### **English and Other Liberal Arts**

- English 101, 102
- Communication Arts and Sciences 150
- Computer Information Science 120
- LAS 100 and 200 level
- Philosophy 242

For additional information, contact the health care advisors in the Department of Natural Sciences.

### **Pathway to a Master of Nursing (MSN) Degree**

As the field of nursing continues to become more advanced in the health sciences, many nursing schools now require students to have completed a Bachelor's degree (in a variety of different possible majors), prior to enrolling in a clinical nursing program. Upon completion of the clinical education provided by the nursing school, the student is awarded a Master of Nursing degree (MSN). Dominican also provides preparation for this type of program through an affiliation with Rush University College of Nursing that offers a seven quarter Generalist Entry Masters (GEM) in Nursing with a Focus in Clinical Leadership. This MSN degree prepares the student to be a graduate nurse clinician with a focus in clinical leadership. Students must have a bachelor's degree and must have completed the required prerequisite courses to be admitted to this degree program at Rush. Dominican students who wish to pursue this path to a nursing career can do so by completing a variety of majors at Dominican; however, students are encouraged to major in either Biology with a concentration in Health Sciences or Natural Science with a concentration in Health Science. Please see Natural Science or Biology sections in this bulletin for additional information.

# NUTRITION AND DIETETICS

## Bachelor of Science

### 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. 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.

#### Major Requirements

- Nutrition Sciences 140, 200, 250, 290, 345, 375, 390, 404, 407, 408, 409 and 425
- Biology 252, 160
- Chemistry 101 and 104

A minimum of fifteen 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 and to take Chemistry 101, 104 and 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 both degrees.

#### Minor Requirements

- Nutrition Sciences 200, 250 and 425
- Electives to complete a total of eighteen to twenty-four semester hours selected in consultation with a nutrition sciences advisor.

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

#### American Dietetic Association Program Requirements

- Nutrition Sciences 200, 250, 290, 345, 375, 390, 404, 407, 409, 425, 430
- Biology 252, 160
- Business Administration 245, 345 (or 275 in lieu of 245 and 345)
- Chemistry 101, 104
- Mathematics 211
- Psychology 200
- Sociology 110

The American Dietetic Association program is currently granted accreditation status by the Commission on Accreditation for Dietetics Education (CADE), 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.

### 202. APPLICATIONS OF FOODS (3)

Applications of selected food preparation.

### 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 Sciences 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.

### 275. SPORTS NUTRITION AND HEALTH PROMOTION (3)

This course presents a wide array of nutrition and health topics related to sports and physical activity. Emphasis is on maintaining and improving health, understanding physiological and metabolic processes, and developing lifestyle options. Interdisciplinary faculty incorporate lecture, discussion, projects and hands-on experience (dietary evaluation, food preparation, physical activity choices).

*Prerequisite:* Nutrition Sciences 250.

### 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.

*Prerequisites:* 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 and quality assurance of food products and ingredients.

*Prerequisite:* Nutrition Sciences 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, 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 Sciences 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 or her field of concentration, subject to the approval of the department faculty.

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# 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 (with exception of senior seminar) and general education requirements during their first three years at Dominican. 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.

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:
  - Biology 152 and Biology 252
  - Psychology 290 and 291 or Sociology 361 and 362
  - Sociology 110
  - Psychology 215 or Education 300
  - Psychology 220 and 225
  - Two psychology electives (courses other than the developmental sequence).
  - For non-psychology majors Psychology 101 or 102 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 additional information, contact the director of the occupational therapy program at Dominican University.

# PASTORAL MINISTRY

## Bachelor of Arts

### 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-five semester hours of credit are required,
- Pastoral Ministry 160, 290; 353 or 357 or 381
- Theology 110; 120 or 230; 122 or 232; 130; 240; 252; 310
- Theology 261 or 320 or Pastoral Ministry 363
- Theology 353 or Pastoral Ministry 254

In addition to these required courses, a three-credit internship Pastoral Ministry 455 is required. The remaining six credits will be distributed in electives 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.

#### Minor Requirements

- Twenty-four semester hours are required, including
- Pastoral Ministry 160; 290 or 353 or 357
- Theology 110; 122 or 232; 130; 252; 261 or 320 or Pastoral Ministry 363
- Theology 252 or 310

#### Double Major in Pastoral Ministry and Theology

In the case of a pastoral ministry major wishing also to major in theology, no more than eighteen 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.

#### 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)

In many ways a person's understanding of ritual and symbol frames his or her 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.

##### 270. COMMUNICATION SKILLS FOR MINISTRY (3)

The ability to listen and respond is the foundation for ministry. In addition, the skills for leading task groups, presentations, and working with staff and volunteers are essential components for a minister. This course will provide theory and practice, and will involve the development of a project for a particular ministerial setting.



**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

**302. SEASONS OF GRACE: CELEBRATING THE LITURGICAL YEAR (3)**

Throughout the course of church history, time has been a symbol that 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 the "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 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.

**382. RELIGIOUS EDUCATION AS A TRANSFORMATIVE PROCESS (3)**

Religious education is about the life-long work of transforming attitudes, behaviors and understandings into attitudes, behaviors and understandings offered by faith and wisdom traditions. During this course you will determine your religious education style, study the educational models that support your style and develop a strategy to best use your style as a tool in your work as a religious educator. The setting of the work is varied; it may take place in an institution, a family, a corporation, or in whatever setting you find yourself.

**455. INTERNSHIP (1-8)****INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# PHILOSOPHY

## Bachelor of Arts

### 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

- Philosophy 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 are to be chosen in conference with the major advisor.

A minimum of six courses in the major field must be completed at Dominican.

#### Minor Requirements

- Philosophy 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.

#### 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 philosophical theories of human nature. Questions to be considered include: What is the self? Do we have free will? What does it mean to be a good person? How do race and gender affect our self-understanding?

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 from 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 that 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 "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 works 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."

*Prerequisite:* One course in philosophy

**341. GREEK PHILOSOPHY: PLATO AND ARISTOTLE (3)**

A study of the philosophies of Plato and Aristotle in the context of preceding and subsequent Greek thought.

*Prerequisite:* One course in philosophy

**342. PHILOSOPHY OF THOMAS AQUINAS (3)**

Selected texts studied in the context of the intellectual and cultural history of western Europe, 500-1400.

*Prerequisite:* One course in philosophy

**345. HISTORY OF 19TH CENTURY PHILOSOPHY (3)**

Major philosophers of the period, including Hegel, Kierkegaard, Marx, Nietzsche and others.

*Prerequisite:* One course in philosophy

**351. DESCARTES, HUME AND KANT (3)**

Philosophy of Descartes, Hume and Kant studied in the context of intellectual and cultural history of the Enlightenment.

*Prerequisite:* One course in philosophy

**358. CONTEMPORARY PHILOSOPHY (3)**

Major thinkers in the existentialist and analytic traditions.

*Prerequisite:* One course in philosophy (preferably Philosophy 351)

**410. SENIOR CAPSTONE SEMINAR (4)**

Usually taken in the senior year. The student chooses a philosophical problem and researches it throughout different periods of the history of philosophy or from key philosophical perspectives. 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 key issues in philosophy.

*Prerequisite:* Completion of 24 hours toward the major or 18 toward the minor or consent of instructor

**450. INDEPENDENT STUDY (3-4)****INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# 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**

### **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.

### **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 help students to better understand the underlying principles that 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, 222, 223 with their respective labs. The remaining credit hours can be taken from Physics 214, 270, 280 or Chemistry 371 and 372.

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

### Courses

#### 205. ENERGY (3-4)

Listed also as Natural Sciences 205.

#### 211. COLLEGE PHYSICS I (4)

Topics and problems from areas of mechanics including Newtonian mechanics, heat and sound using algebra and trigonometry.

*Prerequisite:* Mathematics 131 with a grade of “C” or better

This course will satisfy the natural sciences core area requirement.

#### 212. COLLEGE PHYSICS II (4)

Topics and problems from the areas of electricity and magnetism, optics, and circuits using algebra and trigonometry. Circuits.

*Prerequisite:* Physics 211 with a minimum grade of “C”

#### 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.

*Prerequisites:* Physics 211 and 212

#### 221. UNIVERSITY PHYSICS I (4)

Topics and problems from areas of mechanics including Newtonian mechanics, heat, and sound using calculus.

*Prerequisite:* Placement into Mathematics 261 or higher

#### 222. UNIVERSITY PHYSICS II (4)

Topics and problems from areas of electricity and magnetism, optics, and circuits using calculus.

*Prerequisites:* Physics 221 with a minimum grade of “C” and enrollment in Mathematics 262

#### 223. UNIVERSITY PHYSICS III (3-4)

Topics and problems from the areas of modern physics including relativity, quantum theory, nuclear and particle physics. To satisfy the laboratory component students must enroll for four semester hours.

*Prerequisites:* Physics 222 with a minimum grade of “C” and one year of calculus

#### 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. The mechanical strength of materials, properties of polymers and composite materials will also be covered.

*Prerequisites:* Physics 223 and one year of calculus

#### 420. SPECIAL INTERMEDIATE TOPICS AND PROBLEMS (2-4)

Independent reading and/or research.

*Prerequisites:* Physics 223 and one year of calculus

#### INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# POLITICAL SCIENCE

## Bachelor of Arts

### 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 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. Students are encouraged to take classes in all areas or focus their attention by selecting one of the concentration areas explained below.

Students considering graduate studies should consult an advisor about taking Political Science 376 Introduction to Methodology. 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

Thirty-three semester hours, including requirements in one of the following concentrations:

##### General Program

Political Science 170; two courses in political philosophy; two courses in American politics; two courses in world politics; and four additional political science courses;

##### Political Philosophy

Political Science 170, 310 or 320; four courses in political philosophy; one course in world politics; one course in American politics and three additional political science courses;

##### International Affairs (see also International Relations and Diplomacy)

Political Science 170, 240 or 250; four courses in world politics; two courses in political philosophy; three additional political science courses. Two years of a foreign language are strongly recommended, as are courses in economics and U.S. history.

#### Pre-Law

Political Science 170, 280 or 282, 325, 380 or 381 or 382; two political philosophy courses; five additional political science courses; Philosophy 250 or 251; 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.

#### Minor Requirements

A minimum of eighteen semester hours in political science.

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

#### American Politics Courses

##### 170. AMERICAN GOVERNMENT (3)

An introduction to the founding principles of the United States government. Centering on the Constitution, the course discusses political socialization, ideology, and the main departments of the United States' government. The powers and the political role of the Congress, the Executive, and the Judiciary will each be examined. In addition, the civil liberties present in the "Bill of Rights" will be discussed.

Listed also as American Studies 170.

This course will satisfy the social science core area requirement.

##### 280. PUBLIC ADMINISTRATION (3)

The 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 individuals in environmental protection and enforcement. The relationship between government, business, private groups and individuals in environmental protection will also be examined.

Listed also as Business Administration 282 and Environmental Studies 282.

This course will satisfy the social science core area requirement.

**286. STATE AND LOCAL GOVERNMENT (3)**

Why do cities and states matter in the United States? What is their relationship with each other? How do these questions illustrate the system of federalism in America? Politics as well as policy in Illinois are considered as paradigms of state and local politics. Examination of state and local governments within federal system, intergovernmental relations, metropolitan problems, dynamics of electoral process, including impacts of public policy discussions on individual lives. Several policy areas may be studied.

Listed also as American Studies 286.

This course will satisfy the social science core area requirement.

**290. POLITICAL PARTIES AND VOTING BEHAVIOR (3)**

Why should I vote when both the Democrats and Republicans are terrible? This course takes on both those points by examining what political parties are and what they do in the system, including why dozens of “other” political parties are obscured by the dominance of the R’s and D’s. Voting turnout in the United States is one of the lowest in the world. Why is it that low? Is there a simple solution? Who are those people who do vote? These are a few of the questions that will be explored.

**291. CONGRESS AND CONGRESSIONAL ELECTIONS (3)**

A study of what the founders saw as the strongest of the three departments of government, the congress. The course will study both the House and Senate individually and the Congress as a whole. How does Congress work? Why does Congress not seem to work? Who has the power? Offered during midterm election years (when the president is not running), current elections will be used to discuss money in elections and campaigning. The course will examine the political makeup of the post-election 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.

**374. PUBLIC OPINION AND POLLING (3)**

As a democracy, knowing what “the people” want is considered essential. Public opinion polling has assumed an increased role in politics as every major politician, newspaper, and organization uses polls to prove they are right, their opponent is wrong, or “the people” support them. This course examines if public opinion really exists, what form it may take, how it is measured, and how it is used politically. The course will examine question wording, question ordering, types of polls, who is polled, and very basic interpretive tools such as sample types and error measuring. No statistics training is necessary.

**375. THE PRESIDENCY AND ELECTORAL COLLEGE (3)**

This course studies the role of the president in the United States political system. Both the institution of presidency (constitutional powers, relations with congress, and changes) and the individuals that have been president (personalities and styles) will be examined. Offered during presidential election years, the politics and processes of presidential elections through the electoral college, including candidates, campaign, predictions, and evaluation of the future president will be included.

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 using 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: INSTITUTIONAL POWERS (3)**

This course emphasizes how the Supreme Court of the United States approaches landmark cases in constitutional law and governmental principles of the Constitution. Topics include the powers and processes of the Supreme Court, powers of the Congress under the “commerce clause,” the president’s power to “wage war” and organize the executive department, and the role of individual state power in relation to the United States government. These topics will be addressed utilizing historic and current Court cases.

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, primarily stated in the "Bill of Rights."

Topics may include the Court's approach to the First Amendment freedoms of religion, speech, and the press. In addition, the rights of the criminally accused, including search and seizure, Miranda Rights, rights to an attorney, and the death penalty, will be addressed utilizing historic and current Court cases.

*Prerequisite:* Political Science 170 or junior standing or consent of instructor

This course will satisfy the social science core area requirement.

**382. CONSTITUTIONAL LAW III: GENDER AND RACE (3)**

The issues of gender and race in America have challenged the society and the Courts throughout our history. This course will focus on the complex issue of race and gender and the Court's approach to these issues. Topics may include the historic legal difference between men and women, whether laws or legal judgments that favor women in fact benefit them and/or disadvantage men, the legal arm of the Civil Rights movement, economic, educational, and voting discrimination. These and other topics will be examined through the study of court cases and their effects.

*Prerequisite:* Political Science 170 or junior standing or consent of instructor

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.

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 and its political and economic ramifications will be covered.

Listed also as International Studies 348.

**403. CHINA: MODERNIZATION AND TRADITION (3)**

Listed also as Study Abroad 403.

**Political Philosophy Courses****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.

**228. POLITICAL THOUGHT OF CHINA (3)**

Confucianism and Taoism are the two original paths of political thought in China. They are still important aspects of the Chinese character, and it is necessary to know them in order to understand China as a major twenty-first century power. We will enter into the thought of their founders, Confucius and Lao-ze, as well as study other lasting influences on Chinese political thought.

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.

**301. ENVIRONMENTAL ETHICS (3)**

This course explores values (philosophy) and ecology (science) to understand how political decisions affecting the environment are made and what their consequences are. The issues covered may include animal rights, cloning, and effects on the third world. The course is recommended for students in the environmental sciences or environmental studies program.

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.

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# POST-BACCALAUREATE PRE-MEDICAL CERTIFICATE PROGRAM

Dominican University's Department of Natural Sciences offers all the science courses required for admission to all health professional schools. Students who have completed a Bachelor of Science degree at Dominican or other institutions, but have not completed the necessary science requirements or need to re-take the prerequisites may complete these courses at Dominican in preparation for application to health professional schools. Required courses in biology, chemistry and physics as well as upper level post-bac only courses are available. Through consultation with the Post-Bac Advisor the curriculum is customized to meet the individual needs of each student. The program offers medical internships at Rush Oak Park Hospital. Under the direction of the medical staff the students get a first-hand opportunity to observe surgeries and other medical procedures in a number of medical disciplines. MCAT review sessions will be available to students preparing for the examination. Letters of recommendation by committee will be provided upon student request at the time of application.

## 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.

For additional information, contact the pre-law advisor in the political science department or 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 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 University. 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 a student's acceptance into pharmacy school. The student's pre-pharmacy advisor assists in the professional school admissions process.

## **Program in Pharmacy with Chicago College of Pharmacy of Midwestern University: Dual Admission**

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, culminating with awarding of the Doctor of Pharmacy degree, 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 they 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" in each course and an overall grade point average of at least 3.20:

- 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
- Economics 190 or 191
- LAS Freshman and Sophomore Seminar
- One non-science elective

# PSYCHOLOGY

## Bachelor of Arts/Bachelor of Science 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

Thirty-eight semester hours in psychology including: Psychology 101 or 102, 214, 290 and 291. Twelve hours must be taken at the 300 or 400 levels. The remainder of the 38 semester hours may be chosen according to the student's interests and goals. A minimum of fourteen hours in the major field must be completed at Dominican.

#### 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 101 or 102, 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 requirements for the Bachelor of Arts 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 272, 393 and 440.

#### Minor Requirements

A minor in psychology requires 24 semester hours in psychology, including Psychology 101, 102, 214, 290 and 291. A minimum of fourteen hours in the minor field must be completed at Dominican.

#### 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, permitting them to be employed as certified addictions and drug counselors (CADC). Students may choose to major either in psychology and complete the addictions courses leading to certification, or addictions counseling. For additional information, 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. For additional information, 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

Psychology 101 or 102 is a prerequisite for all other psychology courses at the 200 level and above.

Psychology 290 and 291 are prerequisites for many upper level courses.

#### 101. 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.

#### 102. 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

This course will satisfy the social science core area requirement.

#### 105. INTRODUCTION TO NEUROSCIENCE (3)

This course provides an overview of the history, methods, and principles of neuroscience with a special emphasis on the increasing social and political impact of new neuroscience technologies. This is the initial course for neuroscience majors, but it is also available

to non-majors. No laboratory work is required, but hands-on activities are incorporated into the coursework.

Listed also as Natural Science 105 and Neuroscience 105.

This course will satisfy the Natural Science core area requirement.

#### 160. GENETICS AND SOCIETY (3)

Listed also as Natural Science 160.

#### 212. LIFE-SPAN DEVELOPMENTAL PSYCHOLOGY (3)

This course will present an overview of human growth and development from conception to death. Physical, cognitive, psychological and social variables will be discussed for each of life's stages. Emphasis will be placed on current developmental theories, the roles of heredity and environment, as well as the influence of individual differences.

This course will satisfy the social science core area requirement.

#### 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 the physical, psychological and social development of the child from conception to puberty. Topics include physical, cognitive, social and emotional development.

#### 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 cognitive, social and emotional development.

#### 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 in a variety of topics studied by psychology, including emotion, personality and social behavior.

This course will satisfy the social science core area and multicultural core requirements.

**250. PSYCHOLOGY AND LAW (3)**

How and where do the fields of psychology and law converge? Can eyewitness testimony be accepted as fact? How do psychologists serve as experts in court? This course explores these and other questions, and the roles that psychologists provide in the legal system.

**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.

**272. BEHAVIORAL NEUROSCIENCE (4)**

This course explores principles of behavioral neuroscience, including brain mechanism of learning and memory, regulation of food intake and body weight, and mechanism of fear and anxiety. The laboratory portion covers basic techniques in electrophysiology and behavioral analysis.

*Prerequisite:* Biology 111

Listed also as Neuroscience 272.

**275. 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. Course material includes history, theory, and practice of art therapy processes, approaches and applications.

**290. BEHAVIORAL RESEARCH AND STATISTICS I (4)**

This course will introduce students 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.

*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 students 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.  
*Prerequisite:* Completion of Psychology 290 with a minimum grade of C-

**312. 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

**315. 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

**320. SURVEY OF DEVELOPMENTAL DISORDERS (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, 215

**325. 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

**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.  
*Prerequisite:* Psychology 290 or consent of instructor

**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 or consent of instructor

**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.

*Prerequisite:* Psychology 290 or consent of instructor

Listed also as Communication Arts and Sciences 361.

**370. 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 as well as individual and community empowerment.

*Prerequisite:* Psychology 290 or consent of instructor

**380. EVOLUTIONARY PSYCHOLOGY (3)**

The field of evolutionary psychology attempts to provide clues to 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.

*Prerequisite:* Psychology 290 or consent of instructor

**385. BEHAVIORAL PRINCIPLES AND INTERVENTIONS I (3)**

How do you stop an undesirable behavior? 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, 215 and 290

**386. BEHAVIORAL PRINCIPLES AND INTERVENTIONS II (3)**

Now that you know the basic, 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 an applied setting, how to design and implement basic behavioral interventions, and how to assess their effectiveness.

*Prerequisite:* Psychology 385

**390. SENSATION AND PERCEPTION (4)**

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.

*Prerequisites:* Psychology 290 and 291

**393. LEARNING AND COGNITION (4)**

What are the scientific laws that govern how we learn? How do our cognitive (mental) processes affect our behavior? In addition to studying fundamental learning theories, students will explore a variety of cognitive processes including perception, attention, memory, language and problem solving.

*Prerequisites:* Psychology 290 and 291

**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 independent study, a student brings a research idea to a faculty member and designs a research project to be conducted during the semester under the faculty member's 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 be arranged at 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; 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 junior or 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 with 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

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

*Courses available to Psychology majors in the Graduate School of Social Work. These courses will count toward the psychology major.*

**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 information 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

# SOCIOLOGY

## Bachelor of Arts

### 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 for students a program combining 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 provides 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. For

additional information regarding the sociology program and its concentrations students should consult an advisor in the Department of Sociology and Criminology.

#### Major Requirements

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

- Twelve semester hours in foundations courses, consisting of Sociology 110, 200, 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, 218, 220, 222, 225, 230, 240, 245, 250, 268, 280, 285, 286, 299, 302, 342, 350, 355, 372, 380, 382, 390, Criminology 242, 255, 265, 320 or 370

#### Concentration in Social Services

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

- Twelve semester hours in foundations courses consisting of Sociology 110, 200, 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, 218, 220, 230, 240, 250, 268, 280, 285, 286, 299, 342, 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, 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 that students 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.

#### 200. WRITING IN THE DISCIPLINE (3)

An intensive writing course required of all sociology and criminology majors that incorporates both academic and argumentative/persuasive writing in the social sciences. Emphasized critical writing, reading and thinking, employing groundwork in theory, empirical data and both primary and secondary research relating to the subject matter of sociology and criminology.

*Prerequisite:* Sociology 110

#### 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 the 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 single 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?

#### 218. SOCIOLOGY OF RELIGION (3)

An introduction to sociological approaches to religion and the place of religion within contemporary society. The course will be organized within three broad sections: basic concepts of the sociology of religion, including religious experience, beliefs, ritual, and organization; major debates within contemporary sociology of religion, including secularization theory; and the analysis of religion and religious change across time and place, with emphasis on contemporary developments.

#### 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 to 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 contemporary urban issues from sociological and critical theory perspectives, with an emphasis on housing and community development. The course will explore the dynamic interrelationship

between urban development and class, racial and geographic disparities and the ways in which economic and social policy interact.

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.

**285. RACIAL AND MUSICAL LEGACY OF THE DELTA (3)**

An exploration of the Southern roots of American music and its relationship to the struggles over civil rights in the 20th century, through a five-day excursion to Memphis and the Mississippi Delta. Prior to the trip, students are required to meet for two workshops.

*Prerequisite:* Consent of instructor

**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.

**342. EL SALVADOR, HUMAN RIGHTS, GLOBALIZATION (3)**

Listed also as Study Abroad 299.

**350. WOMEN AND DEVELOPMENT (3)**

An examination of the changing roles, statuses, opportunities, and options for women living in developing countries in the Global South. Consideration will be given to the different ways 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.

*Prerequisites:* Sophomore standing and consent of instructor

Listed also as International Studies 355.

This course will satisfy the multicultural core requirement.

**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 U.S. 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.

*Prerequisites:* 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.

*Prerequisites:* 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.

*Prerequisites:* Junior standing and consent of instructor

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# SPANISH

## Bachelor of Arts Major/Minor

The goals of the Spanish division are to help students achieve: (1) an understanding and command of the linguistic structures of the Spanish language that enable them to use it correctly and fluently in speech and in writing, (2) awareness and appreciation of the diverse cultures of the Spanish-speaking world, (3) familiarity with the literary production of Spain and Latin America and the ability to critically analyze it. Spanish majors are prepared for graduate study in Spanish and different career possibilities including business, education, government, international relations and diplomacy. The Spanish division encourages students to participate in study abroad programs.

### Madrid Chamber of Commerce Certificate

The Spanish division offers the opportunity to earn a certificate from the Madrid Chamber of Commerce after successful completion of Spanish 304.

### Major Requirements

Thirty-two 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 must be filed with the discipline director.

### Minor Requirements

A minimum of 24 semester hours beyond Spanish 111. A minimum of one half of the courses in the minor must be completed at Dominican.

### 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 equivalent

#### 111. INTERMEDIATE SPANISH (4)

This course reinforces and builds 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

#### 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.

#### 231. 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. This course includes an off-campus service learning experience.

This course will satisfy the multicultural core requirement.

#### 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 instructor

#### 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:* Spanish 211 or 231 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:* Spanish 211 or 231 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. The course prepares students for the Madrid Chamber of Commerce Certification examination.

*Prerequisite:* Spanish 301

**Literature Courses****320. INTRODUCTION TO HISPANIC LITERATURE (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

This course will satisfy the literature core area requirement.

**380. PENINSULAR LITERATURE I (3)**

This course will study Hispanic literature written in Spain from its origins in the 12th century, to the end of what is known as "The Golden Age," including 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 320 or consent of instructor

This course will satisfy the literature core area requirement.

**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 320 or consent of instructor

This course will satisfy the literature core area requirement.

**390. LATIN AMERICAN LITERATURE I (3)**

This course will study Latin American literature

during the colonial period, with some reference to Pre-Columbian documents. Chronicles of the Indies as well as all other genres cultivated in Latin America until 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.

*Prerequisite:* Spanish 320 or consent of instructor

This course will satisfy the literature core area requirement.

**391. LATIN AMERICAN LITERATURE II (3)**

This course will study Latin American literature beginning with the independence of these countries from Spain, in the early 19th century, until 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.

*Prerequisite:* Spanish 320 or consent of instructor

This course will satisfy the literature core area requirement.

**Other Courses****299. APPLIED FOREIGN LANGUAGE COMPONENT (1)**

A project in Spanish 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 the instructor of the related course

Course may be taken for credit more than once.

**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 that cannot be resolved otherwise).

*Prerequisite:* Junior or senior standing with consent of instructor

**450. INDEPENDENT STUDY (1-4)**

*Prerequisite:* Senior standing, consent of instructor

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# STUDY ABROAD

## 200. GHANA: A GATEWAY TO AFRICA (1-3)

### 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)

### 249. ROME: EARLY HISTORY OF THE CHRISTIAN CHURCH: FOCUS ON ROME (3)

Winter interim only.

### 299. SERVICE LEARNING ABROAD: SPECIAL TOPICS (1-3)

### 300. SUMMER IN FLORENCE PROGRAM (6-7)

### 303. BRITISH LIFE AND CULTURE (8)

Fall semester only.

### 335-336. STUDY IN SALAMANCA PROGRAM (12-18)

### 338-340. STUDY IN MILAN PROGRAM (12-18)

### 343-344. STUDY IN BUENOS AIRES PROGRAM (12-18)

### 342. EL SALVADOR: HUMAN RIGHTS, PUBLIC HEALTH AND GLOBALIZATION (3)

### 352-353. STUDY IN LIMERICK, IRELAND PROGRAM (12-18)

### 357-358. STUDY IN NANTES PROGRAM (12-18)

### 366-367. STUDY IN STELLENBOSCH, SOUTH AFRICA (12-18)

### 395. PARIS: ESSENTIALS OF FRENCH FASHION (6)

### 403. CHINA: MODERNIZATION AND TRADITION (3)

Listed also as Political Science 403.

### 420. LONDON TUTORIAL (8)

Offered in conjunction with Study Abroad 303. This course is open only to participants in the London study abroad program.

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 19.

# STUDY OF WOMEN AND GENDER

## Minor

The study of women and gender is an interdisciplinary program that addresses the dynamics of gender, race, ethnicity, class, sexuality and power. This minor aims to expand capacities for critical reflection and analysis and to engage students with varied approaches to women's and gender research, uniting areas of knowledge such as philosophy, the humanities, the social sciences and history. The minor emphasizes a critical, feminist, cross-cultural, multiracial and transnational understanding of the diversity of women's experiences and life changes. It seeks to reach an understanding of how questions of gender are embedded in the liberal arts and science tradition.

The minor in the study of women and gender introduces diverse perspectives and understandings concerning the reproduction of femininity and masculinity, inequality and poverty, violence and crime, race and social class, culture and media, politics and the law, and sexuality and reproductive rights in historical and contemporary contexts. Epistemologies, theories, and methodologies that emphasize women and the gendered formation of knowledge within intellectual discourse are examined to address historical and contemporary issues of particular significance to women and to understand how gender systems structure our social institutions and everyday experiences.

### Minor Requirements:

- Twenty-one semester hours including Study of Women and Gender 200, 400
- One course from Study of Women and Gender 395 or 495 or Internship or Service Learning or Study Abroad
- Twelve semester hours selected from: American Studies 338; Communication Arts and Sciences 277, 358; Criminology 320; English 277; History 244, 344, 350, 371; LAS 363; Philosophy 220; Political Science 235, 269, 297, 382; Psychology 300; Sociology 230, 350; Theatre 350; Theology 256, 273.

A minimum of five courses in the minor must be completed at Dominican.

### Courses

#### 200. INTRODUCTION TO THE STUDY OF WOMEN AND GENDER (3)

This course will introduce the student to classical and contemporary theories, concepts, multidisciplinary frameworks, and diverse perspectives to explore the significance of sex and gender.

This course will satisfy the multicultural core requirement.

#### 400. INTERDISCIPLINARY FRAMEWORKS FOR THE ANALYSIS OF WOMEN AND GENDER (3)

This course will focus on the interdisciplinary and multicultural epistemologies, theories, and methodological approaches to the study of women and gender.

#### INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# THEATRE ARTS

## Bachelor of 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: performance; design/technical; dramaturgy; theatre in education; or theatre studies.

#### Major Requirements

The completion of at least 42 and not more than 54 semester hours of theatre, of which at least fifteen hours in the major must be completed at Dominican.

#### Required Foundation Courses for All Concentrations

- Theatre 140 (seven semesters), 150, 170, 180, 230, 305, 375, 456, and two of the following;
- LAS 163, 254, Theatre 270, 292, 340, 350, 358 or 392

#### Required Core Courses for Specific Concentrations

- Performance: Theatre 161, 415
  - 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, 330, 415
  - One of the following: 388 or 400.
  - Highly recommended electives: 451, 455
- Dramaturgy: Theatre 160 or 161, 415
  - 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, 254, 255 and 415.
  - Highly recommended electives: 211, 253, 257, 284, 340, 398, 455
- Theatre Studies: 161, 415, one course chosen from 255, 284, 285 or 387 and one chosen from 330 or 388.
  - Highly recommended electives: 211, 253, 254, 257, 340, 455

In addition to the thirteen required foundation and core courses, a major in theatre arts requires:

1. 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. Completion of an interdisciplinary minor, such as art, communication arts and sciences, fashion design, English or music;

All majors and minors with a concentration in performance, theatre in education or theatre studies are required to participate in the following:

1. Annual audition: students will present two audition pieces, specific requirements to be determined annually.
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 a minimum of nine must be completed at Dominican, including:

- 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.
- Three additional courses, except Theatre 456. In addition, the student must read thirty five plays.

Theatre arts majors and minors should seriously consider the Dominican-in-London fall semester in their junior or senior year. An 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 a 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 course also includes the practical application of skills to university productions.

**150. INTRODUCTION TO THEATRE (3)**

This course develops 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 the ways 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)**

Through research, students will uncover layers of meaning within a variety of classical and modern plays. As dramaturges, students will provide answers to what theatre artists and audiences need to know in order to appreciate and understand drama. This

is a capstone course that requires the application of knowledge and experience already gained in other theatre courses. 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 or 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.

**415. 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 is a capstone course that requires the application of knowledge and experience already gained in other theatre courses.

*Prerequisite:* Theatre 180 and either Theatre 230 or 300 or consent of instructor

This course will satisfy the fine arts core area requirement.

## Performance and Production Courses

### 142. DANCE (2)

This course is conducive for students new to dance as well as for 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.

This course will satisfy the fine arts core area requirement.

### 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. THEATRE FOR YOUNG AUDIENCES (3)

This course focuses 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 time outside class 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 so as 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 including 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 in evaluating performance material—prose, poetry and drama. Students will also examine the work of prominent contemporary solo performers: 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, Molière, 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 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 (3)**

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/resumés, musical theatre singing and dancing.

**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.

Listed also as Communication Arts and Science 340.

**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

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# THEOLOGY

## Bachelor of Arts

### 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 inter-related areas:

- Area I: Theological Foundations: Theology 130, 384
- Area II: Biblical Literature and Language: Theology 110, 111, 112, 120, 122, 230, 232, 383, 385
- Area III: History and Doctrine: Theology 240, 250, 251, 252, 310, 330, 353, 354, 355, 386
- Area IV: Christian Ethics and Spirituality: Theology 160, 256, 261, 273, 320, 368, 369, 372, 373, 388
- Area V: Theology, Religion and Culture: Theology 270, 272, 276, 277, 278, 279, 282, 342, 360, 362, 370, 381, 382, 389
- Area VI: Advanced Study: Theology 299, 450, 485

#### Major Requirements

A minimum of 36 semester hours is required including the following:

- Area I: Theology 130
- Area II: Three Scripture courses in consultation with advisor, with at least one in Hebrew Scriptures and one in Christian Scriptures
- Area III: Two courses one of which must be Theology 310
- Area IV: Two courses, at least one of which must be Theology 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 are required 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 is 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 eighteen semester hours may be double-counted. Therefore, no fewer than 54 semester hours are required for the double major.

#### Courses

##### 101. NEW TESTAMENT GREEK: INTRODUCTION (3)

This course offers an introduction to the basic elements of the grammar and vocabulary of the New Testament.

##### 102. NEW TESTAMENT GREEK: INTERMEDIATE (3)

This course completes the study of the grammar and vocabulary of the New Testament, and engages the students in the translation and exegesis of selected passages.

*Prerequisite:* Theology 101

##### 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.

##### 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.

**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.

**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 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.

**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.

**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 ITS 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. 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.

**256. MARRIAGE AND FAMILY LIFE (3)**

Everyone, in some way, has been formed by marriage and family life. Using texts, articles, movies and projects, students will integrate the tradition of the Catholic Church, the culture, and their 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 study 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.

**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 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.

**272. MYSTICAL TRADITIONS IN WORLD RELIGIONS (3)**

A study of the tradition of mysticism in the major world religions. Using the Catholic mystical traditions as a paradigm, we will compare parallel mystical paths in Judaism, Islam, Hinduism, and Buddhism. Similarities and differences among mystical "paths" will provide the basis for our analysis of these traditions.

This course will satisfy the theology core area requirement.

**273. GREAT WOMEN MYSTICS (3)**

This course explores the lives, activity, and writings of seven outstanding women whose reforming impact on the Church continues to inspire and guide Christians and non-Christians today. Although primary concern will focus on Hildegard of Bingen, Mechtilde of Magdeburg, Gertrude the Great, Catherine of Siena, Julian of Norwich, Joan of Arc and Theresa of Avila, other important figures will be considered as well,

including artists, writers and political figures.

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 nevertheless 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 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.

**282. SCIENCE, RELIGION AND THEOLOGY (3)**

Controversies concerning the existence of God, the place of religion, cosmic and human evolution, and the pursuit of truth continue to pit many scientists against religious leaders, theologians, and ordinary believer. This course explores the lively tension between scientific and theological approaches to understanding the origin and destiny of the universe, the phenomenon of life, the role of human existence, culture, and society, the challenge of evil, and the task of living meaningfully and purposefully in today's changing world.

This course will satisfy the theology core area requirement.

**299. SERVICE LEARNING (1)**

*Prerequisite:* Consent of instructor

**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 course in theology

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 ecclesial authority in changing the life of the individual and community.

**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.

**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 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 is 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

**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).

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.

This course will satisfy the theology core area requirement.

**360. RELIGION AND POLITICS (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.

### **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, particularly the Catholic ethical approach to these issues will receive special attention.

*Prerequisite:* Sophomore standing or consent of instructor

This course will satisfy the theology core area requirement.

### **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.

### **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.

### **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.

### **381. NATIVE AMERICAN CULTURE AND SPIRITUALITY (3)**

This course explores the history, culture and spirituality of the Native people of the Woodlands and the Plains. Native speakers will share ritual and story to enhance the study. Students taking this course are required to develop a project in collaboration with the reservations they will visit. The project and the service-learning trip are required for the course. This camping trip usually begins during early May and lasts approximately two weeks.

This course will satisfy the multicultural core requirement.

### **382. SPECIAL TOPICS IN RELIGION AND CULTURE (3)**

*Prerequisite:* Sophomore standing or consent of instructor

### **383. 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

This course will satisfy the theology core requirement

**384. SPECIAL TOPICS IN THEOLOGICAL METHODS (3)**

*Prerequisite:* Sophomore standing or consent of instructor

**385. SPECIAL TOPICS IN ETHICS AND SPIRITUALITY (3)**

*Prerequisite:* Sophomore standing or consent of instructor

**389. SPECIAL TOPICS IN BIBLICAL LITERATURE AND LANGUAGE (3)**

*Prerequisite:* Sophomore standing or consent of instructor

**386. SPECIAL TOPICS IN HISTORY AND DOCTRINE (3)**

*Prerequisite:* Sophomore standing or consent of 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 not be used to satisfy the theology core area requirement.

**485. THEOLOGY SENIOR INTEGRATING SEMINAR (3)**

In order to help students synthesize 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 this seminar: The seminar itself, in which students will meet both 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.

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# COURSES OF INSTRUCTION



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**BRENNAN SCHOOL OF BUSINESS**



# BRENNAN SCHOOL OF BUSINESS

## MISSION

The Brennan School of Business offers ethics-centered management education for students who are either entering the business professions or continuing their professional development. The curriculum provides students with an enduring foundation in business, essential leadership skills and an understanding of the best in current business practices.

## CORE VALUES

- Ethical business behavior
- Compassionate leadership
- Global perspective
- Entrepreneurial mindset

## GOALS

The Brennan School of Business was created to fulfill the mission of Dominican University by providing value centered intellectual development and professional preparation in the business disciplines for motivated students. The purpose of the business program, like that of the University, is to foster the personal, social and professional development of its students through excellent teaching, careful mentoring and rigorous programs of study.

The Brennan School of Business has the six specific goals which flow from its mission:

- To expose students to the theories, concepts and scholarly literature of business.
- To assist students in developing values centered, ethical perspectives.
- To enable students to acquire an understanding of current management thought, technology and methods through in-depth study of the business disciplines, particularly as they apply to entrepreneurial and global organizations.
- To enable students to demonstrate and apply their knowledge and understanding in solving business problems, particularly through the use of case study analyses and information systems technology.
- To instill in the students confidence in their own abilities and decision making skills and the ability to work effectively as part of a team.
- To advance theory and knowledge in the field of management through faculty and student scholarship and research.

Taught by a faculty of well-prepared academicians and distinguished practitioners, the curriculum takes a broad interdisciplinary approach to business education. The undergraduate program enables students to

choose from among four business majors and three separate concentrations. The programs offered by the Brennan School of Business all reflect the university's commitment to liberal and professional learning. The business school is dedicated to providing students with academic instruction that not only is grounded in liberal education but also distinguished by its rigor and challenge. A primary purpose of the business program is to prepare graduates who have an understanding of ethical precepts and a commitment to promoting socially responsible behavior and demonstrating it in their own lives. Through its international business curriculum and programs, the Brennan School of Business also supports and extends the university's dedication to cultural and ethnic diversity. Finally, the Brennan School of Business supports the university's goal of graduating intellectually curious and engaged students who will carry with them an enthusiasm for life long learning as cultural traditions and the professional environment constantly changes and evolves.

## ACADEMIC GOALS AND OUTCOMES

The business curricula provide the opportunity for students to learn the tools and methods for managing companies and organizations and to apply ethically those tools and methods for the benefit of all stakeholders.

**Goal 1:** Students will appreciate the ethical foundation of effective long-run business decisions and promote social responsibility and ethical leadership in managerial decision-making

- Objective: Successful students will demonstrate an understanding of fundamental approaches to moral reasoning, including knowledge of contemporary ethical issues in global settings.
- Objective: Successful students will demonstrate an understanding of the role and appropriateness of social responsibility within the business environment.

**Goal 2:** Students will communicate effectively in written and verbal formats

- Objective: Successful students will effectively prepare and deliver class presentations.
- Objective: Successful students will demonstrate an ability to write analytical papers.

**Goal 3:** Students will utilize technology and electronic learning to address business applications

- Objective: Successful students will demonstrate competency in the use of and/or ability to develop

software packages which focus on business applications.

- Objective: Successful students will demonstrate competency in applying models to systematically collect, store, and disseminate information.

**Goal 4:** Students will utilize quantitative and analytical methods as well as critical thinking skills in business applications

- Objective: Successful students will demonstrate competency in developing a hypothesis (thesis, topic) and in effectively researching information that will lead to appropriate conclusions.
- Objective: Successful students will demonstrate the ability to interpret graphical and empirical data, utilize software to analyze data, and/or develop various system solutions which focus on business applications.

**Goal 5:** Students will utilize a global perspective in the evaluation of contemporary business issues

- Objective: Successful students will demonstrate an understanding of the economics, financial, managerial, and/or technological implications of a firm operating internationally and/or domestically.
- Objective: Successful students will demonstrate an understanding of the role of small businesses, entrepreneurs, and technology in the economy and the potential problems they may experience.

The faculty's work in defining these academic goals and objectives enables the students in the Brennan School of Business to benefit from a coherent system of management education. This educational system is not only designed to help them learn business concepts but also to prepare them for success throughout the course of their professional management careers.

#### **UNDERGRADUATE ADMISSION PROCESS**

Students who wish to complete an academic major must be admitted to the Brennan School of Business, but all students are welcome to enroll in accounting, business, international business, and economics courses on an elective basis or to complete an academic minor.

Admission to the Brennan School of Business is open to students who have attained sophomore standing. Attaining sophomore status is based on the student having completed 28 credit hours. Students must complete an application form, which is available in the Brennan School of Business Office. To be accepted into the Brennan School, students must:

- be in good academic standing at the university,
- have earned a cumulative grade point average of at least 2.50; and
- have completed at least two 100 or 200 level BSB courses.

In the cases of students transferring into the Brennan School, a probationary semester may be granted while the student completes the course requirements for admission.

#### **BA/MBA OR BS/MBA JOINT DEGREE PROGRAM**

Qualified students may be able to complete the bachelor's degree and the Master of Business Administration degree in a total of five calendar years. During the undergraduate program, the equivalent of the six MBA foundation courses may be taken. Students are encouraged to apply to the BA/MBA or BS/MBA before the end of their junior year. Accepted students may enroll in two MBA courses during their senior year, one course each semester, and credit will be given toward the undergraduate degree. The remaining ten graduate business courses may be taken upon completion of their undergraduate degree.

For more information on these programs, please contact the Brennan School of Business at [business.dom.edu](http://business.dom.edu) or (708) 524-6810.

#### **COMMITMENT TO ETHICS AND INTEGRITY**

Since its founding, the Brennan School of Business has insured that all its academic programs provide students with an understanding of the concepts and theories of ethical decision making as well as numerous opportunities to practice and apply those concepts during their study. This is done through a variety of curricular and co-curricular programs, ranging from case study analyses and service learning courses to student sponsored lectures and off campus volunteer programs. The first endowed chair in the Brennan School of Business was designated by its donors to be the Christopher Chair in Business Ethics. This chair has enabled the business program to place an ever increasing focus on ethical business practices, through annual lectures, workshops and other faculty and student initiatives that ensure that ethics are taught and practiced in every part of the curriculum.

Realizing that students who matriculate in the Brennan School of Business must conduct themselves in accordance with the highest standards of academic integrity during their course of study, the following Academic Integrity policy has been developed to guide their actions.

#### **ACADEMIC INTEGRITY**

Whatever the assignment, students are encouraged to engage in critical thinking and to use quoted or paraphrased material in ways that appropriately support their own ideas. 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. Student plagiarism is the deliberate presentation of the writing or thinking of another as the student's own. Failure to maintain academic integrity will not be tolerated.

The following definitions are provided for understanding and clarity:

- Inappropriate attribution of sources.
  - Use of quotation marks, but failure to provide a citation for the material.
  - Providing a citation for material, but failure to use quotation marks for material that appears in others' work. Please note, quotation marks are used when three or more consecutive words are taken directly from others' work. Exceptions are made for commonly used phrases such as "triple bottom line" or "corporate social responsibility". When in doubt, be safe and use quotation marks.
- Paraphrasing others' work without providing a citation to that work.
  - Paraphrasing is presenting others' ideas or thoughts but doing so entirely in one's own words. Attribution must always be given in a citation at the end of the paragraph, even if the name of the author/s is included in the body of the text.
- Direct plagiarism.
  - This entails using others' material word-for-word and presenting it as one's own work without any indication that the words are those of another.
  - Simply changing one or two words or phrases does not materially change the character of this form of plagiarism, which is the most serious.

Whatever the assignment, it must be clear that the student is using the quoted or paraphrased material in support of his or her own ideas, and not taking credit for the quoted/paraphrased material.

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. A student who assists another in cheating will be held to the same standard.

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.

# ACCOUNTING

## Bachelor of Science

### 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 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. Students who major 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.

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# BUSINESS ADMINISTRATION

## Bachelor of Arts/Bachelor of Science

### 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 (Bachelor of Arts degree)

*Required:* Business Administration 351

Two courses chosen from Business Administration 275, 365, Communication Arts and Sciences 274 or Brennan School of Business 772 (requires acceptance to the Master of Business Administration program)

#### Concentration in Finance (Bachelor of Science degree)

*Required:* Business Administration 370

Two courses chosen from Business Administration 365, 375, Economics 376 or Brennan School of Business 625 (requires acceptance to the Master of Business Administration program)

#### Concentration in Management (Bachelor of Arts degree)

*Required:* Business Administration 275

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.

Students who major 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. Students should consult their 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.

#### 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 use 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 to perform elementary programming in Visual Basic, as well as to use 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:* Computer Information Systems 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 strategic 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 governments' 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 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)**

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, is 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 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 and 255

**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 data analysis, and will introduce forecasting models.

*Prerequisites:* Economics 260 and Computer Information Systems 120

Listed also as Economics 365.

**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 per 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:* Junior or 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 a 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

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor



# ECONOMICS

## Bachelor of Arts/Bachelor of Science Major/Minor

The economics major emphasizes basic economic theory and its applicability to the analysis of problems in the economy and society. Students who major in economics 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.

### 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 covers research design, sampling theory, methods of data collection, the use of statistical techniques in the data analysis, and introduces 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. This course will emphasize 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)**

A study of 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)**

A theoretical study of questions concerning the economy as a whole: national income, consumption, investment, the role of government, monetary flows and national economic growth.

*Prerequisite:* 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. The strengths and weaknesses of fixed and floating rate systems and the factors that affect exchange rates are studied.

*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 per week under the supervision of a faculty member and the manager of the business. Exposure to various aspects of business, finance or accounting.

*Prerequisite:* Juniors or 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. Real business cycle theory, Keynesian, New Keynesian and Post-Keynesian macroeconomic theories, are assessed 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.

**INDEPENDENT RESEARCH OR CREATIVE  
INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# INTERNATIONAL BUSINESS

## Bachelor of Arts Major

The international business major provides preparation for a career in all fields of business management across cultures and international borders. 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 substituted for the major courses, if approved by the international business advisor.

Students who major in International Business will earn the Bachelor of Arts degree.

### 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 must 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 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 not 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 333 or 336; two courses chosen from English 342, 343, 344; and History 248 and 249.

Other courses may be substituted based on the student's background and with permission of the international business and English advisors.

### International Studies Concentration

- Students must complete five courses including:
- Communication Arts and Sciences 321;
- 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 option may be used for only one repeated course required for the major. A minimum of fifteen hours in the major field must be completed at Dominican.

### 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 work in the area of international business. An internship 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.

### INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

# COURSES OF INSTRUCTION



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**SCHOOL OF EDUCATION**

# THE SCHOOL OF EDUCATION

## MISSION STATEMENT

The School of Education, rooted in the Catholic Dominican tradition of excellence, prepares educators to make a difference by their commitment to fostering the values of scholarship, leadership, and service within themselves and their students.

## GOALS

To pursue our mission, the School of Education and its faculty are committed to:

- Align programs with standards of specialized professional associations and standards of the State of Illinois (scholarship)
- Model research-based teaching practices (scholarship, service)
- Promote and model respect and appreciation for diversity of all kinds (leadership, service)
- Integrate technology as a source of knowledge, tool for teaching, and an avenue for collaboration (leadership, service)
- Foster candidate understanding and application of the connection between theory and practice (scholarship, service)
- Prepare candidates to demonstrate competence in their respective content area (scholarship)
- Collaborate with the Rosary College of Arts and Sciences in preparation of candidates (scholarship)
- Challenge candidates to reflect on their teaching and learning experiences (scholarship, leadership)
- Provide field and clinical practice experiences that engage candidates in diverse school settings through partnerships and collaboration with K-12 schools (service)
- Develop partnerships with elementary and secondary school teachers and administrators who serve on the unit's advisory groups (leadership)
- Seek out and provide service opportunities for candidates within and beyond school communities (service, leadership)

## TEACHER CANDIDATE PROFICIENCIES

The faculty of the School of Education, informed by specialized professional association standards and the Illinois State Board of Education Standards has identified candidate proficiencies or outcomes that are shared across all programs offered through the School of Education. Outcomes are linked to the three critical conceptual framework elements of scholarship, leadership and service and reflect the unit dispositions. Through courses, field experiences and

clinical practice candidates develop and demonstrate mastery of these outcomes. These outcomes provide the foundation for each of the individual programs' outcomes. These proficiencies are detailed below.

- Candidates demonstrate competence in their respective content area and/or area of certification in combination with competence in liberal arts and sciences. (scholarship)
- Candidates engage in reflective practice in their coursework and experiences in the field. (scholarship)
- Candidates demonstrate the ability to design, deliver, and interpret the various forms of assessment/evaluation appropriate to their roles in the educational setting. (scholarship)
- Candidates demonstrate knowledge of research-based teaching practices appropriate to their content area and proficiency with a variety of effective instructional methodologies. (scholarship, leadership, service)
- In acknowledgement of the impact of diversity on student learning and behavior, candidates differentiate and create modifications appropriate for the academic, motivational, behavioral and interest needs of students. (leadership, service)
- Candidates demonstrate the ability to use technology for administrative and instructional tasks. (leadership, service)
- Candidates demonstrate the ability to plan effective instruction, learning experiences and school and classroom environments that allow all students to achieve. (scholarship, service)
- Candidates demonstrate leadership in collaborating with colleagues, families, and students in responding to real life problems in a multicultural society. (leadership, service)

## TEACHER CANDIDATE DISPOSITIONS

It is expected that through participation in professional education courses teacher candidates will demonstrate the following dispositions that have been identified by the School of Education as consistent with the core values of scholarship, leadership and service: critical thinking, ethical behavior, commitment to social justice, respect for diversity, acceptance of responsibility, value of community, flexibility, collaboration, reflection, generosity and professional behavior.

# EDUCATION

The School of Education offers a major in early childhood education and undergraduate programs in elementary education, secondary education, and kindergarten to twelfth grade. The school also offers a five-and-a-half to six 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 requirements 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 ensuring that 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 ensuring that candidates acquire and apply the professional and pedagogical knowledge and skills to become competent to work with all students; (3) clinical and field experience ensuring that candidates learn to integrate general knowledge, academic content and professional knowledge to create excellent learning experiences for all children.

The undergraduate elementary, secondary and kindergarten to 12th grade teacher education programs have four basic elements: (1) general education competency studies ensuring that 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 ensuring that candidates attain competence

in the academic content that they plan to teach; (3) professional and pedagogical studies ensuring that candidates acquire and apply the professional and pedagogical knowledge and skills to become competent to work with all students; (4) clinical and field experiences ensuring that candidates learn to integrate general knowledge, academic content and professional knowledge to create excellent learning experiences for all children and young people.

## ADMISSION TO TEACHER EDUCATION

The student's first step toward pursuing teacher certification at Dominican is to enroll in Education 200. Upon completion of Education/Early Childhood Education 200 and after meeting the criteria listed below, students should apply to the Teacher Education program. Students may enroll in one professional education course the semester following Education 200 without having been accepted into the Teacher Education Program. Students must be formally accepted into the Teacher Education Program in order to continue taking Education courses.

The following criteria must be met for acceptance:

- A grade of C or higher in Education/Early Childhood Education 200.
- A passing score on the Illinois Certification System's Test of Basic Skills
- An overall grade point average of 2.75 (Note: Candidates whose GPA is below 2.75 but above 2.50 may be accepted conditionally into the program.)
- A satisfactory application portfolio (completed in Education/Early Childhood Education 200)
- Signed disposition commitment form

Students must file a formal application seeking acceptance into the teacher education program with the appropriate Education advisor after the above criteria have been met. The Teacher Education Program Committee will review student applications and make decisions about acceptance. Students are notified about the status of their applications by their Education advisors. Once accepted, students become candidates for certification. They should meet regularly with their Education advisors to plan the remainder of their programs.

*NOTE:* Because the educational backgrounds of students entering the Teacher Education program differ, some students may need an extra semester to complete all requirements.

## TRANSFER STUDENTS

Undergraduate students may enter the certification programs by transferring specific credits from a two-year or four-year approved institution. Each program specifies courses that must be taken at Dominican. See the program descriptions below for more information. Transfer students are urged to pass the Illinois Certification System's Test of Basic Skills prior to coming to Dominican. Transfer students are also encouraged to meet with an Education advisor prior to their first registration at Dominican to review program and course requirements.

## CONTINUATION IN THE TEACHER EDUCATION PROGRAM

The following criteria are required in order to continue as a candidate in the Teacher Education program.

- A cumulative GPA of 2.75, as well as a GPA of 2.75 in professional education courses and in courses presented for the major
- A minimum Grade of C in courses presented for the major
- A minimum Grade of C in all professional Education courses
- Acceptable dispositions ratings
- A portfolio summary evaluation of at least *Acceptable*

A candidate who does not meet the above requirements is subject to the School of Education's candidate intervention/remediation process. As part of that process, candidates and their advisors will develop an intervention/remediation plan for the candidate. The plan is designed to support candidates in addressing the criterion above that is not satisfied. If the plan is not successfully met, the candidate may be withdrawn from the program.

## ADMISSION TO CLINICAL PRACTICE

Clinical practice is the culminating experience of the certification program. Candidates must apply to the School of Education and be formally accepted for clinical practice. Acceptance into clinical practice is determined on the basis of the candidate's written application and the criteria listed below. The clinical practice application review committee reviews application materials and makes decisions regarding acceptance into clinical practice.

The criteria for acceptance are:

- Evidence that all Education courses up to clinical practice will be completed prior to the beginning of the clinical practice semester
- Documentation that 100 clock hours of field experience will be completed no later than the semester prior to clinical practice
- Cumulative, Education and major GPA of 2.75

- Approval of the candidate's academic advisor and education advisor
- Dominican University background check
- Portfolio verified as up-to-date by the candidate's advisor

## 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, it seeks 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. Students and candidates may not participate in field experience until a background investigation is on file in the Field Experience Office.

## ILLINOIS CERTIFICATION TESTING SYSTEM REQUIREMENT

Candidates seeking certification in the State of Illinois must pass a series of tests administered by the Illinois Certification Testing System. The first test, required for acceptance into the Teacher Education Program is the Illinois Certification System's Test of Basic Skills. For acceptance into 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) appropriate to their program of study before applying for certification. This is usually taken during or immediately following clinical practice.

Tests are administered six times a year at locations throughout the state. All tests are 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 for materials and information about the tests are available on the Illinois Certification Testing System's website, [www.icts.nesinc.com](http://www.icts.nesinc.com)

# EARLY CHILDHOOD EDUCATION

## Bachelor of Arts

### 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).

#### General Education Competencies

Candidates seeking early childhood state certification are required to complete Dominican University's core curriculum, as well as to demonstrate competency in physical science.

#### 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 2001 are accepted only with special permission from the faculty of the School of Education.

In addition, a field of study consisting of eighteen semester hours in art, English, fine arts, foreign language, history, humanities, mathematics, psychology, science, social science, sociology or theater is required. All of these requirements must be completed with a minimum grade of "C".

#### Early Childhood Education Courses

##### 200. FOUNDATIONS OF EDUCATION (3)

This course introduces candidates to the world of professional education. Candidates acquire 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 candidates make an informed decision about whether to continue in teacher preparation. Fifteen field experience hours are required.

##### 300. CHILD GROWTH AND DEVELOPMENT (3)

This course serves 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 dimensions 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 twenty-five field experience hours.

*Prerequisites:* Education 200 and acceptance into 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.

*Prerequisites:* Education 200 and acceptance into 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. The process starts with the understanding that all young children are fully functioning members of a diverse and multicultural school, family and community. 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. Candidates 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 among home, school and community.

*Prerequisites:* Education 200 and acceptance into 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 twenty-five clinical hours.  
*Prerequisites:* Education 200, Early Childhood Education 300 or 301, and acceptance into 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 acceptance into 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 of curricular modifications for exceptional children are covered. Candidates apply theory to practice through ten clinical hours.

*Prerequisites:* Education 200, Early Childhood Education 300 or 301, and acceptance into 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 acceptance into 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 acceptance into 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 a 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:* Acceptance to clinical practice

### **495. CLINICAL PRACTICE SEMINAR IN EARLY CHILDHOOD EDUCATION (2)**

The purpose of this weekly seminar is to encourage candidates to discuss collegially 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,

promotion of positive change in educational contexts, professional organizations and professional advocacy. To demonstrate this bridging, candidates complete their professional portfolios, which align with state and national standards. Candidates in this course are concurrently enrolled in the early childhood clinical practice.

*Prerequisite:* Acceptance to clinical practice

### **INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

## **ELEMENTARY, SECONDARY, K-12 EDUCATION PROGRAMS**

### **Elementary Education Program**

A student pursuing elementary education certification may elect one of the following majors: American Studies, Biology, Chemistry, Economics, English, French, History, Italian, Mathematics, Natural Science, Political Science, Psychology, Spanish, Sociology or Theatre Arts.

Candidates seeking elementary certification should consider the impact of their choice of major on the options for a middle school endorsement. To be sure that their major provides them with the options for the middle school endorsement they might be seeking, candidates should consult with their Education advisors.

### **General Education Competencies**

Candidates for elementary certification must meet the Dominican University core curriculum requirements. In addition, candidates must take a second science course. One of the science courses must include a lab. All of these requirements must be completed with a minimum grade of “C”. This coursework will address the Illinois State Board of Education general education competencies.

### **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 include 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)

### **Field Experiences**

Dominican requires early field experiences equivalent to 100 clock-hours. These experiences must be completed in a variety of school settings providing the candidate 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.

*Note:* 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 2001 are accepted only with special permission from the faculty of the School of Education. 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.

Courses for elementary certification must be completed in a pre-specified sequence which is determined by the candidate’s major. Candidates should meet with their Education advisor and their major advisor early in their college careers to plan their course of study.

### **Secondary Education Program**

Dominican has Illinois state-approved teacher preparation programs in the following areas: biology, chemistry, English, history, and mathematics.

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 a minimum grade of “C”.
2. **Content Studies:** A major in one of 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. *Field Experiences and Clinical Practice:*

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, courses in methods of teaching in a discipline and through 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 candidate 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 2001 are accepted only with special permission from the faculty of the School of Education. 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.

Courses for secondary certification must be completed in a pre-specified sequence which is determined by the candidate's major. Candidates should meet with their Education advisor and their major advisor early in their college careers to plan their course of study.

### Major Requirements and Endorsements

The State of Illinois requires thirty-two semester hours in a given field to teach a major. Information regarding endorsements or approvals on a student's certificate may be obtained from his or her education advisor or from the certification officer.

### Special Certificate (Grades K-12)

A program for a Special Certificate (grades K-12) is available for Visual Arts and language majors (French, Italian, Spanish). 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.

Courses for K-12 certification must be completed in a pre-specified sequence which is determined by the candidate's major. Candidates should meet with their Education advisor and their major advisor early in their college careers to plan their course of study.

### 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 the 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 a 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 must 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 during 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

#### Learning Behavior Specialist I

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 a Bachelor of Science degree and a Master of Science in special education with Type 10 Learning Behavior Specialist I certification in special education in approximately five-and-one-half to six 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 work only 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.

#### **Elementary, Secondary and K-12 Education Courses**

##### **200. FOUNDATIONS OF EDUCATION (3)**

This course introduces candidates to the world of professional education. Candidates acquire 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 candidates make an informed decision about whether to continue in teacher preparation. Fifteen field experience hours are required.

##### **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 K-12 classrooms. Assessment strategies as they relate to the instructional process will be examined.

*Prerequisites:* Education 200, 310 and 320, and acceptance into the teacher education program

##### **320. EDUCATIONAL PSYCHOLOGY (3)**

This course studies 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.

*Prerequisites:* Education 200, 310, and acceptance into 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, 310, 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 include 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 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. Fifteen 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 requires 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 K-12. Candidates create instructional teaching units adapted to diverse learners. Fifteen field experience hours are required.

*Prerequisites:* Education 200, 310, 320 and acceptance into 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 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, acceptance into the teacher education program; 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, acceptance into teacher education program; 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, acceptance into teacher education program; 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, acceptance into teacher education program; semester prior to clinical practice

#### **404. INSTRUCTIONAL STRATEGIES FOR TEACHING MODERN FOREIGN LANGUAGE IN THE K-12 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, acceptance into teacher education program; 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, acceptance into teacher education program; semester prior to clinical practice

#### **461. CONTENT AREA READING, SOCIAL STUDIES AND ASSESSMENT (3)**

This course studies the 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 200, 320 and 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 in which 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. Issues relevant to the professional educator are topics of seminar meetings. Course work includes the completion of a presentation portfolio.

*Prerequisite:* Acceptance to clinical practice

#### **491. CLINICAL PRACTICE SEMINAR: MIDDLE AND SECONDARY (2)**

This seminar meets 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, on avenues for professional development, and on the transition to teaching in the middle and secondary schools of Illinois.

*Prerequisite:* Acceptance to clinical practice

#### **492. CLINICAL PRACTICE: K-12 LANGUAGE (3)**

This full-time guided experience takes place 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.

*Prerequisite:* Acceptance to clinical practice

**495. CLINICAL PRACTICE: ELEMENTARY AND MIDDLE (10)**

This full-time guided experience takes place in an assigned elementary or middle school. Candidates concurrently enroll in the accompanying Senior Seminar. This course is taken on a satisfactory/fail basis.

*Prerequisite:* Acceptance to clinical practice

**496. CLINICAL PRACTICE: MIDDLE AND SECONDARY (10)**

This full-time guided experience takes place 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.

*Prerequisite:* Acceptance to clinical practice

**497. CLINICAL PRACTICE, K-12 ART**

This full-time guided experience takes place 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.

*Prerequisite:* Acceptance to clinical practice

**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-five field experience hours are required.

*Prerequisites:* Education 200, 310 and 320 or Early Childhood Education 200 and 300 and acceptance to 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 acceptance into the teacher education program

**INDEPENDENT RESEARCH OR CREATIVE INVESTIGATION (1-3)**

Introductory, Intermediate, Advanced, Senior Thesis Independent Research or Creative Investigation is a course in which students collaborate with faculty mentors on an ongoing faculty research project or conduct an independent project under the guidance of a faculty member. This directed undergraduate research or creative investigation culminates in a conference presentation, journal article or other creative/scholarly project.

*Prerequisite:* Consent of instructor

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# FACULTY

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ELS Language Centers	(708) 488-5010	Continuing Studies.....	(708) 714-9125
	fax (708) 488-5014		fax (708) 714-9126
Events and Conference Services .....	(708) 714-9038	Security .....	(708) 524-5999
Facilities.....	(708) 488-5195	Service Learning.....	(708) 524-6425
Financial Aid .....	(708) 524-6809	Siena Center .....	(708) 714-9105
Graduate School of Library			fax (708) 714-9108
and Information Science .....	(708) 524-6845	Student Accounts.....	(708) 524-6791
	fax (708) 524-6657	Student Involvement.....	(708) 524-6458
Graduate School of Social Work .....	(708) 366-3463	Switchboard.....	(708) 366-2490
	fax (708) 366-3446	Technology Center.....	(708) 524-6756
Health Services .....	(708) 524-6229	Undergraduate Admissions .....	(708) 524-6800
	fax (708) 488-5072	University Ministry .....	(708) 524-6683
Human Resources .....	(708) 524-6781	Wellness Center.....	(708) 524-6825
	fax (708) 488-5179		
ID Cards.....	(708) 524-6300		
Information Technology .....	(708) 524-6888		
Institutional Advancement.....	(708) 524-6283		
Institutional Research			
and Assessment.....	(708) 524-6461		
International Student Advisor.....	(708) 524-6965		
Internships.....	(708) 524-6827		
Intramurals.....	(708) 524-6554		
IT Telephone Services.....	(708) 524-6750		
Learning Resources/Writing Center...	(708) 524-6682		
Library .....	(708) 524-6875		

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## DOMINICAN UNIVERSITY BULLETIN

STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION (ACT OF OCTOBER 23, 1962; SECTION 439, TITLE 39, UNITED STATES CODE) DOMINICAN UNIVERSITY, AN ILLINOIS CORPORATION, DOMINICAN UNIVERSITY, 7900 WEST DIVISION STREET, RIVER FOREST, IL 60305. BONDHOLDERS—U.S. GOVERNMENT. EDITOR, MARILYN GERKEN BENAKIS.

### Family Education Rights and Privacy Act of 1974

#### Notification of Rights under FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on

the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Dominican University to comply with the requirement of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920

### Dominican University Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Dominican, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information for your education records. FERPA permits institutions to identify certain items of information as "directory information." This information may be released unless the student has indicated, in writing to the registrar, that s/he does not wish this information released. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Dominican has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address (home, local, e-mail)
- Telephone listings
- Weight and height of members of athletic teams
- Photograph/Video for University and other publications
- Degrees, honors, and awards received
- Date of birth
- Major field of study
- Dates of attendance
- Current Enrollment Status
- The most recent educational agency or institution attended
- Class Standing
- Schedule of Classes

### Statement of Institutional Policy

Dominican University, as an institution of higher education, maintains information, data, evaluations and other records, generally referred to as "education records," concerning its students. It is Dominican University's policy to preserve the confidentiality of such records by limiting access to education records and by permitting students to review their own records and to correct or delete any inaccurate, misleading or otherwise inappropriate data.

Directory information may be made public without the consent of the student unless the student has requested in writing that the university not release such information without the student's prior written consent. Dominican University has designated the following as directory information: a student's name, all addresses (including email), telephone listings, photograph/video for University and other publications, date of birth, major field of study, current enrollment status, class standing, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, weight and height of members of athletic teams, schedule of classes and the most recent previous educational agency or institution attended by the student.

Dominican University selects its students and administers all of its programs without discrimination as to race, creed, sex, age, marital status, sexual orientation or national origin. In addition, Dominican University does not discriminate on the basis of disability, in accordance with section 504 of the Rehabilitation Act of 1973 ([www.hhs.gov/ocr/504.html](http://www.hhs.gov/ocr/504.html)). Student organizations must be open to all students without regard to race, color, religion, age, sex, ability, sexual orientation or national origin.

Rights Reserved—While no revision of the schedule of courses in this bulletin is contemplated and the courses will be held if the enrollment justifies, the president and the officers of Dominican University reserve the right to change the scheduling, credit or content of the courses, the books used, the fees charged, and the requirements for admission as announced in this bulletin. The university also reserves the right to refuse to admit or readmit any student and to dismiss any student at any time should it be deemed necessary in the interest of the student or of the university.

Neither the university nor any of its officers shall be under any liability whatsoever in the exercise of its rights.

### Communications with the University

The post office address for Dominican University is 7900 West Division Street, River Forest, IL 60305.

The university telephone is (708) 366-2490.

Correspondence on matters listed here should be addressed as follows:

- General interests of the university: President
- Gifts and bequests: Vice President for Institutional Advancement
- Academic affairs: Provost
- Requests for transcripts: Registrar
- Requests for catalogs, admission and financial aid: Office of Admission and Financial Aid
- Student activities, general student welfare: Dean of Students
- Payment of bills: Student Accounts
- Alumnae/i activities: Director of Alumnae/i and Parent Relations



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