

University Bulletin

2019-2020

Dominican University



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.

Vision Statement

Dominican University will be an innovative leader in empowering graduates from diverse backgrounds to meet the challenges of an increasingly interdependent world.

Identity Statement

Dominican University is a diverse, relationship-centered community rooted in a vibrant liberal arts and sciences education, offering rigorous, integrative, and innovative undergraduate, graduate and professional programs. At the heart of the University is its Catholic, Dominican tradition, grounded in the compatibility of faith and reason, which affirms the dignity of the human person and concern for the common good. The University's curricula, research and campus life demonstrate a commitment to ethics, community service, social justice and global citizenship. Dominican University educates one student at a time in the company of others, engaging a multiplicity of cultural, religious and secular worldviews, transforming students, faculty and staff into agents of positive change.

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2019-2020 Academic Calendar

Fall 2019

August 19	Last day to apply to graduate Fall 2019
August 26	First Day of Classes
September 2	Labor Day - No Classes
September 3	7:00PM deadline for adding/dropping undergraduate classes
September 10	6:30PM deadline for adding/dropping graduate classes
September 10	Last day to declare satisfactory/fail grade option for undergraduate classes
September 24	Caritas and Veritas Day (class schedule suspended)
September 24	Last day to declare course intensification option for undergraduate classes
October 18-20	Long Weekend (no undergraduate classes)
November 6	Last day to withdraw from fall semester courses
November 27-01	Thanksgiving Vacation
December 7	Last day of undergraduate classes
December 9-14	Undergraduate Final Examinations
December 14	Last day of graduate classes
December 17	Final Grades due at noon for all classes

Spring 2020

January 8	Last day to apply to graduate Spring 2020
January 15	First day of classes - follow Monday schedule
January 20	Martin Luther King, Jr. Day - No Classes
January 23	7:00PM deadline for adding/dropping undergraduate classes
January 30	6:30PM deadline for adding/dropping graduate classes
January 30	Last day to declare satisfactory/fail grade option for undergraduate classes
January 30	Last day to declare course intensification option for undergraduate classes
February 13	Mid semester vacation
March 8-14	Mid semester vacation
April 2	Last day to withdraw from spring semester classes
April 9-12	Easter Vacation
May 1	Last day of undergraduate classes
May 2	Saturday and schedule conflict undergraduate final exams
May 4-May 7	Undergraduate Final exams
May 7	Last day of graduate classes
May 8	Final grades due at noon for graduating students
May 9-10, 2020	Commencement Weekend
May 12	Final grades due at noon

Summer 2020

May 4	Last day to apply to graduate Summer 2020
Summer Session I	
May 11	First day of graduate classes
May 18	First day of undergraduate classes; last day to add/drop graduate classes
May 25	Memorial Day - no classes
May 26	Last day to add/drop undergraduate classes
May 26	Last day to declare satisfactory/fail grade option for undergraduate classes
June 09	Last day to withdraw from Summer I classes
June 29	Last day of Summer I (graduate and undergraduate)
Summer Session II	
July 6	First day of Summer II classes (graduate and undergraduate)
July 13	Last day to add/drop Summer II classes
July 13	Last day to declare satisfactory/fail grade option for undergraduate classes
August 03	Last day to withdraw from Summer II classes
August 14	Last day of undergraduate classes
August 21	Last day of graduate classes
Summer Session III (Graduate Only)	
May 11	First day of Summer III classes (graduate only)
May 25	Memorial Day - no classes
May 26	Last day to add/drop Summer III classes
July 3	Independence Day holiday - no classes
July 21	Last day to withdraw from Summer III classes
August 24	Last day of Summer III classes

Students who withdraw from all classes in the first week of the term are entitled to a full refund of tuition. Students who reduce their course load during the first week of the term are entitled to a full refund of any difference in tuition resulting from the drop. For more information about full and partial refunds, contact Student Accounts at 708-524-6789 or bursar@dom.edu.

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.

Accreditation

Dominican University is accredited by the Higher Learning Commission of 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 Committee on Accreditation of the American Library Association (ALA).

The Brennan School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

The School of Social Work is accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE).

The School of Education is accredited by the National Council for Teacher Education (in 2013 NCATE consolidated with the Council for the Accreditation of Educator Preparation or CAEP). In addition, the university's education programs are approved by the Illinois State Board of Education.

The baccalaureate degree program in nursing at Dominican University is accredited by the Commission on Collegiate Nursing Education.

The Physician Assistant Studies Program received Accreditation-Provisional from the Accreditation Review Commission for the Physician Assistant, Inc. (ARC-PA).

The program in nutrition and dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The university is also approved by the Illinois Department of Registration and Education, and the State Approving Agency for Veterans Affairs.

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 National Association of Colleges and Employers, the National Association of College and University Business Officers, the National Catholic Educational Association, the

National and Midwest Associations of Student Financial Aid Administrators, the National Association of College Admission Counseling, the National Society for Experiential Education, the American Association of Collegiate Registrars and Admissions Officers, Women in Development, the Association of Fundraising Professionals, the Council for Advancement and Support of Education, and the American Association of Colleges for Teacher 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.

Nondiscrimination 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.

Honor Societies

- Alpha Chi, a national college honor society that admits students from all academic disciplines. Membership is limited to juniors and seniors in the Mazzuchelli Scholars Honors Program. Kappa chapter installed April 17, 2012.
- Alpha Sigma Lambda, national honor society for adult learners. Mu Rho chapter installed in 2007. Membership awarded to high-achieving undergraduates in the School of Professional & Continuing Studies.
- Beta Gamma Sigma, an international honor society serving business programs accredited by AACSB International - The Association to Advance Collegiate Schools of Business. Open to qualified BSB students. Chapter installed on April 10, 2015.
- Beta Phi Mu, the international Library and Information Studies Honor Society.
- 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 an active interest in Italian culture.
- Kappa Delta Pi, international education honor society. Psi Chi Chapter installed April 13, 1998. Academic achievement and commitment to the teaching profession.
- Kappa Gamma Pi, national honor society. Open to qualified seniors.
- Kappa Mu Epsilon, national mathematics honor society. Zeta chapter installed February 26, 1967. Open to qualified seniors.

- Lambda Pi Eta, the National Communication Association Honor Society, was founded in 1985. Membership awarded for outstanding scholastic achievement in communication.
- Phi Alpha Honor Social Work Society - The School of Social Work officially joined the National Phi Alpha Honor Society for Social Work in 2006. The Dominican chapter, Nu Omega, is responsible for organizing the yearly ceremony to induct graduate social work students who meet the requirements to join the honor society.
- Phi Alpha Theta, national honor society for history. Iota Tau chapter installed February 21, 1965. Membership awarded for active interest and superior scholarship.
- Phi Sigma Tau, International Honor Society in Philosophy. Mu chapter established in 1995. Membership awarded for excellence in philosophy.
- Pi Delta Phi, national French honor fraternity. Alpha Tau chapter installed April 11, 1951. Membership awarded for superior scholarship in French.
- 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.
- Psi Chi, national honor society in psychology. Chapter installed April 30, 1980. Overall academic excellence and superior scholarship in psychology.
- Sigma Delta Pi, national Spanish honor society. Beta Xi chapter installed June 3, 1948. Membership awarded for overall academic excellence and superior scholarship in Spanish with an active enthusiasm for things Hispanic.
- 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.
- Theotokeion, Rosary College of Arts and Sciences academic honor society, founded in 1926. Membership awarded for high academic achievement and community service.
- 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.

Admission and Financial Aid

Admission of Undergraduate Students

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, standardized test scores, and class rank. Transfer students are primarily evaluated on the basis of course work completed at previous colleges and universities; in some cases, the high school record is considered. 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 also is required. Prospective students are urged to visit the campus. Individual appointments with an admission counselor can be arranged, along with a campus tour. 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.

Admission From Secondary School 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, with special attention to grades in college preparatory courses; ACT or SAT scores at or above the national average; rank in the upper half of the high school graduating class; and completion of 16 units of college preparatory work, including 14 in a combination of English, mathematics, social sciences, laboratory science, and foreign language. Factors such as leadership, personal qualities, and co-curricular activities also are 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, which can be accessed from the website: www.dom.edu;
2. An official high school transcript;

3. ACT or SAT scores. 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; and
4. A \$25 application fee is required.

Advanced Placement (AP)

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, Office of Undergraduate Admission.

International Baccalaureate (IB)

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

College Level Examination Program (CLEP)

Subject to acceptable scores and to certain departmental qualifications, credit is granted for College Level Examination Program tests in various subject areas.

A maximum of 28 semester hours of credit may be granted with no more than 12 semester hours in one subject area. Students must have official scores sent to Dominican University. For additional information, contact the Rosary College of Arts and Sciences office at (708) 524-6814.

Information about the College Level Examination Program can be secured at clep.collegeboard.org.

Admission to Honors Degree Program

Incoming full-time students of superior ability are selected to participate in the honors degree program. Normally, students with a 3.75 grade point average and high ACT/SAT scores, and who have completed honors or advanced placement classes in high school are chosen for the honors program because of their expressed academic interests and their accomplishments. Transfer students who meet comparable criteria in their previous college work may be eligible for the honors program.

Early Enrollment to Dominican University

Students wishing to begin college classes before receiving the 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 high school teacher;
2. Completion of not fewer than 14 units acceptable toward admission to Dominican University, 11 of which shall be in subjects prescribed for admission; and
3. On-campus interview with the appropriate admission counselor responsible for the applicant's high school.

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 may be participation in the summer Transitions program or enrollment in the Strategies for Academic Success seminar. In cases where the Admission Committee believes that it is in the student's best interest, it may limit the number of hours a student can take in the first term of enrollment.

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;
2. Official transcripts from each college and university attended; and
3. The official high school transcript, including ACT or SAT scores, when requested.

Transfer Credit

Transfer credit is generally granted for courses comparable to those offered by Dominican University that were successfully completed with a grade of "C-" or above at another regionally accredited institution. The university will evaluate all hours submitted by the transfer applicant and reserves the right to accept or deny any of the credits for transfer. Upon receipt of official transcripts, the Office of the Registrar, in consultation with the appropriate academic department(s), will officially assess transfer credit after a transfer student has been formally admitted and has declared a major; only those hours that satisfy requirements will be applied to the degree and included in the student's cumulative earned hours (grade points

from transfer courses are not included in the Dominican grade point average). Up to 68 semester hours are accepted in transfer from a two-year school and up to 90 semester hours are accepted from four-year colleges and universities (see residency requirements). A total of 4 semester hours in physical education, health or recreation courses can be applied toward the 124 total semester hours required for a bachelor's degree.

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 grade point average of 2.00 is attained. Transfer student restrictions apply to second baccalaureate degree candidates.

Transfer student admission requirements and procedures apply to second B.A. or B.S. candidates.

Admission of International Students

Applicants from countries where English is not the primary language must demonstrate proficiency in English and also submit either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) scores. The Admission Committee may waive this requirement for international adult applicants for whom such testing is not appropriate. Acceptable English proficiency exams/programs would include:

1. The Test of English as a Foreign Language (TOEFL) with a score of 79-80 on the web-based version; or
2. The International English Language Testing System (IELTS) band score of 7 or better; or
3. The Pearson Test of English Academic (PTEA) score of 53 or better; or
4. Successful completion of ELS Level 112.

Official credentials and notarized translations must be sent to the Office of Undergraduate Admission. For advanced standing and/or transfer credit, students must submit official transcripts and will be asked to have official transcripts evaluated by Educational Credential Evaluators (ECE) or another approved agency at their own expense. This official evaluation, along with the official college/university transcript, must be submitted directly to the university.

International students should be advised that they must pay the first semester's tuition, fees, and room and board in full prior to beginning classes. International students are advised that limited financial aid is available to them from the university. The magnitude of educational and living costs should be clearly defined.

Information needed to complete the I-20 form will be collected for all international students, including information regarding financial support.

The International Student Advisor will issue the I-20 form to the student after the student has been accepted for admission and provided evidence of financial support. The International Student Advisor must notify SEVIS that an I-20 has been issued before a visa will be considered. Students with B-2 (tourist) visas and F-2 visas are no longer permitted or to study in the United States with these visa statuses. They may apply for Change of Status, a process that can take many months, but may not attend school until the COS has been approved. In this case, international students should return to their home country and apply for an F-1 visa.

Degree Completion Agreements

Dominican University, in partnership with area community colleges, 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 apparel design, biology, business, chemistry, culinary arts, early childhood education, neuroscience, and others. Please contact the Office of Undergraduate 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 an Undergraduate Student-at-Large

Students who are not seeking a degree and who have graduated from high school or earned a GED may be admitted as students-at-large. Students-at-large need to complete a special application and present official transcripts for high school and any previous college work. The college transcripts will serve to verify 1) whether specific prerequisite courses had been taken, and 2) that the student was in good standing at the most recent institution.

Students-at-large may register for up to 30 semester hours of credit before they must change to degree-seeking status. Credits earned as students-at-large at Dominican may then be applied to satisfy 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 or Commission on Accreditation for Dietetics Education (CADE) certification, or students registering for certificate and/or licensure programs may not apply as students-at-large. Students-at-large are not eligible for financial aid.

Tuition Exchanges

Dominican University participates in the Catholic College Cooperative Tuition Exchange, the Council of Independent Colleges Tuition Exchange, and 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 Rita M. Uznanski Bottei Endowed Scholarship
The Ida Brechtel Scholarship in Memory of Sister Mary Alberic Runde, OP
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 1959 Scholarship
The Class of 1968 Scholarship for Study Abroad
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 Robert C. and Lois Kern Dittus Scholarship
The Helen Keogh and Patrick H. Doherty Sr. Scholarship
The Anna M. Dolan Scholarship
The Carolyn Leonard Dolan Scholarship
The Ellen Raepple Donahue Family Memorial Scholarship
The Eileen Hogan Drum Scholarship
The Erickson-Studnicka Scholarship
The Olive Mazurek Faa di Bruno Scholarship
The Barbara McAllister Fielder Scholarship
The Kathleen Moonan Fitzgerald Scholarship
The Terry Gillespie Freund Scholarship
The Friends of Dominican University Scholarship
The Virginia Burke Gearen Scholarship
The Sister Cyrille Gill, OP Scholarship
The John S. and Estelle V. Phelan Gorman Scholarship
The Mary Estelle Gorman Scholarship
The Louis Ruppert Grobl Scholarship
The Halasz 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, OP 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 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, OP Scholarship
 The Coletta Dunn Maddock and James Andrew Maddock Sr. Scholarship
 in Memory of Coletta Maddock Doherty '52
 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, OP
 The Vernile Murrin Morgan Scholarship
 The Joseph C. Mugnolo Memorial Scholarship
 The Marie Mulgrew Scholarship
 The Dorothy Reiner Mulroy Scholarship
 The Mother Evelyn Murphy, OP Scholarship
 The Patricia and Vincent Murphy Scholarship
 The Sister Jean Murray, OP Scholarship
 The Charles and Colette Pollock Scholarship Fund
 The Richard and Virginia Prendergast Scholarship
 The Colleen Anne Redmond Scholarship
 The Alice Muriel Reynolds Scholarship
 The Roach Scholarship in Memory of Sister Albertus Magnus McGrath,
 OP
 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 Jane Simmons Memorial Scholarship
 The Sinsinawa Dominican Trustee Scholarship
 The John Sowa Scholarship
 The Isabelle Breen Stucker Scholarship
 The Lena Maggie Swanson Memorial Scholarship
 The M. James and Mary Jane Termond Scholaship
 The Sister Sheila Treston, OP Scholarship
 The Anita L. Vogel Scholarship
 The Gert Hammond Wagner Scholarship
 The Srs. Crapo, Davlin, and Waters, OP Scholarship
 The Frances R. Watts Scholarship
 The Margaret Ellen White Scholarship
 The Jo and H. Scott Woodward Scholarship

Admission of Graduate Students

Admission Requirements

Applicants to a Dominican University master's degree program are required to submit official transcripts from a regionally accredited college or university showing the conferral of a bachelor's degree. Applicant's to the PhD program are required to submit official transcripts from a regionally accredited college or university showing conferral of a master's degree. Additional admission requirements are outlined in each school's profile and/or included with graduate program listings.

Student at Large

Applicants interested in enrolling in a class or classes as a student-at-large-with no intention of completing a degree or other program-need to apply through the college or school that offers the course(s) they are interested in taking.

International Students

Applicants who were educated outside of the United States and/or students requiring a student visa must:

- Meet the requirements for admission as outlined in each school's profile and/or included with the graduate program listing
- Demonstrate English language proficiency (if English is not the applicant's primary language) by
 - completing a bachelors degree for which the primary language of instruction was English,
 - completion of ELS Level 112,
 - scoring 83 or better on the Internet-based Test of English as a Foreign Language (TOEFL),
 - scoring 7.0 or higher on the International English Language Testing System (IELTS); Brennan School of Business accepts an IELTS score of 6.5 or higher.
- Have official credentialed evaluations completed by Educational Credential Evaluators, Inc. (ECE) or another approved agency at the applicant's expense in order to confirm the student has completed the equivalent of bachelor's degree (or, where appropriate, master's degree) at an accredited institution.

Following admission, Dominican can assist with immigration requirements. Dominican is authorized by the U.S. Bureau of Citizenship and Immigration Services to issue SEVIS I-20s and DS 2019s for students living abroad or those wishing to transfer their SEVIS records. International students requiring an I-20 form for the F-1 student visa must

show evidence of sufficient funds to cover a full year of tuition, fees, and living expenses including:

- Housing costs, whether room and board in university residence halls or off-campus housing; these costs are the student's responsibility
- Medical insurance (international students are automatically enrolled in the Student Health Insurance Plan via the Dominican Wellness Center unless they can document existing coverage that is equal to or better than the student plan offered)
- Books and personal items
- Support during such times when the university is not in session

University Admission Policies

Dominican University does not discriminate on the basis of race, gender, religion, national or ethnic origin, disability, age, marital status, political orientation, sexual orientation or diverse lifestyle in the administration of its educational policies, admission policies, scholarships, loan programs or any other program administered by the university.

Applications

- Only complete application files will be reviewed by the admission committee.
- Providing incomplete or inaccurate information regarding a previous academic record on an admission application is grounds for denial of admission.
- All application materials become the property of Dominican University; no credentials will be returned to the applicant.
- Students admitted to an undergraduate program of study may defer their enrollment for a maximum of one semester; students admitted to a graduate program of study may defer their enrollment for a maximum of one year. After that, it is necessary to reapply.
- Applicants who have withdrawn their application after it has been submitted must reapply for further consideration.

Students With Special Needs

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 obligations 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.

The disability grievance procedure can be found in the student handbook, which can be requested from the Office of the Dean of Students.

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. All students registered for more than half time are required to meet all requirements necessary for compliance. If medical or religious reasons prevent a student from being immunized, a waiver can be submitted for consideration and, if approved, 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 will 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 the Wellness Center. Any questions regarding immunization records should be directed to the Wellness Center.

Admission of Veterans

Dominican University is approved by the State Approving Agency for the training of veterans and is a participant in the Yellow Ribbon Program for the Post-9/11 GI Bill ®. Veterans should obtain a certificate of eligibility from their local veterans administration office at least one month before they plan to enter college.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>

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 submit the FAFSA on an annual basis.

Financial Aid Application Process

Students must complete the Free Application for Federal Student Aid (FAFSA) and list Dominican University (code 001750) as the institution to receive the information. Both returning students and new students are encouraged to file their FAFSA as soon after October 1 as possible. Some students may be required to submit additional information.

Tuition and Fees

Costs 2019-2020 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 also 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

Undergraduate Tuition

Full-time Students

(12-18 semester hours)

BA, BS, BBA, and BSN students

Annual 2018-2019 Tuition \$33,950

Semester 2018-2019 Tuition \$16,975

Part-time students

Tuition per semester hour

BA, BS, BBA, BSN, non-degree students (1-11 hours) \$1133

BMS, ADA/ISPP certificate students \$950

Summer Rate for BA, BS, BBA, BSN, BSM, ADA/ISPP certificate students \$566.50
(for Dominican courses on campus or online)

BPS students \$475.09

Noncredit (audit)

\$566.50

High school students taking a college course

Tuition per semester hour \$550

Degree completion students

ACE (Academic Course Equivalency) \$550

Graduate Tuition

Tuition per semester hour

Brennan School of Business \$1035

College of Applied Social Science

School of Information Studies \$850

School of Information Studies-Dissertation \$500

School of Education \$550

School of Social Work \$850

Master of Conflict Resolution \$625

College of Health Sciences

Master of Science-Nutrition \$860

Master of Science-Nutrition with supervised practice \$950

Physician Assistant Studies (matriculation January 2020) \$920

Room and full board

Double (*Power, Coughlin*) \$10,549 \$5,274.50
(*annual*) (*semester*)

Murray Double Cluster	\$11,576 (annual)	\$5,788.00 (semester)
Murray Suite-Double	\$11,854 (annual)	\$5,927.00 (semester)
Single (<i>Power, Coughlin, Mazzuchelli</i>)	\$11,380 (annual)	\$5,690.00 (semester)
Murray Suite-Single	\$12,680 (annual)	\$6,340.00 (semester)

Student fees

Full-time students per semester-undergraduate	\$85
Part-time students per course-undergraduate	\$20
New Student Fee-full-time undergraduates	\$150
New Student Fee-part-time undergraduates	\$25
Full-time technology fee per semester	\$150
Part-time technology fee per semester	\$75
Resident Student Association fee per semester-undergraduate	\$20
Degree fee	\$75
NSF check	\$30
Late payment	1% of open balance
Late registration	\$25
Payment plan charge (per semester)	\$45
Deferment (per semester)	\$90
Transcript of credits	\$5
Processing for International Dominican Affiliate program	\$250
Commuter Parking Permit, per academic year	\$50
Resident Parking Permit, per academic year	\$100

Course fees

Some courses have lab fees applied, ranging from \$50 to \$250.

Music lessons have a lab fee applied of \$150 per credit hour.

Students will receive an email notification to their Dominican email address that their eBill is ready for view. Payment is due by the first day of class for students who register in advance.

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-study 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

A payment plan can be arranged online through our CASHNet system. All charges must be paid in full before the semester ends. Students may view their account status at any time online or stop in Student Accounts for assistance.

Withdrawal

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

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 day that notice of withdrawal is given to the Registrar's Office unless extenuating circumstances warrant an adjusted withdrawal date. See the Academic Regulations page 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. We encourage students to enroll in eRefund. Those who do not enroll in eRefund will have a check mailed to the address we have on file.

Refunds are normally processed within ten 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 prorated 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 National Direct/Federal Perkins 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.

Per Public Law 115-407 Sec. 103 for terms beginning August 1, 2019 and later, students utilizing VA education benefits shall not be charged a penalty, including assessment of late fees, denial of access to classes, libraries, or other institutional facilities, or be required to borrow additional funds because of the individual's inability to meet their financial obligations due to the delayed disbursement of a payment to be provided by the Department of Veterans Affairs.

Academic Program Information

Undergraduate Programs

A Vision for Undergraduate Education

Steeped in Dominican Ethos, Liberal Learning

Through Foundations, Breadth, Depth and Integration

for Responsible Global Citizenship

We educate one student at a time in the company of others, each unique yet all distinctly Dominican. In dialogue with a Dominican ethos, our students grow as liberal learners through creative and rigorous study marked by solid foundations, disciplinary breadth and depth, and ongoing integration as they aspire to become ethically responsible global citizens. Each student develops an emerging sense of personal and professional vocation through a variety of means, including thoughtful interaction with courses, professors, and other students, and intensive advising and mentoring. We encourage students to participate in internships, study away (international and domestic), community-based learning, and undergraduate research, scholarship, and creative investigations. Diverse insights coalesce in each student's distinctive educational trajectory, purpose, and plan, as we inspire students to discern the big picture and name their place within it—to stand somewhere and to stand for something, conscientiously positioned in relationship to the world.

Dominican ethos describes the distinctive character of our university's culture. It includes an environment of *Caritas et Veritas*, in which we contemplate the meaning of existence and strive collaboratively for a more just and humane world. It understands that study is at once contemplative and communal. It unites reflection and dialogue as we collaborate in the search for truth. It enables students to develop a sense of care and responsibility for oneself, one's community, and the wider creation. It fosters trust, tolerance, mutual accountability, and belonging. Students enter into conversation with a Catholic intellectual tradition that affirms the compatibility of faith and reason, a universe marked by both intelligibility and mystery, the sacredness of all creation, the dignity of every living being, and concern for the common good. They acquire basic knowledge about Christianity in its various dimensions, and how it interacts with secular and other religious beliefs, practices, and worldviews.

Upon graduation, undergraduates educated at Dominican University possess character, knowledge, and skills to take informed, ethical action in the world and to influence others for the good.

Foundations

Foundations are the knowledge, skills, and attitudes essential for further learning. They are generally cultivated during the first year, and they are continually developed and built upon in later academic work. In alphabetical order, these are:

- **Application Software.** Effective use of application software is the ability to solve real-world problems using computer applications and includes being able to determine the appropriate application to use for a particular need.
 - Students will be able to:
 - create and use dynamic spreadsheets to analyze and present information;
 - create and use databases to organize data and answer data-driven questions;
 - create and manage digital content, including word processing, e-portfolios, and digital video; and
 - independently research questions regarding application software use and effectively employ learning resources as a means for learning new and updated applications.
- **Communication.** Effective communication is purposeful expression that increases knowledge, fosters understanding, and/or promotes change in attitudes, values, beliefs, or behaviors.
 - Written communication is the development of effective expression of ideas in writing. Students will be able to:
 - use rhetorical conventions appropriately;
 - use appropriate examples, sources, and evidence in support of their own ideas;
 - incorporate supporting materials (e.g., visual images, statistics) when appropriate; and
 - demonstrate effective organization, syntax, and mechanics.
 - Oral communication is the development and expression of ideas orally. In class discussion and/or oral presentations, students will be able to:
 - use rhetorical conventions appropriately;
 - use appropriate examples, sources, and evidence in support of their own ideas;
 - incorporate supporting materials (e.g., visual images, statistics) when appropriate; and
 - use effective delivery techniques (e.g., posture, gesture, eye contact, vocal expressiveness, clarity).
- **Critical thinking.** Critical thinking is a habit of mind animated by a spirit of inquiry and problem solving characterized by the rigorous exploration, analysis, and evaluation of diverse issues, ideas, artifacts, data, and events in order to formulate an opinion, conclusion, or solution.
 - Students will be able to:
 - comprehend the content necessary for an appropriate understanding of the topic;

- examine one's own and others' assumptions;
 - evaluate the claims and arguments or tools under consideration based on explicit criteria; and
 - formulate a defensible opinion, conclusion, or solution.
- **Cultural knowledge.** Students develop the willingness to engage diverse dimensions of human experience and understand with empathy other cultures. Students demonstrate the ability to interact with a diverse contemporary America and the world, in relation to differences that include but are not limited to: race, ethnicity, nationality, language, religion, gender, sexual orientation, age, socio-economic status, physical and intellectual abilities, and ways of knowing.
 - Students will be able to:
 - identify one's own cultural rules and assumptions;
 - recognize the rules and assumptions important to another culture;
 - demonstrate ability to communicate in a second language;
 - express openness to interactions with culturally different others.
- **Information literacy.** Information literacy is the ability to find, evaluate, and use information responsibly and effectively.
 - Students will be able to:
 - access needed information effectively and efficiently;
 - evaluate the information and its sources critically;
 - incorporate selected sources into their work products; and
 - use information responsibly (i.e., ethically and legally).
- **Quantitative reasoning.** Students develop competency in comprehending and analyzing numerical information. Students conceptualize problems in terms of quantitative dimensions and reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of forms (using words, tables, graphs, mathematical equations, etc., as appropriate).
 - Students will be able to:
 - interpret information presented in mathematical forms;
 - represent information in various mathematical forms;
 - perform calculations, applying the appropriate mathematical processes; and
 - draw appropriate conclusions based on the quantitative analysis of information.
- **Reading.** Students develop competency in understanding and interpreting written and visual works.
 - Students will be able to:
 - develop strategies to engage written texts and visual media;
 - identify the purpose(s) of the works;
 - analyze and discuss works in ways that enhance understanding; and
 - critically evaluate written and visual works and their sources.
- **Research fundamentals.** Conducting research entails rigorous inquiry through which students join a community of scholars in order to pursue truth. This pursuit is conducted with sincerity and respect for the rights of others.
 - Students will be able to:
 - formulate a research question;
 - identify relevant resources and strategies for answering the question;
 - distinguish among modes of inquiry; and
 - access and use material found in print or on the internet responsibly (i.e., ethically and legally).

Breadth

Dominican University traditionally recognizes distinct areas of study and diverse ways of knowing necessary for students to engage in informed conversations of genuine breadth, both within and beyond the university. Students are enabled to appreciate the content and methods of diverse fields of study, recognize different ways of knowing and creating knowledge, and demonstrate understanding of disciplinary concepts and approaches, specifically in fine arts, history, literature, natural sciences, philosophy, social sciences, and theology.

Depth

Dominican students develop competence in and an in-depth understanding of one or more academic disciplines. After completing significant course work in a particular field of study, students will have developed a body of work that demonstrates substantial domain knowledge and a growing awareness of the underlying structures of an academic discipline. Additionally, they will have had extensive practice in applying disciplinary principles, perspectives, and discourse to diverse problems and in adopting a critical stance to evidence and argument.

Integrative Learning

Integrative learning is the practice of making meaningful wholes—that is, synthesizing knowledge across academic boundaries; connecting personal, academic, work, and community experiences; and evaluating and reflecting on their own learning. This enables students to develop increasingly complex frameworks for future learning and action in multiple communities.

Global Citizenship

The distinctively Dominican global citizen is conscientiously positioned in relationship to the world from within and across cultural, geographic, linguistic, physical, political, religious, racial, ethnic, gender-based, and socio-economic borders. Shaped by a growing understanding of this

relational identity, Dominican students become global citizens through study, experience, practice, and reflection. They embrace globally responsible attitudes, develop a critical understanding of global interconnectedness, and act ethically to participate in the creation of a more just and humane world.

Bachelor of Arts (BA), Bachelor of Science (BS), Bachelor of Science in Nursing (BSN), and Bachelor of Business Administration (BBA) Degrees

General Requirements

1. Each student must complete 124 semester hours of credit, 3 semester hours of which may be in physical education and health. A semester course may carry from 1 to 8 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 Academic Regulations 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 Dominican course work and be in good standing.
3. Each student in a BA, BS, or BBA degree program must complete work in a major field consisting of no fewer than 30 semester hours of credit.
4. Each student in a BA, BS, BSN, or BBA degree program must complete the core curriculum.
5. A minimum grade of C- must be earned in courses for a major or minor, and a minimum 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.

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.

Major Field

Students must choose a major field prior to or upon completion of 60 semester hours. Students who have completed 60 semester hours and have not declared a major will not be allowed to register for additional courses until a major is declared. Information on declaring a major is available from the Rosary College of Arts and Sciences.

A grade of C- or higher is required in all courses used to satisfy requirements in the major; a course that is required for the major 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 who intend to complete more than one major must have a minimum of 15 semester hours in each major that are not also used to satisfy requirements in another major.

Minor Field

Students may elect an optional minor field. 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.

Students who intend to complete more than one minor must have a minimum of 9 semester hours in each minor that are not also used to satisfy requirements in another minor.

Interdisciplinary Programs

Because of our commitment to integrative learning, a number of interdisciplinary majors and minors are available, including majors in American studies, black world studies, digital cinema, neuroscience, and the study of women and gender, and minors in Catholic studies, interfaith studies, Latin American and Latino Studies, medieval and renaissance studies, pre-law, social justice and civic engagement, and social media.

Interdepartmental Major or Minor

Students choosing an interdepartmental major or minor may design a program suited to their particular needs and interests. This major or minor must be approved prior to the completion of 90 semester hours of credit.

In order for students to declare an interdepartmental major or minor, they need work with a faculty member who will serve as advisor to identify those courses and experiences that will constitute the interdepartmental major or minor, selecting a minimum of 32 semester hours of credit for a major and 18-24 semester hours for a minor, with at least half the credits completed at Dominican. Students must also submit a statement describing how these courses will create a coherent and organized program that furthers the student's exploration of the topic of interest. Additional requirements are included in the procedures document available in the advising office.

Completed proposals are submitted for approval to the cooperating department chairs from whose areas courses are being drawn; the dean of the college contributing the largest number of courses gives final approval. Approved proposals are filed with the Office of the Registrar.

Core Curriculum

The core curriculum plays a key role in an undergraduate education that is steeped in the Dominican ethos, promotes liberal learning through foundations, breadth, depth, and integration, and prepares students for responsible global citizenship. In distinctive ways, the core curriculum helps students meet the learning goals outlined in the Vision for Undergraduate Education.

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

Before graduation each student must demonstrate:

- The ability to read with understanding and to communicate in writing. This requirement may be met by placement examination or by completing with a C- or better Dominican's ENGL 102 or equivalent;
- 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 MATH 130, MATH 150, MATH 160, or MATH 170;
- The ability to understand the connections between human languages and specific cultures and the ability to interact appropriately with people of diverse cultures. This requirement may be met by placement examination or by completing with a passing grade a foreign or heritage language course at the level of 102 or 192 or by completing SEDU 466. Foreign nationals educated abroad at the high school level are exempt from the requirement;
- The ability to find, evaluate, and use information effectively; that is, to acquire information literacy. Introduction to these skills will take place in ENGL 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 ENGL 102 at Dominican University will be required to complete an Information Literacy Workshop during their first semester at Dominican; and

- 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 that have some elements in common but that are 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: The Examined Life
- Sophomore Seminar: Life in the Natural World
- Junior Seminar: A Life's Work
- Senior Seminar: The Good Life

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 who have successfully completed 16 or more semester hours in transferable credit through enrollment in a two- or four-year regionally accredited college or university will be waived from taking the freshman seminar; they will enter the seminar sequence at the sophomore level (and can enroll once they have earned a total of 28 semester hours and are classified as a sophomore). Students who had enrolled in full-time coursework but did not earn 16 or more credits can request a waiver by contacting the Executive Director of Advising & Student Development. This information applies to students who enter in this bulletin or later.

Transfer students who enter with at least 53 hours will be waived from the freshman and sophomore seminars and begin the sequence with the junior seminar (and can enroll once they have earned a total of 60 semester hours and are classified as a junior). Transfer students who enter with at least 83 hours are required to complete only the senior seminar (and can enroll once they have earned 90 semester hours and are classified as a senior).

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 .

Area Studies

Through area studies, Dominican University enables each of its students to engage in informed conversations of genuine breadth, both within and beyond the university. All students will engage in seven distinct areas of study needed for such conversations. In each of these areas, students will:

- become familiar with the relevant language and concepts of that area of study;

- acquire a familiarity with modes of inquiry and methods used in that area; and
- draw upon and apply that knowledge to begin addressing significant questions or issues within that area and beyond its borders.

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.

Fine Arts

apparel, art, art history, communications, digital cinema, modern foreign language, music, and theatre

Students will:

1. Recognize representative works, styles, techniques, or performances from an artistic genre.
2. Explain elements of a work, style, technique, or performance from an artistic genre.
3. Create and/or analyze an artistic work with attention to aesthetic, historical, and cultural influences and context.

History

Students will:

1. Use relevant primary and secondary sources in their own accounts of the past.
2. Analyze the significance of a given historical change.
3. Formulate an argument about historical causality.

Literature

English, French, Italian, Spanish, and theatre

Students will:

1. Describe how a work's historical or cultural context and genre shape its purpose.
2. Interpret works through specific knowledge of literary traditions and devices, appropriate terminology, and critical approaches.
3. Analyze texts through close readings that engage basic formal and aesthetic features of the works.

Natural Sciences

biology, chemistry, natural sciences, nutrition, physics, and psychology

Students will:

1. Define the scientific terms, practices, and concepts essential to the scientific method.

2. Apply scientific methods to investigate the natural world.
3. Assess observations of the natural world using analytical reasoning.

Philosophy

Students will:

1. Demonstrate a philosophical disposition by showing intellectual flexibility, humility, comfort with ambiguity, and an appreciation of the complexity of core theoretical problems.
2. Explain key philosophical concepts, texts, and thinkers as they relate to central questions in metaphysics, ethics, and epistemology from a global and/or diverse perspective.
3. Apply philosophical methods, such as critical thinking and logical analysis (for example: deductive, inductive, and analogical reasoning), in order to situate oneself within ones communities and the world.

Social Sciences

communications, criminology, economics, political science, psychology, and sociology

Students will:

1. Identify basic terminology, core concepts, and theories in a field of the social sciences.
2. Explain individual behavior, social institutions, governance forms, or social policy from a social science discipline perspective.
3. Analyze an issue or policy at the individual, community, or societal level with an acceptable social science methodology (quantitative or qualitative).

Theology

Students will:

1. Recognize the methods and sources proper to theological and religious reflection.
2. Describe specific ways that religious traditions, especially Catholic Christianity, raise and attempt to answer questions of ultimate meaning and value.
3. Articulate a theologically-informed position on key questions regarding the transcendent meaning and value of human existence and experience.

Multicultural Studies

Courses that meet the multicultural studies requirement encourage multiple ways of knowing, being, and acting in the world and focus on a culture substantially different from those of the dominant groups in the United States, Canada, and Western Europe. These courses address manifestations of institutional injustice, such as racism, systems of privilege, and

imbalances of power and foster an understanding of efforts to promote agency, equity, and justice.

Cultural diversity provides an important context for the educational mission of pursuing truth, giving service, and creating a more just and humane world. Thus, in meeting the requirements of the core curriculum, each student must select one course in multicultural studies of at least three semester hours in which the student will:

- Identify specific causes and forms of institutional oppression and injustice and their intersections in the US or in a global context;
- recognize biases and social position;
- describe efforts to promote agency, equity, and justice; and
- analyze the historical and/or cultural contexts that give rise to the experiences and/or expressions of underrepresented groups of people in the US or in a global context.

Illinois Articulation Initiative

Transfer students who enroll at Dominican with 30 transferable hours from a school that is a full participant in the Illinois Articulation Initiative (IAI) General Education Core Curriculum (GECC) have the following options:

- **Complete IAI GECC** at Dominican using Dominican coursework in lieu of completing Dominican's core requirements and Dominican graduation requirements noted below
 - The following GECC requirements can be completed at Dominican as follows:

IAI GECC	Dominican course
Composition I	ENGL 101
Composition II	ENGL 102
Speech Communication	CAS 155
Mathematics	A course that satisfies the mathematics foundation requirement
Life Science	Appropriate course that satisfies the natural science area requirement
Physical Science	Appropriate course that satisfies the natural science area requirement
Humanities	Course that satisfies the literature or philosophy area requirement
Fine Arts	Course that satisfies the fine arts area requirement
Social and Behavioral Sciences	Course that satisfies social science or history area requirement

- The Dominican graduation requirements include:
 - Junior liberal arts and sciences seminar
 - Senior liberal arts and sciences seminar
 - Theology area requirement

- **Complete Dominican's core requirements** using applicable transfer work and Dominican courses and forgo completing the GECC.

Bachelor of Applied Science

The bachelor of applied science is a degree-completion option for transfer students who have earned an associate in applied science degree from a regionally accredited institution, have a minimum 2.75 grade point average, and qualify for admission into one of BAS programs of study.

General Degree Requirements for the BAS degree

- A minimum of 124 semester hours of credit are required, including a minimum of 60 credit hours of coursework completed at Dominican University. Up to 6(4 hours) of transfer credit will be accepted towards the BAS degree, including associate-of-applied-science credit earned toward the AAS degree.
- Maintain a cumulative grade point average of at least 2.00 based on all Dominican course work and be in good standing.
- Complete a major field of study that has been approved for the BAS degree. Courses used to satisfy requirements in the major must be completed with a grade of C- or higher.
- Complete the BAS core curriculum requirements outlined below.

Core Curriculum Requirements for BAS Degree:

Students must complete the following core curriculum coursework as part of the BAS degree:

- Foundation Requirement (9 credit hours)
 - **English composition:** ENGL 102 - Composition II: Writing as a Way of Knowing or equivalent transfer course
 - **mathematics:** MATH 130 - College Algebra or equivalent transfer course
 - **theology: a course that satisfies the theology area requirement (above)**
- Liberal Arts and Sciences Seminars (6 credit hours)
 - **junior seminar** (300-level)
 - **senior seminar** (400-level)

- Area Studies Requirement (15 credit hours)
 - **life science** course (3 credit hours)-either a transfer course that satisfies the IAI GECC life science requirement or a life science course that satisfies Dominican's natural science core area requirement
 - **physical science** course (3 credit hours)-either a transfer course that satisfies the IAI GECC physical science requirement or a physical science course that satisfies Dominican's natural science core area requirement
 - **social and behavioral science** course (3 credit hours)-either a transfer course that satisfies the IAI GECC social and behavioral science requirement or a course that satisfies Dominican's social science core area requirement or history core area requirement
 - **humanities** coursework (3 credit hours)-either a transfer course that satisfies the IAI GECC humanities requirement or a course that satisfies Dominican's literature core area requirement or philosophy core area requirement
 - **fine arts** coursework (3 credit hours)-either a transfer course that satisfies the IAI GECC fine arts requirement or a course that satisfies Dominican's fine arts core area requirement

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 Dominican course work

The Bachelor of Medical Science degree is a second-bachelor-degree program designed for students interested in pursuing graduate or professional study in medical fields.

Dominican Honors Program: Mazzuchelli Scholars and Distinction Programs

Bachelor of Arts With Honors or Bachelor of Science With Honors

Socrates challenges us with the claim that the unexamined life is not worth living. Fr Samuel Mazzuchelli O.P. challenges us to "wake up....and set out for any place where the work is great and difficult." The Mazzuchelli Scholars honors program contributes to the mission of the university by providing talented and self-motivated students with the opportunities and skills they will need to become lifelong learners.

Students who accept this challenge are awarded their degrees with honors (Bachelor of Arts with Honors or Bachelor of Science with Honors), on the recommendation of the Honors Program.

Entering the Program

The honors degree program is open to full-time students who have been invited into the program. The Honors Program sets the standards for admission to the program, reviews the progress of the students in the program, and recommends the awarding of the Bachelor of Arts degree with honors or Bachelor of Science degree with honors. Interested students should consult the directors of the honors program for current-year policies and guidelines.

In addition to the bachelor degree requirements outlined in this bulletin, all students intending to pursue a degree with honors must complete the following requirements:

1. **Core Curriculum elements:** honors students complete the foundation studies courses, one multicultural area studies course, and one theology area studies course (these can ideally be met by honors seminars that meet and exceed area studies learning goal requirements). No other core area requirements are required.

2. *Five hours of community engagement:* To support the honors community and the integration of curricular and co-curricular goals of the greater Dominican community, each Mazzuchelli Scholar will be expected to complete five hours of Dominican-community engagement a year (such as lectures, theatre productions, art gallery openings, sports events, etc). Questions about appropriate events can be sent to the directors for approval. Students will be required to keep track of their own hours on Canvas and submit them before May 1st each year.

Additional Major/Minor after Graduation

Dominican University graduates may add an additional 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; at least one half of the additional coursework must be completed at Dominican,

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.

Degree With Honors

Degree honors are awarded on the basis of the cumulative grade point average of all baccalaureate course work taken at Dominican. For a baccalaureate degree summa cum laude, a student must have a cumulative grade point average of 3.90; for a baccalaureate degree magna cum laude, 3.70; for baccalaureate degree cum laude, 3.50. A student must complete a minimum of 56 credit hours at Dominican in order to qualify for these honors distinctions.

Second Bachelor's Degree

Students holding a baccalaureate degree from a regionally accredited institution may earn a second bachelor's degree (either the Bachelor of Arts or Bachelor of Science degree) from Dominican University, provided that:

3. *Honors Core*: seven seminars that are designated honors seminars, with no more than two in any one department or discipline. The seven honors seminars will fulfill the honors core curriculum requirement (the honors core replaces core area requirements for honors students). While the form and substance of the honors seminars are subject to approval and change by the Honors Committee, current seminar requirements are:

- Four Big Questions seminars (the required freshmen Honors Seminar qualifies as one of these).
- Three Explorations/Investigations seminars (the required Senior Honors Seminar qualifies as one of these).

For more detailed information, students should consult the current list of honors seminars which have been approved as Honors Big Questions or Honors Exploration/Investigations.

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 directors. Honors students that do not enter as freshmen would be required to complete fewer honors seminars based upon their entry point into the program or their transfer status. Details of those requirements can be found on the honors website, but should be discussed with the Honors directors and approved in writing.

4. **Practicum**: all honors students, regardless of entry point into the program, must complete an approved three-credit practicum (HNPR) ideally in his or her junior year. Students may choose one of the following options:

- HNPR 301: Study Abroad
- HNPR 302: Internship
- HNPR 303: Signature Work (such as capstone, REU, research assistantship, summer research project).

Those completing option (c) will receive University Honors with Distinction in the major.

5. *Portfolio*: all honors students, regardless of entry point into the program, must successfully complete an approved portfolio. This portfolio will be assessed as pass/fail by his or her senior seminar faculty. It will be noted as pass/fail or withdrawn on his or her senior transcript.

6. **Maintain a designated GPA**: a cumulative grade point average of 3.30 is required.

Bachelor of Arts With Distinction and Bachelor of Science With Distinction

Students not in the honors program may elect to pursue a degree of Bachelor of Arts with Distinction or Bachelor of Science with Distinction by completing a distinction project. This project is designed to give such students in their junior and senior years the opportunity to complete a distinctive and substantial scholarly or creative work in their major field.

Students who accept this challenge are awarded the degree with distinction (Bachelor of Arts with Distinction or Bachelor of Science with Distinction), on the recommendation of the Honors Committee and upon completion of the distinction project.

All students intending to pursue an honors or a distinction project will need to complete the following requirements:

Declaring Intent and Finding Readers. Generally, students attempting degrees with distinction begin working on their distinction projects in the first semester of their junior years. The faculty readers in the discipline approve the project, and then the student's first and second readers recommend the project to the Honors Committee. 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.

GPA. Students must meet the following requirements to be eligible: junior status, a cumulative grade point average of 3.30 or higher in the field of the distinction project, an overall grade point average of 3.30 or higher.

Public Presentation. After the final draft is approved, the student will be required to give a public oral presentation on his or her project at the Undergraduate Research, Scholarship, and Creative Investigation Exposition (URSCI).

Other Information

Deadlines and guides for writing a distinction proposal and project guides for both students and faculty mentors are available from the honors directors or the Departmental Honors Project site.

Students who decide not to complete their projects must send a statement of their reasons to the Honors Committee via the directors. Students who do not make satisfactory progress may be required by the Honors Committee to withdraw their projects.

Additional information regarding both the honors and distinction programs is available from the honors website, the honors directors, or from the Rosary College of Arts and Sciences Office.

Honors degrees are awarded on the basis of the cumulative grade point average of all baccalaureate course work taken at Dominican.

To graduate with an Honors degree or Degree with Distinction, students are responsible for submitting their "Intent to Graduate" forms to the directors of the Mazzuchelli Scholars Program before graduation. These forms can be located on Honors web site. If a student elects to complete an honors contract for a non-honors course, he or she must agree to the terms of the intensification with the professor and an honors director, ideally before the course is undertaken. The contract must be submitted for approval to the professor of the course and an honors director before the university deadline for intensifications in the semester the course is being undertaken. Forms for honors contracts are located on the Honors Canvas site and available from the honors directors.

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 re-enter, providing they were enrolled during the bulletin year of their choice.

Academic Advising/Academic Success Programs

Advising is teaching and learning for vocation. First in importance and sequence for advising are not the questions, What courses do I have to take? What am I required to do? Instead, advising should begin with and frequently revisit more fundamental questions: Why am I in the university? What should I study, and why? What will it mean for my life, for my future, for my community, and for society? Advising explores the meaning, purpose, and effect of university learning. Assisting students in exploring and selecting major fields, selecting and scheduling courses, internships, and a host of other more practical functions are built upon insights students derive from beginning with and revisiting the reflective questions that go to the heart of each student's educational project.

Each undergraduate student has a dedicated faculty advisor-initially the student's freshman seminar professor, and later, a professor from the student's chosen major field. Faculty advisors and students are assisted by the Rosary College of Arts and Sciences advising office staff.

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. 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 online without receiving an advising clearance and may not register in person in the Office of the Registrar without their academic advisor's signature. Please note that successful degree completion is the sole responsibility of the student.

The Office of Academic Success Services and Diversity is committed to supporting and enhancing the academic success of students, discerning impediments to success, and developing means to remove those impediments for undergraduates in general and for particular segments of the student body, including international students, multicultural students, and students at risk. The office assesses the academic, social, cultural, and economic needs of undergraduate students within the scope of the overall work of the Rosary College of Arts and Sciences advising office, and develops and implements support services and programmatic initiatives to address students' needs.

Academic Success Services assists students as needed in designing an Academic Recovery Plan or an Academic Preparation Plan. These services include monitoring Warning Notices, Focus Reports, Scholars Hour, and students on academic probation.

This office promotes the university's vision of an inclusive campus community that welcomes a diverse population and honors each individual's heritage and experience so that all students, faculty, staff, families, and visitors feel welcomed and valued.

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 develop a network of employers for full-time and internship opportunities. The office hosts on-campus interviews, practice job interviews, a business etiquette dinner, and both on- and off-campus job/internships fairs.

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 website at www.dom.edu/academics/career-development.

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 America, 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 of other peoples and also a new sense of self-reliance and independence. With approval of the major department, some study abroad courses can be used to meet major requirements in the sociology, criminology, or other fields; see a departmental advisor for more information.

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 to such sites as Stratford-on-Avon and Bath, and two study tours-one to Edinburgh and York and one to Dublin, Ireland.

Study Abroad in Florence, Italy- This program in affiliation with AIFS (American Institute for Foreign Study) offers one or two semesters of study in the academic year and summer sessions through Richmond (The American International University) in Florence. There are two program options: the traditional program (requirement Italian 102 or equivalent) and the internship program (requirement Italian 202 or equivalent). Students register for one class in Italian language study (placement assessment completed ahead of registration) and other courses offered in English or Italian for a total of up to 16 credits. Students may choose living arrangements in an apartment shared with other AIFS students or with a host family. Fulfillment of DU area requirements determined in consultation with appropriate departments. One week orientation workshop, excursions, day trips, and optional meal plan included in both programs. Volunteer and community based learning opportunities available. Florence is centrally located and offers ideal accessibility for travel in country and in Europe.

Study Abroad in Milan, Italy-This affiliate program with IES Abroad in the fashion, financial, and commercial capital of Italy is intended for students interested in a semester or an academic year program in Italy. Students live with Italian university students and/or young professionals. Students 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 of Italian can apply for internships with professionals in any number of subject areas. In addition to Italian language, apparel students can take area courses taught in English and one or two fashion courses at the *Istituto di Moda Burgo*.

Study Abroad in Poitiers, France-This affiliate program with Oregon State University gives students of French the opportunity to study and live in Poitiers for one semester or an entire academic year. They enroll in courses at the International Center or at the *Université de Poitiers* while living with a French family. All instruction is in French. Participants must have completed French 202 or above to be eligible.

Study Abroad in Salamanca, Spain-This affiliate program with AIFS (American Institute for Foreign Study) 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 *Universidad de Salamanca* or the AIFS program, depending upon their language preparation. Students wishing to enroll for courses at the PEI (*Universidad de Salamanca*) must have written permission from the Spanish Department. 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 the rest of Europe.

Study Abroad in Stellenbosch, South Africa-This affiliate program with AIFS (American Institute for Foreign Study) offers one or two semesters at the Stellenbosch University, 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 for Foreign Study) 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 three-day excursion to London and trips to the West of Ireland and to Dublin. Students live in single rooms in university townhouses on campus. Students in all majors are welcome to apply.

Study Abroad in Blackfriars/Oxford-This program is open to juniors who either are in the honors program or have a 3.7 GPA. Blackfriars Hall is run by Dominican friars within the Oxford University system. Students participate in the traditional Oxbridge tutorial teaching, in which they meet twice a week with a tutor to discuss an essay. Topics for tutorial projects include philosophy, theology, English literature, psychology, and British history with optional classes in Latin, New Testament Greek, and Biblical Hebrew. Accommodations are within walking distance of Blackfriars.

Study Abroad in Salzburg, Austria-This affiliate program with AIFS (American Institute for Foreign Study) offers students with or without prior knowledge of German the opportunity to spend one or two semesters in Salzburg, Austria. All students must study German, along with a variety of classes taught in English, including political science, business/economics, art, literature, and music. Included in the program fee are several excursions, including ones to Munich, Germany, and to Vienna and Innsbruck, in Austria. Students have the option of living in a dormitory or with a host family. Students in all majors are welcome to apply.

Strasbourg: European Business-The Strasbourg Business Study Abroad Program is offered in the fall, spring, full year or four-week summer. This opportunity is offered to students interested in European business and integration, while developing their French language skills. There is no language requirement as business courses are taught in English, although students will enroll in a French language class at the appropriate level. This program takes place in the heart of Europe at the EM Strasbourg Business School, a *Grande École*, and includes cultural and corporate visits such as a guided boat tour, visits to the Haut-Koenigsbourg Castle, Council of Europe, European Parliament, Mercedes Corporate Headquarters, Deutsche Bank, Siemens and Lufthansa. Limited space available. Must have sophomore or junior standing.

Summer Programs

Florence and the Cultural Traditions of Italy - The Florence program is a four-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 study the cultural achievements of Italy's past while living in a dynamic and historically rich city. Florence is centrally located, giving students easy access to other important Italian cities and places of cultural interest. Dominican University's Italian and art departments offer this program taking place from mid-May to mid-June. It is a program that distinguishes itself as a fully immersive humanities experience; it relates literature, art history and philosophy with the hands-on experience of drawing and observation. Students enroll in two courses (STA 223 - Drawing on Florence and STA 282 - Florence: The City as Renaissance Text). This program awards three credits for each course. There is no language requirement; both courses are taught in English. However, students seeking credit in Italian may intensify the literature course for four credits upon approval of the Italian discipline.

China: Tradition, Modernization, and Culture - This three-credit course is designed to introduce students to the study of and involvement with China, in particular its history, religion and culture, political and social life, and increasingly important economy. Participants will visit and study in

Beijing, Xian, and Shanghai to experience this complex country, rich in its tradition and dynamic in its transition. Most importantly, they will discover how to adapt to a culture and an environment that are quite different from the American or European conditions to which they are accustomed, a skill that will be increasingly required in the 21st century. Classes are held at Dominican both before and after the trip. The course is conducted in English.

Paris: Essentials of French Fashion - This course for apparel majors and minors provides the opportunity to spend one month in Paris, the fashion capital of the world. Students take all course work 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, or communication) from a French fashion perspective, and a hands-on introduction to the French culture and language. The course is conducted in English.

Cuba: Culture, History, and Politics - This course is a unique interdisciplinary course offered by Dominican University in collaboration with *FLACSO-Cuba* and the *Universidad de La Habana* (University of Havana). Course participants will travel across the island learning about the country's pre- and post-colonial and revolutionary history, contemporary political and economic system, cultural landscape including music, art, and religion, and social institutions including schools, medical systems, and urban farming. This course includes mandatory pre-trip class sessions and orientation meetings, and it fulfills the multicultural core requirement for Dominican students. The course is conducted in English. This course can be used to fulfill a course requirement in the study of women and gender major. Please see advisor for details.

Strasbourg French Language Program - This three-week course offers a total immersion experience in the French language and culture. Students will participate in class sessions, do city-based projects, keep a journal, and complete a photo project. Excursions include a trip on the Alsatian Wine Route and a visit to the European Parliament. The language of instruction and interaction is French. Language requirement: FREN 202 - Intermediate French II or equivalent.

Córdoba - The al-Andalus in World Literature: Interfaith Dialogue and the People of the Book is a four credit interfaith study abroad course that looks to the past to better understand the present. Participants study a real model of Muslim, Jewish and Christian interfaith community to then reflect on the meaning of its fictional reconfigurations in other contexts. Participants also spend three weeks in Córdoba Spain learning Spanish & Arabic language and culture (different levels are accommodated), (re)visiting the places of the historical al-Andalus. In addition to the many sites in and around Córdoba, travel will include Seville, Granada, and Toledo Spain, as well as Tetuan, Morocco. This course fulfills the literature area requirement, and the World literature requirement for education students; it earns credits in honors, Interfaith Studies, Spanish, &/or English.

Short-Term Programs

Rome Interim Program: The Art of Renaissance and Baroque Rome - This program takes place in early January during the winter semester break. The program consists of three phases: 1) two slide presentation that set up the historical context of the sites that will be seen in Rome (this takes place at Dominican prior to departure); 2) the actual tour of Rome, where students will visit the major Renaissance and Baroque sites as well as

ancient sites, such as the Coliseum and the Roman Forum; 3) a final term paper upon return. The program is conducted in English.

Ghana: A Gateway to Africa - This study abroad program occurs during the spring semester. On-campus classroom sessions and orientations are followed by 10 days of travel in the West African country of Ghana during spring break. While there, participants experience Ghana's political development and participate in Ghana's independence celebration. Participants also discover Ghana's rich history and culture traveling to the different regions, exploring the timeless art of Kente weaving; visiting the Manhyia Palace, the home of the Ashanti kings; and touring 14th-century slave dungeons along the coast of Ghana. In addition, participants enjoy both daily lectures and lectures at one of the largest universities in Ghana and learn about traditional religion, Muslim and Christian faiths, and how they have shaped Ghana. Students are required to keep a journal of their experiences and write a term paper. The course is conducted in English.

Community-Based 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 its democratic process. Democracy depends on a transparent process, and the presence of international observers can help guarantee such transparency. This service learning abroad course is incorporated into an electoral international observer mission in El Salvador.

Guatemala - This short-term intensive international service program is an immersion experience in Guatemalan/Mayan life and culture. Students will engage diverse dimensions of human experience and understand with empathy a culture radically different from their own. The service we do opens doors to building relationships with the people. Through studying, experiencing and reflecting on Guatemalan and Mayan culture, history, religion, economics, society, and community, we deepen our awareness and understanding toward becoming a global citizen. This one-credit course involves preparation classes and participation in the Global Learning Symposium.

Haiti - Students will serve with the people of Haiti, while learning about the social, cultural, historical, economic, political, and religious aspects of Haitian life and culture. Students will investigate: How does Haiti change our global consciousness and open us to seeing in new ways and understanding in radically different ways? This course involves a week of service in Haiti during spring break, four classes to prepare for the experience, a post-trip reflection session, and participation in a program to present the Haiti experience to the Dominican community.

For complete information on all programs, contact the Director for Study Abroad.

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 2.00 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 by the career development office. An internship may be taken only in the student's declared academic program, for 1 to 8 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. Unless explicitly listed as a requirement or option for a major or minor, the internship hours do not satisfy the total semester hours required for completion of a major or a minor.

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 career development office. 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 Office of the Registrar before the start of the internship.

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 career development office.

Community-Based Learning

Community-based learning combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Community-based learning involves students in organized community service that is directly linked to the curriculum and 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.

Most community-based 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 integrate service into the learning and understanding of course content. Another community-based learning option can be self-initiated through an agreement between the professor, the student, and the Community-Based Learning Office. This "299" CBL course carries 1 semester hour of credit and can enhance any course. For additional information, contact the Office of Civic Learning.

Undergraduate Research, Scholarship, and Creative Investigations (URSCI)

Dominican University offers students opportunities to engage in undergraduate scholarly activities that go beyond class assignments. The Office of Undergraduate Research, Scholarship, and Creative Investigations (URSCI) 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 may work as research assistants to faculty members, compete for prestigious student-driven summer scholarships or apply for grants to defray the costs of projects or attendance at academic conferences. Students may also learn valuable research skills for different disciplines by taking courses taught within each department. Students can 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, Scholarship, and Creative Investigations, which is held each spring.

Student Leadership Certificate

The Student Leadership Certificate program is a co-curricular program that combines coursework and out-of-the-classroom experiences to teach and grow in the concepts of leadership. The program is designed to help students understand their individual strengths, leadership identity, and ways in which they can make a difference in the world. The program aims to prepare students to be leaders both during college and beyond. The goal of the program is to put each student in a position to be successful wherever their path leads. Understanding one's leadership style and strengths is a key to being successful in any situation.

Certificate Requirements

Students will be required to complete at least one year of a Dominican Leadership Commitment, one year of monthly meetings with a leadership mentor, four leadership reflections, attend a campus retreat experience, complete a StrengthsQuest leadership assessment, attend the Resolution Leadership Conference, attend at least eight DU Lead leadership workshops or C-Suite lectures, and take three courses that cover leadership topics, and one Community Based Learning course or twenty hours of individual pre-approved community service.

Dominican Leadership Commitment

The Dominican Leadership Commitment is a one year commitment to an on campus leadership opportunity that includes leadership training and

tangible leadership skills used in the role. Examples of positions include: executive board member of a registered student organization, resident assistant, diversity advocate, summer STAR, athletic team captain, peer advisor, village coach, peer wellness educator, etc.

Monthly Mentor Connection

Students are to choose a faculty or staff member on campus to serve as their leadership mentor for a minimum of one year. Mentors are asked to meet monthly with their mentee to cover topics and the progression of leadership while in college. Curriculum and monthly meeting guides are provided to mentors.

Reflections

Four leadership reflections are required of all students in the program. The reflections are progressively based on the student leader's expected progress through the program. Reflections are designed to be completed each semester in the program.

Retreat Experience

Completion of at least one campus-sponsored retreat experience is required of all students in the program. Leadership retreats included, but are not limited to, Emerging Leaders Retreat, Spring Into Leadership, KAIROS, alternative break immersions, Mission to the Mound, etc.

StrengthsQuest Assessment

Completion of the Gallop online StrengthsQuest assessment and result debrief meeting are required for all students in the program. Complimentary access code for the assessment will be given at the time of admittance in the program.

Leadership Workshops

Attendance at one Resolution Leadership Conference (January each year) and eight DU Lead workshops (twice per month, 12 per academic year) or C-Suite Lectures are required for all students in the program. These leadership workshops serve to grow students in a variety of leadership topics.

Academic Requirements

Students must complete the following academic course requirements:

Complete one of the following two courses:

- CAS 204 - Introduction to Communication Theory and Practice
- BETH 301 - Business Ethics

Complete one of the following seven courses:

- CAS 155 - Introduction to Public Speaking
- CAS 200 - Business and Professional Speech
- CAS 245 - Introduction to Social Change and Leadership
- CRIM 325 - Conflict Resolution
- MGMT 460 - Leadership and Negotiation
- PHIL 241 - Ethics in the Contemporary World
- SOC 240 - Self and Society

Complete a community-based learning course or 20 pre-approved volunteer hours.

Complete the following capstone course:

- ID 210 - Becoming a Campus Change Agent

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.

The College of Applied Social Sciences (CASS) offers bachelor's completion programs for adult learners, leading to the bachelor of professional studies degree. CASS courses are offered in the evenings and online; detailed information is available in the CASS section of the bulletin.

Bachelor of Professional Studies

General Requirements

- A total of 120 credit hours are required for the bachelor of professional studies degree (BPS); students must complete a minimum of 30 credit hours at Dominican University as part of the BPS program.
 - Major field (42 credit hours minimum)
 - Proficiency and General Education coursework (30 credit hours)
 - Electives (48 credit hours)

- To be admitted as to degree-seeking student, a candidate must have previously earned 30 credit hours elsewhere or must receive a waiver from the program administrator.
- A maximum of 90 credit hours will be accepted in transfer; no more than 68 credit hours from a community college will be accepted.

Major Field

Students must complete a major field of study, consists of no fewer than 42 credit hours.

Proficiency Requirements

Students must complete the following proficiency requirements (9 credit hours):

1. EN 102 - Composition II or equivalent course (3 credit hours)
2. Any 100-level or higher statistics class, MATH 130 - College Algebra or equivalent course, or course numbered higher than MATH 130 (3 credit hours)
3. A theology course (3 credit hours)

General Education Requirements

Students must complete the following general education requirements (21 credit hours):

1. SPCS 200 - Adult Learning Seminar or equivalent course (3 credit hours)
2. Two courses in the social sciences (6 credit hours)
3. Two courses in the natural sciences (6 credit hours)
4. Two course in the humanities (6 credit hours)

Credit for Courses Completed at Other Institutions

The BPS degree accepts up to 90 hours in transfer credits, with a maximum of 68 credits from community colleges. Transfer credit is generally granted for courses comparable to those offered by Dominican University that were successfully completed with a grade of C- or better at another regionally-accredited institution. Since the BPS is designed for adult learners who have earned at least 30 credits elsewhere, the programs of study offered through this degree typically accept a wider range of transfer credits than Dominican's traditional undergraduate programs.

Applied Science Credit

A maximum of 18 credit hours of transfer credit may be accepted for coursework in an applied science discipline from an accredited institution (often through associate of applied science degree or certificate programs) that is not considered comparable to coursework offered at Dominican University. Such courses normally only satisfy general elective requirements. Where those applied science credits appropriately support a BPS program (e.g., an AAS in paralegal studies into the BPS in legal

studies), normal transfer credit limits apply, and those credits may be applied to major requirements.

Credit from Other Forms of Prior Learning Assessment

CLEP

College Level Examination Program (CLEP) exams (or DANTEs exams if the student is in the armed forces) offer students an opportunity to earn credit in a variety of subject areas. A student may not CLEP out of any of the required seminars, nor EN 102, although an acceptable score on the English Comp with Essay exam will waive EN 101 - Composition I. Further information is available by logging on to www.collegeboard.com and following links to CLEP. BPS students interested in CLEP may take CLEP exams until the semester before graduation.

ACE

American Council on Education (ACE) recommendations are used as guidelines to evaluate selected baccalaureate-level coursework. Any certificates that were earned through company training workshops and seminars must be submitted and evaluated for credit approval prior to enrolling in your first course in the the BPS degree. After matriculation, certificates will not be accepted/evaluated.

Portfolio Assessment

Students can demonstrate mastery of course concepts by completing a portfolio. The portfolio must align with the learning objectives of one or more courses offered at Dominican University. To earn credit, students must first complete the free, noncredit course SPCS 000: Portfolio Design. They will then produce a written portfolio that will be assessed by faculty to determine whether course credit is appropriate.

Concordia University/Dominican University Exchange

Under a cooperative exchange plan, full-time Dominican University undergraduates 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.) Students need to register both at Concordia University (this should be done first to confirm that there is room in the course) and at Dominican. 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.

Elmhurst College/Dominican University Foreign Language Exchange

Under a cooperative exchange plan, degree-seeking Dominican University students may take, at Elmhurst College and for no additional cost, one or two courses per semester, limited only to foreign language courses not offered at Dominican. Students need to register both at Elmhurst College (this should be done first to confirm that there is room in the course) and at Dominican.

Elmhurst College is located 7.5 miles west of Dominican University's Main Campus.

Graduate Programs

Dominican University offers graduate programs designed to meet a full range of personal and professional development needs, including masters degrees in the areas of library and information science, education, business, social work, and health science fields, a doctorate degree in library information science, as well as non-degree enrichment opportunities.

Academic Regulations

Scale of Scholarship

Course work is graded as follows:

A, A-	Excellent
B+, B, B-	Good
C+, C, C-	Satisfactory
D	Poor (<i>used in undergraduate coursework only</i>)
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

Poor. The grade of D: Poor is used for undergraduate coursework only and indicates that the student earned credit in the class; however, courses in which an undergraduate student earned a grade of D: Poor may not be used to satisfy major requirements, the foundation requirement in written communication, or course prerequisites for other courses.

Failure. The grade of F: Failure indicates that the student has received no credit for the course.

Audit. The grade of AU: Audit is recorded for a student who registers for a course as an auditor. The student may be required to submit assignments and take examinations at the discretion of the instructor. 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 from the first day of class (but not earlier) through the add deadline. No auditor may hold a place in the class if needed for a credit student. Auditing is not permitted in independent/directed study or other courses as designated by the appropriate school.

Incomplete. The grade of I: 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 NC: 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. A student should not re-enroll in a course for which I: Incomplete is the grade of record.

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 an S: 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: Failure 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, area studies, or the writing foundation requirement; or for study abroad courses. Core curriculum foundation requirements other than the writing requirement may be taken satisfactory/fail. However, for students pursuing teacher education certification, no courses of any kind may be taken satisfactory/fail.

Withdrawal. A grade of W: 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.

Withdrawal for Non-Attendance. The grade of WW: Withdrawal for Non-Attendance may be recorded for a student who either never attended a course for which the student registered or who ceased attending the course before the deadline to officially withdraw from the course. The student failed to officially withdraw from the course.

Administrative Withdrawal. The grade of WX: 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

Unofficial Withdrawal. The grade of WU: Unofficial Withdrawal is recorded for a student who never attended any courses through the second week or who stopped attending all courses by the end of the sixth week of the semester, and who failed to officially withdraw and who failed to respond to inquiries from the Office of the Registrar.

No Credit. The NC: No Credit grade is an option only for the removal of an incomplete grade.

In Progress. The grade of IP: 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 NR: Not Reported is a temporary grade assigned by the registrar in those cases where it is not possible to obtain a student's grade from the instructor.

Quality Points

Quality points indicate the caliber of work done and are computed as follows: 1 semester hour with the grade of:

A 4.00

A- 3.67

B+3.33

B 3.00

B- 2.67

C+2.33

C 2.00

C- 1.67

D 1.00

Change of Grade

Other than I (Incomplete) or IP (In Progress) grades, change in grades filed with the Office of the Registrar may be made only in cases of faculty or administrative error, and then only with the approval of the dean of the relevant college.

Credit

Prior to September 1971, all credits were reported in semester hours. From September 1971 to spring 1977, credit for study at Dominican University was recorded in units. For conversion purposes, the value of a unit was 4 semester hours. Beginning summer 1977, credit was once again recorded in semester hours.

Repeating Courses

A student who has previously passed a Dominican course may repeat that course only once. If a passing grade is earned in the repeated course, the credit will be posted for the term in which the course was repeated and deducted from the totals for the term in which the course was previously passed. Both grades will remain in the student's record and be posted to the student's transcript. A student may repeat at Dominican a course he or she previously failed at Dominican until the student passes the course, at which time the above policy comes into effect.

Grade Forgiveness

If an undergraduate student repeats at Dominican a course in which a C-, D, or F grade was previously received in a course taken at Dominican, each grade will remain in the student's record and be posted to the student's transcript, but only the most recent grade will be counted in calculating the cumulative grade point average. If both grades are C or higher, both will be calculated into the cumulative grade point average.

If a graduate student repeats at Dominican a course previously taken at Dominican, each grade will remain in the student's record and be posted to the student's transcript, but only the most recent grade will be counted in calculating the cumulative grade point average.

Course Prerequisites

Courses must be completed with a grade of C- or higher in order to satisfy the prerequisite requirements for other courses. If a student has a grade notation of incomplete in a course that serves as prerequisite coursework for another course for which the student is registered in a subsequent semester, and if that incomplete has not been resolved by the first day of class of that subsequent semester, the student should be considered as not having met the prerequisite for the other course and therefore will be dropped from that course, unless the student has consent of the instructor of that subsequent course.

Degree Requirements

Students are subject to the degree requirements in effect when they matriculate, which is the first semester they attend classes. Students may request to be subject to degree requirements of subsequent bulletins.

Intent to Graduate and Application for Graduation

During each registration period, students are asked to indicate whether they expect to graduate at the end of an upcoming semester. Students who indicate that they intend to graduate at the end of the semester for which they are registering will be required to complete a graduation application after they have completed registration for their final semester; the application can be submitted no later than the posted deadline for the final semester. Eligible students can submit applications for graduation online or in person in the Office of the Registrar. In addition, students are expected to complete the online Graduating Student Survey before the end of semester in which they complete degree requirements.

Degree Audit

Once the application is submitted and the student has registered for the final semester of classes, a degree audit will be conducted to confirm that the student is on track to fulfill all requirements for the degree as outlined in the appropriate degree requirements section of this bulletin. The audit includes all credit earned at Dominican, all transfer courses (only courses for which an official transcript has been received are included in the audit), and the current schedule. If the audit indicates that pending successful

completion of all courses for which the student registered-the students is on track to graduate, the student will receive email notification that the audit is complete and no changes to the schedule are necessary. If the audit indicates that the student is not on track to graduate, the student will receive email notification that it is necessary to make an appointment for an in-person graduation audit to review the student's record against degree requirements and identify what steps are necessary to complete the degree.

Withdrawal

Students who wish to withdraw from the university must inform their college office in person or in writing. No refund is given for unauthorized withdrawal. Upon notification that the student has withdrawn from the university, grades of W will be recorded for all courses from which the student withdrew. When the student accounts office has received notice of withdrawal from the advising office, refunds, if appropriate, will be made in keeping with the schedule outlined on the Admission and Financial Aid page.

Course Numbering System

Courses numbered 100 to 299 are ordinarily freshman and sophomore courses, 300 to 499 are ordinarily junior and senior courses, and courses numbered 500 and above are graduate courses. Courses numbered below 100 do not apply toward graduation requirements. Undergraduate students with senior standing are in some instances allowed to enroll in 500-level courses that 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.

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. Student athletes should consult 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 of plagiarism, cheating and academic dishonesty are provided for understanding and clarity.

Definitions of Plagiarism, Cheating, and Academic Dishonesty

Student **plagiarism** is the 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 or 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 Office of the Dean of the college in which the course was offered. The dean will note whether a student, in her or his academic course work, has committed multiple violations of the academic integrity policy over time. In such cases, the dean may impose further sanctions, including warning/reprimand, failure of a course, suspension, or expulsion, with written notification to the student and instructor when appropriate. The student may appeal the dean's sanction to the committee (within the appropriate college or school) responsible for overseeing educational policies.

Academic Appeals Process

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 or school director, whichever is appropriate. If the issue cannot be resolved at the department level or with the school director, it should then be presented to the dean of the college/school in which the course was offered. If the issue is still not resolved, the student has the right to present the issue in writing to the committee of that dean's college or school responsible for overseeing educational policies. The committee will request a written response from the instructor and may, at its discretion, seek further clarifications from the student, instructor, and/or dean. The committee will evaluate the student's appeal and vote to approve or deny it. A written response will be sent directly to the student presenting the appeal, including grade adjustments if appropriate, with a copy to the faculty member. 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. 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.

Students with Special Needs

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 obligations 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.

The disability grievance procedure can be found in the student handbook, which can be requested from the Office of the Dean of Students.

Undergraduate Student Regulations

Classification

An undergraduate 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 cumulative grade point average of 2.00 is required for conferral of a bachelor's degree; a cumulative grade point average of 3.00 is required for conferral of a graduate degree.

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. Undergraduate 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.

Undergraduate Degree Requirements

A Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, or Bachelor of Science in Nursing degree is conferred upon a candidate who meets the requirements detailed in the Academic Program Information section of this bulletin. Requirements for the Bachelor of Medical Science, Bachelor of Arts in Legal Studies, or Bachelor of Arts in Human Services degrees are outlined in the program listing. In addition to those and any other program-specific requirements, students are expected to:

- Earn a minimum grade point average of 2.0 on a 4.0 scale
- Submit an Application for Graduation by the filing deadline to the Office of the Registrar
- Payment of all fees, including the graduation fee

Declining Performance, Probation, and Dismissal

To ensure students get the needed academic assistance when they are struggling, students who are not on probation, but have a semester grade point average below 2.0, will be encouraged to take advantage of the academic resources the university offers. If a student has a semester grade point average below 2.0 for two consecutive semesters and is not on probation, he or she will be required to:

- Meet with a staff member in the Academic Enrichment Center.
- Complete an Academic Success Plan.

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. While on Academic Probation, students are required to:

- Register for ID 102 - Strategies for Academic Success (3 credit hours).
 - Students who have a cumulative GPA of 1.67 or higher may register for a maximum of four additional courses.
 - Students who have a cumulative GPA below 1.67 may register for a maximum of three additional courses.
- Work with an advisor from Student Success and Engagement and with the faculty advisor to adjust schedules accordingly.
- Complete, and follow, an Academic Success Plan.
- Attend 15 hours of academic support arranged through the Academic Enrichment Center

Normally, students are dismissed if they have earned no credits by the end of their first semester or are on probation for two 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 Student Success and Engagement Advising Office (Crown 100). Neither the university nor any of its officers shall be under any liability whatsoever for the actions of probation or dismissal.

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. While 12 hours per semester are necessary for satisfactory progress, a student taking no more than 12 hours per semester will need more than ten semesters to complete the 12(4 hours) required for a degree.

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. Students are permitted to enroll in no more than two courses (up to 8 total semester hours) in any one summer session (or in any combination of overlapping sessions) without the permission of the advisor and the dean of the appropriate school.

A student who has previously been placed 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 Admission and Financial Aid.)

Changes in Registration

An undergraduate-level course may be added or dropped no later than the sixth class day of the semester. A late registration fee may be charged to all students who register after the scheduled beginning of the semester. Students may add or drop courses online or by completing an add/drop form (complete with advisor's signature) and submitting it to the Office of the Registrar by the deadline, unless extenuating circumstances (requiring the dean's approval) warrant an adjusted add or drop date.

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 then files with the registrar. Upon proper filing, the registrar will record a grade of W: Withdrawal for the course. Financial aid and/or scholarship recipients should consult the Office of Financial Aid before withdrawing from a course.

Course Intensification Option

Undergraduate students may propose a special project for earning 1 additional semester hour credit in one course in which they are already enrolled. The course must be listed in the undergraduate course schedule for 3 or more credit hours. The student is responsible for completing a

course intensification application (available in the Office of the Registrar) 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 Office of the Registrar by the end of the fourth week of the fall or spring semester, or by the end of the second week of Summer Session I or Summer Session II. 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 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.

Credits Earned Elsewhere

Permission of the academic advisor and the registrar is required for undergraduate students who wish to take courses at other institutions and have the courses credited toward the Dominican baccalaureate degree. Students must file a special transfer credit approval form in the Office of the Registrar that reflects this approval. For an upper division major course, permission of the major advisor is also required. Grades earned in courses completed elsewhere are not included in the Dominican cumulative grade point average when determining graduation honors and honor society enrollment. Grades earned in courses completed elsewhere are included in the cumulative grade point average for teacher certification purposes. Credit is only awarded for courses in which a student earns a grade of C- or higher.

Graduate Student Regulations

Degree Requirements

A degree may be conferred upon a candidate who has met the following requirements, in addition to the program-specific requirements (see the specific program for program-specific requirements):

- Satisfactory completion of all required courses and hours of credit
- A minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale
- Submitting an Application for Graduation by the filing deadline to the Office of the Registrar
- Payment of all fees, including the graduation fee

Declining Performance, Probation, and Dismissal

Dominican University reserves the right to deny registration to any student who, in the determination of the administration, is not progressing

satisfactorily toward a degree or who, for other reasons, is deemed unsuitable for the program.

A graduate student is placed on probation if the individual's cumulative grade point average (GPA) falls below 3.0 after at least three courses. Refer to the specific program of choice for any conditions that warrant student dismissal from the program.

Satisfactory Progress

Students are expected to make satisfactory academic progress leading to the successful completion of the degree and to complete the degree within six years of matriculation into the degree program. Individuals should refer to their specific program of choice for clarification of satisfactory academic progress.

Normal Course Load

Students should consult with their academic advisor on the appropriate course load for a given semester.

Changes in Registration

An graduate-level course may be added or dropped no later than the eleventh class day of the semester (or a proportional length of time for courses shorter than 15 weeks). A late registration fee may be charged to

all students who register after the scheduled beginning of the semester. Students may add or drop courses online or by completing an add/drop form (complete with advisor signature, if required by the school or college) and submitting it to the Office of the Registrar by the deadline, unless extenuating circumstances (requiring the dean's approval) warrant an adjusted add or drop date.

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. If required by the school or college, the signature of the academic advisor must accompany the withdrawal form, which the student then files with the registrar. Upon proper filing, the registrar will record a grade of W: Withdrawal for the course. Financial aid and/or scholarship recipients should consult the Office of Financial Aid before withdrawing from a course.

Transfer Credit

Graduate-level credit from a regionally accredited college or university may be accepted in transfer at the time of matriculation into a Dominican University graduate program. All transfer credits are subject to approval by the receiving academic program. No transfer credit will be awarded unless an official transcript is provided showing that a grade of B or better was earned. Individuals should refer to the specific program of choice for any additional information.

Rosary College of Arts and Sciences

Mission

In keeping with Dominican University's mission of preparing students to pursue truth, to give compassionate service, and to participate in the creation of a more just and humane world, the Rosary College of Arts and Sciences strives to embody a community of learners seeking truth through free and open inquiry and dialogue with a diverse array of persons, places, texts, objects, ideas, and events, past and present, supportive of each learner's development, and committed to using our talents to make a positive contribution to the 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 across fields and depth of knowledge in one field.

Vision

As a college we are committed to the Vision for Undergraduate Education referenced earlier in this bulletin, which characterizes our work with students as follows:

Steeped in Dominican Ethos, Liberal Learning

Through Foundations, Breadth, Depth, and Integration

for Responsible Global Citizenship.

We educate one student at a time in the company of others, each unique yet all distinctly Dominican. In dialogue with a Dominican ethos, our students grow as liberal learners through creative and rigorous study marked by solid foundations, disciplinary breadth and depth, and ongoing integration as they aspire to become ethically responsible global citizens. Each student develops an emerging sense of personal and professional vocation through a variety of means, including thoughtful interaction with courses, professors, and other students, and intensive advising and mentoring. We encourage students to participate in internships, study away (international and domestic), community-based learning, and undergraduate research, scholarship, and creative investigations. Diverse insights coalesce in each student's distinctive educational trajectory, purpose, and plan, as we inspire

students to discern the big picture and name their place within it—to stand somewhere and to stand for something, conscientiously positioned in relationship to the world.

Dominican ethos describes the distinctive character of our university's culture. It includes an environment of *Caritas et Veritas*, in which we contemplate the meaning of existence and strive collaboratively for a more just and humane world. It understands that study is at once contemplative and communal. It unites reflection and dialogue as we collaborate in the search for truth. It enables students to develop a sense of care and responsibility for oneself, one's community, and the wider creation. It fosters trust, tolerance, mutual accountability, and belonging. Students enter into conversation with a Catholic intellectual tradition that affirms the compatibility of faith and reason, a universe marked by both intelligibility and mystery, the sacredness of all creation, the dignity of every living being, and concern for the common good. They acquire basic knowledge about Christianity in its various dimensions, and how it interacts with secular and other religious beliefs, practices, and worldviews.

Upon graduation, students educated at Dominican University possess character, knowledge, and skills to take informed, ethical action in the world and to influence others for the good.

Curriculum

Three overlapping elements make up the curriculum:

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

American Studies

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.

American Studies - B.A.

Major Requirements (32 credit hours):

American Studies Core:

13 credit hours

- AMST 200 - Introduction to American Studies
- POSC 170 - American Government
- SOC 110 - Introduction to Sociology

Complete one of the following two courses:

- HIST 143 - History of the American People to 1877
- HIST 144 - History of the American People From 1877

Complete one of the following courses in American literature:

- ENGL 365 - Early Colonial American Literature
- ENGL 366 - Colonial and Revolutionary U.S. Literature
- ENGL 367 - Romantic and Realist U.S. Literature
- ENGL 368 - Modern and Postmodern U.S. Literature

Social Sciences Cluster:

Choose three courses at the 200-level or above from one of the following departments; at least one of the three must be at the 300-level or above:

- CAS courses (Communication Arts and Sciences)
- ECON courses (Economics, Business Law, and Ethics)
- HIST courses (History)
- PSYC courses (Psychology)
- SOC courses (Sociology)

Humanities Cluster

Choose three courses at the 200-level or above from one of the following departments; at least one of the three must be at the 300-level or above:

- ART courses (Art and Design)

- ENGL courses (English)
- Modern Foreign Language courses:
 - FREN courses (French)
 - ITAL courses (Italian)
 - SPAN courses (Spanish)
- PHIL courses (Philosophy)
- THEA courses (Theatre Arts)
- THEO courses (Theology)

Capstone Project

One credit hour:

Complete an independent study in either cluster or intensify the 300-level course in either cluster.

American Studies Minor

Minor Requirement (Eight courses):

Required Courses:

- AMST 200 - Introduction to American Studies

Complete one of the following two courses:

- HIST 143 - History of the American People to 1877
- HIST 144 - History of the American People From 1877

Complete the following:

- 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

Additional Requirements:

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

Electives:

Art History

- ARTH 265 - History of 20th-Century Photography
- ARTH 267 - History of Graphic Design
- ARTH 355 - Museum Studies

Communication Arts and Sciences

- CAS 207 - Contemporary American Film
- CAS 208 - Rhetoric and Popular Culture
- CAS 219 - The Road Movie in American Life
- CAS 220 - Film Criticism
- CAS 222 - Mass Media and Society
- CAS 226 - Introduction to Film Studies
- CAS 227 - Deconstructing Disney
- CAS 277 - Women and Film
- CAS 291 - Film Noir
- CAS 294 - American Mass Media History
- CAS 353 - Film and Fairytales
- CAS 358 - Gender and Media
- CAS 373 - Film Comedy
(CAS 420 - *Special Topics in Journalism with permission of the director of American Studies*)

Economics

- ECON 441 - American Economic History

Education

- EDUC 310 - History and Philosophy of Education

English

- ENGL 222 - Black Women Writers
 - ENGL 277 - Women, Gender, and Literature
 - ENGL 285 - The American Novel
 - ENGL 286 - American Short Story
 - ENGL 287 - Contemporary Multiethnic U.S. Literature
 - ENGL 289 - U.S. Latino/a Literature
 - ENGL 291 - Modern American Fiction
 - ENGL 294 - Southern Literature
 - ENGL 295 - The Chicago Tradition in Literature
- Geography*
- GEOG 250 - World Regional Geography
 - GEOG 320 - Global Economic Geography

History

- HIST 221 - American Encounters: The Colonial Age
- HIST 222 - Building a Nation: The U.S. From Revolution to Reconstruction
- HIST 223 - Changing America: The Gilded Age Through the New Deal
- HIST 224 - The American Century, 1940-1990
- HIST 296 - American Mass Media History
- HIST 312 - American Intellectual History
- HIST 317 - Family in America
- HIST 319 - From Jim Crow to the White House: The African-American Experience Since 1877
- HIST 320 - From Slavery to Freedom: The African-American Experience From 1619 to 1877

- HIST 333 - 19th Century American Popular Culture
- HIST 334 - 20th Century American Popular Culture
- HIST 344 - Historical Experience of Women in the United States
- HIST 345 - From Crossroads to Metropolis: U.S. Urban History Since 1800
- HIST 346 - Making a Living: U.S. Working-Class History
- HIST 348 - Race and Ethnicity in the U.S.
- HIST 367 - The American West
- HIST 368 - Gender and Urban Life
- HIST 378 - Native American History
- HIST 379 - The United States in World War I
- HIST 440 - The American Civil War
- HIST 453 - The Military in the United States
- HIST 460 - Topics in United States History

Italian

- ITAL 260 - Italian-American Culture

Philosophy

- PHIL 221 - Gender Issues
- PHIL 246 - Ethics in Politics
- PHIL 275 - Introduction to Political Philosophy
- PHIL 284 - Law, Freedom, and Social Justice
- PHIL 290 - Philosophies of Beauty

Political Science

- POSC 170 - American Government
- POSC 215 - American Political Thought
- POSC 280 - Public Administration
- POSC 282 - Environmental Administration and Law
- POSC 286 - State and Local Government
- POSC 290 - Political Parties and Voting Behavior
- POSC 291 - Congress
- POSC 295 - Politics and Environment
- POSC 373 - American Democracy
- POSC 374 - Public Opinion and Polling
- POSC 375 - The Presidency
- POSC 276 - Introduction to Methodology in Political Science
- POSC 380 - Constitutional Law I: Institutional Powers
- POSC 381 - Constitutional Law II: Civil Liberties
- POSC 382 - Constitutional Law III: Gender and Race

Sociology

- SOC 203 - Race and Race Relations in the U.S.
- SOC 205 - Latina/o Sociology
- SOC 222 - Mass Media and Society
- SOC 230 - Sociology of Gender

- SOC 240 - Self and Society
- SOC 245 - Contemporary Social Problems
- SOC 250 - Urban Sociology
- SOC 268 - Cultural Anthropology
- SOC 280 - Discrimination and Society
- SOC 320 - Gender and Violence
- SOC 330 - Human Sexualities
- SOC 380 - Social Inequality
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity

Theatre

- THEA 270 - Theatre: The American Scene

Theology

- THEO 277 - African-American Religious Experience and Theology

Note(s):

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

American Studies Courses

AMST 110 - Introduction to Sociology

(3 hours) Listed also as SOC 110 and BWS 110

AMST 143 - History of the American People to 1877

(3 hours) Listed also as HIST 143.

Prerequisite(s): This course is not open to juniors and seniors without consent of the department.

AMST 144 - History of the American People from 1877

(3 hours) Listed also as HIST 144.

Prerequisite(s): This course is not open to juniors and seniors without consent of the department.

AMST 170 - American Government

(3 hours) Listed also as POSC 170.

AMST 200 - Introduction to American Studies

(3 hours) American Studies is the most cutting-edge 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 world. This course will introduce students to the theories and methods of American Studies. Using Chicago as a text this course takes a close look at the city's people through history, art, architecture, literature and more.

Listed also as BWS 207

This course will satisfy the core requirement in multicultural studies.

AMST 207 - Contemporary American Film

(3 hours) Listed also as CAS 207.

This course will satisfy the core area requirement in fine arts.

AMST 215 - American Political Thought

(3 hours) Listed also as POSC 215 and BWS 216.

This course will satisfy the core requirement in multicultural studies.

AMST 222 - Mass Media and Society

(3 hours) Listed also as SOC 222 and CAS 222.

AMST 223 - The Road Movie in American Life

(3 hours) Listed also as CAS 219.

AMST 224 - The American Century 1940-1990

(3 hours) Listed also as HIST 224.

Prerequisite(s): ENGL 101

AMST 225 - Changing America: The Gilded Age through the New Deal

(3 hours) Listed also as HIST 223.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

AMST 226 - Colonial American Experience

(3 hours) Listed also as HIST 221.

Prerequisite(s): ENGL 101

AMST 227 - Deconstructing Disney

(3 hours) Listed also as CAS 227

This course will satisfy the core area requirement in fine arts.

AMST 273 - Theatre: The American Scene

(3 hours) Listed also as THEA 270 and ENGL 208.

This course will satisfy the core area requirement in literature.

AMST 279 - Public Administration

(3 hours) Listed also as POSC 280.

This course will satisfy the core area requirement in social sciences.

AMST 286 - State and Local Government

(3 hours) Listed also as POSC 286.

AMST 288 - New Media in Pop Culture

(3 hours) Listed also as CAS 288

AMST 292 - Film Noir

(3 hours) Listed also as CAS 291.

This course will satisfy the core area requirement in literature.

AMST 294 - American Mass Media History

(3 hours) Listed also as CAS 294 and HIST 296.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

AMST 298 - African-American Literature

(3 hours) Listed also as ENGL 298 and BWS 298

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

AMST 305 - The Chicago Scene in Literature

(3 hours) Listed also as ENGL 295.

AMST 311 - History and Philosophy of Education

(3 hours) Listed also as EDUC 310.

AMST 315 - Family in America

(3 hours) Listed also as HIST 317.

Prerequisite(s): ENGL 101

AMST 317 - American Intellectual History

(3 hours) Listed also as HIST 312.

Prerequisite(s): ENGL 101

AMST 320 - From Slavery to Freedom: The African-American Experience From 1619 to 1877

(3 hours) Listed also as HIST 320 and BWS 320.

Prerequisite(s): ENGL 101

AMST 321 - From Jim Crow to the White House: The African-American Experience Since 1877

(3 hours) Listed also as HIST 319 and BWS 321.

Prerequisite(s): ENGL 101

AMST 328 - Latin American and United States Relations

(3 hours) Listed also as HIST 328.

Prerequisite(s): ENGL 101

AMST 333 - 19th Century American Popular Culture

(3 hours) Listed also as HIST 333.

Prerequisite(s): ENGL 101

AMST 334 - 20th Century American Popular Culture

(3 hours) Listed also as HIST 334.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

AMST 336 - Making a Living: U.S. Working-Class History

(3 hours) Listed also as HIST 346.

Prerequisite(s): ENGL 101

AMST 337 - The American West

(3 hours) Listed also as HIST 367.

Prerequisite(s): ENGL 101

AMST 338 - Gender and Urban Life

(3 hours) Listed also as HIST 368.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

AMST 343 - 19th-Century America

(3 hours) Listed also as HIST 222.

Prerequisite(s): ENGL 101

AMST 344 - Historical Experience of Women in the United States

(3 hours) Listed also as HIST 344.

Prerequisite(s): ENGL 101

AMST 345 - From Crossroads to Metropolis: U.S. Urban History Since 1800

(3 hours) Listed also as HIST 345.

Prerequisite(s): ENGL 101

AMST 348 - Race and Ethnicity in the U.S.

(3 hours) Listed also as HIST 348.

Prerequisite(s): ENGL 101

AMST 355 - Museum Studies Practicum

(3 hours) Listed also as ARTH 355

Prerequisite(s): ENGL 102

This course will satisfy the core area requirement in fine arts.

This course will satisfy the core requirement in multicultural studies.

AMST 366 - American Economic History

(3 hours) Listed also as ECON 441.

Prerequisite(s): ECON 101 and ECON 102.

This course will satisfy the core area requirement in social sciences.

AMST 378 - Native American History

(3 hours) Listed also as HIST 378.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

AMST 386 - Film Comedy

(3 hours) Listed also as CAS 373

This course will satisfy the core area requirement in fine arts.

AMST 411 - American Studies Seminar

(3 hours) This capstone course includes further methodological study and the opportunity to conduct research in American studies. Students will explore topics through chronological boundaries and across disciplines utilizing American Studies interdisciplinary techniques and approaches, demonstrating their skills in research and presentation.

Prerequisite(s): AMST 200 and senior standing and consent by program director.

AMST 451 - Inventing Victory: The United States in World War I

(3 hours) Listed also as HIST 354.

Prerequisite(s): ENGL 101

AMST 452 - War on the Two Fronts: Combat in Vietnam and Upheaval in the United States

(3 hours) Listed also as HIST 452.

Prerequisite(s): ENGL 101

Art and Design

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.

Graphic Design - B.A.

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, a digital projection system, color and black-and-white tabloid laser printers, and industry-standard graphic design software.

Art and Design Foundation Core

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.

Core Requirements

Seven courses (21 credit hours):

- ART 102 - Introduction to Sculpture
- ART 105 - Fundamentals of Drawing
- ART 208 - Introduction to Design Applications
- ART 224 - Painting I: Color and Light
- ART 230 - Beginning Color Photography

- ARTH 190 - Global Art History I: Prehistory to Medieval
- ARTH 191 - Global Art History II: Renaissance to the Present

Art Core Supplement

Complete two of the following courses:

- ART 206 - Sculpture I
- ART 253 - Beginning Video Production
- ART 260 - Ceramics I
- ART 270 - Printmaking I
- ARTH 250 - Modern Art and the Making of our Aesthetic World

Graphic Design Courses:

Complete the following eight courses (24 credit hours):

- ART 227 - Web Design I
- ART 240 - Introduction to Graphic Design I
- ART 254 - Typography
- ARTH 267 - History of Graphic Design
- ART 318 - Graphic Design II
- ART 330 - Motion Graphics
- ART 413 - Graphic Design III
- ART 454 - Portfolio Design: Senior Capstone

Additional Requirements:

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

A minimum of 2(4 hours) in the major field must be completed at Dominican. These hours must include ART 318 and ART 413.

Art Education

Teacher Licensure: Art Education grades K-12

Art and design students who wish to teach art in kindergarten through 12th grades complete their chosen major and complete the School of Education's Teacher Education Program for K-12 licensure.

Additional Art Education Requirements

- Students must complete one of the art and design majors
- Art education students must take ART 206, ART 260, and ART 270.

Teacher Education Program

- Professional education courses, including EDUC 402 - Instructional Strategies for Teaching Art in the K-12 Classroom
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching
- 100 hours of field experience
- Professional portfolio
- Clinical practice (one full semester) split between an elementary and either a middle or a secondary school classroom

For more information about K-12 licensure, see the School of Education section of this bulletin.

Graphic Design Minor

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.

Painting - B.A.

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.

Art and Design Foundation Core

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.

Core Requirements

Seven courses (21 credit hours):

- ART 102 - Introduction to Sculpture
- ART 105 - Fundamentals of Drawing
- ART 208 - Introduction to Design Applications
- ART 224 - Painting I: Color and Light
- ART 230 - Beginning Color Photography
- ARTH 190 - Global Art History I: Prehistory to Medieval
- ARTH 191 - Global Art History II: Renaissance to the Present

Art Core Supplement

Complete two of the following courses (6 credit hours):

- ART 206 - Sculpture I
- ART 240 - Introduction to Graphic Design I
- ART 253 - Beginning Video Production
- ART 260 - Ceramics I

Painting and Drawing Courses

Complete the following eight courses (24 credit hours):

- ART 201 - Life Drawing: Anatomy
- ART 202 - Life Drawing: Portrait
- ARTH 250 - Modern Art and the Making of our Aesthetic World
- ART 270 - Printmaking I
- ART 304 - Painting II: Form and Content
- ART 380 - Painting III: Figure Workshop
- ARTH 419 - Themes in Contemporary Art
- ART 460 - Painting IV: Senior Capstone

Additional Requirements:

A minimum of 2(4 hours) in the major discipline must be completed at Dominican. These hours must include ART 304, ART 380, and ART 460.

Art Education

Teacher Licensure: Art Education grades K-12

Art and design students who wish to teach art in kindergarten through 12th grades complete their chosen major and complete the School of Education's Teacher Education Program for K-12 licensure.

Additional Art Education Requirements

- Students must complete one of the art and design majors
- Art education students must take ART 206, ART 260, and ART 270.

Teacher Education Program

- Professional education courses, including EDUC 402 - Instructional Strategies for Teaching Art in the K-12 Classroom
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching
- 100 hours of field experience
- Professional portfolio
- Clinical practice (one full semester) split between an elementary and either a middle or a secondary school classroom

For more information about K-12 licensure, see the School of Education section of this bulletin.

Painting Minor

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.

Photo-Cinema - B.A.

The photo-cinema major works in the creative space between the still photograph and motion picture, while asserting lens-based imagery remains fundamental to conducting one's personal and professional life. Anchored in the art department, photo-cinema students build relationships with neighboring areas of study, including theatre and communications, mandating an interdisciplinary approach to the creative process. Students are trained to be versatile image-makers, conversant in a variety of screen and print media, while defining their own curricular emphasis and investigative method.

Art and Design Foundation Core

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.

Core Requirements

Seven courses (21 credit hours):

- ART 102 - Introduction to Sculpture
- ART 105 - Fundamentals of Drawing
- ART 208 - Introduction to Design Applications
- ART 224 - Painting I: Color and Light
- ART 230 - Beginning Color Photography
- ARTH 190 - Global Art History I: Prehistory to Medieval
- ARTH 191 - Global Art History II: Renaissance to the Present

Photo-Cinema Core:

Twelve credit hours:

- ART 210 - Beginning Black-and-White Photography
- ART 253 - Beginning Video Production
- THEA 180 - Acting Fundamentals
- CAS 220 - Film Criticism

Photo-Cinema Electives:

Choose three courses (9 credit hours) from the following:

- ART 330 - Motion Graphics
- ART 343 - Digital Darkroom
- ART 356 - Special Topics in Photo-Cinema
- ART 375 - Experimental Cinema Production
- ART 405 - Light and Camera
- ART 430 - Narrative Cinema Production
- THEA 308 - On-Camera Acting

History/Criticism/Writing Electives

Six credit hours:

- ARTH 265 - History of 20th-Century Photography

Choose one of the following courses:

- ENGL 340 - Scriptwriting (strongly recommended)
- ARTH 419 - Themes in Contemporary Art
- CAS 207 - Contemporary American Film
- CAS 219 - The Road Movie in American Life

- CAS 226 - Introduction to Film Studies
- CAS 227 - Deconstructing Disney
- CAS 234 - Digital Communication: Technology and Criticism
- CAS 256 - News Media Writing
- CAS 277 - Women and Film
- CAS 278 - Seeing Hitchcock
- CAS 290 - Hong Kong and Asian Cinema
- CAS 291 - Film Noir
- CAS 349 - Photojournalism
- CAS 352 - Convergent Media
- CAS 353 - Film and Fairytales
- CAS 373 - Film Comedy
- CAS 385 - Politics and Film
- ENGL 211 - Introduction to Creative Writing
- FREN 289 - Introduction to French and Francophone Cinema: From Pictures to Pixels 1890 to the Present
- ITAL 295 - Italian Cinema
- SPAN 325 - Introduction to Hispanic Cinema

Capstone

One credit hour:

ART 490 - Investigative Projects: Senior Capstone

Students elect option of thesis exhibition or URSCI screening.

Additional Requirements:

A minimum of 2(4 hours) in the major field must be completed at Dominican.

Recommended Art Core Supplement

- ART 206 - Sculpture I
- ART 254 - Typography
- ART 270 - Printmaking I

Photo-Cinema Minor

Minor Requirements (18 hours):

Six, 3-credit hour courses:

- four photo-cinema production electives
- two history/criticism electives, including ARTH 265 - History of 20th-Century Photography.

ART 490 - Investigative Projects: Senior Capstone is also recommended.

Printmaking and Drawing

The minor consists of four printmaking and drawing electives (as outlined below) and two art history electives.

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

Required Courses:

- ART 105 - Fundamentals of Drawing
- ART 270 - Printmaking I
- ART 201 - Life Drawing: Anatomy or ART 202 - Life Drawing: Portrait
- ART 317 - Printmaking II or a printmaking special topics course
- Two art history courses

Students may choose to participate in ART 454 - Portfolio Design: Senior Capstone, which leads to the senior exhibition

Sculpture Minor

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.

Art and Design: Painting and Drawing Courses

ART 105 - Fundamentals of Drawing

(3 hours) A foundation course that focuses on developing basic skills in perceptual drawing and composition. Students explore line, shape, form, light, and perspective through the still lifes and interior architecture.

This course will satisfy the core area requirement in fine arts.

ART 201 - Life Drawing: Anatomy

(3 hours) Students will also be introduced to basic surface anatomy (bones, muscles, and tendons) important to life drawing. Using traditional materials, students explore gesture, composition, proportion, volume and structure through long and short figure poses. Frequent historical references are made through reproductions and slides. Course fee applies.

This course will satisfy the core area requirement in fine arts.

ART 202 - Life Drawing: Portrait

(3 hours) 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. Several sessions will also be devoted to the draped and nude figure. Course fee applies.

This course will satisfy the core area requirement in fine arts.

ART 224 - Painting I: Color and Light

(3 hours) A foundation course that introduces students to the various methods and materials of oil painting from direct observation of the still life. Students will learn how to see color and light in all its various disguises of hue, saturation, temperature and value. Course fee applies.

Prerequisite(s): ART 105

ART 270 - Printmaking I

(3 hours) An introduction to printmaking as a creative arena, where a range of printmaking processes and techniques open up the possibilities for explorations of image-making. Students work in relief, intaglio and monotype and acquire the fundamental technical, drawing and formal skills necessary to work in printmaking. Course fee applies.

This course will satisfy the core area requirement in fine arts.

ART 304 - Painting II: Form and Content

(3 hours) An intermediate painting course designed to expand students' understanding of the materials, methods and themes of painting as well as further strengthen their ability to control space, light and color. In-class assignments focus on work from the figure model. Weekly homework assignments explore creative problems such as form, content and concept, and their interdependence. Course fee applies.

Prerequisite(s): Either ART 201, ART 202, or ART 224

ART 317 - Printmaking II

(3 hours) An intermediate printmaking course designed to expand students' understanding of the intaglio and relief techniques, further strengthen their image-making skills and help them develop a personal creative direction in the medium. Students explore different ideas, pictorial structures and process possibilities and consider creative problems such as form, content and concept in their work. Course fee applies.

This course will satisfy the core area requirement in fine arts.

ART 380 - Painting III: Figure Workshop

(3 hours) An intermediate painting course in which students explore a wide range of painting modes, processes, materials and techniques as well as develop their problem solving skills, critical thinking and ability to successfully formulate and articulate their ideas in a personal direction in

painting. Course fee applies.

Prerequisite(s): Either ART 201 or ART 202

ART 460 - Painting IV: Senior Capstone

(3 hours) An advanced painting course in which students develop a personal direction in their work, while considering creative problems such as form, content and concept. Open-ended assignments and independent projects lead toward self-motivated work in painting, where students pose their own creative problems, explore and find their solutions. Course fee applies.

Prerequisite(s): ART 380.

Art and Design: Sculpture and Ceramics Courses

ART 102 - Introduction to Sculpture

(3 hours) 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, wood working, and carving. Course fee applies.

This course will satisfy the core area requirement in fine arts.

ART 206 - Sculpture I

(3 hours) Through thoughtful and skillful additive approaches, this course investigates structural and spatial possibilities. By examining and questioning the interplay of form, material, technique, and content, a conceptual understanding of sculpture will develop over the course of the semester. Investigations and demonstrations of materials, techniques, and processes will be balanced with slide lecture, discussion, and critique. Course fee applies.

Prerequisite(s): ART 102

ART 260 - Ceramics I

(3 hours) Introduction to the basic processes of making pottery and other clay products. The techniques include coil and slab building, piece molding, glazing and decorative techniques. Course fee applies.

This course will satisfy the core area requirement in fine arts.

ART 301 - Sculpture II

(3 hours) Further studio problems involving experimentation with techniques and materials such as wood working, carving, casting, assemblage, installation, and site-specific art. Investigations and demonstrations of materials, techniques, and processes will be balanced with slide lecture, discussion, and critique. Course fee applies.

Prerequisite(s): ART 206

ART 309 - Ceramics II

(3 hours) A continuation of the study of the techniques and design of clay products. Course fee applies.

Prerequisite(s): ART 260

ART 414 - Sculpture III

(3 hours) Works produced in this course will be articulated and developed conceptually. Both traditional and nontraditional materials and processes will be explored, including assemblage and experimental approaches to object making. Students begin to blur the line between a discrete object and an open system of construction, experimenting with installation art and alternative forms of presentation. Course fee applies.

Prerequisite(s): ART 301. ART 414 should be taken prior to enrolling in ART 454.

Art and Design: Graphic Design Courses

ART 208 - Introduction to Design Applications

(3 hours) 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 Adobe Photoshop, Illustrator, and InDesign. Offered every semester. Course fee applies.

Listed also as CAS 130

This course will satisfy the core area requirement in fine arts.

ART 227 - Web Design I

(3 hours) 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. Course fee applies.

Listed also as CAS 236

Prerequisite(s): ART 208

ART 240 - Introduction to Graphic Design I

(3 hours) This course examines the fundamentals of graphic design and how graphic designers solve problems, organize space, and convey visual and verbal information. This interaction of signs, symbols, words, and pictures will be investigated by the student in a variety of projects to arrive at an understanding of basic communication and design principles. Offered every semester. Course fee applies.

Listed also as CAS 237.

Prerequisite(s): ART 208

ART 254 - Typography

(3 hours) Typographic forms are explored in relation to their visual and verbal meanings. Class projects explore historical, artistic, and technical aspects of typography. Offered every fall. Course fee applies.

Prerequisite(s): ART 208

ART 318 - Graphic Design II

(3 hours) Experiments in visual communication challenge the student to further refine their individual visual thinking through applied problems. The importance of exploration and flexibility of approach is stressed at this level. Through experimentation, the problem is defined and organized and awareness of potential solutions is increased. The development of the student's portfolio is introduced. Offered every spring. Course fee applies.

Prerequisite(s): ART 240

ART 330 - Motion Graphics

(3 hours) 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 Adobe Flash as they develop their projects. Offered every spring.

Prerequisite(s): ART 208 or consent of the instructor.

ART 413 - Graphic Design III

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

Prerequisite(s): ART 318

Art and Design: Photography Courses

ART 210 - Beginning Black-and-White Photography

(3 hours) 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. 35mm SLR cameras are available for check-out for enrolled students. Offered every fall and spring. Course fee applies.

This course will satisfy the core area requirement in fine arts.

ART 230 - Beginning Color Photography

(3 hours) 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 tool for color management, output, and archiving resource. Photography majors are expected to provide their own DSLR camera for subsequent courses. Otherwise cameras are available for check-out for enrolled students. Offered every fall and spring. Course fee applies.

This course will satisfy the core area requirement in fine arts.

ART 315 - Darkroom Practices

(3 hours) Experimentation with film, print, and darkroom chemistry is emphasized as the student works toward the production of the archival, exhibition-quality print matching his or her vision. Assignments develop personal aesthetic and independent thought. Offered in the spring. Course fee applies.

Prerequisite(s): ART 210

ART 343 - Digital Darkroom

(3 hours) The digital workspace is addressed as a place to create the archival, museum-quality print and published book. Advanced topics include RAW file workflow and color management from screen to print. Students will produce a portfolio of color and monochromatic prints as well as an online digital publication. Camera assignments extend ideas discussed in ART 230 - Beginning Color Photography and can be executed with either digital or film SLRs. Experimentation with a variety of print media will be expected. Emphasis is placed on portfolio development and is recommended for students ready to work on a concentrated body of work over the course of a semester. Offered in the fall. Course fee applies.

Prerequisite(s): ART 230

ART 356 - Special Topics in Photo-Cinema

(3 hours) This photography elective examines the role of location in generating camera images. It requires the student to work outdoors, in open air, and to travel to locations independently. Contextualized initially in the Romantic definition of Nature, the categorizations of landscape, site-specific, and topographic expand the notion of picturing a contemporary environment. Projects explore sequence, duration, and seriality. Course fee applies.

Prerequisite(s): ART 210 or ART 230

ART 359 - Photojournalism

(3 hours) Listed also as CAS 349.

ART 405 - Light and Camera

(3 hours) Images are conceived by the student and guided by the instructor. Added considerations of artificial light and camera format are considered with assignments requiring further *previsualization* at the time of camera exposure. Students use both photoflood and strobe lights. Medium- and large-format cameras are introduced. Students are encouraged to buy their own flash unit. Offered in the spring. Course fee applies.

Prerequisite(s): ART 210 or ART 230

Art and Design: Digital Cinema

ART 253 - Beginning Video Production

(3 hours) Contemporary narrative concepts and digital cinema methods are introduced in this course within the contexts of video art and personal filmmaking. The Mac OS X platform, Final Cut and Adobe Premiere are used as the primary editing experiences. Cinema majors are expected to provide their own DSLR or camcorder for subsequent courses. Otherwise cameras are available for check-out for enrolled students. Offered every fall and spring. A lab fee will be charged.

This course will satisfy the core area requirement in fine arts.

ART 375 - Experimental Cinema Production

(3 hours) Advanced editing techniques, multi-channel works, sound, and installation are addressed in this non-narrative course. Active dialogue is maintained with still photography and sculpture, meant to create hybrid forms of installation-based video. 16mm filmmaking may also be addressed.

Prerequisite(s): ART 253

This course will satisfy the core area requirement in fine arts.

ART 430 - Narrative Cinema Production

(3 hours) Centered on the *filmmaker as director* scenario, this studio course addresses the production of originally scripted material. Projects target work with actors, lighting, and location. An online portfolio is expected of all students by the end of the semester.

Prerequisite(s): ART 253, THEA 340 are strongly encouraged but not required.

ART 490 - Investigative Projects: Senior Capstone

(3 hours) This capstone study places emphasis on the lens-based experience as an opportunity to execute a portfolio-length research project in narrative, documentary or experimental modes. Students design the final outcome from a range of options, including screening, online media and published media. A public lecture is expected of all participants at the annual Undergraduate Research Symposium every April.

Prerequisite(s): Senior standing.

Art and Design

ART 395 - Interdisciplinary Practices

(3 hours) This open-media course addresses the origin of ideas as well as the organization and process required to initiate an art practice. It is meant to serve as a primer to the ART 454 course required of all studio majors in the art and design department. Participants are expected to experiment in a variety of media, entertain competing solutions, including those in related disciplines, when the investigative process leads to them.

ART 450 - Independent Study

(1-4 hours) Advanced work in the student's major area of concentration to be carried out independently with a faculty advisor.

ART 454 - Portfolio Design: Senior Capstone

(3 hours) Previously numbered as ART 445

ART 455 - Internship

(1-8 hours) 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 Undergraduate Research or Creative Investigation

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.

ART 495 - Independent Undergraduate Research or Creative Investigation

(1-3 hours) 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 will culminate in a conference presentation, journal article or other creative/scholarly project.

Prerequisite(s): Consent of instructor.

Art History

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. Its curriculum facilitates critical thinking through diverse course offerings; class activities; formats that include lecture, seminar, and online versions; and supplementary visits to Chicago art museums and galleries. 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.

A major or minor in art history offers students a broad understanding of art objects, their purpose, and the conditions of their creation. Our goal, however, is to prepare students for graduate school or careers in teaching, writing about art, art conservation, art consulting, or working in or running auction houses, galleries, or museums.

Art History - B.A.

Foundation Core Requirements:

Foundation courses are meant to expose students to a variety of approaches and philosophies of art making.

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

Foundation Core - Art Classes

Complete three of the following art courses (9 hours)

- ART 102 - Introduction to Sculpture
- ART 105 - Fundamentals of Drawing
- Either ART 224 - Painting I: Color and Light, or ART 270 - Printmaking I
- Either ART 210 - Beginning Black-and-White Photography or ART 230 - Beginning Color Photography

ART 208 - Introduction to Design Applications may be substituted for one of the above with permission of the discipline director.

Foundation Core - Art History Classes

Complete the following Art History Courses (12 hours)

- ARTH 190 - Global Art History I: Prehistory to Medieval
- ARTH 191 - Global Art History II: Renaissance to the Present

- ARTH 250 - Modern Art and the Making of our Aesthetic World
- ARTH 419 - Themes in Contemporary Art

Major Requirements (21 hours):

- Six art history electives-any art history course beyond the required courses may count as an elective.
 - One three-credit internship may count as an elective with prior permission of the program. These are administered and approved through the Career Development Office though overseen by the discipline director.
 - Courses with an art historical component when the emphasis is art and certain classes as part of study abroad programs, such as the Rome Interim program, may also apply with prior permission of the art history advisor.
 - Students may only count *either* ARTH 265 or ARTH 267 toward the major, not both, unless otherwise approved.
 - At least one art history elective (not including ARTH 419, ARTH 446, ARTH 450, ARTH 455) should be at the 300-level or above.
 - At least one art history elective should be from one of the following areas: Ancient, Medieval, Renaissance, Baroque, or non-Western.
- ARTH 446 - Senior Thesis Art History

Additional Requirements:

Study of a modern foreign language through the intermediate level (course 202 or equivalent two years, usually four semesters, of language study). With approval of the program, students may substitute one year each of two different languages to fulfill this requirement. Students who are considering graduate school in art history may be advised to take at least one year of German.

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

Recommendations:

Students should attempt to choose non-art history electives that will inform the topic of their senior thesis. These will include courses beyond those courses taken to fulfill core area requirements and whenever possible, at the 200-level or above. These might include American studies, communication arts and sciences (particularly film-related courses), history, philosophy, or sociology.

For students interested in working in an art gallery or the museum field, an internship is strongly advised.

Art history majors, especially those planning to continue to graduate school, are encouraged to apply for student grants. These are offered through the Undergraduate Research and Creative Investigations (URSCI) program to help fund internships, study abroad, independent summer research programs, or any other experiences that contribute to experience in the major and/or in preparation for the art history senior thesis.

Art History Minor

Minor Requirements (18 hours):

Required Courses:

- ARTH 190 - Global Art History I: Prehistory to Medieval
- ARTH 191 - Global Art History II: Renaissance to the Present
- ARTH 250 - Modern Art and the Making of our Aesthetic World
- ARTH 419 - Themes in Contemporary Art
- Two art history electives.

Additional Requirements:

Other courses may be substituted for requirements with permission of the discipline director

For students interested in working in the museum field, an art gallery, or the art market, an internship is strongly advised. Students may receive up to one three credit course toward their art history electives for minor.

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

Art History Courses

ARTH 190 - Global Art History I: Prehistory to Medieval

(3 hours) This course presents world art and architecture made from the beginning of recorded images until the middle of the second millennium. Students become familiar with the cultures of this era, adept at identifying and comparing the characteristics of their art, and understand how art production is linked to social, political, economic, religious, and historical conditions. Beginning with prehistoric art by identifying basic forms and methods of creating before it was defined as art, students learn about early civilizations in the Near East, Egypt, and the Aegean in which art began in service to rulers and to demarcate cities. The course examines the art of Greece and Rome as the foundation for the formation of Western civilization. Definitions of art and culture include that made concurrently in Southeast Asia, China, Korea, Japan, the Americas, and Africa and

facilitate an understanding of diverse belief systems and organizational structures. Examinations of Islamic, Byzantine, Jewish, and early Christian art facilitate a comparative analysis of devotional art. The art and architecture of the early Medieval, Romanesque, and Gothic periods help illustrate the Medieval Era and the formation of secular and religious socio-political and economic systems who have common or conflicting agendas. Upon completion of this course, students should have a broad knowledge of global art and its diverse forms and purposes prior to the 14th century.

This course will satisfy the core area requirement in fine arts.

This course will satisfy the core requirement in multicultural studies.

ARTH 191 - Global Art History II: Renaissance to the Present

(3 hours) This course presents a history of art since the fourteenth century. Students become familiar with different art styles and develop the ability to identify recurring themes, forms, and agendas in art as it progresses through time periods, regions, countries, and continents. Ultimately, the course illustrates how art is linked to social, political, economic, religious, and historic conditions, as well as other arts such as drama, music, and literature. The examination is a global one, and includes European and American art; indigenous art of the Americas; Southeast Asian, Chinese, Korean, Japanese, and African art; and the art of Pacific cultures. An important part of the class discussion addresses the cultural appropriations, aggressions, and obliterations that are part of the exchanges initiated by European exploration and colonization. Another element of the class explores the role of art in the development and transmutations of religions, such as reformations of the powerful Catholic church, culture-specific adaptations of Buddhist imagery, and what liturgical art was incorporated into the development of Protestantism. The course also highlights the increasing social status of artists, who were largely unknown in the previous era, but, by the time of the Renaissance, had attained celebrity status. Of particular note to this era as well is the way art was used in nation-building-from its contributions to revolutions, to documenting historic moments, and to defining national identities. At the completion of this course, students will have a broad knowledge of art in all its diverse forms and purposes.

This course will satisfy the core area requirement in fine arts.

This course will satisfy the core requirement in multicultural studies.

ARTH 195 - Introduction to Contemporary Art

(3 hours) Looking at art made primarily during your lifetime, this course investigates what contemporary art is by looking at and talking about some of the most well-known artists. Artists are examined according themes, such as the use of technology, sexuality, and materialism. Takashi Murakami animated a Kanye West video, Eduardo Kac crossed the genes of a jellyfish with a rabbit and created a bunny that glows in the dark. Many artists create controversial art through the materials they use-such as encrusting a human skull with diamonds (Damien Hirst) making it the most expensive art work ever made or affixing elephant dung to a painting of the Madonna (Chris Ofili). Still other artists make art that addresses contemporary issues: Vik Muniz photographs people who must forage garbage dumps in order to survive and Betsy Damon makes art that purifies water. Assignments include an art review, short papers, and discussions. No art or art history background is needed for this course-it is designed for

anyone who wants to learn how to look at the images around them and understand their impact on society and themselves.

May not be taken for credit by students who have completed/will complete ARTH 419 - Themes in Contemporary Art.

Prerequisite(s): Junior and senior art or art history majors must have permission of instructor to enroll.

This course will satisfy the core area requirement in fine arts.

ARTH 196 - The Art Market and Business of Art

(3 hours) Recently, a number of artworks have sold in excess of \$100,000,000. Many works by living and dead artists routinely sell for more than \$1,000,000. This class looks at the art market-artists, galleries, sellers, collectors, and auction houses-in order to understand how art acquires its social and commercial values. Some questions we explore: What is art worth? How can artworks be sold for millions of dollars? What kind of investment is an artwork? Why are Hollywood celebrities now some of the biggest collectors of contemporary art? How is the art market tied to the economy (for instance, the demise of galleries and decline in sales after the 2008 economic crisis)? How has art worked its way into fashion (Takashi Murakami's partnership with Louis Vuitton)? How is art related to luxury or critiques of luxury (such as the kitsch work of Jeff Koons or the diamond encrusted human skull created by Damien Hirst)? What about forgeries and scams (for instance, like the one revealed in the recent movie *Big Eyes*)? How does the art market regulate itself? If it is true that art increases in value after an artist's death, do the artist or his/her descendants ever reap the profits? How do you tell if an artist's work is going to maintain or increase in value? What is the cultural value of art vs. its price tag? How do local and regional artists fit into the art market?

This course will satisfy the core area requirement in fine arts.

ARTH 205 - Refining Civilization: Greek and Roman Art and the Development of the Western World

(3 hours) This course will examine the visual forms that were part of the foundations of Western Civilization. Focusing on classical painting, sculpture and architecture, this examination of the ancient world will cover Greek art from the Bronze Age through the 5th century BCE and the ancient Mediterranean world until the fall of the Roman Empire in the 5th century CE. The class will include discussion of literature, philosophy, and politics as well as conceptualizations of democracy, republic, and empire.

This course will satisfy the core area requirement in fine arts.

ARTH 215 - Lighting Up the Dark Ages: Illuminating Medieval Art

(3 hours) The development of art in Western Europe, the Mediterranean, and the Near East from the late third century through the fourteenth century CE can be traced through numerous regions and peoples. The Graeco-Roman roots of Classical antiquity serve as a stylistic and iconographic background for the Early Christian Art of the east and west. The course includes Jewish Art, Byzantine art, Islamic art, Migration art, Carolingian art, and Crusader art. Tracing the rise of manuscript-making, the exploration culminates with Romanesque and Gothic Art and Architecture.

By the end of this period, people had that sought to represent and commune with God through pilgrimage, building, and the metaphorical use of elements such as light. The styles and artistic media of these periods and regions are considered in their social and political contexts, with reference to philosophy, the natural sciences, liturgy, literature, music, economic trends, and intellectual and technological advances.

This course will satisfy the core area requirement in fine arts.

ARTH 225 - Geniuses, Corruption, and Godliness: The Politics, Patronage, and People of Renaissance and Baroque Art

(3 hours) A survey of Northern and Southern Renaissance and Baroque art, this course traces the development of visual culture from the 14th to the beginning of the 18th century. The Renaissance was a seminal era in the history of art not only due to its philosophical, political, and social foundations, but because artists became known and celebrated for their achievements and were sought after by both secular and religious patrons and institutions. That influence extended into the Baroque, as did the integration of advancements in science and the performing arts, in order to produce dynamic visual compositions. As in the Renaissance, religion was a central theme, but with a number of reformative movements, religion was addressed in the Baroque in a much more allegorical, rather than narrative, manner. The Baroque also saw the expansion of genre painting, portraiture, and still lifes as well as media such as oil painting and printmaking. This course emphasizes critical thinking through the comparative analysis of eras and regions by looking at the developments from the Early Renaissance to the High Renaissance to the Baroque periods in the North (Germany, the Low Countries-present-day Netherlands, Belgium, and Luxembourg-France, England) and the South (Italy, Spain).

This course will satisfy the core area requirement in fine arts.

ARTH 250 - Modern Art and the Making of our Aesthetic World

(3 hours) This course presents a history of modern art in Europe and the United States, and global contemporary art, by surveying major movements and highlighting important moments of aesthetic development from the late 19th century to the present. The semester goal is to create a coherent context, through lectures and readings and the exploration of artists and themes, while recognizing the diverse character of the art of this period. We examine popular movements such as Impressionism, well-known periods such as Abstract Expressionism, and redefining types of art known as performance, body, and earthworks. In addition, we explore how the art of the past 150 years was often produced by men and women reacting to events or conditions occurring in their lifetimes, such as world wars or sexual liberation. The class emphasizes painting and sculpture but includes some discussion of photography, design, mixed media, popular culture, and other types of art and media produced during this era.

This course will satisfy the core area requirement in fine arts.

ARTH 253 - Skyscrapers, Steel, and Sleek Design: A History of Modern Architecture and Design

(3 hours) A survey of modern architecture, architectural theory, design, and urban planning since the mid-19th century to the present in Europe, the Americas, and the non-Western world, this course endeavors, to understand architecture as a cultural practice with its own internal rules and discourse.

The art of building was revolutionized by modern materials, but it is also linked to broader political, cultural, social, and economic forces. Surveying the aesthetic characteristics of this architecture includes looking at prime examples in Chicago such as Sullivan, the firm of McKim, Mead and White, Frank Lloyd Wright, Mies and the International Style, and Gehry among others. Students will consider the form, function, and public response to architecture and design-the interior and exterior of buildings- while also thinking about issues such as urban sprawl, incorporation of green spaces and environmentally sensitive initiatives, the removal of older architecture for the new, building reuse and redesign, and ways that regional identity and values can be expressed through building.

This course will satisfy the core area requirement in fine arts.

ARTH 265 - History of 20th-Century Photography

(3 hours) 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. Usually offered every fall semester.

This course will satisfy the core area requirement in fine arts.

ARTH 267 - History of Graphic Design

(3 hours) 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. Usually offered every spring semester.

This course will satisfy the core area requirement in fine arts.

ARTH 296 - Exploring African, Asian, Middle Eastern, and Indigenous Art

(3 hours) Designed to introduce students to the history of art and architecture of major societies beyond the Western tradition, the course focuses on how the subjects, styles, and techniques of these art forms reflect the diverse social customs and beliefs of African, Asian, Middle Eastern, and indigenous cultures. Exploring issues of globalization and cross-cultural exchange also broadens comprehension of the human achievements celebrated in these parts of the world.

Listed also as BWS 293

This course will satisfy the core area requirement in fine arts.

This course will satisfy the core requirement in multicultural studies.

ARTH 299 - Art of World Religions

(3 hours) In cultures across the globe, artists, laborers and artisans strive to bring important ideas and beliefs to life through their work in structures, images and objects used in religious practice. In this course, we will explore how in the past and present artists intersect the visual to the meaning of life. We will look at work about the major world religions: Buddhism, Christianity, Hinduism, Islam, and Judaism; as well as the art of less well-known religions like the pantheon of the Yoruba and Vodoun and

the religious practices of the Aztecs, Mixtec, and Inca. We will see how intersections of these practices often produced syncretic images in many cases, and identify differences as well. This course is an in depth examination of a theme. Students will be expected to think critically about the objects we examine and to establish a canon of 100 important religious artifacts-mirroring the British Museum's History of the World in 100 Objects-from their own in-class research and discussions. We will whenever possible draw from primary source documents and important art historical and critical texts. The goal of the course is for students to have a broad understanding of the places and ways in which visual culture and religion intersect and for students to gain an understanding of how the world considers aesthetic objects as related to their functional purposes.

ARTH 315 - Issues in Medieval Art

(3 hours) Through focused readings, case studies, and independent research projects, students will explore in depth a specific aspect of Medieval art. Students may repeat this course number for credit as long as the topic differs.

This course will satisfy the core area requirement in fine arts.

ARTH 325 - Issues in Renaissance and Baroque Art

(3 hours) Through focused readings, case studies, and independent research projects, students will explore in depth a specific aspect of Northern or Southern Renaissance art. Students may repeat this course number for credit as long as the topic differs.

This course will satisfy the core area requirement in fine arts.

ARTH 350 - Issues in Modernist and Contemporary Art

(3 hours) Focusing on a major movement(s) and highlighting important moments of aesthetic development ranging from the late 19th century to the present in Europe and the United States.

This course will satisfy the core area requirement in fine arts.

ARTH 352 - Women, Modern Art, and Society

(3 hours) This course focuses on women artists in Western culture and the societies in which they lived and worked from the 19th century to the present. Women's production as artists, the various styles and subject matter they embraced, and their relation to artistic trends of their eras are explored. These include such as artists as Mary Cassatt and Berthe Morisot, who were integral to the Impressionists, and Lee Krasner and Elaine DeKooning, who were driving forces for Abstract Expressionism, feminist art of the 1970s, environmental and social justice artists, and postmodern and contemporary artists who challenge identity and history such as Pipilotti Rist, Catherine Opie, Yael Bartana, Tania Bruguera, and Kara Walker. Attitudes about gender in Western culture and critical analyses related to gender-such as "the gaze" and gender as a construction or performance-are considered in order to understand issues surrounding women and art.

ARTH 355 - Museum Studies

(3 hours) This course provides an in-depth investigation into the theory and practice of museums, especially the moral, ethical, and philosophical choices that inform their methodologies of collection and display. Museums are interpreters of objects and events, which means that they have an important community role and immense power to influence culture and society. In addition to case studies and course readings about all types of museums, students are provided the rare opportunity for behind-the-scenes visits to local museums for the purpose of debating the relevance, necessity, and effectiveness of different ways of providing access to objects. These field trips are intended to offer insights into considering how museums are organized and how that organization varies according to museum size or subject, how they educate, and how-why-what they collect. Topics in this seminar-style discussion address such issues as the conservation and preservation of objects, popularity of blockbuster exhibitions, racial divisions in museum attendance and lack of diversity in staffing, consideration of exhibition styles, determinations about the detail and content for labels that identify and explain objects, and the ethical dilemmas inherent in the appropriation of cultural treasures from one nation to another such as whether or not they should be returned to their places of origin. We look at how some museums have become monuments of national pride, how new technologies have changed museums (such as using iPads instead of wall labels to distribute information and having their collections available online), and how they are funded through grants, memberships, and admission fees. Course fee to cover museum admissions and tour costs.

Listed also as AMST 355

This course will satisfy the core area requirement in fine arts.

This course will satisfy the core requirement in multicultural studies.

ARTH 356 - The Politics of Display: Race, Class, and Memory in the Museum

(3 hours) Museums are interpreters of objects and events, which means that they have an important community role and immense power to influence culture and society. This course provides an in-depth investigation into the theory and practice of museums, especially the moral, ethical, and philosophical choices that inform their methodologies of collection and display. From the beginning of the modern museum, which evolved from "curiosity cabinets" and private assortments of objects of random or personal interest, to historical monuments and sites of memory, this course surveys museum history to examine how the museum's function has changed over time and across boundaries. Through case studies, primarily of science, art, natural history, and ethnographic museums and their histories, students will contextualize the trends that have influenced the museum's organizational structures, outreach, and collection strategies, as well as its changing role and relationship to its public. Particular attention is paid to the ethical dilemmas inherent in appropriating objects, particularly those from "other" cultures, and the challenges of serving as an educational agent and/or site of national preservation or pride as some museums, monuments, and historic sites do. This course is intended as a continuation of ARTH 355 - Museum Studies, but that course is not a prerequisite, and need not be taken in order.

This course will satisfy the core area requirement in fine arts.

ARTH 383 - Public Art in America: The Purpose, Places, and People of Memorials, Sculptures, and Spaces

(3 hours) "Public art" generally refers to works that exist out in the world rather than behind the walls of a museum. Meant to be democratizing, usually public art is three dimensional and either commemorates an event or individual that is of importance to the community in which it is placed, or it is an aesthetic addition to a building, park, or space. In this seminar, students define public art and explore its purpose, paying particular attention to the sites where art is placed and whether or not it was made to fit into or reflect its environment. What is represented in the work? What does the work represent or commemorate? Why was it made or necessary at the time? Why was it placed there and is the area or community the same as when it was placed there? How did the work get selected? Using the city of Chicago as a laboratory, students explore and analyze different kinds of public art, such as the Picasso sculpture in front of City Hall and the sculptures in Millennium Park.

This course will satisfy the core area requirement in fine arts.

ARTH 396 - African Art History

(3 hours) An investigation of the art practices of both Africa and the African diaspora, this course is intended to provide an understanding of African and African-derived art forms. The African continent is a place with a rich artistic history, continuous aesthetic endeavors, and thriving contemporary art scenes. We will examine its visual traditions and current practices of African fine art, photography, design, exhibition practices, and film. Also, we will unpack the influence these traditions and histories have had on artists and critical thinkers of African descent in the Caribbean, Europe and the United States. Rooted in an appreciation of the continent's diversity, students will become fluent in the visual language that has a lasting impact the rest of the world.

ARTH 419 - Themes in Contemporary Art

(3 hours) This seminar explores and critiques artists from the late 1970s to the present. It investigates how politics, social issues, critical theories, and technology have influenced the art world, which has become increasingly pluralistic and global. Through a sequence of themes, the class confronts issues of race, gender, identity, appropriation, trauma, and memory through the artwork and particular artists. The course also considers how contemporary art has become increasingly activist, so that contemporary art-making is becoming known as "social practice," in which artists try to solve social, racial, economic, and environmental problems through or with their art. Non-art or non-art-history majors or minors may enroll but should seek the consent of the instructor prior to enrollment. All art and art history majors and minors should only take this course after most other art history requirements have been completed. Offered every fall semester.

Prerequisite(s): ENGL 102, either ARTH 191 or ARTH 250, and junior or senior standing; or consent of the instructor.

This course will satisfy the core requirement in multicultural studies.

ARTH 446 - Senior Thesis Art History

(3 hours) Required of all art history majors in the spring of their senior year after they have completed most of their course work in art history. Students

work all semester to produce a 25-page research paper and 20-minute 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 or employment. The art history advisor will determine if the student has completed sufficient course work and requirements to enroll in this course. Offered in the Spring.

Prerequisite(s): ARTH 419 and senior standing, or consent of instructor. Art history majors only.

ARTH 450 - Independent Study

(1-4 hours) Advanced work in the student's major area of concentration to be carried out independently with the art history faculty advisor.

ARTH 455 - Internship

(1-8 hours) A student may arrange for an internship that relates to the art history field with the approval of the art history faculty advisor. Such internships may include any volunteer or paid position related to the field of art history, such as a research assistant, working in an art gallery, or being involved in any aspect of a museum. Up to 3 credits may apply as one art history elective toward the major.

Biology

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.

Biology - B.S.

Major Requirements:

Required Biology Courses:

Ten biology courses of at least 3 semester hours each and the biology major assessment (BIOL 475).

A minimum grade of C- in BIOL 112 is required for admission to all biology courses numbered 240 or higher.

- BIOL 111 - General Biology I or the equivalent
- BIOL 112 - General Biology II or the equivalent
- BIOL 240 - Genetics
- BIOL 397 - Evolution

Complete one of the following two courses:

- BIOL 298 - Research Methods in Molecular Biology
- BIOL 352 - Molecular and Cellular Biology
- Five additional BIOL courses numbered 200 or higher (not including BIOL 252)
- BIOL 475 - Comprehensive Assessment for Biology Majors

Additional Required Courses:

Complete the following collateral courses as part of the biology major:

- CHEM 120 - General Chemistry I
- CHEM 121 - General Chemistry II
- CHEM 253 - Organic Chemistry I
- CHEM 254 - Organic Chemistry II

Complete one of the following mathematics courses:

- MATH 131 - Trigonometry and Analytic Geometry
- MATH 250 - Introduction to Calculus
- MATH 261 - Analytic Geometry and Calculus I

Complete one of the following course pairs:

- PHYS 211 - College Physics I and
- PHYS 212 - College Physics II
or
- PHYS 221 - University Physics I and
- PHYS 222 - University Physics II

Additional Requirements:

- At least seven of the biology courses must have a laboratory, and no more than 4 credit hours may be in independent research.
- A minimum of five courses in biology must be completed at Dominican.
- A minimum grade of C- must be earned in all courses required for the major.
- Students who major in biology may not also major in natural sciences.
- Interested freshmen and transfer students should consult with the department for placement information prior to registration.
- Upon completion of a biology course in residence with a minimum grade of C-, the student should have a major application signed by a member of the department, who will then serve as his or her advisor.
- All students intending to earn a major in biology are required to complete a comprehensive biology examination in their final semester prior to graduation. To facilitate the administration of this requirement, all biology students must register for BIOL 475 in their final semester. Students must earn a passing score on the examination to qualify for graduation with a biology major.

Optional Concentrations

Students may choose to complete one of the following concentrations as part of the biology major:

Health Sciences

Advanced biology electives must include:

- BIOL 351 - Advanced Human Anatomy
- BIOL 361 - Advanced Human Physiology

and two of the following courses:

- BIOL 260 - Introduction to Human Pathophysiology
- BIOL 264 - Parasitology
- BIOL 294 - Cell Biology
- BIOL 310 - Microbiology

- BIOL 371 - Developmental Biology
- BIOL 382 - Immunology
- BIOL 388 - Endocrinology

Molecular/Cellular Biology

Students must complete both

- BIOL 298 - Research Methods in Molecular Biology
- BIOL 352 - Molecular and Cellular Biology .

Advanced biology electives must include:

- BIOL 294 - Cell Biology

and two of the following courses:

- CHEM 360 - Biochemistry
- BIOL 273 - Neurobiology
- BIOL 371 - Developmental Biology
- BIOL 382 - Immunology

Students are also required to complete 1 or 2 credit hours of research through completion of the appropriate level of an Independent Undergraduate Research or Creative Investigation course or through course intensification in one of the courses listed above.

Ecology/Organismal Biology

Advanced biology electives must include:

- BIOL 299 - Ecology
- BIOL 310 - Microbiology
- BIOL 320 - Advanced Topics in Botany

One course from:

- BIOL 264 - Parasitology
- BIOL 288 - Invertebrate Zoology

One course from

- BIOL 268 - Animal Behavior
- BIOL 272 - Comparative Animal Physiology
- MATH 211 - Principles of Statistics is strongly recommended.

Additional Information:

The following collateral courses are recommended for those intending to attend graduate or professional school:

- CHEM 360 - Biochemistry
- MATH 211 - Principles of Statistics

Majors in biology earn the Bachelor of Science degree.

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.

Biology Education

Teacher Licensure: Secondary Education

Students who wish to teach biology in grades 9 through 12 complete a major in biology and they complete the School of Education's Teacher Education Program for secondary licensure.

Biology Requirements

- Students complete the biology major as described above

Teacher Education Program

- Professional education courses including EDUC 400 - Instructional Strategies for Teaching Science in Middle and Secondary Schools
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching
- 100 hours of field experience
- Professional portfolio
- Clinical Practice (one full semester) in a middle or secondary school classroom

For more information about 6-12 licensure, see the School of Education section of this bulletin.

Biology Minor

Minor Requirements:

Six biology courses of at least three semester hours each, including BIOL 111 and BIOL 112 or the equivalent. At least four of the courses must have a laboratory and only one may be in independent research. A minimum of three courses in the minor field must be completed at Dominican.

A minimum grade of C- must be earned in all courses required for the minor. Interested students should consult with the department prior to registration.

Biology Courses

BIOL 111 - General Biology I

(3 hours, 1 hour) BIOL 111 is the first course in a two-course sequence of general biology intended primarily for science majors and students interested in medical fields. Topics covered include evolution, biological chemistry and cellular metabolism, cell structure and function and molecular processes, and genetics. Lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and the laboratory concurrently; the laboratory requires concurrent enrollment in the lecture. Lab fee applies.

Prerequisite(s): High school biology and placement into MATH 120 or higher.

This course will satisfy the core area requirement in natural sciences.

BIOL 112 - General Biology II

(3 hours, 1 hour) BIOL 112 is the second course in a two-course sequence of general biology intended primarily for science majors and students interested in medical fields. Topics covered include evolution; biological diversity; animal anatomy and physiology; and ecology. A minimum grade of C- in Biology 112 is required for admission to all higher-numbered biology courses required for the biology major. Lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and the laboratory concurrently; the laboratory requires concurrent enrollment in the lecture. Lab fee applies.

Prerequisite(s): BIOL 111 with a minimum grade of C- or higher.

This course will satisfy the core area requirement in natural sciences.

BIOL 120 - Medical Terminology

(3 hours) 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.

BIOL 152 - Human Anatomy and Physiology I

(3 hours, 1 hour) This is the first semester of the two-semester course sequence BIOL 152/BIOL 252, designed primarily for pre-nursing and nutritional science students. The material of BIOL 152 includes an introduction to the integumentary, skeletal, muscular, and nervous systems. Course does not count toward the biology or the biology-chemistry major. Lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and the laboratory concurrently; the laboratory requires concurrent enrollment in the lecture.

Prerequisite(s): High school biology and either CHEM 101 or CHEM 120.

This course will satisfy the core area requirement in natural sciences.

BIOL 160 - Elementary Microbiology

(2, 2 hours) 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 (2 hours) and laboratory (2 hours). Course fee applies.

Prerequisite(s): MATH 120 or a higher-level mathematics course; CHEM 101 or CHEM 120.

This course will satisfy the core area requirement in natural sciences.

BIOL 240 - Genetics

(4 hours) 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.

Prerequisite(s): BIOL 111 and BIOL 112 with a minimum grade of C-.

BIOL 252 - Human Anatomy and Physiology II

(3 hours, 1 hour) This is the second semester of the two-semester course sequence BIOL 152-252, designed primarily for nutrition science and pre-nursing students. The material of BIOL 252 covers the human cardiovascular, digestive, respiratory, and urinary systems. Course does not count toward the biology or the biology-chemistry major. Lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and the laboratory concurrently; the laboratory requires concurrent enrollment in the lecture.

Prerequisite(s): BIOL 152 with a minimum grade of C-.

BIOL 260 - Introduction to Human Pathophysiology

(3 hours) Underlying molecular mechanisms and causes of altered physiological states of the human body are covered. Major concepts emphasized in the course include maintenance of acid-base and body fluid balances, oxygenations, neuro-endocrine regulation and control, immune defense mechanisms, cardiovascular mechanisms, and aging. Critical-

thinking and problem-solving techniques will be used to study the interaction of body systems in the development of various disease states. This course is designed for allied health practitioners and pre-professional students.

Prerequisite(s): CHEM 104 or CHEM 120; BIOL 252 or BIOL 361 (or concurrent enrollment in BIOL 252 or BIOL 361).

BIOL 264 - Parasitology

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

Prerequisite(s): BIOL 111 and BIOL 112 or consent of the instructor.

BIOL 268 - Animal Behavior

(4 hours) In this course we study the proximate and ultimate causes of animal behavior from an evolutionary perspective. Topics include foraging strategies, social competition, sexual selection, mating systems, cooperation, and social organization. The laboratory will include multi-week experiments designed to test hypotheses. Students will build aptitude in data analysis and interpretation, and close reading of the primary literature. Field trips required. Lecture and laboratory.

Listed also as NEUR 268.

Prerequisite(s): BIOL 111, BIOL 112.

BIOL 272 - Comparative Animal Physiology

(3 hours) 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 system. Lecture.

Prerequisite(s): BIOL 111, BIOL 112, and either CHEM 101 or CHEM 120.

BIOL 273 - Neurobiology

(4 hours) 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. Lecture and laboratory.

Listed also as NEUR 273

Prerequisite(s): BIOL 112 and either CHEM 104 or CHEM 121, or consent.

BIOL 288 - Invertebrate Zoology

(4 hours) Invertebrates constitute more than 97% of all animal species on Earth. In this course, we explore the evolutionary history of invertebrates and how anatomical, physiological, and behavioral traits evolved as adaptations for specific terrestrial, aquatic, and/or marine environments. We examine certain taxa in greater detail to address major concepts in biology;

this is done in conjunction with article discussions and laboratory exercises that involve a variety of approaches in both the lab and field. Lecture and laboratory.

Prerequisite(s): BIOL 111, BIOL 112.

BIOL 294 - Cell Biology

(3 hours) Relationship of molecular and structural organization of the cell to growth, reproduction, and function.

Previously numbered as BIOL 394

Prerequisite(s): BIOL 240, CHEM 120, and CHEM 121 (or concurrent enrollment in CHEM 121).

BIOL 298 - Research Methods in Molecular Biology

(4 hours) An introduction to research methods drawn from molecular biology and molecular genetics, with emphasis on design, execution, and interpretation of experimental techniques. Lecture and laboratory.

Prerequisite(s): BIOL 240 and CHEM 120.

BIOL 299 - Ecology

(4 hours) Ecology is the study of the interactions between organisms and their environment. This course provides a background in the fundamental principles of ecological science, including concepts of natural selection, population and community ecology, and biodiversity. Students will build aptitude in data analysis and interpretation, and close reading of the primary literature. Field trips required. Lecture and laboratory.

Prerequisite(s): BIOL 111, BIOL 112.

BIOL 310 - Microbiology

(4 hours) Structure, physiology, metabolism and identification of microorganisms. Lecture and laboratory.

Prerequisite(s): BIOL 240, CHEM 253 (or concurrent enrollment in CHEM 253)

BIOL 320 - Advanced Topics in Botany

(4 hours) TAUGHT AT THE MORTON ARBORETUM

Course topics in botany vary on a semester basis. Interested students should consult with the biology faculty for information on course topics. Course may be repeated as topics vary. Lecture and laboratory.

Prerequisite(s): BIOL 111, BIOL 112, and consent of instructor.

BIOL 330 - Cancer Biology

(3 hours) This course will examine characteristics of cancer at the genetic, cellular, and organismal levels. During the semester, students will

investigate various types of cancer, mechanisms involved in cancer development, current methods of treatment, and prevention of cancer. Lecture.

Prerequisite(s): BIOL 240 and either BIOL 298, BIOL 352, BIOL 371, or BIOL 294; or students enrolled in the BMS program; or consent of instructor.

This course will satisfy the core area requirement in natural sciences.

BIOL 341 - Advanced Genetics

(3 hours) An advanced examination of complex topics in genetics, taught through emphasis on current and relevant examples. Topics will include genetic testing/ancestry analysis, analysis of genomes, genome editing, and molecular genetics/evolution of sensory systems. Course work will be focused on reading primary literature, writing about primary literature, and problem solving. A major course project will involve writing a research proposal on a current genetics topic. Lecture.

Prerequisite(s): BIOL 240 and CHEM 253 (or concurrent enrollment in CHEM 253)

BIOL 351 - Advanced Human Anatomy

(4 hours) 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 to aid in identification of important anatomical structures and their relation to physiological function. Lecture and laboratory.

Prerequisite(s): BIOL 240 and junior standing.

BIOL 352 - Molecular and Cellular Biology

(4 hours) This is an advanced course in modern molecular and cellular biology. Students will explore DNA, RNA, and protein at both the theoretical and applied levels. Laboratory techniques will include DNA electrophoresis, polymerase chain reaction (PCR), DNA restriction analysis, RNA isolation and analysis, gene cloning, cell culture, and immunocytochemistry. A strong background in biology and chemistry is recommended.

Prerequisite(s): BIOL 240 and either CHEM 104 or CHEM 253.

BIOL 353 - Marine Mammalogy

(4 hours) 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. Lecture and laboratory fieldwork.

Prerequisite(s): BIOL 111, BIOL 112

BIOL 356 - Marine Island Ecology of the Bahamas

(4 hours) 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. This course is taught at the John G. Shedd Aquarium. Lecture and laboratory fieldwork.

Prerequisite(s): BIOL 111, BIOL 112, and consent of department.

BIOL 357 - Freshwater Ecology

(3 hours) Investigate the relationships between water, animals, plants, and humans using the Shedd Aquarium as your laboratory. This course will introduce students to the components of a freshwater habitat and a survey of the plants and animals that exist there. Visit Shedd's Local Waters gallery and participate in animal encounters to get an up-close look at the subjects you are studying. Two field trips will connect you to this habitat and the impacts you can have on it. Conclude the course by conducting a project to further investigate your connection to freshwater environments and increase your research skills. Lecture and laboratory.

Prerequisite(s): BIOL 111, BIOL 112, and consent of the instructor.

BIOL 361 - Advanced Human Physiology

(4 hours) 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.

Prerequisite(s): BIOL 294 and BIOL 351; PHYS 212 or PHYS 222 or concurrent enrollment; and CHEM 254 or concurrent enrollment; or consent.

BIOL 370 - Functional Neuroanatomy

(3 hours) The basis of this course provides introduction to the anatomy and function of the human brain and nervous system. Students will experience a hands-on examination of human cadaver brains. Lectures will emphasize the gross structures of the lobes, brainstem and cranial nerves. Brain models and histological as well as pathological specimens will be studied. Clinical cases involving neoplasms and neurological disorders will be discussed. The course will aim to integrate basic neuroanatomy and neuroscience through lecture and lab work.

Prerequisite(s): Neuroscience majors or post-baccalaureate medical students who have completed either BIOL 273 or BIOL 351; or consent.

BIOL 371 - Developmental Biology

(3 hours) Developmental biology studies the genetic, molecular, and cellular mechanisms involved in growth and development of animals. Understanding how a complex organism develops has provided a foundation for understanding congenital and genetic conditions related to human health. This course places emphasis on vertebrates and vertebrate systems. Topics range from body axis patterning, organ system

development including limbs, the brain, and the reproductive system, and congenital defects including Holt-Oram syndrome, cleft pallet, and polydactyly. Lecture.

Prerequisite(s): BIOL 240.

BIOL 382 - Immunology

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

Prerequisite(s): BIOL 240, CHEM 253, CHEM 254 (or concurrent enrollment).

BIOL 388 - Endocrinology

(3 hours) An introduction to the vertebrate endocrine system. Topics include mechanisms of hormone action, the endocrine glands and the secretion and effects of vertebrate hormones. Lecture.

Prerequisite(s): BIOL 294 and CHEM 254; or consent.

BIOL 397 - Evolution

(4 hours) Introduction to mechanics and processes of evolution, with emphasis on natural selection, phylogenetics, population genetics, speciation, evolutionary rates, and patterns of adaptation. Experimental design and reading of primary scientific literature are stressed. Through the course, emphasis is placed on integration of all biological disciplines under the paradigm of evolution. Field trips required. Lecture and laboratory.

Prerequisite(s): BIOL 240, PHYS 212 or PHYS 222 (or concurrent enrollment), senior standing, and biology or environmental science major; or consent.

BIOL 450 - Independent Study

(1-3 hours)

BIOL 455 - Internship

(1-8 hours)

BIOL 456 - Advanced Topics in Biology

(1 or 3 hours) Course may be given in conjunction with lecture series offered by the Associated Colleges of Chicago Area.

Prerequisite(s): BIOL 111, BIOL 112, and consent of science faculty.

BIOL 475 - Comprehensive Assessment for Biology Majors

(0 hours) Registration in this course is required of all biology majors in their final semester of coursework prior to graduation. A passing grade on the Biology Major Field Test is required of students graduating with a major in biology.

Independent Undergraduate Research or Creative Investigation

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.

BIOL 295 - Undergraduate Research/Creative Investigation

(1-3 hours)

BIOL 395 - Independent Undergraduate Research or Creative Investigation

(1-3 hours) *Prerequisite(s):* Consent of instructor.

Biology-Chemistry

Biology-Chemistry - B.S.

The biology-chemistry major is designed for students interested in graduate studies or biomedical research. Seven courses in biology and seven courses in chemistry are required in the major.

- The biology sequence must include BIOL 111, BIOL 112, BIOL 240, and either BIOL 298 or BIOL 352. The three additional biology courses must be numbered 200 or higher and be at least 3 credit hours. Five of the biology courses must have a laboratory.

- The chemistry sequence must include CHEM 120, CHEM 121, CHEM 253, CHEM 254, and CHEM 371. The two additional chemistry electives must have course numbers above 255 and be worth 3 credits or more.
- The following collateral courses are also required for the major: PHYS 221 and PHYS 222 and either MATH 250, MATH 251, and MATH 262, or MATH 261-MATH 262.

A minimum of three courses in biology and three courses in chemistry must be completed at Dominican. A minimum grade of C- must be earned in all courses in the major.

Black World Studies

The black world studies major is designed to enable students to demonstrate a deep understanding of black world 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.

Black world studies is the study of “blackness” both within and without geographic, temporal, spatial, political, and/or ethnic boundaries. Blackness is defined as an evolving set of constructs that elucidate key elements of African diasporic history and culture through utilization of wide-ranging academic disciplines. This approach moves in concert with contemporary scholarly trends that seek to situate black world studies in a broader international scope. Dominican’s international relations and diplomacy program and the civic mandate exemplified in Dominican’s commitment to service learning link to black world studies in a variety of significant ways. For example, the global examples of blackness brought to the forefront of black world studies parallel the unique challenge of black identity in a global environment. Thus, students who elect this major or choose selected courses are prepared to engage in a number of post-graduate options that contribute to enhancing global cultures and identities, not unlike other university programs. The choice of the name “black world studies” over Africana, African, or African-American studies is a reflective one that embodies its global parameters. It is designed to engage themes such as Atlantic history or culture; a revision of themes of culture; and contact between Africa, Europe, and the Americas. Black world studies also seeks to engage blackness in other distinct contexts such as Pacific Rim and/or Middle East examples of blackness, or evolving methodological questions around the validity of Afro-centricity and interpretations of blackness relative to subaltern and post-colonial themes, all of which coalesce in a well-developed black world studies program. To achieve these goals, students must take a number of courses, chosen in conference with a major advisor or the director of the black world studies program.

Black World Studies - B.A.

Major Requirements:

Thirty semester hours must be chosen from the black world studies courses listed below. A minimum of 15 hours in the major field must be completed at Dominican. Additional approved courses may be substituted for required black world studies courses or collateral courses with the written approval of the director of black world studies.

Additional Courses

In addition to courses coded BWS, the following courses can be used in the black world studies major or minor.

- LAS 230 - Life in Chicago's Communities
- LAS 246 - Science and Religion in Culture
- LAS 254 - Multicultural Theatre: Communities in Conflict

- LAS 289 - Multicultural Chicago

Black World Studies Minor

Minor Requirements:

Eighteen semester hours must be chosen from the black world studies elective courses listed below. A minimum of 9 hours in the minor field must be completed at Dominican. Additional approved courses may be substituted for required black world studies courses or collateral courses with the written approval of the director of black world studies.

Black World Studies Courses

BWS 101 - Black World Studies and Multiculture

(3 hours) This course will serve as an introduction to the interdisciplinary field of black world studies. It will examine the philosophy and major events in the experiences of black people all over the world beginning with some discussion of their African past. Through readings, discussion, films, and guest speakers the course will introduce students to African-American politics, religion, literature, economics, art, history, and sociology and engage the major issues that have impacted African-American life, depending on the discipline of the instructor. There will be one major reading each section has in common, beyond that instructors are free to choose resources for the course. This course is a requirement for the major and minor in black world studies.

This course will satisfy the core requirement in multicultural studies.

BWS 103 - Black Nationalism and Afrocentricity

(3 hours) This course will analyze historical and contemporary themes related to black nationalism and Afrocentricity. We will focus on historical themes (abolition, African Colonization Society, African partition, migration, black nadir, WWI, Harlem Renaissance, WWII, Pan-Africanism, independence, civil rights, Black Power movement, reparations) in connection with selected authors (Olaudah Equiano, Martin Delany, Frederick Douglass, Alexander Crummell, Edward Blyden, W.E.B. DuBois, Marcus Garvey, Kwame Nkrumah, Frantz Fanon, Malcolm X, Fred Hampton, Wole Soyinka, Kwame Appiah) to develop a contemporary critique of Pan-Africanism, negritude, and African nationalism through investigation of community and cultural authenticity.

BWS 106 - Hip-Hop, Multiculture, and Philosophy

(3 hours) This course focuses on the culture of hip-hop as an aesthetic expression and as "edu-tainment" or a component of political action. We will study the history and culture of hip-hop's four elements: DJing, MCing, break dancing, and graffiti art. We will also examine the notion of hip-hop as a component of black world consciousness through local, national, and international examples. In assessing hip-hop as art and action,

themes of politicization, identity, poverty, criminality, authenticity, language, sports, gender, and race will be examined.

This course will satisfy the core requirement in multicultural studies.

BWS 107 - Black Women in Society

(3 hours) This course will examine the actual role as well as the expected or the unrecognized roles of black women in both Africa and the United States.

Listed also as SWG 107

BWS 108 - Black and Educated: The Intersection of Race, Class, Gender, Family and College Choice

(3 hours) This class examines how institutionalized barriers, family dynamics, income, and race influence the college choice of black students in comparison with other racial groups. This course will explore how society socially constructs the college choice process and how social/cultural capital impacts students' transition into college.

BWS 109 - Being Black in America: A Reflection

(3 hours) This is a study of black experience in America. It is also a philosophical appraisal of what it means to be a black person in the United States. Issues that must be considered include "post traumatic slave syndrome", police brutality, black lives matter, racial profiling, and the concept of double consciousness by W.E.B. Dubois.

BWS 110 - Introduction to Sociology

(3 hours) Listed also as SOC 110 and AMST 110

This course will satisfy the core area requirement in social sciences.

BWS 180 - Pre-Colonial Africa

(3 hours) Listed also as HIST 180

Prerequisite(s): This course is not open to juniors and seniors without consent of the department.

This course will satisfy the core area requirement in history.

BWS 200 - African and African-American Thought

(3 hours) Listed also as PHIL 200.

This course will satisfy the core requirement in multicultural studies.

BWS 201 - Ghana: A Gateway to Africa

(1-3 hours) Students will learn about Africa and the West African country of Ghana during class sessions and orientations on campus. They will then travel to various sites in Ghana.

Listed also as STA 200

This course will satisfy the core requirement in multicultural studies.

BWS 202 - Ethics in World Politics: USA and Africa

(3 hours) Listed also as PHIL 202.

This course will satisfy the core area requirement in philosophy.

This course will satisfy the core requirement in multicultural studies.

BWS 203 - Black Cultures in Africa, the USA, and the Caribbean

(3 hours) The Negroid culture is prevalent in Africa, the Caribbean and the USA. This is seen, experienced, and practiced in music and dance styles, in fashion and dress codes, in verbal and sign conversation and communication, in annual festivals and marriages and burial ceremonies and celebrations, based on seasons, gender, age group and class culture.

BWS 205 - Race and Race Relations in the U.S.

(3 hours) Listed also as SOC 203

This course will satisfy the core requirement in multicultural studies.

BWS 206 - West African Antecedents/Afro-Atlantic World

(3 hours) This course explores historical, theoretical, and methodological analysis of West African antecedents (Bakongo, Yoruba, and Akan) in the Afro-Atlantic world from the 15th through the 20th centuries. Selected themes of indigenous culture (e.g., oral tradition, indigenous belief, ritual arts, and symbols) will be used in conjunction with historical evidence (e.g., travelogues, letters, and academic, religious, economic, and/or political documentation) to assess the validity of (Bakongo, Yoruba, and Akan) antecedents in the Americas. Themes of identity, cultural adaptability, modernity, power, and resistance will be central.

BWS 207 - Introduction to American Studies

(3 hours) Listed also as AMST 200

This course will satisfy the core requirement in multicultural studies.

BWS 209 - Being Black in America: A Philosophical Appraisal

(3 hours) Listed also as PHIL 209

This course will satisfy the core requirement in multicultural studies.

BWS 211 - Diasporas and Diversity

(3 hours) Diaspora, the migration and settlement of people from their homeland to other countries, has been taking place from ancient times. Huge population movements in world history have had tremendous effects

on diversity within nations. This course will examine the relationship between diaspora and racial, ethnic, and cultural diversity in the United States and other societies, including the Jewish experience; empire, diaspora and diversity; the Europeanization of the Americas; African and African American diaspora; dimensions of the Asian diaspora; victim, labor, and business diasporas; and the role of globalization in cultural diversity.

Listed also as SOC 211

This course will satisfy the core requirement in multicultural studies

BWS 212 - Caribbean Dialectology

(3 hours) This course examines the socio-historical background and development of Caribbean languages, and their dialects as well as descriptions and analyses of contemporary Caribbean language structures. Theories such as the Caribbean continuum will be considered. Students will examine indigenous, creole, and immigrant languages. A variety of primary sources will be examined and analyzed.

BWS 216 - American Political Thought

(3 hours) Listed also as POSC 215 and AMST 215.

This course will satisfy the core requirement in multicultural studies.

BWS 217 - Caribbean History: Columbus to Castro

(3 hours) This course will focus on Caribbean history from 1492 to 1963, "Columbus to Castro." We will emphasize the following historical themes: Columbian "encounter," European conquest and colonization, slavery and resistance, social and cultural transformation. Focusing on the anglophone and francophone Caribbean, Afro-Atlantic connections via the civil rights movement in the United States and the nationalist and independence struggles in Africa and the Caribbean will be discussed. Ultimately, we will investigate Caribbean contributions to Atlantic cultural expression and identity, nation building, modernity, and globalization.

BWS 220 - Writing in Africa and the African Diaspora

(3 hours) Students in this course will develop knowledge and understanding of the lived experience of African people by exploring a selection of writings (novels, poems, short stories) by African authors. Classic works of African literature will expose class members to the challenges that Africans faced during the colonial period and will provide insight into post-colonial realities. Writers from the African diaspora (United States, Caribbean) whose works give expression to the African experience in the "New World" will likewise be discussed.

BWS 221 - Literature of the African Diaspora

(3 hours) Listed also as ENGL 221

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

BWS 222 - Black Women Writers

(3 hours) Listed also as ENGL 222 and SWG 222

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

BWS 223 - African-American Popular Culture

(3 hours) Listed also as ENGL 223

This course will satisfy the core area requirement in literature.

BWS 225 - Critical Race Theory

(3 hours) Listed also as ENGL 225

This course will satisfy the core area requirement in literature.

BWS 226 - A Cosmos of Color

(3 hours) Listed also as CHEM 225

Prerequisite(s): One year of high school chemistry.

This course will satisfy the core area requirement in natural sciences.

This course will satisfy the core requirement in multicultural studies.

BWS 227 - History of Pan-Africanism

(3 hours) The purpose of this entry-level course is to introduce students the general history of Pan- Africanism by emphasizing the global links and interactions among members of the African diaspora (Africa, United States, and the Caribbean) from the 1900s to the present. No prior knowledge of African, Caribbean or African- American history will be required before taking this course. The overriding themes of the course will include, but not limited to, the significance of Pan-Africanism, the Pan-African congress, Garveyism, and the Black transnational practices. Race, gender, religion, ethnicity, and age will be among the categories of historical analysis in the course.

BWS 228 - World Literature

(3 hours) Listed also as ENGL 230

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

BWS 230 - African Women and Politics

(3 hours) This course explores the impact of politics and socio-cultural changes on the lives and struggles of women in Africa. It also evaluates women's contributions in politics, social development, and nation building, particularly during the past century, and how the women have attempted to shape these transformations. As part of the discourse, we will study the beginning of political/gender activism by African women in different contexts and the implications of this for contemporary state/civil society relations on the continent.

BWS 231 - Conflicts and Conflict Resolution in Africa

(3 hours) The primary purpose of the course is to sharpen student's analytical and critical thinking skills in comprehending the complex challenges of conflict and conflict resolution in Africa. Students will understand the historical causes of African conflicts, the nexus between conflict, democracy, and development, as well as the role of women in the crucial task of conflict mediation, management, and transformation in the continent.

BWS 232 - Global Terrorism

(3 hours) This course examines the concept, history, causes, types, consequences of, and responses to, terrorism across time and space. It analyzes domestic and global dimensions of terrorism embedded in various institutions of society namely political, economic, ideological, religious, and nationalistic terrorism, and the role of the media. How effective are counter-terrorism efforts in the search for a terror-free United States and the world?

BWS 233 - West African Fiction

(3 hours) Listed also as ENGL 232

Prerequisite(s): ENGL 101

This course will satisfy the core requirement in multicultural studies.

BWS 234 - Apostles Acting Up: Gender, Race, Prison, and Power in the New Testament

(3 hours) Listed also as THEO 224

This course will satisfy the core requirement in multicultural studies.

BWS 237 - Great Festivals and Holidays in the Black World

(3 hours) This course lays the foundation for understanding why and under what circumstances African people celebrate. In other words, there will be an investigation of the African worldview that informs the celebration decisions in the black world. The great cultural festivals of Africa and the diaspora will be fully explored using multimedia. Students can anticipate learning about Akwasidae Festival in Ghana, Osun Festival in Nigeria, the Carnival in Brazil, and much more.

BWS 238 - Global Inequality

(3 hours) Why is there an unequal standard of living among nations? Why is it that the gap between rich and poor nations continues to widen as global prosperity increases? Does globalization exacerbate or ameliorate inequality among nations? This course examines the continuing inequality among nations and the debate that globalization either exacerbates or ameliorates it. We will discuss global inequalities in income; disparities in access to basic needs such as food, shelter, water, healthcare, and education; patterns of uneven urbanization; and unequal participation of countries in the global political, economic and technological system. The relationship between global and domestic inequalities in selected countries will be explored.

Listed also as SOC 238

This course will satisfy the core area requirement in social science

BWS 241 - African-Americans and the Media

(3 hours) This course assesses the presentation of African-Americans in the media (popular literature, periodicals, radio, film, TV, and the internet) and the impact of the mass media in the African-American community. Issues of race and ethnicity are integrated with discussions of media responsibility as well as questions of representation and accessibility. The implications of new media technologies to these issues will be a key aspect of our discussion. Students will develop projects that use media to bridge cultural perspectives in an effort to offer varied and innovative approaches to presenting African-American culture and identity in the media.

Listed also as CAS 248.

BWS 245 - Multicultural Psychology

(3 hours) Listed also as PSYC 245

Prerequisite(s): PSYC 101

This course will satisfy the core area requirement in social sciences.

BWS 247 - Amazing Grace: Slavery and Redemption

(3 hours) Listed also as THEO 247

This course will satisfy the core area requirement in theology.

This course will satisfy the core requirement in multicultural studies.

BWS 254 - The Black Madonna

(3 hours) The recognition and deification of the African female has its roots in prehistory (Paleolithic era). This course will examine the reverence of the African female as evidenced in the rock art of North, East, and South Africa. We will follow the trail of the deified black mother out of Africa and into the Grimaldi art of old Europe, and the carvings and sculptures of India and other Asian destinations. Finally, we will ponder her persistent worship and recognition in many parts of modern-day Europe, with

particular attention to the black Madonna phenomenon in France. The course offers insight into the history of African women.

BWS 264 - Politics in Africa

(3 hours) Listed also as POSC 264

BWS 277 - African-American Religious Experience and Theology

(3 hours) Listed also as THEO 277.

BWS 279 - Africa's Culinary Legacy Across the World

(3 hours) The Columbian Exchange and the trans-Atlantic slave trade have brought many indigenous African foods and food ways to America and Europe. This course will look into traditional African food ways, which usually involve moon bread (fufu, injera, or mealie meal), which is eaten with a stew. We will also examine how these foods transformed or remained the same in the African diaspora. The literature of African food historian Jessica B. Harris and will be fully utilized. The course will include field trips to a few African eateries in the Chicago area.

BWS 280 - Discrimination and Society

(3 hours) Listed also as SOC 280.

BWS 281 - Colonial Africa

(3 hours) Listed also as HIST 280.

Prerequisite(s): ENGL 101

BWS 282 - Multicultural Food Patterns

(3 hours) Listed also as NUTR 280

This course will satisfy the core requirement in multicultural studies.

BWS 287 - Contemporary Multiethnic US Literature

(3 hours) Listed also as ENGL 287

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

BWS 288 - African Environmentalism

(3 hours) From the earliest records of human civilization in Africa, there is a clear anthropomorphism of nature. All true ecological examinations of Africa must begin at this point. Much of what has been called "fetish" in Africa has to do with the African recognition of the sacred bond and interdependence that humans have with nature. This course will journey

through African mythology art and religious symbols to find evidence of nature appreciation and conservation. We will explore the nature conservation practices that African people brought to the Americas during the trans-Atlantic slave trade. Lastly we will probe into the current, Afrocentric environmental justice movement in Africa and in the diaspora. The course will cover the life stories of African environment champions like Ken Saro-Wiwa, Wangari Maathai, Benjamin Chavis, Majora Carter, and many others.

BWS 289 - Introduction to French and Francophone Cinema: From Pictures to Pixels, 1890 to the Present

(3 hours) Listed also as FREN 289, MFL 289, and CAS 289

This course will satisfy the core area requirement in fine arts.

BWS 290 - US Latino/a Literature

(3 hours) Listed also as ENGL 289

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

BWS 293 - Exploring African, Asian, Middle Eastern, and Indigenous Art

(3 hours) Listed also as ARTH 296

This course will satisfy the core area requirement in fine arts.

This course will satisfy the core requirement in multicultural studies.

BWS 297 - Postcolonial Literature

(3 hours) Listed also as ENGL 297

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

BWS 298 - African-American Literature

(3 hours) Listed also as ENGL 298 and AMST 298

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

BWS 299 - Community-based Learning

(1 hour) Taken in conjunction with a regularly listed black world studies course, this fourth credit-hour option involves community service and

multicultural reflection.

Prerequisite(s): Consent of the instructor and black world studies program director.

BWS 303 - Research Methods in Black World Studies

(3 hours)

This course will introduce students to the historical methods of inquiry used by those in the field: formulating historical questions, hypothesizing, analyzing issues, differentiating between fact and opinion, recognizing bias etc. Historians examine primary and secondary sources for authenticity and reliability of information to produce their final product. Research and writing do elevate a student's academic profile, which makes admission to graduate programs easier.

This course is recommended for all BWS majors and minors.

BWS 304 - African-centered Pedagogy

(3 hours) Pedagogy-the science of teaching-has an ancient and unique format in African experience. Researchers have found evidence of African pedagogy in the ancient rock paintings of Zimbabwe (Mshaya Mvura Cave). This course will examine the whole-system-based pedagogy that emerged from and is still being implemented in many locations on the continent of Africa. We will search for its retentions in the Diaspora. The lives and teachings of great African teachers (Ptahhotep, Imhotep, Cheikh Anta Diop, Boukman, Mortimer Planno, Malcom X) will be fully explored.

BWS 311 - Black Spirituality

(3 hours) The African worldview has produced a particular set of assumptions about reality. This collective consciousness about reality informs the way African people speak about and interact with seen and unseen elements. The African worldview distinguishes black spirituality from other religious and spiritual traditions. This course will delineate the African world view, and it will make inquiries into the similarities and common themes found in some of the major black spiritual traditions (Vodou, Ifa, Ausarian, Akan, Izangoma, charismatic black churches, and Rastafarian).

BWS 317 - Non-Western Political Thought

(3 hours) Listed also as POSC 317

BWS 318 - Intercultural Communications

(3 hours) Listed also as CAS 321

This course will satisfy the core requirement in multicultural studies.

BWS 320 - From Slavery to Freedom: The African-American Experience from 1619 to 1877

(3 hours) Listed also as HIST 320 and AMST 320.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

BWS 321 - From Jim Crow to the White House: The African-American Experience Since 1877

(3 hours) Listed also as HIST 319 and AMST 321.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

BWS 350 - Special Topics in Culture and Civilization

(3 hours) Listed also as SPAN 350

Prerequisite(s): See SPAN 350.

BWS 366-367 - Study in Stellenbosch, South Africa

18 hours Listed also as STA 366-367

This course will satisfy the core requirement in multicultural studies.

BWS 372 - Law and Society

(3 hours) Listed also as CRIM 372 and SOC 372.

BWS 380 - Contemporary Africa

(3 hours) Listed also as HIST 380.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

BWS 381 - Social Inequality

(3 hours) Listed also as SOC 380

BWS 385 - Critical Theoretical Approaches to Race and Ethnicity

(3 hours) Listed also as SOC 385

This course will satisfy the core requirement in multicultural studies.

BWS 386 - Diversity, Language, and Culture

(3 hours) Listed also as EDUC 386

This course will satisfy the core requirement in multicultural studies.

BWS 390 - Atlantic Africa

(3 hours) Listed also as HIST 390

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

BWS 391 - Apartheid in South Africa

(3 hours) Listed also as HIST 391

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

BWS 401 - Topics in Black World Studies

(3 hours) This course is designed to cover topics that do not get enough attention in a regular class setting, and so, need to be explored further. Guest speakers, experts in various aspects of the realities of life in the black world will be featured. Students may select approved topics to research and present to the class for discussion.

BWS 410 - Black World Seminar

(3 hours) This course is usually taken in the senior year. Students will be asked to synthesize their knowledge of black world experience from various disciplines and the book club. They will also be using their multicultural techniques to demonstrate their skills in research and presentation.

This course will satisfy the core requirement in multicultural studies.

BWS 450 - Independent Study

(1-8 hours)

BWS 455 - Internship

(1-8 hours)

Catholic Studies

Catholic Studies Minor

The Catholic studies minor invites students of all backgrounds to explore the multifaceted reality of Catholicism. The minor offers students the opportunity to gain an academic understanding of Catholicism as community, institution, and worldview. Minors in Catholic Studies will progress through an interdepartmental course of study that immerses them in the historical, intellectual, and cultural currents that shape and express Catholic faith and life. From an introductory course in Roman Catholicism through approved electives drawn from across the curriculum, Catholic studies exposes students to the rich variety of the Catholic tradition and provides the opportunity to pursue individual personal and professional interests in relation to this tradition. The Catholic studies minor lies at the heart of Dominican University's mission to integrate the core curriculum and departmental studies into a larger vision.

Minor Requirements:

Seven courses (21 credits) chosen in conference with advisor. No more than four courses from any one department may be used to fulfill minor requirements, and at least two courses must be taken above the 300 level. At least 15 credits in the minor, including CATH 103, must be completed at Dominican; students may petition the director of Catholic studies to waive the foundation course if they can demonstrate satisfactory completion of substantively equivalent college-level material.

Requirements include:

- One foundation course: CATH 103
- One course from each of the following three areas
 - *Cultural Expressions*: These courses study the relationship between historical or modern Catholic cultures and their artistic and literary productions.
 - *Historical Contexts*: These courses provide historical perspectives on Catholic institutions and societies, as well as Catholic encounters with other societies and systems of belief.
 - *Intellectual Traditions*: These courses examine the theological and philosophical foundations of Catholicism.
- Three elective courses chosen from the list of approved elective courses or from designated areas
- Capstone or Intensification Project.
Minors must either:
 - intensify an approved course and complete an intensification following program guidelines, or
 - complete a capstone project in CATH 395, CATH 410, or CATH 495. The capstone project credit or intensification credit will count toward the elective credits.

Area Courses

Cultural Expressions:

- ARTH 215 - Lighting Up the Dark Ages: Illuminating Medieval Art
- ARTH 225 - Geniuses, Corruption, and Godliness: The Politics, Patronage, and People of Renaissance and Baroque Art
- ARTH 315 - Issues in Medieval Art
- ARTH 325 - Issues in Renaissance and Baroque Art
- ENGL 234 - Bible, Mythology, and Literature: Stories of Gods and Goddesses, Heroism and Deception
- ENGL 248 - Modern Irish Literature: Stories of Love and Fear
- ENGL 306 - Medieval Literature: Monsters, Mayhem, and Temptation
- ITAL 276 - Dante's Divine Comedy I
- ITAL 277 - Dante's Divine Comedy II
- ITAL 365 - Literature of the Italian Middle Ages
- ITAL 366 - Literature of the Italian Renaissance
- SPAN 320 - Introduction to Hispanic Literature

Historical Contexts:

- HIST 267 - Crusade and Jihad
- HIST 275 - Medieval and Renaissance Europe
- HIST 276 - The Fall of Rome: From Constantine to Charlemagne
- HIST 291 - Europe Between Popes and Kings
- HIST 301 - Jerusalem From Antiquity to the Present
- HIST 308 - The Catholic Church in the Middle Ages
- HIST 350 - Medieval Women and Gender
- HIST 388 - European Thought and Art, 1500 to the Present

Intellectual Traditions:

- THEO 122 - New Testament I: The Gospels
- THEO 232 - New Testament II: Acts, Paul, and Other Writings
- THEO 240 - Current Issues Facing the Church
- THEO 252 - Sacraments in the Catholic Tradition
- THEO 264 - The Ways of War and Peace in Christianity and Islam
- THEO 281 - Dominican Saints and Mystics
- THEO 310 - Jesus the Christ

- THEO 320 - Theological Ethics
- THEO 354 - Great Christian Thinkers
- THEO 373 - Christian Spirituality

Electives:

- BETH 301 - Business Ethics
- CATH 395 - Independent Research or Creative Investigation or
- CATH 495 - Independent Research or Creative Investigation
- CATH 410 - McGreal Center Research Practicum
- ENGL 289 - U.S. Latino/a Literature
- FREN 261 - French Culture and Civilization
- HIST 241 - Colonial Latin America
- HIST 242 - Modern Latin America
- ITAL 255 - Italian Civilization and Culture I
- ITAL 256 - Italian Civilization and Culture II
- ITAL 260 - Italian-American Culture
- ITAL 295 - Italian Cinema
- PHIL 245 - Introduction to the Philosophy of Religion
- PMIN 254 - Introduction to Ritual and Symbol
- PMIN 363 - Ethics for Ministry
- PMIN 380 - Evangelization: The Mission of the Church
- SJCE 210 - Introduction to Social Justice and Civic Engagement
- SPAN 245 - Introduction to Spain
- SPAN 246 - Introduction to Spanish America
- STA 370-371 - Study in Blackfriars Oxford *
- THEO 239 - Latin@ Religious Experience and Theology
- THEO 256 - Marriage and Family Life
- THEO 261 - The Seamless Garment: Catholic Social Teaching and Movements
- THEO 273 - Great Women Mystics

Note(s):

Depending on which options students select, study abroad courses may be used as elective credit in the minor. Students should consult with the study abroad director and director of Catholic studies.

Adding a Catholic studies-related service-learning component (299) to any course may make the course eligible for use as an elective course in the minor. The option to add service learning is at the course instructor's discretion, and elective credit for the minor is approved at the discretion of the director of Catholic studies.

Catholic Studies Courses

CATH 103 - Introduction to Roman Catholicism

(3 hours) In this course, students will study the central beliefs and practices of Roman Catholicism using the sources and methods of theology. Students will also consider how other disciplines (e.g., the arts, the social sciences) illuminate dimensions of this multifaceted tradition. This course stands alone as a survey course of Roman Catholicism and as a foundation for further exploration through the Catholic Studies Program.

Listed also as THEO 103.

This course will satisfy the core area requirement in theology.

CATH 410 - McGreal Center Research Practicum

(3 hours) Students will develop and execute a semester-long research project making use of the McGreal Center archives on Dominican History in the U.S under the direction of the center's director. This course will satisfy the Catholic Studies Minor capstone requirement.

Prerequisite(s): Consent of instructor.

Independent Undergraduate Research or Creative Investigation

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.

CATH 395 - Independent Research or Creative Investigation

(3 hours) 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 capstone essay or other creative/scholarly project that will satisfy the Catholic Studies Minor capstone requirement.

Prerequisite(s): Junior or Senior Standing and consent of instructor.

CATH 495 - Independent Research or Creative Investigation

(3 hours) 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 capstone essay or other creative/scholarly project that will satisfy the Catholic Studies Minor capstone requirement.

Prerequisite(s): Junior or Senior Standing and consent of instructor.

Chemistry

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.

Chemistry - B.S.

Major Requirements:

Required Courses:

- CHEM 120 - General Chemistry I
- CHEM 121 - General Chemistry II
- CHEM 253 - Organic Chemistry I
- CHEM 254 - Organic Chemistry II
- CHEM 371 - Physical Chemistry I
- CHEM 372 - Physical Chemistry II
- CHEM 380 - Advanced Inorganic Chemistry
- CHEM 390 - Advanced Analytical Chemistry
- Two advanced electives in chemistry numbered above 255 worth 3 or more credits
- PHYS 221 - University Physics I
- PHYS 222 - University Physics II
- Either MATH 261 - Analytic Geometry and Calculus I or both MATH 250 - Introduction to Calculus and MATH 251 - Calculus of Transcendental Functions
- MATH 262 - Analytic Geometry and Calculus II

Additional Requirements:

- 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 grade of C- must be earned in all courses in the major, including collateral courses.
- A minimum of five courses in the major field must be completed at Dominican.
- Chemistry majors are encouraged to register for CHEM 295, 395, or 495: Independent Undergraduate Research or Creative Investigation.

- Students may not double major in both Chemistry and Biology-Chemistry.

Chemistry Education

Teacher Licensure: Secondary Education

Students who wish to teach chemistry in grades 9 through 12 complete a major in chemistry and they complete the School of Education's Teacher Education Program for secondary licensure.

Chemistry Requirements

- Chemistry major as described above
- One additional course in biology

Teacher Education Program

- Professional education courses including EDUC 400 - Instructional Strategies for Teaching Science in Middle and Secondary Schools
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching
- 100 hours of field experience
- Professional portfolio
- Clinical Practice (one full semester) in a middle or secondary school classroom

For more information about 6-12 licensure, see the School of Education section of this bulletin.

Chemistry Minor

Minor Requirements:

Required Courses:

- CHEM 120 - General Chemistry I
- CHEM 121 - General Chemistry II
- CHEM 253 - Organic Chemistry I
- CHEM 254 - Organic Chemistry II
- An advanced course in chemistry numbered above 255 worth 3 or more credits.

Additional Requirements:

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 Courses

CHEM 101 - Introductory General Chemistry

(3 hours, 1 hour) Introductory chemistry course intended primarily for nutrition sciences majors 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. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and laboratory concurrently; laboratory requires concurrent enrollment in the lecture.

Prerequisite(s): one year of high school algebra

This course will satisfy the core area requirement in natural sciences.

CHEM 104 - Introductory Organic Chemistry

(3 hours, 1 hour) 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. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and laboratory concurrently; laboratory requires concurrent enrollment in the lecture.

Prerequisite(s): CHEM 101 or CHEM 120 with a minimum grade of C-.

CHEM 120 - General Chemistry I

(3 hours, 1 hour) 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 certification students. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and laboratory concurrently; laboratory requires concurrent enrollment in the lecture.

Prerequisite(s): One year of high school chemistry or CHEM 101 with a grade of C- or higher; MATH 130 or placement into MATH 250 or MATH 261

This course will satisfy the core area requirement in natural sciences.

CHEM 121 - General Chemistry II

(3 hours, 1 hour) A continuation of CHEM 120 including aqueous solution equilibria, kinetics, thermodynamics, and nuclear chemistry. Lecture (3 hours) and laboratory (1 hour) must be completed concurrently.

Prerequisite(s): CHEM 120 with a minimum grade of C-.

CHEM 221 - Environmental Chemistry

(3 hours) Basic principles of aquatic, atmospheric, and lithospheric chemistry, including the source, fate and reactivity of compounds in natural and polluted environments.

Listed also as NSC 221 and ENV 221.

Prerequisite(s): One year of high school chemistry.

This course will satisfy the core area requirement in natural sciences.

CHEM 222 - Topics in Lab Safety

(1 hour) This course will focus on safety education for students pursuing undergraduate chemistry research or careers in fields where chemicals and chemical processes are involved. In this course, we will address the areas of safety awareness, health and safety information, and safety procedures and standards. Course methods will involve lecture, onsite laboratory observations, and guest speakers when possible. This course will be a required prerequisite or corequisite for students pursuing an independent undergraduate research or creative investigation project in chemistry.

Prerequisite(s): One year of high school chemistry.

CHEM 223 - Introduction to Clinical Chemistry

(3 hours, 1 hour) This course offers an introduction to the theoretical chemistry principles as they apply to the diagnostic techniques and procedures of the Clinical Laboratory. Primary focus will be on student understanding of methods of testing and the clinical correlation to disease states, preventive medicine, and healthcare. Major topics covered will include electrolytes and acid base balance, proteins, carbohydrates, lipids, enzymes, metabolites, endocrine function, and toxicology. Additional topics will include laboratory certification, quality control, and bio-safety.

The lab portion of the course will provide an introduction to the various tests performed in the clinical chemistry laboratory, presenting the physiological basis, principle and procedure, and clinical significance of test results, including quality control and reference values. Weekly experiments will cover a variety of clinical tests including blood type, glucose, vital minerals, kidney function, and toxicology testing.

Lecture (3 hours) and lab (1 hour); students enrolled in the lab must be concurrently enrolled in the lecture.

Listed also as NSC 223

Prerequisite(s): One year of high school chemistry or CHEM 101.

This course will satisfy the core area requirement in natural sciences.

CHEM 224 - Cosmetic Chemistry

(3 hours) Societies throughout history have employed various forms of cosmetics and toiletries to improve appearance, scent and health. Ancient civilizations used cosmetics for purposes as varied as religious rituals and class demarcation. Though used for different purposes, cosmetics have remained a historical constant from the ancient Egyptians to modern-day Americans. Today, the cosmetic industry is a multibillion-dollar enterprise that relies on chemists (and other scientists) to accomplish a multitude of key functions. This course covers topics related to developing, formulating, manufacturing, testing, and marketing cosmetics and personal care products such as lipstick, eye shadow, shampoo, hair coloring, and other products for adults, children and babies. It will also be a source for information on personal care products: how they work, their safety, and the science behind their ingredients.

Prerequisite(s): One year of high school chemistry.

This course will satisfy the core area requirement in natural sciences.

CHEM 225 - A Cosmos of Color

(3 hours) This course will explore the history, science and social expressions of color. Scientifically, color is created by the interactions between light and matter. We will study 1) the physical nature of color production, 2) the biological process of perceiving and interpreting color, 3) the role of color in personal expression, 4) the function of color in biases, and 5) the structures of institutional oppression and injustice linked to the production of colorants.

Listed also as BWS 226

Prerequisite(s): One year of high school chemistry.

This course will satisfy the core area requirement in natural sciences.

This course will satisfy the core requirement in multicultural studies.

CHEM 253 - Organic Chemistry I

(4 hours), (1 hour) An introduction to the study of carbon compounds. Topics include synthesis, structure, stereo-chemistry, reaction mechanisms, and the use of spectroscopy in the study of carbon compounds. Includes lecture (4 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and laboratory concurrently; laboratory requires concurrent enrollment in the lecture.

Prerequisite(s): CHEM 121 with a minimum grade of C-.

CHEM 254 - Organic Chemistry II

(4 hours), (1 hour) A continuation of CHEM 253 with further studies on synthesis, structure, and reaction of carbon compounds. Includes lecture (4 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and laboratory concurrently; laboratory requires concurrent enrollment in the lecture.

Prerequisite(s): CHEM 253 with a minimum grade of C-.

CHEM 255 - Organic Chemistry I with Biological Emphasis

(4 hours) This course provides the necessary organic chemistry concepts and methods to prepare the student for biochemistry. Topics include: covalent bonds, molecular structure, spectroscopy, stereochemistry, acid-base chemistry, non-covalent interactions, thermodynamics, kinetics, resonance structures, reaction mechanism, and the reactivity common function groups found in biological systems. No lab component is required, but CHEM253 organic chemistry lab may be taken concurrently. A student may not receive credit for either CHEM 253 or CHEM 254 and CHEM 255.

Prerequisite(s): CHEM 121 with a minimum grade of C-.

CHEM 256 - Natural Products Chemistry in Traditional Medicine and Modern Health Care

(3 hours) This course will explore the religious, ethnic, and scientific interactions of health care originating from diverse practices such as African, Amerindian, Eastern, and Western medical traditions. Herbal medicines create a connection between ancient health care practices and modern allopathic medicine. Living organisms continue to be a rich source of therapeutic preparations in the practice of both mainstream and alternative medicines. The scientific approach to the discovery, classification, and testing of pharmacological agents present in natural sources will be investigated. Lecture only.

Prerequisite(s): CHEM 253 with a minimum grade of C-.

CHEM 291 - Forensic Chemical Analysis

(3 hours) The evidence collected at a crime scene can often tell the true story of the criminal act if interpreted properly. This course covers various criminalistic detection and analysis techniques involving DNA, fiber, hair, body fluids, pigments, fingerprints, footprints, toxic substances, and illegal drugs. Analytical techniques such as qualitative chemical analysis, refractive index, infra-red 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.

Listed also as NSC 260.

Prerequisite(s): CHEM 253 or CHEM 104.

CHEM 351 - Medicinal Chemistry

(3 hours) Structures, models of action, and physicochemical properties of drugs. General approach to the design and evaluation of new drugs.

Prerequisite(s): Either CHEM 254 or CHEM 255 with a minimum grade of C- or concurrent enrollment.

CHEM 352 - Drugs, Society, and Human Behavior

(3 hours) This class will examine drugs and drug use from a variety of perspectives: pharmacological, clinical, behavioral, historical, social, and

legal. It will also provide the latest information on drug use and its effects on society as well as on the individual. This class will cover many timely topics such as: 1) drugs and drug use today, 2) regulation of pharmaceuticals, 3) marketing a new drug, 4) drug actions, 5) the nervous system, 6) drugs and the brain, 7) stimulants, and 8) chemical theories of behavior.

Prerequisite(s): CHEM 254 or concurrent enrollment.

CHEM 360 - Biochemistry

(3 hours) 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.

Prerequisite(s): Either CHEM 254 or CHEM 255 with a minimum grade of C- or concurrent enrollment.

CHEM 361 - Biochemistry Laboratory

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

Prerequisite(s): CHEM 360 with a grade of C- or higher (or concurrent enrollment).

CHEM 371 - Physical Chemistry I

(3 hours, 1 hour) Principles of theoretical chemistry, thermodynamics, kinetic theory, solutions, electrochemistry, kinetics, quantum theory. Lecture (3 hours) and lab (1 hour).

Prerequisite(s): CHEM 121 with a minimum grade of C- and PHYS 221-222.

CHEM 372 - Physical Chemistry II

(3 hours, 1 hour) Principles of theoretical chemistry, thermodynamics, kinetic theory, solutions, electrochemistry, kinetics, quantum theory. Lecture (3 hours) and lab (1 hour).

Prerequisite(s): CHEM 371 with a minimum grade of C-.

CHEM 380 - Advanced Inorganic Chemistry

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

Prerequisite(s): CHEM 121 with a minimum grade of C-.

CHEM 381 - Physical Inorganic Chemistry

(3 hours) Molecular orbital theory, spectroscopy, and photochemistry of inorganic and organometallic compounds will be studied from a group-theory perspective. Advanced topics in catalysis will also be considered.

Prerequisite(s): CHEM 372 or consent of instructor.

CHEM 390 - Advanced Analytical Chemistry

(4 hours) Advanced analytical chemistry is a survey of modern methods of chemical analysis, with a particular emphasis on the operating principles and applications of analytical instruments. Measurements are a vital part of all modern science, and analytical chemistry has played a particularly important role in many of the most significant technological advances of the past 20 years. This course will thus include both detailed descriptions of the science of chemical analysis as well as discussions of applications in areas such as molecular biology, materials science, environmental and earth sciences, pharmaceuticals, and nutrition and human health. Topics include: 1) calibration of analytical instruments, 2) data acquisition and signal enhancement; 3) optical spectroscopy methods and instrumentation; 4) atomic and molecular mass spectrometry; 5) chromatography and electrophoresis; 6) electrochemistry. Lecture and laboratory.

Prerequisite(s): CHEM 121 with a minimum grade of C-.

CHEM 391 - Instrumental Analysis

(4 hours) The aim of the course is to introduce you to the main methods of instrumental analysis. You will gain an understanding of the chemical principles behind the instrumental techniques, a working knowledge of instrument operation, and cognizance of the applications of instrumental analysis. Given the rapid growth in the type and complexity of chemical instrumentation, it would be difficult to cover every technique available. However, this course should provide you with the fundamental background on the workings of many important types of instruments that you will likely encounter in the future, including absorption and emission spectroscopy, electrochemical techniques, and chromatographic separation. Lecture and laboratory.

Prerequisite(s): CHEM 390

CHEM 404 - Special Topics in Chemistry

(1-2 hours) Reading and in-depth study in selected fields of chemistry such as advanced organic chemistry, cosmetic chemistry, mechanisms, synthesis, and polymer chemistry. Course may be given in conjunction with the Associated Colleges of the Chicago Area cooperative chemistry lecture series.

CHEM 451 - Chemistry Research Seminar

(1 hour) A weekly meeting of undergraduate students doing research with chemistry faculty. Discussion of current results and instruction on scientific writing, oral and poster presentations, and literature searching.

CHEM 455 - Internship

(1-8 hours)

Independent Undergraduate Research or Creative Investigation

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.

CHEM 295 - Independent Undergraduate Research or Creative Investigation

(1-3 hours)

CHEM 395 - Independent Undergraduate Research or Creative Investigation

(1-3 hours)

CHEM 495 - Independent Undergraduate Research or Creative Investigation

(1-3 hours)

Communication Arts and Sciences

Communication Studies - B.A.

The mission of the communication studies major is to provide curriculum and community that teach students how to be citizens in the 21st century. The major emphasizes the role communication plays in shaping our reality in a variety of social and political settings. Required courses bring theory and practice together as students study the historical and theoretical foundations of the field. Other major requirements equip students with the competencies employers are looking for in a globally competitive world, including effective oral and written communication skills, critical thinking and reading, problem solving, and decision making. Students complete a rigorous academic program consisting of courses in general education, historical and theoretical foundations, research methods, performance, application (especially in one of the most predominant fields today, media), and practical experience. A major in communication studies is designed to enhance students' lives and careers through a clearer understanding of the role communication plays in their professional and personal lives.

Major Requirements:

Forty-two semester hours chosen in conference with a department advisor must be completed. Students will complete historical and theoretical foundations (including a course from each area of the department), performance-based courses, criticism and media classes, a practical experience requirement, and a capstone course. Required courses also fulfill university and department expectations for critical reading, writing, and research.

Required Courses:

- CAS 204 - Introduction to Communication Theory and Practice
- CAS 262 - Communication Research Methods
- CAS 307 - Advanced Public Speaking, Argument, and Debate
- CAS 308 - Rhetorical History and Criticism
- CAS 350 - Persuasion
- CAS 435 - Communication Capstone

Complete one of the following corporate communication courses:

- CAS 246 - Art of Leadership
- CAS 250 - Interpersonal Communications
- CAS 274 - Introduction to Integrated Marketing Communication
- CAS 320 - Organizational Communication and Behavior
- CAS 321 - Intercultural Communication
- CAS 426 - Corporate Communication

Complete one of the following digital journalism courses:

- CAS 256 - News Media Writing
- CAS 293 - Communication Law
- CAS 294 - American Mass Media History
- CAS 298 - Global Media
- CAS 351 - Propaganda

Complete one of the following two performance courses:

- CAS 155 - Introduction to Public Speaking
- CAS 200 - Business and Professional Speech

Complete one of the following two performance courses:

- THEA 160 - Voice and Diction
- THEA 161 - Voice and Movement I

Complete two courses from among the following criticism and media courses:

- CAS 207 - Contemporary American Film
- CAS 208 - Rhetoric and Popular Culture
- CAS 217 - Race and Communication
- CAS 220 - Film Criticism
- CAS 222 - Mass Media and Society
- CAS 226 - Introduction to Film Studies
- CAS 234 - Digital Communication: Technology and Criticism
- CAS 238 - Games and Game Design
- CAS 277 - Women and Film
- CAS 278 - Seeing Hitchcock
- CAS 286 - Masculinity and Communication
- CAS 291 - Film Noir
- CAS 336 - Cult Cinema
- CAS 352 - Convergent Media
- CAS 353 - Film and Fairytales
- CAS 358 - Gender and Media

Complete 3 credits from among the following practical experience courses:

- CAS 299 - Community-based Learning
 - CAS 450 - Independent Study
 - CAS 455 - Internship
 - Independent Research or Creative Investigation
- Complete 3 additional elective hours in any communication arts and sciences course.*

Additional Requirements:

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

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.

Communication Studies Minor

Minor Requirements:

Required Courses:

Eighteen semester hours offered within the department, including:

- CAS 155 - Introduction to Public Speaking
- CAS 204 - Introduction to Communication Theory and Practice
- CAS 262 - Communication Research Methods
- CAS 308 - Rhetorical History and Criticism

Complete 6 additional hours in communication arts and sciences courses.

Additional Requirements:

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

Corporate Communication - B.A.

A corporate communication 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 communication 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 guiding 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.

All majors are required to become student members of the National Communication Association and/or the Central States Speech Association prior to having a major card signed. All majors are heartily urged to join and participate in Dominican's local chapter of the National Communication Association's Student Honor Society, Lambda Pi Eta, if invited.

Major Requirements:

The major requires a minimum of 36 hours, including the following:

Required Courses:

- CAS 200 - Business and Professional Speech
- CAS 204 - Introduction to Communication Theory and Practice
- CAS 262 - Communication Research Methods
- CAS 308 - Rhetorical History and Criticism
- CAS 309 - Communication Organizational Change
- CAS 320 - Organizational Communication and Behavior
- Either CAS 321 - Intercultural Communication or CAS 322 - Intercultural Communication: Globalization and Social Justice
- CAS 350 - Persuasion
- CAS 352 - Convergent Media
- CAS 426 - Corporate Communication
- CAS 435 - Communication Capstone
Three credit-hour practical experience: independent study, internship, or practicum

Additional Requirements:

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

Recommended Communication Course Electives:

- CAS 146 - Multimedia Web Production
- CAS 160 - Voice and Diction
- CAS 180 - Communication: Personal, Social, and Career Focus
- CAS 246 - Art of Leadership
- CAS 250 - Interpersonal Communications
- CAS 251 - Interpersonal Skills: Managing People at Work
- CAS 256 - News Media Writing
- CAS 269 - Advanced Public Relations
- CAS 274 - Introduction to Integrated Marketing Communication
- CAS 275 - Advertising Strategy
- CAS 292 - Communication and Social Justice/Ethics
- CAS 293 - Communication Law
- CAS 306 - Human Resources and Career Development
- CAS 311 - Health Care Communication

- CAS 361 - Industrial/Organizational Psychology
- CAS 450 - Independent Study
- CAS 455 - Internship
- Independent Research or Creative Investigation
- Any leadership courses from the CAS department included in the Dominican Leadership Certificate Program
- ENGL 336 - Writing at Work

Corporate Communication Five-Year BA/MBA

Five Year BA/MBA

Corporate communication majors considering getting an MBA degree are encouraged to pursue Dominican University's BA/MBA program.

During the senior year, five-year BA/MBA students can take two graduate classes in the Brennan School, and the hours will count toward both the MBA and the 12(4 hours) needed for graduation.

Business Sequence	
A minimum of five of seven courses listed below and successful completion (B or better) of business sequence courses will result in waivers for the related MBA courses in the Brennan School of Business.	
Undergraduate Course(s)	Graduate Course Eligible for Waiver
ECON 101 - Principles of Microeconomics and ECON 102 - Principles of Macroeconomics	ECON 501 - Foundations in Economics
ACCT 101 - Financial Accounting and ACCT 102 - Managerial Accounting	ACCT 503 - Foundations in Accounting
QUAN 201 - Business Statistics	QUAN 504 - Foundations in Statistics
FIN 301 - Corporate Finance	FIN 506 - Foundations in Finance
BLAW 201 - Business Law	BLAW 505 - Foundations in Business Law

In addition to the waivers listed above, students who have completed CAS 320 or CAS 426 with a grade of B or above will be eligible to have MGMT 602 - Leading People and Organizations waived from the Brennan School's MBA program.

Acceptance into the BA/MBA program generally requires a 3.0 GPA, and students are encouraged to apply 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 applied toward their undergraduate degree. (This can be done at no extra charge if taken within the 18-hour limit for full-time undergraduate tuition.) The remaining graduate business courses may be taken upon completion of the undergraduate degree.

Corporate Communication Minor

Minor Requirements:

A minor consists of completing CAS 204 - Introduction to Communication Theory and Practice any 15 semester hours taken from among the communication courses designated *CC* (Corporate Communication).

Digital Journalism - B.A.

Journalism majors will learn the bedrock skills of news reporting and writing and acquire the technical capacity to apply them in the rapidly changing world of print, broadcast, web, and mobile journalism. Students will complement this expertise with in-depth study of media law, history, theory, criticism, and ethics.

This course of study will prepare students for careers in the media and also provide the background in critical thinking, problem solving, and clear writing necessary for success in a wide range of other careers or graduate programs. In addition, the knowledge and skills acquired in the journalism major will help students interested in public advocacy, social change, and active citizenship.

Major Requirements:

Forty-two semester hours, chosen in conjunction with a department advisor:

Required Courses:

- CAS 146 - Multimedia Web Production
- CAS 155 - Introduction to Public Speaking
- CAS 204 - Introduction to Communication Theory and Practice
- CAS 250 - Interpersonal Communications
- CAS 256 - News Media Writing
- CAS 293 - Communication Law
- CAS 356 - News Reporting
- CAS 435 - Communication Capstone

Complete two of the following critical/analytical courses:

- CAS 217 - Race and Communication
- CAS 222 - Mass Media and Society

- CAS 234 - Digital Communication: Technology and Criticism
- CAS 294 - American Mass Media History
- CAS 286 - Masculinity and Communication
- CAS 298 - Global Media
- CAS 308 - Rhetorical History and Criticism
- CAS 350 - Persuasion
- CAS 351 - Propaganda

Complete two of the following technical courses:

- CAS 130 - Introduction to Design Applications
- CAS 224 - Radio Broadcasting
- CAS 230 - Television Production
- CAS 236 - Web Design I
- CAS 237 - Introduction to Graphic Design I
- CAS 349 - Photojournalism
- CAS 352 - Convergent Media

Complete one of the following writing intensive courses:

- CAS 229 - Magazine Writing
- CAS 244 - News Media Editing
- ENGL 335 - Writing as Social Action

Complete 3 credits from any combination of the following experiential courses:

- CAS 264 - Journalism Practicum
- CAS 411 - Newspaper Practicum
- CAS 455 - Internship

Additional Requirements:

A minimum of 15 credit hours in the journalism field, including CAS 422, must be completed at Dominican.

Digital Journalism Minor

Minor Requirements:

Eighteen semester hours offered within the department, including:

Required Courses:

- CAS 146 - Multimedia Web Production
- CAS 204 - Introduction to Communication Theory and Practice
- CAS 256 - News Media Writing

Complete one of the following three courses:

- CAS 293 - Communication Law

- CAS 352 - Convergent Media
- CAS 356 - News Reporting
- Complete 6 additional credits taken from among communication courses designated *J* (journalism).

Additional Requirements:

A minimum of 9 credit hours of the journalism requirements must be completed at Dominican.

Film Studies Minor

Filmmakers are a society's and culture's storytellers, and film continues to be one of today's most influential art forms. The film studies minor provides students with the opportunity to learn how to critically engage with film texts and understand their position in various social, cultural, and historical contexts. Since so much of our world's societies, cultures and governments communicate via such screen-based texts, learning how to read films prepares the student for various areas of their personal, professional, and civic lives.

Minor Requirements

The film studies minor, which provides students with the opportunity to study film history, theory, and methods of criticism, consists of 18 credit hours, including:

Required Courses

- CAS 220 - Film Criticism
- CAS 226 - Introduction to Film Studies

Elective Courses

Complete four elective courses (for a total of 12 credit hours) in at least two departments from the following options:

- CAS 205 - Masterpieces of the Cinema
- CAS 207 - Contemporary American Film
- CAS 219 - The Road Movie in American Life
- CAS 227 - Deconstructing Disney
- CAS 277 - Women and Film
- CAS 278 - Seeing Hitchcock
- CAS 290 - Hong Kong and Asian Cinema
- CAS 291 - Film Noir
- CAS 336 - Cult Cinema
- CAS 353 - Film and Fairytales
- CAS 373 - Film Comedy

- FREN 289 - Introduction to French and Francophone Cinema: From Pictures to Pixels 1890 to the Present
- FREN 355 - French Literature and Film
- ITAL 295 - Italian Cinema
- PHIL 190 - Philosophy and Film
- POSC 262 - Politics and Film
- SPAN 325 - Introduction to Hispanic Cinema
- SPAN 340 - A History of Violence: Latin American Political Expression in Literature and Film
- THEO 283 - Godflix: Theology and Ethics in Film and TV

Health Communication Minor

Health communication refers to the study of communication as it relates to health professionals and health education. This interdisciplinary minor provides foundational courses in communication theory and methods, ethics, and health communication models. This minor then deepens students' knowledge of health communication in one of two focused areas: health communication campaigns (which relates to the construction, interpretation, and diffusion of health information through public health campaigns) or health communication administration (which focuses on provider-client interactions, such as communication among health care organizations, nurses, doctors, and/or patients).

Students take a total of 21 credits for the minor. The foundational courses in communication theory, methods, biomedical ethics, biology or nutrition, and health communication make up 15 of those credits. The remaining 6 credits are chosen from two groups of courses related to the specific area of focus that the student chooses.

The minor is highly recommended for students who intend to enter into a field related to health care.

Required Foundation Courses

Choose one of the following three courses:

- BIOL 111 - General Biology I
- NUTR 250 - Nutrition
- NSC 137 - Basic Human Biology

Complete the following three courses:

- CAS 204 - Introduction to Communication Theory and Practice
- CAS 262 - Communication Research Methods
- CAS 311 - Health Care Communication

Choose one of the following two courses:

- PHIL 242 - Introduction to Biomedical Ethics
- THEO 368 - Biomedical and Health Care Ethics

Areas of Emphasis

Complete one of the two-course areas of emphasis:

Health Communication Administration

Choose one course from Group 1:

- CAS 250 - Interpersonal Communications
- CAS 320 - Organizational Communication and Behavior
- CAS 321 - Intercultural Communication

Choose one course from Group 2:

- CAS 218 - Family and Health Communication
- NUTR 345 - Nutrition Communication Skills
- NUTR 346 - Food and Nutrition Services Administration

Health Communication Campaigns

Choose one course from Group 1:

- CAS 256 - News Media Writing
- CAS 274 - Introduction to Integrated Marketing Communication
- CAS 350 - Persuasion
- CAS 352 - Convergent Media

Choose one course from Group 2:

- ENGL 235 - Literature and Medicine
- NUTR 420 - Introduction to Writing about Nutrition and Health
- SPAN 209 - Spanish for Health Professions

Social Media Minor

This interdisciplinary minor helps prepare students to utilize social media in their professional lives across a variety of professional fields. The minor offers students the opportunity to learn about the nature of social media, how to create content for social media, and how to design a communication campaign that utilizes social media.

The minor is divided into three areas of emphasis: Foundation, Design and Application. Foundation courses deal with the technological characteristics, the industries that create and propagate such technologies, and the theories, concepts and ethical considerations that govern how we understand and use these technologies. Design courses deal with learning how to produce audio, video, and visual content for social media platforms. Application courses deal with learning how to apply social media skills in a real world context and in classroom and real-world learning settings.

Students must complete six courses spread across the three areas of emphasis, and must also complete a community-based learning project or internship. No more than three courses from any one department may be used to fulfill requirements for the minor.

Foundation

Complete the following courses:

- CAS 234 - Digital Communication: Technology and Criticism
- CAS 352 - Convergent Media

Design

Complete one course in each area of focus:

Writing and editing

- CAS 256 - News Media Writing
- ENGL 211 - Introduction to Creative Writing
- ENGL 336 - Writing at Work

Visual and graphic design

- ART 208 - Introduction to Design Applications
- ART 230 - Beginning Color Photography
- CAS 349 - Photojournalism

Video/audio production

- CAS 146 - Multimedia Web Production
- ART 253 - Beginning Video Production
- ART 330 - Motion Graphics

Application

Complete one elective course:

Electives

- ART 227 - Web Design I
- ART 454 - Portfolio Design: Senior Capstone
- CAS 274 - Introduction to Integrated Marketing Communication
- CAS 275 - Advertising Strategy
- CAS 356 - News Reporting
- CAS 435 - Communication Capstone
- CPSC 280 - Web Development
- CPSC 446 - Android Mobile Apps Development
- ENGL 335 - Writing as Social Action
- FASH 381 - Retail Social Media and Branding
- FASH 410 - Fashion Communication and Trend Forecasting
- MKTG 374 - Digital Marketing
- MUS 277 - Entrepreneurship for Creative and Performing Artists

Complete a 1-credit community-based learning project, internship or practicum in an approved department.

Communication Arts and Sciences Courses

CAS 130 - Introduction to Design Applications

(3 hours) Listed also as ART 208.

CAS 146 - Multimedia Web Production

(3 hours) Students will learn about multimedia software applications and tools for the manipulation of text, image, audio, and video data. *J*

CAS 155 - Introduction to Public Speaking

(3 hours) This class is an introduction to the principles and effective practices of oral communication. This class will familiarize students with both the hows and whys of effective speechmaking. The students will deliver speeches in a variety of basic forms. Through this class students will become better consumers and providers of public communication.

CAS 160 - Voice and Diction

(3 hours) Listed also as THEA 160.

CAS 180 - Communication: Personal, Social, and Career Focus

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

CAS 200 - Business and Professional Speech

(3 hours) Student participation in realistic communication activities, giving presentations in various communication situations. *CC*

CAS 204 - Introduction to Communication Theory and Practice

(3 hours) This survey course introduces students to the underlying assumptions and theories used to explain communication in a variety of everyday contexts, including rhetorical and communication studies, mass communication and journalism, and organizational communication and public relations. Emphasis is placed on the relationship between theory and practice so that students will understand the implications of communication in their individual lives and in their communities.

CAS 205 - Masterpieces of the Cinema

(3 hours) This course will be devoted to works that have withstood the test of time. Films will be such works as *Citizen Kane*, *The Godfather*, and *Casablanca*, as well as works from European cinema. The course will

focus on the merits of each work, as well as what the films reflect about society and individual values.

This course will satisfy the core area requirement in fine arts.

CAS 207 - Contemporary American Film

(3 hours) This course covers landmark films from the 1960s through the 2000s. Included are works by Martin Scorsese, the Coen brothers, David Lynch, Quentin Tarantino, Christopher Nolan, and others. Attention will be given to the reworking of older genres and the sociopolitical aspects of new cinema.

Listed also as AMST 207.

This course will satisfy the core area requirement in fine arts.

CAS 208 - Rhetoric and Popular Culture

(3 hours) This course uses a rhetorical lens to examine the impact popular cultural texts—including everything from film and television to the Internet and comic books—have on our daily lives. That is, rather than assuming popular culture is "merely entertainment" this course examines how these "texts" act to persuade and influence us by studying theoretical bases for the study of popular culture through a rhetorical lens and teaching skills for how to critically engage with that which surrounds us every day. *RC/CS*

CAS 217 - Race and Communication

(3 hours) In this course, students will learn that race and culture are related concepts but not necessarily synonymous, and this crucial distinction can inform and impact the way individuals from different racial backgrounds communicate with one another. This course utilizes a foundational standpoint that historically situates race as both a sociocultural construct and (to a lesser extent) a biological reality in an effort to examine and explore issues of privilege that often arise from the rhetoric surrounding the concept of race. In an effort to help students understand how prevailing notions of racial identity can affect communication of all kinds, they will be asked to engage with and analyze public discourses regarding interracial communication from a variety of cultural and historical contexts. Ultimately, students will learn that while interracial communication functions as one aspect of the larger field of intercultural studies, such communication must nevertheless be considered through various lenses, such as ethnic and national identities. *CC*

CAS 218 - Family and Health Communication

(3 hours) Family and Health Communication will provide an opportunity for understanding how communication around health; develops, maintains, enriches, or limits family relationships. Class members will be exposed to the interconnection and communication complexities of family and health communication. *CC*

CAS 219 - The Road Movie in American Life

(3 hours) This course will focus on how road travel has been represented in the American cinema. The aim is to understand what the road signifies in culture and its relationship to concepts of freedom, individuality and

adventure. Films include: *Easy Rider*, *Thelma and Louise*, and the *Mad Max* series.

Listed also as AMST 223.

This course will satisfy the core area requirement in fine arts.

CAS 220 - Film Criticism

(3 hours) This in-depth course gives students an advanced understanding of film as a complex cultural medium of mass communication through the discussion of a variety of important theoretical and critical approaches. This class emphasizes the complex social and psychological roles film plays in society and the interrelationships between films and audiences. *RC/CS*

This course will satisfy the core area requirement in fine arts.

CAS 222 - Mass Media and Society

(3 hours) 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/cultural analysis of the ways in which class, race, ethnicity, gender, age, and sexuality are shaped, reshaped, and represented in popular culture and media. *RC/CS*

Listed also as SOC 222 and AMST 222.

This course will satisfy the core area requirement in social sciences.

CAS 224 - Radio Broadcasting

(3 hours) This is a hands-on course in radio broadcasting, management, writing, and production. *J*

CAS 225 - Fans and Fan Communities

(3 hours) Understanding who the recipients of a message are is important in a variety of professional contexts. Increasingly, the recipients being communicated to are "fans". Knowing fans and keeping them happy can be the difference between success and failure. Why is that? What is the power that fans, and the communities they form, hold? This completely online course will work to answer these questions by delving into questions such as what are fans, what are fan communities, and what is their role in the modern world of media, pop culture, and consumerism. The course will cover topics of defining fandom, creating and maintaining fans, understanding fan activities, and exploring how being a fan impacts society, culture, economics, and more. *RC/CS*

CAS 226 - Introduction to Film Studies

(3 hours) This course introduces students to basic concepts that will enable them both to appreciate and to 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 core area requirement in fine arts.

CAS 227 - Deconstructing Disney

(3 hours) This course will look at all aspects of the Disney empire: early cartoons, classic fairytales, 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.

Listed also as AMST 227

This course will satisfy the core area requirement in fine arts.

CAS 229 - Magazine Writing

(3 hours) Students will learn to write in a range of magazine and newspaper feature styles. J

Prerequisite(s): CAS 256 and sophomore standing.

CAS 230 - Television Production

(3 hours) This is a basic laboratory experience in television production. J

Prerequisite(s): CAS 226

CAS 234 - Digital Communication: Technology and Criticism

(3 hours) This class critically examines the current and future digital technologies used for interpersonal and mass communication. Students will learn how these technologies are designed, how their design impacts how they are used, what impact they have on society and culture, and what impact we can have using them. J

CAS 236 - Web Design I

(3 hours) Listed also as ART 227.

Prerequisite(s): CAS 130.

CAS 237 - Introduction to Graphic Design I

(3 hours) Listed also as ART 240.

Prerequisite(s): CAS 130.

CAS 238 - Games and Game Design

(3 hours) From social games and virtual worlds to board games and card games, games are increasingly being used for purposes other than entertainment. But what has to be considered to design a game for entertainment versus for education? This blended course will tackle these questions by focusing on how to design games. Students will have the opportunity to develop their own ideas for a game. In online readings and

discussions, students will explore the theories and concepts behind games and game design, such as game mechanics and game motives. In weekly class meetings, students will play and discuss various types of gaming media. RC/CS

CAS 239 - Television Production II

(3 hours) Advanced laboratory experience in television production. J

Prerequisite(s): CAS 230.

CAS 240 - Self and Society

(3 hours) 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. CC

Listed also as SOC 240.

This course will satisfy the core area requirement in social sciences.

CAS 241 - Family Communication

(3 hours) This course explores the communication concepts of effective interaction in the family, including verbal and nonverbal communication, family meetings as a mode of communication, and casual barriers to effective communication. CC

CAS 244 - News Media Editing

(3 hours) Students will learn the essentials of managing news media organizations, editing stories and photos, and packaging news. J

Prerequisite(s): Sophomore standing and CAS 256.

CAS 245 - Introduction to Social Change and Leadership

(3 hours) This course undertakes an in-depth study of the seven values of the Social Change Model of Leadership Development, specifically focused on developing leaders on college campuses. Through discussion, speakers, service projects, and research, the students will gain knowledge and awareness of the root causes of some of the social issues facing society today and will develop leadership skills to facilitate social change in those issues in their lives. CC

CAS 246 - Art of Leadership

(3 hours) An analysis of the field of leadership and achievement of organizational goals in business organizations, as well as in non-profit and educational institutions. Students will learn the steps to super leadership and the practices of exemplary leadership. CC

CAS 248 - African-Americans and the Media

(3 hours) Listed also as BWS 241

CAS 250 - Interpersonal Communications

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

CAS 251 - Interpersonal Skills: Managing People at Work

(3 hours) The course is designed to provide both theoretical and practical learning, as students analyze case studies and role-play solving work-related communication issues. CC

CAS 256 - News Media Writing

(3 hours) Students will study the basics of journalism and the media business, and practice fundamental news writing and reporting skills. The class will include lecture, discussion, and deadline news writing exercises on a range of topics. Students also will report stories on campus events and issues using photos and video as well as text. J

Prerequisite(s): ENGL 101.

CAS 262 - Communication Research Methods

(3 hours) This class applies the basics of quantitative and qualitative research methods to address questions about communication. Students are encouraged to conduct research about a communication topic that interests them. With guidance, students will develop a research study, conduct the study, analyze the results, and present the findings in print and orally.

Prerequisite(s): CAS 204

CAS 264 - Journalism Practicum

(1 hour) Students will write for the school newspaper, the *Dominican Star*, putting to use the knowledge gained from CAS 256 - News Media Writing and gaining valuable published samples of their work for their portfolios. The practicum can be taken four times. J

Prerequisite(s): CAS 256.

CAS 269 - Advanced Public Relations

(3 hours) In this class students will build on the skills acquired in CAS 274 and design strategies and campaigns for corporations, nonprofit agencies, and advocacy groups. CC

Prerequisite(s): CAS 274.

CAS 274 - Introduction to Integrated Marketing Communication

(3 hours) 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. CC

CAS 275 - Advertising Strategy

(3 hours) 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. CC

Prerequisite(s): CAS 274.

CAS 277 - Women and Film

(3 hours) This course will examine the images of women in Hollywood film and new possibilities offered by independent female directors. This 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.

Listed also as SWG 277.

This course will satisfy the core area requirement in fine arts.

CAS 278 - Seeing Hitchcock

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

This course will satisfy the core area requirement in fine arts.

CAS 286 - Masculinity and Communication

(3 hours) This course examines the concept of masculinity across various historical and cultural contexts in order to determine how masculinity impacts communication practices and behaviors such as self-presentation, interpersonal and intercultural communication, and public and political discourse. Students will engage with a variety of texts in order to consider how prevailing notions of masculinity impact the way individuals communicate. CC

Listed also as SJCE 286 and SWG 286.

CAS 287 - International Living and Intercultural Communication

(1 hour) We live in an increasingly globalized world. Knowing how to navigate cultural differences is an increasingly valuable skill. The purpose of this one-credit course is to provide local and international students with a summer learning and residential experience to build a common understanding of diversity through shared dialogue. Summer scholars will have opportunities to participate in weekly topical discussions, community programs, on- and off-campus events, and hosted social/conversation evenings. This course will complement a broad range of courses and is ideal for students in any major, although students invested in possibly

pursuing internationally-related programs (e.g., languages, international business, global/area studies, etc.) might be most interested. *CC*

CAS 288 - New Media in Pop Culture

(3 hours) The last decades have seen the rise of new media technologies that have become ingrained in many aspects of our everyday lives as Americans. However, as a society and a culture, we have had mixed reactions to everything from smartphones to video games, social media to virtual reality. With each new media we try to answer the question: will it do us more harm or more good? This course is designed to explore our social, cultural, and personal reactions to these technologies by understanding how they have been represented in the pop culture of the past decades. *RC/CS*

Listed also as AMST 288.

CAS 289 - Introduction to French and Francophone Cinema: From Pictures to Pixels 1890 to the Present

(3 hours) Listed also as FREN 289, BWS 289, and MFL 289

Prerequisite(s): ENGL 102

This course will satisfy the core area requirement in fine arts.

CAS 290 - Hong Kong and Asian Cinema

(3 hours) This course will showcase the extraordinary films coming from Asia, such as *Crouching Tiger, Hidden Dragon*. Students will be exposed to the cultures of Hong Kong, China, and Japan through a wide range of films, including martial arts masterpieces, Jackie Chan comedies, historical melodramas, and contemporary dramas. The course will provide historical and cultural background to prepare students to better appreciate these works.

This course will satisfy the core area requirement in fine arts.

CAS 291 - Film Noir

(3 hours) 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 psychological/political significance of these works.

Listed also as AMST 292.

This course will satisfy the core area requirement in fine arts.

CAS 292 - Communication and Social Justice/Ethics

(3 hours) The purpose of this course is to promote a greater understanding of how communication concepts, theories, methods, and forums, such as organizational and corporate communication as well as the media industry (TV, radio, print, film) can be applied to address important global (personal and corporate) issues and problems impacting ethical frameworks and social justice. This course is designed to heighten that awareness as well as

give students analytical tools they can use to help themselves with ethical decision making and improving overall the ethical foundation and social justice in communications. *CC*

CAS 293 - Communication Law

(3 hours) This class will study the philosophy and practice of laws relating to free speech and free press in American society. Students will examine First Amendment protections as well as censorship, copyright, libel, privacy, and government regulation. *J*

Prerequisite(s): Sophomore standing.

CAS 294 - American Mass Media History

(3 hours) This class analyzes the sources of American news and entertainment media and examines their development up to the present day. *J*

Listed also as AMST 294 and HIST 296.

This course will satisfy the core area requirement in history.

CAS 295 - Italian Cinema

(3 hours) Listed also as ITAL 295

This course will satisfy the core area requirement in fine arts.

CAS 298 - Global Media

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

This course will satisfy the core requirement in multicultural studies.

CAS 299 - Community-based Learning

(1 hour) Taken in conjunction with a regularly listed communication course, this 1 credit-hour option involves community service and guided reflection.

Prerequisite(s): Consent of instructor

CAS 302 - Special Topics in Health Care Communication

(3 hours) Students will understand the key distinctions in communication tactics in health care organizations. This understanding will help students to facilitate appropriate action and or problem solving for themselves, their families and their community. The course concentrates on nine arcs from the circle of health care communication. *CC*

CAS 306 - Human Resources and Career Development

(3 hours) CC

Listed also as MGMT 362.

CAS 307 - Advanced Public Speaking, Argument, and Debate

(3 hours) This class examines persuasion, or argument, both as a form of communication and a competitive process. It focuses on developing research, critical thinking, and oral communication skills. Students will study the role of argument in public policy debate, and the part argument plays in sustaining a vibrant and engaged civil society. Students will learn how to use a set of systematic strategies to develop both informal and formal arguments. *RC/CS*

Prerequisite(s): CAS 155 or CAS 200

CAS 308 - Rhetorical History and Criticism

(3 hours) This course is an in-depth introduction to the long tradition of rhetoric, the various arts of rhetorical criticism, and the theories that underpin this approach to analyzing communication—from the influence of classical thought and the Christian Church to the Enlightenment and postmodern thought. Students will be introduced to a broad range of ideas, topics, artifacts, issues, problems, perspectives, positions, and readings so that they can then apply that knowledge to more confidently craft arguments regarding real-world persuasive communication. This class is writing, research, and critical-thinking intensive. *RC/CS*

Prerequisite(s): CAS 204

CAS 309 - Communication Organizational Change

(3 hours) Organizations can't change without people changing first. It is this collaborative effort of individual change that emerges as organizational change. To encourage organizational change, this course will raise awareness that some change, adaptation, or evolution will be needed. By utilizing organizational assessment tools to initiate communication and feedback, we will satisfy the necessity for corporate and organizational change to gain acceptance from employee to board of directors to external constituents. *CC*

CAS 311 - Health Care Communication

(3 hours) As medical advances make it easier for us to live longer, the ability to communicate in a healthcare setting is increasingly relevant in our daily lives. Whether from the perspective of wellness or disease control, health care can be complicated to navigate. This introductory class will examine the various models of health care communication, marketing, quality assessments, regulatory oversight groups, dealing with patient complaints, methods for measuring patient satisfaction, disability and the medical model, and culture and diversity in healthcare. *CC*

CAS 312 - Health Communication Messaging, Interventions, and Campaigns

(3 hours) This class focuses on designing effective, theory-based health communication messages for interventions and campaigns while addressing the diverse characteristics of audiences and delivery medium. The work in this course will acquaint you with a broad understanding of core health communication principles as they apply to campaign and intervention planning, development, execution, and evaluation. Our readings and discussions will emphasize text and research that explore an array of theoretical health messaging processes and practices. We will study applied, best practices in message design across media and contexts. *CC, CS*

CAS 320 - Organizational Communication and Behavior

(3 hours) 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. *CC*

CAS 321 - Intercultural Communication

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

Listed also as BWS 318

This course will satisfy the core requirement in multicultural studies.

CAS 322 - Intercultural Communication: Globalization and Social Justice

(3 hours) The course introduces students to the complex relationships, structures, and context that shape intercultural communication in this new millennium. The course examines intercultural communication within the geopolitical, economic, and cultural context of globalization and offers a dynamic and complex understanding of culture that addresses the many challenges we face today—from discrimination, racial profiling, and ethnic conflict to local and global wealth disparities. The course takes a social justice approach and provides a framework to create a more just and humane world through communication. *CC*

CAS 325 - Introduction to Hispanic Cinema

(3 hours) Listed also as SPAN 325

Prerequisite(s): SPAN 320, or consent of the instructor.

CAS 336 - Cult Cinema

(3 hours) In this class, students will view and analyze several B-movies and cult films produced in various national cinemas and different historical periods to uncover what they reveal about prevailing sociocultural conditions and attitudes. B-movies and cult films tend to exist on the fringes of mainstream cinema, and therefore they often have more leeway to explore and critique controversial issues that are frequently ignored by major studio releases. This course uses films to explore issues surrounding feminism, authoritarianism, interracial relations, and queer identities. This

course utilizes online discussions and critique papers to interrogate these issues and many others.

This course will satisfy the core area requirement in fine arts.

CAS 344 - Health Literacy and Communication

(3 hours) The work in this course will explore the role of communication in matters of health literacy, acquaint students with a broad understanding of health literacy in the United States, and examine the lived experiences of patients, families, and providers through theoretical constructs from the discipline of communication. This class focuses on applying health literacy principles to real life health phenomenon, in clinical encounters, as well as in community and public health contexts with an emphasis on underserved and vulnerable populations. CS

CAS 349 - Photojournalism

(3 hours) In this course students will learn the basic elements of visual communication, reporting, and storytelling through digital photography. J

Listed also as ART 359.

Prerequisite(s): Sophomore standing.

CAS 350 - Persuasion

(3 hours) This class applies social psychological theories to the construction of persuasive messages. Students learn how to conduct qualitative and quantitative audience analysis and to design visual and oral persuasive messages based on their research and social psychological theories. Analysis, synthesis, and communication skills are stressed. CC, RC/CS

CAS 351 - Propaganda

(3 hours) This course examines the nature, use, history, and ethics of propaganda in modern society. Students will study how governments and movements harness the mass media to further their agendas, and how others try to resist and subvert it. J

Prerequisite(s): Sophomore standing or consent of instructor.

CAS 352 - Convergent Media

(3 hours) This course focuses on a discussion of production practices that use multiple media technologies for strategic communication goals. During the course, case studies of these practices are discussed for journalism, marketing, and entertainment. Students will learn how to produce a strategic communication message across different media technologies. CC, J

Prerequisite(s): CAS 234

CAS 353 - Film and Fairytales

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

This course will satisfy the core area requirement in fine arts.

CAS 356 - News Reporting

(3 hours) This class builds on the reporting, writing, and editing skills learned in CAS 256 - News Media Writing. Students will report real stories on deadline and publish their articles, photos and videos on the web. J

Prerequisite(s): CAS 256.

CAS 358 - Gender and Media

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

Listed also as SWG 358.

CAS 361 - Industrial/Organizational Psychology

(3 hours) CC

Listed also as PSYC 360.

Prerequisite(s): PSYC 290 or QUAN 201, or consent of instructor.

CAS 364 - Special Topics in Health Communication

(3 hours) The course will focus on special topics of interest in health communication. Topics for this course will vary.

CAS 373 - Film Comedy

(3 hours) This course is an overview of film comedy beginning with silent clowns like Charlie Chaplin through the sound pictures of the Marx Brothers and ending with a look at contemporary black and female performers. Discussion will include the unique aspects of film comedy, political implications, bromance, the use of obscenity, parody, and other topics.

Listed also as AMST 386

This course will satisfy the core area requirement in fine arts.

CAS 385 - Politics and Film

(3 hours) Listed also as POSC 262

CAS 396 - Leadership in a Diverse Multicultural Environment

(3 hours) This course provides leaders with the tools necessary to interact effectively with all individuals and subcultures. Rather than exploring 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. *CC*

CAS 399 - Capstone Project

(1 hour) Taken in conjunction with CAS 262 - Communication Research Methods, CAS 308 - Rhetorical History and Criticism, or CAS 350 - Persuasion.

Prerequisite(s): Concurrent registration in CAS 262, CAS 308, or CAS 350.

CAS 411 - Newspaper Practicum

(3 hours) Students will lead the Dominican Star newspaper and related online productions. *J*

Prerequisite(s): Consent of the instructor.

CAS 422 - Advanced Journalism

(3 hours) Students will study investigative and specialized journalism techniques, cover an area community, report in-depth stories on a variety of topics, and publish these articles, photos, and video on the web. *J*

Prerequisite(s): CAS 356.

CAS 426 - Corporate Communication

(3 hours) 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. *CC*

CAS 435 - Communication Capstone

(3 hours) This capstone course will provide students in the communication department with the opportunity to integrate the knowledge and skills they have acquired in their courses to engage in practical communication-related activities and an advanced capstone project related to their major. Additionally, this course will provide students with the opportunity to explore potential careers and post-undergraduate opportunities.

Prerequisite(s): Communication studies and corporate communication majors need to have completed CAS 204 and CAS 262. Digital Journalism majors need to have completed CAS 204 and CAS 356. Students must have successfully completed a minimum of 15-credit hours in the communication arts and sciences department before they can enroll in this class.

CAS 450 - Independent Study

(1-8 hours) Open to majors with the consent of the instructor.

CAS 455 - Internship

(1-8 hours) Independent study, internships, and practicum courses are offered in the Department of Communication Arts and Sciences for 1 to 8 semester hours of total credit; however, at least 28 of the 48 minimum number of semester hours required for the major must come from traditional academic courses. Practicum courses, moreover, may be offered for no more than 2 semester hours of credit during any single semester, may be taken only on a satisfactory/fail basis, and require explicit permission of the instructor.

Computer Information Systems

Computer Information Systems - B.S.

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 finance.

Major Requirements

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

Required Courses:

- CPSC 155 - Computer Programming
- CPSC 165 - Computer Programming II - Data Structures
- CPSC 275 - Windows-Based Application Development
- CPSC 280 - Web Development
- CPSC 285 - Database Design and Programming
- CPSC 299 - Community-Based Learning
- CPSC 430 - Information Systems Development Practices
- CPSC 455 - Internship
- CPSC 475 - Senior Software Development Experience
- Complete one additional CPSC elective course.

- ACCT 101 - Financial Accounting
- ECON 101 - Principles of Microeconomics
- CAS 200 - Business and Professional Speech
- ENGL 336 - Writing at Work

Complete four of the following courses:

- ACCT 102 - Managerial Accounting
- ECON 102 - Principles of Macroeconomics
- BLAW 201 - Business Law
- QUAN 201 - Business Statistics
- FIN 301 - Corporate Finance
- MGMT 301 - Management
- MKTG 301 - Marketing

Complete one of the following two mathematics courses: students who place beyond MATH 130/MATH 170 are considered to have satisfied this requirement for the major

- MATH 130 - College Algebra
- MATH 170 - Introduction to Finite Mathematics

Additional Requirements

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.

Computer Information Systems Minor

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 courses acceptable for the major. A minimum of two courses in computer science must be completed at Dominican.

Computer Information Systems Courses

CIS 120 - Introduction to Computer Applications

(3 hours) An introduction to computer applications and their use in today's world. This course emphasizes a hands-on approach and uses some of the leading software applications available for personal computers today. Major topics include word processing, spreadsheets, and database management systems. The course also covers creating web pages and electronic portfolios, cloud document applications, video editing, and presentation software.

Prerequisite(s): MATH 120 or placement above MATH 120.

CIS 246 - Creating Mobile Apps

(3 hours) Students in this course will explore and utilize tools that enable the creation of mobile apps. Students will build apps for a variety of devices, including the Google Android, Apple iPhone, and Windows Mobile devices. Students will also acquire an understanding of mobile app design and implementation issues, as well as an appreciation for the advantages and limitations of various mobile app building tools available today.

Prerequisite(s): CIS 120

Computer Science

Computer Science - B.S.

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:

Required Courses:

- CPSC 155 - Computer Programming
- CPSC 165 - Computer Programming II - Data Structures
- CPSC 245 - Operating Systems
- CPSC 275 - Windows-Based Application Development
- CPSC 280 - Web Development
- CPSC 285 - Database Design and Programming
- CPSC 299 - Community-Based Learning
- CPSC 321 - Web Development II
- CPSC 323 - Advanced Data Structures and Algorithm Analysis
- CPSC 430 - Information Systems Development Practices
- CPSC 455 - Internship (at least 1 credit hour)
- CPSC 475 - Senior Software Development Experience
- Nine additional semester hours of computer science courses.

- MATH 240 - Discrete Structures
- ENGL 336 - Writing at Work
- Either CAS 200 - Business and Professional Speech or CAS 320 - Organizational Communication and Behavior

Additional Requirements:

To enroll in a computer science class that has course prerequisites, a student must have completed all prerequisite courses with a minimum grade of C-. 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 MATH 251/MATH 261 and MATH 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.

Computer Science Minor

Minor Requirements:

Required Courses:

Students interested in a computer science minor must complete:

- CPSC 155 - Computer Programming
- CPSC 165 - Computer Programming II - Data Structures
- Four additional computer science courses at the 200 level or above (excluding CPSC 299)

Additional Requirements:

A minimum of four courses in computer science must be completed at Dominican.

Computer Science Courses

CPSC 140 - Introduction to Computer Programming for Non-Majors

(3 hours)

NOTE: This course is designed for interested students who are not planning a computer science major or minor. It does not count toward the computer science major or minor.

An introduction to the principles and practice of computer programming using a modern high-level object-oriented programming language. Students will design, program, and debug programs of increasing complexity while learning about important concepts such as variables and data types, arrays, input/output, iteration, conditionals, functions, and file handling. This course assumes no prior programming experience.

Prerequisite(s): MATH 120 or placement above MATH 120.

CPSC 155 - Computer Programming

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

collections).

Prerequisite(s): MATH 120 or placement by exam above MATH 120.

CPSC 165 - Computer Programming II - Data Structures

(3 hours) This course focuses on commonly used data structures, including stacks, queues, linked lists, and binary search trees. Students will study each data structure's design and implementation, use data structures in applications, and consider data structures from a comparative perspective. Topics covered include array handling, sorting and searching algorithms, recursion, inheritance, abstract classes, and interfaces.

Prerequisite(s): CPSC 155.

CPSC 245 - Operating Systems

(3 hours) This course provides an introduction to computer operating systems and their role, organization, and control. Topics discussed include resource allocation and management, scheduling algorithms, process management, memory management, process synchronization mechanisms, concurrent programming, and techniques employed in multiprogramming and multiprocessing environments. In addition, a special emphasis is placed on contemporary operating systems.

Prerequisite(s): CPSC 165.

CPSC 275 - Windows-Based Application Development

(3 hours) Students will learn how to create a Windows-based application using Visual Studio and the .NET Framework. This course teaches the fundamental concepts behind these applications including event-driven programming, and will use both the C# and Visual Basic .NET languages. Students will also create front ends to databases, create games, build their own controls, and write programs that interact with Microsoft Office software.

Prerequisite(s): CPSC 165.

CPSC 280 - Web Development

(3 hours) Students will design and develop web sites using client-side web technologies. The course provides an overview of clients and servers, browsers, scripting, and multimedia web applications. The primary focus of the course is the development of websites using client technologies including HTML5 and CSS3, JavaScript, Bootstrap, and jQuery. Time permitting, additional topics will include some database applications and an introduction to web commerce applications, basic ASP.NET and Ajax.

Prerequisite(s): CPSC 155 and sophomore standing.

CPSC 285 - Database Design and Programming

(3 hours) The study of relational database systems. Topics include SQL, the relational model, security, normalization, functional dependency and entity relationship diagrams, database design, recovery, transaction processing, ethics, and client server systems. The course also covers DBMS packages, report generators, and the use of Visual Studio and .NET

languages as a front-end to database systems.

Prerequisite(s): CIS 120 and CPSC 275

CPSC 299 - Community-Based Learning

(1 hour) Students will perform computer-related volunteer work for one semester under the supervision of an instructor. Students will work for at least 45 hours on their service learning project. This course can only be taken on a satisfactory/fail basis.

Prerequisite(s): CIS 120 and CPSC 280.

CPSC 320 - Information Security

(3 hours) This course is an examination of information security, including discussion of network security and application security. The course covers the theory and practice of information security, including security principles, practices, methods, and tools. The course covers the spectrum of information security, from risk assessment to preventing, detecting, and responding to breaches of security.

Prerequisite(s): CPSC 165.

CPSC 321 - Web Development II

(3 hours) Students will continue to design and develop web applications. Students will code applications that use server-side technologies including PHP, ASP.NET Web Forms and ASP.NET MVC. The development of web server applications including database applications is the main focus. The role and use of web servers and CMS systems are also discussed.

Prerequisite(s): CPSC 275, CPSC 285 (or concurrent enrollment), and junior standing.

CPSC 323 - Advanced Data Structures and Algorithm Analysis

(3 hours) 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.

Prerequisite(s): CPSC 165

CPSC 336 - Computer Gaming

(3 hours) This course introduces basic concepts of both two-dimensional and three-dimensional game development. The genres of 2D games discussed here include maze games, platform games, scrolling shooter games, decision-making games, multiplayer games, and two-dimensional multiplayer network-based games that are implemented on LANs and WANs. In the 3D realm, we apply isomorphic and depth techniques to implement games having a 3D appearance, while also discussing how to develop a 'true' 3D first person shooter game that employs 3-D graphics. Throughout the course, techniques for adding sound, 2D and 3D graphics, and 'viewing', animations, particle systems, and ancillary features (e.g. images from a DVD) to games are

also presented. In implementing games, the student uses a software game-development package called GameMaker Studio. While the target platform for the games developed in the classroom is a Windows based laptop or desktop machine, discussion is given for implementing the games on other devices.

Prerequisite(s): CPSC 165

CPSC 340 - Network Programming

(3 hours) This course focuses on developing Windows software that communicates over the Internet. The course will cover creating network connections and using standard protocols for communicating information over those connections, as well as creating our own. It will cover technology like XML and JSON for sending that information, as well as multi-threading and asynchronous calls to allow the programs to perform other tasks while they communicate. We will discuss and implement encryption and secure passwords to secure the communication. Additionally, the course will introduce some related technologies such as web scraping and cloud computing.

Prerequisite(s): CPSC 275.

CPSC 361 - Computer Architecture

(3 hours) This course presents an introduction to the functional elements and structures of digital computers. Topics include basic gates and circuits, CPU design and organization, registers, buses, I/O device interfaces, hardware interrupts, pipelining, memory structures and organizations.

Prerequisite(s): CPSC 165 and MATH 240.

CPSC 415 - Advanced Database Development

(3 hours) This course explores advanced topics in client server and database development. 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(s): CPSC 285

CPSC 416 - Data Mining

(3 hours) Introduction to basic concepts behind data mining. Survey of data mining applications, techniques and models. Discussion of ethics and privacy issues with respect to invasive use. Introduction to data mining software suite.

Prerequisite(s): CPSC 415

CPSC 423 - Web Technologies

(3 hours) This course covers PHP web development, web hosting, content management systems, RESTful services, performance issues in web applications, Java Server pages, web security issues, Apache Hadoop, and GIS.

Prerequisite(s): CPSC 285 and CPSC 321

CPSC 425 - Artificial Intelligence

(3 hours) This course introduces the student to the basic concepts and techniques of artificial intelligence (AI), combining focus on both the theory and practice of AI. Topics may include intelligent agents, knowledge representation, knowledge engineering, natural language, vision systems, robotics, and machine learning.

Prerequisite(s): CPSC 275

CPSC 430 - Information Systems Development Practices

(3 hours) Study of information systems development processes, methods and practices, from scope definition through delivery, with focus on methods for defining scope, capturing and modeling system requirements, and building software iteratively and incrementally. Competing methodologies for systems development are examined. The central component of the class is a systems development project where student teams develop software for a client, during which there is substantial interaction with future system users as well as other team members. Additional topics include use case/user story development, data modeling, object-oriented analysis and design, and user interface design.

Prerequisite(s): CPSC 285 (or concurrent enrollment) and senior standing.

CPSC 434 - Principles of Unix

(3 hours) Students are introduced to a UNIX environment through a shared Linux system. While working in teams on a semester-long project on the Raspberry Pi platform, students will become proficient with the system through the use of diverse sets of tools. This project will require a substantial software development effort under a UNIX based environment to be coordinated via the use of Git and GitHub (these tools will be introduced in the course). In addition to creating basic bash shell scripts, students will also write basic programs in Python and C.

Prerequisite(s): CPSC 245.

CPSC 438 - Capstone Project Requirements Gathering

(1 hour) This class involves weekly client meetings with the capstone project client, as well as associated requirements gathering work alongside project teammates. This class can only be taken on a satisfactory/fail basis. It is required for those who have successfully completed CPSC 430 in a previous year, but need to take CPSC 475 the following semester; enrollment is limited to these students only. It may not be counted as an upper-level Computer Science requirement.

Prerequisite(s): CPSC 430

CPSC 445 - LAN Administration

(3 hours) 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. A 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(s): CPSC 165.

CPSC 446 - Android Mobile Apps Development

(3 hours) Students will design and code Android apps using the latest Android SDK. Topics include mobile operating systems, app development issues and strategies, mobile data sources, and mobile web applications.

Prerequisite(s): CPSC 280 and CPSC 285.

CPSC 447 - Game Development

(3 hours) This course introduces the student to game development.

Prerequisite(s): CPSC 275.

CPSC 450 - Independent Study

(1-4 hours) Independent reading and/or research on special topics in computer science.

Prerequisite(s): Consent of faculty supervisor.

CPSC 455 - Internship

3-8 hours Experience as a computer professional under the joint supervision of a faculty member and an assigned business manager. A

student must work at least 40 hours per credit, with a minimum of 120 hours worked.

Prerequisite(s): Junior or senior standing in computer science and the consent of the department.

CPSC 461 - Advanced Topics in Computer Science

(1-3 hours) Topics of current interest. May be repeated for credit.

Prerequisite(s): Varies as topics change.

CPSC 471 - Senior Project

(3 hours) 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. Project proposal must be approved before the start of the semester in which this class is taken.

Prerequisite(s): Concurrent enrollment in CPSC 321 and CPSC 430, senior standing, and consent of department.

CPSC 475 - Senior Software Development Experience

(3 hours) Students will work in teams to develop, test, and deliver substantial information systems begun during Systems Analysis and Design.

Prerequisite(s): CPSC 321, CPSC 430, and senior standing.

Criminology

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 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.

Criminology - B.A.

The major in criminology offers a career-enhancing liberal arts curriculum based upon the sociological study of law and concepts of justice and social control, and it 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, or 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:

Forty semester hours chosen in conference with an advisor, including:

Required Courses:

Sociological Foundation Courses (13 semester hours):

- SOC 110 - Introduction to Sociology
- SOC 200 - Writing in the Discipline
- SOC 361 - Introduction to Social Statistics
- SOC 362 - Research Methods

Criminology Courses (9 semester hours):

- CRIM 255 - Introduction to Criminology
and two courses from:
- CRIM 215 - Homelessness and Society
- CRIM 242 - Juvenile Delinquency and Juvenile Justice
- CRIM 256 - Media and Crime
- CRIM 265 - Crime and Social Justice
- CRIM 270 - Police and Society
- CRIM 275 - Criminal and Deviant Livelihoods

- CRIM 320 - Gender and Violence
- CRIM 325 - Conflict Resolution
- CRIM 370 - Deviance and Social Control

Specialized Social and Legal Theory (9 semester hours):

- CRIM 372 - Law and Society
Complete two of the following courses:
- CRIM 406 - Theories of Crime Control
- CRIM 408 - International and Comparative Criminology
- CRIM 440 - Theories of Elite and Organized Crime
- SOC 380 - Social Inequality
- SOC 381 - Transnational Feminist Theories
- SOC 382 - Social Change: Race, Gender, and Social Class
- SOC 383 - Gender, Race, and Science: Theoretical Perspectives
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
- SOC 398 - Bridge to Career
- SOC 407 - Classical Social Theory
- SOC 409 - Contemporary Social Theory

Nine additional semester hours chosen from:

- CRIM 215 - Homelessness and Society
- CRIM 240 - Selected Topics in Criminology
- CRIM 242 - Juvenile Delinquency and Juvenile Justice
- CRIM 256 - Media and Crime
- CRIM 265 - Crime and Social Justice
- CRIM 270 - Police and Society
- CRIM 275 - Criminal and Deviant Livelihoods
- CRIM 320 - Gender and Violence
- CRIM 325 - Conflict Resolution
- CRIM 370 - Deviance and Social Control
- CRIM 372 - Law and Society
- CRIM 406 - Theories of Crime Control
- CRIM 408 - International and Comparative Criminology
- CRIM 440 - Theories of Elite and Organized Crime
- BWS 211 - Diasporas and Diversity
- BWS 238 - Global Inequality
- SOC 203 - Race and Race Relations in the U.S.
- SOC 204 - Latin America Today

- SOC 205 - Latina/o Sociology
- SOC 210 - Sociology of the Family
- SOC 222 - Mass Media and Society
- SOC 225 - Introduction to Social Work and Social Welfare
- SOC 240 - Self and Society
- SOC 245 - Contemporary Social Problems
- SOC 250 - Urban Sociology
- SOC 268 - Cultural Anthropology
- SOC 280 - Discrimination and Society
- SOC 290 - Selected Topics in Sociology
- SOC 302 - Sociology of Globalization and Development
- SOC 330 - Human Sexualities
- SOC 350 - Women and Development
- SOC 351 - Propaganda
- SOC 380 - Social Inequality
- SOC 381 - Transnational Feminist Theories
- SOC 382 - Social Change: Race, Gender, and Social Class
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
- SOC 386 - Sociology of U.S. Immigration
- SOC 398 - Bridge to Career
- SOC 407 - Classical Social Theory
- SOC 409 - Contemporary Social Theory
- SWK 513 - Human Behavior in The Social Environment*
- SWK 514 - History of Social Work & Social Welfare *

** The courses can be used as electives only by students accepted into the 5-year BA/MSW or Bridge Programs.*

Additional Information

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. STA (study abroad) courses are permitted as course substitutions in consultation with an advisor and subject to the approval of the department chair.

Students are also encouraged to acquire practical experience through internships, community-based learning opportunities, and study abroad or domestic study courses. For additional information regarding the sociology program and its concentrations, students should consult an advisor in the Department of Sociology and Criminology.

Criminology Minor

Minor Requirements:

Eighteen semester hours consisting of:

Required Courses:

- SOC 110 - Introduction to Sociology
- CRIM 255 - Introduction to Criminology
- CRIM 372 - Law and Society

Complete three of the following courses:

- CRIM 242 - Juvenile Delinquency and Juvenile Justice
- CRIM 265 - Crime and Social Justice
- CRIM 320 - Gender and Violence
- CRIM 370 - Deviance and Social Control
- CRIM 406 - Theories of Crime Control
- CRIM 408 - International and Comparative Criminology
- CRIM 440 - Theories of Elite and Organized Crime

Additional Requirements:

Course substitutions are permitted when deemed necessary in consultation with an advisor and are subject to the approval of the department chair. STA (Study Abroad) courses are permitted as course substitutions 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.

Sociology and Criminology (Double Major) - B.A.

Students interested in majoring in both sociology and criminology should follow the requirements outlined below to earn a Bachelor of Arts degree with a major in sociology and a major in criminology.

Requirements:

Forty-nine semester hours chosen in conference with an advisor, to include the courses outlined below.

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

Required Courses:

Foundation Courses

Thirteen semester hours in foundation courses consisting of:

- SOC 110 - Introduction to Sociology

- SOC 200 - Writing in the Discipline
- SOC 361 - Introduction to Social Statistics
- SOC 362 - Research Methods

Sociology/Criminology Courses

Twenty-four semester hours, including:

- CRIM 255 - Introduction to Criminology
- Complete seven of the following courses:*
- CRIM 215 - Homelessness and Society
 - CRIM 240 - Selected Topics in Criminology
 - CRIM 242 - Juvenile Delinquency and Juvenile Justice
 - CRIM 256 - Media and Crime
 - CRIM 265 - Crime and Social Justice
 - CRIM 270 - Police and Society
 - CRIM 275 - Criminal and Deviant Livelihoods
 - CRIM 320 - Gender and Violence
 - CRIM 325 - Conflict Resolution
 - CRIM 370 - Deviance and Social Control
 - BWS 211 - Diasporas and Diversity
 - BWS 238 - Global Inequality
 - SOC 203 - Race and Race Relations in the U.S.
 - SOC 204 - Latin America Today
 - SOC 205 - Latina/o Sociology
 - SOC 210 - Sociology of the Family
 - SOC 222 - Mass Media and Society
 - SOC 225 - Introduction to Social Work and Social Welfare
 - SOC 230 - Sociology of Gender
 - SOC 240 - Self and Society
 - SOC 245 - Contemporary Social Problems
 - SOC 248 - Gender and Sexualities in Latin America
 - SOC 250 - Urban Sociology
 - SOC 268 - Cultural Anthropology
 - SOC 280 - Discrimination and Society
 - SOC 290 - Selected Topics in Sociology
 - SOC 302 - Sociology of Globalization and Development
 - SOC 330 - Human Sexualities
 - SOC 350 - Women and Development
 - SOC 351 - Propaganda
 - SOC 382 - Social Change: Race, Gender, and Social Class
 - SOC 383 - Gender, Race, and Science: Theoretical Perspectives
 - SOC 386 - Sociology of U.S. Immigration
 - SOC 398 - Bridge to Career

- SWK 513 - Human Behavior in The Social Environment *
- SWK 514 - History of Social Work & Social Welfare *

** These courses count as electives only for students accepted into the 5-year BA/MSW or Bridge Program.*

Theory Courses

Twelve semester hours, including:

- CRIM 372 - Law and Society
- Complete three of the following courses, one of which must be either CRIM 406 or CRIM 408:*
- CRIM 406 - Theories of Crime Control
 - CRIM 408 - International and Comparative Criminology
 - CRIM 440 - Theories of Elite and Organized Crime
 - SOC 380 - Social Inequality
 - SOC 381 - Transnational Feminist Theories
 - SOC 382 - Social Change: Race, Gender, and Social Class
 - SOC 383 - Gender, Race, and Science: Theoretical Perspectives
 - SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
 - SOC 407 - Classical Social Theory
 - SOC 409 - Contemporary Social Theory

Additional Information

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. STA (study abroad) courses are permitted as course substitutions in consultation with an advisor and subject to the approval of the department chair.

Students are also encouraged to acquire practical experience through internships, community-based learning opportunities, and study abroad or domestic study courses. For additional information regarding the sociology program and its concentrations, students should consult an advisor in the Department of Sociology and Criminology.

Special Opportunities

The following opportunities are available to criminology majors interested in pursuing graduate study in social work

5-Year BA/MSW

Majors have the option of pursuing a track that leads to completion of a Master of Social Work degree in approximately one year after obtaining their Bachelor of Arts degree. Students may apply the six credits for SWK

513 - Human Behavior in The Social Environment and SWK 514 - History of Social Work & Social Welfare toward the elective credits for the major or double major, and up to (21 hours) of other social work course credit as general electives toward the 124 needed for the undergraduate degree toward the MSW with departmental approval. Acceptance into the School of Social Work is contingent upon completion of all undergraduate requirements in the major and an overall grade point average of 3.25. Students who are interested in the 5-year BA/MSW should meet with the department chair of sociology and criminology soon after they declare their major, before they achieve junior standing.

Bridge Program

Majors who decide in their junior or senior year to pursue a Master of Social Work degree may take two classes in the School of Social Work during their senior year (SWK 513 and SWK 514) with departmental approval; these courses will count as electives in the major or double major. Acceptance into the School of Social Work is contingent upon completion of all undergraduate requirements in the major and an overall grade point average of 3.25. Students who are interested in the bridge program should speak to their department chair before registering for their senior year classes.

Criminology Courses

CRIM 215 - Homelessness and Society

(3 hours) This course explores homelessness through social, political, economic, and criminological/legal perspectives. Homelessness and non-conventional housing point to a dynamic relationship between individual agency and position within broader social structures. Through an examination primarily of ethnographic accounts the course examines what homelessness and other forms of non-conventional housing (such as SROs, squatting, and workcamping) reveal about the changing nature of family and work, the intersection of social identities, urban planning and rights to the city, and cultural ideas and practices concerning "home." Attempts to solve homelessness will focus on the roles of the police, legal system, social work, and voluntary initiatives.

Prerequisite(s): SOC 110

CRIM 240 - Selected Topics in Criminology

(1-3 hours) A special offering on a particular area of interest in criminology, offered as available.

Prerequisite(s): Students with no previous criminology classes will need to arrange an additional meeting with the instructor.

CRIM 242 - Juvenile Delinquency and Juvenile Justice

(3 hours) 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 core area requirement in social sciences.

CRIM 255 - Introduction to Criminology

(3 hours) 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(s): SOC 110, CRIM 242, CRIM 265, or consent of instructor.

CRIM 256 - Media and Crime

(3 hours) This course will help students think about how TV and other media train us to think about crime and criminality in particular ways. We will examine the construction of crime in a range of media including news produced for television, radio, print, and internet distribution; fictional TV and film; and documentary. Students will learn to assess media pieces for perspective, assumptions, bias, and verifiability. The class will learn how to fact check news from a variety of media. Images of criminality and innocence will be analyzed. We will examine both production and reception of images, considering cognitive biases and what viewers and readers take away from images they consume. The course has a heavy focus on writing, with students watching a variety of popular media and producing analyses.

CRIM 265 - Crime and Social Justice

(3 hours) 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 core area requirement in social sciences.

CRIM 270 - Police and Society

(3 hours) This course examines the history and role of the police in the contemporary United States and to a lesser extent in other societies. The focus is on social forces that shape the demographic composition of police forces as well as the practice of policing and social control by a group of professionals. Topics include diversity and police, community and police relations, technology and policing, the media's relationship to police and policing, police as a unionized workforce, the relationship between police, politics, and law; and police suffering.

Prerequisite(s): CRIM 242, CRIM 255, CRIM 265, or SOC 110.

CRIM 275 - Criminal and Deviant Livelihoods

(3 hours) This course examines ways of earning a living that may receive social acceptance but are still informal, marginal, and/or illegal. Social processes such as professional monopolization, cultural practices, globalization, and competing views about law as consensus or conflict, and law as morality are explored for their impact on the criminalization of

certain income-generating activities. Topics can include panhandling/begging, forms of surrogacy, street vending, busking, financial fraud, sex work/prostitution/human trafficking, and the illegal trade in drugs, arms, animals, and organs.

Prerequisite(s): CRIM 255, CRIM 265, or SOC 110.

CRIM 299 - Community-based Learning

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

Prerequisite(s): Consent of the instructor.

CRIM 320 - Gender and Violence

(3 hours) 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. Required service learning component.

Listed also as SOC 320 and SWG 320.

Prerequisite(s): SOC 110, SOC 230, SOC 240, SOC 280, or SOC 350, or consent of instructor.

CRIM 325 - Conflict Resolution

(3 hours) An examination of conflict resolution theory and practice including negotiation and mediation with an analysis of how emotion, power, culture, and other components affect conflict escalation, de-escalation, and resolution. This course will emphasize facilitative mediation process and skills through interactive exercises and simulations.

Listed also as SOC 325.

CRIM 370 - Deviance and Social Control

(3 hours) 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.

Prerequisite(s): SOC 110 and CRIM 255, or consent of the instructor.

CRIM 372 - Law and Society

(3 hours) 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. Examines conceptions of American citizenship through analysis of the African-American experience and issues of civic inclusion, including review of historically important trials, civil rights organizing, and contemporary racial issues in the criminal legal system.

Listed also as SOC 372 and BWS 372.

Prerequisite(s): SOC 110, CRIM 255, and junior standing or consent of the instructor.

CRIM 406 - Theories of Crime Control

(3 hours) An in-depth analysis of the U.S. prison industrial complex, including analysis of alternative sentencing structures in community-based corrections, theories of incapacitation and deterrence, consideration of surveillance and state disciplinary structures, and strategies for building healthy communities.

Prerequisite(s): SOC 110, either CRIM 255 or CRIM 265, and senior standing or consent of instructor.

CRIM 408 - International and Comparative Criminology

(3 hours) An exploration into constructions of justice in multiple cultural, national, and international contexts. This is a seminar course that focuses on the international war on drugs, comparative analysis of criminal legal systems, and alternative systems of justice, and requires a major research project.

Prerequisite(s): SOC 110, CRIM 255, or CRIM 265, and junior or senior standing or consent of instructor.

CRIM 440 - Theories of Elite and Organized Crime

(3 hours) Analysis of crime and deviance by elites and organized criminal enterprises in society, with special focus on corporate executives, government officials, drug cartels, and organized crime. Examines the historical development of laws governing elite and organized crime with attention to the contributing factors of structural and organizational processes, pressures, and difficulties associated with prevention, detection, prosecution, and punishment. Focuses on conflict theories and other criminological theories explaining the phenomena.

Prerequisite(s): SOC 110, CRIM 255, or CRIM 265 and junior or senior standing or consent of instructor.

CRIM 450 - Independent Study

(1-8 hours) An opportunity to do independent research or study under faculty supervision.

Prerequisite(s): Consent of the supervisory faculty member.

CRIM 455 - Internship

(1-8 hours) Internships in a variety of agencies and organizations involved with the delivery of social services, social justice advocacy and/or criminal justice are available under faculty supervision. Student participants enhance their research proficiency while gaining valuable work experience in an area of their interest.

Prerequisite(s): Junior standing and consent of the supervisory faculty member.

Independent Undergraduate Research or Creative Investigation

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.

CRIM 295 - Undergraduate Research or Creative Investigation

(1-3 hours)

Engineering

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 or Bachelor of Arts degree in mathematics, mathematics and computer science, or chemistry from Dominican University and a Bachelor of Science degree in engineering from IIT.

Engineering

During the first four semesters candidates take courses in mathematics, physics, chemistry, and computer programming in addition to liberal arts courses at Dominican University. Students not prepared to take calculus and university physics in their freshman year likely need to take additional summer courses. Starting with the junior year, qualifying participants take engineering courses at IIT while continuing to take science, mathematics, computer science, and liberal arts courses at Dominican. Students must apply to IIT for joint program participation with part-time student status. Tuition is paid at Dominican University only.

Seven engineering majors are offered through this program each of which is paired up with a major at DU:

Aerospace Engineering-Mathematics

Architectural Engineering-Mathematics

Chemical Engineering-Chemistry

Civil Engineering-Mathematics

Computer Engineering-Mathematics and Computer Science

Electrical Engineering-Mathematics

Mechanical Engineering-Mathematics

Students need to earn a cumulative G.P.A. of 3.0 or higher in their first two years at DU and earn at a B or higher in all mathematics, science, and computer science courses taken at Dominican University. Before applying to IIT for the joint program, students must have passed at least the following courses at Dominican University:

- MATH 261 - Analytic Geometry and Calculus I
- MATH 262 - Analytic Geometry and Calculus II
- MATH 280 - Introduction to Differential Equations
- PHYS 221 - University Physics I
- PHYS 222 - University Physics II
- CHEM 120 - General Chemistry I (chemical engineering majors also need CHEM 121 - General Chemistry II, CHEM 253 - Organic Chemistry I, CHEM 254 - Organic Chemistry II)
- CPSC 155 - Computer Programming
- ENGL 102 - Composition II: Writing as a Way of Knowing
- Freshman and Sophomore Seminars

It is strongly recommended that students complete the modern foreign language program in their first two years of study.

Additional course work is necessary to complete the major at Dominican University and to be prepared for specific engineering courses. Please see the description of the respective majors at Dominican University in this bulletin. Students are advised to indicate their interest in the program and consult with the director of the engineering program as early as possible in their college careers.

English

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.

English - B.A.

The Department of English offers three tracks for students interested in completing an English major:

- English major with a concentration in literature
- English major with a concentration in writing
- English major with a concentration in English education

All English majors complete the two gateway courses and the capstone requirement as noted below, then choose from the courses indicated for the appropriate concentration.

Each of the tracks in the English major requires 45 semester hours; a minimum of 15 hours in the major field must be completed at Dominican.

Gateway Experience

Complete the following courses:

- ENGL 266 - Introduction to Literature and English Studies
- ENGL 268 - Research Methods in English Studies

Capstone Experience

English majors on all tracks complete a capstone experience. All majors complete ENGL 466; students on the writing and literature tracks complete ENGL 468 in the spring and students in the English education track complete ENGL 469.

- ENGL 466 - Independent Project Design (Fall Semester)
Either
- ENGL 468 - Independent Research (Spring Semester-for majors on the English literature or the English writing track)
OR
- ENGL 469 - Independent Research (Spring Semester-for English majors on the English education track)

English with a Concentration in Literature

Literary History, Forms, Authors, and Key Issues

Complete ten courses (30 semester hours) as indicated below:

Literary History

Complete four courses, as indicated below:

Choose one course from early British literature:

- ENGL 306 - Medieval Literature: Monsters, Mayhem, and Temptation
- ENGL 354 - Chaucer and the History of the English Language

Choose one course from middle British literature:

- ENGL 310 - 16th Century English Literature
- ENGL 316 - 17th Century English Literature 1600-1660
- ENGL 317 - Restoration and 18th Century British Literature
- ENGL 359 - Shakespeare and the History of the English Language

Choose one course from early U.S. literature:

- ENGL 365 - Early Colonial American Literature
- ENGL 366 - Colonial and Revolutionary U.S. Literature

Choose one course from late British or middle to late U.S. literature:

- ENGL 322 - 19th Century British Literature
- ENGL 326 - 20th and 21st Century British Literature
- ENGL 367 - Romantic and Realist U.S. Literature
- ENGL 368 - Modern and Postmodern U.S. Literature

Global Perspectives

Complete one of the following global perspectives courses:

- ENGL 221 - Literature of the African Diaspora
- ENGL 222 - Black Women Writers
- ENGL 230 - World Literature
- ENGL 232 - West African Fiction
- ENGL 297 - Postcolonial Literature

Literary Conventions/Genre

Complete one of the following literary convention/genre courses:

- ENGL 210 - Autobiography
- ENGL 236 - The Graphic Novel
- ENGL 240 - Forms of Drama
- ENGL 250 - Poetry: Form, Feeling, Meaning

- ENGL 270 - The English Essay
- ENGL 282 - Reading Short Stories
- ENGL 283 - The Novel

Major Author

- ENGL 356 - Major Authors

Literary Focus/Special Topic

Complete one of the following literary focus/special topic courses:

- ENGL 220 - On the Origin of Stories
- ENGL 226 - King Arthur: From Myth to Fiction
- ENGL 228 - Classical Drama
- ENGL 234 - Bible, Mythology, and Literature: Stories of Gods and Goddesses, Heroism and Deception
- ENGL 235 - Literature and Medicine
- ENGL 244 - Self-Portraits: Representations of the Self in Poetry, Fiction, and Drama
- ENGL 245 - Reading Nature/Writing Nature
- ENGL 247 - Literary London and Beyond
- ENGL 248 - Modern Irish Literature: Stories of Love and Fear
- ENGL 260 - The English Drama
- ENGL 263 - Introduction to Shakespeare
- ENGL 284 - The English Novel
- ENGL 285 - The American Novel
- ENGL 286 - American Short Story
- ENGL 290 - Modern British Fiction: Diverse Voices from the United Kingdom
- ENGL 291 - Modern American Fiction
- ENGL 292 - Modern Drama
- ENGL 293 - Modern Poetry
- ENGL 294 - Southern Literature
- ENGL 295 - The Chicago Tradition in Literature

Justice

Complete one of the following courses:

- ENGL 223 - African-American Popular Culture
- ENGL 224 - Native American Literature
- ENGL 225 - Critical Race Theory
- ENGL 238 - Study of Latina/o/x Film
- ENGL 246 - Telling Lives
- ENGL 277 - Women, Gender, and Literature
- ENGL 287 - Contemporary Multiethnic U.S. Literature
- ENGL 288 - Asian American Literature

- ENGL 289 - U.S. Latino/a Literature
- ENGL 298 - African-American Literature

Elective

Complete one additional course from any of the areas listed above: literary history, global perspectives, literary conventions/genre, major author, literary focus/special topic, or justice.

Writing

Complete one of the following 200- or 300-level writing courses:

- ENGL 211 - Introduction to Creative Writing
- ENGL 212 - Intermediate Creative Writing
- ENGL 334 - Editing the Literary Magazine
- ENGL 335 - Writing as Social Action
- ENGL 336 - Writing at Work
- ENGL 338 - Writing Fiction
- ENGL 339 - Writing Poetry
- ENGL 340 - Scriptwriting
- ENGL 341 - Creative Non-Fiction

English with a Concentration in Writing

Literary History, Forms, Authors, and Key Issues

Complete five courses (15 hours), completing two from the literary history offerings, one each from the global perspectives/justice offerings and the major author/genre/literary focus offerings, and a fifth course from either the global perspectives/justice offerings or the major author/genre/literary focus offerings.

Literary History

Complete two courses as indicated below:

Complete one course in British literary history:

- ENGL 306 - Medieval Literature: Monsters, Mayhem, and Temptation
- ENGL 310 - 16th Century English Literature
- ENGL 316 - 17th Century English Literature 1600-1660
- ENGL 317 - Restoration and 18th Century British Literature
- ENGL 322 - 19th Century British Literature
- ENGL 326 - 20th and 21st Century British Literature
- ENGL 354 - Chaucer and the History of the English Language
- ENGL 359 - Shakespeare and the History of the English Language

Complete one course in U.S. literary history:

- ENGL 365 - Early Colonial American Literature
- ENGL 366 - Colonial and Revolutionary U.S. Literature
- ENGL 367 - Romantic and Realist U.S. Literature
- ENGL 368 - Modern and Postmodern U.S. Literature

Global Perspectives/Justice

Complete one course from either of the following areas:

Global Perspectives

- ENGL 221 - Literature of the African Diaspora
- ENGL 222 - Black Women Writers
- ENGL 230 - World Literature
- ENGL 232 - West African Fiction
- ENGL 297 - Postcolonial Literature

Justice

- ENGL 223 - African-American Popular Culture
- ENGL 224 - Native American Literature
- ENGL 225 - Critical Race Theory
- ENGL 238 - Study of Latina/o/x Film
- ENGL 246 - Telling Lives
- ENGL 277 - Women, Gender, and Literature
- ENGL 287 - Contemporary Multiethnic U.S. Literature
- ENGL 288 - Asian American Literature
- ENGL 289 - U.S. Latino/a Literature
- ENGL 298 - African-American Literature

Major Author/Genre/Literary Focus

Complete one course from either of the following areas:

Literary Genre

- ENGL 210 - Autobiography
- ENGL 236 - The Graphic Novel
- ENGL 240 - Forms of Drama
- ENGL 250 - Poetry: Form, Feeling, Meaning
- ENGL 270 - The English Essay
- ENGL 282 - Reading Short Stories
- ENGL 283 - The Novel

Major Author

- ENGL 356 - Major Authors

Literary Focus/Special Topics

- ENGL 220 - On the Origin of Stories
- ENGL 226 - King Arthur: From Myth to Fiction
- ENGL 228 - Classical Drama
- ENGL 234 - Bible, Mythology, and Literature: Stories of Gods and Goddesses, Heroism and Deception
- ENGL 235 - Literature and Medicine
- ENGL 244 - Self-Portraits: Representations of the Self in Poetry, Fiction, and Drama
- ENGL 245 - Reading Nature/Writing Nature
- ENGL 247 - Literary London and Beyond
- ENGL 248 - Modern Irish Literature: Stories of Love and Fear
- ENGL 260 - The English Drama
- ENGL 263 - Introduction to Shakespeare
- ENGL 284 - The English Novel
- ENGL 285 - The American Novel
- ENGL 286 - American Short Story
- ENGL 290 - Modern British Fiction: Diverse Voices from the United Kingdom
- ENGL 291 - Modern American Fiction
- ENGL 292 - Modern Drama
- ENGL 293 - Modern Poetry
- ENGL 294 - Southern Literature
- ENGL 295 - The Chicago Tradition in Literature

Elective

Complete one additional course from any of the areas listed above: literary history, global perspectives, literary conventions/genre, major author, literary focus/special topic, or justice.

Writing

Six courses (18 semester hours) as indicated below:

- ENGL 211 - Introduction to Creative Writing
- ENGL 212 - Intermediate Creative Writing

Complete two of the following genre workshop classes:

- ENGL 338 - Writing Fiction
- ENGL 339 - Writing Poetry
- ENGL 340 - Scriptwriting
- ENGL 341 - Creative Non-Fiction

Complete two of the following professional writing courses:

- ENGL 334 - Editing the Literary Magazine
- ENGL 335 - Writing as Social Action
- ENGL 336 - Writing at Work
- ENGL 455 - Internship

English with a Concentration in English Education

Students who want to major in English with a concentration in English education follow the course requirements for the concentration in English literature, completing a total of 15 courses (43 semester hours). In place of the elective in the literary history, forms, authors, and key issues section, students need to complete ENGL 230 - World Literature.

English Secondary Education and the Capstone

Secondary Education majors will have a slightly different capstone requirement in order to accommodate their required student teaching.

Fall Semester:

English secondary education students are required in the fall to take the first of the two capstone courses, ENGL 466 - Independent Project Design. Ideally, students do work directly related to their track, so in this case English education students work in preparation for their spring teaching practicum and the EdTPA (Teaching Performance Assessment portfolio).

Spring Semester:

To complete the second capstone course, ENGL 469 - Independent Research (1 credit hour), English secondary education students will work with faculty advisors in English and Education to present their student teaching experience and edTPA at a student-faculty presentation, connecting education pedagogy and content in literature.

Teacher Licensure: English/Language Arts grades 9-12

Students who wish to teach English/Language Arts in grades 9 through 12 complete a major in English with a concentration in English education and they complete the School of Education's Teacher Education Program for secondary licensure.

Teacher Education Program

- Professional education courses including EDUC 401 - Instructional Strategies for Teaching English in Middle and Secondary Schools
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching

- 100 hours of field experience
- Professional portfolio
- Clinical practice (one full semester) in a middle or secondary classroom.

For more information about 9-12 licensure, see the School of Education section of this bulletin.

English Minor

Minor Requirements:

Six English courses (18 semester hours); at least one of the six courses must be at the 300-level:

- ENGL 266 - Introduction to Literature and English Studies
- One 200- or 300-level course in British literature
- One 200- or 300-level course in U.S. literature
- One 200- or 300-level writing course
- Two elective English courses at the 200-level or above

Additional Requirements:

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

English Writing Courses

ENGL 100 - College Writing

(3 hours) Development of skill in reading academic texts and writing clear and correct sentences, coherent paragraphs, and short essays that draw on ideas from personal experience and assigned readings to develop a thesis. May not be taken on a Satisfactory/Fail grading basis; a student must receive a grade of C- or higher to advance to ENGL 101.

Prerequisite(s): Placement through examination.

ENGL 100T - College Writing-Transitions

(1 hour) Review of fundamental skills in reading comprehension and writing, with emphasis on academic texts comprehension, sentence structure, paragraph, thesis development and writing of short essays responding to the texts. Summer

Prerequisite(s): Participation in Transitions program.

ENGL 101 - Composition I: Writing as Discovery and Action

(3 hours) 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. May not be taken on a Satisfactory/Fail basis; a student must receive a grade of C- or higher to advance to the ENGL 102.

Prerequisite(s): ENGL 100 or placement through examination.

ENGL 101T - Composition I: Writing as Discovery and Action-Transitions

(1 hour) 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 about the university and the world around them. Summer

Prerequisite(s): Participation in the Transitions Program.

ENGL 102 - Composition II: Writing as a Way of Knowing

(3 hours) 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. May not be taken on a Satisfactory/Fail basis; a student must receive a grade of C- or higher to fulfill the core curriculum foundation requirement.

Prerequisite(s): ENGL 101 or placement through examination.

ENGL 211 - Introduction to Creative Writing

(3 hours) Study of the fundamentals of good writing in a variety of literary genres - poetry, fiction, drama, and creative non-fiction. Analysis of the work of professionals and students. Short critical and creative pieces in the four genres are required.

Prerequisite(s): ENGL 102 or concurrent enrollment.

This course will satisfy the core area requirement in literature.

ENGL 212 - Intermediate Creative Writing

(3 hours) Multi-genre study of the various skills and techniques writers use to develop an authentic voice and a sustainable practice. A course intended for writers with some experience in college-level workshops. Students will build on their familiarity with major contemporary writers and fundamental concepts, extend their literary vocabularies, and develop their own bodies of work in an intimate group setting. Readings and assignments will follow a different theme every semester the course is offered.

Prerequisite(s): ENGL 211

This course will satisfy the core area requirement in literature.

ENGL 334 - Editing the Literary Magazine

(3 hours) In this course, students will be involved in the creation of Dominican University's literary magazine. Students will have the opportunity to solicit literary content and select pieces for publication. In addition, students will edit selections for the magazine and write blog posts about their process. This is a hands-on course and anyone interested in literary publishing will find the skills and experience integral to building and maintaining a literary community.

Prerequisite(s): ENGL 211 or ENGL 212

ENGL 335 - Writing as Social Action

(3 hours) Study of the theory and practice of writing as a social action. Students will read literary and nonliterary texts aimed at social transformation; meet with local social service organizations to study their mission, activities, and needs; and develop materials needed to promote and raise funds for one or more of these organizations. This course requires off-campus service hours.

Prerequisite(s): ENGL 102

ENGL 336 - Writing at Work

(3 hours) In this course you will learn to write effective workplace correspondence (including job-search correspondence), proposals, and reports, and you will also learn to prepare and deliver workplace presentations. Assignments include both individual and group projects.

Prerequisite(s): ENGL 102 and sophomore standing, or consent of instructor.

ENGL 338 - Writing Fiction

(3 hours) Study and analysis of effective short fiction by professional and student writers. Students will compose a portfolio of original short stories.

Prerequisite(s): ENGL 211 or ENGL 212

ENGL 339 - Writing Poetry

(3 hours) Study and analysis of effective poetry by professional and student writers. Students will compose a portfolio of original poems.

Prerequisite(s): ENGL 211 or ENGL 212

ENGL 340 - Scriptwriting

(3 hours) Study and analysis of effective drama by professional and student writers. Students will compose an original script for a one-act play.

Listed also as THEA 340

Prerequisite(s): ENGL 211 or ENGL 212

ENGL 341 - Creative Non-Fiction

(3 hours) In this course, students will review the history and traditions of nonfiction and explore the genre first-hand. We will read several forms, studying the techniques of travel writing, the profile, the memoir and the personal essay, among others. Student writing will be workshopped in class.

Prerequisite(s): ENGL 211 or ENGL 212

ENGL 375 - Dramaturgy

(3 hours) Listed also as THEA 375

This course will satisfy the core area requirement in literature.

English Literature Courses

ENGL 207 - Images of Women in Drama

(3 hours) Listed also as THEA 350 and SWG 352.

Prerequisite(s): Sophomore, junior, or senior standing.

This course will satisfy the core area requirement in literature.

ENGL 208 - Theatre: The American Scene

(3 hours) Listed also as THEA 270 and AMST 273.

This course will satisfy the core area requirement in literature.

ENGL 210 - Autobiography

(3 hours) Why would anybody bother to write an autobiography-or to read one? What do we mean when we say that an autobiography is a truthful account of a life? How have autobiographies changed over time, and what do these changes suggest about how we understand the relationships among the self, memory, and authorship? This course explores these questions through analyzing a variety of autobiographical texts from different historical periods and cultural traditions

Prerequisite(s): ENGL 101 or equivalent.

This course will satisfy the core area requirement in literature.

ENGL 220 - On the Origin of Stories

(3 hours) Could storytelling be one of our most ancient behaviors, which helped us survive and evolve as a species, or is it a more recent, cultural development? Would knowing the answer to this question make a difference in how we understand stories? Drawing on insights from both science and literature, this course will explore these and related questions, which are the focus of lively, ongoing debates among evolutionary scientists, anthropologists, psychologists, philosophers, literary critics, and story tellers.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 221 - Literature of the African Diaspora

(3 hours) This course will examine works by contemporary writers from Africa and the African diaspora. The term "African diaspora" refers to the various nations Africans were dispersed to during the African slave trade, including: North America, the Caribbean, South America, and Europe. This course will look into how the enslavement and dispersal of Africans during the slave trade influences the themes and traditions represented by writers of African descent throughout the world today. In looking at these themes as emblematic of a shared cultural history partially inherited from African tradition, students will analyze how these themes also represent the traditions and values of those nations to which African slaves were dispersed. This course is open to both majors and non-majors.

Listed also as BWS 221

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

ENGL 222 - Black Women Writers

(3 hours) An introduction to and exploration of writing by black women across America, Africa, and the Caribbean. Study of short stories, novels, and poetry of the African diaspora.

Listed also as BWS 222 and SWG 222

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

ENGL 223 - African-American Popular Culture

(3 hours) This course will focus on the production of "pop" culture in the United States, with special emphasis on the linkages between mainstream pop culture and pop culture originating in the African- American experience. The course will provide sociological, historical, and theoretical perspectives for understanding topics related to black film, R&B, literature, disco, art, and rap/hip-hop. Through the use of music, film, dance, and literary and visual arts, students will gain insight into ways that pop culture often serves to solidify the American populace's understanding of its national, racial, and cultural identities; especially as they relate to the unique contributions made by African- Americans to popular culture.

Listed also as BWS 223

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 224 - Native American Literature

(3 hours) Study of Native American literature with an emphasis on the relationship between text and context. The course considers the diversity and regional variation of tribal identities and the interplay between oral and written traditions in Native American literary history.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 225 - Critical Race Theory

(3 hours) This course offers an introduction to Critical Race Theory (CRT). In addition to surveying CRT's origins as a movement among legal scholars in the early 1980s, this course will examine its current influence in the fields of American studies, history, literature, ethnic studies, whiteness studies, gender and sexual studies, and African-American studies. In engaging this discourse, students will gain the knowledge to skillfully articulate and consider perspectives on one of the modern world's most pressing social issues.

Listed also as BWS 225

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 226 - King Arthur: From Myth to Fiction

(3 hours) 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 representative texts 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.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 228 - Classical Drama

(3 hours) Origin, development, and function of Greek classical drama and comedy; close study of selected plays by Aeschylus, Sophocles, Euripides, and Aristophanes.

Listed also as THEA 228

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 230 - World Literature

(3 hours) Cross-cultural study of topics in texts from different literary traditions across the Western and non-Western World.

Listed also as BWS 228

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

ENGL 232 - West African Fiction

(3 hours) This course will engage a range of fiction from anglophone West Africa by authors "canonical" and otherwise. The emphasis will be on the complexities of the West African anglophone postcolonial realities, raising issues of gender, ethnicity, and religion in relation to the consequences of decades of political instability and economic underdevelopment resulting from the African slave trade and colonialism. Through literary analysis and examination of how these factors intersect with contemporary postcolonial theories, students will learn to recognize connections between West African cultural history and the contemporary Western world.

Listed also as BWS 233

Prerequisite(s): ENGL 101

This course will satisfy the core requirement in multicultural studies.

ENGL 234 - Bible, Mythology, and Literature: Stories of Gods and Goddesses, Heroism and Deception

(3 hours) In addition to selected books of the Bible and classical myths, students will explore the relation of the Bible and myth to works of literature.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 235 - Literature and Medicine

(3 hours) How can the study of literature help us better understand the experience of illness or the practice of medicine? Students will consider the artistic challenges inherent in representing pain, analyze the cultural contexts surrounding narratives of sickness and health, and explore what the literary imagination has to offer medicine through close readings of works in multiple genres.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 236 - The Graphic Novel

(3 hours) This course examines the cultural and historical significance of graphic novels (a.k.a. comic books) as serious works of literature and art. Explorations will include attempts to define the graphic novel and understand its relationship to popular culture and/or cinematic, fine arts, and belletristic traditions.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 238 - Study of Latina/o/x Film

(3 hours) We will analyze representations of Latinxs in relation to the practices and politics of filmmaking. Films studied may include *Rose of the Rancho*, *West Side Story*, *El Norte*, *Born in East L.A.*, *Mi Familia*, *Selena*, *Raising Victor Vargas*, *Babel*, and *La Mission*.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in fine arts.

ENGL 239 - How Literature Addresses Enduring Questions

(3 hours) Which questions about the value and purposes of human life lie at the heart of Judaism, Christianity, Islam, and Buddhism? Literary responses include writings about the individual's search to discover meaning in the physical and spiritual dimensions of life, including the search for wisdom while encountering trials of body and spirit, and the mindful cultivation of the virtues. The important questions are taken up by scriptural traditions and by literature's expressions of the cultural, tribal, and gendered conditions and hopes of people making their human journeys. By initiating dialogues among students about such common themes, this course invites students to read works from several traditions.

Prerequisite(s): ENGL 101

ENGL 240 - Forms of Drama

(3 hours) 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 THEA 240.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 244 - Self-Portraits: Representations of the Self in Poetry, Fiction, and Drama

(3 hours) Writers of poetry, fiction, and drama strive, even as they attend to the formal requirements of their craft, to make the imaginary worlds they create ring true to the emotional currents and patterns that reside deep in their minds. In this course, we'll explore the fruitful tension between writers' work and writers' lives by examining poems, short stories, and plays in the context of selected biographical materials.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 245 - Reading Nature/Writing Nature

(3 hours) Study of classic and contemporary texts exploring connections-- physical, ethical, and spiritual-- between human beings and the natural world. Application of these texts to current environmental issues through critical and creative writing.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 246 - Telling Lives

(3 hours) What good does it do to hear then tell the life stories of other people? It helps us learn who we are: where we come from and where we live now, how to dream and how to face adversity. In this course, students will study collections, both old and new, of stories people tell about their lives, taking from that study not only information about others' lives but an understanding of ways in which writing gives shape and meaning to experience.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 247 - Literary London and Beyond

(3 hours) Study of literature about London and its environs. A survey of selected texts -- poetry, fiction, nonfiction, and drama -- from the 14th century to the present.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 248 - Modern Irish Literature: Stories of Love and Fear

(3 hours) Study of a variety of genres in modern Irish literature, including prose, poetry, drama, and nonfiction prose. Exploration and analysis of writings by authors such as Joyce, Yeats, Beckett, Heaney, Boland, O'Brien, Meehan, and Friel.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 250 - Poetry: Form, Feeling, Meaning

(3 hours) 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.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 260 - The English Drama

(3 hours) Survey of the development of the English drama, medieval through modern.

Listed also as THEA 260.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 261 - Shakespeare's Romantic Couples

(3 hours) Study of several of Shakespeare's romantic comedies, "dark" comedies, and romances, emphasizing his handling of the genre: comedy.

Listed also as THEA 261

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 262 - Shakespeare's Tragic Families

(3 hours) Study of several of Shakespeare's tragedies and at least one of his history plays, emphasizing his handling of the genre: tragedy.

Listed also as THEA 262

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 263 - Introduction to Shakespeare

(3 hours) Study of several of Shakespeare's plays, including a selection from his history plays, romantic comedies, "dark" comedies, romances, "problem" plays, and tragedies.

Listed also as THEA 263

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 264 - Children's Literature

(3 hours) Listed also as EDUC 364, (This course cannot be used in the English major.)

Prerequisite(s): EDUC 200, ECED 300, or education minor.

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

ENGL 266 - Introduction to Literature and English Studies

(3 hours) An introduction to the discipline of English and an exploration of how the skills in the English major can be applied to a variety of professional fields.

Prerequisite(s): Sophomore standing or consent of instructor.

ENGL 268 - Research Methods in English Studies

(3 hours) An introduction to models of criticism and methods of research in English.

Prerequisite(s): Sophomore standing or consent of instructor.

ENGL 270 - The English Essay

(3 hours) 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.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 277 - Women, Gender, and Literature

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

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 282 - Reading Short Stories

(3 hours) A survey of representative short fiction in English from the early 19th century to the present.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 283 - The Novel

(3 hours) Survey of the most important developments in the novel as a genre, from its beginnings to the present.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 284 - The English Novel

(3 hours) The development of the English novel from Defoe to the present.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 285 - The American Novel

(3 hours) Survey of the most important developments in the American novel from its beginnings to the present.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 286 - American Short Story

(3 hours) The rise and development of the American short story from its beginnings to the present.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 287 - Contemporary Multiethnic U.S. Literature

(3 hours) Study of multiethnic U.S. literature with a particular emphasis on modern and contemporary U.S. writers. By examining a variety of texts by writers from diverse backgrounds, students will trace the ways in which U.S. writers have represented intersections of race, gender, ethnicity, language, class, and nation in literature.

Listed also as BWS 287

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

ENGL 288 - Asian American Literature

(3 hours) This class is an introduction to Asian American literature and may include a focus on Chinese, Japanese, Korean, Filipinx, Indian, and Southeast Asian American experiences. We will discuss the development of Asian American literature in relation to Asian immigration to the US from the nineteenth to the twenty-first century. Writers studied may include Maxine Hong Kingston, Amy Tan, Jhumpa Lahiri, Chang-rae Lee, Craig Santos Perez, Viet Nguyen, John Okada, Jessica Hagedorn, and David Henry Hwang.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

ENGL 289 - U.S. Latino/a Literature

(3 hours) Study of U.S. Latino/a literature. Literary texts may focus on the representation of Mexican American, Puerto Rican, Cuban American, Dominican American, and other Latino/a communities of the United States. The course examines the cultural, historical, and aesthetic contexts of Latino/a literature. Texts are in English, although many authors mix English with different varieties of Spanish.

Listed also as BWS 290

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

ENGL 290 - Modern British Fiction: Diverse Voices from the United Kingdom

(3 hours) Study of major trends and developments in British fiction since 1900. Writers include Conrad, Lawrence, Mansfield, Woolf, Barker, Orwell, and Ishiguro.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 291 - Modern American Fiction

(3 hours) Study of major trends and developments in American fiction since World War I.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 292 - Modern Drama

(3 hours) Study of major trends and developments in drama, principally English and American.

Listed also as THEA 292.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 293 - Modern Poetry

(3 hours) Study of major trends and developments in poetry, principally English and American.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 294 - Southern Literature

(3 hours) Examination of modern Southern literature and what is often referred to as the Southern Renaissance (1920-1950), with an emphasis on authors such as William Faulkner, Flannery O'Connor, and Tennessee Williams.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 295 - The Chicago Tradition in Literature

(3 hours) 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 AMST 305

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

ENGL 297 - Postcolonial Literature

(3 hours) Study of a selection of writings by authors whose works reflect postcolonial 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.

Listed also as BWS 297

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

ENGL 298 - African-American Literature

(3 hours) Study of major African-American writers and the literary and historical movement to which these writers contributed.

Listed also as AMST 298 and BWS 298.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

ENGL 306 - Medieval Literature: Monsters, Mayhem, and Temptation

(3 hours) A study of medieval genres ranging from Beowulf, the first medieval superhero, to the tempting of Gawain, King Arthur's best knight of the Round Table. In understanding the history of the English language and the evolution of British literature, we better understand western culture with its politics and preoccupations. We will explore such ideas as true love, constructs of manhood, the "just war"/crusades, gender inequalities, and class at a time when the modern formulations of these concepts were just evolving into being.

Prerequisite(s): ENGL 102

ENGL 310 - 16th Century English Literature

(3 hours) 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.

Prerequisite(s): ENGL 102

ENGL 316 - 17th Century English Literature 1600-1660

(3 hours) Study of selected works of the pre-Restoration period with emphasis on works of Jonson, Milton, Donne, and Herbert.

Prerequisite(s): ENGL 102

ENGL 317 - Restoration and 18th Century British Literature

(3 hours) Study of selected works of the period with emphasis on the works of Dryden, Pope, Swift, and Johnson.

Prerequisite(s): ENGL 102

ENGL 322 - 19th Century British Literature

(3 hours) Study of the social and historical contexts of the romantic and Victorian periods, with a focus on major poets, novelists, and prose writers.

Prerequisite(s): ENGL 102

ENGL 326 - 20th and 21st Century British Literature

(3 hours) Study of distinguishing features in modern and contemporary poetry, fiction, drama, and nonfiction with emphasis on Yeats, Joyce, the WWI and WWII poets, Lawrence, Woolf, Auden, Orwell, Gunn, Duffy, and Gardam.

Prerequisite(s): ENGL 102

ENGL 354 - Chaucer and the History of the English Language

(3 hours) Detailed study of the *Canterbury Tales*.

Prerequisite(s): ENGL 102

ENGL 356 - Major Authors

(3 hours) This course will focus on the life and work of one or two highly influential authors each time it is offered. The featured authors will come from various periods, nations, and literary traditions. This course will explore in-depth modes of criticism and methods of research for studying how an individual author makes a significant literary impact.

Prerequisite(s): ENGL 102

ENGL 359 - Shakespeare and the History of the English Language

(3 hours) Study of Shakespeare's ideas and craftsmanship in a variety of his plays and of the critical response to his work.

Listed also as THEA 359.

Prerequisite(s): ENGL 102

ENGL 365 - Early Colonial American Literature

(3 hours) Study of the early chronicles of exploration, resistance, interaction, and conquest of the U.S. territory by European colonial powers.

Prerequisite(s): ENGL 102

ENGL 366 - Colonial and Revolutionary U.S. Literature

(3 hours) Study of U.S. literature from 1607 to 1830, highlighting the colonial experience, and the beginnings of a national literature.

Prerequisite(s): ENGL 102

ENGL 367 - Romantic and Realist U.S. Literature

(3 hours) Study of U.S. literature from 1830 to 1914, highlighting the Transcendentalists, American literary realists, regional writers, and literary naturalism.

Prerequisite(s): ENGL 102

ENGL 368 - Modern and Postmodern U.S. Literature

(3 hours) Study of U.S. literature from 1914 to the present, highlighting the major movements of the 20th century, including modernism, the New Negro Renaissance, and postmodernism.

Prerequisite(s): ENGL 102

English: Advanced Study Courses

ENGL 450 - Independent Study

(1-8 hours) 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.

ENGL 455 - Internship

3-6 hours Employment in an approved workplace for a designated number of hours a week under the guidance of a faculty member and workplace supervisor. The student will be given training and practice in writing tasks as agreed upon by the student, workplace supervisor, faculty member, and director of internships.

Prerequisite(s): ENGL 266 or ENGL 268

ENGL 466 - Independent Project Design

(3 hours) This course prepares the student to complete and present in a significant scholarly and/or creative project (e.g., creative portfolio, creation of a curriculum guide, or research project) in the spring semester. It will also address professionalization; for example, students will complete assignments (e.g., letter of intent, CV/resume) that link their education and project with professional plans after graduation. Students will demonstrate accomplishment in adapting oral and written communication strategies to different contexts, purposes, and audiences; recognizing professional standards and expectations; recognizing the value of literary and language study in meeting the needs of diverse professions and communities; applying critical theories, methods, and concepts to interpretations of texts; and synthesizing primary and secondary sources in order to produce informed and insightful interpretations. Offered every fall semester

Prerequisite(s): ENGL 266, ENGL 268, and major in English.

ENGL 468 - Independent Research

(3 hours) In this class, students will complete and make public their project. During spring, students work independently with a faculty advisor to complete their major project. They make their work "public" in some significant way (e.g., presenting at URSCI, publishing it on a website, etc.). Offered every spring semester.

Prerequisite(s): ENGL 266, ENGL 268, and major in English.

ENGL 469 - Independent Research

(1 hour) In this class, students pursuing the concentration in English education will complete and make public their project. During spring, students work independently with a faculty advisor to complete their major project. They make their work "public" in some significant way (e.g., presenting at URSCI, publishing it on a website, etc.). Offered every spring semester.

Prerequisite(s): ENGL 266, ENGL 268, major in English, and acceptance into the Teacher Education Program.

Independent Undergraduate Research or Creative Investigation

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.

ENGL 495 - Independent Undergraduate Research or Creative Investigation

(1-3 hours)

Prerequisite(s): Consent of Instructor

Environmental Science

Environmental Science - B.S.

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:

- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- BIOL 240 - Genetics
- BIOL 299 - Ecology
- BIOL 397 - Evolution
- CHEM 120 - General Chemistry I
- CHEM 121 - General Chemistry II
- CHEM 253 - Organic Chemistry I
- CHEM 254 - Organic Chemistry II

Required Collateral Courses:

Complete one of the following mathematics courses:

- MATH 131 - Trigonometry and Analytic Geometry
- MATH 250 - Introduction to Calculus
- MATH 261 - Analytic Geometry and Calculus I

Complete the following course sequence in physics:

- PHYS 211 - College Physics I
- PHYS 212 - College Physics II
- Five additional courses (of at least 3 semester hours each) in environmental science will be chosen in consultation with a faculty advisor.

Additional Requirements:

- A minimum grade of C- must be earned in all courses required for the major.
- A minimum of eight courses in biology, chemistry, environmental sciences, and physics must be completed at Dominican.
- Independent research or an internship is required.
- MATH 261 - Analytic Geometry and Calculus I and MATH 262 - Analytic Geometry and Calculus II are recommended.

Environmental Science Courses

ENVS 185 - Marine Environmental Science

(3 hours) Listed also as NSC 185

This course will satisfy the core area requirement in natural sciences.

ENVS 221 - Environmental Chemistry

(3 hours) Listed also as CHEM 221 and NSC 221

This course will satisfy the core area requirement in natural sciences.

ENVS 231 - Environmental Geology

(3 hours) Listed also as GEOL 231 and NSC 231

ENVS 241 - Current Topics in Environmental Science

(3 hours) This advanced environmental topics course consists of exploring various current issues and trends in the current practice of environmental science. Students will examine the science and technologies that apply to modern environmental projects and programs. Areas of study will include environmental degradation and remediation, hazardous and solid waste issues, environmental regulations and laws, and environmental compliance. Written assignments, oral arguments and presentations will be emphasized.

Listed also as GEOL 241 and NSC 241

This course will satisfy the core area requirement in natural sciences.

ENVS 251 - Hydrology

(3 hours) Listed also as GEOL 251 and NSC 251

This course will satisfy the core area requirement in natural sciences.

ENVS 261 - Climate Change

(3 hours) Listed also as PHYS 261 and NSC 261

ENVS 292 - Environmental Biology

(3 hours) Listed also as NSC 292.

This course will satisfy the core area requirement in natural sciences.

ENVS 325 - Climate Change and Sustainability: Imagining the Future

(3 hours) Listed also as NSC 325

Prerequisite(s): MATH 130

This course will satisfy the core area requirement in natural sciences.

ENVS 362 - Theology and Ecology

(3 hours) Both ecological crises and attempts to respond to these crises raise profound religious and theological issues this course seeks to address. Theological traditions to be considered during a particular semester might include Thomism, "Christian Realism," liberation theology, feminism, and

Catholic social thought.

Listed also as THEO 362.

Prerequisite(s): Sophomore standing.

This course will satisfy the core area requirement in theology.

ENVS 455 - Internship

(1-8 hours) Training in an environmental organization.

Prerequisite(s): Junior or senior standing and consent of instructor.

Fashion Design and Merchandising

The mission of the fashion 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 fashion field and cultivate a humanistic and ethical understanding of fashion as a business and as an art form.

The fashion program offers major and minor programs in fashion design and fashion merchandising.

Fashion students can also study abroad in all three major European fashion capitals with programs at the Paris American Academy, Milan's Istituto di Moda Burgo, and Dominican University's semester in London. In collaboration with Kent State's NYC Studio, fashion majors have the opportunity to study and complete an internship, for a semester or a summer session, in New York City.

Fashion Design - B.A.

Major Requirements:

Required Courses:

- FASH 150 - Apparel Structure and Design
- FASH 170 - Introduction to the Fashion World
- FASH 190 - Design Foundations and Visual Literacy
- FASH 256 - Textile Science
- FASH 270 - Flat Pattern Design
- FASH 322 - Draping
- FASH 360 - History of Dress and Fashion
- FASH 361 - Contemporary Dress and Fashion
- FASH 365 - Fashion Illustration
- FASH 380 - Computer-Aided Design
- FASH 440 - Specialty Markets
- FASH 445 - Collection Design
- FASH 446 - Career Planning and Portfolio
- FASH 455 - Internship
- ART 208 - Introduction to Design Applications

Complete one of the following two courses:

- FASH 200 - Cultural Perspectives in Dress and Fashion
- FASH 290 - Sociological and Psychological Aspects of Dress and Fashion

Complete one of the following two courses:

- FASH 447 - Design Studio
- FASH 448 - Event Planning and Fashion Show Production

Complete two of the following courses:

- FASH 207 - Surface Design of Fabrics
- FASH 230 - Jewelry Design
- FASH 305 - Costuming For Theatre
- FASH 330 - Special Topics In Fashion Design
- FASH 340 - Special Topics in Fashion Merchandising
- FASH 366 - Couture Tailoring

Additional Requirements:

Some fashion courses are offered every other year. Fashion majors should consult with their advisors for a suggested schedule of courses for the major.

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

Fashion Design Minor

Minor Requirements:

Required Courses:

- FASH 150 - Apparel Structure and Design
- FASH 256 - Textile Science
- FASH 270 - Flat Pattern Design

Choose four of the following courses:

- FASH 190 - Design Foundations and Visual Literacy
- FASH 207 - Surface Design of Fabrics
- FASH 230 - Jewelry Design
- FASH 322 - Draping
- FASH 330 - Special Topics In Fashion Design
- FASH 365 - Fashion Illustration
- FASH 366 - Couture Tailoring
- FASH 380 - Computer-Aided Design
- FASH 440 - Specialty Markets
- FASH 445 - Collection Design

Additional Requirements:

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

Fashion Merchandising - B.A.

Major Requirements:

Required Courses:

Complete the following courses:

- FASH 150 - Apparel Structure and Design
- FASH 170 - Introduction to the Fashion World
- FASH 190 - Design Foundations and Visual Literacy
- FASH 256 - Textile Science
- FASH 360 - History of Dress and Fashion
- FASH 361 - Contemporary Dress and Fashion
- FASH 446 - Career Planning and Portfolio
- FASH 455 - Internship
- FASH 470 - International Sourcing and Brand Development

Complete one of the following two courses:

- FASH 200 - Cultural Perspectives in Dress and Fashion
- FASH 290 - Sociological and Psychological Aspects of Dress and Fashion

Complete one of the following two courses:

- FASH 447 - Design Studio
- FASH 448 - Event Planning and Fashion Show Production

Complete four of the following courses:

- FASH 230 - Jewelry Design
- FASH 260 - Fashion Styling
- FASH 271 - Retail Promotion and Visual Merchandising
- FASH 381 - Retail Social Media and Branding
- FASH 330 - Special Topics In Fashion Design
- FASH 340 - Special Topics in Fashion Merchandising
- FASH 371 - Retail Buying
- FASH 410 - Fashion Communication and Trend Forecasting
- FASH 442 - Fashion Markets

Complete the following courses:

- MKTG 301 - Marketing
- MGMT 301 - Management
- ECON 101 - Principles of Microeconomics
- ART 208 - Introduction to Design Applications

Additional Requirements:

Some fashion courses are offered every other year. Fashion majors should consult with their advisors for a suggested schedule of courses for the major.

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

Merchandising Minor

Minor Requirements:

Required Courses:

- FASH 170 - Introduction to the Fashion World
- FASH 256 - Textile Science

Complete five of the following courses:

- FASH 260 - Fashion Styling
- FASH 271 - Retail Promotion and Visual Merchandising
- FASH 340 - Special Topics in Fashion Merchandising
- FASH 371 - Retail Buying
- FASH 381 - Retail Social Media and Branding
- FASH 410 - Fashion Communication and Trend Forecasting
- FASH 442 - Fashion Markets
- FASH 448 - Event Planning and Fashion Show Production
- FASH 470 - International Sourcing and Brand Development

Additional Requirements:

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

Fashion Design and Merchandising Courses

FASH 150 - Apparel Structure and Design

(3 hours) Fundamentals of apparel assembly with emphasis on construction techniques, fit, and quality analysis of the finished product. Introduction to apparel terminology.

FASH 170 - Introduction to the Fashion World

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

FASH 190 - Design Foundations and Visual Literacy

(3 hours) Design extends across subject areas such as art, fashion, interiors, and contemporary culture. This course is an overview of varied ways of understanding visual messages sent through design. Students will be introduced to the theories, elements, and principles employed in the creation of visual images. Focus is placed on utilizing these foundations as tools for analyzing, interpreting, and appreciating design and visual imagery in a variety of settings.

This course will satisfy the core area requirement in fine arts.

FASH 200 - Cultural Perspectives in Dress and Fashion

(3 hours) Analysis of dress and fashion as an expression of beliefs and values, material culture, and normative behavior in selected world cultures with emphasis on case studies focused on non-Western traditions, aesthetics, politics, religions, and ritual usage of dress and textiles. Discussion of cultural appropriation in the fashion industry. With an intensification option, this course will contribute to the Black World Studies major.

Prerequisite(s): Sophomore standing.

This course will satisfy the core requirement in multicultural studies.

FASH 207 - Surface Design of Fabrics

(3 hours) Survey of topics and hands-on processes for fabric coloration, manipulation, and embellishment, with emphasis on application to apparel design. Various techniques considered within cultural context. \$50 course fee.

This course will satisfy the core area requirement in fine arts.

FASH 230 - Jewelry Design

(3 hours) This course introduces students to the fine art of design through the creation of traditional and avant-garde jewelry. Students will explore design concepts and color theory by creating original handcrafted and 3D-printed pieces. Emphasis is placed on investigation of three-dimensional design through a variety of materials and crafting techniques.

This course will satisfy the core area requirement in fine arts.

FASH 256 - Textile Science

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

FASH 260 - Fashion Styling

(3 hours) Fashion Styling is a comprehensive course on establishing a successful career as a stylist. The course paints a realistic picture of the day-to-day activities of professional stylists and provides aspiring stylists with the tools and information needed to begin building a resume and portfolio. Topics covered include fashion styling for print and video,

character styling for film and television, food styling, prop styling, and set styling.

FASH 270 - Flat Pattern Design

(3 hours) Theory and fundamentals of flat pattern drafting. May not be completed for credit by any student who has previously earned credit for APRL 320.

FASH 271 - Retail Promotion and Visual Merchandising

(3 hours) Promotional strategies used in merchandising. Topics include identifying target markets and interpreting consumer demand; visual merchandising and store design; advertising strategies for retail. Students receive experience in merchandising windows at the university and area retailers.

Prerequisite(s): FASH 170 or consent of the instructor.

FASH 290 - Sociological and Psychological Aspects of Dress and Fashion

(3 hours) This course explores selected topics from the cross-disciplinary literature on dress (defined as presentation of self), including controversial questions about body image and apparel choices across diverse populations of women and men.

Prerequisite(s): Sophomore standing.

This course will satisfy the core requirement in multicultural studies.

FASH 305 - Costuming For Theatre

(3 hours) Listed also as THEA 305

This course will satisfy the core area requirement in fine arts.

FASH 322 - Draping

(3 hours) This course introduces the fundamentals of draping on the mannequin and body. Classic designer techniques will be investigated as 2D designs are transformed into 3D fashions.

Prerequisite(s): FASH 270.

FASH 330 - Special Topics In Fashion Design

(3 hours) Fashion design electives in specialty topics offered on a rotating basis. This course may be taken for credit multiple times if in different content areas.

FASH 340 - Special Topics in Fashion Merchandising

(3 hours) Fashion merchandising electives in specialty topics offered on a rotating basis. This course may be taken for credit multiple times if in different content areas.

FASH 360 - History of Dress and Fashion

(3 hours) Survey of European and North American dress and fashion from ancient civilizations through the 19th century, with emphasis on dress as an expression of social, cultural, economic, aesthetic, religious, and technological change in the Western world. With an intensification option, this course will contribute to the medieval and Renaissance studies minor.

This course will satisfy the core area requirement in fine arts.

FASH 361 - Contemporary Dress and Fashion

(3 hours) Survey of European and North American dress and fashion from the 20th century to the present. Students will analyze dress as an expression of social, cultural, economic, aesthetic, religious, and technological change and utilize this information to predict future and emerging trends.

This course will satisfy the core area requirement in fine arts.

FASH 365 - Fashion Illustration

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

FASH 366 - Couture Tailoring

(3 hours) The principles and application of advanced techniques used in couture custom tailoring.

FASH 371 - Retail Buying

(3 hours) Application of effective strategies in retail buying; includes budgeting, merchandise planning, and inventory management. Computerized spreadsheets are used to perform related merchandising math operations.

Prerequisite(s): Completion of math foundation requirement.

FASH 380 - Computer-Aided Design

(3 hours) Design of apparel through the use of computer using PAD Systems technology, with emphasis on patternmaking, grading, marking, and 3-D applications.

Prerequisite(s): FASH 270.

FASH 381 - Retail Social Media and Branding

(3 hours) Exploring the underlying principles of multichannel retailing and their relationship with brick-and-mortar stores, electronic retailing, and

direct marketing methods. Emphasis on understanding retail branding and exploring techniques that are used to implement various forms of social media.

FASH 410 - Fashion Communication and Trend Forecasting

(3 hours) Fashion communication involves every facet of written and visual information relating to fashion. From fashion editorials and social media to runway reviews and advertising campaigns, it encompasses printed, spoken, and electronic media. This course explores communications used to inform and inspire.

FASH 440 - Specialty Markets

(3 hours) Research of social, economics, and demographic aspects of target market instrumental in the development of a consumer line. This project-based class encompasses the design and construction of a specialty market line including lingerie, menswear, children's wear, petite, and plus-sized clothing.

Prerequisite(s): FASH 270 and junior standing.

FASH 442 - Fashion Markets

(3 hours) 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. By the end of this course, the student will have written a complete business plan.

Prerequisite(s): FASH 170

FASH 445 - Collection Design

(3 hours) Fashion forecasting; development of a cohesive collection of original designs.

Prerequisite(s): FASH 270 and senior standing.

FASH 446 - Career Planning and Portfolio

(3 hours) This course focuses on strategies used to approach career and life decisions, including developing decision-making skills, networking, interviewing techniques, considering personal attributions, and investigating developments in the field. Portfolio development is emphasized.

Prerequisite(s): Senior standing.

FASH 447 - Design Studio

(3-9 hours) This course examines fashion design as both a process and product. Students articulate their design voice and build their portfolios. Designers participate in critiques and evaluate design for artistic merit and market viability. With consent of the instructor, this course may be taken for credit multiple times.

Prerequisite(s): FASH 270

FASH 448 - Event Planning and Fashion Show Production

(3 hours) This course covers the many aspects of producing special events and fashion shows including market research, budget planning, promotion and marketing, writing commentary and press releases, and the various responsibilities of the members of the production team. It culminates with an annual fashion show.

FASH 450 - Independent Study

(1-4 hours) Content and credit tailored to the individual needs of the student.

FASH 455 - Internship

(2-8 hours) 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(s): Junior or senior standing.

FASH 470 - International Sourcing and Brand Development

(3 hours) An examination of the product development process and study of the roles of manufacturing, wholesaling, and retailing and the interrelationship of allied industries; development of a comprehensive merchandise plan for a product line with perspectives on the consumer,

manufacturer, retailer, and international sourcing. Emphasis on understanding the industry through global social responsibility.

Previously numbered as 370

Prerequisite(s): Junior standing.

Independent Undergraduate Research or Creative Investigation

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.

FASH 395 - Independent Undergraduate Research or Creative Investigation

(1-3 hours) *Prerequisite(s):* Consent of instructor.

FASH 495 - Independent Undergraduate Research or Creative Investigation

(1-3 hours) *Prerequisite(s):* Consent of instructor.

French

The goals of the French division are 1) an understanding and command of the linguistic structures of the French language that enable students to use it correctly and fluently in speech and in writing; 2) an awareness and appreciation of the diversity of francophone cultures; 3) a familiarity with and ability to critically analyze the literary production of the francophone world.

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.

French - B.A.

Major Requirements:

Required Courses:

Thirty-two semester hours beyond FREN 102, including FREN 260, FREN 261, FREN 302, and one advanced literature course 300-level or above. Students must register for course intensification in order to count FREN 289, FREN 290, or FREN 295 toward the major. A minimum of one-half the courses in the major field must be completed at Dominican. Students who study in Poitiers, France, and wish to have these courses count toward the French major must have prior written approval from the discipline director.

Teacher Licensure: French grades K-12

Students who wish to teach French in kindergarten through 12th grades complete a major in French and complete the School of Education's Teacher Education Program for K-12 licensure.

Additional French Education Requirements

Students pursuing Foreign Language K-12 licensure must first be admitted into the Teacher Education Program (TEP) before pursuing the required Education courses.

- Professional education courses including EDUC 404 - Instructional Strategies for Teaching Modern Foreign Language in the K-12 Classroom
- Teacher candidates who want to teach a language at the secondary level and are seeking the K-12 certificate must take the Test of Academic Proficiency (TAP) as well as a specific content area test in the language.
- 100 hours of field experience
- Oral Proficiency Interview: students must score at the minimum of advanced low level
- State Required edTPA

- Clinical Practice (one full semester) split between an elementary and either a middle or a secondary school classroom

For more information about K-12 licensure, see the School of Education section of this bulletin.

French Minor

Minor Requirements:

Eighteen semester hours beyond FREN 102. A minimum of one-half the courses in the minor field must be completed at Dominican.

French: Elementary Language Courses

FREN 101 - Elementary French I

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

FREN 102 - Elementary French II

(4 hours) This course continues to develop the four language skills.

Prerequisite(s): FREN 101 or equivalent.

French: Intermediate Language Courses

FREN 201 - Intermediate French I

(4 hours) This course is designed to reinforce and build upon basic skills in French through grammar review, short readings and compositions, conversational practice, and practice in comprehension.

Prerequisite(s): FREN 102 with a minimum grade of C- or placement through examination.

FREN 202 - Intermediate French II

(4 hours) This course continues the development of reading and writing skills with an emphasis on written and spoken communications. Visual, oral, and written materials form the point of departure for work that enhances students' communication skills.

Prerequisite(s): FREN 201 or equivalent.

French: Advanced Language Courses

FREN 272 - Oral French

(3 hours) This course seeks to develop oral proficiency in French and to enhance oral comprehension through a variety of speaking and listening activities. Students will acquire the essential vocabulary needed to communicate in everyday life, simulate real-life situations, and discuss various topics of contemporary interest. The course also introduces French phonetics and pays particular attention to pronunciation and intonation.

Prerequisite(s): FREN 202 or equivalent.

FREN 301 - Advanced Discussion

(3 hours) Development of increased fluency in the spoken language in a variety of forms through conversations, reports, etc., and the use of relevant contemporary materials contained in short stories, films, magazines, newspaper articles, and videos.

Prerequisite(s): FREN 202 or equivalent.

FREN 302 - Advanced Grammar and Composition

(3 hours) Development of writing skills with emphasis on the complexities of structure and idiom; composition techniques and grammar review.

Prerequisite(s): FREN 202 or equivalent.

French: Civilization and Culture Courses

FREN 261 - French Culture and Civilization

(3 hours) A survey of the French political, social, economic and cultural history from the Paleolithic period to the revolution in 1789. Using selected readings, films, websites, and music, this course examines how major historical events helped shape French society.

Prerequisite(s): FREN 202 or equivalent.

FREN 262 - French Culture and Civilization II

(3 hours) A survey of the French political, social, economic, and cultural history from the revolution of 1789 to the present. Using selected readings, films, websites, and music, this course examines how major historical events helped shape French society.

Prerequisite(s): FREN 202 or instructor consent.

FREN 280 - Contemporary France

(3 hours) Designed to engage students with France's most contemporary sense of culture, this course moves over multiple topics and combines media (internet journals, film, YouTube) with traditional genres (short stories, poetry, popular music) to create a virtual immersion experience in which language is experienced and produced in its most current usage.

Prerequisite(s): FREN 202 or equivalent.

FREN 289 - Introduction to French and Francophone Cinema: From Pictures to Pixels 1890 to the Present

(3 hours) This course traces the history of French cinema from the first films produced by the Lumiere brothers to the latest films coming out of France and the larger French-speaking world. (This course is conducted in English.) To receive credit for the French major or minor, students who have complete FREN 202 or the equivalent with a grade of C- or higher will register for the 1-credit intensification for reading, writing, and discussion in French.

Listed also as MFL 289, BWS 289, and CAS 289.

Prerequisite(s): ENGL 102.

This course will satisfy the core area requirement in fine arts.

FREN 353 - Contemporary France Through Film

(3 hours) 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(s): FREN 202

FREN 355 - French Literature and Film

(3 hours) This interdisciplinary course examines the intersections between literature and film by comparing selected French literary works (drawn from different periods and including genres such as fairy tales, short stories, operas, and novellas) to their film adaptations. Students will learn to analyze both literary and cinematic texts and will explore similarities in technique and style across media. This course will be taught in French .

Prerequisite(s): FREN 202 or equivalent.

This course will satisfy the core area requirement in literature.

French: Literature Courses

FREN 260 - Introduction to French Literature

(3-4 hours) 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(s): FREN 202 or equivalent.

This course will satisfy the core area requirement in literature.

FREN 290 - French Women Writers: Poetry, Theater, Prose

(3 hours) In this course, taught in English, students read a wide variety of texts authored by French or French-speaking women across multiple historical periods. Students will also practice literary analysis based on several different approaches. To receive credit for the French major or minor, students who have completed FREN 202 with a grade of C- or higher will register for the 1-credit intensification for reading, writing, and discussion in French.

Listed also as SWG 290

Prerequisite(s): ENGL 102

This course will satisfy the core area requirement in literature.

FREN 295 - Literary Paris

(3 hours) Conducted in English, this course explores aspects of the two thousand year history of the capital of France through world literature in which Paris plays a key role. From its Gallo-Roman origins through the French Revolution to its twenty first century status as a multicultural capital, students will gain perspectives and insight on the role of Paris in France, French society and the world. To receive credit for the French major or minor, students who have completed FREN 202 or the equivalent with a grade of C- or higher will register for the one credit intensification for reading, writing, and discussion in French.

Prerequisite(s): ENGL 102

This course will satisfy the core area requirement in literature.

FREN 374 - France in Its Literature

(3 hours) Analysis and discussion of representative literary works, with an emphasis on the manner in which they reflect the cultural reality of France.

Prerequisite(s): FREN 202 or equivalent.

This course will satisfy the core area requirement in literature.

French: Professional Courses

FREN 319 - Professional French

(3 hours) Advanced study of written and oral French as it applies to the business and other professional careers.

Prerequisite(s): FREN 202 or the equivalent.

French: Other Courses

FREN 205 - French Language

(3 hours) Credit for this course is recorded for students who have earned a score of 4 or 5 on the AP language exam in French. The three credits may be counted towards the major or minor in French. However, fulfillment of the language requirement and placement into the French language sequence is determined by Dominican University assessment.

FREN 207 - French Literature

(3 hours) Credit for this course is recorded for students who have earned a score of 4 or 5 on the AP literature exam in French. The 3 credits may be counted towards the major or minor in French.

This course will satisfy the core area requirement in literature.

FREN 399 - Directed Study

(1-4 hours) This option is to be selected only when absolutely necessary (i.e., the student has already taken all courses offered that semester or has a scheduling conflict that cannot be resolved otherwise). The student will work closely with the instructor.

FREN 450 - Independent Study

(1-4 hours) Open to advanced students of exceptional ability with consent of the instructor and senior standing.

FREN 455 - French Internship

(1-8 hours)

Geography

Geography Courses

GEOG 250 - World Regional Geography

(3 hours) A study of the physical and cultural patterns of the world to observe specific types of interrelationships and distributions of processes and people.

GEOG 320 - Global Economic Geography

(3 hours) A consideration of the location and functioning of economic activities in various parts of the world.

Geology

Geology Courses

GEOL 200 - Our Dynamic Planet

(3-4 hours) This is a course in basic physical geology. 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. In addition, the earth science topics of weather, astronomy, and oceanography will be introduced. To satisfy the laboratory component, students must enroll for 4 semester hours and attend the lab section.

Listed also as NSC 202.

This course will satisfy the core area requirement in natural sciences.

GEOL 231 - Environmental Geology

(3 hours) The study of the earth's environment from a multidisciplinary systems approach. Each system-atmosphere, hydrosphere, lithosphere, biosphere, and anthrosphere-is studied separately and then interrelated with the others through considerations of five main topics: methods of study, evolution, physical and chemical composition and structure, classification and behavior or function, and anthropogenic effects in the past, present and future.

Listed also as NSC 231 and ENVS 231

This course will satisfy the core area requirement in natural sciences.

GEOL 241 - Current Topics in Environmental Science

(3 hours) Listed also as ENVS 241 and NSC 241

This course will satisfy the core area requirement in natural sciences.

GEOL 251 - Hydrology

(3 hours) This course will discuss the many facets of water by looking at its role in the context of the hydrologic cycle, the geologic environment, and relative to ecological and environmental studies. This course utilizes selected concepts from chemistry, biology, climate science, international politics, public policy, business, physics, health, literature, and religion, and looks at some significant current water issues facing the world. Lecture and discussion.

Listed also as ENVS 251 and NSC 251

This course will satisfy the core area requirement in natural sciences.

German

German Courses

GERM 101 - Elementary German I

(4 hours) This course introduces students to the German language by listening, speaking, reading, and writing German in a cultural context. Students will develop a basic proficiency in all language skills through a study of German grammar and vocabulary.

GERM 102 - Elementary German II

(4 hours) This course continues to develop the four language skills.

Prerequisite(s): GERM 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 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 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 firsthand observations of surgery and other medical procedures.

Pre-Medical/Dental Program

Pre-Pharmacy Program

Nursing

Occupational Therapy

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 Office of Undergraduate Admissions or the biological science department.

Pre-Medical/Dental Program

Students interested in medicine follow a sequence of courses that fulfill all pre-professional requirements. Most students major in either biology, neuroscience, chemistry, or biology-chemistry, though other fields are possible. The pre-medical advisor guides the students' course choices to ensure that they best suit the students' 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 of 24 or higher, SAT of 1175 or higher), and they must submit applications to both Dominican and Midwestern in order to qualify for this guaranteed dual admission program.

Required Courses:

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:

- ENGL 101 - Composition I: Writing as Discovery and Action
- ENGL 102 - Composition II: Writing as a Way of Knowing
- CAS 200 - Business and Professional Speech
- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- BIOL 351 - Advanced Human Anatomy
- CHEM 120 - General Chemistry I
- CHEM 121 - General Chemistry II
- CHEM 253 - Organic Chemistry I
- CHEM 254 - Organic Chemistry II
- MATH 131 - Trigonometry and Analytic Geometry
- MATH 211 - Principles of Statistics
- MATH 261 - Analytic Geometry and Calculus I
- PHYS 211 - College Physics I
- ECON 101 - Principles of Microeconomics or ECON 102 - Principles of Macroeconomics
- Liberal Arts and Sciences Freshman and Sophomore Seminars
- Two Social and Behavioral Science electives
- One non-science elective

Hispanic Ministry

Coordinated BA/MA in Hispanic Theological Ministry with the Catholic Theological Union

Qualified students may obtain a Bachelor of Arts (BA) at Dominican University and a Master of Arts in Hispanic Theology and Ministry (MA-HTM) from the Catholic Theological Union (CTU) in an accelerated timeline.

In order to be eligible to apply for the coordinated BA + MA-HTM program, students must:

- Have a GPA of 3.0 or above
- Be recommended by their Dominican University faculty advisor
- Have completed a minimum of 97 semester credit hours towards their BA at Dominican University

There are two options by which students of Dominican University may complete a coordinated program with CTU's MA in Hispanic Theology and Ministry (MA-HTM):

Option 1: Advanced Standing with Credit

Dominican students may petition to receive up to 12 semester credit hours for Advanced Standing with Credit at CTU for particular courses completed at Dominican. These courses include:

- THEO 239 - Latin@ Religious Experience and Theology to fulfill a Level One required course in MA-HTM
- Either THEO 238 - Latin@ Spirituality: The Origins, Roots, and Contemporary Experience of a People or THEO 236 - Our Lady of Guadalupe: Mother of a New Creation to fulfill a Level 2 Area Course Requirement for 3 credits in MA-HTM
- THEO 455 - Internship, which would need to focus on a Latin@ context and include a theological reflection component, to fulfill the MA-HTM requirement (3 credits) for M4204 Ministry Practicum in Latin@ Context
- Another course from Dominican at the 200- or 300-level may be considered for Advanced Standing with Credit through the following procedure:

The student confers with the academic advisors at both Dominican and CTU concerning the course/courses for which advanced standing with credit is sought. The student petitions with the documentation to support the request including:

- Course syllabus
- Faculty name and credentials
- Transcript or certificate of completion
- Description of context of learning

The student then applies to the instructor of the respective course for assessment.

- Students who desire advanced standing with credit for practicum need to work together with their advisor at Dominican and the Director of Field Education at CTU to insure that the requirements for the CTU practicum are fulfilled.

The student pays one-third of the CTU tuition rate for the credits granted.

Option 2: 3+1

After successful completion of 97 semester credits of their program at Dominican University toward the bachelor's degree, and after completing all requirements of their academic major and core curriculum, excepting credits that may be applied toward the major from the CTU curriculum, qualified students may apply to CTU to begin the MA-HTM, taking CTU courses and paying tuition to CTU. A maximum of 27 of the 36 semester credits taken at CTU for the MA-HTM can be transferred to Dominican University as major or elective credits to complete the BA degree, for a total of 124 semester hours total (i.e., the minimum number needed to complete the bachelor's degree). This accelerated option makes it possible for a student to complete both the BA and the MA within five years. (Note: The MA-HTM may be done as an online degree with minimal residency requirements.)

Residency

Students who participating in the 3+1 program would be allowed to satisfy the residency requirement for the bachelor's degree in the following way:

- Complete any 90 semester hours at Dominican University *prior to enrolling in the MA-HTM degree at CTU*;
- Complete from 45 to 89 semester hours at Dominican University, including the last 15 semester hours applied toward the degree *prior to enrolling in the MA-HTM degree at CTU*; or
- Complete the last 34 semester hours for the degree at Dominican University *prior to enrolling in the MA-HTM degree at CTU*.

Admission Process

Students from Dominican University who wish to be admitted to the coordinated degree program must successfully complete the following application process:

- A. Complete the online application: <http://discover.ctu.edu>
- B. One letter of recommendation from a Dominican University faculty member including a statement of preparedness for graduate work
- C. Letter of recommendation from supervisor/mentor at the experiential learning process
- D. Transcripts from all colleges/universities where academic credit was earned

E. Personal statement essay for Master's degree applicants - prompt questions are noted on the CTU website
<http://admissions.ctu.edu/guidelines-requirements>

F. Application fee of \$55.00

History - B.A.

Major Requirements:

Students must complete the requirements of one of the areas of concentration listed below.

Applied History Concentration

This program offers students the opportunity to connect the historical skills of rigorous reading, writing, researching, and analysis with technological, organizational, and communications skills of Informatics. We believe this new major will be useful to students interested in pursuing careers in library and information science, the digital humanities, law, business, politics, banking, policy development, and non-profit work. Students would develop research, writing, and analytical skills useful for problem solving and communicating complex information and engage a distinct area of historical inquiry. Further, their work in the Informatics program would offer them the technical and project skills to help them organize, analyze, and deliver their research and writing.

Thirty-eight to 39 credit hours, depending course selections below:

- One US history course (3 hours)
- One Latin American history course (3 hours)
- One African history course (3 hours)
- One European history course (3 hours)
- One global history course (3 hours)
- HIST 200 - Introduction to Historical Studies
- Three history electives (9 hours)
- INF 110 - Foundations of Informatics
- INF 120 - Foundations Information Technology or INF 160 - Introduction to Data Science
- INF 130 - Research and Design for Informatics or INF 190 - Project Management
- Capstone project (1 hour)

It is recommended that students complete INF 240 - Community Informatics prior to or concurrently with their capstone project.

History for the Humanities Concentration

This track is designed for students planning on applying to graduate school in History or a related field. Students would design their program around a more traditional content area (a focus on US, European, African, or global history and complete two courses in modern foreign language at the 200-level or higher (excluding AP credit course/s); students may choose French, Italian, Spanish (as a second language or heritage language) and course of study will begin at the course determined by placement or in consultation with a modern foreign language faculty member.

Thirty-seven to 39 credit hours, depending course selections below:

- One US history course (3 hours)

- One Latin American history course (3 hours)
- One African history course (3 hours)
- One European history course (3 hours)
- One global history course (3 hours)
- HIST 200 - Introduction to Historical Studies
- Four history electives (12 hours)
- Two modern foreign language electives (200-level or higher; 3-4 credit hours each)
- Capstone project (1 hour)

Students in this concentration are encouraged to complete a minor in a foreign language.

History for Education Concentration

Forty-four credit hours:

- One US history course (3 hours)
- One Latin American history course (3 hours)
- One African history course (3 hours)
- One European history course (3 hours)
- One global history course (3 hours)
- HIST 200 - Introduction to Historical Studies
- HIST 201 - A History of Globalization (with course intensification)
- Two history electives (6 hours)
- Capstone project (1 hour)
- ECON 101 - Principles of Microeconomics
- POSC 170 - American Government
- Either POSC 140 - International Relations or POSC 150 - Comparative Politics
- SOC 110 - Introduction to Sociology
- POSC 160 - Geography and International Politics

Additional Major Requirements:

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

History Courses by Area

African History Courses

- HIST 180 - Pre-Colonial Africa
- HIST 280 - Colonial Africa
- HIST 380 - Contemporary Africa
- HIST 390 - Atlantic Africa

- HIST 391 - Apartheid in South Africa

European History Courses

- HIST 217 - The Age of Empires: Europeans and the World
- HIST 239 - Medieval Spain
- HIST 261 - Greek Civilization Golden Age
- HIST 262 - The Roman World
- HIST 267 - Crusade and Jihad
- HIST 271 - The Viking World
- HIST 275 - Medieval and Renaissance Europe
- HIST 276 - The Fall of Rome: From Constantine to Charlemagne
- HIST 291 - Europe Between Popes and Kings
- HIST 292 - Making European National States 1688-1871
- HIST 293 - European National States in Crisis 1871-1945
- HIST 294 - Post-War Europe, 1945 to the Present
- HIST 308 - The Catholic Church in the Middle Ages
- HIST 323 - England in the Tudor-Stuart Period, 1485-1715
- HIST 332 - The Social World of the Renaissance
- HIST 335 - Russian Politics and Culture: From Peter to Putin
- HIST 350 - Medieval Women and Gender
- HIST 372 - European Popular Culture 1500-1900
- HIST 381 - France 1750-1815: Enlightenment, Revolution, Dictatorship
- HIST 385 - Nazism and the Holocaust
- HIST 388 - European Thought and Art, 1500 to the Present
- HIST 393 - The Coming of Capitalism
- HIST 461 - Topics in European History

Global History Courses

- HIST 201 - A History of Globalization
- HIST 213 - Modern China Since 1800
- HIST 214 - Modern Japan Since 1800
- HIST 216 - Foundations of Islamic Civilization to 1456
- HIST 217 - The Age of Empires: Europeans and the World
- HIST 219 - Islamic Civilizations in the Modern World
- HIST 226 - The Modern Middle East
- HIST 267 - Crusade and Jihad
- HIST 270 - The Silk Road
- HIST 271 - The Viking World

- HIST 301 - Jerusalem From Antiquity to the Present
- HIST 314 - History of International Relations Since 1914
- HIST 328 - Latin American and United States Relations
- HIST 379 - The United States in World War I
- HIST 392 - Cold War International History
- HIST 420 - History of Islam in the United States
- HIST 421 - History of Islamic Banking Systems
- HIST 451 - Inventing Victory: The United States in World War II
- HIST 452 - War on Two Fronts: Combat in Vietnam and Upheaval in the United States
- HIST 457 - Topics in Global History

Latin American History Courses

- HIST 241 - Colonial Latin America
- HIST 242 - Modern Latin America
- HIST 244 - Latin American Women
- HIST 315 - Latin American Revolutions
- HIST 328 - Latin American and United States Relations
- HIST 329 - Caudillos and Dictators in Latin America
- HIST 459 - Topics in Latin American History

United States History Courses

- HIST 143 - History of the American People to 1877
- HIST 144 - History of the American People From 1877
- HIST 221 - American Encounters: The Colonial Age
- HIST 222 - Building a Nation: The U.S. From Revolution to Reconstruction
- HIST 223 - Changing America: The Gilded Age Through the New Deal
- HIST 224 - The American Century, 1940-1990
- HIST 296 - American Mass Media History
- HIST 312 - American Intellectual History
- HIST 317 - Family in America
- HIST 319 - From Jim Crow to the White House: The African-American Experience Since 1877
- HIST 320 - From Slavery to Freedom: The African-American Experience From 1619 to 1877
- HIST 328 - Latin American and United States Relations
- HIST 333 - 19th Century American Popular Culture
- HIST 334 - 20th Century American Popular Culture
- HIST 344 - Historical Experience of Women in the United States
- HIST 345 - From Crossroads to Metropolis: U.S. Urban History Since 1800

- HIST 346 - Making a Living: U.S. Working-Class History
- HIST 348 - Race and Ethnicity in the U.S.
- HIST 367 - The American West
- HIST 368 - Gender and Urban Life
- HIST 378 - Native American History
- HIST 379 - The United States in World War I
- HIST 420 - History of Islam in the United States
- HIST 440 - The American Civil War
- HIST 451 - Inventing Victory: The United States in World War II
- HIST 452 - War on Two Fronts: Combat in Vietnam and Upheaval in the United States
- HIST 453 - The Military in the United States
- HIST 460 - Topics in United States History

History Minor

Minor Requirements:

Twenty-one hours, including:

- HIST 200 - Introduction to Historical Studies
- Six additional history courses with at least one course numbered above HIST 300.

Students may count no more than six semester hours at the 100 level toward the minor.

A minimum of 10 hours in the minor field must be completed at Dominican.

History Courses

HIST 101 - History of Western Civilization Before 1500

(3 hours) This course will investigate the history of Western civilization. Topics will include the civilizations of ancient Near East, classical Greece and Rome, and medieval, Renaissance, and Reformation Europe.

Prerequisite(s): This course is not open to juniors and seniors without consent of the department.

This course will satisfy the core area requirement in history.

HIST 102 - History of Western Civilization Since 1500

(3 hours) This course will investigate the history of Western civilization from 1500 to the present. Topics will include European societies, cultures, economies, and politics.

Prerequisite(s): This course is not open to juniors and seniors without consent of the department.

This course will satisfy the core area requirement in history.

HIST 103 - Ancient Western Civilization

(3 hours) Credit for this course is recorded for students who have earned a score of 50 or higher on the Western Civilization I: Ancient Near East to 1648 CLEP exam. The credits may be counted towards the major or minor in history. However, this course does not fulfill the core area requirement in history.

HIST 104 - Modern Western Civilization

(3 hours) Credit for this course is recorded for students who have earned a score of 50 or higher on the Western Civilization II: 1648 to the Present CLEP exam. The credits may be counted towards the major or minor in history. However, this course does not fulfill the core area requirement in history.

HIST 111 - World History Before 1500

(3 hours) 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.

Prerequisite(s): This course is not open to juniors and seniors without consent of the department.

This course will satisfy the core area requirement in history.

HIST 112 - World History After 1500

(3 hours) 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.

Prerequisite(s): This course is not open to juniors and seniors without consent of the department.

This course will satisfy the core area requirement in history.

HIST 120 - Latino Chicago

(3 hours) Chicago has long been home to many vibrant Latino communities. This course will examine the development of Mexican Chicago in the early 20th century and the growth of the mid-century Puerto Rican community and will investigate the late 20th-century issues of gentrification, deindustrialization and the immigrant rights movement and their impact on Latino communities in the city and suburbs. Students will learn how to use historical resources; build important reading, critical analysis, and writing skills; and visit sites around the city to see firsthand the past and present of Latino Chicago. Students will learn to use relevant primary and secondary sources in their own accounts of the past, analyze the significance of a given historical change, and formulate an argument

about historical causality.

This course will satisfy the core area requirement in history.

HIST 143 - History of the American People to 1877

(3 hours) 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 may be applied to the United States History concentration.

This course will not satisfy the history core area requirement.

Listed also as AMST 143.

Prerequisite(s): This course is not open to juniors or seniors without consent of department.

HIST 144 - History of the American People From 1877

(3 hours) 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 20th century.

This course may be applied to the United States History concentration.

This course will not satisfy the history core area requirement.

Listed also as AMST 144.

Prerequisite(s): This course is not open to juniors and seniors without consent of department.

HIST 152 - The Atlantic World 1400-1888

(3 hours) This is a study of the processes of cultural, social, and economic interaction in and around the Atlantic rim (Europe, Africa, North and South America) between 1400 and the abolition of slavery in Brazil in 1888.

Prerequisite(s): This course is not open to juniors and seniors without consent of the department.

This course will satisfy the core area requirement in history.

HIST 154 - South Pacific World

(3 hours) This course offers an overview of a roughly 200 year period (1700—1900) in the history of the South Pacific. It examines how the era of European expansionism through earlier periods of cartographic exploration (navigational mapping) culminated in the establishment of a network of colonial trading outposts in the 18th century and then transposed into a multi-purpose strategic, scientific, economic and imperial enterprise in the 19th century. In other words, our guiding question is, "How did the Pacific world change from its own pace of historically

unfolding contexts to one that involved European colonialism and ultimately imperialism across approximately two centuries?" Our deeper purpose is two-fold: to examine how Europeans' motives for sailing the Pacific Ocean underwent change as society itself changed back home in Europe, as well as to study broader processes of inter-cultural contact.

Prerequisite(s): This course is not open to juniors or seniors without the consent of the department.

This course will satisfy the core area requirement in history.

This course will satisfy the core requirement in multicultural studies.

HIST 180 - Pre-Colonial Africa

(3 hours) This course explores the history of pre-colonial Africa from the 400s to the 1880s. Among the many 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 may be applied to the African history concentration.

Listed also as BWS 180

Prerequisite(s): This course is not open to juniors or seniors without the consent of the department.

This course will satisfy the core area requirement in history.

HIST 200 - Introduction to Historical Studies

(3 hours) This course introduces students to the practice of history as a discipline of study; explores questions about what historians do and how they do it; and offers students the opportunity to conduct archival research, develop writing skills, and consider pathways for history majors in professions. This course is required for all history majors and minors.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 201 - A History of Globalization

(3 hours) This course analyzes the ebb and flow of global economic and cultural interdependence, emphasizing developments since 1850.

This course may be applied to the global history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 213 - Modern China Since 1800

(3 hours) This course examines Chinese responses to westernization from the Opium War to the post-Mao era. The course places contemporary China in the intellectual, social, political, and economic framework of a century and a half of revolution.

This course may be applied to the global history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 214 - Modern Japan Since 1800

(3 hours) This course examines the background to and development of modern Japan from pre-Perry feudalism to present-day industrial prominence. The course 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.

This course may be applied to the global history concentration.

Prerequisite(s): ENGL 101

HIST 216 - Foundations of Islamic Civilization to 1456

(3 hours) 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 1450's. Topics include pre-Islamic Arabia, the life and time of prophet Muhammad, the major Islamic beliefs and practices, Islamic dynasties, and early Muslim conquests.

This course may be applied to the global history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 217 - The Age of Empires: Europeans and the World

(3 hours) This course explores the processes and consequences of European expansion, imperialism, and colonialism in the broader world. It emphasizes the intersections of race, class, and gender both within Europe and in encounter with other cultures, the links between empire and science, industrialization, and the forging of the modern world.

This course may be applied to the European or global history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 219 - Islamic Civilizations in the Modern World

(3 hours) This course explores the history of modern Islam from the 1450's 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.

This course may be applied to the global history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 221 - American Encounters: The Colonial Age

(3 hours) This course is an exploration of the American colonial experience emphasizing the interaction among Native Americans, Europeans, and Africans between 1492 and 1763. The 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.

This course may be applied to the United States history concentration.

Listed also as AMST 226.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 222 - Building a Nation: The U.S. From Revolution to Reconstruction

(3 hours) This course examines the tremendous changes the young United States experienced in its first century as a nation. We will explore topics such as the American Revolution, the market revolution, westward expansion, civil war, immigration, urbanization and middle-class family life from the end of the colonial era to the late 19th century.

This course may be applied to the United States history concentration.

Listed also as AMST 343

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 223 - Changing America: The Gilded Age Through the New Deal

(3 hours) 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 the Ku Klux Klan and the Great Migration, and the impact New Deal programs had on everyday Americans.

This course may be applied to the United States history concentration.

Listed also as AMST 225.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 224 - The American Century, 1940-1990

(3 hours) Arguably the United States played a dominant role in global events during the 20th century. From World War II and the decades of Cold War that followed, American culture, economics, and social values reflected a nation whose citizens enjoyed tremendous economic prosperity, witnessed amazing technological advancement, and experienced profound social change. What did these decades mean? How do we understand them in relation to earlier ideas of American destiny? What do they mean in the post-Cold War era?

This course may be applied to the United States history concentration.

Listed also as AMST 224.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 226 - The Modern Middle East

(3 hours) This course introduces students to the general history of the modern Middle East from the end of World War I to the present. Topics discussed will include the fall of the Ottoman Empire and the subsequent remapping of the Middle East, the place of oil in the local economies, the Iranian Revolution, the transition toward democratization, the Iraq War, and the causes and consequences of the Arab Spring. No prior knowledge of the Middle East is required to take this course.

This course may be applied to the global history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 239 - Medieval Spain

(3 hours) This course will examine the complex political, social, and religious interaction of cultures on the Iberian peninsula from the time of the Visigoths until the conquistadores (400s-1500s), focusing on the Jewish, Christian and Islamic traditions. We will test various models used by historians to examine cultural relations within the Iberian peninsula and its inhabitants' interactions with the wider world, including "convivencia," holy war, persecution, trade and discovery.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 241 - Colonial Latin America

(3 hours) This course is 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.

This course may be applied to the Latin American history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 242 - Modern Latin America

(3 hours) This course is a survey of Latin America since the colonial wars for independence (1810s) to the present. It will examine general trends in the region's quest for political stability and economic prosperity while highlighting differences in each country's national culture.

This course may be applied to the Latin American history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 244 - Latin American Women

(3 hours) This is 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.

This course may be applied to the Latin American history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 261 - Greek Civilization Golden Age

(3 hours) This course is a study of the interrelationships between the economic, social, and political structure of Aegean society, c. 700-323 BCE, and the intellectual and artistic achievements of Greek thought during the period. Readings will include works by Herodotus, Thucydides, and Aristophanes, and modern works on the ancient economy and politics.

This course may be applied to the European history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 262 - The Roman World

(3 hours) This course examines Rome's conquest of a Mediterranean empire. We will address how major social conflicts and political inventiveness during the century of Roman "revolution" contributed not only to the later establishment of autocratic rule but also to reciprocal cultural changes with the peoples of the empire.

This course may be applied to the European history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 267 - Crusade and Jihad

(3 hours) This is a study of the holy wars between medieval Christians and Muslims including religious beliefs, military and political events, and economic and cultural consequences.

This course may be applied to the European or global history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 269 - Medieval England

(3 hours) Politics, culture and society from the Anglo-Saxon conquest of England to 1485. Topics include the development of English monarchy and of the English constitution, such changes in the English social system as the development of serfdom and its decline in the later Middle Ages, and the relationship between changing English society and English achievements in politics intellectual life and the arts.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 270 - The Silk Road

(3 hours) 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 CE. It looks at the cultures of the people who lived along the Silk Road and focuses on their moments of interaction.

This course may be applied to the global history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 271 - The Viking World

(3 hours) This course examines the Vikings both in 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.

This course may be applied to the European or global history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 275 - Medieval and Renaissance Europe

(3 hours) This course offers an overview of the political, religious, cultural, social, and economic history of medieval and Renaissance Europe from the decline of Roman authority in the West to the Peace of Augsburg

(1555 C.E.). The class also provides an introduction to the many disciplines from which scholars study the past. It is the core class for the medieval and Renaissance studies minor.

This course may be applied to the European history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 276 - The Fall of Rome: From Constantine to Charlemagne

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

This course may be applied to the European history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 280 - Colonial Africa

(3 hours) This course introduces students to the history of Africa between the 1880s and the 1960s. The course focuses on the interwoven relationships between European colonialism and African nationalism. Topics include the partition of Africa, European colonial systems, Africans in the world wars, decolonization and anti-colonial struggles, and gender relations.

This course may be applied to the African history concentration.

Listed also as BWS 281.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 291 - Europe Between Popes and Kings

(3 hours) History of Europe's change from a universal Christian community of dynastic realms to a community of territorialized dynastic states and territorialized Christian sects.

This course may be applied to the European History concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 292 - Making European National States 1688-1871

(3 hours) This course studies 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.

This course may be applied to the European history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 293 - European National States in Crisis 1871-1945

(3 hours) This course examines Europe from the unification of Germany in 1871 to the division of Germany in 1945, emphasizing the relationship between national social and political change and international conflict.

This course may be applied to the European history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 294 - Post-War Europe, 1945 to the Present

(3 hours) Students will study the historical processes that made it sensible to speak of Europe as a political and cultural whole from the division of Germany through its reunification and beyond, emphasizing the relationship between social and political change and international conflict.

This course may be applied to the European history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 296 - American Mass Media History

(3 hours) This course may be applied to the United States history concentration.

Listed also as CAS 294 and AMST 294.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 301 - Jerusalem From Antiquity to the Present

(3 hours) This class examines the history of many people, states, conflicts, and beliefs through the story 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.

This course may be applied to the global history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 307 - Voices from the Past: Introduction to Oral History

(3 hours) 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 of history. 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(s): ENGL 101

HIST 308 - The Catholic Church in the Middle Ages

(3 hours) The course presents a study of the institutional, political, cultural, and intellectual history of the medieval church from its origins to the eve of the Reformation.

This course may be applied to the European history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 312 - American Intellectual History

(3 hours) This course is 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.

This course may be applied to the United States history concentration.

Listed also as AMST 317.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 314 - History of International Relations Since 1914

(3 hours) This course surveys international relations, international institutions, and war since the outbreak of World War I.

This course may be applied to the global history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 315 - Latin American Revolutions

(3 hours) This course examines social and political upheavals in 19th- and 20th-century Latin America. Students will study theories of "revolution" as a social science concept and apply this knowledge to analyze specific case studies, namely the Latin American independence movements, the Mexican Revolution, and the Cuban Revolution.

This course may be applied to the Latin American history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 317 - Family in America

(3 hours) This course examines family life in America from the colonial era to the present. Investigation into the lives of families will examine how race, class, and gender shape the experience of the men, women, and children within American families. This course approaches the topic using historical, anthropological, literary, and sociological methods.

This course may be applied to the United States history concentration.

Listed also as AMST 315.

Prerequisite(s): ENGL 101

HIST 318 - History of Drugs

(3 hours) In the modern era, drugs have multiple lives. They might be medicines, poisons, illicit objects of trade, or valuable commodities. This course will explore how certain plant and animal matter came to be used by medical professionals, consumed for recreational purposes, sold for high prices, and regulated by state and international law. Students will read and analyze accounts from multiple perspectives as we consider the political implications of anti-drug rhetoric, social welfare campaigns, and understandings of addiction and criminality in the social, economic, and cultural histories of drug consumption and regulation.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 319 - From Jim Crow to the White House: The African-American Experience Since 1877

(3 hours) This course examines and analyzes the variety of economic, social, cultural, and religious experiences in diversity within the African-American community, the growth of the black middle class, the Great Migration, the creation of 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.

This course may be applied to the United States history concentration.

Listed also as AMST 321 and BWS 321.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 320 - From Slavery to Freedom: The African-American Experience From 1619 to 1877

(3 hours) 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.

This course may be applied to the United States history concentration.

Listed also as AMST 320 and BWS 320.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 323 - England in the Tudor-Stuart Period, 1485-1715

(3 hours) This course is a socio-economic history of Renaissance England and the interrelationship of social change with the development of political and religious institutions.

This course may be applied to the European history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 328 - Latin American and United States Relations

(3 hours) This course examines the political, economic, and cultural components of Latin America's diplomatic history with the United States from the late colonial period (1700s) and the independence era to the present. The course focuses on 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.

This course may be applied to the global, Latin American, or United States history concentration.

Listed also as AMST 328

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 329 - Caudillos and Dictators in Latin America

(3 hours) This course 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.

This course may be applied to the Latin American history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 332 - The Social World of the Renaissance

(3 hours) This course studies 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 socio-economic and political setting.

This course may be applied to the European history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 333 - 19th Century American Popular Culture

(3 hours) This class offers students an introduction to the main currents of American popular culture from the 19th century and the very early 20th century and its relationship to our current society. In addition to identifying the varied aspects of American popular culture and tracking the development of its many manifestations, this class will demonstrate how these aspects reflected and were shaped by historical trends and events. We will also consider how entertainment, technology, consumerism, and mass communication mold the individual's perceptions of his or her world. Some of the topics covered include the circus, P.T. Barnum's world, the minstrel show, vaudeville, and burlesque.

This course may be applied to the United States history concentration.

Listed also as AMST 333.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 334 - 20th Century American Popular Culture

(3 hours) This class offers students an introduction to the main currents of American popular culture of the 20th century. In addition to identifying the varied aspects of American popular culture, and tracking the development of its many manifestations, this class will demonstrate how these aspects reflected and were shaped by historical trends and events. We will also consider how entertainment, technology, consumerism, and mass communication mold the individual's perceptions of his or her world. Some of the topics covered include baseball, the blues, jazz, country and western music, rock and roll, the radio, television, and the comic strip.

This course may be applied to the United States history concentration.

Listed also as AMST 334.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 335 - Russian Politics and Culture: From Peter to Putin

(3 hours) This course analyzes the evolution of Russian politics and society through its three key historical periods: the Russian Empire of the

Romanovs beginning with the reign of Peter the Great, the Soviet Union, and post-Soviet Russia. Students will examine major themes across these periods, such as Russia's relationship with West, the role of the intelligentsia, women and gender, modernization and Westernization, and Russia's geographic and cultural identity.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 338 - History of Travel

(3 hours) Travel writing provides unique evidence of human interaction, as people wrote about experiencing other parts of the world and the people within them. This class uses travel narratives as a window into cross-cultural contact, the formation and disintegration of empires, social and political movements, and the construction of selfhood. In this class, students will read a selection of travel narratives from around the world, from medieval times to the present, with a particular focus on how Europeans interacted with non-European people and places.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 344 - Historical Experience of Women in the United States

(3 hours) This course examines women's history from the colonial period to the present. Readings, assignments, and discussion uncover the tremendously varied experiences of women in America. Understanding how race, class, gender and region have impacted the lives of American women is central to our examination. Throughout the course readings and discussion focus on women's work, political restrictions and opportunities, family relations, formal and informal networks of power, and the construction of gendered identities.

This course may be applied to the United States history concentration.

Listed also as AMST 344.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 345 - From Crossroads to Metropolis: U.S. Urban History Since 1800

(3 hours) Emphasizing Chicago, this course explores the historical development of American cities, focusing upon the interaction between the urban environment and its inhabitants and exploring reasons for the growth and development of cities as well as how this growth influenced culture.

This course may be applied to the United States history concentration.

Listed also as AMST 345.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 346 - Making a Living: U.S. Working-Class History

(3 hours) This course examines the American working-class experience since the 19th century. Readings, films, and discussions will explore class formation, working-class communities, workplace culture and collective action including unionization. We will explore how industrialization, deindustrialization, and the construction of a service economy have shaped the experience of the American working class. How race and gender intersect with class will be central to our study. Americans are decidedly self-conscious and even anxious about discussing social class. This course will "make class visible" and explore the experience of American working-class people, their lives at work, at home, and in politics and popular culture.

This course may be applied to the United States history concentration.

Listed also as AMST 336.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 348 - Race and Ethnicity in the U.S.

(3 hours) This course examines the role of ethnic and racial identity in American history, with a focus on the construction of "whiteness." Readings and discussion for this course will address the immigration experience, the interaction among ethnic and racial groups in America, the creation of ethnic enclaves, and the development of unique hyphenated-American ethnic group identities and how these phenomena have changed over time.

This course may be applied to the United States history concentration.

Listed also as AMST 348.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 350 - Medieval Women and Gender

(3 hours) This course is 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.

This course may be applied to the European history concentration.

Listed also as SWG 350.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 354 - Inventing Victory: The United States in World War II

(3 hours) This is 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.

This course may be applied to the global or United States history concentration.

Previously numbered as HIST 451

Listed also as AMST 451.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 367 - The American West

(3 hours) This course is an in-depth analysis of the American frontier as shared and contested space. Readings and discussion will address the meaning of contact between European-Americans, Native Americans, and African-Americans on the frontier, the changes to the landscape and environment, the "internal empire" of the American West in natural resources, and the myths of the American West including the place of the West in American identity.

This course may be applied to the United States history concentration.

Listed also as AMST 337.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 368 - Gender and Urban Life

(3 hours) This course addresses the relationship between urban America and ideas of gender as well as race and class. Through readings and discussion, students examine how the urban experience both reflects and influences cultural definitions of gender and sexuality. Critical themes under investigation include the commercialization of sexuality, the idea of the city as a place for personal freedom and institutional oppression for both men and women, and the city as a dangerous place for women.

This course may be applied to the United States history concentration.

Listed also as AMST 338.

Prerequisite(s): ENGL 101

HIST 372 - European Popular Culture 1500-1900

(3 hours) This course explores 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.

This course may be applied to the European history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 378 - Native American History

(3 hours) This course introduces students to the complex and rich culture, history, and worldview of Native American peoples. The course will address the period from the ancient civilizations of North America to the European/Native American contact as well as life for native peoples under the aegis of the United States. There will be a special focus upon the tribes of the arid Southwest, the woodland peoples of the Northeast, the agricultural societies of the Southeast, and the roving bands of the plains.

This course may be applied to the United States history concentration.

Listed also as AMST 378.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 379 - The United States in World War I

(3 hours) This course examines U.S. history during the era of World War I (1912-1920), with emphasis on economic mobilization, political and military strategy, and social programs. Students will evaluate America'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 may be applied to the global or United States history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 380 - Contemporary Africa

(3 hours) This course analyzes the history of Africa from the early 1960's 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.

This course may be applied to the African history concentration.

Listed also as BWS 380.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 381 - France 1750-1815: Enlightenment, Revolution, Dictatorship

(3 hours) This course will examine three key movements in France: the Enlightenment, the French Revolution, and the Napoleonic era, all of which had a profound and lasting impact, not only in France, but also in the world. Emphasis will be placed not only upon the political developments of this period, but also upon social, cultural, and intellectual themes. Connections also will be drawn between the French Revolution and the various revolutionary movements of the late 20th and early 21st centuries.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 385 - Nazism and the Holocaust

(3 hours) This course explores the processes and events leading up to and including the different acts of genocide that occurred in the context of the Second World War. Some experience with a college-level history class is recommended.

This course may be applied to the European history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 388 - European Thought and Art, 1500 to the Present

(3 hours) This course explores European thinkers, writers, and visual artists since the beginning of the 16th century.

This course may be applied to the European history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 390 - Atlantic Africa

(3 hours) This course examines 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.

This course may be applied to the African history concentration.

Listed also as BWS 390.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 391 - Apartheid in South Africa

(3 hours) 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.

This course may be applied to the African history concentration.

Listed also as BWS 391.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 392 - Cold War International History

(3 hours) This course will explore the origins of the 45-year-long United States-Soviet struggle, the key themes and crises, and the eventual end of the Cold War with the collapse of Soviet power in 1989-91. Students will be expected to understand the aims of the major players and the diplomatic, political, economic, social, and cultural tools they brought to the fight.

This course may be applied to the global history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 393 - The Coming of Capitalism

(3 hours) Listed also as HNHI 393 .

Prerequisite(s): ENGL 101

HIST 400 - History Research Seminar

(3 hours) Students will learn multiple methods of working with diverse primary sources and conduct an independent primary-source based research project guided by the seminar instructor and other departmental faculty.

Prerequisite(s): ENGL 101

HIST 420 - History of Islam in the United States

(3 hours) This course investigates how Muslim identities in America were constructed and reconstructed over time and space under the influence of diverse factors. The course sheds light on the life experiences of multiple groups, such as African Muslim slaves, African-American Muslims, and contemporary waves of immigrants from areas such as the Middle East, Southeast Asia, and Africa. Central among the themes examined in this course are Muslim ways of living the American dream, the "social location" of Muslims, case studies in liminality, and the role of Muslims in the formation of modern America.

This course may be applied to the global or United States history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 421 - History of Islamic Banking Systems

(3 hours) This course seeks to provide students with a general overview of the evolution of the Islamic banking systems from the seventh-century Arabia to the present, which are based on the Holy Quran, Islamic law (sharia), and the prophetic tradition (sunna). We will discuss the methods of lending and borrowing available to Muslims and how crucial concepts such as profit, interest, and alms giving have been interpreted, understood, and practiced over time and space. We will also explore specific case studies about Islamic institutions, existing both inside and outside of the United States. The course will combine lectures, readings, classroom presentations, and field trips in the Chicago metropolitan area, and some guest speakers will also be invited to share their knowledge, backgrounds, and experiences with students.

This course may be applied to the global history concentration.

Prerequisite(s): ENGL 101

HIST 440 - The American Civil War

(3 hours) This course 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. Students will analyze domestic and international political themes and Union and Confederate military policies, operations, and institutions. The course will review the social and economic consequences of the war and peace in the United States.

This course may be applied to the United States history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 450 - Independent Study

(1-3 hours) *Prerequisite(s):* ENGL 101

HIST 452 - War on Two Fronts: Combat in Vietnam and Upheaval in the United States

(3 hours) 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.

This course may be applied to the global or United States history concentration.

Listed also as AMST 452.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 453 - The Military in the United States

(3 hours) The course is an overview of U. S. military history with an emphasis on military policy, the formulation of national military strategy, and the development of military institutions. Major military events from the war with Mexico to the conclusion of the Vietnam War will be utilized as illustrations.

This course may be applied to the United States history concentration.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in history.

HIST 455 - Internship

(1-8 hours)

Prerequisite(s): ENGL 101

HIST 457 - Topics in Global History

(3 hours) This is one of several courses designed by instructors to explore particular aspects of global history.

This course may be applied to the global history concentration.

Prerequisite(s): ENGL 101

HIST 459 - Topics in Latin American History

(3 hours) This is one of several courses designed by instructors to explore particular aspects of Latin American history.

This course may be applied to the Latin American history concentration.

Prerequisite(s): ENGL 101

HIST 460 - Topics in United States History

(3 hours) This is one of several courses designed by instructors to explore particular aspects of the history of the United States.

This course may be applied to the United States history concentration.

Prerequisite(s): ENGL 101

HIST 461 - Topics in European History

(3 hours) This is one of several courses designed to explore particular aspects of European history.

This course may be applied to the European history concentration.

Prerequisite(s): ENGL 101

Honors Seminars and Courses

Honors Seminars and Honors Courses are open only to students admitted to the university's honors program.

Freshman Honors Seminars: Thoughts and Passions

HNSM 160 - Evil and the Paradox of Hope

(3 hours) *The Brothers Karamazov* will interrogate us about our convictions, assumptions, and deepest questions, including those related to the dynamics of evil, suffering, and cruelty, and the perhaps paradoxical hope for meaning, purpose, and goodness. Can evil be explained or are explanations evil? Where is "God" during earthquakes, genocides, and the suffering of one innocent person? Where are we? Seminar participants will propose and discuss additional course materials and readings emerging from our sustained dialogue with Dostoevsky's text.

HNSM 161 - Beyond a Reasonable Doubt?

(3 hours) 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's *The Brothers Karamazov*, this seminar will grapple with questions of faith and reason, doubt and certainty, and the restless search of the self for truth.

HNSM 165 - Suffering, Grace, and Redemption

(3 hours) Flannery O'Connor once stated that "there is no suffering greater than what is caused by the doubts of those who want to believe." In this freshmen honors seminar, students will read, think, speak and write about what it means to suffer toward understanding -one's own faith or non-faith, as well as one's societal, familial, or intellectual place in society, in general. Students will be challenged to read carefully and to think deliberately about our common course text, Dostoevsky's *The Brothers Karamazov*, as well as works from various authors, including O'Connor, C.S. Lewis, Mark Twain, and others.

HNSM 168 - Love and Faith

(3 hours) Love and faith are widely considered the most essential and profound of human experiences; at the same time, they are often seen in strictly emotional or irrational terms. In this course we will explore the role of the intellect in love and faith. Does "thinking too much" necessarily hinder our ability to act in passionate relationships or to believe in God? How do we practice love and faith thoughtfully? The common text in the honors first-year seminars, Dostoevsky's *The Brothers Karamazov*, will be our primary guide as we investigate these enduring questions.

HNSM 169 - Dostoevsky, Dominican, and the Daily News

(3 hours) Fyodor Dostoevsky's *The Brothers Karamazov* is in every sense a "classic" when it comes to exploring deep thoughts and sometimes subtle, sometimes explosive passions. But great literature is not the only place where thoughts and passions live. "Intellectual passions", as the philosopher of science Michael Polanyi called them, inform the sciences and other academic disciplines in a university such as ours and an astonishing array of thoughts and passions are bundled together in the daily news. In this seminar we will read and relate three texts, each of which points beyond itself: *The Brothers Karamazov*, myBulletin, and the New York Times. How do the brothers in Dostoevsky's novel teach us to understand anew both our education and the wider world? How might reading the three "texts" together illuminate our lives?

HNSM 170 - Thoughts and Passions on Trial

(3 hours) Dostoevsky's *The Brothers Karamazov* leads up to a murder trial which, along with this great novel as a whole, turns out to be a trial in more than one sense of the word. In this seminar we will consider the trial of Dmitri Karamazov along with other trials, both from the past (Socrates, Jesus, Adolf Eichmann) and in our own day. As readers, we may find ourselves in the role of judge or jury, prosecutor or defender, character witness or expert for either side. But we may just as likely find ourselves, with our own thoughts and passions, to be on trial as well. Great trials, as the word implies, can try the soul-but they can also teach.

HNSM 171 - Creating a Living Space

(3 hours) How we live-and who we are-often are connected to where we live. Where do we "live"? In the mind? Or in a physical space? This class will engage and interrogate our sense of space-and how where we live makes us who we are. Beginning with readings in disciplines such as philosophy, literature, and geography, we will then examine and experience a variety of spaces, from the Dominican campus to downtown Chicago.

Honors Seminar: Big Questions

HNSM 242 - Pundits and Gurus

(3 hours) The course will focus on the competing but complementary manners in which Hindu philosophy and the practice of yoga attempt to understand the really real. Samkhya, Vedānta, and other schools of Hindu philosophy use mental discrimination and analysis to understand perceived reality while yoga uses the continuous flow of meditative experience to pursue that understanding. The readings will be an overview of Samkhya philosophy and readings from the Brahma Sūtras, Yoga Sūtras, and the Bhagavad Gita. We will spend class time doing yoga and meditation as well as in classroom discussion.

Prerequisite(s): Enrolled in the honors program.

HNSM 266 - Happiness

(3 hours) This big questions honors seminar will take a multi-disciplinary approach to exploring two fundamental questions of human existence: what is happiness and how can we attain it?

Prerequisite(s): Honors program students only.

HNSM 335 - Darwin and the Hobbits: Human Nature and the Nature of Humans

(3 hours) This course will address texts from multiple genres and global perspectives as we explore the relationship between how a culture identifies what it means to be human and how that connection impacts social activism among its people.

Prerequisite(s): Honors transfer students and consent of the instructor.

HNSM 385 - Why Do We Do What We Do?

(3 hours) The students explore what it means to be human. How does one become human? Is it a birthright or a result achieved through growth? Students will compare the scientific, the philosophical and the artistic approaches to these questions. The materials include, but are not limited to, *The Descent of Man* by Charles Darwin, *Going Postal* by Terry Pratchett, *Enlightenment Now* by Steven Pinker, *Bladerunner*.

Senior Honors Seminars: Wisdom and Power

HNSM 453 - The Wisdom and Power of This World Only?

(3 hours) 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 otherworldly 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.

HNSM 462 - The Book of Job, Oedipus the King, and King Lear

(3 hours) These three great texts, from the Old Testament, from fifth-century (BCE) 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?

HNSM 463 - Tragedy and Hope

(3 hours) 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 the 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 inescapable, 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.

HNSM 464 - Personal Transformation

(3 hours) There is a saying that "change is inevitable; growth is optional," but how is it that some people are forged by suffering while others become defeated? Does this have something to do with how we see ourselves in relation to our difficulties? Is it a matter of faith? good luck? chance? In looking at what Job, Oedipus, Lear, and the poetry of T.S. Eliot can offer us, perhaps we can fortify ourselves to "suffer" in the real sense of the word and we might say, as the voice in "Ash Wednesday" articulates, "Teach us to care and not to care/Teach us to sit still."

HNSM 465 - Learning the Hard Way: Know Yourself to Know the World

(3 hours) *Antigone*, *Job*, *King Lear* and *Sir Gawain and the Green Knight* share a common theme of what disasters that having power without wisdom can bring; ignorance, especially of one's self, can wreak havoc in a world where human suffering is somehow connected to our understanding of human agency and divine power. This semester will be devoted to exploring ways of achieving wisdom and self-knowledge, as well as, a discussion of how our society constructs the concepts of both human and divine power and wisdom.

HNSM 466 - Wisdom and Suffering

(3 hours) Does suffering bring wisdom? Is that wisdom worth what it costs? Conversely, can too much knowledge cause us to suffer? Is there a difference between knowledge and wisdom? What do we hope wisdom will bring to our lives? Through critical readings and discussions of Sophocles' "Oedipus Rex", Shakespeare's "King Lear", "The Book of Job" and Aristotle's "Poetics", we will explore these and other questions.

HNSM 467 - Tragedy and Response: the Measure of Our Lives

(3 hours) The novelist Peter DeVries' asserts, "What people believe is a measure of what they suffer". But, our texts (*Job*, *Oedipus Tyrannus*, and *King Lear*) ask, Is what people suffer also a measure of what they believe? In this seminar, these classic texts will guide our consideration of this and related questions: What are the alleged sources of our suffering? Does knowing the source(s) matter? How to respond to one's suffering? To the suffering of others? And when no response is adequate, what then?

Other Courses

HNSM 363 - Science and Responsibility

(3 hours) An examination of the relationship of intellectual and social contexts with the process of doing science, raising issues of responsibility that arise at the intersection of science and other human activities. The course will focus on Darwin's *Origin of Species* and on questions relating to global warming and/or climate change.

HNSM 381 - Continuous and Discrete

(3 hours) Darwin's great book, "*Origin of Species*" can be looked at as raising the question whether the line of descent from one species to another is continuous transition or progression. In this way, it prepares us to think about the difference between human beings and other natural beings. Is the difference between human beings and the non-humans the world in which they live? The continuous and the discrete is a theme with many variations. What is the relation between a point and a line, between rest and motion, between particles and waves, between knowing and learning. This course will explore as many of these topics as time allows.

Information Literacy

Information Literacy

LIB 000 - Information Literacy Workshop

(0 hours) A noncredit workshop offered by the library to transfer degree completion students who have not completed English 102 at Dominican as

the way to fulfill the foundation requirement. Students will learn the basics of library research including the ability to locate both print and electronic sources by searching library databases for articles and books; effectively using the internet for academic purposes; evaluating information critically; and using the information ethically and legally. This course is offered on a satisfactory/fail basis. Students will be expected to spend time in the library to complete hands-on exercises.

Interdisciplinary Courses

Interdisciplinary Courses

ID 090 - Student Success Workshops

(0 hours) Offered throughout the semester, these one-hour workshops empower students with the skills necessary to complete their studies successfully. Through a series of interactive activities, presentations, and real case studies, students learn techniques to solve their particular problems that interfere with lifelong learning. Topics covered are reading and writing strategies, time management, and test-taking skills. This is a noncredit seminar open to all who wish to enhance their academic skills and learn new techniques. This course is offered on a satisfactory/fail basis.

ID 091 - Academic Success: How to Study in College

(0 hours) Do you want your study habits to produce better results? Would you like to create new and more effective habits? This workshop emphasizes self-exploration, personal growth, and wise decision-making and covers such specific skills as note-taking, test-taking, time management, and other skills needed to ensure success in college.

ID 092 - International Integration and Success

(1 hour) Designed to help International students integrate into the Dominican Community and help them succeed in their academic work as they continue their education in the United States. The course will teach students how to connect academic and co-curricular experiences and to reflect on-as well as accurately evaluate-their own learning. At the end of the course, students will have assembled a portfolio of reflective work, which may be used as a reference tool in their subsequent years in college.

ID 102 - Strategies for Academic Success

(3 hours) This course, through proven strategies of self-assessment, guided journaling, and critical thinking case studies, will empower students to attain success in their academic and personal lives. The course stresses self-exploration, personal growth, and wise decision making. Woven into each unit are the essential study skills of reading, note-taking, test-taking, time management, writing, and other skills needed to ensure student success.

ID 103 - The Art of Reading Well

(1 hour) Individualized reading instruction. Entrance scores/placement results may require some students to take this course as a prerequisite for ENGL 102. This course is graded on a satisfactory/fail basis and may be taken for credit more than once.

Prerequisite(s): Placement or consent of instructor.

ID 110 - Career Planning and Major Exploration

(1 hour) This course is designed to help students with selecting college majors and identifying potential careers within their chosen fields. Students

will develop a strong foundation for major/career planning through career assessments, industry research and personal reflection. We will explore a variety of career options and determine the required skills, certifications and/or advanced degrees necessary for employment. Upon completion of this course students will have a better understanding of their career interests and the academic programs to support them in their desired fields. This course is offered on a satisfactory/fail basis.

ID 111 - Personal Finance

(1 hour) This course is designed to help students understand how individual choices directly influence their financial stability and long term financial health. The course will cover real world topics such as income, money management, credit scores, debt, savings plans, investing, insurance, credit cards, and household budgeting.

ID 190 - Portfolio Development

(1 hour) For first-year students seeking to build and maintain a portfolio of their work at Dominican, with particular attention to integrating learning across courses and over time. Students enrolled in the course will reflect on their academic and co-curricular experiences at Dominican, and connect ideas, theories, and methods encountered in multiple courses. At the end of this course, students will have assembled a portfolio of their best work, which may be developed in their subsequent years in college and, ultimately, shared with others (potential employers, graduate admissions committees, etc.).

Prerequisite(s): Freshman seminar (LAS or honors).

ID 210 - Becoming a Campus Change Agent

(1 hour) How do you use your knowledge of leadership theory and social change as well as your leadership skills to make change in our campus community? What recommendations do you have to create a more just and humane campus experience for Dominican students? This 1-credit capstone course for the Leadership Certificate is designed as a research project in which students will choose a campus issue they would like to see changed. Using their background on the stages of social change, students will conduct research and make recommendations on options for addressing their particular issue.

ID 260 - Interdisciplinary Topic

(1 hour)

ID 290 - Portfolio Development: Sophomores and Above

(1 hour) This course is for students at the sophomore rank or above seeking to build and maintain a portfolio of their work at Dominican, with particular attention to integrating learning across courses and over time. Students enrolled in the course will reflect on their academic and co-curricular experiences at Dominican, and connect ideas, theories, and methods encountered in multiple courses. At the end of this course,

students will have assembled a portfolio of their best work, which may be developed in their subsequent years in college and, ultimately, shared with others (potential employers, graduate admissions committees, etc.).

Prerequisite(s): Sophomore standing or above. (ID 190 is not a prerequisite.)

ID 341 - Fanjeaux: France in the Middle Ages

(3 hours) **Short-term study abroad in Fanjeaux, France.** The story that all of us will participate in begins in thirteenth century France, but like the itinerant that St. Dominic was, we continue to walk in faith, in truth, and in love. To that end, we have a wonderful opportunity to acquaint ourselves with medieval thought, theology, art, and architecture-to catch a glimpse of the imagination that formed and informed Dominic's response to what was often a hostile and embattled world, rife with heresies, suspicion, and rancor. Dominic's response was not to perpetuate the binary code of

winners and losers, but to offer a paradigmatic shift, a movement away from "either/or" to "both/and."

Though we will visit many different sites-cathedrals, museums, castles, and caves, we are not tourists. We take on a pilgrim's heart and steep ourselves in the literature and history of the Middle Ages. But we will, as T.S. Eliot says in *Four Quartets*, "fare forward." We shall also read other works from Romanticism and Modernism in order to understand that while things change, they often, at their heart, remain the same. We will primarily be engaged in the imaginative structure of tension, the thread that is pulled through time and space that calls us into disputation, that is, the capacity to pursue truth and hear from other voices.

ID 450 - Independent Study

(1-8 hours)

Interfaith Studies

Interfaith Studies Minor

In keeping with Dominican University's mission and its goal of preparing students for global citizenship, the interfaith studies minor is designed to help students to explore, through dialogue, their own and others' religious, spiritual, and value-based worldviews and traditions; to develop religious literacy involving multiple traditions; to identify within these traditions the bases for dialogue and cooperation; to explore the history of that dialogue and cooperation; and to engage persons and communities with diverse faith perspectives and worldviews to address contemporary social concerns.

Required Courses:

Twenty-one credit hours, including:

1. One introductory course (3 hours)
2. Five elective courses (15 hours)
3. Internship or capstone project (3 hours)

Introductory Course

- THEO 105 - Introduction to Interfaith Studies

Elective Courses

Five elective courses are required, at least one of which must be from Category I below:

Category I

Courses with a major interfaith focus:

- HIST 267 - Crusade and Jihad
- HIST 301 - Jerusalem From Antiquity to the Present
- PHIL 245 - Introduction to the Philosophy of Religion
- POSC 254 - Religion and World Politics
- THEO 104 - Introduction to the Study of Religion
- THEO 236 - Our Lady of Guadalupe: Mother of a New Creation
- THEO 263 - Health and Healing: Medicine, Religion, and Spirituality
- THEO 264 - The Ways of War and Peace in Christianity and Islam
- THEO 272 - Spirituality and Mysticism in World Religions
- THEO 278 - Religions of the Book: Judaism, Christianity, Islam
- THEO 343 - Freud, Jung, and Religion

Category II

Courses with a focus on a single faith tradition:

- HIST 216 - Foundations of Islamic Civilization to 1456
- HIST 219 - Islamic Civilizations in the Modern World
- HIST 420 - History of Islam in the United States
- HIST 421 - History of Islamic Banking Systems
- THEO 101 - Introduction to Theology
- THEO 103 - Introduction to Roman Catholicism
- THEO 237 - Latin@ Theology
- THEO 252 - Sacraments in the Catholic Tradition
- THEO 261 - The Seamless Garment: Catholic Social Teaching and Movements
- THEO 277 - African-American Religious Experience and Theology
- THEO 310 - Jesus the Christ

Category III

Courses with a significant interfaith or religious emphasis or component:

- BETH 301 - Business Ethics
- BWS 311 - Black Spirituality
- CAS 321 - Intercultural Communication
- CHEM 256 - Natural Products Chemistry in Traditional Medicine and Modern Health Care
- ENGL 234 - Bible, Mythology, and Literature: Stories of Gods and Goddesses, Heroism and Deception
- POSC 265 - Middle-Eastern Politics
- SJCE 210 - Introduction to Social Justice and Civic Engagement
- THEO 247 - Christianity and Slavery: Redemption through Resistance
- THEO 257 - Women and Religion
- THEO 273 - Great Women Mystics
- THEO 360 - Religion and Politics
- THEO 362 - Environmental Theology: Ecology in Crisis

Internship or Capstone Project

Complete either an internship: IFS 455 - Internship or a capstone project: IFS 495 - Independent Undergraduate Research or Creative Investigation for 3 semester hours.

Interfaith Studies Courses

IFS 105 - Introduction to Interfaith Studies

(3 hours) Listed also as THEO 105

This course will satisfy the core area requirement in theology.

IFS 455 - Internship

(1-3 hours) *Prerequisite(s):* Consent of instructor.

Independent Undergraduate Research or Creative Investigation

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.

IFS 495 - Independent Undergraduate Research or Creative Investigation

(1-3 hours) *Prerequisite(s):* Consent of instructor.

International Relations and Diplomacy

International Relations and Diplomacy - B.A.

The major in international relations and diplomacy (IR&D) is designed to prepare students for any number of the many careers within international politics. Career options in this field include (but are not limited to): the United States Department of State, the United Nations, the World Bank, as well as a range of international, non-government organizations and agencies. Students are also encouraged to think about international volunteer opportunities like the Peace Corps or teaching English abroad. For those students who wish to specialize in a more specific area of international politics, preparation for graduate work is an ideal option. This major is wonderful preparation for global service in the creation of a more just and humane world

Further information on international career opportunities is available from the major advisor.

A background in international affairs and at least one foreign language are considered essential for minimal competitiveness in the international field. International relations and diplomacy is one of the most competitive fields in politics and successful students must be willing to go beyond the minimum requirements to be accepted into the best graduate schools and to gain entry-level positions. The student will work with the major advisor to develop a coherent course of studies for his or her area of interest.

Major Requirements:

Forty-six to 51 credit hours in course work, depending on the student's language proficiency at the start of the program. A minimum of one-half the courses in the major field must be completed at Dominican.

Political Science Core Requirements

- POSC 140 - International Relations
- POSC 170 - American Government
- POSC 276 - Introduction to Methodology in Political Science
- One course in political philosophy (numbered x00-39).
- POSC 440 - Senior Capstone

International Relations Requirements:

Complete one of the following three courses:

- POSC 245 - American Foreign Policy
- POSC 367 - International Security and Conflict Resolution
- HIST 314 - History of International Relations Since 1914

Complete one of the following two courses:

- POSC 253 - Global Governance and International Organizations
- POSC 343 - International Law
- POSC 348 - The Politics of Europe

Complete one of the following three courses:

- POSC 244 - Politics of Developing Areas
- POSC 346 - International Political Economy
- HIST 201 - A History of Globalization
- Complete three additional courses in world politics (x40-69)

Diplomacy Requirements

IR&D majors complete the requirements outlined in both of the following diplomacy areas.

Diplomatic and Cultural Understanding

In consultation with the advisor, complete a three course concentration in one of the following areas. These courses may be interdisciplinary if appropriate and may be POSC courses, but that is not required.

1. History: regional or world concentration.
2. Economics: understanding economic systems and concepts .
3. Communication: journalistic/ interpersonal/corporate/cultural knowledge and skills.
4. Cultural: understanding in study of women and gender, black world studies, interfaith studies, or Latino and Latin American studies.
5. Language: completed modern foreign language minor

Foreign Language

Path 1: Foreign Language Novice (for non-native speakers). This path is for students who have studied or learned or wish to study or learn a second language that is not a native language. This requires a language sequence completed through the intermediate level for non-native speakers (4-8 credit hours beyond the core curriculum foundation requirement, depending on testing)

Path 2: Foreign Language Proficient (for native speakers). This path is for students who speak a second language through a bilingual home or foreign education. Students may take 6 additional credits in their native language OR they may take 8 credit hours in a third language OR they may take 9 credit hours in English and Communication courses in consultation with advisor. This last option is designed for students who view English as their second language and will help enhance that skill.

Path 3: Foreign Language Exposure (for students unable to complete path 1). Students must complete 9 credit hours in a combination of MFL/ENGL/CAS courses in consultation with advisor.

Recommendations:

IR&D majors should give serious consideration to completing the following:

- Additional language training

- Additional courses in economics, world history, and U.S. history

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, DC. The field of international relations and diplomacy is extremely competitive and advantages need to be accumulated early and often.

Italian

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 various career possibilities including business, education, government, international relations, and diplomacy.

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

Italian - B.A.

Major Requirements:

Thirty-two semester hours beyond ITAL 102, including ITAL 255 and ITAL 256, and two literature courses selected in consultation with the MFL advisor. Students must register for course intensification in order to count ITAL 260, ITAL 263, ITAL 264, ITAL 275, ITAL 276, ITAL 277, or ITAL 295 toward the major. A minimum of one-half the courses in the major field must be completed at Dominican.

Italian Education

Teacher Licensure: Italian grades K-12

Students who wish to teach Italian in kindergarten through 12th grades complete a major in Italian and complete the School of Education's Teacher Education Program for K-12 licensure.

Additional Italian Education Requirements

Students pursuing Foreign Language K-12 licensure must first be admitted into the Teacher Education Program (TEP) before pursuing the required Education courses.

- Professional education courses including EDUC 404 - Instructional Strategies for Teaching Modern Foreign Language in the K-12 Classroom
- Teacher candidates who want to teach a language at the secondary level and are seeking the K-12 certificate must take the Test of Academic Proficiency (TAP) as well as a specific content area test in the language.
- 100 hours of field experience
- Oral Proficiency Interview: students must score at the minimum of advanced low level
- State Required edTPA

- Clinical Practice (one full semester) split between an elementary and either a middle or a secondary school classroom

For more information about K-12 licensure, see the School of Education section of this bulletin.

Italian Minor

Minor Requirements:

Eighteen semester hours beyond ITAL 102. A minimum of one-half the courses in the minor field must be completed at Dominican.

Italian: Elementary Language Courses

ITAL 101 - Elementary Italian I

(4 hours) 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.

ITAL 102 - Elementary Italian II

(4 hours) This course continues to develop the four language skills.

Prerequisite(s): ITAL 101 or equivalent.

Italian: Intermediate Language Courses

ITAL 192 - Italian for Spanish Speakers

(4 hours) We will use students understanding of Spanish to move more quickly through the Italian material. 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.

Prerequisite(s): Placement by exam. Students who have taken ITAL 201 or above or placed into ITAL 201 or above may not take this course.

ITAL 201 - Intermediate Italian I

(4 hours) This course 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 grammatical concepts.

Prerequisite(s): ITAL 102 with a minimum grade of C- or placement through examination.

ITAL 202 - Intermediate Italian II

(4 hours) This course completes the grammar cycle and continues the development of reading and writing skills with an emphasis on written and spoken communication. Visual, oral, and written materials form the point of departure for work in enhancing students' communication skills.

Prerequisite(s): ITAL 201 or equivalent.

Italian: Advanced Language Courses

ITAL 300 - Advanced Grammar and Composition

(3 hours) Development of writing skills with emphasis on the complexities of structure and idioms and composition techniques.

Prerequisite(s): ITAL 202 or equivalent.

ITAL 301 - Advanced Discussion

(3 hours) Development of increased fluency in spoken language in a variety of forms through conversations, reports, and the use of relevant contemporary materials contained in films, magazines, and newspaper articles.

Prerequisite(s): ITAL 202 or equivalent.

Italian: Civilization and Culture Courses

ITAL 255 - Italian Civilization and Culture I

(3 hours) An introduction to the history and culture of Italy from the medieval through the Renaissance periods by examining the geography, visual arts, literature, customs, economy, politics, and lifestyles of the time.

Prerequisite(s): ITAL 202 or equivalent.

ITAL 256 - Italian Civilization and Culture II

(3 hours) An introduction to the history and culture of Italy from the Baroque period to the present by examining the geography, visual arts, literature, customs, economy, politics, and lifestyles of the time.

Prerequisite(s): ITAL 202 or equivalent.

ITAL 260 - Italian-American Culture

(3 hours) An exploration through film and literature of the position of Italian-Americans in the United States during the 20th and 21st centuries. This course is conducted in English.

Listed also as MFL 260.

This course will satisfy the core area requirement in literature.

ITAL 280 - Italia Oggi (Italy Today) I

(3 hours) Designed to engage students with Italy's most contemporary sense of culture, this course moves over four topics and combines media (internet journals, film, YouTube) with traditional genres (short stories, poetry, popular music) to create a virtual immersion experience in which language is experienced and produced in its most current usage. Students will gather and share information through class discussions and through participation in Skype communities. This course is conducted in Italian.

Prerequisite(s): ITAL 202 or equivalent.

ITAL 281 - Italia Oggi (Italy Today) II

(3 hours) Designed to engage students with Italy's most contemporary sense of culture, this course moves over four topics and combines media (internet journals, film, YouTube) with traditional genres (short stories, poetry, popular music) to create a virtual immersion experience in which language is experienced and produced in its most current usage. Students will gather and share information through class discussions and through participation in Skype communities. This course is conducted in Italian.

Prerequisite(s): ITAL 202 or equivalent. Completion of ITAL 280 - Italia Oggi (Italy Today) I is recommended but not required.

ITAL 295 - Italian Cinema

(3 hours) 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.

Listed also as CAS 295.

This course will satisfy the core area requirement in fine arts.

ITAL 320 - History of the Italian Language

(3 hours) This course is designed to provide students with an overview of the evolution of the Italian language. Course material covers *La Questione della Lingua*, linguistics, and dialects.

Prerequisite(s): ITAL 300.

Italian: Professional Courses

ITAL 345 - Business Italian

(3 hours) 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(s): ITAL 255, ITAL 256, ITAL 300, or ITAL 301.

Italian: Literature Courses

ITAL 263 - Women of the Italian Renaissance

(3 hours) In the Italian Renaissance women were visible not only at the subject of male writers and artists, but as writers and artists in their own right. This course considers women both as objects of male works and as active contributors to culture by exploring the literature and art of the Italian Renaissance. This course is conducted in English.

Listed also as SWG 263.

This course will satisfy the core area requirement in literature.

ITAL 264 - Modern Italian Women Writers

(3 hours) This course will focus on the 20th century works of Italian women writers such as Elsa Morante, Natalia Ginzburg and Dacia Maraini. We will consider the position of women and literary production in Italy from World War II to the present. This course is conducted in English. The course does not count towards the Italian major or minor.

Listed also as MFL 264 and SWG 264.

This course will satisfy the core area requirement in literature.

ITAL 275 - Dante's Inferno

(3 hours) This course provides an understanding of Dante's *Inferno* through a close examination of the text, while also exploring 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.

Listed also as MFL 275.

This course will satisfy the core area requirement in literature.

ITAL 276 - Dante's Divine Comedy I

(3 hours) This course will first study Dante's *La Vita Nuova* as the preparatory text to Dante's great poem, the *Divine Comedy*. The majority of this course concentrates on the poem's first canticle, the *Inferno*. Through a close examination of the text, this course will look to the poem's manuscript art as the visual commentary that accompanied the work in its earliest circulations. It will also consider the art that shaped the poet's creation of the poem and the places it describes. This course is conducted in English.

Listed also as MFL 276

This course will satisfy the core area requirement in literature.

ITAL 277 - Dante's Divine Comedy II

(3 hours) This course will study the *Purgatorio* and the *Paradiso*—the second and third canticles of Dante's great poem, the *Divine Comedy*. Through a close examination of the text, this course will look to the poem's manuscript art as the visual commentary that accompanied the work in its earliest circulations; it will also consider the art that shaped the poet's

creation of the poem and the places it describes. This course is conducted in English.

Listed also as MFL 277.

Prerequisite(s): ITAL 276 is recommended but not required.

This course will satisfy the core area requirement in literature.

ITAL 285 - Mangia! Food and Culture in Italian Literature

(3 hours) Food and the rituals that surround it have played an important role in Italian literature through the ages. In this course, we will look at modern literature to see how writers have presented these rituals in their short stories, novels, and poetry. We will discuss these rituals and customs as a reflection of modern Italian society. We will look at writers such as Luigi Pirandello, Natalia Ginzburg, and Italo Calvino. This course is taught in English. This course will not count towards the Italian major or minor.

Listed also as MFL 285

This course will satisfy the core area requirement in literature.

ITAL 360 - Italian Short Story

(3 hours) A study of the novella from the Middle Ages to the present.

Prerequisite(s): ITAL 255, ITAL 256, ITAL 300, or ITAL 301

This course will satisfy the core area requirement in literature.

ITAL 365 - Literature of the Italian Middle Ages

(3 hours) 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(s): ITAL 255, ITAL 256, ITAL 300, or ITAL 301.

This course will satisfy the core area requirement in literature.

ITAL 366 - Literature of the Italian Renaissance

(3 hours) The course covers the literary production of the Renaissance. Works include those of Francesco Petrarca, Niccolò Machiavelli, and Ludovico Ariosto, among others.

Prerequisite(s): ITAL 255, ITAL 256, ITAL 300, or ITAL 301.

This course will satisfy the core area requirement in literature.

ITAL 367 - Literature of the Italian Romantic Period

(3 hours) 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(s): ITAL 255, ITAL 256, ITAL 300, or ITAL 301.

This course will satisfy the core area requirement in literature.

ITAL 368 - Literature of Modern Italy

(3 hours) An introduction to Italian literature from the 20th century to the present through a study of representative selections of prose and poetry.

Prerequisite(s): ITAL 255, ITAL 256, ITAL 300, or ITAL 301.

This course will satisfy the core area requirement in literature.

Italian: Other Courses

ITAL 205 - Italian Language

(3 hours) Credit for this course is recorded for students who have earned a score of 4 or 5 on the AP language exam in Italian. The three credits may be counted towards the major or minor in Italian. However, fulfillment of the language requirement and placement into the Italian language sequence is determined by Dominican University Assessment.

ITAL 399 - Directed Study

(1-4 hours) 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(s): Junior standing and consent of instructor.

ITAL 450 - Independent Study

(1-4 hours) Independent study is for students who have already taken all Italian courses offered in a given semester.

Prerequisite(s): Senior standing and consent of instructor.

ITAL 455 - Internship

(1-8 hours) This course gives students academic credit for a work experience that is directly related to the major. In addition to the hours of work completed (either paid or unpaid), students will be required to submit written reports and/or give oral presentations.

Prerequisite(s): Recommendation by discipline director.

Latino and Latin American Studies

Latino and Latin American Studies Minor

The Latino and Latin American studies minor invites students to engage in focused multidisciplinary analysis of the transnational Spanish-speaking American world. From wide-ranging perspectives students study the cultural, economic, political, and social realities, both past and present, of more than 20 American countries where Spanish is spoken as a native or heritage language. With the United States now second in the world in its national Spanish-speaking population, the study of Latin America and Latinos in the United States is both timely and needed.

The minor grounds students' academic studies in experiential learning through service learning in the Chicago-area Latino community, and/or through study abroad. It further distinguishes its students by requiring higher minimum language proficiencies in the four key skills in Spanish than those required by the core curriculum in foreign languages for graduation.

Minor Requirements:

The minor requires 18 credit hours, including:

Required Courses:

- LLAS 200 - Introduction to Latino and Latin American Studies
- 15 hours of approved electives chosen from at least three different disciplines

Additional Requirements:

- Minimum of 40 hours of service learning in the Chicago-area Latino community or study abroad in Latin America
- Language proficiency requirement minimum: intermediate-high (this level will be achieved by most students at the end of successfully completing SPAN 246 - Introduction to Spanish America, and will be tested by an oral proficiency interview and a writing sample.)

Approved Elective Courses

Apparel Design and Merchandising Courses:

- FASH 200 - Cultural Perspectives in Dress and Fashion (with 1-credit course intensification focused on Latin American dress)

Communication Arts and Sciences:

- CAS 298 - Global Media
- CAS 321 - Intercultural Communication (with 1-credit course intensification focused on Latin American/Latino subjects)
- CAS 396 - Leadership in a Diverse Multicultural Environment

English Courses:

- ENGL 287 - Contemporary Multiethnic U.S. Literature
- ENGL 289 - U.S. Latino/a Literature

History Courses:

- HIST 241 - Colonial Latin America
- HIST 242 - Modern Latin America
- HIST 315 - Latin American Revolutions
- HIST 328 - Latin American and United States Relations
- HIST 329 - Caudillos and Dictators in Latin America

Nutrition Courses:

- NUTR 280 - Multicultural Food Patterns

Political Science Courses:

- POSC 242 - Latin American Politics

Psychology Courses:

- PSYC 245 - Multicultural Psychology

Sociology Courses:

- SOC 204 - Latin America Today
- SOC 205 - Latina/o Sociology
- SOC 302 - Sociology of Globalization and Development
- SOC 350 - Women and Development

Spanish Courses:

- SPAN 231 - Spanish Language and Culture for Heritage Speakers
- SPAN 246 - Introduction to Spanish America
- SPAN 301 - Advanced Grammar and Composition
- SPAN 325 - Introduction to Hispanic Cinema
- SPAN 427 - Special Topics

Study of Women and Gender Courses:

- SWG 381 - Transnational Feminist Theories

Study Abroad Courses:

- STA 299 - International Service Study Abroad: Guatemala, Haiti (Cuernavaca, Mexico or Haiti)
- STA 330 - Cuba-Culture, History, and Politics

Theology Courses:

- THEO 239 - Latin@ Religious Experience and Theology

Additional courses not listed here may, with the approval of the director, count towards the minor.

Latino and Latin American Studies Courses

LLAS 200 - Introduction to Latino and Latin American Studies

(3 hours) This course introduces the major concepts, issues and debates currently found in the fields of Latino studies and Latin American studies. It also provides an overview of regional geographies, national demographic profiles and the various socio-economic conditions characteristic of contemporary Latin America. The course includes study of the main demographic features of the diverse Latino communities in the United States today, a comparison of each group's unique immigration and settlement patterns, and an investigation of adaptive and resistant Latino cultural practices. For an additional credit hour, students complete 20 hours of service to the Chicago-area Latino community, along with service learning assignments.

This course will satisfy the core requirement in multicultural studies.

LLAS 204 - Latin America Today

(3 hours) Listed also as SOC 204

This course will satisfy the core requirement in multicultural studies.

LLAS 205 - Latina/o Sociology

(3 hours) Listed also as SOC 205.

This course will satisfy the core requirement in multicultural studies.

LLAS 238 - Latin@ Spirituality: The Origins, Roots, and Contemporary Experience of a People

(3 hours) Listed also as THEO 238

This course will satisfy the core area requirement in theology.

LLAS 239 - Latin@ Religious Experience And Theology

(3 hours) Listed also as THEO 239 and SWG 239.

This course will satisfy the core area requirement in theology.

LLAS 330 - Special Topics in Culture and Civilization

(3 hours) Listed also as SPAN 350

Prerequisite(s): See SPAN 350

LLAS 350 - Women and Development

(3 hours) Listed also as SOC 350 and SWG 351

This course will satisfy the core requirement in multicultural studies.

LLAS 386 - Sociology of U.S. Immigration

(3 hours) Listed also as SOC 386

Prerequisite(s): SOC 110 and junior standing, or consent of instructor.

LLAS 427 - Special Topics

(3 hours) Listed also as SPAN 427.

Prerequisite(s): See SPAN 427.

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:** The Examined Life (100 level)
- **Sophomore Seminar:** Life in the Natural World (200 level)
- **Junior Seminar:** A Life's Work (300 level)
- **Senior Seminar:** The Good Life (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 one another. 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, they place at the center of students' Dominican education a shared experience; they embody for students the distinctive community of learners they have joined.

Most important, 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 engage texts from diverse fields of study, connect ideas and experiences across contexts, assert a defensible response to the questions under consideration, communicate effectively in oral forms, and communicate effectively in writing.

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 important, though, is that 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.

LAS Seminar Learning Goals and Outcomes

As they engage texts (e.g. written, visual, oral, or experiential) from diverse fields of study, students will be able to

- identify and explain the main idea or ideas within the texts;

- discern distinct positions within the text or between and among texts; and
- make judgments about the text in relation to the guiding questions for each seminar level.

In connecting ideas and experiences across contexts, students will

- draw on relevant examples of personal experience to explore the guiding questions under consideration at each seminar level;
- demonstrate an awareness of diverse responses to the guiding questions for each seminar level; and
- make connections across disciplines in ways that illuminate the guiding questions at each seminar level.

To assert a defensible response to the guiding questions under consideration, students will

- articulate a clear response;
- situate one's response in relation to others' responses; and
- defend the rationale for one's responses.

To communicate effectively in oral forms, students will

- demonstrate attentiveness to the oral contributions of others;
- contribute to discussions in ways that build upon or synthesize the ideas of others; and
- foster a constructive class climate.

To communicate effectively in writing, students will

- articulate a clear, specific, and complex thesis in response to the questions;
- support the thesis with appropriate evidence; and
- demonstrate correct syntax and mechanics.

Seminar Themes, Guiding Questions, and Common Texts:

Freshman Seminars: The Examined Life

Freshman seminars begin the process of examining one's life and take as a focal point these fundamental questions:

- What is the self?
- Who am I? How did I become who I am? Who will I be in the world?
- What does it mean to live mindfully and reflectively? What helps and hinders that process?

Common text: Thich Nhat Hanh's *Living Buddha, Living Christ*

Sophomore Seminars: Life in the Natural World

The central questions raised in all sophomore seminars are:

- How do we define the natural world? How do we learn about, experience, and interact with the natural world?

- How do diverse societies and cultures understand their relationship with the natural world, in both its power and its fragility?
- What would it mean to live mindfully on Earth? How can we share responsibility for shaping the future of the planet on behalf of generations to come?

Common text: *Pope Francis' On Care for Our Common Home (Laudato Si)*

Junior Seminars: A Life's Work

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 the place of work in the life of the individual and in society?
- How do technology and leisure shape our lives?
- What part does making a living play in making a life?

Common text: Hannah Arendt's *The Human Condition*

Senior Seminars: The Good Life

In the senior seminar, students take up the questions:

- What does it mean to be good, to lead a good life?
- How does one reconcile self-interest with a sense of social responsibility?

Common text: Aristotle's *Nicomachean Ethics*

LAS Freshman Seminars

LAS 100T - Freshman Seminar-Transitions

(1 hour) Freshman seminar in the summer Transitions session begins the process of examining one's life as a college student and take as a focal point the questions: Who am I? How did I become who I am? Who will I be in the world? Summer

Prerequisite(s): Participation in the Transitions Program.

LAS 102 - Oh the places you've been; oh the places you'll go

(3 hours) In this seminar, we will explore the tension between where we come from (in terms of heritage and home) and where we're going, between who we are in a community (a family, a friendship, a classroom) and who we are as individuals, and between our pasts and our futures. To paraphrase Greek philosopher Heraclitus, we will never step in the same river twice, for it is not the same river and I am not the same person. So, using *Thich Nhat Hanh's Living Buddha, Living Christ* as well as a variety of other sources (prose, poetry, music, video), we will look at the process of becoming ourselves and of belonging in a constantly changing world.

LAS 104 - The Curated Self: Becoming a Brand

(3 hours) This course explores identity development and the interplay between the authentic self and the curated self. The seminar will examine

social forces that can influence human behavior and self-perception, particularly in social media. We will explore self-discovery as a tool to creatively author a cohesive personal brand story.

LAS 105 - Living at the Intersection of Identities

(3 hours) This seminar uses the concept of "intersectionality" to examine the self. Students will be invited to reflect on the multiple identities they have to understand who they are and how they became who they are. We will discuss how the intersection of our identities puts us at a unique place in society where some of us have more and less privileges than others. By exploring the intersection of their identities, students will aim to have a more holistic understanding of the self, including how each unique reality impacts who we can and will become in the world. Using an "intersectionality" perspective students will also assess what it means to live mindfully and reflectively and how the intersection of their identities may help or hinder that process. This seminar will require off-campus service hours.

LAS 107 - Living our Best Lives

(3 hours) At the heart of the examined life is a question posed by a great philosopher: How must we live if we are not to end up with a life we ultimately regret? Or put positively, What is the best way of life and how should we live if we are going to achieve it? While these questions have long been the focus of philosophers, theologians, writers, and artists, they challenge each of us to reflect deeply upon who we are, how we've become the person we are today, how we will live in the world in which we find ourselves, and what stands in the way of living our best lives. In this seminar, students will explore how others have grappled with these questions and what they can learn from these experiences. Through discussions, reflections, and creative activities, students will explore these same questions in relationship to their own lives.

LAS 108 - The Moment is Now

(3 hours) The moment is now. We are here. We have been waiting for this! We are at college and ready to start the "work of life". We will use the seminar guiding text and questions to explore the opportunity that we have now, during our freshman year, to reflect on who we are and how to plan our future. This will require acknowledgement of our (and others') expectations, reflection upon the journey and its influences, and action oriented planning as we consider our life's work and how we make a life for ourselves.

LAS 109 - Media, Popular Culture, and the Examined Life

(3 hours) Media and popular culture scholar, Stuart Hall, contends that "popular culture is one of the sites where this struggle for and against a culture of the powerful is engaged" and that popular culture "is also the stake to be won or lost in that struggle." This may be one reason why we increasingly engage with other people via media and popular culture, including (but not limited to) watching our favorite stars in movies and on TV, seeing bands in live concerts, viewing beauty vlogs on YouTube, shopping with friends, or even reading posts from our friends and family on social media. In this class, we will consider what our interactions with media and popular culture say about us as individuals and what roles media and popular culture play in the development and expression of our selves.

LAS 117 - Everything That Kills Me Makes Me Feel Alive: How Do We Become Who We Are?

(3 hours) Students will consider three influences on their personality: biology (how much of it is destiny?), school of hard knocks or lack thereof, and spiritual guidance/religion.

LAS 118 - The Best Authentic Selfie: A Networked Self in the Digital Age

(3 hours) This course takes students to the journey of examining self-presentation in the networked digital world. Students will explore answers from ancient wisdoms to modern research for the unknown questions: What is the self? Who am I? How did I become who I am? Who will I be in the world? What does it mean to live mindfully and reflectively? And what helps and hinders that process? Students will also learn how to use social media tools to invent or reinvent oneself.

LAS 120 - Finding Your Place in the World: Pathways for First Generation College Students

(3 hours) College can be a transformative experience, one where students are challenged by new experiences in learning and living. This experience can be exciting, exhilarating, difficult and filled with uncertainty. This seminar will examine how first-generation students bring with them powerful tools rooted in their own experiences of social class, family and community that provide them with a strong foundation for success in college. Readings, discussions and activities will help students understand and engage the intense changes in learning and living that come with a college experience and navigate a pathway that allows them to be true to themselves as they embark on this new journey.

LAS 121 - The Collegiate Self and the Science of Learning

(3 hours) This seminar focuses on how the experience of going to college shapes our understanding of the self and our identities as learners. Reading will include autobiographies, short fiction, and research articles and books on higher education and the learning sciences.

LAS 122 - The Humanity of Mathematics

(3 hours) An action as simple as turning a faucet from one position to another can illustrate a mathematical idea. What is mathematics? Using the simplest examples we can find, we will explore the modern answer to this question. Our goal is both to discover the meaning of critical thinking and to discover the humanity of mathematics, its beauty, its elegance, and its dignity, which is also in part the dignity of the human mind.

LAS 123 - Dragons, Secret Agents, Wizards, Saviors, and You

(3 hours) This course serves as your introduction to the Liberal Arts Seminar sequence of the core curriculum. A Liberal Arts Seminar at Dominican is a discussion-centered course focused on a class-level theme. All freshmen explore the same theme - "The Examined Life". In this course, we will approach this primarily through the lens of fantasy, science fiction, and psychology.

LAS 124 - Who I Am and the Choices I Make

(3 hours) In this seminar we will explore how who I am and what I value influences the choices I make. Similarly, we will explore how the choices I make will influence who I become. We will read selections from economics and psychology to explore choice theory and decision making.

LAS 125 - Journeys of the Self

(3 hours) From the ancient through the modern, narrative forms have employed the physical journey as a metaphoric foundation for psychological journeys to self-awareness. Utilizing the common text and selections from alternative texts ranging from *Gilgamesh*, to *Hamlet* and *Don Quixote*, Virginia Wolff's *Orlando*, Hesse's *Siddhartha*, and others we will read closely, think critically, discuss passionately, and write concisely about the singular inward journeys that lead to self-awareness and to the subsequent focus of the self on service to the directed life.

LAS 126 - Writing the Self and Its Other

(3 hours) Modern individuals regard themselves as singular, authentic beings, capable of self-knowledge. In this seminar we will study the origins of the modern self as a self-conscious "subject," contained within gender, racial, national, economic and religious limits. However, we will also consider more fluid forms of identification, deemed antagonistic, even mutually exclusive, by dominant discourses. By examining these two modes of self-representation, we will question the role of self-awareness, individuality, and individualism across different cultural and religious traditions. We will also consider how the development of "personal identity" is intrinsically tied to the act of reflection, invention, and writing of one's self and its other. Readings will include essays, short stories, memoirs, philosophical and religious discourse, poetry, film and novels. This seminar may require off-campus service-learning hours.

LAS 127 - The Artist and the Examined Life: Meditation on Craft

(3 hours) Using a variety of artistic methods including drawing, painting, collage and the practice of creating block prints, we will explore the process of making art as a spiritual endeavor and examine how making art is a mindful and reflective expression of ourselves and our perspective of the world round us. We will examine the self as artist and the interdependence of the artist and society.

LAS 128 - My Education

(3 hours) The course focuses on how to understand the concept of learning and identifying when one has attained knowledge, be it in a formal or informal setting. Questions the course can address include: How do I identify moments of learning and self-awareness? Who/what serve as exemplars from which I derive paths to knowledge? At what point in time do I feel that I serve as an exemplar for others? How do I define education?

LAS 131 - The Natural Self

(3 hours) Beginning with the story of one man's search for his genetic identity, continuing with an exploration of the human genetic heritage, and ending with a discussion of what this all means about who we are and our

place in the world, this seminar examines the relationships between biological life, the self, and the planet.

LAS 132 - A Groovy Movie: You in the 1960s

(3 hours) In this class we will enter a portal and go back in time. The first day of class will be in Levittown, New York, the day before John F. Kennedy was shot, and the last day of class will be in the quad of Kent State University, May 4, 1970. You will participate in historical events, not to learn about them, but to be in them and of them. We will study aspects of the self through the lens of history. You will explore friendship as a member of a platoon in Vietnam, travel to India with the Beatles to experience spirituality, come to understand dissent when you protests as a student at Kent State, learn about fairness as you fight for equal rights with feminists, and look for a deeper meaning as you become one with a bird named Jonathan Livingston Seagull. Each unit will be paired with readings from classical scholars as well as modern writers, and we will use films and YouTube videos along with our readings. There will be vibrant discussion with no wrong answers, only answers that lead to more questions, in the never ending search to answer the question: who am I?

Prerequisite(s): Freshman only.

LAS 133 - The Civil Disobedient Self

(3 hours) Are you willing to take a stand? Are you willing to act upon your beliefs? Individual and communal nonviolent resistance—civil disobedience—has a long history. Its writings constitute a significant body of work, which includes Greek texts, Hebrew scripture, oral declarations, abolitionist tracts, and other works pertaining to social justice, civil rights and peace movements. Students will read, think, and write critically about the extent to which social activism has impacted individuals and society. This seminar includes a required service activity.

Prerequisite(s): Freshmen only.

LAS 134 - The Courage of Leadership

(3 hours) In this seminar, we will consider the role of courage in shaping one's identity as a leader. We will use various texts and discussions to investigate the following questions: Do you have the courage to be yourself? Do you have the courage to make decisions that are consistent with your values? Do you have the courage to change and challenge the "norm"? This course will help you explore who you are now and help you discover the leader you want to become in the future.

Prerequisite(s): Freshmen only.

LAS 135 - Success!

(3 hours) This course serves as your introduction to the seminar sequence of the core curriculum. A seminar at Dominican is a discussion-centered course focused on a class-level theme. All freshmen explore the theme of "the examined life." In this course, we will approach this theme from an exploration of facets of succeeding. The guiding questions for the freshman seminar will be addressed directly and reflected in corresponding questions oriented around the concept of success.

Prerequisite(s): Freshmen only.

LAS 136 - Choosing Your Path

(3 hours) How did I become who I am? Who will I be in the world? Choosing your path in the world calls for active reflection on your past, your present, and your future. Through the process of structured discussions and with the help of readings and other materials, we will investigate your history and your values, seeking insight into what makes you who you are and how your values shape who you hope to become. Using stories from the lives of others, we will study ourselves.

Prerequisite(s): Freshmen only.

LAS 137 - Heritage and Identity

(3 hours) In this seminar, we will explore the ways that our individual identities are connected to and shaped by our heritage. To what extent is a person's identity influenced by the culture(s) to which s/he belongs? What is the role of ethnicity? Of family? Of tradition? Of customs? As we consider these questions, we will read various texts (fiction, non-fiction, autobiography, and poetry) that also examine the idea of heritage, revealing both the gifts and the burdens that individuals can inherit. This course will ask you to think about who you are now, where you've come from, and what you might become in the future. This seminar will require off-campus service hours.

LAS 138 - Personal Awakenings, Social Struggles, and Dreams of Transformation

(3 hours) Some of our most intense learning experiences can feel like awakenings from mistaken understandings of our world. We experience some of these awakenings – like learning that we have the power to reason our way through misunderstandings with loved ones or morally complicated social situations – as empowering turning points in our lives. Not all of these awakenings are pleasant. Learning that others are suffering and denied opportunities due to systematic injustice can leave us feeling ill at ease and less at home in the world. But awakenings, whether gratifying or upsetting, call us to ask ourselves many questions. How do we hold onto new insights, feelings of purpose, and desires to relate differently to others once we have these moments of awakening? What personal, social, and political forces encourage us to live less mindfully and justly? Must we change our lives? In this seminar, we will explore these questions and examine how writers, philosophers, religious thinkers, leaders of social movements, and other people of conscience have answered these questions. But we will not assume that mindfulness is something we leave to the experts. Through in-class exercises (including five-minute memoirs, group discussion, and civil debate) and reflective essays, participants in this seminar will pursue the work of mindfulness independently and with one another.

LAS 139 - Self and Leadership

(3 hours) This seminar will examine the development of the self as a leader. Looking at leaders throughout history, both famous and unknown, students will discover what they value in others and themselves. Leadership

will be discussed from the perspective of historical development and context in which individuals find themselves living.

LAS 140 - Re: Visioning the World

(3 hours) Contemporary life gives us access to more images and visual information than ever before, but sometimes without any meaningful context. In this seminar we will explore ways to learn about ourselves through understanding as well as creating our own visual vocabulary.

LAS 141 - Social Selves - Got Privilege?

(3 hours) We will examine the role social forces play in shaping one's sense of self, and how communities can play both positive and negative roles in our development.

LAS 142 - Moral Compass: The Means to Find Oneself

(3 hours) Using the lens of selected literary works, students will be challenged not only to find their moral compasses, but also learn to use them as a means to uncover their own personal identities in the midst of life's numerous obstacles. This quest of self-discovery happens not only in the great tribulations of life, but also in the mundane and ordinary stretches of existence. This seminar sheds light on the great importance of utilizing one's moral compass each and every day, as well as the significance it plays in understanding and shaping one's personal identity.

LAS 144 - Wealth, Poverty and Identity

(3 hours) To what extent is who you are determined by what you have? This seminar will examine the connections between material affluence and identity. We will develop working definitions of wealth and poverty, and through the examination of a variety of texts we will study the many ways that conceptions of identity are influenced by being rich or being poor. We will also discuss the environmental implications of materially determined identity, and we will consider not only American wealth and poverty, but also the extreme poverty and income inequality that exist in developing countries throughout the world.

LAS 147 - My Authentic Self - Roads Taken and Not Taken

(3 hours) What is the authentic self? How does it interact with the other (family, friends, society at large, and culture)? Is the true self historically conditioned and culture-relative? Is our conception of ourselves related to our knowledge and understanding of other people? This course helps you to recognize the person you are becoming. Looking back, you will reflect on the decisions that have brought you to where you are, and ask if your life has deeper meaning because of your experiences. Looking forward, you will consider how you will negotiate all of your choices. How will you shape your hopes and dreams?

LAS 148 - Who Do You Want to Become?

(3 hours) From kindergarten on, we are often asked: What do you want to be when you grow up? This intensifies in late high school and early college as pressure builds to choose a career path. This course asks different questions: Who are you right now? Who do you want to become? How do

you become that person? Through engagement of challenging readings and lively discussions, this course examines the forces that contributed to who you are today and the forces that might shape you at Dominican. It also looks to the future and resources, academic and other, you will have for the journey of becoming who you are meant to be, no matter what you end up doing.

LAS 153 - Faith and Life Today

(3 hours) This seminar is designed to help students mature by identifying questions of faith today and coming to understand them more fully in terms of moral principles of decision-making and some of the best prose literature: short stories of initiation. The course does not presuppose literary background or religious commitment, but both are welcome. Students will develop skills in research and in critical reading, writing, speaking, and listening through this exploration. This seminar will require off-campus service hours.

LAS 158 - Winners and Losers: The Complexity of Competition

(3 hours) According to Martin Luther King Jr., we all have a common instinct to want "recognition...importance...attention, that same desire to be first." Throughout human history, people have competed as a mode of survival, for territory, resources, and mates. Today, we still compete for a variety of reasons in nearly all areas of our lives--we do so for recreation, employment, friendship, recognition, and prestige. Competition can be found in business, athletics, education, politics, and the arts. This seminar will explore how competition can shape our identity, our self-worth, and our relationship to others and the world. Through a wide range of readings and multimedia content, students will explore how competition, competitiveness, and the desire to lead can shape one's life.

LAS 163 - Transforming the Self

(3 hours) There are many paths to transformation, many ways to grow and change. In the Common text, *Living Buddha, Living Christ*, transformation occurs through the practice of "mindfulness," or focusing within. St. Francis of Assisi wrote, "If you want your dream to be, build it slow and surely...stone by stone, build your secret slowly." In this seminar, you will meet many individuals in world drama who are transformed through their difficult choices. They dream; they risk; they love. Whether characters are historical or fictional, they will guide you along a path of transformation. Ask yourself: how did my struggles, decisions, self-awareness, and search for God, contribute to the shaping of my identity and ultimately to my inner transformation?

LAS 164 - Exploring the Creative Human Spirit

(3 hours) 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 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.

LAS 168 - What's in a Name?

(3 hours) How important are the race, ethnicity, and language of one's ancestors for determining one's personal identity? How does this compare with the impact of one's immediate surroundings? This seminar explores these and other questions by focusing on the experiences of "uprooted" and "transplanted" people at different points in space and time as they search for a sense of self.

LAS 170 - Doing That Thing You Do

(3 hours) This seminar will introduce students to an explanation of human behavior that is frequently used by economists and other social scientists. The rational-self-interest model of who we are and why we do what we do will be examined in the context of other views of human behavior, as illustrated by parables, short stories, novels, plays, and movies.

LAS 171 - Thinking for Oneself

(3 hours) Some say that enlightenment means having the courage to think for oneself, rather than being lazy or cowardly while following the herd and letting others tell us what to believe or do. Others say that life is inevitably lived within a tension between freedom's open possibilities and destiny's imposing limitations. We'll pursue this problematic through writings religious and philosophical, literary and psychological, Eastern and Western.

LAS 175 - Leadership for Life

(3 hours) How does the self become a leader? What does it mean to be a leader? Why do leaders become engaged in the community? In order to develop our full human potential, our leadership skills and abilities need to grow, change, and meet new challenges. The self as leader will be explored through readings, discussion, reflection, service, and interfaith dialogue. This seminar will require off-campus service hours.

LAS 178 - iAm My iPod

(3 hours) 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 also looks at the popular culture of various decades, as captured through technological media as well as written sources, and examines the influence these media and writings have exerted on the "collective identity development" of each affected generation.

LAS 186 - Know Thyself

(3 hours) 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?"

LAS 187 - Inner and Outer Realities

(3 hours) 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 such as 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?

LAS 189 - This I Believe

(3 hours) "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."

LAS 194 - The Grand and the Simple

(3 hours) The great French writer Marcel Proust observed that the self of today is often unable to recognize the self of yesterday and unable to accurately envision the self of tomorrow. Does our life include a multiple collection of selves (10-year-old David in a baseball uniform, 17-year-old David in a jail cell, 25-year-old David in a cyclone in Japan, and an older David teaching a university course on the different Davids)? Or do we have one true self that always remains invisible to us, just around the corner, just out of reach? Who the h-e-double hockey sticks am I, was I always this person, will I always be this person? This class will discuss how different people, places, events, and decisions (made and unmade) influence the self. We will explore through writings, films, and discussion how every moment could be the one that defines us to ourselves or others and how in the next moment that can all change.

LAS 199 - Mindful Crossroads to Compassion and Awareness

(3 hours) Buddhist monk and social activist Thich Nhat Hanh teaches that there is nothing we experience that can't be approached with mindfulness and compassion. Our seminar will focus on understanding Hanh's identification of Christianity with Buddhism to better understand how we experience ourselves in the world. Through literature and film, we will focus on the discovery and the formation of personal identity by asking, What are the key influences on a person's development? How does the "self" interact with a community? How can mindfulness lead to a better understanding of who we are as individuals?

LAS Sophomore Seminars

Prerequisite for all sophomore seminars: sophomore standing and completion of a freshman seminar.

LAS 217 - Heroes Among Us?

(3 hours) In the context of community, we will look at heroes (or people presumed to be heroes) in history and in contemporary culture. We'll explore the meaning/meanings of heroism today and discuss whom we think of as heroic, looking at both personal heroes as well publicly acknowledged heroes. Some compelling questions may include, how does a community define heroism? Is the idea of "hero" different from culture to culture or decade to decade? How are heroes different from other people? What defining characteristics do heroes share across cultures and across decades? How do and should we honor heroes? Do each of us have the potential to be a hero? Our class will discuss the common text, Diane Eck's *Encountering God*, as well as a variety of texts and media, including folk literature (myths/fairy tales), biography, memoir, poetry, and video as we explore the relationship between a community and its heroes.

Prerequisite(s): Sophomore standing

LAS 218 - Self In The Context Of Others: You Are Now Entering The Identity Zone

(3 hours) Individuals spend a lifetime trying to answer questions like Who am I? How do I fit in? How do I relate to others (and how do they relate to me)? and How can I make my mark on the world while also making a difference in the lives of others? Using the classic science fiction television show *The Twilight Zone* as a backdrop, individuals will explore Erik Erikson's psychosocial theories of identity development and life history and the historical moment in order to gain a better perspective on our self within the context of others. This exploration includes the examination of cultural, societal, contextual, political, and religious factors that contribute to, and affect, an individual's identity development throughout the lifespan as well as their impact on, and interrelationship with, others.

Prerequisite(s): Sophomore standing

LAS 225 - Multicultural Competency: Life in Community

(3 hours) Today's professionals have the responsibility of ensuring that we meet the needs of culturally and ethnically diverse communities. Multicultural competence is important for maintaining and sustaining an environment where differences are valued and respected. In an increasingly diverse world, we must not only strive to become multicultural competent professionals but we must also reflect on our own perceptions and experiences that shape our interactions with others. This seminar combines historical, current events and lived-experiences to help us better understand our own concepts of identity, community, and culture as well as provide the framework towards becoming a multicultural competent individual in a diverse world. This seminar might require off-campus service-learning hours.

Prerequisite(s): Sophomore standing

LAS 226 - Uncovering Ourselves: The Self as Other

(3 hours) Implicit bias (automatic or unconscious stereotyping that guides our perception of and behavior toward social groups) is one of the fastest growing areas of human psychology. It also lies at the heart of one of the raging debates in American public schools: whether the teacher's operation of unconscious gender, racial, religious, and other biases can affect student achievement. The course explores how scientific evidence on the human mind might help to explain why racial and gender equality is so elusive. This new evidence reveals how human mental machinery can be skewed by lurking stereotypes, often bending to accommodate hidden biases reinforced by years of social learning such as biases toward specific religious orientations. Through the lens of these powerful and pervasive implicit attitudes and stereotypes, the course examines both the continued subordination of historically disadvantaged groups and the educational system's complicity in the subordination. Students will be introduced to cutting edge research that bears not only on the highly relevant substantive areas of discrimination and prejudice in American classrooms, but also on questions regarding gender gaps in science and math, affirmative action programs, teacher expectations, and the school-to-prison pipeline. Students will learn how implicit bias works, how to interpret and use empirical research findings, how to understand the major critiques of implicit bias research, and how to understand scholars' use of implicit bias findings.

Prerequisite(s): Sophomore standing

LAS 227 - Men in Community: An Exploration

(3 hours) This course will examine the modern construction of masculinity in our communities and societies, and how this affects individuals, groups, institutions, and societies, with particular focus on the impact of men. We will explore how our diverse identities (race, class, sexuality, physical ability, performance, etc.) are implicated in the construction of masculinity and in-group equality. We will use these guiding questions to guide our path: How are men's personal identity and group membership interrelated? What are the causes and effects of equality among and within groups? What does it mean for men to live in diverse communities and cultures?

Prerequisite(s): Sophomore standing

LAS 228 - Communication Through Dress

(3 hours) This course explores dress as a multifaceted communication tool that provides insight into one's culture, beliefs, faith, identity, power, and emotions. Clothing conveys messages about how members of groups identify with those inside and outside of the group, and it communicates meaning to others in society. Signals sent by clothing can bring people together but also be the impetus for discrimination and injustice. This course explores and discusses possible interpretations of the many aspects of body adornment encountered in today's diverse communities.

Prerequisite(s): Sophomore standing

LAS 229 - Who's Stirring the Melting Pot?

(3 hours) Religious groups at war with each other over sacred spaces and beliefs; migrants both legal and illegal in multicultural groups discriminated against; colonization and its lasting effects; God, Yahweh, Buddha, Allah; rich versus poor. Who is "the other"? Who is "your other"?

More importantly, why is this person "your" other? Expanding on the theme of identify, this course will examine the concept of communities, how they are created, and how they have and should function. Through a multi-cultured voice, we will examine concepts such as love, hate, war, peace, tolerance, and tradition, analyzing them through theological and cinematic lenses in regard to our "melting pot" society. We will pay special attention to "outsiders" who come in and to "insiders" who are out of the mainstream societies. Most material will be international and multicultural.

Prerequisite(s): Sophomore standing

LAS 230 - Life in Chicago's Communities

(3 hours) Life in Chicago's Communities will explore the reciprocal and impactful relationship between neighborhoods and individuals. Sophomore level students will begin by reflecting on the influence community had in their development. Students will then engage in an exploration of a Chicago neighborhood or community, and learn about faith and social justice institutions serving its constituents. Through reflections, texts, group activities, and peer presentations, students will examine the guiding questions: How are personal identity and group membership interrelated? What are the causes and effects of inequality among and within groups? What does it mean to live in diverse communities and cultures?

Prerequisite(s): Sophomore standing

This course will satisfy the core requirement in multicultural studies.

LAS 231 - Invest in the Global Community

(3 hours) Real dollars, real time, real difference. This course will provide students with an opportunity to engage with and better understand our global communities in our backyard and around the world. Students will also be given dollars to invest through KIVA, a global micro-financing organization. Students will use their investments as a way to learn about regions of the world. Books, films and events will also be used as resources to expand global understanding.

Prerequisite(s): Sophomore standing

LAS 232 - Islam in America

(3 hours) This seminar explores Islam in America, including its history and followers, and examines the different ethnicities in the American Muslim population. Students will be introduced to Islamic culture and traditions as well as the contributions of Muslims to American society. Further discussion will touch on the similarities between American Muslims and their fellow Americans, as well as understanding points of conflict and controversies that arise between American Muslims and America.

Prerequisite(s): Sophomore standing

LAS 233 - Food in the U.S. Today: Production, Choice, and Policy

(3 hours) How is food produced in the United States today? Food politics and policies in the United States have heated up in recent years as legislators, regulators, educators, farmers, and many others battle over

subsidies, restrictions, and questions of public health. What shapes our choices as consumers? How do these choices impact our lives and our communities? We will explore these critical issues as we learn about food production in the United States.

Prerequisite(s): Sophomore standing

LAS 235 - Social Justice and Intercultural Communication

(3 hours) Social justice and intercultural communication are examined in the context of geopolitical, economic, and cultural contexts. Through the various texts, guest speakers, presentations, community based learning, and exchanges with international students in Dominican's ELS program, students will examine discrimination, racial profiling, and ethnic conflicts as well as local and global wealth disparities. The class is designed to provide a framework to create a more just and humane world through communication.

Prerequisite(s): Sophomore standing

LAS 236 - Undocumented Students: Americans or Not?

(3 hours) The U.S. Supreme Court mandates that undocumented children be accepted as students, but, because of current immigration laws, they are not accepted as citizens. This puts these students in an ambiguous situation. For many, the U.S. is the only country they know and English is the only language they speak. They nonetheless face enormous barriers to obtaining legal employment or trying to enter college. In this seminar, students will explore the sophomore level themes by examining student narratives, academic discourse, legislation, public policy, and media attention to the issues of immigration reform, social and political marginalization, and access to higher education for undocumented students.

Prerequisite(s): Sophomore standing

LAS 237 - Globalization and Personal Spirituality

(3 hours) We live in a world of GPS, texts, "tweets" and YouTube, where communication technologies have allowed us to be instantaneously present to one another no matter where we are physically located on the planet. Our thoughts and images flow so quickly over such vast space that we are virtually present in more than one place at a time. In an ever-shrinking global community, within an exponentially expanding cosmos, how do you begin to describe exactly where YOU are right now? How does the process of globalization impact our orientation to that which is beyond our known personal experience? Who are we, and how do we situate ourselves within a cosmology that has redefined our place in the universe and perhaps even our purpose? This seminar will examine the interconnectedness of planetary being with personal spirituality -- the inmost energy of entanglement with the Divine. We will explore the noosphere, morphogenic fields, human compassion, and "cosmosophia" as bridges to understanding how personal spirituality can create a unitive consciousness that will serve, rather than oppose, the immense diversity present in humanity and creation.

Prerequisite(s): Sophomore standing

LAS 238 - Exploring Diversity in Popular Culture

(3 hours) Our actions and our communication can have a significant impact on our lives, on others, and on the development of our communities. When it comes to popular culture, the entertainment industry promotes contradictions about diversity and what it means to live in an increasingly interdependent world. Though a powerful medium to help bring about societal change, popular culture has a record of contributing to inclusive thinking. Using film, popular TV shows, and literature, we will explore questions that focus on identity, nationality, commonalities and differences, perceptions and stereotypes: How are personal identity and group membership interrelated? What are the causes and effects of inequality among and within groups? What does it mean to live in diverse communities and cultures?

Prerequisite(s): Sophomore standing

LAS 239 - Conflict, Competition and Community

(3 hours) Amid the rise of globalization and the increasing interconnectedness of the world in the 21st century, the notion of community has grown more varied and complex. In this course, students will explore the opportunities and challenges that arise as they encounter diverse cultures; we will ask how our ideas of community are re-defined when we embrace (or come into conflict with) worldviews that are different from our own. We will also examine the cultural role of competition, particularly in its connections to debates over social conflict (as in capitalism) and celebrations of diversity (as in sports).

Prerequisite(s): Sophomore standing

LAS 241 - Communities of Consumption: Comparing Cultures and Cults

(3 hours) Consumerism can mean many things: the pleasure of buying more, the movement toward buying less, and the culture of consumption. The world of the consumer is one that generates fierce loyalty, righteous activism, and a lot of money for businesses. This seminar will examine these aspects of consumerism from several perspectives: as a creator of the cult-like loyalty to brands and brand communities, as a phenomenon so strong it can build corporate empires and shopping mall cathedrals, and as a search for meaning that in some cases can rival religious allegiance.

Prerequisite(s): Sophomore standing

LAS 242 - Conflict Resolution

(3 hours) The resolution of destructive conflict is at the heart of this seminar. Destructive conflict reduces our quality of life, puts our health at risk, reduces our productivity and creativity, disrupts teamwork and cooperation, creates war zones, and leads to other kinds of unsafe conditions. Our focus is on disputes between individuals; these interpersonal conflicts are key factors in creating and maintaining dysfunctional social groups (e.g., families, neighborhoods, and organizations). We will study the role of social identities and social status in fueling intergroup conflicts. A major seminar goal is for students to build conflict resolution skills that will enable them to achieve true reconciliation when dealing with all manner of disputes.

Prerequisite(s): Sophomore standing

LAS 243 - Searching for China's Cultural Diversity: From Confucianism to Dragon Dance

(3 hours) Searching for China's Cultural Diversity examines many aspects of Chinese culture including religions, philosophies, arts, music, customs and language. The course focuses on exploring the multi-faceted religious heritage of pre-modern China, the practice of different religions in China today, and the spread and influence of Chinese religions throughout the world. It also exposes students to Chinese diverse customs among the 55 ethnic minorities, different genres in arts and music, and fascinating traditions in regards to Chinese holidays. Basic spoken Chinese will be introduced in class throughout the semester as well.

Prerequisite(s): Sophomore standing

LAS 246 - Science and Religion in Culture

(3 hours) Diverse scientific views of the world can greatly influence popular culture—the collection of perspectives, attitudes and images that influence the way individuals in that culture determine what works and what doesn't work. The discoveries of some theoretical physicists have influenced the way those of us in a Western culture think about how the world works. It started with Isaac Newton's theory of classical mechanics, which held sway as the way to construct successful organizations. The concepts of string theory have the same influence today. In this seminar, we will compare our own assumptions of how things work in our faith traditions and cultures through the lenses of various scientific theories.

Prerequisite(s): Sophomore standing

This course will satisfy the core requirement in multicultural studies.

LAS 249 - Music and Diversity

(3 hours) This seminar is writing intensive and focuses on the role that music has had in building up and breaking down the walls that divide us. For music that binds, we study religious music and nationalistic music. We will explore how African-American music was the foundation for rock 'n roll and inspiration for the Beatles. In the second unit, we will also study the divisive nature of music: Rap is black; C&W white; and classical is WASP. Music fosters division by playing off stereotypes. We will study the 1979 Disco Demolition and 70s white power rock. In the final unit we will seek answers to the paradox that we need groups to thrive and survive, but grouping of people causes distinction, stereotypes, prejudice and the rest. We will explore morality, super-ordinate identity, empathy, and cultural appropriation as possible answers. We will learn, through the music, ways in which cultures differ, how they are the same, and in the end apply this knowledge to better understand community, culture and diversity.

Prerequisite(s): Sophomore standing

LAS 254 - Multicultural Theatre: Communities in Conflict

(3 hours) In our interdependent world, we can no longer "go it alone." The most urgent question raised in the common text, *Encountering God*, is how do we "go it together?" How can we break the cycle of violence, and create "the imagined community" envisioned by Gandhi and other adherents of non-violence? In this seminar, African-American, Asian-American, and Latino/Latina playwrights, as well as gay and feminist artists, confront divisive, even life-threatening issues. Students will examine late 20th and 21st century plays and other texts, as well as view documentary films and live theatre productions. The nature and causes of prejudice and discrimination; the impact of racial, religious, and homophobic violence; the struggle to create community; and the hunger for artistic expression will be addressed.

Prerequisite(s): Sophomore standing

This course will satisfy the core requirement in multicultural studies.

LAS 258 - The Road to Africa

(3 hours) 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.

Prerequisite(s): Sophomore standing

This course will satisfy the core requirement in multicultural studies.

LAS 263 - Voices of the Silent Ones: Literary Protests in America

(3 hours) 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 expressed the pain, injustice, and mental anguish of those individuals who are judged on race and gender before character and disposition. Readings will include works of African-American, Hispanic, and Native American writers and will ultimately explore the ways that literature confronts issues of identity and allows us to re-envision our definitions of ourselves and our communities.

Prerequisite(s): Sophomore standing

This course will satisfy the core requirement in multicultural studies.

LAS 264 - Native American Spirituality

(3 hours) Native American spirituality is rooted in the relationships among the people and of the people to the land. Spirituality is not something that exists apart from their culture but is expressed through the culture. Because so much of life depends on their association to the land and all that lives upon it, the displacement of the people from their roots by westward expansion caused great upheaval. In this course, we will look at the history and culture of some of the native peoples and make connections to stories and customs, rituals and traditions.

Prerequisite(s): Sophomore standing

LAS 267 - Dancing in the Streets

(3 hours) "When the mode of the music changes, the walls of the city shake . . ." The Greek philosopher Plato, centuries before the advent of rock 'n' 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 century, with an emphasis on its relationship to the social, cultural, and political critique and change. A particular focus on African-American influences on various musical genres, from early roots music (gospel, blues, country, and rhythm and blues) to mid-century youth-oriented pop, Motown and soul, and more recent expressions in hip-hop.

Prerequisite(s): Sophomore standing

LAS 275 - Unity and Diversity: Problems and Promises

(3 hours) 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.

Prerequisite(s): Sophomore standing

LAS 276 - Consequences of War, Racism, and Immigration: Making Selves and Communities from WWII to the Present

(3 hours) American and European cultures in the 20th and 21st centuries have 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 traditional ways of life, entire communities, and families. We will see the shocks wrought by war and anti-Semitism during and after WWII in the diary of Anne Frank. We will also examine the social and spiritual divisions—and the many barriers to national unity—created by racial and ethnic prejudice against peoples in Europe and the United States. Finally, the economic and spiritual displacement and subjugation that class and racial barriers enforce in the contemporary United States is a related subject of our readings and thinking. We will ask questions about the ways in which war, racism, and the widening economic division into haves and have-nots in the United States leave lasting marks on our fragile sense of self and on our ideas of community health and the common good.

Prerequisite(s): Sophomore standing

LAS 280 - Exposing the Cultural Gap: Literary Wanderings

(3 hours) Throughout the history of the novel as an art form, various authors have produced stories in which a character/narrator acts as a social commentator. Such novels may be characterized as "travelogues." By examining some prominent travelogues -- *Gulliver's Travels*, *Huckleberry*

Finn, The Catcher in the Rye, and On the Road -- the class will discover how various facets of society are analyzed, categorized, and often marginalized by seemingly discerning storytellers. The course will primarily examine these and other works of social commentary in their various historical contexts. Together, the literature will illuminate the history, and vice versa.

Prerequisite(s): Sophomore standing

LAS 289 - Multicultural Chicago

(3 hours) The city of Chicago provides a stimulating topic of study in relation to the seminar theme of diversity, culture and community. This course will focus on the cultures and histories of various ethnic and racial groups in Chicago. Topics we may consider include: African American migration to and settlement in Chicago; the Italian American community in the city and suburbs; the different ethnic and national groups, such as Mexican Americans and Puerto Ricans, that make up Latino/a Chicago; and the formation of Chinatown. We will consider differences of gender, class and sexuality within these communities and their contact and conflict with other groups. Texts from different disciplinary perspectives and selected works of literature will help us better understand the cultural complexity of this diverse city.

Prerequisite(s): Sophomore standing

This course will satisfy the core requirement in multicultural studies.

LAS 290 - The Challenge of Solidarity

(3 hours) 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 see the gift of community in a climate of faith, hope, and love? Is it possible to bridge the divisions of group identity to create movements of solidarity for the common good? Theoretical models of social analysis, the biographies of great leaders in social change, and personal exchange with local practitioners of solidarity will all contribute to our study of diversity, culture, and community.

Prerequisite(s): Sophomore standing

LAS 296 - Diversity, Food, and Social Justice

(3 hours) It has been said that the history of human society can be traced through the history of food production and distribution. This course will utilize film, literature, and experiential learning to explore issues regarding food disparity as well as the political, economic and social impact of hunger in a land of plenty. We will explore the growing international paradox of poverty, obesity, and malnutrition. We will critique proposed systemic solutions, such as sustainable food production. Students will be expected to participate in a service learning component addressing "food deserts" and social justice in the Chicago area.

Prerequisite(s): Sophomore standing

LAS Junior Seminars

Prerequisite for all junior seminars: junior standing and completion of a sophomore seminar.

LAS 317 - Subcultures, Diversity, and the Self in American Society

(3 hours) This course examines multiple categories of subculture including race, ethnicity, social class, gender, religion, national origin, and sexual orientation as bases of diversity and majority-minority relations in American society. What is the relationship between the various categories of subculture and social inequality, life chances, inclusion and exclusion, group identity, and social, economic, and political participation? How has society grappled with the tensions inherent in cultural/group diversity? And how can the individual as a member of this multicultural/multi-social society develop a sense of acceptance and tolerance for those who are different from his/her own group?

Prerequisite(s): Junior standing

LAS 318 - Work as a Search for Dignity

(3 hours) This seminar will be writing intensive, focusing on human work as a search for dignity. In his Encyclical *On Human Work* (the main text of Junior seminar), Pope John Paul II notes that any job should be judged "above all by the measure of the dignity of the subject of work, that is to say, the person, the individual who carries it out." We will apply this idea and others from the encyclical to various texts, including contemporary essays on income inequality, poems by Jean Toomer and Robert Frost, and the long fictional story *Life in the Iron Mills* by Rebecca Harding Davis. Since our section is writing intensive, two major assignments will be (1) an annotated bibliography (replete with library workshops that allow transfer students to fulfill the graduation requirement of achieving research literacy) and (2) a researched essay that includes argument and analysis.

Prerequisite(s): Junior standing

LAS 319 - Preparing for the World of Work: Owners, Consumers, Workers

(3 hours) This course explores the perspectives of owners, consumers, and workers in the modern American economy. These perspectives matter because we as citizens are likely to enact all three roles during our lifetime, and we benefit from understanding how these roles interact and sometimes clash. The learning objectives of the course include understanding ownership both on the level of small business and investment in the stock market; developing a philosophy of workers' rights and ethical guidelines; and appreciating the importance of informed consumer behavior for successful living. The course includes simulations of job interviews, and all students will develop a professional resume, cover letter, and dossier that can be deployed in the job market. Required texts: Studs Terkel, *Working*; Karl Marx and Friedrich Engels, *The Communist Manifesto*; Pope John Paul II, *On Human Work: Laborem Exercens*; and morningstar.com (Morningstar, Inc.), an investment management company whose reports can be found online. An assortment of articles and short stories round out the syllabus.

Prerequisite(s): Junior standing

LAS 324 - Taking Faith into the 9 to 5 Window

(3 hours) We are all co-creators with God through the work we do and have a responsibility to use wisely the gifts and opportunities we are given. Does there need to be a division between the sacred and secular parts of our lives? How can we overcome the personal, cultural, and political obstacles that prevent us from fully integrating our Christian faith into the workplace? These questions, along with other current related issues including conscience protection and religious discrimination, will be explored utilizing assigned texts, articles, and group activities. The student will be provided concrete and practical examples of how to lead successful careers while remaining faithful witnesses to the Gospel values.

Prerequisite(s): Junior standing

LAS 325 - Building a Meaningful Life, Finding Good Work, and Knowing the Difference

(3 hours) Some people argue that most college students do not prepare themselves well enough for their careers. Others contend that too narrow a focus on work in higher education boxes students into a confining career track and shrinks their ability to be critical thinkers and vital citizens. What do you think? By exploring some of these arguments, reviewing other readings on making a living, this seminar will consider how our experiences in the world of work can both fulfill us and diminish us. Through discussions and activities that will put you in touch with professionals in the work to which you aspire, we will also attempt to build a pathway to your life after Dominican that is fulfilling and meaningful.

Prerequisite(s): Junior standing

LAS 327 - The Accomplishment of an Aim or Purpose by Pablo and Yolanda

(3 hours) Most of our popular media outlets send us strong messages that people are successful because of their income, their possessions, their accomplishments or stature in a particular environment or industry. The working world, however, is filled with people whose work gives them high income and stature, but also makes them unhappy. How is this possible? In order to help students arrive at their own visions of success and happiness, this class will examine stories of the "successful" and "unsuccessful" through films, documentaries, guest speakers, classic texts, and contemporary biographies of several figures in the entertainment industry (both well-known and not so well-known). Students will also participate in improvisation exercises and be required to make one presentation.

Prerequisite(s): Junior standing

LAS 328 - Smart Search, Better Communication

(3 hours) We are in the age of search engines plus social media. Beyond keyword searching, chatting and sharing, are there more effective ways for us to retrieve/send quality or even unexpected information online than average users? In this seminar, we will first focus on using search engines to explore the "invisible world" or predict business trends. Then, with the help of social media, student will be trained to become active members of crisis response teams. Upon finishing the semester, you can experience the latest tools to scan the world, the best ways to protect us online, and more importantly, the most effective strategies to disseminate information.

Prerequisite(s): Junior standing

LAS 329 - Work, Identity, and Class in Latino/a Chicago

(3 hours) In this Junior seminar, students will engage the issues of national identity, poverty, and the "invisibility" of the Latin@ working class in Chicago from circa 1910's to today. In a seminar format, students will study current interdisciplinary research on the topic and learn about the challenges and opportunities involved in breaking through the so-called "blue-collar ceiling."

Prerequisite(s): Junior standing

LAS 330 - Being and Doing: A Life's Work

(3 hours) For many, work is just a job; for others, it is a form of service. By studying a sampling of the diverse cases documented by Studs Terkel, students will explore where they would like their life's work to fall on that spectrum and how to make that happen through exercising the habits of effective people. Students will also examine how one's complete body of work extends beyond the boundaries of working for others during the workday and working for one's self in the home and in leisure activities.

Prerequisite(s): Junior standing

LAS 331 - Communities and Their Organizations: Where Recreation Meets Vocation

(3 hours) This seminar will explore the nature of community organizations and the opportunities they afford for those who serve them and those who are served by them. Apart from assigned reading that will explore the difference between a job, a profession, and a vocation, as well as the elements of community both as "space" and "cyberspace," students will visit and perhaps spend time volunteering with various community organizations, chat with current and past students who work with community organizations (as well as other community leaders), and map the assets of a community of their choice.

Prerequisite(s): Junior standing

LAS 332 - Living Sustainably in a Modern World

(3 hours) Living in a modern world has its challenges. With conveniences and technology developing at a faster pace than ever, how do we slow it down a bit and consciously live a more sustainable life? This seminar course will focus on various aspects of living a less consumed, more sustainable lifestyle, through work and leisure. The five themes of agriculture, conservation, global impact, political initiatives and affairs, and transportation will be fully explored.

Prerequisite(s): Junior standing

LAS 333 - Becoming a Professional

(3 hours) What is the difference between a job and a profession? The "learned professions" have expanded from law, medicine, and theology to include any occupation requiring a background in the liberal arts and sciences. Why is this grounding in the liberal arts and sciences significant? The root of the word professional is the verb "to profess," meaning to make public declaration, like the vows taken by those entering religious life. As students prepare to embark upon their professions, they will consider what it is that they are willing to profess.

Prerequisite(s): Junior standing

LAS 334 - Labor, Work, and Action

(3 hours) The way social and political dynamics work is shifting because of the rapid development of our inventions. How does this trend affect the way we define our culture and what are the implications of these shifts on whom we view and what we consider as our work?

Prerequisite(s): Junior standing

This course will satisfy the core requirement in multicultural studies.

LAS 338 - Living Your BEST Life!

(3 hours) How do you define your best life? Is it making a lot of money? Marrying the love of your life? Maintaining good health? This course will discuss how we weave "back and forth" throughout our lives trying to live our best life. Through various readings, discussions, and essays, we will explore the role work, technology, and leisure play in helping us live our best life.

Prerequisite(s): Junior standing

LAS 340 - The Future of Everything

(3 hours) An undergraduate education is considered to be a time to prepare for the future. No-one knows for certain what will happen in the future but it is quite certain that advancements in technology will play a major role in the future of the planet. This course will challenge the popular conception that technology is simply a "means to an end" and is essentially value neutral. We will think critically about the role of technology in 1) education, 2) communication, 3) leisure, and 4) vocation. Therefore, we will be able to embrace our futures with the awareness of the promises and perils of technology.

Prerequisite(s): Junior standing

LAS 341 - 20th Century Workers' Tales

(3 hours) This course will focus on the social, political and emotional turmoil that workers faced during the first half of the 20th Century, and how many lives were affected by a system that was indifferent to their struggles. The course will include classics like Upton Sinclair's *The Jungle*, John Steinbeck's *Of Mice and Men*, and selections from James Joyce's *Dubliners* and Ernest Hemingway's *In Our Time*. Bob Dylan's protest songs

will also be studied to further illuminate the literature as well as establish an historical framework for class discussions.

Prerequisite(s): Junior standing

LAS 342 - The Game of Life 2.0

(3 hours) We all know how it ends. Point is, what are you going to do with the life you've got in the meantime? Work? Check. Play? Check. Change the world? Maybe. Do it all with cool gadgets? No doubt. Text, visual media, game-making, art, and philosophy will guide us in answering: What is the place of work in the life of the individual and in society? How do technology and leisure shape our lives? What part does making a living play in making a life? For the intellectually adventurous.

Prerequisite(s): Junior standing

LAS 343 - Art As Work

(3 hours) How can one make their life's work art and can one's life be art? How do you make the distinction? What does it mean to survive or thrive as an artist and/or introduce creativity into your life? What are the practicalities and real life applications of art and how is the current state of the economy affecting the art world? How have artists historically coped with the economic realities of being an artist? We will explore various ways to make art a career, both philosophically and practically.

Prerequisite(s): Junior standing

LAS 344 - The Story of Our Lives

(3 hours) In this course, we will explore how the chapters of our lives make up the story of our lives. We will read and research a variety of formats, such as biographies, short stories, newspapers, and journals, to learn from others' experiences and how these experiences apply to our lives.

Prerequisite(s): Junior standing

LAS 346 - Work vs. Leisure: Where Is the Path to Happiness?

(3 hours) In this course we will examine how work and leisure in particular relate to happiness. In order to determine where and how we can find happiness through our work and leisure, we will use, in addition to the common text, the "Art of Happiness at Work" by the Dalai Lama and selected other readings from the "happiness" literature in economics and psychology.

Prerequisite(s): Junior standing

LAS 347 - Work and Leisure: Striking a Balance

(3 hours) Do we need to strike a balance between work and leisure in our lives or are work and leisure part of an integrated continuum of achievement, fulfillment and satisfaction? How does technology factor into the work-leisure equation? In order to answer these questions the seminar will explore the philosophical, historical, sociological, and psychological approaches to work and leisure. We will consider whether leisure is work, how to make a living of leisure, and what constitutes a career. The seminar

will include readings from studies, literature, and the popular press, case studies, media presentations, and guest speakers. Students will work independently, as well as in teams, to formulate and express their views of work and leisure.

Prerequisite(s): Junior standing

LAS 348 - Finding a Job and Finding a Life

(3 hours) We will work most of our lives- so does our work define who we are? If work is to be a major part of our life, it will be worthwhile to examine how we approach the search for work. The process of self-assessment, knowing ourselves, and understanding our values are all important in deciding where to work and what to do. Technology is a great resource for educating us about career paths and for sourcing jobs and connecting with employers. As we examine the many tools available in a job search, we will also need to consider that life is not all about work: leisure, free time, personal pursuits, etc., help to balance our lives. Do our leisure pursuits define us? How have some companies meshed their employees' leisure pursuits into their culture? What are the various forms of "technology as leisure pursuits" and how have social websites crossed over into the working world? In this seminar, we will take up such questions as we ask, What does finding a job have to do with finding a life?

Prerequisite(s): Junior standing

LAS 349 - Technology and Spirituality

(3 hours) This seminar will holistically examine the coming together of technology and spirituality. In that context, we will explore some seminal questions: What is technology? What is spirituality? Can the nexus between the two be identified and probed? Are the benefits of technology restricted to an enriching material life or can they be extended to an uplifting of our spirit as well? Does technology bring true freedom to our working lives and to our leisure? Does technology draw a fine line between avoiding work and evading leisure? Does technology erase the distinction between work and leisure and render humankind its slave? Can an examination of the core of technology -- the essence -- give us helpful hints in our pursuit of spiritual growth? Can this core speak then, to the spirituality of technology? Julian Huxley said, "We are not men, we are only candidates to humanity." How does technology advance our candidacy? Through critical engagement of materials from various disciplines, these are some of the questions we will explore together in this seminar.

Prerequisite(s): Junior standing

LAS 356 - Meaning of Work, Technology, and Leisure Across the Life Course

(3 hours) This seminar will highlight a sociological approach to work, technology, and leisure, with emphasis on how their meanings change throughout an individual's lifetime. How do people in early adulthood, mid-adulthood, and late life define meaning in work, technology, and leisure? What are the possible variations, especially when taking into account gender and cultural differences? The course will use a multidisciplinary approach while exploring writings from the humanities.

Prerequisite(s): Junior standing

LAS 357 - All in the Family? Technology's Impact on Families' Decisions About Work and Leisure

(3 hours) The myth of modern technology is that it will free us to have more time to enjoy our families and to engage in leisure activities. The reality is that with all of the "timesaving" devices, today's families seem to be busier, less connected, and more preoccupied than ever before. In this seminar we will look at other times and cultures to see how they understood technology, work, and leisure; and we will examine and compare our own culture's values. We will also look to some new discoveries in the physical world, in particular the underpinning of quantum theory, which demonstrate 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.

Prerequisite(s): Junior standing

LAS 367 - The Ultimate Price of Technology: Literary Warnings

(3 hours) This course will explore major works of fiction that portray future worlds shaped and twisted by technological advances and totalitarian control, largely at the expense of the individual human spirit. Orwell's *1984*, Huxley's *Brave New World*, and other works of "dystopian" literature will be examined to speculate how far society has gone from understanding the Truth. Moreover, the course will examine how work and leisure will be defined in light of such profound changes. Class discussions will center upon the pros and cons of expanding technology and its effects upon those who initially support its often-clandestine intentions -- you and me.

Prerequisite(s): Junior standing

LAS 375 - Energy Resources and Life Choices

(3 hours) Our personal and collective decisions on energy use influence not only the quality of our lives but also the future 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.

Prerequisite(s): Junior standing

LAS 376 - Work: What You Do or Who You Are?

(3 hours) 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.

Prerequisite(s): Junior standing

LAS 377 - Making a Buck versus Making a Difference

(3 hours) A large part of how we define ourselves has always been by what we "do for a living;" however, we also maintain a "personal life" outside of the work environment. In today's fast-paced business environment and society, this compartmentalization/separation can lead to tension and conflict as we seek to achieve a work-life balance. Is it a matter of balance or one of integration? Must we separate making a living from making a difference? How can we find our true place in an increasingly depersonalized, technological world? These are among the questions that this course will explore -leveraging a wide range of perspectives on this subject.

Prerequisite(s): Junior standing

LAS 378 - Tracking Your GPS-Grace, Place, and Interior Space

(3 hours) 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 "What is my place in the universe?" "Does my life have significance?" This seminar invites its participants to slow down and to ask themselves these and so many other questions. It is the hope of this seminar to provide its participants with the time and space to read, reflect, discuss, and deepen the art of cultivating their interior lives. 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.

Prerequisite(s): Junior standing

LAS 379 - Daily Meaning and Daily Bread

(3 hours) What is work and how does work define our lives and ourselves? 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.

Prerequisite(s): Junior standing

LAS 380 - Work, Community, and Action

(3 hours) This seminar will examine the ways workers build distinctive workplace cultures on the job and how work communities relate to wider communities. Out of common experience workers search for shared meaning and avenues for expression and action and the right to leisure and autonomy in their lives. From colonial slaves to modern-day air traffic controllers, American workers have found ways to control the place of work in their lives, challenge or adapt technology in ways that support their aims and shape leisure to both build up and escape their work lives. Through history, ethnography, fiction, and film we will discover how workers shape work, technology and leisure, both on the job and away from it.

Prerequisite(s): Junior standing

LAS 382 - Place and Purpose: A Life's Work

(3 hours) The first part of this course will study psalms and the Book of Genesis in preparation for the reading of the junior seminar common text, *Laborem Exercens*, the encyclical by Pope John Paul II that discusses the nature of work as common to the human experience and as an expression of human dignity. In the second part of this course, works by author Wendell Berry will trace the related themes of place and purpose as key elements of wellbeing and productivity in work. The last part of the course will consider the relationship of work and place as it is rendered in American landscape paintings.

Prerequisite(s): Junior standing

LAS 390 - Risk and Reward

(3 hours) Elements of risk and reward are everywhere in our society. Obvious examples are found in such areas as finance and banking, but upon a truer inspection, they crop up in almost everything we do—our use of technology, our work, and our leisure time. Using contemporary texts and readings, we see how many aspects of everyday living all have elements of risk and reward. This seminar will examine how risks and rewards play out in our everyday lives and how they affect the important decisions we make.

Prerequisite(s): Junior standing

LAS 391 - U.S. Immigrants: Modern African Labor Migrants

(3 hours) This seminar focuses on the experience of African labor migrants to the United States. What are the driving forces behind African immigration to the United States? What is the African way of living the American dream? What are the mutual perceptions of these members of the new African diaspora and their host communities? What role do Africans play in the making of modern America? How do Africans strike a balance between the need to adjust to the American way of life and the desire to preserve their original identities? What failures and successes frame the lives of Africans in the United States? By using the common texts and a wide range of internet and other resources, we will investigate these key questions through a multidisciplinary approach and several categories of analysis, such as ethnicity, religion, gender, and age.

Prerequisite(s): Junior standing

LAS 393 - From Gutenberg to Gigabytes

(3 hours) At various points in history, how have significant technological advances affected society, work, and leisure? How do these advances continue to shape our lives? To answer these and similar questions, we will draw upon literature, art, and historical accounts. In turning to these sources, we will find support for or challenges to our assumptions, discuss how changes made in the past have influenced the present, and see what the past and present can teach us as we anticipate the future.

Prerequisite(s): Junior standing

LAS 397 - Work and Leisure in a Cellular Society

(3 hours) Cell phones have changed from simple devices that once only made phone calls to today's minicomputers that entertain and help the user communicate in multiple ways. In this seminar, students will study the influence that cellular technology has on our global society and the way it is reshaping our daily lives.

Prerequisite(s): Junior standing

LAS Senior Seminars

Prerequisite for all senior seminars: senior standing and completion of a junior seminar.

LAS 420 - Searching for the Good Life through The Long Term

(3 hours) In the fall of 2019, Dominican University's O'Connor Gallery will host Prison + Neighborhood Arts Project (PNAP)'s *The Long Term*, an exhibition consisting of multimedia art that emerged from classes and collaborative work out of Statesville prison from 2016-18, led by artists, writers, and members of PNAP. The theme of the exhibition centers around people serving extraordinarily long prison terms (60, 70, and 80 years) and the effects these sentences produce: long-term struggles for freedom, long-term loss in communities, and long-term relationships behind the prison wall. Through the lens of the show's content, its programmatic offerings (i.e. visiting artist performances, workshops, screenings, and discussions), long-form peace circles, and the main text *Aristotle's Ethics*, students will engage and grapple with the idea of the "good life" by creating dialogue, writings, and their own visual responses through Risograph prints.

Prerequisite(s): Senior standing.

LAS 436 - Selfies and Sharing: Balancing Individuality and Community

(3 hours) We live in a highly individualized society, made more so by the digital applications and social media with which we engage on a daily basis. This course seeks to understand how best to balance a sense of individuality with a commitment to community by exploring what it means to express and embrace one's own identity while also engaging with a larger group, be it our friends, family, colleagues, classmates, or any other group to which we belong. How do we determine how our self-expression impacts those around us? What do we identify as *good* or *ethical* and how do we identify and respond to what is *bad* or *unethical* in a digital world saturated with opinion and commentary? The aim is to acknowledge how we recognize our social responsibility through individual action.

Prerequisite(s): Senior standing.

LAS 440 - Whose Life Is It, Anyway? The Ethical Mandate of Memoir

(3 hours) This seminar focuses on how authors and their readers wrestle with issues of self-representation and fact in writing and reading memoir and other life narratives. Our inquiry begins with Aristotle's *Nicomachean Ethics*, a text that provides a dynamic frame to consider how the good life-

or the lack of it-is being recorded by increasing numbers of authors today in the nonfiction genre of life writing. Excerpts from *The Ethics of Life Writing*, by Paul Eakin, and of writings from some of the earliest memoirists (Sei Shonagan, Rousseau, Montaigne, St. Augustine) will serve as a foundation for interpreting memoirs by Vivian Gornick, David Eggers, Mary Karr, Tobias Wolff, Art Spiegelman, and other contemporary authors. By crafting a memoir essay of your own, you will have the opportunity to examine the fictional techniques that authors employ to shape true stories.

Prerequisite(s): Senior standing

LAS 441 - Beyond Good and Evil

(3 hours) For Nietzsche, concepts of good and evil are not absolute: "What an age experiences as evil is usually an untimely reverberation echoing what was previously experienced as good-the atavism of an older ideal." We will use Nietzsche's dramatic reevaluation of values in *The Genealogy of Morality* and (selections from) *Beyond Good and Evil* to enable an investigation of Aristotle's ethical system in his *Nicomachean Ethics*. We will read texts (for example, Stevenson's *The Strange Case of Dr Jekyll and Mr Hyde*, Huysman's *Against the Grain*, Baudelaire's *Flowers of Evil*) and view films (such as Fellini's *La Dolce Vita*) that will enrich our exploration of matters related to good and evil.

Prerequisite(s): Senior standing

LAS 442 - Justice and the Common Good

(3 hours) This seminar pursues the question of how we ought to live in light of the tension between the individual and society. With Aristotle as our central figure, we will also engage three modern thinkers who are broadly Aristotelian-Sandel, Maritain, and Nussbaum-in our quest to uncover the common good. Along the way, we will address issues of class, race, and gender, as well as the challenges and possibilities of our pluralistic society.

Prerequisite(s): Senior standing

LAS 444 - What is Happiness?

(3 hours) Everyone wants to be happy. But what is happiness? How can we attain true happiness? Are some things essential for human flourishing? How should we live? Are virtues and values the key to happiness of self and others? What is the virtuous life? Is it possible to be happy in this life? Using Aristotle's *Ethics* as the main text, this seminar will critically evaluate his idea that happiness consists in living the good life and compare it to other accounts of happiness such as egoistic hedonism, utilitarianism, and existentialism.

Prerequisite(s): Senior standing

LAS 445 - Good Life: Fate and Responsibility

(3 hours) What are the roles of fate and responsibility for "the good life?" How does deliberation allow us to grapple with the determinants of fate and accept responsibility for our actions? In this seminar, we will answer those questions through the lenses of both science and literature. After

developing a framework for approaching "the good life" through a close reading of Aristotle's *Nicomachean Ethics*, we will explore the issues of fate and responsibility in genetics and in works of poetry and short fiction. In the final weeks of class, student will analyze the value of both science and literature for "the good life" and anticipate where issues of fate and responsibility will surface in their lives and intended careers.

Prerequisite(s): Senior standing

LAS 446 - Education's End

(3 hours) Dominican University hopes that its students will develop "an emerging sense of personal and professional vocation" and come to "possess character, knowledge, and skills to take informed, ethical action in the world and to influence others for the good" (*Vision for Undergraduate Education*). This seminar asks seniors approaching graduation to recall and take stock of their own learning over the last few years, to make connections across their coursework, to track changes in their assumptions, beliefs, and values, and to envision their future selves. Recollection and reflection on each student's trajectory will be done in dialogue with diverse readings, films, and other media introduced in the seminar, all exploring the basic question of discerning one's calling and leading a life that "pursues truth, gives compassionate service, and participates in the creation of a more just and humane world."

Prerequisite(s): Senior standing

LAS 447 - Supreme Court Cases That Have Changed History

(3 hours) How do legality and morality fit together? Are these concepts always in agreement or do they conflict with one another? We will discuss significant Supreme Court decisions and their impact on American society. We will also consider Aristotle's *Ethics*.

Prerequisite(s): Senior standing

LAS 448 - On the Exemplary, the Troubled, and the Lucky Individual

(3 hours) How easy or difficult is it to choose to lead a good life? Is one always able to choose a good life? Does one choose to lead a troubled life? What is our responsibility towards each other in making sure we lead a good life? As we try to answer these questions, we will review the literature about the mental health system, the prison system, drug policies, etc.

Prerequisite(s): Senior standing

LAS 449 - Impact the Outcome

(3 hours) How do we live out Dominican values in future leadership roles? What role has *caritas et veritas* played on the type of leader we are to be? Are we shaped by our past or have we changed since starting at Dominican University? Building on previous seminars and consistent with the ideal that leadership is not just an act but a way of being, this course will explore the foundations that inform our personal and professional practices as well as the type of values of leadership to which we wish to aspire. Students will examine value and ethical theories and concepts applied to leadership

challenges and real-world situations. Through a multicultural lens, emphasis will be placed on understanding ethical leadership for social and organizational change and the leader's role as a moral agent, as well as the organization's role as a moral agent in society.

Prerequisite(s): Senior standing

LAS 458 - Celebrities, Heroes, Prophets, Leaders, Saints, Witnesses, and You

(3 hours) 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.

Prerequisite(s): Senior standing

LAS 459 - Mask, Individual, and Society

(3 hours) Through a study of texts such as Machiavelli's *The Prince* and Castiglione's *The Book of the Courtier*, we will explore the various roles an individual plays in society. We all wear masks, both real and imaginary, in our interactions with others. What do these writers tell us of the nature and function of such masks? What is the ethical status of masking? What are its social functions? How does masking help shape the individual and society?

Prerequisite(s): Senior standing

LAS 460 - Right Relationship

(3 hours) 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*.

Prerequisite(s): Senior standing

LAS 461 - The Art of Contemplation

(3 hours) Aristotle argues that contemplation is the aim and fulfillment of a good and happy life. Modern scientific studies similarly indicate that meditative and contemplative practice promotes mental, physical, and spiritual health and development. By providing students access to practical skills in and reflective understanding of meditation and contemplation as found in classical Western Christian and Asian traditions as well as modern applications, this seminar aims to assess the cogency of Aristotle's doctrine as well as the place and value of these arts in the light of contemporary research and the students' own experience.

Prerequisite(s): Senior standing

LAS 462 - Personal Conduct and Character and Professional Ethics

(3 hours) The topic of professional ethics and personal morality will be the subject matter of this course. The approach will be interdisciplinary, with various insights into ethics and values from several professional perspectives (business, law, nutrition, genetics, medicine, etc.) Simultaneously, students will engage in ongoing discussion about personal ethical conduct and character.

Prerequisite(s): Senior standing.

LAS 465 - Aikido as Contemplation

(3 hours) This seminar will literally put our virtue in action. Students will learn the fundamentals of Aikido, a Japanese martial art that emphasizes the harmonious exchange of energy, as a form of contemplation. This is not just a theoretical course. Students will actually do the physical work of learning Aikido, so students need to wear sweatpants (not shorts) and t-shirts.

Prerequisite(s): Senior standing.

LAS 466 - The Pursuit of Happiness

(3 hours) Everyone wants to be happy. But what is happiness? How can we attain true happiness? Are some things essential for human flourishing? How should we live? Are virtues and values the key to happiness of self and others? What is the virtuous life? Is it possible to be happy in this life? Using Aristotle's *Ethics* as the main text, this seminar will critically evaluate his idea that happiness consists in living the good life and compare it to other accounts of happiness such as egoistic hedonism, utilitarianism, and existentialism.

Prerequisite(s): Senior standing.

LAS 471 - Literary Underworlds

(3 hours) 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."

Prerequisite(s): Senior standing.

LAS 476 - The Pursuit of Truth in a Culture of Confusion

(3 hours) An investigation of the effects of mass-mediated communication and information as a mass commodity on values, particularly the value of truth. In an age of information glut, where for all intents and purposes every possible point of view is represented, all points of view appear to have the same value. The idea of having and clinging to "values" implies evaluating ideas--seeing which ones are "better" than others. All ideas are not equal; otherwise "values" as such are irrelevant. At the same time, all our mass-mediated messages are biased toward the technological culture that brings them to us. We spend more and more time communicating with (or through) our technologies, and less and less time communicating

with one another 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 *accommodatio*--an unfortunate willingness to reject truth, except as an entirely subjective experience.

Prerequisite(s): Senior standing.

LAS 478 - Change for the Better, Virtue and Conversion

(3 hours) Aristotle's *Nicomachean Ethics* will serve to form a basic understanding of the concept of virtue. The Italian Middle Ages, as an era of political instability and religious fervor, will provide the background for the discussion of figures whose acts of spiritual conversion caused a more virtuous life. Saints' legends, biographies, and Dante's *Inferno* will make up the textual arena of the experiences, while early frescoes and manuscript art will be studied as visual complements.

Prerequisite(s): Senior standing.

LAS 482 - Live Good Life Despite Today's World

(3 hours) Everyone wants to be happy. How can we attain true happiness? What is a virtuous life? How does today's social networking and other technologies impact being happy? We will look at the concepts of Aristotle's idea of happiness as well as other accounts such as hedonism, utilitarianism, existentialism, and objectivism. We will also review current academic research into how social networking and other technologies is impacting the concept of happiness.

Prerequisite(s): Seniors only.

LAS 483 - Gandhi and the Western Classics

(3 hours) What is justice? Is it better to suffer injustice than to do injustice? This course will approach these questions through the life and struggle of Mohandas Gandhi and through several classics of Western literature that raise the same questions that Gandhi raises in his autobiography. In addition to Gandhi's autobiography, we will read selections from Marcus Aurelius and the whole of Plato's *Gorgias*. Of course, Aristotle's *Ethics* fits right in here. In this course, East meets West.

Prerequisite(s): Senior standing.

LAS 486 - Ethical Communication

(3 hours) How we communicate with one another determines who we are as a community and as individuals. In a world that is seemingly coming together and growing smaller due to communication technologies, we must guard against assuming we know how to communicate with people. If we are to build stronger communities and grow as individuals, we have to deal with the problems of communicating in our modern society and culture. We need to confront the challenges of how to use these technologies to communicate ethically by starting with what is meant by ethical communication. In this seminar, we discuss what it means to use communication technologies to communicate ethically: whether it is individual to individual, across gaps in beliefs, or even the creation of mass

media. In reading Aristotle's *Ethics*, we will consider how his values of character are being affected by the methods of communication we engage in on a daily basis, and then, conversely, how these values could be applied to improve these methods.

Prerequisite(s): Senior standing.

LAS 487 - To Live or Not to Live? What Does It Mean to Live With Virtues and Values?

(3 hours) What is right? What is wrong? Better yet, why is it right or wrong? This course will examine the essential insights of Christian ethics and virtues as they relate to everyday living in this present time and experience. Through a multi-cultural lens we will examine several questions: Is what we believe to be right or wrong universal? Do other cultures have the same virtues we have? Why are they the same or different and does that matter? Has technology and the access to global information affected what we view to be virtuous? We will examine contemporary issues in the world today to see how they shape our understanding of virtues, the formation of a Christian ethical society, and any changes to our understanding of human dignity, rights, freedoms, natural law, stages of social/moral development, and commitments. Christian social teachings will be integrated with Aristotle's *Nicomachean Ethics* through the use of films and case studies on various contemporary topics such as economic justice, social justice, violence, human sexuality, and environmental justice.

Prerequisite(s): Senior standing.

LAS 489 - You Are What You Eat: Good Food for the Good Life

(3 hours) What should we eat for the good life? In this seminar, we will explore the ethical and aesthetic values that inform our daily decisions about food. We will explore the moral obligations that do (or might) guide those decisions, the role of pleasure in determining what counts as good food, the environmental and social consequences of food production and distribution, and the cultural and religious significance of what we eat.

Prerequisite(s): Senior standing.

LAS 490 - Being Good in a World of Gray

(3 hours) How is it possible to be good in a world where there are very few absolute rights and wrongs? How do you ethically choose the lesser of two evils? This seminar will examine what it means to be good through readings from Aristotle and then attempt to apply those ideas to historical situations and fictional parables. Questions of justice, personal responsibility, and the greater good will be explored through readings of Victor Hugo, Ursula LeGuin, Simon Wiesenthal, and others, and discussion will be key to that exploration.

Prerequisite(s): Senior standing.

LAS 491 - Is the Good Life to Be Lived or Strived For?

(3 hours) This seminar will examine definitions of "the good" and "the virtuous" in an effort to explore the degree to which either can be applied as a model for living one's life. Explorations of this topic will often stem from our consideration of what constitutes goodness and virtue. Are they

set absolutes whose characteristics define and set the limits of what qualifies as living a good life? Or are they inscrutable ideals whose values lie not in their attainability, but in the pursuits their indeterminable natures inspire? We will work to understand the significance of these questions' answers within the context of contemporary society and Dominican's mission.

Prerequisite(s): Senior standing.

LAS 492 - The Good Woman; the Good Life

(3 hours) What does it mean to be a "good" woman? Is there one ideal or many? Is the good woman also a happy woman, especially when and where it has been "a man's world"? Building on the foundation of Aristotle's *Nicomachean Ethics*, this seminar examines texts—both non-fiction and fiction—describing the virtues and behavior of the "ideal" woman, one who consequently lives a happy life.

Prerequisite(s): Senior standing.

LAS 493 - Love's Failings and Fruition

(3 hours) This seminar will examine how what we love and the way we love plays a major role in attaining a good life. Readings from philosophy, religion, and literature will help us explore the link between love and morality. Some works, like the *Inferno*, *Othello* and *The Bluest Eye* will help us analyze the failings of corrupted or immature love. Other writers, like St Augustine, Thich Nhat Hahn, and Thomas Merton, will offer us wonderful insight into the traits and benefits of higher, holier love. We will examine how some loves are self-centered and exploitative whereas others seek nurture, worship, and communion.

Prerequisite(s): Senior standing.

LAS 494 - Ethics and the University

(3 hours) Today's world presents enormous moral challenges. Yet our diversity—religious, ethnic, economic, etc.—renders shared moral perspectives on and judgments about "the good life" difficult to achieve. Given this situation, this seminar explores the crucial role of the university as a community of moral as well as intellectual discourse. Special attention is given to liberal learning as a possible way of moving beyond "moral isolationism", "lazy pluralism", and "bumper-sticker ethics" and towards more satisfactory answers to the question: How ought we to live?

Prerequisite(s): Senior standing.

LAS 495 - French Kiss: Ideas of Love from the Middle Ages to the Present

(3 hours) From its earliest exemplars, French literature has been preoccupied with the question of love. Aristotle's *Nicomachean Ethics* will ground our analysis of the ethics of love in the French tradition, from Arthurian romance narratives and medieval codes of courtly love to contemporary francophone fiction. Topics and genres may include renaissance poetry, classical conceptions of love and honor, romanticism, the realist novel, surrealism, nouveau roman, postmodernism, and autobiographical fiction.

Prerequisite(s): Senior standing.

LAS 496 - The Creative Good

(3 hours) The seminar considers the role creative expression plays in the pursuit of the good. By critically examining visual narratives that explore moral choices, as well by addressing the creative act itself as a vehicle for resolving such questions, the participant can better define, the pursuit of the good as a life's vocation and the means by which to do it. The student draws comparison with the contemporary anti-hero, from such collectively known narratives as *The Sopranos* and *The Wire* as well as classic films, such as *The Conversation* and *The Bridge on the River Kwai* that ask the necessary What If? moral dilemmas. The course uses Aristotle's Ethics as a springboard for the rest of the seminar, negotiating his basic assertion that good is "that at which all things aim."

Prerequisite(s): Senior standing.

Mathematics

Mathematics - B.A./B.S.

The mathematics major offers students a wide range of courses leading to opportunities in education, statistics, finance, actuarial science, operations research, computer and information science, engineering, and many other applied and theoretical fields.

Major Requirements:

Required Courses (Bachelor of Arts):

- MATH 230 - Linear Algebra
- MATH 245 - Introduction to Proof Techniques

Complete one of the following two courses:

- MATH 251 - Calculus of Transcendental Functions
- MATH 261 - Analytic Geometry and Calculus I

Complete the following courses:

- MATH 262 - Analytic Geometry and Calculus II
- MATH 270 - Multivariable Calculus
- MATH 311 - Probability and Statistics I
- MATH 421 - Abstract Algebra
- MATH 441 - Methods of Real Analysis
- MATH 480 - Senior Capstone Seminar

Complete one of the following two courses:

- CPSC 140 - Introduction to Computer Programming for Non-Majors
- CPSC 155 - Computer Programming
- Four additional elective mathematics courses numbered at or above MATH 280 not including MATH 299 or MATH 411.

Actuarial Studies Concentration (optional)

Actuaries have interesting and highly rated careers in the insurance and risk management industry. To become an SOA (Society of Actuaries) certified actuary, one must pass a number of actuarial examinations over a number of years and earn validated educational experiences (VEE) in economics, corporate finance, and applied statistics. This program is designed to prepare students for the actuarial exam on probability (P) and to earn VEE credit in economics, corporate finance, and the regression analysis portion of the applied statistics requirement.

In place of the four additional elective mathematics courses noted above, students pursuing the actuarial studies concentration complete the following:

- MATH 312 - Probability and Statistics II*
- MATH 313 - Applied Statistical Analysis Using SAS*
- MATH 365 - Financial Mathematics*
- MATH 411 - Multivariate Probability Distributions*
- One additional elective course in mathematics (recommended: MATH 280, MATH 340, or MATH 360)

- ECON 101 - Principles of Microeconomics* OR ECON 342 - Intermediate Microeconomics*
- ECON 102 - Principles of Macroeconomics* OR ECON 343 - Intermediate Macroeconomics*
- FIN 301 - Corporate Finance*

* must be completed at Dominican University

Students pursuing the actuarial studies concentration are urged to complete an internship and to add a minor in business administration or economics.

Additional Requirements:

- Students are required to complete a course with a service learning component or MATH 299.
- Successful completion of departmental exit examinations.
- A minimum of 18 semester hours in mathematics must be completed at Dominican University.

Please consult your mathematics advisor for specific recommendations for elective mathematics courses based on area of specialization or career interest. Students should also consider working on an independent research project or participating in a research experience for undergraduates.

Bachelor of Science option

Mathematics majors seeking a Bachelor of Science degree must complete an additional course in computer science, natural science, biology, chemistry, or physics.

Teacher Licensure: Secondary Mathematics

Students who wish to teach mathematics in grades 9 through 12 complete a major in mathematics and complete the School of Education's Teacher Education Program for a secondary licensure.

Additional Mathematics Education Requirements

- MATH 330 - Modern Geometry
- MATH 312 - Probability and Statistics II (recommended)

Teacher Education Program

- Professional education courses including EDUC 403 - Instructional Strategies for Teaching Mathematics in Middle and Secondary Schools
- Three state tests: the Test of Academic Proficiency, the Elementary/Middle Grades content test, and the grades K-9 Assessment of Professional Teaching
- 100 hours of field experience
- Professional portfolio
- Clinical practice (one full semester) in a middle or secondary classroom

For more information about 6-12 licensure, see the School of Education section of this bulletin.

Mathematics and Computer Science - B.S.

Major Requirements:

Required Courses:

- MATH 230 - Linear Algebra
 - MATH 240 - Discrete Structures
- Complete one of the following two courses:*
- MATH 251 - Calculus of Transcendental Functions
 - MATH 261 - Analytic Geometry and Calculus I
- Complete the following two courses:*
- MATH 262 - Analytic Geometry and Calculus II
 - MATH 270 - Multivariable Calculus
- Complete the following computer science courses:*
- CPSC 155 - Computer Programming
 - CPSC 165 - Computer Programming II - Data Structures
 - CPSC 275 - Windows-Based Application Development
 - CPSC 285 - Database Design and Programming
 - CPSC 323 - Advanced Data Structures and Algorithm Analysis
- Complete one of the following two courses:*
- CPSC 299 - Community-Based Learning
 - MATH 299 - Community-Based Learning

Concentrations:

Students must also complete one of the following concentrations.

Concentration in Data Analytics

Required Courses:

- MATH 311 - Probability and Statistics I
- MATH 312 - Probability and Statistics II
- MATH 313 - Applied Statistical Analysis Using SAS
- CPSC 415 - Advanced Database Development
- CPSC 416 - Data Mining

Complete one of the following two courses:

- CPSC 455 - Internship
- CPSC 471 - Senior Project

- Complete one additional CPSC elective course at the 300 or 400 level or one courses from either the Brennan School of Business or the Graduate School of Library Information Science with the approval of the computer science department.

Concentration in Mathematics and Software Development

Required Courses:

- CPSC 280 - Web Development
- CPSC 321 - Web Development II
- CPSC 430 - Information Systems Development Practices
- CPSC 475 - Senior Software Development Experience

Complete three of the following courses:

- MATH 280 - Introduction to Differential Equations
- MATH 311 - Probability and Statistics I
- MATH 312 - Probability and Statistics II
- MATH 313 - Applied Statistical Analysis Using SAS
- MATH 320 - Dynamics and Chaos
- MATH 330 - Modern Geometry
- MATH 340 - Mathematical Modeling
- MATH 360 - Operations Research
- MATH 375 - Cryptography

Additional Requirement:

A minimum of four required courses in mathematics and four required courses in computer science at the 200 level or above must be completed at Dominican.

Mathematics Minor

Minor Requirements:

Required Courses:

- Complete one of the following two courses:
 - MATH 251 - Calculus of Transcendental Functions
 - MATH 261 - Analytic Geometry and Calculus I
- Complete the following course:
 - MATH 262 - Analytic Geometry and Calculus II
- Complete 10 semester hours of elective mathematics courses 200 level or above excluding MATH 250, MATH 299, and MATH 411. At least one elective must be at the 300 level or above.

Additional Requirements:

A minimum of 9 semester hours in mathematics 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.

Mathematics Courses

MATH 090 - Basic Skills in Mathematics

(3 hours) The fundamental operations with integers, rational numbers, and real numbers; basic algebra.

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

This course is offered on a satisfactory/fail basis only.

Prerequisite(s): Placement through examination only.

MATH 120 - Intermediate Algebra

(3 hours) Polynomial and rational expressions; solving linear, quadratic and rational equations; applications; graphing techniques; and systems of linear equations.

Prerequisite(s): Placement through examination or MATH 090. Not open to students who have completed any higher-numbered mathematics course.

MATH 120T - Intermediate Algebra-Transitions

(1 hour) Addition, subtraction, multiplication, and division of integers and rational numbers, and applications of these skills. Summer

Prerequisite(s): Participation in the Transitions Program.

MATH 130 - College Algebra

(3 hours) Expressions and equations; inequalities; graphing techniques; functions: linear, quadratic, power, absolute value, exponential and logarithmic; applications.

This course will satisfy the mathematics foundation requirement.

Prerequisite(s): Placement through examination or MATH 120. Not open to students who have completed any 200-level mathematics course or above.

MATH 131 - Trigonometry and Analytic Geometry

(3 hours) Trigonometric functions, identities, equations, applications, polar coordinates, and vectors.

Prerequisite(s): MATH 130. Not open to students who have completed any mathematics course above MATH 211.

MATH 150 - Contemporary Mathematics

(3 hours) 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. Topics vary with instructor. This is a terminal course for students who are not planning on taking any additional mathematics courses.

This course will satisfy the mathematics foundation requirement.

Prerequisite(s): Placement through examination or MATH 120.

MATH 160 - Mathematics for the Elementary Teacher

(3 hours) An introduction to numeration systems, sets, logic, relations, number systems, and geometry.

This course will satisfy the mathematics foundation requirement.

Prerequisite(s): Placement through examination or MATH 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.

MATH 165 - Foundations of Mathematics for the Elementary Teacher

(3 hours) The course introduces conceptual foundations of mathematics, include the following topics: problem solving techniques, numeration

systems, number theory, set theory, concepts of measurements, geometric reasoning and applications of geometry and conic sections.

Prerequisite(s): MATH 130

MATH 170 - Introduction to Finite Mathematics

(3 hours) 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.

This course will satisfy the mathematics foundation requirement.

Prerequisite(s): Placement through examination or MATH 120. Not open to students who have completed any 200-level mathematics courses or above.

MATH 175 - Mathematical Concepts in Clinical Science

(3 hours) A survey of mathematical concepts in clinical science including the use of proportions in unit conversions and dosage calculations, acid-base balance, pharmacokinetics, and diagnostic tests.

Prerequisite(s): MATH 130 and a course in biology or chemistry.

MATH 211 - Principles of Statistics

(3 hours) 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(s): MATH 130 or consent of instructor.

MATH 230 - Linear Algebra

(4 hours) A study of systems of linear equations, linear independence, matrices, linear transformations, determinants, vector spaces, and applications of these topics. These concepts are increasingly being used in applications of mathematics to the natural and social sciences.

Prerequisite(s): MATH 251 or MATH 261.

MATH 240 - Discrete Structures

(3 hours) An introduction to the mathematics needed in computer science. Logic, digital logic circuits, number systems, proofs, sequences, induction, recursion, counting, and graphs and trees.

Prerequisite(s): MATH 130 or MATH 170 or placement above this level, and CPSC 155.

MATH 245 - Introduction to Proof Techniques

(3 hours) 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.

Prerequisite(s): MATH 230 or MATH 262.

MATH 250 - Introduction to Calculus

(4 hours) Functions and their graphs, limits, continuity, differentiation, anti-derivatives, definite integrals, and the fundamental theorem of calculus. This course covers polynomial, rational and trigonometric functions with an introduction to trigonometry.

Prerequisite(s): Placement through examination or MATH 130. Not open to students who have completed MATH 251 or MATH 261.

MATH 251 - Calculus of Transcendental Functions

(4 hours) Inverse functions, exponential and logarithmic functions, limits, differentiation with applications, and integration.

Prerequisite(s): MATH 250. Not open to students who have completed MATH 261.

MATH 261 - Analytic Geometry and Calculus I

(4 hours) A study of the basic techniques of calculus with early transcendentals. Topics include limits, continuity, differentiation with applications, integration, and the fundamental theorem of calculus.

Prerequisite(s): Placement through examination or MATH 131. Not open to students who have completed MATH 251.

MATH 262 - Analytic Geometry and Calculus II

(4 hours) Advanced integration techniques and applications such as area, volume, arc length, and work; introduction to polar equations; sequences, infinite series, and power series.

Prerequisite(s): MATH 251 or MATH 261

MATH 270 - Multivariable Calculus

(4 hours) Functions in multiple variables; partial differentiation, multiple integrals, and vector calculus.

Prerequisite(s): MATH 262

MATH 280 - Introduction to Differential Equations

(3 hours) First- and second- order differential equations with applications, power series solutions, Laplace transforms, and first-order linear systems of differential equations.

Prerequisite(s): MATH 262

MATH 299 - Community-Based Learning

(1 hour) Students provide community service using their mathematical and analytical skills for a total of 30 hours. This course can only be taken on a satisfactory/fail basis.

Prerequisite(s): Junior or senior standing. Open only to students majoring in mathematics or mathematics and computer science.

MATH 311 - Probability and Statistics I

(3 hours) Design of experiments, axioms of probability, random variables, discrete and continuous distributions.

Prerequisite(s): MATH 262 (or concurrent enrollment)

MATH 312 - Probability and Statistics II

(3 hours) Estimation theory, hypothesis testing, linear regression, and correlation and analysis of variance.

Prerequisite(s): MATH 311.

MATH 313 - Applied Statistical Analysis Using SAS

(3 hours) 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(s): MATH 312 or consent of instructor.

MATH 315 - Data Analysis

(3 hours) In this course, students will learn mathematical, statistical, and computational tools for data analytics. Topics will include an introduction to the Python programming language focused on the Pandas data analytics library, computing summary statistics, introduction to graphing and data visualization with Matplotlib and other relevant Python libraries, importing and analyzing time series data, linear models, cleaning data, and logistic regression. Social and ethical concerns regarding data analytics and big data will also be addressed.

Prerequisite(s): CPSC 155 and MATH 311

MATH 320 - Dynamics and Chaos

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

Prerequisite(s): MATH 262

MATH 330 - Modern Geometry

(3 hours) A study of axiomatics, Euclidean and non-Euclidean geometries, and transformatal geometry.

Prerequisite(s): MATH 245

MATH 340 - Mathematical Modeling

(3 hours) An introduction to the development and analysis of deterministic and probabilistic models. Includes curve fitting, simulations, difference and differential equations. Applications from ecology, environmental science, economics, and other fields.

Prerequisite(s): MATH 262 with C or better, and sophomore standing or higher.

MATH 345 - Complex Analysis

(3 hours) An introduction to the theory of functions of a single complex variable. Topics will include differentiation, power series expansions, path integrals in the complex plane, residues and poles, conformal mappings, and applications to fluid flow, electrostatic potential, and heat flow.

Prerequisite(s): MATH 245 and MATH 270.

MATH 360 - Operations Research

(3 hours) Linear programming, simplex and Hungarian method, decision analysis, network analysis, and selected topics.

Prerequisite(s): MATH 170 or MATH 230, or consent of instructor.

MATH 365 - Financial Mathematics

(3 hours) An introduction to mathematics of finance including interest rates, present, and future value; annuities, perpetuities and other cash flows; yield rates, spot rates and forward rates; cash flow matching and immunization; mathematics of loans, bonds, and other financial instruments.

Prerequisite(s): MATH 262

MATH 370 - Number Theory

(3 hours) Prime numbers and congruencies. Additional topics vary with instructor.

Prerequisite(s): MATH 245.

MATH 375 - Cryptography

(3 hours) Cryptography is the study of how to protect information. Topics include modular arithmetic, divisibility, matrix algebra, private key cryptography, substitution ciphers, block ciphers, public key cryptography and digital signatures.

Prerequisite(s): MATH 230 or MATH 240

MATH 380 - Partial Differential Equations

(3 hours) 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(s): MATH 280.

MATH 395 - Research/Creative Investigation

(1-3 hours) 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(s): Consent of instructor.

MATH 411 - Multivariate Probability Distributions

(1 hour) Discrete and continuous multivariate probability distributions including joint probability functions and joint probability density functions, joint cumulative distribution functions, conditional and marginal probability distributions, means and variances for joint, conditional, and marginal probability distributions, covariance and correlation coefficients.

Prerequisite(s): MATH 270 with a B or better and MATH 311 with a B or better.

MATH 421 - Abstract Algebra

(3 hours) The study of groups, rings, fields, and other algebraic structures.

Prerequisite(s): MATH 230, MATH 245, and junior or senior standing.

MATH 441 - Methods of Real Analysis

(3 hours) Topology of the real number line, limits of sequences and functions, continuity and differentiation.

Prerequisite(s): MATH 245 and junior or senior standing.

MATH 450 - Studies in Mathematics

(3 hours) Independent reading and/or research on special topics.

MATH 455 - Internship

(3 hours) Experience in a mathematical field under the joint supervision of a college faculty member and an assigned field professional.

Prerequisite(s): Junior or senior standing and consent of instructor.

MATH 460 - History of Mathematics

(3 hours) A study of the history of mathematics from earliest recorded time through the 17th century. Selected topics in mathematics and its applications are included.

Prerequisite(s): MATH 230 and MATH 262.

MATH 480 - Senior Capstone Seminar

(2 hours) Summary and extension of core mathematical ideas covered throughout the mathematics major.

Prerequisite(s): MATH 421 and MATH 441 (students may be concurrently enrolled in MATH 480 and one of the two prerequisite courses); successful completion of the departmental Problem Solving Exam; senior standing. Open only to students majoring in mathematics

MATH 495 - Research/Creative Investigation

(1-3 hours) 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(s): Consent of instructor.

Medieval and Renaissance Studies

Medieval and Renaissance Studies Minor

This minor offers an interdisciplinary approach to the study of the medieval and Renaissance periods. The program reflects the nature of knowledge during the Middle Ages and the Renaissance, a period in which theologians wrote poetry, poets studied philosophy, philosophers pursued scientific truths, and scientists produced works of art. We offer a set of related courses that open up not only the medieval and Renaissance periods, but also the classical origins of those periods and the global contexts in which they took place.

Minor Requirements:

Six courses (19-21 credits) chosen in conference with advisor:

Required Courses:

Foundation Course (recommended as first course in the minor):

- HIST 275 - Medieval and Renaissance Europe

Three Area Courses:

- Three courses selected from approved offerings of three different departments. See below for list of approved courses from art history, English, French, history, Italian, political science, and theology.

Two courses from approved list of elective courses or designated areas

Approved Area Courses:

Art History Courses:

- ARTH 215 - Lighting Up the Dark Ages: Illuminating Medieval Art
- ARTH 225 - Geniuses, Corruption, and Godliness: The Politics, Patronage, and People of Renaissance and Baroque Art
- ARTH 315 - Issues in Medieval Art
- ARTH 325 - Issues in Renaissance and Baroque Art

English Courses:

- ENGL 226 - King Arthur: From Myth to Fiction
- ENGL 261 - Shakespeare's Romantic Couples
- ENGL 262 - Shakespeare's Tragic Families
- ENGL 263 - Introduction to Shakespeare
- ENGL 306 - Medieval Literature: Monsters, Mayhem, and Temptation
- ENGL 310 - 16th Century English Literature

- ENGL 316 - 17th Century English Literature 1600-1660
- ENGL 354 - Chaucer and the History of the English Language
- ENGL 359 - Shakespeare and the History of the English Language

French Courses:

- FREN 261 - French Culture and Civilization

History Courses:

- HIST 267 - Crusade and Jihad
- HIST 271 - The Viking World
- HIST 276 - The Fall of Rome: From Constantine to Charlemagne
- HIST 301 - Jerusalem From Antiquity to the Present
- HIST 308 - The Catholic Church in the Middle Ages
- HIST 332 - The Social World of the Renaissance
- HIST 350 - Medieval Women and Gender

Italian Courses:

- ITAL 255 - Italian Civilization and Culture I
- ITAL 263 - Women of the Italian Renaissance
- ITAL 275 - Dante's Inferno
- ITAL 276 - Dante's Divine Comedy I
- ITAL 277 - Dante's Divine Comedy II
- ITAL 365 - Literature of the Italian Middle Ages
- ITAL 366 - Literature of the Italian Renaissance

Political Science Courses:

- POSC 230 - Shakespeare's Politics

Theology Courses:

- THEO 273 - Great Women Mystics
- THEO 281 - Dominican Saints and Mystics

Approved Elective Courses

Apparel Design and Merchandising:

- FASH 360 - History of Dress and Fashion

History Courses:

- HIST 261 - Greek Civilization Golden Age
- HIST 262 - The Roman World
- HIST 270 - The Silk Road
- HIST 291 - Europe Between Popes and Kings

Liberal Arts and Sciences Seminars:

- LAS 459 - Mask, Individual, and Society

- LAS 478 - Change for the Better, Virtue and Conversion

Philosophy Courses:

- PHIL 341 - Greek Philosophy: Plato and Aristotle

Political Science Courses:

- POSC 310 - Classical Political Philosophy

Theology Courses:

- THEO 232 - New Testament II: Acts, Paul, and Other Writings

- Students may petition the medieval and Renaissance studies director to waive the foundation course if they can demonstrate satisfactory completion of substantively equivalent college-level material.
- Students may petition the medieval and Renaissance studies director to consider credit for additional classes; this may include relevant directed and independent studies.
- Study abroad programs may count for credit toward the minor depending on which options students select. Students should consult with the study abroad director and director of medieval and Renaissance studies.

Additional Requirements:

- Minors must complete an integrative project either through intensifying an approved course or by enrolling in MRST 395 or 495. The capstone project or intensification will count toward the elective credits.
- Students must take 13 credits, including the foundation, at Dominican University or in an approved study abroad program.
- Students must take classes in at least three departments.
- At least one class must be taken above the 300 level.
- Students must maintain a C- average in all courses that count toward the minor.
- Students may not take courses that count towards the minor on a satisfactory/fail basis.

Additional Information

Independent Undergraduate Research or Creative Investigation

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.

MRST 395 - Independent Undergraduate Research or Creative Investigation

(1-3 hours) Prerequisite(s): Consent of instructor.

MRST 495 - Independent Undergraduate Research or Creative Investigation

(1-3 hours) Prerequisite(s): Consent of instructor.

Modern Foreign Languages

The Department of Modern Foreign Languages offers majors in French, Italian, and Spanish; offers courses in language and culture; and encourages participation in study abroad programs. For individual language programs, consult the French, German, Italian, and Spanish sections.

Modern Foreign Languages Courses

MFL 260 - Italian-American Culture

(3 hours) Listed also as ITAL 260

This course will satisfy the core area requirement in literature.

MFL 264 - Modern Italian Women Writers

(3 hours) Listed also as ITAL 264 and SWG 264.

This course will satisfy the core area requirement in literature.

MFL 275 - Dante's Inferno

(3 hours) Listed also as ITAL 275.

This course will satisfy the core area requirement in literature.

MFL 276 - Dante's Divine Comedy I

(3 hours) Listed also as ITAL 276.

This course will satisfy the core area requirement in literature.

MFL 277 - Dante's Divine Comedy II

(3 hours) Listed also as ITAL 277.

This course will satisfy the core area requirement in literature.

MFL 285 - Mangia! Food and Culture in Italian Literature

(3 hours) Listed also as ITAL 285

This course will satisfy the core area requirement in literature.

MFL 289 - Introduction to French and Francophone Cinema: From Pictures to Pixels 1890 to the Present

(3 hours) Listed also as FREN 289, CAS 289 and BWS 289.

This course will satisfy the core area requirement in fine arts.

MFL 295 - Literary Paris

(3 hours) Listed also as FREN 295.

Prerequisite(s): ENGL 102

This course will satisfy the core area requirement in literature.

Music

The formal study of music provides students an opportunity to understand and participate in one of the most significant aspects of the arts within Western civilization. Courses in music performance, history, theory, and literature prepare students for a variety of professional paths and for lifelong engagement in the cultural arts beyond Dominican.

Elective Study

Music courses-fundamentals, theory, history survey, and applied music-are available to the general college student as electives; some courses fulfill the fine arts core area requirement. For some classes, a proficiency evaluation and consent of instructor are required.

Applied Music

Applied music instruction is offered in both individual and group lesson settings. Individual instruction depends upon evaluation and requires consent of instructor above the 100-level. Repertoire, technical studies, and final performance criteria (formal recital, public performance, or master class participation) are assigned according to the proficiency level of the student and the number of semester hours of applied music courses completed. Practice room facilities are available without charge to students currently enrolled in applied music courses.

Music History and Literature Courses

These courses are available to the general college student. No formal knowledge of music is necessary. Attention is given both to contemporary social and cultural developments as well as to Western European music.

Music - B.A.

Students majoring in music will complete foundational music courses and choose one of the following concentrations:

- performance
- music theory/composition
- liturgical music

The concentrations include applied music courses, ensemble courses, and targeted skills courses. In addition, students participate in annual juries and bi-annual performances. Lastly, a key feature of the music discipline is the planning and execution of a senior project (or recital in the case of performance concentration students), which is an ideal stepping stone to further education or to any career in which the individual is deepened and enriched by knowledge of music.

Please note that all students, including transfer students, who wish to major in music with concentration in either performance or liturgical music will have to audition.

Major Requirements

Foundation Courses

Complete the following six courses (18 credit hours):

- MUS 101 - Fundamentals of Music and Class Piano I
Pianists and guitarists are exempt from this requirement.
- MUS 105 - Fundamentals of Music Theory
- MUS 107 - Music Theory I
- MUS 108 - Music Theory II
- MUS 274 - Western Music History: An Overview
- MUS 277 - Entrepreneurship for Creative and Performing Artists

Concentrations

In addition to completing foundation courses, students complete one of the following concentrations:

- Performance
- Music Theory/Composition
- Liturgical Music

Performance: Classical Guitar

Audition Requirements:

Students who want to be music majors with a performance concentration will be asked to audition before admission to the music program. Students would have to be at or beyond the intermediate level at their instrument prior to the audition. Contact the director of the music discipline for audition requirements/questions regarding the requirements.

Applied Music Courses (16 credit hours)

- MUS 136 - Private Instruction-Guitar (4 credit hours total)
- MUS 228 - Private Guitar Instruction (4 credit hours total)
- MUS 326 - Private Guitar Instruction (4 credit hours total)
- MUS 436 - Private Guitar Instruction (4 credit hours total)

Ensemble Courses (3.5-6 credit hours)

- MUS 231 - Group Guitar II

Complete one of the following two course options:

- MUS 327 - Guitar Chamber Music Private Instruction
- MUSE 3985 - Chamber Music (Concordia University-Chicago)

Targeted Skills: Pedagogy (2 credit hours)

- MUS 328 - Private Instruction-Guitar Pedagogy

Juries

Once annually

Performances

Bi-annually

Senior Recital

Performance: Jazz and Contemporary Guitar

Audition Requirements:

Students who want to be music majors with a performance concentration will be asked to audition before admission to the music program. Students would have to be at or beyond the intermediate level at their instrument prior to the audition. Contact the director of the music discipline for audition requirements/questions regarding the requirements.

Applied Music Courses (16 credit hours)

- MUS 136 - Private Instruction-Guitar (4 credit hours total)
- MUS 218 - Private Instruction: Survey of Guitar Styles (2 credit hours total)
- MUS 228 - Private Guitar Instruction (2 credit hours total)
- MUS 326 - Private Guitar Instruction (4 credit hours total)
- MUS 436 - Private Guitar Instruction (4 credit hours total)

Ensemble Courses (3.5-6 hours)

- MUS 231 - Group Guitar II
- MUSE 3950 - Jazz Band (0.5 credit hour-Concordia University-Chicago)

Targeted Skills Courses (6 credit hours)

Complete two of the following courses:

- MUS 266 - Blues and Jazz Appreciation
- MUS 268 - History of Rock and Roll
- MUS 278 - The Beatles

Juries

Once annually

Performances

Bi-annually

Senior Recital

Performance: Percussion

Audition Requirements:

Students who want to be music majors with a performance concentration will be asked to audition before admission to the music program. Students would have to be at or beyond the intermediate level at their instrument prior to the audition. Contact the director of the music discipline for audition requirements/questions regarding the requirements.

Applied Music Courses (14-16 credit hours)

- MUS 135 - Private Instruction-Drumset And Percussion (4 credit hours total)
- MUS 245 - Private Drumset and Percussion Instruction - Advanced (4 credit hours total)
 - Students may substitute 1 credit hour of MUSA 2355 - Applied Percussion (Concordia University-Chicago) for 2 credit hours of MUS 245.
- MUS 345 - Private Drumset and Percussion Instruction (4 credit hours total)
 - Students may substitute 1 credit hour of MUSA 3551 - Applied Percussion Majors (Concordia University-Chicago) for 2 credit hours of MUS 345
- MUS 445 - Private Drumset and Percussion Instruction (4 credit hours total)

Ensemble Courses (1 credit hour)

Students complete two semesters (.5 credit hour each) from the following two course options:

- MUSE 3950 - Jazz Band (Concordia University-Chicago)
- MUSE 3960 - University Band (Concordia University-Chicago)

Targeted Skills Courses: (6 credit hours)

Complete two of the following courses:

- MUS 266 - Blues and Jazz Appreciation
- MUS 268 - History of Rock and Roll
- MUS 278 - The Beatles

Juries

Once annually

Performances

Bi-annually

Senior Recital

Performance: Piano

Audition Requirements:

Students who want to be music majors with a performance concentration will be asked to audition before admission to the music program. Students would have to be at or beyond the intermediate level at their instrument prior to the audition. Contact the director of the music discipline for audition requirements/questions regarding the requirements.

Applied Music Courses (16 credit hours)

- MUS 115 - Private Instruction-Piano (4 credit hours total)
- MUS 220 - Private Piano Instruction (4 credit hours total)
- MUS 330 - Private Piano Instruction for Music Majors (4 credit hours total)
- MUS 430 - Private Piano Instruction (4 credit hours total)

Ensemble Courses (4 credit hours)

- MUS 221 - Private Instruction-Piano Duet
- MUS 222 - Private Instruction - Chamber Music/Accompaniment

With permission of the director of the music discipline, MUS 178 - Fundamentals of Music and Class Piano II may be substituted for one of these two courses.

Targeted Skills: Pedagogy and Technique (4 credit hours)

- MUS 223 - Piano Technique Private Instruction I
- MUS 224 - Piano Technique Private Instruction II
- MUS 321 - Piano Pedagogy Private Instruction

Juries

Once annually

Performances

Bi-annually

Senior Recital

Performance: Voice

Audition Requirements:

Students who want to be music majors with a performance concentration will be asked to audition before admission to the music program. Students would have to be at or beyond the intermediate level at their instrument prior to the audition. Contact the director of the music discipline for audition requirements/questions regarding the requirements.

Applied Music Courses (16 credit hours)

- MUS 122 - Private Instruction-Voice (4 credit hours total)
- MUS 232 - Private Voice Instruction (4 credit hours total)
- MUS 332 - Private Voice Instruction (4 credit hours total)
- MUS 432 - Private Voice Instruction (4 credit hours total)

Ensemble Courses (3.5-6 credit hours)

Complete two semesters from the following:

- MUS 292 - Liturgical Chamber Singers
- MUSE 3905 - Women's Chamber Choir (0.5 credit hour-Concordia University-Chicago)
- MUSE 3925 - Mannerchor (0.5 credit hour-Concordia University-Chicago)
- MUSE 3930 - Schola Cantorum (0.5 credit hour-Concordia University-Chicago)

Targeted Skills Courses: (4 credit hours)

- MUS 272 - Group Voice
- MUS 275 - Diction: Private Instruction

Juries

Once annually

Performances

Bi-annually

Senior Recital

Music Theory/Composition

This concentration is for the student who wants to focus on music theory and composition. The students will become versed in music theory, exposed to various compositional techniques and forms, and will produce original works. The final project/recital will be a presentation of the students original works amassed during their years of study at Dominican. It is highly recommended that students of this concentration also study an instrument privately. Piano is an ideal instrument to that end, as it allows students to play harmony.

Applied Music Courses (16 credit hours)

- MUS 130 - Private Instruction-Composition (4 credit hours total)
- MUS 200 - Private Instruction: Composition (2 credit hours total)
- MUS 230 - Composition and Music Software Private Instruction (2 credit hours total)
- MUS 304 - Private Instruction: Composition-Advanced II (4 credit hours total)

Students may substitute 2 credit hours of MUS 300 - Private Instruction: Composition with Music Software for 2 credit hours of MUS 304.

- MUS 400 - Private Instruction: Composition-Advanced III (4 credit hours total)

Targeted Skills Courses: (10 credit hours)

- MUS 115 - Private Instruction-Piano (4 credit hours total)

Complete two of the following three courses:

- MUS 266 - Blues and Jazz Appreciation
- MUS 268 - History of Rock and Roll
- MUS 278 - The Beatles

Juries

Once annually

Performances

Bi-annually

Senior Recital

Additional Recommended Coursework

- Complete all three of the targeted skills courses listed above
- MUS 220 - Private Piano Instruction
- MUS 306 - Music Theory IV

Liturgical Music

This concentration would be appropriate for students who enjoy performing music, but also feel called to practice their gift in a religious setting. As a Catholic institution, the liturgical studies at Dominican focus on the Catholic tradition. Classes that address the Protestant - Lutheran liturgical tradition can be taken at Concordia University-Chicago, just a few blocks from Dominican's campus (Dominican University has a consortial relationship with Concordia University-Chicago). For more information, contact the director of the music discipline.

Applied Music Courses (12 credit hours)

A minimum of six semesters private instruction in one of the following instruments: guitar, piano, voice.

- two semesters at the 100-level (2 credit hours each semester/4 credit hours total)
- two semesters at the 200-level (2 credit hours each semester/4 credit hours total)
- two semesters at the 300-level (2 credit hours each semester/4 credit hours total)

Ensemble Courses (4.5-5 credit hour)

- MUS 290 - Liturgical Choir (two semesters/2 credit hours total)
- MUS 292 - Liturgical Chamber Singers

Students may substitute MUSE 3930 - Schola Cantorum (.5 credit hour-Concordia University-Chicago) for the second semester of MUS 290 (pending successful audition)

Targeted Skills Courses: (7 credit hours)

- MUS 204 - Private Instruction - Conducting
- MUSE 1371 - The Church Musician (1 credit hour-Concordia University Chicago)
- MUSE 4362 - Music Heritage of the Church (2 credit hours-Concordia University Chicago)
- Private Instruction-Pastoral Music Ministry (2 credit hours)

Internship/Field Experience

- 3 credit hours

Juries

Once annually

Performances

Bi-annually

Senior Recital

Students completing the emphasis in guitar performance are required to take MUS 231 - Group Guitar II instead of MUS 178.

Additional Recommended Coursework

- MUS 277 - Entrepreneurship for Creative and Performing Artists
- Coursework in liturgical music offered at Concordia University-Chicago as recommended by the director of the music discipline.

Music Minor

The music minor is completed with either an emphasis in performance or an emphasis in music theory or composition.

Minor Requirements:

Emphasis in Performance

Students may be asked to pass an audition to become music majors or minors. Please contact the director of the music discipline regarding requirements. While on the first semester of applied study, students are considered on probation of the minor and pending approval of the professor for acceptance to the minor.

Fundamentals:

- MUS 101 - Fundamentals of Music and Class Piano I

History Survey:

- MUS 274 - Western Music History: An Overview

Music Theory

- MUS 107 - Music Theory I
- MUS 108 - Music Theory II

Other:

- MUS 277 - Entrepreneurship for Creative and Performing Artists

Applied Music: *Eight semester hours in the appropriate applied music instrument at or beyond the intermediate level.*

- Students who start as beginners in guitar, piano or percussion cannot become music minors at that instrument.
- Before vocalists can declare a minor in music with an emphasis in vocal performance, they need the approval of the vocal professor and permission of the discipline director.
- Composition students need to have completed MUS 105, MUS 107, and MUS 108 before starting the four semesters of composition for the minor.

Guitar:

- MUS 136 - Private Instruction-Guitar
- MUS 228 - Private Guitar Instruction

Percussion:

- MUS 135 - Private Instruction-Drumset And Percussion
- MUS 245 - Private Drumset and Percussion Instruction - Advanced

Piano:

- MUS 178 - Fundamentals of Music and Class Piano II
- MUS 115 - Private Instruction-Piano
- MUS 220 - Private Piano Instruction
Private instruction at the 300- and 400-level is reserved for music majors only.

Voice:

- MUS 122 - Private Instruction-Voice
- MUS 232 - Private Voice Instruction

Practice and Performance Requirements of Music Minors

Even though they are not majors, music minors are expected to take their preparation for their private instruction classes seriously. The professors will communicate with the students daily practice requirements, which are expected to be followed closely. Lack of proper preparation will result to lower grades or inability to complete the class.

All music minor performance students have to complete each semester of their applied studies with either a performance in the designated Music Discipline Student Fall or Spring Recital. The possibility of completing the semester with a jury exists and the professor will help the student choose if a jury is needed instead of a performance.

Students who study an instrument at Concordia, learning an instrument that Dominican University does not offer, need to complete four semesters of 1 credit hour and follow the same requirement of performance or jury at the end of each semester (Concordia offers only 0.5 or 1 credit hours of instruction in instrumental study). The performances of those students, unless given special permission by the director of the music discipline at Dominican, have to take place at Dominican University.

Additional Information:

Students should consider completing MUS 178 - Fundamentals of Music and Class Piano II in addition to MUS 101 - Fundamentals of Music and Class Piano I.

Students who do not have formal training in music will need to complete MUS 105 - Fundamentals of Music Theory before enrolling in MUS 107 - Music Theory I.

Emphasis in Music Theory or Composition

- MUS 101 - Fundamentals of Music and Class Piano I
- MUS 105 - Fundamentals of Music Theory
- MUS 107 - Music Theory I
- MUS 108 - Music Theory II
- MUS 274 - Western Music History: An Overview
Depending on their interests and needs, students will be asked to add courses from the Concordia College offerings or an independent study course from Dominican professors. This will be decided in a meeting with the director of the music discipline.

Emphasis in Music Theory

Two additional courses in music history and/or theory, including ear training. Classes can be independent study or directed study with one of Dominican's professors or can be chosen from Concordia University's catalog, in consultation with the director of the music discipline.
or

Emphasis in Composition

In order for a student to concentrate in composition, they have to have completed MUS 105, MUS 107 and MUS 108, or be able to test out of them. Subsequently, the student has to take 6 semester hours in composition private instruction, selected in consultation with the director of the music discipline:

- MUS 130 - Private Instruction-Composition
- MUS 200 - Private Instruction: Composition
- MUS 230 - Composition and Music Software Private Instruction

All students who concentrate in composition are required to have their work performed in the Dominican University recitals, once a semester.

Applied Music Courses

MUS 115 - Private Instruction-Piano

(1-2 hours) Individual instruction in piano at the elementary through late-intermediate 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 MUS 101. Course fee applies. This course may be repeated for credit.

Prerequisite(s): Audition and consent of instructor.

MUS 122 - Private Instruction-Voice

(1-2 hours) Individual instruction in voice at the beginning to intermediate levels. The student and voice teacher will explore solo singing techniques, identify and solve vocal issues that may not be readily apparent in choral rehearsals or theatre productions, and build confidence in self-expression through song. This class is open to all students, with the consent of the instructor, based upon a prior evaluation/assessment. Extensive musical knowledge is not required; however, the assessment will determine if a

student is ready for one-on-one, private vocal instruction. Course fee applies. This course may be repeated for credit.

Prerequisite(s): Instructor assessment and consent.

MUS 131 - Private Instruction-Oboe

(1-2 hours) Students will work on embouchure to develop a good tone. Regular study of etudes will help develop technique. As the oboe was developed during the Baroque era, concentration will be on learning literature from this period. Also studied will be some of the important repertoire needed for playing in an orchestra or wind ensemble. Basic skills of reedmaking will be developed. Course fee applies. This course may be repeated for credit.

Prerequisite(s): Consent of the instructor

MUS 133 - Private Instruction-Saxophone

(1-2 hours) Students will explore the technical aspects of the instrument (embouchure, reeds, fingerings, breathing, etc.) while studying standard repertoire for the saxophone. Both classical and jazz styles are offered and students may specialize in either. Course fee applies. This course may be repeated for credit.

Prerequisite(s): Consent of the instructor

MUS 135 - Private Instruction-Drumset And Percussion

(1-2 hours) Students of beginning to advanced experience levels will be able to study essential percussion techniques and drum set styles, including various drum set grooves such as Afro-Cuban, Brazilian, jazz, fusion, African styles and others. If interested, students could also learn hand drumming skills and styles, including congas, and djembe. Drum set and hand drumming topics would include proper hand technique, coordination and independence, learning or improving solos and improvisations, and addressing any other specific goals or weaknesses the student has. Course fee applies. This course may be repeated for credit.

Prerequisite(s): Consent of Instructor.

MUS 136 - Private Instruction-Guitar

(1-2 hours) Individual guitar instruction at the beginning to intermediate levels. Students will work on technique, note reading, scales, chords, and improvisation all while building a repertoire of music from various styles. Course fee applies. This course may be repeated for credit.

Prerequisite(s): Audition and consent of the instructor.

MUS 204 - Private Instruction - Conducting

(2 hours) The student will be exposed to the basic techniques of conducting such as posture, baton technique, cueing, clef reading, reading conducting scores, understanding ranges of instruments and voices, and vocal warm-ups. Emphasis for this class is on conducting vocal ensembles.

Prerequisite(s): MUS 107 and consent of director of the music discipline.

MUS 218 - Private Instruction: Survey of Guitar Styles

(2 hours) In this class, the student will explore the many styles that frequently make use of the guitar. The course will cover accompaniments and melodic improvisation in Brazilian, rock, jazz, blues, pop, country, folk, classical and flamenco styles.

Prerequisite(s): MUS 136 (4 hours total)

MUS 220 - Private Piano Instruction

(1-3 hours) Individual instruction in piano for students at the late-intermediate level and beyond. This course is designed for students who have had at least a few years of private instruction in piano. Course fee applies. This course may be repeated for credit. Option to register for 3 credits limited to music majors with junior or senior standing.

Prerequisite(s): Audition and consent of instructor.

MUS 221 - Private Instruction-Piano Duet

(2 hours) Students will be exposed to standard duet repertoire. They will develop an understanding for the role of primo and secondo in piano duets, voicing, balance, compositional techniques for duets, listening, and performance skills.

Prerequisite(s): MUS 220 (2 hours) and consent of director of the music discipline.

MUS 222 - Private Instruction - Chamber Music/Accompaniment

(2 hours) Students will be exposed to standard chamber music/accompaniment repertoire. They will explore the idea of voicing within an ensemble, of listening, of being expressive along another instrument, of developing a supportive sound and performing with other musicians.

Prerequisite(s): MUS 115 (4 hours total) and consent of the director of the music discipline.

MUS 223 - Piano Technique Private Instruction I

(1 hour) Students will learn standard technical skills: scales, arpeggios, and exercises for independence of the fingers, as well as finger strengthening exercises. The specific composers and exercises will be determined based on the technical needs of the student.

Prerequisite(s): MUS 115 (2 hours) and consent of the director of the music discipline.

MUS 224 - Piano Technique Private Instruction II

(1 hour) Students will be exposed to etudes that are part of standard piano repertoire. Etudes may include, but are not limited to the following composers: Moszkowski, Moscheles, Cramer, Czerny, Chopin, and Liszt.

Prerequisite(s): MUS 115 (4 total credit hours) and MUS 223.

MUS 228 - Private Guitar Instruction

(1-3 hours) Individual guitar instruction at the advanced level. Students will work on technique, note reading, scales, chords, and improvisation all while building a repertoire of music from various styles. Course fee applies. This course may be repeated for credit. Option to register for 3 credits limited to music majors with junior or senior standing.

Prerequisite(s): Audition and consent of instructor.

MUS 232 - Private Voice Instruction

(1-3 hours) Individual instruction in voice for students at the late-intermediate level and beyond. The student and voice teacher will continue to work on advanced vocal techniques, performance practice in different styles of singing, and competency in aural skills. Our goal, as partners, is to develop the student's talents to his or her full potential. Preparation for public performance will be an integral part of the class. Course fee applies. This course may be repeated for credit. Option to register for 3 credits limited to music majors with junior or senior standing.

Prerequisite(s): Completion of 6 hours of MUS 122 and consent of instructor.

MUS 245 - Private Drumset and Percussion Instruction - Advanced

(1-3 hours) Individual instruction in percussion for students at the late-intermediate level and beyond. Course fee applies. This course may be repeated for credit. Option to register for 3 credits limited to music majors with junior or senior standing.

Prerequisite(s): Audition and consent of the instructor.

MUS 275 - Diction: Private Instruction

(1 hour) Basic rules of singing diction using the International Phonetic Alphabet (IPA), a system of notation recognized by singers, actors, and other speech/language-oriented professions. Students will apply IPA to repertoire study and performance in English, Italian, Latin, Hebrew, German, French, and Spanish.

Prerequisite(s): Two semesters of 100 level private voice lessons.

MUS 292 - Liturgical Chamber Singers

(3 hours) This course meets in conjunction with and supports the Liturgical Choir, but has an additional 2 hours per week to prepare advanced choral repertoire. It serves to strengthen music literacy and vocal performance skills by providing opportunities to sing a balance of historical styles, sacred and secular, harmonize in varied voicings, explore music of non-western culture, and perform works for the public, which are of exemplary quality. Students will develop sight-reading proficiency, singing technique, and harmonization abilities through a variety of musical styles, including polyphony, chant, classical, hymnody, oratorio, contemporary, praise, gospel, and folk. This course also provides an overview of the liturgical year as well as the history and evolution of sacred music. Chamber Singers will provide music for six liturgical events throughout the semester.

Permission to register from the instructor is required.

This course will satisfy the core area requirement in fine arts.

MUS 321 - Piano Pedagogy Private Instruction

(2 hours) Students will explore standard teaching repertoire, pedagogy, age-appropriate teaching materials, local and national teaching organizations and conferences, and standard piano music publishers. A study of current and former pedagogues to equip the student for teaching.

Prerequisite(s): May be taken after completion of second year of music major requirements.

MUS 326 - Private Guitar Instruction

(2 hours) Individual guitar instruction at the advanced level. Students will work on technique, note reading, scales, chords, and improvisation all while building a repertoire of music from various styles. Course fee applies. This course may be repeated for credit.

Prerequisite(s): MUS 228 (4 hours) total)

MUS 327 - Guitar Chamber Music Private Instruction

(2 hours) Chamber music is designed to provide students with the opportunity and experience of playing with a small ensemble. Ensembles will be formed using the available students or faculty. This class leads into a performance. This course may be repeated for credit

Prerequisite(s): MUS 136 (4 hours total) and MUS 228 (4 hours total)

MUS 328 - Private Instruction-Guitar Pedagogy

(2 hours) Students will explore standard teaching repertoire, pedagogy, age-appropriate teaching materials, local and national teaching organizations and conferences, and standard guitar music publishers. A study of current and former pedagogues to equip the student for teaching.

Prerequisite(s): MUS 228 (4 hours total)

MUS 330 - Private Piano Instruction for Music Majors

(3 hours) This course is advanced private instruction for piano majors during their junior year; students are required to devote increased time to practice. The course will eventually lead to a junior recital project to be presented in public.

Prerequisite(s): Two semester of MUS 220.

MUS 332 - Private Voice Instruction

(2 hours) Individual instruction in voice for students at the late-intermediate level and beyond. This course is designed for students who have had at least 2-4 years of private instruction in voice. Students build on information they received in MUS 232. Course fee applies. This course may be repeated for credit.

Prerequisite(s): MUS 232 (4 hours total) and consent of the director of the music discipline.

MUS 345 - Private Drumset and Percussion Instruction

(2 hours) Individual instruction in drumset and percussion for students at the late-intermediate level and beyond. This course is designed for students who have completed two semesters of drumset and percussion private instruction at the 200 level. Course fee applies. This course may be repeated for credit.

Prerequisite(s): MUS 245 (4 credit hours total) and consent of director of the music discipline.

MUS 430 - Private Piano Instruction

(2 hours)

Individual instruction in piano for students at the late-intermediate level and beyond. This course is designed for students who have completed two semesters of MUS 330. The completion of this course will lead to the senior recital. Course fee applies. This course may be repeated for credit.

Prerequisite(s): MUS 330 (4 hours total) and consent of the director of the music discipline.

MUS 432 - Private Voice Instruction

(2 hours) Individual instruction in voice for students at the late-intermediate level and beyond. This course is designed for students who have completed two semester of 300-level private voice instruction. Students build on information they received in MUS 332. The completion of this course will lead to the senior recital. Course fee applies. This course may be repeated for credit.

MUS 436 - Private Guitar Instruction

(2 hours) Individual instruction in guitar for students at the late-intermediate level and beyond. This course is designed for students who have completed two semesters of guitar private instruction at the 300 level. The completion of this course will lead to the senior recital. Course fee applies. This course may be repeated for credit.

Prerequisite(s): MUS 326 (4 total hours)

MUS 445 - Private Drumset and Percussion Instruction

(2 hours) Individual instruction in drumset and percussion for students at the late-intermediate level and beyond. This course is designed for students who have completed two semesters of drumset and percussion private instruction at the 300 level. The completion of this course will lead to the Senior Recital. Course fee applies. This course may be repeated for credit.

Prerequisite(s): MUS 345 (4 total hours) and consent of the director of the music discipline.

Applied Music/Group Class

MUS 101 - Fundamentals of Music and Class Piano I

(3 hours) Basic skills in music theory and beginning piano. This course is designed for the absolute beginner who has not played any musical instrument. This course concludes with a performance.

This course will satisfy the core area requirement in fine arts.

MUS 132 - Group Guitar I

(3 hours) This class is geared towards beginning guitar students. The students will learn the basics of reading music and guitar playing. Students will work on technique, chords, scales, and improvisation while building a repertoire of music from various styles.

This course will satisfy the core area requirement in fine arts.

MUS 134 - World Beats: Group Percussion

(3 hours) This class is an introduction to playing percussion instruments. We will cover fundamental percussion techniques (hand drumming technique and stick technique) on some of the more common percussion instruments, including conga, djembe, cowbells, shakers, drums, etc. Students will learn to understand, discern, and perform a variety of rhythms and parts from all over the world in a group context. While listening carefully to and interacting musically with their fellow ensemble members, students will discover a rewarding means of musical self expression (and group expression) via percussion. No experience is needed.

This course will satisfy the core area requirement in fine arts.

MUS 178 - Fundamentals of Music and Class Piano II

(3 hours) 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 have completed MUS 101 or studied piano privately over the years. Knowledge of music notation is required.

This course will satisfy the core area requirement in fine arts.

MUS 231 - Group Guitar II

(3 hours) Students will advance their music reading and guitar playing. Students will work on technique, chords, scales, and improvisation all while building a repertoire of music from various styles. Ensemble music will be used.

Prerequisite(s): MUS 132 or private guitar lessons and consent of the instructor.

MUS 272 - Group Voice

(3 hours) Group instruction in voice. The students and voice teacher will explore the fundamentals of singing technique. The class is open to all

students, with the consent of the instructor, based on a brief audition on the first day of class to determine pitch-matching ability. Prior musical knowledge is not required.

This course will satisfy the core area requirement in fine arts.

MUS 290 - Liturgical Choir

(1 hour) This course serves to develop music skills while enriching the contemplative and prayer life of the University community. Students will learn basic music reading, singing technique, and harmonization within a choral ensemble. They will also learn about the liturgical year and music's role in it, while experiencing a variety of liturgical music styles: polyphony, chant, classical hymnody, contemporary music, folk, and gospel music. Liturgical Choir will provide music for 4 liturgical events throughout the semester. This course can be repeated for credit; this course is graded on a satisfactory/fail basis. All levels are welcome.

Prerequisite(s): Consent of instructor.

Music History and Literature Courses

MUS 266 - Blues and Jazz Appreciation

(3 hours) The blues is arguably the most important art form to have developed entirely in America. Along with minstrelsy, spirituals, ragtime, and jazz, it forms the backbone of all contemporary American vernacular music; bluegrass, country and western, rock, R&B, gospel, and hip-hop all show the imprint of the blues. This course studies blues and jazz as musical forms, poetic genres, philosophies, and expressions of deep historical cultural meanings as a part of African-American culture in the 20th century and beyond.

This course will satisfy the core area requirement in fine arts.

MUS 268 - History of Rock and Roll

(3 hours) A survey of the origins, development, and worldwide mass popularity of rock 'n' roll. From its roots in blues and rhythm and blues in the '50s to the explosion of creativity and development in the '60s, renewal and revolution in the '70s and its worldwide mass popularity ever since, rock has become the lingua franca of popular music around the world.

This course will satisfy the core area requirement in fine arts.

MUS 269 - World Music

(3 hours) This course will take students on an exciting global journey of musical and cultural discovery, exploration, and experience. Through clearly focused case studies of diverse music and cultural traditions, from traditional folk, ritual, and classical genres to contemporary popular and art music, jazz, and world beat, integral connections between particular styles of music and their historical, cultural, and international contexts are consistently emphasized. The course will include a globally inclusive introduction to core elements of music and culture that make a unique and friendly approach accessible to music majors and non-majors alike. Offered every other year.

This course will satisfy the core area requirement in fine arts.

MUS 274 - Western Music History: An Overview

(3 hours) An introduction to Western music covering multiple historical periods and genres. Students will experience the music as when it was first performed. The course uses a unique book that allows access to an ebook, streaming music, dynamic author videos, and other online listening tools. Offered every other year.

This course will satisfy the core area requirement in fine arts.

MUS 278 - The Beatles

(3 hours) Few artistic entities had as large an impact on our popular culture as The Beatles. In this course, we explore their background, history, development, evolution, and legacy on multiple fronts. We look at the Beatles' core competencies, expert craftsmanship, and uncompromising will. We look at how they specifically changed the state of contemporary songwriting, recording technology, music business practices, television and radio trends, marketing techniques, and social norms. We look at who adored them and why. We sidestep the hype and attempt to analyze how the Beatles lead a community of new-thinking artists and consumers into an unpredictable musical and social landscape that they were creating and the complex relationship that exists between uniquely innovative creativity, commerce, technology, and consequences. Even students who are not fans of the Beatles will learn how their impact on our current pop culture is still resonating and influencing today's artists.

This course will satisfy the core area requirement in fine arts.

MUS 450 - Independent Study

(1-3 hours) Directed study in special topics not covered by regularly scheduled courses.

Music Theory/Composition Courses

MUS 105 - Fundamentals of Music Theory

(3 hours) This course is designed for the students who have no formal training in music. It explores basic note reading in the treble and bass clefs, time signatures, intervals, basic rhythm and key signatures. Students interested in music theory but who have no prior theory classes start with this course. Students with prior experience can test out of this class and proceed with MUS 107 - Music Theory I. Please contact the head of the music discipline with questions.

Previously numbered as MUS 129

This course will satisfy the core area requirement in fine arts.

MUS 107 - Music Theory I

(3 hours) The student will study in detail and become familiar with intervals, triads, and seventh chords in both major and minor scales. It is important that the student become familiar with the color of each degree of the scale through many rigorous exercises in class and through assigned homework. The class will cover material that includes common chord modulation, cadences, and the importance of the dominant seventh chord and all of its inversions and resolutions. Secondary dominants will also be introduced. These concepts will be applied to musical examples and to music that the student is studying when appropriate to the theory being studied in class.

This course will satisfy the core area requirement in fine arts.

MUS 108 - Music Theory II

(3 hours) Students will develop a comprehension of formal structures, for example binary and ternary forms, sentence structures in the music of the Baroque and Classical eras. Emphasis will be focused in the second half of the course on the chromatic harmony of the 19th century including Neapolitan chords, diatonic seventh chords, mode mixtures, and augmented sixth chords. Toward the end of the course, concepts of early 20th century music will be introduced.

Prerequisite(s): MUS 107 or consent of the instructor.

This course will satisfy the core area requirement in fine arts.

MUS 120 - Private Instruction-Tonal Harmony

(3 hours) This course will explore many facets of the study of tonal harmony including the recognition of intervals, chordal and non-chord tones; understanding the fundamentals of rhythm; principles of part writing; basic analysis of musical scores; recognition of cadences, phrases and periods in music of the Baroque and Classical periods; and a preliminary study of the chromaticism of 19th century music. Final project will be to compose a short original piece for solo piano. Course fee applies.

This course will satisfy the core area requirement in fine arts.

MUS 129 - Rudiments of Music Theory and Composition

(3 hours) This course is designed for the students who have no formal training in music. It explores basic note reading in the treble and bass clefs, time signatures, intervals, basic rhythm, and key signatures. Students will learn to identify, understand, and implement these basic concepts in their own compositions.

This course will satisfy the core area requirement in fine arts.

MUS 130 - Private Instruction-Composition

(1-2 hours) Beginners and more advanced-level composers are welcome to study any style composition. Students will be introduced to the many different approaches developed in the 20th century. Important composers to study are Igor Stravinsky, Arnold Schoenberg, Bela Bartok, Olivier Messiaen, George Gershwin, Ruth Crawford Seeger, Elliott Carter, and

Steve Reich among others. The study of composition from song writing to the many forms that have developed for creating music over the last 1000 years in Western music will also be explored.

Prerequisite(s): Consent of the instructor.

MUS 200 - Private Instruction: Composition

(1-2 hours) This class is for more advanced-level composers. Class includes studies in any style of composition. Class covers the 20th century. Important composers to study are Igor Stravinsky, Arnold Schoenberg, Bela Bartok, Olivier Messiaen, George Gershwin, Ruth Crawford Seeger, Elliott Carter, and Steve Reich, among others. The study of composition from song writing to the many forms that have developed for creating music over the last 1000 years in Western music will also be explored. This course may be repeated for credit.

Prerequisite(s): MUS 130 and consent of instructor.

MUS 203 - Private Instruction - Pastoral Music Ministry

(2 hours) This course is designed to help the pastoral music student develop an understanding of the role music plays in deepening the worship experience. The student will build upon musical skills in service of the worshipping community, become more familiar with sacred music literature, and understand the cycle of the liturgical year and music's role in it. The student will be given opportunities to direct, teach, and lead music in rehearsal and in public prayer. The student will prepare a small music ensemble to sing special music for a prayer service during Advent (ie. Taize or Praise and Worship). The student should plan for two hours of preparation or rehearsal each week. Reading material will be provided. Periodic reflections will be assigned to assess student learning. Music copies will be provided by the instructor.

Prerequisite(s): Consent of instructor.

MUS 210 - Songwriting With Software

(3 hours) This class will teach you how to write contemporary songs in various styles, and use lyrics, chords and melodies. Explore how the songwriting business works. All creative, ambitious songwriters are welcome. Student does not need to be able to sing.

Prerequisite(s): Consent of instructor.

MUS 230 - Composition and Music Software Private Instruction

(1-2 hours) In studying composition, students will be led through an exploration of musical forms, sounds, styles, and possibilities, and challenges in an effort to help them become more easily able to develop their own original musical ideas into strong compositions. This is not necessarily traditionally "classical" music composition instruction, but is instead a way for students who might have their own preferred musical genres to learn new, specific and time-tested techniques to help them develop their own compositional talents. Students interested in studying composition are expected to have experience on a musical instrument, as well as some understanding of basic chords, melodies, and music notation.

Prerequisite(s): Consent of the instructor

This course will satisfy the core area requirement in fine arts.

MUS 300 - Private Instruction: Composition with Music Software

(2 hours)

MUS 304 - Private Instruction: Composition-Advanced II

(1-2 hours) Students will produce a series of short compositions for varying instruments, studying their ranges and extended techniques.

Prerequisite(s): MUS 200

MUS 306 - Music Theory IV

(3 hours) Writing and analyzing aspects of late 19th century chromatic harmony. Introductions to musical forms and analytic techniques.

MUS 400 - Private Instruction: Composition-Advanced III

(3 hours) Students will work on larger scale work for distinction project or senior recital, as well as several listening responses to the music of contemporary composers.

Prerequisite(s): MUS 304

Other Music Courses

MUS 119 - Diction For Singers

(3 hours) Basic rules of singing diction using the International Phonetic Alphabet, a system of notation recognized by singers, actors, and other speech/language-oriented professions. Students will apply IPA to repertoire study and performance in English, Italian, Latin, Hebrew, German, French, and Spanish.

MUS 277 - Entrepreneurship for Creative and Performing Artists

(3 hours) This seminar introduces entrepreneurial concepts to assist artists in supporting their passion. Students will be presented with an overview of business structures, business plan examples, and free or low-cost marketing resources, including e-mail list management, website creation, social media integration, and mobile fundraising and crowdfunding tools. Sessions will include group brainstorming, discussion, and collaboration. The course culminates with business plan submission and pitch presentation. Offered every other year.

MUS 291 - Pastoral Music Ministry

(3 hours) This course will help to develop the skills necessary to foster the art of musical liturgy. The student will work closely with the director of the liturgical choir, learning to select, prepare, and rehearse a diverse repertoire

of music for the Catholic Mass. An overview of the following will increase the student's understanding of pastoral music ministry: cantor training, choral techniques, sight singing, conducting, basic keyboard accompaniment, and liturgical planning.

Natural Science

The natural science major is appropriate for students interested in entry-level masters nursing programs and other allied health fields, environmental studies, and teaching. These fields require a greater breadth of course work 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.

Natural Science - B.S.

Major Requirements:

Required Courses:

- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- CHEM 101 - Introductory General Chemistry
- CHEM 104 - Introductory Organic Chemistry
- MATH 130 - College Algebra
- Two courses in physics and/or geology of 3 or more credit hours each.
- Five additional courses of 3 or more credit hours each from biology, chemistry, environmental science, geology, natural science, or physics.

Additional Requirements:

Seven of the required courses must have a laboratory component and at least 9 semester hours must be in courses numbered 250 or higher.

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

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

Students who major in natural sciences may not also major in biology or biology-chemistry.

Optional Areas of Concentration:

Health Sciences Concentration:

The concentration in health sciences within the natural sciences major provides students with the necessary background to be competitive upon

acceptance into entry-level masters program in nursing (MSN) and graduate programs in other allied health careers.

Required Courses:

- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- BIOL 120 - Medical Terminology
- BIOL 152 - Human Anatomy and Physiology I
- BIOL 160 - Elementary Microbiology
- BIOL 252 - Human Anatomy and Physiology II
- BIOL 260 - Introduction to Human Pathophysiology
- CHEM 101 - Introductory General Chemistry
- CHEM 104 - Introductory Organic Chemistry
- MATH 130 - College Algebra
- MATH 175 - Mathematical Concepts in Clinical Science
- MATH 211 - Principles of Statistics
- PHIL 242 - Introduction to Biomedical Ethics
- 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, in political science, 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:

- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- CHEM 101 - Introductory General Chemistry
- CHEM 104 - Introductory Organic Chemistry
- MATH 130 - College Algebra
- MATH 211 - Principles of Statistics
- POSC 282 - Environmental Administration and Law
- PHIL 231 - Environmental Ethics
- THEO 362 - Environmental Theology: Ecology in Crisis
- Two courses in physics and/or geology
- Two courses in environmental science of 3 or more credit hours each
- Three additional courses in environmental science, biological sciences, or physical sciences of 3 or more credit hours each

- Internship, independent study, or research in an environmental field (minimum 2 semester hours).

Natural Science Courses

NSC 105 - Introduction to Neuroscience

(3 hours) Listed also as PSYC 105 and NEUR 105.

NSC 137 - Basic Human Biology

(3 hours) A survey of how the major organ systems of the body function. Essential material on cells and tissues will be included.

Prerequisite(s): Not open to students who have completed BIOL 252 or BIOL 361.

This course will satisfy the core area requirement in natural sciences.

NSC 160 - Genetics and Society

(3 hours) The study of heredity and its interrelationship with individual and societal activities. Not open to students who have completed BIOL 240 .

Listed also as PSYC 160 .

This course will satisfy the core area requirement in natural sciences.

NSC 185 - Marine Environmental Science

(3 hours) An introductory course on the biological and physical sciences of the ocean. The course will emphasize current environmental challenges to the sustainability of marine ecosystems. Lecture.

Listed also as ENV5 185.

This course will satisfy the core area requirement in natural sciences.

NSC 197 - Evolution: Our Inner Fish

(3 hours) The study of biological evolution provides an intellectual framework for understanding life. With divergent examples from dinosaur/bird evolution, human sexual behaviors, and altruistic animal interactions (to name just a few), we will work toward understanding the statement by T. Dobzhansky that "nothing in biology makes sense except in the light of evolution".

This course will satisfy the core area requirement in natural sciences.

NSC 202 - Our Dynamic Planet

(3-4 hours) Listed also as GEOL 200.

This course will satisfy the core area requirement in natural sciences.

NSC 221 - Environmental Chemistry

(3 hours) Listed also as CHEM 221 and ENV5 221

This course will satisfy the core area requirement in natural sciences.

NSC 222 - Topics in Lab Safety

(1 hour) Listed also as CHEM 222.

NSC 223 - Introduction to Clinical Chemistry

(3 hours, 1 hour) Listed also as CHEM 223

Prerequisite(s): One year of high school chemistry or CHEM 101

This course will satisfy the core area requirement in natural sciences.

NSC 231 - Environmental Geology

(3 hours) Listed also as GEOL 231 and ENV5 231

NSC 241 - Current Topics in Environmental Science

(3 hours) Listed also as ENV5 241 and GEOL 241

This course will satisfy the core area requirement in natural sciences.

NSC 250 - Nutrition

(3 hours) Listed also as NUTR 250.

NSC 251 - Hydrology

(3 hours) Listed also as GEOL 251 and ENV5 251

This course will satisfy the core area requirement in natural sciences.

NSC 255 - Biophysics

(4 hours) Listed also as PHYS 255.

NSC 256 - Physics for the Informed Citizen

(3 hours) Listed also as PHYS 256.

NSC 260 - Forensic Chemical Analysis

(3 hours) Listed also as CHEM 291.

NSC 261 - Climate Change

(3 hours) Listed also as PHYS 261 and ENV5 261

NSC 270 - Astronomy

(3 hours, 1 hour) Listed also as PHYS 270.

Prerequisite(s): MATH 130 with a grade of C or higher.

This course will satisfy the core area requirement in natural sciences.

NSC 271 - Energy in a Modern Society

(3 hours, 1 hour) Listed also as PHYS 271

NSC 292 - Environmental Biology

(3 hours) Find out what happens when our cultures compete with nature. Emphasis is on current environmental challenges to the sustainability of Earth's ecosystems. Lecture.

Listed also as ENV5 292.

This course will satisfy the core area requirement in natural sciences.

NSC 325 - Climate Change and Sustainability: Imagining the Future

(3 hours) Can literature and art save the planet? What about scientific inquiry? In this course, you will use the methods of scientific inquiry to

explore the concepts of climate change and sustainability, and you will apply these concepts to imagine both projected and alternative futures. You will read speculative fiction, scientific reports, and policy plans; you will conduct lab experiments related to the science of climate change; and you will work collaboratively to create both speculative and practical scenarios for a sustainable future. This is a team-taught course in which you will learn through readings, lectures, lab activities, and discussions, both in-class and online. It is also an interdisciplinary course, and the disciplinary principles and methods needed to complete the assignments will be fully covered in the course, making it appropriate for students from all majors.

Listed also as ENV5 325

Prerequisite(s): MATH 130

This course will satisfy the core area requirement in natural sciences.

NSC 450 - Independent Study

(1-8 hours)

NSC 455 - Internship

(1-8 hours)

Neuroscience

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. Undergraduate neuroscience majors frequently go on to careers in medicine, research, and/or counseling, but a wide variety of other career options is also available.

Neuroscience - B.S.

Two tracks are available: neurobiology, focusing on cellular and molecular aspects of neural function, and behavioral neuroscience, focusing on the relationships between brain and behavior. Due to overlap in course content, it is not possible to combine the behavioral neuroscience track with a psychology major or minor. Similarly, it is also not possible to combine the neurobiology track with a biology major or minor. Other than these two restrictions, the neuroscience track can be combined with any other major or minor.

Behavioral Neuroscience

Major Requirements:

- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- CHEM 101 - Introductory General Chemistry
- CHEM 104 - Introductory Organic Chemistry (the following chemistry sequence is also accepted in place of CHEM 101 and CHEM 104)
 - CHEM 120 - General Chemistry I
 - CHEM 121 - General Chemistry II
 - CHEM 253 - Organic Chemistry I
 - CHEM 254 - Organic Chemistry II
- PSYC 101 - General Psychology: The Science of Behavior
- PSYC 290 - Behavioral Research and Statistics I
- PSYC 291 - Behavioral Research and Statistics II
- NEUR 105 - Introduction to Neuroscience
- NEUR 272 - Behavioral Neuroscience
- NEUR 273 - Neurobiology
- Four cognates in neuroscience.

Neurobiology

Major Requirements:

- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- BIOL 352 - Molecular and Cellular Biology
- CHEM 120 - General Chemistry I
- CHEM 121 - General Chemistry II
- CHEM 253 - Organic Chemistry I
- CHEM 254 - Organic Chemistry II
- NEUR 105 - Introduction to Neuroscience
- NEUR 272 - Behavioral Neuroscience
- NEUR 273 - Neurobiology
- Three cognates in neuroscience.

Cognate Courses

Cognate courses include all upper-level neuroscience courses as well as approved courses from other departments that present material relevant to neuroscience. Students may petition for a course to count as a cognate based on its relevance to the field of neuroscience.

Currently approved cognates:

- BIOL 152 - Human Anatomy and Physiology I
- BIOL 240 - Genetics
- BIOL 252 - Human Anatomy and Physiology II
- BIOL 260 - Introduction to Human Pathophysiology
- BIOL 268 - Animal Behavior
- BIOL 272 - Comparative Animal Physiology
- BIOL 298 - Research Methods in Molecular Biology
- BIOL 351 - Advanced Human Anatomy
- BIOL 352 - Molecular and Cellular Biology
- BIOL 361 - Advanced Human Physiology
- BIOL 388 - Endocrinology
- BIOL 294 - Cell Biology
- CHEM 360 - Biochemistry
- PHIL 242 - Introduction to Biomedical Ethics
- PSYC 214 - Abnormal Psychology
- PSYC 393 - Learning and Memory

- THEO 368 - Biomedical and Health Care Ethics

Neuroscience Courses

NEUR 105 - Introduction to Neuroscience

(3 hours) 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 also is available and accessible to non-majors. No laboratory is required, but hands-on activities are incorporated into the course work.

Listed also as NSC 105 and PSYC 105.

This course will satisfy the core area requirement in natural sciences.

NEUR 268 - Animal Behavior

(4 hours) Listed also as BIOL 268.

Prerequisite(s): BIOL 111, BIOL 112

NEUR 272 - Behavioral Neuroscience

(4 hours) 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.

Listed also as PSYC 372.

Prerequisite(s): BIOL 111.

NEUR 273 - Neurobiology

(4 hours) Listed also as BIOL 273.

Prerequisite(s): BIOL 112 and either CHEM 104 or CHEM 121, or consent.

NEUR 375 - The Disordered Brain

(3 hours) Listed also as PSYC 375

Prerequisite(s): NEUR 105, NEUR 272, BIOL 152, BIOL 273, or BIOL 351.

NEUR 380 - Topics in Neuroscience

(3 hours) This course provides an in-depth exploration of a specific subfield of neuroscience (e.g., developmental neuroscience, neuropharmacology, sensory physiology, etc.). The topic for each semester will be selected by the course instructor.

Listed also as BIOL 273.

Prerequisite(s): NEUR 272 and NEUR 273. NEUR 273 may be concurrent.

Independent Undergraduate Research or Creative Investigation

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.

NEUR 490 - Independent Research

1-6 hours Problems for original investigation are assigned under faculty supervision.

Prerequisite(s): Consent of instructor.

Occupational Therapy

Occupational therapists (OT) help people perform daily tasks (i.e., work related, leisure, and other life skills) to help maximize independent living. The American Occupational Therapy Association (AOTA) defines OT as “a science-driven, evidence-based profession that enables people of all ages to live life to its fullest by helping them promote health and prevent—or live better with—illness, injury or disability.” The treatment approach includes treating the whole person. Occupational therapists help individuals with mental, physical, emotional, or developmental impairments. They work with individuals to develop a custom treatment program and give guidance to families, caregivers, and communities. There are six broad areas that occupational therapists work in: mental health; productive aging; children and youth; health and wellness; work and industry; rehabilitation, disability, and participation.

How do I become an Occupational Therapist?

Go to an OT graduate school. Occupational therapy practitioners hold masters or doctoral degrees in OT.

Getting into Graduate School

All students interested in OT should meet with the psychology department's pre-OT advisor as soon as possible. Meeting before the first semester of the freshman year is strongly recommended. Besides completing course requirements (see course catalog) and having an appropriate GPA, it is essential to observe OTs. It is important to try to observe more than one area of OT. Suggestions include hospital settings, schools, clinics, OT practices, and observing a variety of patients (i.e., children, adults, older adults). If you have no connection to an OT, call a clinic, practice, or hospital and arrange to be a volunteer or ask if you could speak to an OT about observing. There is not a set number of hours required to get into most programs, but the recommendation is at least 40 hours of observation. Remember to record the hours and dates you observe as this information will help when completing your application. The point of the observation hours is so that OT graduate school admissions officers can see that you are interested in OT and that you are familiar with the OT field. Additional information can be found on the website of the American Occupational Therapy Association (<http://www.aota.org/>).

Graduate Record Exam

Some programs require that you take the Graduate Record Examination (GRE), while for others it may be optional. For most OT programs, the GRE score is an important criteria of admission. A cumulative GRE score above the 50th percentile will be helpful for admission to most programs.

Recommendation Letters

One of the most important aspects of getting into an OT program is the recommendation letter from an occupational therapist. You will need to establish a relationship with an OT in order to be able to expect a letter of recommendation. Three letters are required for most applications, of which, at least one must be from an OT.

Admission Guidelines for many Occupational Therapy programs:

1. A minimum undergraduate GPA of 3.70 on a 4.00 point scale (average admitted GPA is 3.8 or higher)
2. Completion of the following courses:
BIOL 152 - Human Anatomy and Physiology I and BIOL 252 - Human Anatomy and Physiology II
Either PSYC 290 - Behavioral Research and Statistics I and PSYC 291 - Behavioral Research and Statistics II
or SOC 361 - Introduction to Social Statistics and SOC 362 - Research Methods
SOC 110 - Introduction to Sociology
PSYC 215 - Child Psychology or EDUC 320 - Educational Psychology
PSYC 220 - Adolescent Psychology and PSYC 225 - Adult Development
Students may elect to take PSYC 212 - Life Span Developmental Psychology for Nurses in place of Psychology 215 and Psychology 220.
Two psychology electives (courses other than the developmental sequence); for non-psychology majors, PSYC 101 - General Psychology: The Science of Behavior (or PSYC 102 - General Psychology: Honors) and PSYC 214 - Abnormal Psychology are strongly recommended.
3. Completion of the Graduate Record Examination (GRE), taken within the past five years, with scores above the 50th percentile.
4. Experience or familiarity with occupational therapy. Students should complete at least 40 hours of OT observation. Other suggested experiences include volunteer work, clinical experience, fieldwork, internships, or independent study.
5. Most programs invite qualified prospective students for an on-site visit and interview with a member of their faculty. During this on-site interview, a writing sample or oral case analysis may be requested.

Note: Courses listed above are suggested courses for all occupational therapy graduate programs. Students must check the specific course pre-requisites for each OT school as some schools also require a course in physics and kinesiology. It is the student's responsibility to become familiar with the admission requirements of the program to which she or he plans to apply.

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). In general, though, GPA and GRE scores are critical criteria.

All application materials must be submitted early in the Fall semester of the student's senior year (preferably in early September).

For additional information, contact the pre-OT advisor at Dominican University.

OT Web resources

- Professional Societies
 - Illinois Occupational Therapy Association: <http://www.ilota.org/>
 - American Occupational Therapy Association: <http://www.aota.org/>
- General information
 - Bureau of Labor Statistics-Occupational Therapy: <http://www.bls.gov/oco/ocos078.htm>

Philosophy

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? 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.

Philosophy - B.A.

Within the philosophy major, a student may choose to complete a concentration. Possible concentrations are:

- Global Perspectives in Philosophy
- Ethics
- Politics, Law, and Social Justice

Students with graduate philosophy ambitions are strongly advised to declare a major in philosophy and discuss their graduate study intentions with the chair before the second semester registration period of their freshman year. Transfer students are advised to do this immediately upon admission to Dominican University.

Career Opportunities

In a recent survey, we asked our graduates why they majored in philosophy. They told us it was because they wanted the intellectual challenge and because it helped them search for meaning and truth and helped them to think about things differently. They also like the logical and critical-thinking skills that come with it. Almost all graduates said they would take philosophy as their major again.

Philosophy graduates find work in many fields. These include:

- law
- banking
- management
- religious ministry
- education
- public administration
- social service
- health services

- library and information science

Major Requirements

Required Courses:

A minimum of 31 semester hours in philosophy.

At least 9 semester hours at the 300 level or above (not including PHIL410)

PHIL 410 - Capstone: Integrating Knowledge

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

Optional Concentrations

In addition to completing the requirements outlined above, students may choose to complete one of the concentrations listed below by completing at least 9 credit hours drawn from the indicated courses.

Global Perspectives in Philosophy

The global perspectives in philosophy concentration offers a well-rounded education on philosophy with an emphasis on examining traditions of philosophy from around the world. Students who pursue the global perspectives concentration are offered the opportunity to study philosophical perspectives with an eye toward inter and cross cultural understanding. This concentration is especially valuable for students intending to pursue careers in international law, banking, management, international relations, as well as healthcare and social service.

Students must take no less than 9 credit hours from among the following courses to complete the concentration. Beyond those 9 credit hours, students should work with their advisor to choose appropriate 300-level courses in order to round out the concentration.

- PHIL 150 - The Roots of World Philosophy
- PHIL 200 - African and African-American Thought
- PHIL 201 - Hispanic/Latin@ Philosophy
- PHIL 202 - Ethics in World Politics: USA and Africa
- PHIL 209 - Being Black in America: A Philosophical Appraisal
- PHIL 228 - Philosophical Traditions of Asia

Politics, Law, and Social Justice

The politics, law, and social justice concentration is especially valuable for students who wish to study philosophy with an eye toward social justice, public service, and the law. Grounded in a comprehensive study of

philosophy, this concentration attends to the public side of philosophy and explores questions related to justice within society. This concentration is especially valuable for students intending to pursue careers in public service, community organizing, law, criminology, healthcare administration, social services, and social work.

Students must take no less than 9 credit hours from among the following courses to complete the concentration. Beyond those 9 credit hours, students should work with their advisor to choose appropriate 300-level courses in order to round out the concentration.

- PHIL 202 - Ethics in World Politics: USA and Africa
- PHIL 209 - Being Black in America: A Philosophical Appraisal
- PHIL 221 - Gender Issues
- PHIL 231 - Environmental Ethics
- PHIL 241 - Ethics in the Contemporary World
- PHIL 242 - Introduction to Biomedical Ethics
- PHIL 275 - Introduction to Political Philosophy
- PHIL 284 - Law, Freedom, and Social Justice

Ethics

The Ethics concentration focuses on how we can create and live in a world of flourishing for all. Students will not only develop skills of ethical thinking that apply to the specifics of a course, but also how to utilize this type of reasoning in all areas of life. Developing an ethical perspective with respect to career aspirations is especially valuable for any and all career goals.

Students must take no less than 9 credit hours from among the following courses to complete the concentration. Beyond those 9 credit hours, students should work with their advisor to choose appropriate 300-level courses in order to round out the concentration.

- PHIL 202 - Ethics in World Politics: USA and Africa
- PHIL 224 - Sports Ethics
- PHIL 231 - Environmental Ethics
- PHIL 241 - Ethics in the Contemporary World
- PHIL 242 - Introduction to Biomedical Ethics

Philosophy Minor

Minor Requirements:

A minimum of 18 semester hours in philosophy, chosen in consultation with the advisor. A minimum of 9 semester hours in the minor field must be completed at Dominican.

Philosophy Courses

PHIL 120 - Being Human: Its Philosophical Dimensions

(3 hours) An 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 core area requirement in philosophy.

PHIL 140 - Critical Thinking in Culture

(3 hours) This course studies the logic of reasoning, definition making, and persuasive fallacies; major Western theories of truth; and cultural changes which have altered our thinking about what counts as logical, true, and rational.

This course will satisfy the core area requirement in philosophy.

PHIL 150 - The Roots of World Philosophy

(3 hours) This survey course examines key thinkers and philosophical movements that have contributed to the rich history of philosophical thought. This course will critically examine the ways in which philosophical thought has influenced how we understand ourselves and our world: personally, socially, and politically. To do so, the course will introduce the student to fundamental schools of thought that have shaped the world we live in today. These may include (but are not limited to), the Greek presocratics, Hellenic and Hellenistic thinkers, Confucian and Taoist reformers, European and Middle Eastern medieval philosophers, Enlightenment thinkers, African philosophies, as well as a few emergent contemporary figures and themes.

This course will satisfy the core area requirement in philosophy.

PHIL 160 - Introduction to Philosophy

(3 hours) An introduction to major questions arising 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 core area requirement in philosophy.

PHIL 190 - Philosophy and Film

(3 hours) An introduction to major themes of philosophy as they arise in contemporary films: themes such as free will/determinism, the nature of personhood, moral evil, the meaning of life, fate, and what makes film itself philosophically interesting, particularly regarding our beliefs distinguishing reality and fantasy.

This course will satisfy the core area requirement in philosophy.

PHIL 200 - African and African-American Thought

(3 hours) 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 BWS 200.

This course will satisfy the core area requirement in philosophy.

This course will satisfy the core requirement in multicultural studies.

PHIL 201 - Hispanic/Latin@ Philosophy

(3 hours) This class will focus on studying key figures in the development of Latina/o thought, beginning with Spanish thinkers such as Sepulveda and Las Casas, and moving through a variety of Latin American thinkers and ideas.

This course will satisfy the core area requirement in philosophy.

This course will satisfy the core requirement in multicultural studies.

PHIL 202 - Ethics in World Politics: USA and Africa

(3 hours) This course will examine world politics and its ethical ramifications with particular reference to African governments and the United States.

Listed also as BWS 202.

This course will satisfy the core area requirement in philosophy.

This course will satisfy the core requirement in multicultural studies.

PHIL 205 - Free Will and Morality in Medieval Philosophy

(3 hours) This course focuses on the topics of free will and moral theory, with special emphasis on themes and figures from the medieval period. We will read and analyze texts by authors such as Augustine, Anselm, Aquinas, and Scotus. Where appropriate, we will also draw on ancient and contemporary sources.

This course will satisfy the core area requirement in philosophy.

PHIL 209 - Being Black in America: A Philosophical Appraisal

(3 hours) This is a philosophical consideration of black experience or what it means to be black in America. We will examine issues such as "Black Lives Matter," guilty until proven innocent, racial profiling, the police, prisons, affirmative action, etc.

Listed also as BWS 209

This course will satisfy the core requirement in multicultural studies.

PHIL 210 - Contemporary Issues and Philosophy

(3 hours) An exploration of the philosophical implications found in contemporary personal, social, and political issues. Selected readings from traditional and contemporary thinkers.

This course will satisfy the core area requirement in philosophy.

PHIL 220 - Women in Philosophy

(3 hours) An inquiry into how major philosophers have viewed women, as well as a study of the writings of selected women philosophers.

Listed also as SWG 220

This course will satisfy the core area requirement in philosophy.

PHIL 221 - Gender Issues

(3 hours) We will examine the concept of gender and explore its construction, as well as look at issues such as how gender affects relationships and how issues like sexual harassment and equity in the workplace can be understood through a feminist lens.

Listed also as SWG 221

This course will satisfy the core area requirement in philosophy.

This course will satisfy the core requirement in multicultural studies.

PHIL 224 - Sports Ethics

(3 hours) 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 core area requirement in philosophy.

PHIL 226 – Philosophy, Technology, and Human Invention

(3 hours) Technology and the sciences that make technologies possible impact almost all aspects of our lives. In this course we will study the philosophical foundations of technology as well as its relation to the sciences. We will explore such themes as the nature of technological knowledge and the relationship between science and technology. We will also examine social, political, and ethical issues that arise out of developing technologies.

This course will satisfy the core area requirement in philosophy.

PHIL 228 - Philosophical Traditions of Asia

(3 hours) This course aims to introduce the student to the core claims, concepts, and historical progress of the diverse philosophical traditions of

Asia. The course will pay special attention to how competing claims interacted over time and how those interactions gave rise to new claims and positions. Special attention will be paid to the interactions between early Indian Vedic traditions and early forms of Buddhism, as well as the interaction between Confucianism and Daoism. The course, will end by showing how these four traditions interacted to give rise to the Chan and Zen philosophical traditions.

This course will satisfy the core area requirement in philosophy.

PHIL 231 - Environmental Ethics

(3 hours) This course will examine the relationships and responsibilities of humans to nature and the surrounding environment. We will ask such questions as: Do we have environmental responsibilities to other humans, animals, the biosphere itself? Discussion will include, but will not be limited to, such concepts as sustainability, environmental justice, animal rights, the land ethic, deep ecology, ecofeminism, political environmentalism, and rethinking the good life.

This course will satisfy the core area requirement in philosophy.

PHIL 241 - Ethics in the Contemporary World

(3 hours) An inquiry into the different responses of great thinkers to the question, What is the good life?

This course will satisfy the core area requirement in philosophy.

PHIL 242 - Introduction to Biomedical Ethics

(3 hours) 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.

Prerequisite(s): ENGL 101.

This course will satisfy the core area requirement in philosophy.

PHIL 245 - Introduction to the Philosophy of Religion

(3 hours) This course discusses the big arguments for the existence of God and what religious/mystical experience can tell us. It also explores vexing issues such as good and evil; human destiny; life after death; religious diversity and truth; and the relations between faith and reason.

This course will satisfy the core area requirement in philosophy.

PHIL 246 - Ethics in Politics

(3 hours) This is a study of both ethical and political theories, and how they apply to politics today. It is also a study of how ethics is a sine qua non to politics and of how politicians have failed without it, for example, in the case of Watergate.

This course will satisfy the core area requirement in philosophy.

PHIL 250 - Logic

(3 hours) 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.

PHIL 255 - Philosophies of Science and Technology

(3 hours) Science and technology impact almost all aspects of our lives. In this course we will study the philosophical foundations of science and technology. We will explore such themes as the nature of scientific and technological knowledge, the historical development of scientific theory, and the relationship between science and technology. We will also examine social, political, and ethical issues that arise out of developments in science and technology.

PHIL 275 - Introduction to Political Philosophy

(3 hours) 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 core area requirement in philosophy.

PHIL 284 - Law, Freedom, and Social Justice

(3 hours) Why obey law? Are freedom and justice possible under law? A philosophical investigation of the mutual relationships between persons and the societies in which they live.

This course will satisfy the core area requirement in philosophy.

PHIL 290 - Philosophies of Beauty

(3 hours) A 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 of and the engagement with art.

This course will satisfy the core area requirement in philosophy.

PHIL 302 - Environmental Philosophy

(3 hours) This course explores a variety of topics related to environmental philosophy. This will include such topics as a deep analysis of the meanings attributed to the concepts environment and nature; cultural differences as they relate to understandings of nature and the environment; sustainability; environmental degradation; animal rights; deep ecology; political ecology; ecofeminism; and others.

Prerequisite(s): One philosophy course or consent of instructor.

This course will satisfy the core area requirement in philosophy.

PHIL 320 - Justice, Evil, and Crimes Against Humanity

(3 hours) This course will be a philosophical exploration of the problem of evil in the context of crimes against humanity. We will explore the nature of evil, what constitutes a crime against humanity, and the ways in which communities respond to such crimes.

Prerequisite(s): One class in philosophy or consent of the instructor.

This course will satisfy the core area requirement in philosophy.

PHIL 330 - Special Topics in Philosophy

(3 hours) This course offers an in-depth investigation of a special topic, issue, thinker, or trend in the field of philosophy. The course may be repeated as topics vary.

PHIL 341 - Greek Philosophy: Plato and Aristotle

(3 hours) A study of the philosophies of Plato and Aristotle in the context of preceding and following Greek thought.

Prerequisite(s): One philosophy course or consent of instructor.

This course will satisfy the core area requirement in philosophy.

PHIL 345 - Revolutionary Philosophers

(3 hours) A study of the major philosophers of the 19th century including Hegel, Kierkegaard, Marx, Nietzsche, and others.

Prerequisite(s): One philosophy course or consent of instructor.

This course will satisfy the core area requirement in philosophy.

PHIL 351 - Heretics: Explorations in Modern Philosophy

(3 hours) A study of the major philosophers from the 16th to the 18th centuries in the context of the intellectual and cultural history of the Enlightenment. Included will be such philosophers as Descartes, Leibniz, Spinoza, Hobbes, Locke, Hume, Kant, and others.

Prerequisite(s): One philosophy course or consent of instructor.

This course will satisfy the core area requirement in philosophy.

PHIL 358 - Existence and Absurdity: Existentialism and Beyond

(3 hours) Using thinkers such as Kierkegaard, de Beauvoir, Sartre, and Heidegger, we will explore questions about the meaning of human existence, the possibility of freedom, authenticity, and the significance of embodiment.

Prerequisite(s): One philosophy course or consent of the instructor.

This course will satisfy the core area requirement in philosophy.

PHIL 380 - Contemporary Feminist Theories

(3 hours) Listed also as SWG 380

Prerequisite(s): SWG 220 or SWG 221 or consent of the instructor.

PHIL 410 - Capstone: Integrating Knowledge

(4 hours) 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(s): Completion of (24 hours) toward the major, 18 toward the minor, or consent of instructor.

PHIL 450 - Independent Study

(1-4 hours)

PHIL 455 - Internship

(1-8 hours)

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.

Physical Education and Health Courses

All classes are open to both men and women unless otherwise indicated. Skill level assignment will be at the discretion of the instructor.

PHED 178 - Weight Training

(1 hour) Individualized exercise programs. Learn to use free weights and multi-station equipment to improve muscle tone, strength, and physical fitness.

PHED 181 - Yoga

(1 hour) Introduction to yoga. Learn postures to cultivate strength and flexibility, with exposure to related practices such as breath control and meditation. Course offered on a satisfactory/fail basis only.

PHED 182 - Aerobics

(1 hour) Exercises, activities, and movements set to music designed to develop fitness through increasing cardiovascular efficiency.

PHED 183 - Physical Fitness

(1 hour) This class is designed to instruct members on the basic principles of exercise and aid them in developing their own personal fitness program.

Physics

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 helps 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.

Physics Minor

Minor Requirements:

Eighteen hours including:

Required Courses:

- PHYS 221 - University Physics I (with lab)
- PHYS 222 - University Physics II (with lab)
- PHYS 223 - University Physics III (with lab)

Complete two additional courses:

- CHEM 371 - Physical Chemistry I
- CHEM 372 - Physical Chemistry II
- Two engineering courses at 300-level or above from IIT as part of the IIT Engineering Program.
- A maximum of 3 credit hours from either PHYS 455 or PHYS 495.

Additional Requirements:

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

Physics Courses

PHYS 211 - College Physics I

(3 hours, 1 hour) Topics and problems from areas of mechanics including Newtonian mechanics, heat, and sound, using algebra and trigonometry. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and the laboratory concurrently; the laboratory requires concurrent enrollment in the lecture. Course fee applies.

Prerequisite(s): MATH 131, MATH 250, or MATH 261 with a grade of C or better.

This course will satisfy the core area requirement in natural sciences.

PHYS 212 - College Physics II

(3 hours, 1 hour) Topics and problems from the areas of electricity and magnetism, optics, and circuits using algebra and trigonometry. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and the laboratory concurrently; the laboratory requires concurrent enrollment in the lecture. Course fee applies.

Prerequisite(s): PHYS 211 with a minimum grade of C.

PHYS 221 - University Physics I

(3 hours, 1 hour) Topics and problems from areas of mechanics including Newtonian mechanics, heat, and sound, using calculus. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and the laboratory concurrently; the laboratory requires concurrent enrollment in the lecture. Course fee applies.

Prerequisite(s): MATH 251 or MATH 261 or concurrent enrollment in either.

PHYS 222 - University Physics II

(3 hours, 1 hour) Topics and problems from areas of electricity and magnetism, optics, and circuits using calculus. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and the laboratory concurrently; the laboratory requires concurrent enrollment in the lecture. Course fee applies.

Prerequisite(s): PHYS 221 with a minimum grade of C; MATH 262 or concurrent enrollment.

PHYS 223 - University Physics III

(3 hours, 1 hour) Topics and problems from the areas of modern physics including relativity, quantum theory, nuclear and particle physics. Includes lecture (3 hours) and laboratory (1 hour). Students in degree programs who have not already completed the laboratory must take the lecture and the laboratory concurrently; the laboratory requires concurrent enrollment in the lecture.

Prerequisite(s): PHYS 222 with a minimum grade of C and one year of calculus.

PHYS 255 - Biophysics

(4 hours) Biological systems including the human body will be investigated using concepts from physics. Topics of discussion will include: vision, the mechanics of muscles and bones, diagnostic tools such as CTs and MRIs, and nuclear medicine.

Listed also as NSC 255.

Prerequisite(s): MATH 130 with a grade of C or higher.

PHYS 256 - Physics for the Informed Citizen

(3 hours) Topics of everyday, national, and worldwide importance will be discussed using concepts from physics. Results and applications of our understanding of the physical world will be stressed rather than mathematical derivations. Topics will include the physics of car crashes, energy resources, radioactivity, and nuclear physics with medical applications.

Listed also as NSC 256.

Prerequisite(s): MATH 130 with a grade of C or higher.

This course will satisfy the core area requirement in natural sciences.

PHYS 261 - Climate Change

(3 hours) This course will discuss the current understanding science has of climate change and the role humans have played in this change. Science topics will include the study of earth's atmosphere and how it has warmed over time, environmental indicators of climate change, and what predictions made by current models forecast for earth's climate. Topics will also include how life around the world is already being impacted along with a discussion of current international efforts to reduce climate change.

Listed also as NSC 261 and ENV5 261

This course will satisfy the core area requirement in natural sciences.

PHYS 270 - Astronomy

(3-4 hours) Topics include the history of astronomy, basic 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 4 semester hours and attend the laboratory section.

Listed also as NSC 270.

Prerequisite(s): MATH 130 with a grade of C or higher.

This course will satisfy the core area requirement in natural sciences.

PHYS 271 - Energy in a Modern Society

(3-4 hours) This course examines the usage of energy in our society. Understanding existing global demand and growth in need for energy is critical for understanding politics, economics, and environmentalism in our modern world. The many uses for energy in all its forms are addressed using concepts from physics. Current and future sources (fossil fuels, nuclear power, and alternative/renewable energy generation) will be examined. Capacity, limitations, efficiency, and the environmental impact of each source will be addressed. To satisfy the laboratory requirement, students must enroll for 4 semester hours and attend the laboratory section.

Listed also as NSC 271

Prerequisite(s): MATH 130 with a grade of C or better.

This course will satisfy the core area requirement in natural sciences.

PHYS 455 - Internship

(1-3 hours) *Prerequisite(s):* Consent of Instructor.

Independent Undergraduate Research or Creative Investigation

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.

PHYS 495 - Independent Undergraduate Research or Creative Investigation

(1-3 hours) *Prerequisite(s):* Consent of Instructor

Political Science

Referred to by many as the "queen of the liberal arts," a major in political science opens the door to a variety of career possibilities, in and out of government. Government service, government and business relations, service and charity work in nongovernmental organizations, environmental action, journalism, and law are just a few of the many professions for which political science provides a solid foundation. Political science also serves as a valuable minor area of study that strengthens career prospects in other fields, including business, history, and modern language studies.

The political science discipline offers courses in three areas: American politics, world politics, and political philosophy. These course may be identified by the numbering system: all political philosophy courses are numbered x00-39; world politics courses are numbered x40-69; and American politics courses are numbered x70-99. Majors and minors are required to take classes in all areas and then focus their attention by selecting one of the concentration areas explained below. Students interested primarily in world politics are encouraged to consider a major in international relations and diplomacy.

Students considering graduate studies should consult an advisor about maximizing their coursework for a successful graduate admission decision. Students are urged to consider all opportunities to study abroad. See the Study Abroad section. Internship experience is also critical to a competitive political science degree. Please consult an advisor about the many internship opportunities and refer to the Washington Internship Institute section of this catalog.

Political Science - B.A.

Major Requirements:

Thirty-six or 42 semester hours, as determined by the requirements outlined in the concentrations options below.

Political Science Core Requirements

- POSC 140 - International Relations
- POSC 170 - American Government
- POSC 276 - Introduction to Methodology in Political Science

- Two courses in political philosophy (numbered x00-39)
only one course required for legal thought concentration
- One additional course in world politics (numbered x40-69)
not required for legal thought concentration
- One additional course in American politics (numbered x70-99)
not required for legal thought concentration

- POSC 440 - Senior Capstone

Concentrations

Students must complete one of the concentrations outlined below:

Political Philosophy

- Four additional courses in political philosophy (x00-39).

International Affairs

(see also International Relations and Diplomacy - B.A.)

- Four additional courses in world politics (x40-69)
- Two years of a foreign language are strongly recommended, as are courses in economics and U.S. history.

Political Studies

- Four additional courses in American politics (x70-99).

Legal Thought

Required Courses:

Complete two of the following five courses:

- POSC 280 - Public Administration
- POSC 281 - Introduction to Legal Reasoning
- POSC 282 - Environmental Administration and Law
- POSC 325 - Philosophy of Law
- POSC 343 - International Law

Complete one of the following three courses:

- POSC 380 - Constitutional Law I: Institutional Powers
- POSC 381 - Constitutional Law II: Civil Liberties
- POSC 382 - Constitutional Law III: Gender and Race

Complete four additional political science courses

Complete one of the following two courses:

- PHIL 250 - Logic
- PHIL 140 - Critical Thinking in Culture

Complete one of the following three courses:

- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- ACCT 101 - Financial Accounting

Students should consider a pre-law minor.

Additional Requirements

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

Internships and study abroad are not required for the degree, but strongly encouraged for success in the field.

Political Science Minor

Minor Requirements:

A minimum of 18 semester hours in political science. One course must be taken in each of the three discipline areas: American politics (x70-99), political philosophy (x00-39), and world politics (x40-69). A minimum of one-half the courses in the minor field must be completed at Dominican.

Political Philosophy Courses

Courses not listed here, but numbered between x00-x39 are considered courses in political philosophy for purposes of satisfying requirements in the major or minor.

POSC 210 - Politics of War

(3 hours) For thousands of years war has been discussed. Is war a reality of human nature or a construct of culture? A central question of political philosophy, how we live together, cannot escape the question of war. From Sun Tzu warring Chinese factions to Un initiated “humanitarian” efforts the questions of when, how, why have permeated political life. This course will take an admittedly cursory look at the question of war from many political/philosophical angles. We will do this through examination of different thinkers and conflicts in history.

This course will satisfy the core area requirement in social sciences.

POSC 215 - American Political Thought

(3 hours) The American regime, politics, and character as seen from a theoretical point of view.

Listed also as AMST 215 and BWS 216.

This course will satisfy the core area requirement in social sciences.

This course will satisfy the core requirement in multicultural studies.

POSC 220 - Political Leadership

(3 hours) 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 core area requirement in social sciences.

POSC 229 - Latin American Political Thought

(3 hours) This course will explore selected works of the influential political thinkers coming from Central and South America and thought growing out of the Latin American political context. Specific readings will vary depending on the year offered. However, the course will range from Dominican Las Casas to Peruvian philosopher Mariátegui to revolutionary Che Guevara. Other thinkers of note that may be explored include authors such as Nobel laureate Marion Vargas Llosa and José Rodó (Ariel). This course can be submitted toward completion of the Latino and Latin American studies minor.

This course will satisfy the core area requirement in social sciences.

POSC 230 - Shakespeare's Politics

(3 hours) The artist as thinker and political philosopher.

This course will satisfy the core area requirement in social sciences.

POSC 235 - Women in Political Philosophy

(3 hours) 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 the men and women whose provocative writings will be the focus of this course.

Listed also as SWG 235

This course will satisfy the core area requirement in social sciences.

POSC 238 - Special Topics in Political Philosophy

(3 hours) This course will cover changing topics and themes within the vast area of political philosophy. Specific descriptions will be provided with each offering. The course will study either a specific philosopher in depth or breadth, such as the philosophy of Nietzsche or the philosophy of Thomas Hobbes. The course may also be thematic, such as religion in political philosophy, Heidegger and the Nazi's, or political philosophy at the movies. Students may take the course number up to three times and concurrently as allowed for with each independent course description. When the specific course is not allowed for repeat credit, such will be indicated in the description.

POSC 289 - Politics and Mass Media

(3 hours) Major technological developments continue to change the news media scene in unforeseen ways. That makes it an exceptionally exciting time to take a close look at a revolution in progress as it relates to politics and political communication. This course presents an overview of what we know about the interplay between political forces (politicians and events), the media (mainstream, online, and alternative), and the public and its impact on various aspects of political life in the United States. We will examine mass media effects on individuals, on groups, and on society and public policies in general.

This course will satisfy the core area requirement in social sciences.

POSC 306 - Debates about God

(3 hours) Using works by Plato, Kierkegaard, and others, this course will focus on questions of the religious basis of morality, the trial of Abraham, the difference between a genius and an apostle, faith and knowledge, the meaning of human suffering, indirect communication, and the possibility of human freedom.

Listed also as THEO 361

POSC 310 - Classical Political Philosophy

(3 hours) 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 core area requirement in social sciences.

POSC 317 - Non-Western Political Thought

(3 hours) This course will draw on materials from one of the following areas: traditional African thought, philosophical and religious thought within Islam, Confucian, and Hindu thought or texts exploring non-Western approaches to politics.

Listed also as BWS 317.

This course will satisfy the core area requirement in social sciences.

POSC 320 - Modern Political Theory

(3 hours) A survey from Machiavelli to Nietzsche. Different political philosophers will be emphasized in different years.

This course will satisfy the core area requirement in social sciences.

POSC 325 - Philosophy of Law

(3 hours) A study of various theoretical foundations behind legal systems.

This course will satisfy the core area requirement in social sciences.

POSC 338 - Special Topics in Political Philosophy

(3 hours) This course will cover changing topics and themes within the vast area of political philosophy. Specific descriptions will be provided with each offering. The course will study either a specific philosopher in depth or breadth, such as the philosophy of Nietzsche or the philosophy of Thomas Hobbes. The course may also be thematic, such as religion in political philosophy, Heidegger and the Nazi's, or political philosophy at the movies. Students may take the course number up to three times and concurrently as allowed for with each independent course description. When the specific course is not allowed for repeat credit, such will be indicated in the description.

World Politics Courses

Courses not listed here, but numbered between x40-x69 are considered courses in world politics for purposes of satisfying requirements in the major or minor.

POSC 140 - International Relations

(3 hours) Ways of managing power among nations will be related to contemporary issues of war, peace, and diplomacy. May not be repeated for credit by students who previously earned credit in POSC 240.

This course will satisfy the core area requirement in social sciences.

POSC 150 - Comparative Politics

(3 hours) Four modern political systems will be compared. Different countries will be studied in different years. May not be completed for credit by students who previously earned credit in POSC 250.

This course will satisfy the core area requirement in social sciences.

POSC 160 - Geography and International Politics

(3 hours) The purpose of this course is to provide students with a general introduction to world geography and the significant role it plays within international politics. In short, this course is designed to teach students where things are in the world and why it matters. In linking these two questions, this course will rely heavily on the use of maps while discussing a range of current international political issues including: border disputes, civil and interstate wars, religion and politics, natural resource competition, economic development, democratization, and many others. This course will give students a proper knowledge of world geography during times of increasing globalization and growing international interconnectedness.

This course will satisfy the core area requirement in social sciences.

POSC 242 - Latin American Politics

(3 hours) This course will discuss various political issues and political structures that resonate in South and Central America. Topics may include presidential and parliamentary structures, the military leader, constitutions, and economic development theories. Different semester offerings may also focus on particular countries and/or regional relationships and different political questions to be decided at the time of the offering. Therefore the course may be overarching or specific as the regional interest dictates.

This course will satisfy the core area requirement in social sciences.

This course will satisfy the core requirement in multicultural studies.

POSC 244 - Politics of Developing Areas

(3 hours) This course offers students an introduction to understanding and comparing the key economic and political issues of the developing world (Asia, Africa, Latin America, and the Middle East). To achieve this goal, this course will cover specific countries and regions as well as thematic elements such as colonialism, revolution and violence, economic development, democratization, the role of international institutions, human rights, global health, and much more. In-depth analyses of modern-day case studies will provide students with a better understanding of the developing world.

This course will satisfy the core area requirement in social sciences.

POSC 245 - American Foreign Policy

(3 hours) A course covering American foreign policy since World War II.

Previously numbered as POSC 341

This course will satisfy the core area requirement in social sciences.

POSC 246 - Democracy and Authoritarianism

(3 hours) This course surveys varieties of modern political systems, particularly focusing on the antithesis of democracy and authoritarianism. The course starts with classical scholarship on democracy, which contains not only the seeds of current assumptions but also long-forgotten insights and cautions that can help us approach more recent writings with a more critical eye. After considering some of these older writers, we will proceed to some of the newer scholarship, drawing not only on empirical research but also (and perhaps especially) on more theoretical and abstract works related to democracy. We will then examine the political science scholarship on authoritarian regimes, including their institutional features, strategies for survival, and prospects for change.

This course will satisfy the core area requirement in social sciences.

POSC 253 - Global Governance and International Organizations

(3 hours) This is an intermediate course within the field of international relations that focuses on questions of global governance in the international system. The main focus of the course will be on how international organizations (the UN, WTO, IMF, etc.) are used at various levels of governance, with varying degrees of success, to try and solve global issues. Essentially, we will examine the problems of cooperation that define the core of international relations and how organizations are designed and constructed to overcome these difficult challenges. Examples of topics include the theory and decision-making processes around responding to conflicts, economic crises, refugees, disease, climate change, and genocide.

Prerequisite(s): Sophomore standing.

POSC 254 - Religion and World Politics

(3 hours) What are the political implications of the frequent and intense interactions between individuals and groups who orient around religion differently? To answer this question, this course will study interfaith political dynamics at the international, national, and individual levels of analysis. This course will make use of classic works, such as Huntington's *Clash of Civilizations* and Putnam's *Bowling Alone*, to discuss the potential political outcomes surrounding religious diversity. Lastly, this course is designed to rely heavily on in-class discussion and debate by students as they try to achieve a better understanding of religious plurality.

POSC 258 - Special Topics in World Politics

(3 hours) This course will cover changing topics, events, and themes within the area of world politics. Specific descriptions will be provided with each offering. The course will study either a specific topic or event that is of current interests, such as China on the Rise, the Arab Spring, or Obama in Syria and the Ukraine. The course may also be thematic, such as nuclear

disarmament, global terrorism, or climate change treaties. Students may take the course number up to three times and concurrently as allowed for with each independent course description. When the specific course is not allowed for repeat credit, such will be indicated in the description.

POSC 260 - Russia and Its Neighbors

(3 hours) This course will study the former states of the Soviet Union, their problems, and their political evolution in the 21st century.

This course will satisfy the core area requirement in social sciences.

POSC 262 - Politics and Film

(3 hours) 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 CAS 385

This course will satisfy the core area requirement in social sciences.

POSC 264 - Politics in Africa

(3 hours) 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 BWS 264.

This course will satisfy the core area requirement in social sciences.

POSC 265 - Middle-Eastern Politics

(3 hours) This course will cover the political culture of the area as well as the Arab-Israeli conflict and the rise of Islamic fundamentalism.

This course will satisfy the core area requirement in social sciences.

POSC 267 - Politics of India and Pakistan

(3 hours) While the focus of this course will be India, the course will also discuss other countries of South Asia, particularly Pakistan and Afghanistan. The focus will be on the founding of two new nations, India and Pakistan, and their respective political development since the partition of the country. Pakistan's relations with Afghanistan will also be a topic.

This course will satisfy the core area requirement in social sciences.

POSC 268 - Politics of Asia

(3 hours) This class is designed as a survey course of the domestic politics of the Asian region, including East Asia, Southeast Asia, and South Asia. The course reviews the historical development of government and politics in Asia by looking at precolonial systems of government, encounters with the West, colonialism, and national liberation movements. Then the course begins a survey of politics in selected Asian countries. Thematic topics, including agrarian revolution, communism and post-communism, developmental state, military rule, and democratization, are also covered through studies of various Asian countries. From the class, students will get acquainted with politics of the most economically vibrant region in the world for the 21st century.

This course will satisfy the core area requirement in social sciences.

POSC 343 - International Law

(3 hours) 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.

This course will satisfy the core area requirement in social sciences.

POSC 344 - International Relations of Middle Earth/Lord of the Rings

(3 hours) The purpose of this course is to take students beyond a typical introduction to the study of International Relations (IR) and world politics. Instead, this course is designed as in depth exploration of theories and key concepts through the use of the popular fantasy trilogy *The Lord of the Rings* (LOTR). In particular, the major themes of LOTR—such as good versus evil—will provide students with a more sophisticated way to look at IR theory. On our quest through Middle Earth we will examine questions about war, order, and justice through a multitude of critical eyes. The characters of LOTR will also help to illustrate the "great debates" of IR theory and the "waves" of feminist theory. This course will help prepare students for advanced courses in international relations.

POSC 346 - International Political Economy

(3 hours) This course will examine how domestic and international politics influence the economic relations between states. In order to do so we will examine topics such as trade policy, international financial and monetary relations, foreign direct investment, international debt and foreign aid, problems of development, and much more. This course will also cover current, regionally-focused economic events including the Great Recession and the Eurozone crisis, the use of economic sanctions by the United States, the rise of East Asian economies, and the curse of natural resources in the Middle East.

POSC 348 - The Politics of Europe

(3 hours) The evolution and present structure of the European Union will be covered in its political and economic ramifications.

This course will satisfy the core area requirement in social sciences.

POSC 358 - Special Topics in World Politics

(3 hours) This course will cover changing topics, events, and themes within the area of world politics. Specific descriptions will be provided with each offering. The course will study either a specific topic or event that is of current interests, such as China on the Rise, the Arab Spring, or Obama in Syria and the Ukraine. The course may also be thematic, such as nuclear disarmament, global terrorism, or climate change treaties. Students may take the course number up to three times and concurrently as allowed for with each independent course description. When the specific course is not allowed for repeat credit, such will be indicated in the description.

POSC 367 - International Security and Conflict Resolution

(3 hours) Examination of contemporary international security issues, with an emphasis on global conflict areas, including interstate struggles, civil wars, and revolutions. Other topics that will be covered are nuclear proliferation, drug and arms trafficking, piracy, and issues of energy and climate change. Attention will also be given to the policy and strategy aspect of international security. This includes an analysis of national interests and capabilities of states and security institutions, as well as issues of international responsibility.

This course will satisfy the core area requirement in social sciences.

POSC 440 - Senior Capstone

(3 hours) Capstone course in international relations and diplomacy.

American Politics Courses

Courses not listed here, but numbered between x70-x99 are considered courses in American politics for purposes of satisfying requirements in the major or minor.

POSC 170 - American Government

(3 hours) 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 branch, and the judiciary will each be examined. In addition, the civil liberties present in the Bill of Rights will be discussed.

Listed also as AMST 170.

This course will satisfy the core area requirement in social sciences.

POSC 276 - Introduction to Methodology in Political Science

(3 hours) Designed for political science majors (minors are welcome), this course is an introduction to the discipline's fields, writing expectations, and research methods. This is a required course for all degrees in the Department of Political Science and should be taken in the first two years at Dominican. The course will discuss what political scientists do in political philosophy, American politics, and international relations and how they do it. Basic statistics will be introduced as well as formulating

research questions, collecting data, and writing in APSA style.

Previously numbered as POSC 376

POSC 279 - Urban Politics

(3 hours) Through most of our history, humans have lived in rural areas. In the United States, over 80% of us already live in a metropolitan area. Cities encourage collaboration and provide a venue for the constant flow of new information and ideas. Cities are the centers of our economic, political, social, and cultural life. The goal of this course is to equip students with a skill set to think critically about urban issues in their broader context. We will begin by addressing where, why, and how cities formed; how they have grown; where city dwellers have come from; how they have lived; and how they have governed themselves. Current theories of urban politics will be examined. Using Chicago as a laboratory, we will consider the current state of cities and make predictions about their futures. May not be completed for credit by students who previously earned credit in POSC 377.

This course will satisfy the core area requirement in social sciences.

POSC 280 - Public Administration

(3 hours) A study of the principles, organization, and operation of the United States federal bureaucracy and how they implement, impede, or create public policy.

Listed also as AMST 279.

This course will satisfy the core area requirement in social sciences.

POSC 281 - Introduction to Legal Reasoning

(3 hours) This course is a solid preparation course for all students considering law as a profession, developing critical thinking skills, Law School Admission Test (LSAT) reasoning, and first-year law school skills. The course will examine overall theories of legal reasoning from formalism to realism. Legal arguments from textual to policy will also be discussed, identifying approaches to attack them. Utilizing well-known and maybe a few obscure court cases, students will learn how to pull out the key legal question from pages of specious arguments and verbose Court opinions (issue-spotting) and recognize reasoning and arguments. Students will work on these skills with questions and assignments that mimic LSAT thinking processes.

POSC 282 - Environmental Administration and Law

(3 hours) A study of the development and implementation of environmental law. Emphasis is on the organization of government regulatory agencies, the sources of environmental regulation, and the methods of federal, state, and local environmental protection and enforcement. The relationship between government, business, private groups, and individuals in environmental protection will also be examined.

This course will satisfy the core area requirement in social sciences.

POSC 284 - Legislative Process

(3 hours) This course will focus on the legislative process—how a bill becomes a law—in detail. We will examine how power, politics, and the often neglected procedural rules all combine in different ways to produce varying legislative outcomes. We will start with the question of where legislative ideas arise and follow those ideas through the maze of the House and Senate party structure, committee system, and parliamentary games until they die or see the president's desk. We will also examine the entirely separate legislative budget process.

This course will satisfy the core area requirement in social sciences.

POSC 286 - State and Local Government

(3 hours) Why do cities and states matter in the United States? What is their relationship with one another? 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 the 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 AMST 286.

This course will satisfy the core area requirement in social sciences.

POSC 290 - Political Parties and Voting Behavior

(3 hours) Why should I vote when the Democrats and Republicans are terrible? This course takes on both this issue 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.

This course will satisfy the core area requirement in social sciences.

POSC 291 - Congress

(3 hours) 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 the 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 there is no presidential election), 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.

This course will satisfy the core area requirement in social sciences.

POSC 292 - Elections and Voting Behavior

(3 hours) This course discusses the electoral element of congressional elections in midterm election years and the Electoral College in Presidential election years. Who runs? Why? What role does money play?

How does one campaign? What decides who wins? We will discuss both candidate strategies and voter response and behavior in both elections in their respective years. The course may be repeated for each of the election cycles, but not more than twice and not in the same electoral category (midterm and presidential).

POSC 295 - Politics and Environment

(3 hours) 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 core area requirement in social sciences.

POSC 298 - Special Topics in American Politics

(3 hours) This course will cover changing topics, events, and themes within the area of American politics. Specific descriptions will be provided with each offering. The course will study either a specific topic or event that is of interest, such as passing the Affordable Care Act or Obama's use of executive orders. The course may also be thematic, such as selecting Supreme Court justices, immigration reform legislation, or presidents v. congress. Students may take the course number up to three times and concurrently as allowed for with each independent course description. When the specific course is not allowed for repeat credit, such will be indicated in the description.

POSC 373 - American Democracy

(3 hours) Democracy was not a new form of government when the United States was formed, but American democracy was a unique experiment in self-government that revolutionized the practical application of democracy. This reading-intensive course will examine what makes American democracy-American. This will be primarily accomplished by studying two major commentaries on American democracy written by non-Americans: Tocqueville's *Democracy in America* and Lord Bryce's *The American Commonwealth*. American democracy seems to work, --why, how, and for how long?

This course will satisfy the core area requirement in social sciences.

POSC 374 - Public Opinion and Polling

(3 hours) For 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 whether 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.

This course will satisfy the core area requirement in social sciences.

POSC 375 - The Presidency

(3 hours) 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 who 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, campaigns, predictions, and evaluation of the future president will be included.

This course will satisfy the core area requirement in social sciences.

POSC 380 - Constitutional Law I: Institutional Powers

(3 hours) 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, the 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 states' power in relation to the United States government. These topics will also be addressed utilizing historical and current court cases.

Prerequisite(s): POSC 170, junior standing, or consent of the instructor.

This course will satisfy the core area requirement in social sciences.

POSC 381 - Constitutional Law II: Civil Liberties

(3 hours) 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 historical and current court cases.

Prerequisite(s): POSC 170, junior standing, or consent of the instructor.

This course will satisfy the core area requirement in social sciences.

POSC 382 - Constitutional Law III: Gender and Race

(3 hours) 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 issues of race and gender and the court's approach to these issues. Topics may include the historical 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.

Listed also as SWG 382.

Prerequisite(s): POSC 170, junior standing, or consent of the instructor.

This course will satisfy the core area requirement in social sciences.

POSC 398 - Special Topics in American Politics

(3 hours) This course will cover changing topics, events, and themes within the area of American politics. Specific descriptions will be provided with each offering. The course will study either a specific topic or event that is of interest, such as passing the Affordable Care Act or Obama's use of executive orders. The course may also be thematic, such as selecting Supreme Court justices, immigration reform legislation, or presidents v. congress. Students may take the course number up to three times and concurrently as allowed for with each independent course description. When the specific course is not allowed for repeat credit, such will be indicated in the description.

Political Science: Other Courses

POSC 450 - Independent Study

(1-4 hours)

POSC 455 - Internship

(1-8 hours) Internships in government and politics are available under faculty supervision. Students will participate in relevant internships while pursuing concurrent research interests.

Pre-Law

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. Law schools do not require any specific major; therefore, 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.

Students should seriously consider the pre-law minor and use the course list for that minor in selecting courses. 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. Courses in oral communication and additional English writing courses, and minors if time permits, are strong additions to any transcript. In addition to course work, students should seriously consider experiences that broaden their appeal, such as study abroad and internships.

Students seeking entrance to law school must take the Law School Admissions Test (LSAT) as part of the application process. LSAT scores are major factors considered by law schools in the admissions process. The LSAT is a challenging exam that requires preparation. Students typically take the exam for official score the fall semester of their senior year for admission into the following fall law school class. The pre-law advisor in the Department of Political Science maintains LSAT preparation books and helps to prepare students for the LSAT by informing students of mock LSAT exams offered on campus and in the area. The mock LSAT affords students the opportunity to experience the LSAT process prior to taking the actual examination.

The pre-law advisor also keeps students informed of opportunities to visit area law schools for students interested in law school admission as well as summer preparation programs. In addition, students may attend the Law School 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. In addition, the pre-law advisor has admissions information on all law schools in the country.

For additional information, contact the pre-law advisor in the political science department or the academic advising office.

3+3 Accelerated Law Program

Dominican University's 3+3 Accelerated BA/JD Program allows qualified students to apply to John Marshall Law School in their junior year. Students admitted under the program fulfill their senior year of undergraduate credits through the successful completion of their first-year law school courses, allowing them to graduate with both a bachelor's and a law degree in just six years, saving a year of tuition and related costs.

To qualify, students must:

- Complete ALL Dominican core curriculum courses by the end of their junior year

- Complete ALL of their major courses, excepting any first-year JMLS courses that qualify for their major
- Complete 94 DU credit hours (the 30 hours) earned at JMLS will then complete their DU degree)
- Satisfy Dominican's residency requirement in one of the following ways:
 - Complete any 90 semester hours at Dominican University prior to enrolling at John Marshall for the first year of law school;
 - Complete from 45 to 89 semester hours at Dominican University, including the last 15 semester hours applied toward the degree prior to enrolling at John Marshall for the first year of law school; or
 - Complete the last 34 semester hours for the degree at Dominican University prior to enrolling at John Marshall for the first year of law school.
- Take the Law School Admissions Test (LSAT) before applying to JMLS in their junior year (acceptable entrance score varies yearly, but median has hovered around 153)
- Complete an application to JMLS in their junior year (personal statement, LSAT scores, letters, etc.)

Interested students will need to work closely with an advisor to develop a three-year schedule that meets all requirements. Serious commitment will definitely be necessary; summer courses may be. Dominican students are not guaranteed admission to John Marshall Law School, but they do have an advantage if their applications are competitive.

Pre-Law Minor

The courses required for the pre-law minor are selected to create a rigorous and challenging foundation in legal philosophy, skills, and ideas. All these courses will help to prepare the student not just for entrance into law school, but also for success once there. There are two general categories of courses, Legal Thinking and Legal Ideas and Skills. Internships are encouraged for students wishing to attend law school, but hours may not be applied to the minor.

Minor Requirements:

Students must complete the required seven courses (21 credit hours) in all six of the following areas:

Legal Thinking

The following courses are selected to help the student enter the world of legal thinking through an understanding of legal processes and how one may approach legal questions.

Introduction to Law

Constitutional law courses are required at all law schools and students entering into an accelerated program will take a constitutional law class in the second semester of their first year. These courses provide the introduction and upper-level challenge necessary for success in law school. Complete two of the following four courses:

- POSC 281 - Introduction to Legal Reasoning
- POSC 380 - Constitutional Law I: Institutional Powers
- POSC 381 - Constitutional Law II: Civil Liberties
- POSC 382 - Constitutional Law III: Gender and Race

Philosophical Thinking

The philosophical foundation of law is addressed in all law schools and an approach to problems that demand abstract thinking and logical reasoning is essential to success in law school. These challenging courses help students learn "how to think" and approach problems in a rigorous intellectual way.

Complete one of the following courses:

- PHIL 140 - Critical Thinking in Culture
- PHIL 250 - Logic
- POSC 325 - Philosophy of Law

Legal Approaches

The field of law has gained immensely from its study from more than just a purely legal perspective. These include advanced psychological studies of individual behavior and the application of law in business. Of particular importance is the field of criminology. These courses are selected to expose students to these important perspectives in preparation for the diversity of opportunities available following law school.

Two courses, as indicated below:

Complete one of the following courses:

- CRIM 242 - Juvenile Delinquency and Juvenile Justice
- CRIM 255 - Introduction to Criminology
- CRIM 265 - Crime and Social Justice
- CRIM 408 - International and Comparative Criminology

Complete one of the following courses:

- BLAW 201 - Business Law
- CAS 293 - Communication Law
- CRIM 325 - Conflict Resolution
- CRIM 372 - Law and Society
- POSC 343 - International Law
- POSC 282 - Environmental Administration and Law
- PSYC 250 - Psychology and Law

Legal Ideas and Skills

Legal ideas and skills courses are selected to help the student develop skills and knowledge through improved writing, reading, and understanding of areas of knowledge that may aid in their pursuit of a legal career.

Writing Skills

Writing skills are essential for success in law school and as a lawyer. Of the 12 books John Marshall Law School advises incoming students to read, four of them are on grammar and writing. Because of this fact, students, with prior approval, may opt for two courses from this section for 6 credit hours (the second writing course can be used in place of a course from one of the other requirements).

Complete at least one of the following courses (permission to use two writing courses in the minor can be requested of the minor director):

- ENGL 211 - Introduction to Creative Writing
- ENGL 335 - Writing as Social Action
- ENGL 336 - Writing at Work
- ENGL 338 - Writing Fiction
- ENGL 339 - Writing Poetry
- ENGL 340 - Scriptwriting

Legal Ideas and Additional Skills

All of these courses are selected to challenge students and expose them to different perspectives on thinking and law that they may encounter in the future as they pursue a more specific law degree and practice. Of particular note is the availability of oral communication courses at Dominican. Oral communication is an important component of law school courses and the practice of law. Students who identify room for improvement in this area should take advantage of these courses and consult the communication arts and sciences department about the increased value of a minor in the field.

Complete one of the following courses:

- ACCT 101 - Financial Accounting
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- CAS 155 - Introduction to Public Speaking
- CAS 200 - Business and Professional Speech
- CAS 321 - Intercultural Communication
- CAS 350 - Persuasion
- PHIL 160 - Introduction to Philosophy
- PSYC 101 - General Psychology: The Science of Behavior
- SOC 110 - Introduction to Sociology
- POSC 170 - American Government

- POSC 280 - Public Administration

Additional Information

- Four of the courses must be from outside the student's major department.
- Only the stated number of courses will count toward the minor from each section, except the English writing courses, where a

student may request credit for two courses. The extra English writing course may replace any other required course in the program.

- Internships are encouraged for students wishing to attend law school, but hours may not be applied to the minor.
- At least four courses credited to the minor must be taken at Dominican University.

Psychology

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.

Psychology - B.A./B.S.

A minimum of 14 hours in the major field must be completed at Dominican University.

Required Courses (Bachelor of Arts)

Major Requirements

Thirty-eight semester hours in psychology including:

- PSYC 101 - General Psychology: The Science of Behavior

Complete one of the following courses:

- PSYC 105 - Introduction to Neuroscience
- PSYC 372 - Behavioral Neuroscience

Complete the following courses:

- PSYC 214 - Abnormal Psychology
- PSYC 290 - Behavioral Research and Statistics I
- PSYC 291 - Behavioral Research and Statistics II

- Twelve hours taken at the 300 or 400 levels; 9 of these hours must be completed in the Psychology Department of Dominican University
- A capstone course or experience (see below)
- All psychology majors must additionally complete one community-based learning experience (either in a course with a CBL component built in or by adding PSYC 299 to an existing course)

The remainder of the 38 semester hours may be chosen according to the student's interests and goals, but must include at least one course in each of two broad areas of psychology:

Complete at least one developmental psychology course:

- PSYC 215 - Child Psychology

- PSYC 220 - Adolescent Psychology
- PSYC 225 - Adult Development

Complete at least one sociocultural/personality course:

- PSYC 245 - Multicultural Psychology
- PSYC 250 - Psychology and Law
- PSYC 270 - Social Psychology
- PSYC 325 - Psychology of Gender
- PSYC 330 - Personality Theory
- PSYC 370 - Community Psychology

The following two courses in the Graduate School of Social Work are available to psychology students. These courses will count toward the psychology major and are counted as 300-level courses.

- SWK 513 - Human Behavior in The Social Environment
- SWK 514 - History of Social Work & Social Welfare

PSYC 290/291 Requirement

Psychology majors need to complete PSYC 290 - Behavioral Research and Statistics I and PSYC 291 - Behavioral Research and Statistics II at Dominican University and must earn a minimum grade of C- in both. These courses are central to the psychology major/minor, and unless there are extraordinary circumstances, the department will not approve transfer credit for these courses. The learning outcomes for PSYC 290/291 foster the development of the skills and knowledge psychology students need in order to be successful in upper level psychology courses at Dominican. Although some other four-year colleges may offer integrated research methods and statistics courses for their psychology majors, these courses typically do not cover all of the essential learning outcomes taught in PSYC 290 and PSYC 291.

Capstone Courses or Experience

Each psychology major is required to complete a capstone course or experience. The courses that satisfy this requirement are:

- PSYC 440 - History and Systems of Psychology
- PSYC 445 - Program Planning and Evaluation
- PSYC 460 - Advanced Topics in Psychology
- PSYC 470 - Advanced Research

Experiences that satisfy the capstone requirement are: an honors project, a degree with distinction project, or an internship (PSYC 455) approved by the psychology department.

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. All psychology majors must earn a passing score on the comprehensive examination as a condition for graduation.

Bachelor of Science Option

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 psychology, the Bachelor of Science requires the completion of the following:

- Six hours in mathematics including MATH 250 - Introduction to Calculus
- Six hours in biology (excluding BIOL 120) or chemistry. Three of the 6 hours may be BIOL 111 - General Biology I.
- The following psychology courses, which will count towards the 12 hours required at the 300- or 400-level:
 - Two 4-credit laboratory courses at the 300-level (e.g. PSYC 370, PSYC 372, PSYC 393)
 - PSYC 440 - History and Systems of Psychology

Psychology Minor

Minor Requirements:

A minor in psychology requires 23 semester hours in psychology, including:

Required Courses:

- Complete one of the following two courses:*
- PSYC 101 - General Psychology: The Science of Behavior
 - PSYC 102 - General Psychology: Honors

- Complete the following courses:*
- PSYC 214 - Abnormal Psychology
 - PSYC 290 - Behavioral Research and Statistics I
 - PSYC 291 - Behavioral Research and Statistics II

Additional Requirements:

Psychology minors must complete a minimum of 14 hours in psychology at Dominican.

Psychology Partnership Programs

The psychology department of Dominican University has partnerships with other programs that offer opportunities to enter health-related professions.

Social Work

Bridge Program

Psychology majors may take two classes in the Graduate School of Social Work at Dominican University during their senior year (listed below). These courses count as 300-level classes toward the psychology major and may be applied to the master's degree in social work (MSW). Students desiring a career in social work and who wish to attend the Dominican University Graduate School of Social Work must apply for admission prior to registering for courses in social work. Successful completion of these courses does not guarantee admission to this graduate program.

- SWK 513 - Human Behavior in The Social Environment
- SWK 514 - History of Social Work & Social Welfare

5-Year BA/MSW

Psychology majors have the option of pursuing a track that leads to completion of a Master of Social Work degree in approximately one year after obtaining their Bachelor of Arts degree. Acceptance into the Graduate School of Social Work is contingent upon completion of all undergraduate requirements in the major, and an overall grade point average of 3.25. Students who are interested in the 5-year BA/MSW should meet with the chair of the psychology department soon after they declare their major and before they achieve junior standing.

Psychology Courses

PSYC 101 or PSYC 102 is a prerequisite for all psychology courses at the 200 level and above. Students must earn a minimum grade of C- in all prerequisite courses.

PSYC 101 - General Psychology: The Science of Behavior

(3 hours) 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.

This course will satisfy the core area requirement in social sciences.

PSYC 102 - General Psychology: Honors

(4 hours) 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 and to read scholarly articles related to the fundamental principles of behavior.

Prerequisite(s): Honors program or consent of instructor.

This course will satisfy the core area requirement in social sciences.

PSYC 105 - Introduction to Neuroscience

(3 hours) Listed also as NEUR 105 and NSC 105.

This course will satisfy the core area requirement in natural sciences.

PSYC 212 - Life Span Developmental Psychology for Nurses

(3 hours) 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 is intended for students in the nursing program and is not appropriate for psychology majors.

Prerequisite(s): PSYC 101 or PSYC 102. Not open to students who have completed or will complete PSYC 215 or PSYC 220.

This course will satisfy the core area requirement in social sciences.

PSYC 214 - Abnormal Psychology

(3 hours) 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.

Prerequisite(s): PSYC 101 or PSYC 102.

PSYC 215 - Child Psychology

(3 hours) 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 developments from conception to puberty with an emphasis on cognitive, social, and emotional development.

Prerequisite(s): PSYC 101 or PSYC 102. Not open to students who have completed or who will complete PSYC 212.

PSYC 220 - Adolescent Psychology

(3 hours) 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 emerging adulthood. Special emphasis is given to cognitive, social, and emotional development.

Prerequisite(s): PSYC 101 or PSYC 102. Not open to students who have completed or who will complete PSYC 212.

PSYC 225 - Adult Development

(3 hours) 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 the changes in development during adulthood and the relationship of aging to physical, cognitive, psychological, and social

changes during our adult years.

Prerequisite(s): PSYC 101 or PSYC 102.

PSYC 245 - Multicultural Psychology

(3 hours) Are the general facts and principles you learned about in general psychology true for all people, regardless of race, ethnicity and culture? This course explores the ways that culture influences the behavior of different cultural groups in the U.S. It explores topics such as institutional oppression, implicit bias, identity development, communication, and health.

Prerequisite(s): PSYC 101 or PSYC 102.

This course will satisfy the core area requirement in social sciences.

This course will satisfy the core requirement in multicultural studies.

PSYC 247 - Introduction to Art Therapy

(3 hours) Art therapy is the therapeutic use of art making, within a professional relationship, by people who experience illness, trauma, or challenges in living, and by people who seek personal development. This course is designed to offer students a didactic and experiential overview of the field of art therapy. Material covered includes history, theory, and practice of art therapy processes, approaches, and applications.

Prerequisite(s): PSYC 101 or PSYC 102.

PSYC 248 - Introduction to Expressive Arts

(3 hours) Expressive arts therapy is a multi-arts approach in which different art modalities are woven into the therapeutic process. Students will study the history, theory, and intermodal practices of poetry, art, music, dance/movement, improvisation, storytelling, and humor. Students will examine issues of growth, healing, and transformation brought forth in the various art processes and how they may be used within the field of psychology.

Prerequisite(s): PSYC 101 or PSYC 102

PSYC 250 - Psychology and Law

(3 hours) 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 play in the legal system.

Prerequisite(s): PSYC 101 or PSYC 102.

PSYC 270 - Social Psychology

(3 hours) 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 introduces students to social psychological principles and research so that they can explain everyday social behavior and attitudes.

Prerequisite(s): PSYC 101 or PSYC 102.

PSYC 290 - Behavioral Research and Statistics I

(4 hours) This course will introduce the student to the use of statistical methods for analyzing data from descriptive and correlational research designs. Students will learn how to evaluate and conduct correlational research studies.

Prerequisite(s): PSYC 101 or PSYC 102, psychology major or minor or neuroscience major, or consent of instructor, and MATH 130 or MATH 170 with a minimum grade of C-.

PSYC 291 - Behavioral Research and Statistics II

(4 hours) This course builds on what students learned in PSYC 290. It will introduce the student to the use of inferential statistical methods for analyzing data from experimental and quasi-experimental research design. Students will learn how to evaluate and conduct experimental and quasi-experimental research studies. Students must earn a minimum grade of C- in PSYC 291.

Prerequisite(s): Completion of PSYC 290 with a minimum grade of C-.

PSYC 292 - Career Development for Psychology and Neuroscience Students

(1 hour) This course is designed to help psychology students begin planning their long-term careers in psychology and related fields. We will explore career options available immediately upon graduation and those that require further graduate training. There will be a special focus on the variety of careers available within clinical psychology and related fields, including the requirements for post-graduate admission and training, licensing, etc. In addition, students will reflect on the process of searching and applying for jobs and will learn about the tools available at Dominican University.

Prerequisite(s): PSYC 101; Psychology or Neuroscience majors or Psychology minors.

PSYC 299 - Community-Based Learning

(1 hour) Taken in conjunction with a regularly scheduled psychology course, this one-credit-hour option involves relevant experience within an established human services program. Students may not use internship hours to count toward their community-based learning experience.

Prerequisite(s): Consent of the instructor.

PSYC 312 - Health Psychology

(3 hours) 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(s): PSYC 214 and PSYC 290.

PSYC 317 - Clinical Psychology I

(3 hours) This course is an introduction to the field of clinical psychology, relevant theorists, and schools of psychotherapy. Practical interviewing skills will be demonstrated, and students will develop skills through role-playing exercises. Report writing based upon observation, inference, and interviews will be included. It is recommended that students take PSYC 340 before this class or concurrently.

Prerequisite(s): PSYC 214 and PSYC 290

PSYC 318 - Clinical Psychology II

(3 hours) This course will continue the development of interviewing skills. Through the use of clinical case studies, students will develop their ability to write clinical reports that reflect knowledge of the theory and practice of counseling and psychotherapy and the integration of diagnostic and assessment information.

Prerequisite(s): PSYC 317

PSYC 325 - Psychology of Gender

(3 hours) 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 explained from genetic, biological, psychological, and socio-environmental perspectives.

Prerequisite(s): PSYC 290 or consent of the instructor

PSYC 330 - Personality Theory

(3-4 hours) 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 on psychological research. When taught with a lab component, the course carries 4 credit hours.

Prerequisite(s): PSYC 290 or consent of instructor.

PSYC 340 - Survey of Psychological Assessment

(3 hours) 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 and uses, and criticisms of them. Students have the opportunity to examine a variety of psychological tests.

Prerequisite(s): PSYC 290.

PSYC 360 - Industrial and Organizational Psychology

(3 hours) What contributions does psychology make to the business world? How can psychological principles be used to make better business decisions? This course explores the various ways that psychologists contribute to business and industry. It covers personnel selection, training,

and organizational behavior.

Listed also as CAS 361.

Prerequisite(s): PSYC 290 or QUAN 201, or consent of instructor.

PSYC 370 - Community Psychology

(3-4 hours) 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. When taught with a lab component, the course carries 4 credit hours.

Prerequisite(s): PSYC 290 or consent of instructor.

PSYC 372 - Behavioral Neuroscience

(4 hours) Listed also as NEUR 272.

Prerequisite(s): BIOL 111.

PSYC 375 - The Disordered Brain

(3 hours) In this course we will explore the disordered brain, examining the physical changes that happen to brain circuitry in Alzheimer's disease, schizophrenia, depression, autism, and more. The course will involve reading primary literature, discussion and debate, oral presentations, and independent research.

Listed also as NEUR 375

Prerequisite(s): Open to neuroscience majors who have completed NEUR 272; to psychology majors who have completed both NEUR 105/PSYC 105 and PSYC 290; or consent of instructor.

PSYC 380 - Evolutionary Psychology

(3 hours) The field of evolutionary psychology attempts to provide clues into the underlying causes of human predispositions based upon the selection pressures existing during our species' evolutionary history.

Prerequisite(s): PSYC 290

PSYC 392 - Psychology of Thinking and Reasoning

(3 hours) What does it mean to be a critical thinker? This course explores basic and applied psychological research investigating how cognitive and developmental processes influence the quality of our judgment and decision-making skills.

Prerequisite(s): PSYC 290.

PSYC 393 - Learning and Memory

(3-4 hours) 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 attention and memory. When taught with a lab component, the course carries 4 credit hours.

Prerequisite(s): PSYC 290

PSYC 394 - Neuropsychology of Language

(3 hours) How do we acquire language when growing up? What changes in the brain when we learn to read? When in life are we best able to learn a new language? This course covers the cognitive psychology and neuroscience behind verbal and written language. Topics include typical language development, developmental and acquired language disorders, reading, bilingualism, and more.

Prerequisite(s): PSYC 290

PSYC 440 - History and Systems of Psychology

(3 hours) Where did the discipline of psychology come from? Where is it going? Why has there been friction between scientists and practitioners of psychology for over 100 years? This course will cover the historical development of major psychological theories and systems. Such areas as psychoanalysis, behaviorism, and biopsychology will be covered. This course satisfies the capstone requirement for the psychology major.

Prerequisite(s): Twenty-one hours of psychology credit, including PSYC 290 and PSYC 291, and junior or senior standing.

PSYC 445 - Program Planning and Evaluation

(3 hours) Do social service programs work? Can they be improved? This course introduces students to the fundamentals of planning and evaluating programs within social service organizations. Topics include the link between program planning and program evaluation, different types of program evaluation, evaluation designs and data collection, evaluation reporting, and using evaluation results to strengthen program operations. This course satisfies the capstone requirement for the psychology major.

Prerequisite(s): PSYC 290 and PSYC 291.

PSYC 455 - Internship

(1-8 hours) 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. This course satisfies the psychology capstone requirement. Note that students may not use CBL hours to count toward their internship.

Prerequisite(s): Twenty-one semester hours of psychology credit, 6 of which are to be completed at Dominican; a minimum grade point average of 3.00 in psychology; junior or senior standing; and departmental approval.

PSYC 460 - Advanced Topics in Psychology

(3 hours) This is 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. This course satisfies the capstone requirement for the psychology major.

Prerequisite(s): Twenty-one hours of psychology credit, including PSYC 290 and PSYC 291, and junior or senior standing.

PSYC 470 - Advanced Research

(4 hours) 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. This course satisfies the capstone requirement for the psychology major.

Prerequisite(s): PSYC 290, PSYC 291, and senior standing, or consent of instructor.

PSYC 480 - Capstone Experience

(0 hours). Students completing supervised internship or research experiences in a program outside the psychology department (e.g., in a graduate program in social work) may petition the psychology department to have these hours count toward their psychology capstone experience. This course is offered on a satisfactory/fail basis. Additional academic work completed under the supervision of a faculty member in the psychology department is required in order to receive a satisfactory grade.

Prerequisite(s): Twenty-one semester 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 permission.

Independent Undergraduate Research or Creative Investigation

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.

PSYC 295 - Independent Undergraduate Research or Creative Investigation

(1-3 hours) Prerequisite(s): Consent of the instructor.

PSYC 395 - Independent Undergraduate Research or Creative Investigation

(1-3 hours) Prerequisite(s): Consent of the instructor.

PSYC 495 - Independent Undergraduate Research or Creative Investigation

(1-3 hours) Prerequisite(s): Consent of the instructor.

Social Justice and Civic Engagement

Social Justice and Civic Engagement Minor

The social justice and civic engagement minor (SJCE) allows students to deepen their civic engagement and service to the community while studying emerging research in the field of social justice. Students will study the roots of social inequality and injustice and how to pursue justice in the world. Topics such as: service, social justice, global injustice, public ethics, civic engagement, human rights, social change, and global pursuit of the common good will be introduced. SJCE provides a capstone experience for students to do community-based research. In addition, students are encouraged to develop an ethically responsible personal and cultural stance through community-based learning and civic engagement. This minor benefits students who have a passion for social justice; who want to make a difference or deepen their engagement in the community; who are interested in pursuing social work, law, education, or ministry; who are concerned about global affairs, international relations, human rights; or who wish to become leaders, entrepreneurs, social workers, or community organizers.

Minor Requirements:

Twenty-one semester hours including SJCE 210 and SJCE 410.

The remaining 15 semester hours are completed through a combination of community-based learning courses and related social justice/civic engagement courses as follows:

- Six to 9 hours in courses designated as including a community-based learning component or a 299 community-based learning intensive. It is recommended that one of these courses be in the student's major field of study.
- Six to 9 hours in related social justice/civic engagement courses in the general curriculum selected in consultation with the program director.
- Completion of at least 100-clock hours of service with approved community-agency partners.

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

Social Justice and Civic Engagement Courses

SJCE 210 - Introduction to Social Justice and Civic Engagement

(3 hours) Through the praxis of civic engagement and service, locally, nationally, or globally, students will investigate the concept of "the common good." Students will study the roots of social injustice and explore these topics: social justice, human rights, civic engagement, developing cultural competence, social change, and responsible leadership. Includes off-campus service hours.

This course will satisfy the core requirement in multicultural studies.

SJCE 286 - Masculinity and Communication

(3 hours) Listed also as CAS 286 and SWG 286.

SJCE 299 - Social Justice Community-based Learning

(1-3 hours) An independent study that will engage Social Justice minors with an opportunity to pursue the study of a social justice issue by engaging in local or international community based learning/service or research.

Prerequisite(s): Consent of instructor

SJCE 310 - Social Justice and Civic Engagement Research and Action

(3 hours) How does social change happen? How can I participate in creating a more just and humane world? This course will examine social change methods and engage students in guided reflection on their civic engagement experiences, learning from community members who are working towards social change and developing a proposal for a social justice and civic engagement project. Social change methods such as community-based action research, community organizing, policy development, philanthropy and accompaniment will be a focus.

Prerequisite(s): SJCE 210 or consent of instructor.

SJCE 410 - Social Justice and Civic Engagement Capstone

(3 hours) Students will study and explore the dynamics of justice in communities through developing and implementing a community-based research project that addresses a social justice issue such as hunger, poverty, human rights, immigrant rights, unequal access to education, etc. Student research will include community participation and an ongoing reciprocal relationship between the researcher and the community organization. Students will present their community-based research at the annual URSCI Expo.

Prerequisite(s): SJCE 210 or consent of instructor.

This course will satisfy the core requirement in multicultural studies.

SJCE 450 - Independent Study

(1-3 hours) An opportunity to do independent research or study under faculty supervision.

Prerequisite(s): Consent of the supervisory faculty member.

Sociology

The Department of Sociology and Criminology is designed to advance the overall university mission by offering a values-centered approach to the social sciences alongside substantive preparation for a variety of professional endeavors. The mission of the department is to provide 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.

Sociology - B.A.

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 two concentrations and are prepared for professional employment in a number of occupations in the public or private sectors, or for graduate study in sociology, related social sciences, social work, education, or law. To this end, two separate concentrations are offered within the sociology major.

Major Requirements:

Forty semester hours chosen in conference with an advisor, to include the courses outlined below.

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

Required Courses:

Thirteen semester hours in foundations courses consisting of:

- SOC 110 - Introduction to Sociology
- SOC 200 - Writing in the Discipline
- SOC 361 - Introduction to Social Statistics
- SOC 362 - Research Methods

The remaining 27 hours vary according to the concentration selected by the student:

Social Analysis Concentration

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.

Nine semester hours in social theory selected from:

- SOC 380 - Social Inequality
- SOC 381 - Transnational Feminist Theories
- SOC 382 - Social Change: Race, Gender, and Social Class
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
- SOC 386 - Sociology of U.S. Immigration
- SOC 398 - Bridge to Career
- SOC 407 - Classical Social Theory
- SOC 409 - Contemporary Social Theory
- CRIM 372 - Law and Society
- CRIM 406 - Theories of Crime Control
- CRIM 408 - International and Comparative Criminology

Eighteen additional semester hours chosen from:

- SOC 203 - Race and Race Relations in the U.S.
- SOC 204 - Latin America Today
- SOC 205 - Latina/o Sociology
- SOC 208 - Long-Term Care Administration and Social Policy
- SOC 210 - Sociology of the Family
- SOC 222 - Mass Media and Society
- SOC 225 - Introduction to Social Work and Social Welfare
- SOC 230 - Sociology of Gender
- SOC 240 - Self and Society
- SOC 245 - Contemporary Social Problems
- SOC 248 - Gender and Sexualities in Latin America
- SOC 250 - Urban Sociology
- SOC 268 - Cultural Anthropology
- SOC 280 - Discrimination and Society
- SOC 290 - Selected Topics in Sociology
- SOC 302 - Sociology of Globalization and Development
- SOC 330 - Human Sexualities
- SOC 350 - Women and Development
- SOC 351 - Propaganda
- SOC 380 - Social Inequality
- SOC 381 - Transnational Feminist Theories
- SOC 382 - Social Change: Race, Gender, and Social Class
- SOC 383 - Gender, Race, and Science: Theoretical Perspectives
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
- SOC 386 - Sociology of U.S. Immigration
- SOC 390 - Theoretical Approaches to Health, Society, and Aging
- SOC 398 - Bridge to Career
- SOC 407 - Classical Social Theory

- SOC 409 - Contemporary Social Theory
- BWS 211 - Diasporas and Diversity
- BWS 238 - Global Inequality
- CRIM 215 - Homelessness and Society
- CRIM 240 - Selected Topics in Criminology
- CRIM 242 - Juvenile Delinquency and Juvenile Justice
- CRIM 255 - Introduction to Criminology
- CRIM 256 - Media and Crime
- CRIM 265 - Crime and Social Justice
- CRIM 320 - Gender and Violence
- CRIM 370 - Deviance and Social Control
- CRIM 372 - Law and Society
- CRIM 406 - Theories of Crime Control
- CRIM 408 - International and Comparative Criminology
- CRIM 440 - Theories of Elite and Organized Crime
- SWK 513 - Human Behavior in The Social Environment *
- SWK 514 - History of Social Work & Social Welfare *

* These courses count as electives only for students accepted into the 5-year BA/MSW or Bridge Program.

Social Services Concentration

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.

Six semester hours of social welfare studies consisting of:

- SOC 225 - Introduction to Social Work and Social Welfare
- SOC 245 - Contemporary Social Problems

Nine semester hours in social theory consisting of:

- SOC 380 - Social Inequality and two courses from
- SOC 381 - Transnational Feminist Theories
- SOC 382 - Social Change: Race, Gender, and Social Class
- SOC 383 - Gender, Race, and Science: Theoretical Perspectives
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
- SOC 386 - Sociology of U.S. Immigration
- SOC 407 - Classical Social Theory
- SOC 409 - Contemporary Social Theory or
- CRIM 372 - Law and Society

Twelve additional semester hours chosen from:

- SOC 203 - Race and Race Relations in the U.S.
- SOC 205 - Latina/o Sociology
- SOC 208 - Long-Term Care Administration and Social Policy

- SOC 210 - Sociology of the Family
- SOC 230 - Sociology of Gender
- SOC 240 - Self and Society
- SOC 250 - Urban Sociology
- SOC 268 - Cultural Anthropology
- SOC 280 - Discrimination and Society
- SOC 290 - Selected Topics in Sociology
- SOC 330 - Human Sexualities
- SOC 350 - Women and Development
- SOC 351 - Propaganda
- SOC 381 - Transnational Feminist Theories
- SOC 382 - Social Change: Race, Gender, and Social Class
- SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
- SOC 386 - Sociology of U.S. Immigration
- SOC 398 - Bridge to Career
- SOC 407 - Classical Social Theory
- SOC 409 - Contemporary Social Theory

- BWS 211 - Diasporas and Diversity
- BWS 238 - Global Inequality

- CRIM 215 - Homelessness and Society
- CRIM 240 - Selected Topics in Criminology
- CRIM 242 - Juvenile Delinquency and Juvenile Justice
- CRIM 255 - Introduction to Criminology
- CRIM 256 - Media and Crime
- CRIM 265 - Crime and Social Justice
- CRIM 270 - Police and Society
- CRIM 320 - Gender and Violence
- CRIM 325 - Conflict Resolution
- CRIM 370 - Deviance and Social Control
- CRIM 372 - Law and Society
- SWK 513 - Human Behavior in The Social Environment *
- SWK 514 - History of Social Work & Social Welfare *

* These courses count as electives only for students accepted into the 5-year BA/MSW or Bridge Program.

Additional Information

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. STA (study abroad) courses are permitted as course substitutions in consultation with an advisor and subject to the approval of the department chair.

Students are also encouraged to acquire practical experience through internships, community-based learning opportunities, and study abroad or domestic study courses. For additional information regarding the sociology program and its concentrations, students should consult an advisor in the Department of Sociology and Criminology.

Sociology and Criminology (Double Major) - B.A.

Students interested in majoring in both sociology and criminology should follow the requirements outlined below to earn a Bachelor of Arts degree with a major in sociology and a major in criminology.

Requirements:

Forty-nine semester hours chosen in conference with an advisor, to include the courses outlined below.

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

Required Courses:

Foundation Courses

Thirteen semester hours in foundation courses consisting of:

- SOC 110 - Introduction to Sociology
- SOC 200 - Writing in the Discipline
- SOC 361 - Introduction to Social Statistics
- SOC 362 - Research Methods

Sociology/Criminology Courses

Twenty-four semester hours, including:

- CRIM 255 - Introduction to Criminology
- Complete seven of the following courses:*
- CRIM 215 - Homelessness and Society
 - CRIM 240 - Selected Topics in Criminology
 - CRIM 242 - Juvenile Delinquency and Juvenile Justice
 - CRIM 256 - Media and Crime
 - CRIM 265 - Crime and Social Justice
 - CRIM 270 - Police and Society
 - CRIM 275 - Criminal and Deviant Livelihoods
 - CRIM 320 - Gender and Violence
 - CRIM 325 - Conflict Resolution
 - CRIM 370 - Deviance and Social Control
 - BWS 211 - Diasporas and Diversity
 - BWS 238 - Global Inequality
 - SOC 203 - Race and Race Relations in the U.S.
 - SOC 204 - Latin America Today
 - SOC 205 - Latina/o Sociology
 - SOC 210 - Sociology of the Family

- SOC 222 - Mass Media and Society
- SOC 225 - Introduction to Social Work and Social Welfare
- SOC 230 - Sociology of Gender
- SOC 240 - Self and Society
- SOC 245 - Contemporary Social Problems
- SOC 248 - Gender and Sexualities in Latin America
- SOC 250 - Urban Sociology
- SOC 268 - Cultural Anthropology
- SOC 280 - Discrimination and Society
- SOC 290 - Selected Topics in Sociology
- SOC 302 - Sociology of Globalization and Development
- SOC 330 - Human Sexualities
- SOC 350 - Women and Development
- SOC 351 - Propaganda
- SOC 382 - Social Change: Race, Gender, and Social Class
- SOC 383 - Gender, Race, and Science: Theoretical Perspectives
- SOC 386 - Sociology of U.S. Immigration
- SOC 398 - Bridge to Career
- SWK 513 - Human Behavior in The Social Environment *
- SWK 514 - History of Social Work & Social Welfare *

* These courses count as electives only for students accepted into the 5-year BA/MSW or Bridge Program.

Theory Courses

Twelve semester hours, including:

- CRIM 372 - Law and Society
- Complete three of the following courses, one of which must be either CRIM 406 or CRIM 408:*
- CRIM 406 - Theories of Crime Control
 - CRIM 408 - International and Comparative Criminology
 - CRIM 440 - Theories of Elite and Organized Crime
 - SOC 380 - Social Inequality
 - SOC 381 - Transnational Feminist Theories
 - SOC 382 - Social Change: Race, Gender, and Social Class
 - SOC 383 - Gender, Race, and Science: Theoretical Perspectives
 - SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
 - SOC 407 - Classical Social Theory
 - SOC 409 - Contemporary Social Theory

Additional Information

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. STA (study abroad) courses are permitted as course substitutions in consultation with an advisor and subject to the approval of the department chair.

Students are also encouraged to acquire practical experience through internships, community-based learning opportunities, and study abroad or domestic study courses. For additional information regarding the sociology program and its concentrations, students should consult an advisor in the Department of Sociology and Criminology.

Sociology Minor

Minor Requirements:

Eighteen semester hours, including:

Required Courses

- SOC 110 - Introduction to Sociology
- Nine hours in sociology electives numbered below SOC 372 (excluding SOC 200, SOC 361 and SOC 362, which are open only to majors)
 - Six hours in social theory selected from:*
 - SOC 380 - Social Inequality
 - SOC 382 - Social Change: Race, Gender, and Social Class
 - SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
 - SOC 386 - Sociology of U.S. Immigration
 - SOC 407 - Classical Social Theory
 - SOC 409 - Contemporary Social Theory

Additional Requirements:

Course substitutions are permitted when deemed necessary in consultation with an advisor and subject to the approval of the department chair. STA (study abroad) courses are permitted as course substitutions 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.

Special Opportunities

The following opportunities are available to sociology majors interested in pursuing graduate study in social work.

5-Year BA/MSW

Majors have the option of pursuing a track that leads to completion of a Master of Social Work degree in approximately one year after obtaining their Bachelor of Arts degree. Students may apply the six credits for SWK 513 - Human Behavior in The Social Environment and SWK 514 - History of Social Work & Social Welfare toward the elective credits for the major or double major, and up to 21 hours of other social work course credit as general electives toward the 124 needed for the undergraduate degree toward the MSW with departmental approval. Acceptance into the School of Social Work is contingent upon completion of all undergraduate requirements in the major and an overall grade point average of 3.25. Students who are interested in the 5-year BA/MSW should meet with the department chair of sociology and criminology soon after they declare their major, before they achieve junior standing.

Bridge Program

Majors who decide in their junior or senior year to pursue a Master of Social Work degree may take two classes in the School of Social Work during their senior year (SWK 513 and SWK 514) with departmental approval; these courses will count as electives in the major or double major. Acceptance into the School of Social Work is contingent upon completion of all undergraduate requirements in the major and an overall grade point average of 3.25. Students who are interested in the bridge program should speak to their department chair before registering for their senior year classes.

Sociology Courses

SOC 110 - Introduction to Sociology

(3 hours) Introduction to the discipline of sociology as a tool for the study of human life. Through a survey of basic sociological perspectives and theories, this course examines the social institutions of everyday life in order to become aware of the way human action and human actors shape and are shaped by their societies.

Listed also as AMST 110 and BWS 110

This course will satisfy the core area requirement in social sciences.

SOC 200 - Writing in the Discipline

(3 hours) An intensive writing course required of all sociology and criminology majors that incorporates both academic and argumentative/persuasive writing in the social sciences. Students will learn the basics of writing research papers and appropriate reference/citation style in preparation for the expectations of higher-level courses in the major. This course emphasizes 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. Students are strongly encouraged to take this course as soon after SOC 110 as possible and before they take upper-division courses requiring research papers.

Prerequisite(s): SOC 110.

SOC 203 - Race and Race Relations in the U.S.

(3 hours) An examination of the experiences of various racial and ethnic groups in the United States. This course will focus on macro-and micro-level theories that explain the patterned experiences of these groups. Emphasis will be placed on 1) a critical race perspective; 2) knowledge of the history of racial and ethnic groups in the United States; 3) how individual perceptions and interactions across racial, ethnic differences are related to structural patterns.

Listed also as BWS 205

This course will satisfy the core requirement in multicultural studies.

SOC 204 - Latin America Today

(3 hours) 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 LLAS 204

This course will satisfy the core requirement in multicultural studies.

SOC 205 - Latina/o Sociology

(3 hours) An examination of the contemporary experiences of different United States-based Latino groups focusing on regional, national and global processes. Using a critical race paradigm, ethnic and racial categorizations and understandings are examined and deconstructed. Latino/a cultures based in the United States are framed within the wider U.S. social, cultural and political institutions. This course will utilize intersectional analysis to focus on communities, politics, policies, identities, immigration, economics, language, religion, gender, and sexuality.

Listed also as LLAS 205

This course will satisfy the core requirement in multicultural studies.

SOC 210 - Sociology of the Family

(3 hours) An examination of the institution of family in society with an emphasis on how race, ethnicity, age, and class shape the diversity of family experiences. This course will address the following issues: Is there a singular definition of family? What purposes do families serve in society? What social, political, cultural, economic, and legal forces affect the family? How and why is the family changing over time?

SOC 211 - Diasporas and Diversity

(3 hours) Listed also as BWS 211

This course will satisfy the core requirement in multicultural studies

SOC 222 - Mass Media and Society

(3 hours) Listed also as AMST 222 and CAS 222.

SOC 225 - Introduction to Social Work and Social Welfare

(3 hours) 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.

SOC 230 - Sociology of Gender

(3 hours) 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.

Listed also as SWG 230.

This course will satisfy the core area requirement in social sciences.

This course will satisfy the core requirement in multicultural studies.

SOC 238 - Global Inequality

(3 hours) Listed also as BWS 238

This course will satisfy the core area requirement in social science

SOC 240 - Self and Society

(3 hours) 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 sociological social psychology and will focus on the social construction of self and the social context of everyday behavior in terms of class, race, ethnicity, gender, and age. Themes to be explored include the development of the social self, socialization and identity, attitude formation and change, prejudice, discrimination and racism, conformity, and the determinants of attraction.

Listed also as CAS 240.

This course will satisfy the core area requirement in social sciences.

SOC 242 - Juvenile Delinquency and Juvenile Justice

(3 hours) Listed also as CRIM 242

This course will satisfy the core area requirement in social sciences.

SOC 245 - Contemporary Social Problems

(3 hours) An examination of the major problems confronting societies in the contemporary world. Social problems to be explored include institutionalized discrimination (sexism, racism, ageism), ecology (population, energy), and/or economy (poverty, development). Consideration will be given to the nature and forms of specific social problems as well as the social costs and consequences of their existence.

This course will satisfy the core area requirement in social sciences.

SOC 248 - Gender and Sexualities in Latin America

(3 hours) This course is an introduction to issues and themes surrounding sexualities and genders within Latin America. The course reviews the literature, explores basic theoretical frameworks, and provides a historical grounding of gendered processes and their relationship to sexuality. This interdisciplinary class bring an intersectional lens to examine how gender and sexuality are structured and experienced in different contexts and regions of Latin America. It examines diverse perspectives including pre-Colombian Amerind and African traditions, as well as the ways colonialism, genocide, slavery, patriarchy, and racism influence understandings of gender and sexuality in Latin American countries.

Listed also as SWG 248

This course will satisfy the core requirement in multicultural studies

SOC 250 - Urban Sociology

(3 hours) An examination of cities as structures of life in society and of urbanization as a process of social change. Consideration will be given to patterns of residence and group interaction, family and neighborhood relations, and work, leisure, and technology.

This course will satisfy the core area requirement in social sciences.

SOC 268 - Cultural Anthropology

(3 hours) 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 core area requirement in social sciences.

SOC 280 - Discrimination and Society

(3 hours) This course examines the causes and effects of discrimination, for several social identities, in U. S. society. Specifically, we will learn how discrimination is 1) socially constructed, 2) maintained by social structures, and 3) experienced in everyday life.

Listed also as BWS 280

This course will satisfy the core area requirement in social sciences.

SOC 290 - Selected Topics in Sociology

(3 hours) A special offering on a particular area of interest in sociology, offered as available.

SOC 299 - Community-Based Learning

(1 hour) Taken in conjunction with a regularly scheduled sociology course, this one credit-hour option involves community service and guided reflection.

Prerequisite(s): Consent of the instructor.

SOC 302 - Sociology of Globalization and Development

(3 hours) An examination of the contemporary global issues that impact social and economic development. Using multiple perspectives and sociological frameworks, this course analyzes the social issues that impact development including war, modern slavery, trafficking, immigration, crime, and globalization. The relationship between developing and developed nations and the influence of global institutions and policies is explored.

SOC 320 - Gender and Violence

(3 hours) Listed also as CRIM 320 and SWG 320.

SOC 325 - Conflict Resolution

(3 hours) Listed also as CRIM 325.

SOC 330 - Human Sexualities

(3 hours) Listed also as SWG 330.

SOC 350 - Women and Development

(3 hours) An examination of the changing roles, statuses, opportunities, and options of women living in developing countries in the Global South. Consideration will be given to the different ways social institutions such as gender, race, ethnicity, class, age, sexuality, religion, and culture shape the lives of women around the world. Students will search for similarities and differences among and between diverse communities of women and themselves.

Listed also as SWG 351 and LLAS 350

This course will satisfy the core requirement in multicultural studies.

SOC 351 - Propaganda

(3 hours) Listed also as CAS 351

SOC 361 - Introduction to Social Statistics

(3 hours) Introduction to statistical methods most often used in the social sciences and social service professions to analyze and evaluate data using SPSS. The course emphasizes data analysis, data production, and statistical inference.

Prerequisite(s): SOC 110, MATH 130 or equivalent, and junior standing, or consent of instructor; sociology and criminology majors only.

SOC 362 - Research Methods

(4 hours) This course introduces you the basic research methods used by sociologists, including content analysis, surveys, experiments, evaluation research, participant observation and ethnography, and qualitative interviews. It also addresses the logic of social science research and important methodological and epistemological issues.

Prerequisite(s): SOC 110 and junior standing, or consent of instructor; sociology and criminology majors only.

SOC 372 - Law and Society

(3 hours) Listed also as CRIM 372 and BWS 372.

SOC 380 - Social Inequality

(3 hours) 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.

Listed also as BWS 381

Prerequisite(s): SOC 110 and junior standing, or consent of instructor.

SOC 381 - Transnational Feminist Theories

(3 hours) Listed also as SWG 381

Prerequisite(s): SOC 230 or SWG 200 or consent of instructor.

This course will satisfy the core requirement in multicultural studies.

SOC 382 - Social Change: Race, Gender, and Social Class

(3 hours) This course examines various aspects of social change as related to social inequality. It explores how and why social change occurs, who gets involved, and the changes produced. Additionally, this course shows how sociologists and criminologists use their degrees to address real-world social issues.

Prerequisite(s): SOC 110 and junior standing, or consent of instructor.

SOC 383 - Gender, Race, and Science: Theoretical Perspectives

(3 hours) Listed also as SWG 383.

This course will satisfy the core requirement in multicultural studies.

SOC 385 - Critical Theoretical Approaches to Race and Ethnicity

(3 hours) This course examines race theory in the United States from a "critical" perspective. It highlights the ideologies, attitudes, behaviors, and structures that produce and maintain racial inequality.

Listed also as BWS 385

Prerequisite(s): SOC 110 and junior standing, or consent of instructor.

This course will satisfy the core requirement in multicultural studies.

SOC 386 - Sociology of U.S. Immigration

(3 hours) This class provides students with a solid understanding of the complexities of international migration to the United States. Its goal is to analyze how post-1965 immigration, mostly from Latin America and Asia, has impacted U.S. society. Students will learn how to critically analyze and evaluate theoretical explanations of the global forces driving international migration, theoretical explanations of immigrant integration experiences, the various responses by government and society on the impact of immigration, and the effects these responses have on the lives of immigrants and their families.

Listed also as LLAS 386

Prerequisite(s): SOC 110 and junior standing, or consent of instructor.

SOC 398 - Bridge to Career

(3 hours) This course is designed to provide criminology and sociology students with the professional skills, knowledge, and behaviors necessary for a successful transition to their future career. To do so, this course focuses on professional socialization, course selection, campus resources, and extra-curricular experiences.

Prerequisite(s): Sophomore standing.

SOC 407 - Classical Social Theory

(3 hours) A critical examination of the origins of social theory from its sources in philosophy through the Chicago school of the early 20th century. Special emphasis will be placed on the legacy of Karl Marx, Emile Durkheim, and Max Weber, as well as Harriet Martineau, W.E.B. DuBois, and Jane Addams.

Prerequisite(s): SOC 110 and junior standing, or consent of instructor.

SOC 409 - Contemporary Social Theory

(3 hours) A critical examination of social theory from the Chicago school to the present. Consideration will be given to interactionist, ethnomethodological, structuralist, critical, feminist, rational choice, and postmodern perspectives, with special emphasis on the legacy of Robert Merton, C. Wright Mills, and Erving Goffman, as well as Dorothy Smith, Anthony Giddens, and Patricia Hill Collins.

Prerequisite(s): SOC 110 and junior standing, or consent of instructor.

SOC 450 - Independent Study

(1-8 hours) An opportunity to do independent research or study under faculty supervision.

Prerequisite(s): Consent of the supervisory faculty member is required.

SOC 455 - Internship

(1-8 hours) Internships in a variety of agencies and organizations involved with the delivery of social services, health care administration, social justice advocacy, and/or research and policy analysis are available under

faculty supervision. Student participants enhance their research proficiency while gaining valuable work experience in an area of their interest.

Prerequisite(s): Junior standing and consent of supervising faculty member is required.

Independent Undergraduate Research or Creative Investigation

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.

SOC 295 - Undergraduate Research, Scholarship, Or Creative Investigation

(1-3 hours)

Software Development

Database Management Certificate

Students who do not wish to pursue a complete Master of Science degree in software development may opt to earn a certificate in database management as a non-degree seeking student. Students who successfully complete the certificate program with a grade-point average of at least 3.0 may apply to elevate to degree-seeking status; students who complete three courses with a grade-point average of at least 3.0 may petition early to elevate to degree-seeking status.

Required Courses

- SD 611 - Java Programming or SD 613 - C# Programming
- SD 724 - Database Design and Management
- SD 734 - Advanced Database Systems
- SD 744 - Topics in Data Technologies

Master of Science-Software Development

The Master of Science degree in software development (MSSD) is an applied program designed to prepare students with the skills that employers seek when hiring software developers. Software development involves the process of conceiving, specifying, designing, programming, documenting, testing, and debugging to create and maintain computer applications, frameworks, or support components of these, such as databases and security contexts. To succeed, software developers must have the skills to be able to write code to create single-threaded, multi-threaded, or user interface event-driven applications, be they stand-alone applications or those which access servers or services. Software developers must also be able to determine the scope of a computer system, gather requirements for it, choose from possible architectural options, and then design, test, modify, debug and document software for client applications. To do so requires specific skills in tandem and combination, which are addressed in the curriculum requirements of the degree.

The degree program is in hybrid format with a significant online component, and consists of two foundation courses, seven required core courses, and an array of electives, from which a student must choose at least three. The required courses provide students with a solid foundation in the design and coding of a wealth of applications as well as in software design techniques, and comprise a majority of the coursework. Students can select electives to intensify their skills in four different areas of specializations: web development, mobile applications development, database management, or software design.

Web Development

Businesses, government, and other organizations are continually improving and updating their web presence to advertise products and promote services, which maintains a high demand for skilled web developers. In

fact, the need for trained web developers is growing so rapidly that the U.S. Bureau of Labor Statistics projects an impressive 27% increase in web developer jobs through the next decade. Students who specialize in web development will build applied skills in stacked web development technologies, both front-end (client-side) and back-end (server-side). Specific technologies students will learn include HTML5, CSS3, JavaScript, Bootstrap, jQuery, Angular JS, AJAX, ASP.NET Core MVC, PHP, JSP, GIS, and RESTful services. Courses in this specialization also cover responsive web design techniques, web hosting, Apache Hadoop, CMS, web security, cloud computing, and web performance issues.

Mobile Applications Development

Our increased dependency on our smartphones speaks to the ongoing need for app developers. In a rather short period of time, mobile apps have become ubiquitous. New apps continue to be introduced at an exponential rate. Apps are relevant to almost every industry today, including retail, banking, travel, dining, education, media, and entertainment. What's more, CNNMoney and PayScale listed Mobile Applications Developer first on their 2017 Best Jobs list and ninth on their fastest-growing job list with anticipated 19% jobs growth over the next decade. Students who specialize in mobile applications development will acquire skills in Android native app development, mobile web app development, hybrid app development and, electively, iPhone app development.

Database Management

Employment of database administrators is projected to grow 11 percent from 2016 to 2026. Database administrators (DBAs) use specialized software to store and organize data. They ensure that data is available to users, consistent and clearly defined, and secure from unauthorized access. Students who specialize in database management will build skills pertaining to relational databases, including SQL, normalization, functional dependency and entity relationship diagrams, database design, recovery, security, client server systems, and the programming and administration of database systems.

Software Design

With computer applications supporting everything from the space program to the mobile device, there is a need for people who can create the software programs that run them. Systems analysts and software application designers are responsible for the critical design and development plan that leads to the creation of all kinds of software, from complex corporate systems that support the operations and processes of a corporation, to mobile phone applications, or apps. Students who specialize in software design will study software development methodologies, associated tools used to support development throughout the systems development lifecycle and approaches to project management, as well as requirements analysis, database design, application interface design, software design foundations, software engineering fundamentals, and popular software architectures.

Degree Requirements

A candidate for the degree will normally need to complete 30 to 36 credit hours. The total number depends on the candidate's undergraduate coursework and academic performance, which may result in the waiver of up to two 3-credit foundation courses.

The structure of the degree is as follows:

- Foundations (up to two 3-credit-hour courses)
- MSSD Required courses (21 credit hours)
- MSSD Electives (9 credit hours)

Foundation Courses

The MSSD requires the completion of up to two 3-hour foundation courses.

Foundation courses required for degree programs may be waived if students have successfully completed equivalent course work at another accredited institution as part of their previous studies. To be eligible for waivers, students must have achieved a grade of B or better in an equivalent course.

Students who do not have the academic credentials necessary to waive a foundation course but who believe they possess the equivalent knowledge may request to take a proficiency examination to satisfy any of the foundation course requirements.

- SD 611 - Java Programming
- SD 613 - C# Programming

Required Courses

Twenty-one semester hours comprised of:

- SD 721 - Android Apps Development I
- SD 723 - Front-End Web Development
- SD 724 - Database Design and Management
- SD 725 - Software Design
- SD 733 - Web Development Server-Side
- SD 735 - Agile Software Development Practices and Management
- Either SD 779 - Master's Capstone Seminar or SD 789 - Internship

Electives

The remaining 9 semester hours will be chosen from among the following courses:

- SD 731 - Mobile Web Applications
- SD 734 - Advanced Database Systems
- SD 741 - Android Apps Development II

- SD 743 - Web Technologies
- SD 744 - Topics in Data Technologies
- SD 745 - Topics in Software Design
- SD 751 - iOS Apps Development
- SD 754 - Intelligent Systems

Requirements for All Graduate Degrees

- Maintain a minimum of a 3.0 GPA on a 4.0 scale.
- Complete the degree within six years.
- Submit an application for graduation to the Office of the Registrar by the filing deadline for the semester when requirements will be completed.

Mobile Apps Development Certificate

Students who do not wish to pursue a complete Master of Science degree in software development may opt to earn a certificate in mobile apps development as a non-degree seeking student. Students who successfully complete the certificate program with a grade-point average of at least 3.0 may apply to elevate to degree-seeking status; students who complete three courses with a grade-point average of at least 3.0 may petition early to elevate to degree-seeking status.

Required Courses

- SD 611 - Java Programming
- SD 721 - Android Apps Development I
- SD 731 - Mobile Web Applications
- SD 741 - Android Apps Development II

Web Development Certificate

Students who do not wish to pursue a complete Master of Science degree in software development may opt to earn a certificate in web development as a non-degree seeking student. Students who successfully complete the certificate program with a grade-point average of at least 3.0 may apply to elevate to degree-seeking status; students who complete three courses with a grade-point average of at least 3.0 may petition early to elevate to degree-seeking status.

Required Courses

- SD 613 - C# Programming
- SD 723 - Front-End Web Development
- SD 733 - Web Development Server-Side
- SD 743 - Web Technologies

Software Development

SD 611 - Java Programming

(3 hours) Java is an object-oriented programming language that software developers use to create computer applications. In this course, the student will learn the fundamentals of object-oriented programming (classes, objects, methods, inheritance, polymorphism, libraries, and encapsulation) and the fundamentals of programming concepts (conditional statements, iteration, input/output, arrays, types, APIs). In addition, students will gain familiarity with sorting and searching algorithms, recursion, abstract classes, and interfaces.

SD 613 - C# Programming

(3 hours) C# is an object-oriented programming language that software developers use to build Windows, web, and cloud applications. In this course, the student will learn the fundamentals of C# language syntax and semantics, classes, class relationships, methods, interfaces, inheritance, polymorphism, control structures, input/output, arrays, exception handling, assemblies, .NET collections, and WinForms.

SD 721 - Android Apps Development I

(3 hours) Students will design and code mobile apps for Android phone and tablet devices using the Android Studio development environment, which leverages XML and Java code, and APIs. Apps will include Android widgets (images, views, containers, buttons), custom icons, externalized resources, activities, intents, native databases and preferences, location-based services, menus, fragments, tabbed interfaces, and the processing of external web information.

Prerequisite(s): SD 611

SD 723 - Front-End Web Development

(3 hours) Students will design and develop web sites using client-side web technologies. The course provides an overview of clients and servers, browsers, scripting, and multimedia web applications. The primary focus of the course is the development of websites using responsive web design techniques and front-end technologies including HTML5, CSS3, JavaScript, Bootstrap, jQuery, Angular JS, and Ajax.

SD 724 - Database Design and Management

(3 hours) Students study relational database systems. Topics include SQL, query processing, database design, the relational model, functional dependency and entity relationship diagrams, security, normalization, recovery, transaction processing, ethics, and client server systems. The course also covers DBMS packages, report generators, and the use of Visual Studio and .NET languages as a front-end to database systems.

Prerequisite(s): SD 611 or SD 613

SD 725 - Software Design

(3 hours) Students will study software design foundations: OOD/OOP concepts including Class, encapsulation, interface, inheritance, and polymorphism; UML; software engineering fundamentals; and design patterns, with a focus on current popular software architectures.

Prerequisite(s): SD 611 and SD 613

SD 731 - Mobile Web Applications

(3 hours) Students will engage in a detailed design and development of mobile web applications. Issues involving UX design, performance considerations, security, and the use of popular developer tools will be studied.

Prerequisite(s): SD 611

SD 733 - Web Development Server-Side

(3 hours) Students will continue to design and develop web applications. Students will code applications that use server-side technologies including PHP, .NET Core, and .NET MVC. The development of web server applications built on databases is the primary focus.

Prerequisite(s): SD 613 and SD 723

SD 734 - Advanced Database Systems

(3 hours) The student will engage in considerable programming activity to explore advanced topics in client server and database development. Focus is on topics pertinent to the programming and administration of database systems, including views, stored procedures, triggers, indexes, constraints, security, roles, maintenance, transaction processing, XML, reporting, and several database packages.

Prerequisite(s): SD 724

SD 735 - Agile Software Development Practices and Management

(3 hours) Students will focus on methodologies, associated tools and approaches to project management, as well as early stages of software development, including the defining of project scope, requirements analysis, database, and software and interface design.

Prerequisite(s): SD 724 and SD 725

SD 741 - Android Apps Development II

(3 hours) Students will continue to code Android apps, focusing on different activity types and structures with an emphasis on hybrid apps. Students will implement apps with more sophisticated styles and themes, navigation drawers, multi-panes, SMS, MMS, call initiation, voice input and audio output, and the handling of gestures. Development of wearable apps and a discussion of future technologies will also be covered. Students will also learn how to make their Android apps available in the Google

Play Store.

Prerequisite(s): SD 721

SD 743 - Web Technologies

(3 hours) Students will study current topics pertinent to web applications development and support including web hosting, Apache Hadoop, CMS, security, GIS, RESTful services, performance issues, JSP, and cloud computing.

Prerequisite(s): SD 723

SD 744 - Topics in Data Technologies

(3 hours) This course explores the latest topics in data technologies.

Prerequisite(s): SD 724

SD 745 - Topics in Software Design

(3 hours) This course explores the latest topics in software design.

Prerequisite(s): SD 725

SD 751 - iOS Apps Development

(3 hours) Students will learn how to design and code iOS apps, leveraging Swift and the iOS SDK. Topics include Swift language basics including variables, operations, loops, control statements, functions, views, Interface elements, ViewControllers, touch and gestures, persistent data and databases, SpriteKit, MapKit, location services, and web services. In

addition, students will learn how to make their iOS apps available on the Apple App Store. Access to a computer with the XCode platform is required.

Prerequisite(s): SD 611

SD 754 - Intelligent Systems

(3 hours) Students gain an understanding of the characteristics and role of intelligent systems in operation today as well as those in planning stages for the future. A survey of intelligent systems is conducted along with a discussion of the range of tools and techniques used for designing and building intelligent systems. Students will gain practical knowledge through sample applications.

Prerequisite(s): SD 724

SD 779 - Master's Capstone Seminar

(3 hours) Students will study systems implementation topics for large-scale software development, including version control, continuous integration, types of testing (unit, system, user acceptance, performance, etc.), related tools, the QA function, user training and system delivery approaches.

Prerequisite(s): Completed in the student's last or next-to-last semester; consent of the department.

SD 789 - Internship

(3 hours) Students will gain experience as a systems development professional under the joint supervision of a faculty member and an assigned business manager.

Prerequisite(s): Seven courses completed toward the degree and consent of the department

Spanish

The goals of the Spanish division are to help students first understand and define for themselves their linguistic experience based on their relationship to Spanish. If a student arrives to Spanish as a second language learner (L2), our program will help them to achieve an understanding and command of the linguistic structures of the Spanish language that enable them to use it by modeling a standard and fluency in speech and in writing.

If they identify as heritage speakers of Spanish, our program will help build on the linguistic knowledge they bring to the classroom and meet their specific linguistic needs. We promote among all of our students an awareness and appreciation of the diverse cultures of the Spanish-speaking world; a familiarity with the literary and cultural production of Spain, Latin America, and its diasporas, and the ability to critically analyze it; finding connections between these aforementioned skills, values, and knowledge; and to implement these in the service of their professional and vocational objectives. Spanish majors can be prepared for graduate study in Spanish or a more customized Spanish major with various career possibilities including business, education, government, international relations, and diplomacy. The Spanish division strongly encourages students to participate in study abroad programs or other high-impact practices (such as internships or community-based learning). We currently send students to Salamanca, Spain, through an affiliate program with AIFS. There are also short-term study abroad programs offered to Guatemala and Cordoba, Spain.

Spanish - B.A.

Major Requirements:

Thirty-two semester hours beyond SPAN 102/SPAN 192. A minimum of one-half of the courses in the major field must be completed at Dominican (students transferring credits from the Salamanca study abroad program may be waived from this requirement, the Spanish discipline will review these requests on a case-by-case basis).

Required Courses:

- SPAN 201 - Intermediate Spanish *
- SPAN 202 - Intermediate Spanish II * OR SPAN 231 - Spanish Language and Culture for Heritage Speakers *
- SPAN 245 - Introduction to Spain OR SPAN 246 - Introduction to Spanish America
- SPAN 301 - Advanced Grammar and Composition
- SPAN 320 - Introduction to Hispanic Literature

Complete three of the following courses:

- SPAN 209 - Spanish for Health Professions
- SPAN 302 - Advanced Oral Communication
- SPAN 304 - Business Spanish
- SPAN 325 - Introduction to Hispanic Cinema

- SPAN 340 - A History of Violence: Latin American Political Expression in Literature and Film
- SPAN 350 - Special Topics in Culture and Civilization
- SPAN 427 - Special Topics
** Required of majors who place at or below the course level.*

Spanish Education

Teacher Licensure: Spanish grades K-12

Students who wish to teach Spanish in kindergarten through 12th grades complete a major in Spanish and complete the School of Education's Teacher Education Program for K-12 licensure.

Additional Spanish Education Requirements

Students pursuing Foreign Language K-12 licensure must first be admitted into the Teacher Education Program (TEP) before pursuing the required Education courses.

- Professional education courses including EDUC 404 - Instructional Strategies for Teaching Modern Foreign Language in the K-12 Classroom
- Teacher candidates who want to teach a language at the secondary level and are seeking the K-12 certificate must take the Test of Academic Proficiency (TAP) as well as a specific content area test in the language.
- 100 hours of field experience
- Oral Proficiency Interview: students must score at the minimum of advanced low level
- State Required edTPA
- Clinical Practice (one full semester) split between an elementary and either a middle or a secondary school classroom

For more information about K-12 licensure, see the School of Education section of this bulletin.

Spanish Minor

Minor Requirements:

Eighteen semester hours beyond SPAN 102/SPAN 192. A minimum of one-half of the courses in the minor must be completed at Dominican.

Spanish: Elementary Language Courses

SPAN 101 - Elementary Spanish I

(4 hours) This course introduces students to the Spanish language by listening, speaking, reading, and writing in Spanish in a cultural context. Students will develop a basic proficiency in all language skills through a study of Spanish grammar and vocabulary.

SPAN 102 - Elementary Spanish II

(4 hours) This course continues to develop the four language skills.

Prerequisite(s): SPAN 101 or equivalent.

SPAN 191 - Accelerated Spanish for Heritage Speakers I

(4 hours) This course will offer an accelerated review of elementary level grammar and vocabulary for heritage speakers (those from bilingual or Spanish-speaking homes). We will practice all four skills (reading, writing, speaking, and listening) focusing on topics relevant to Hispanic culture, both abroad and in the United States. This course prepares students for SPAN 192 - Accelerated Spanish for Heritage Speakers II. It is expected that students take both semesters.

Prerequisite(s): Placement exam or consent of department.

SPAN 192 - Accelerated Spanish for Heritage Speakers II

(4 hours) This course will offer an accelerated review of grammar and vocabulary for heritage speaker (those from bilingual or Spanish-speaking homes). We will practice all four skills (reading, writing, speaking and listening) focusing on topics relevant to Hispanic culture, both abroad and in the US. It includes an off-campus Community Based Learning experience. This course continues the work begun in SPAN 191 - Accelerated Spanish for Heritage Speakers I, and it is expected that students take both semesters.

Prerequisite(s): SPAN 191, placement exam, or consent of department.

Spanish: Intermediate Language Courses

SPAN 201 - Intermediate Spanish

(4 hours) This course completes the grammar cycle with an emphasis on the subjunctive. It reinforces and builds upon basic skills in Spanish through the development of the four language skills. Compositions and dialogues in conjunction with daily written and oral exercises reinforce the grammatical concepts.

Prerequisite(s): SPAN 102 with a minimum grade of C- or placement through examination.

SPAN 202 - Intermediate Spanish II

(4 hours) 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. The course includes an off-campus community-based learning experience.

Prerequisite(s): SPAN 201 or equivalent. Not open to students who have completed SPAN 231.

SPAN 231 - Spanish Language and Culture for Heritage Speakers

(4 hours) This is an intermediate level language course designed specifically for heritage speakers of Spanish to address their specific linguistic needs. The course objectives are to advance fluency in the formal use of language in all areas (writing, speaking, reading, and listening comprehension), and to investigate the cultural aspects of Spanish heritage language experiences in the United States. This course includes an off-campus community-based learning experience.

Prerequisite(s): Placement exam or consent of instructor.

This course will satisfy the core requirement in multicultural studies.

Spanish: Advanced Language Courses

SPAN 301 - Advanced Grammar and Composition

(3 hours) Development of writing skills with emphasis on the complexities of structure and idioms; composition techniques; review of grammar.

Prerequisite(s): SPAN 245 or SPAN 246 or consent of instructor.

SPAN 302 - Advanced Oral Communication

(3 hours) 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(s): SPAN 301 or consent of instructor.

Spanish: Civilization and Culture Courses

SPAN 245 - Introduction to Spain

(4 hours) This course provides a survey of the significant aspects of the history and culture of Spain and its contributions to Western civilization.

Prerequisite(s): SPAN 202, SPAN 231, or consent of instructor.

This course will satisfy the core requirement in multicultural studies.

SPAN 246 - Introduction to Spanish America

(4 hours) This course provides historical and cultural background of individual countries in Spanish America, as well as a study of contemporary cultural issues and institutions.

Prerequisite(s): SPAN 202, SPAN 231, or consent of instructor.

This course will satisfy the core requirement in multicultural studies.

SPAN 350 - Special Topics in Culture and Civilization

(3 hours) This course will vary per course depending on title. Topics will center on cultural or social themes in Spain, Latin America, or both.

Listed also as SWG 353 (when topics are relevant to the study of women and gender) and/or LLAS 330 (when topics are relevant to the study of Latino and Latin American studies) and/or BWS 350 (when topics are relevant to the study of black world studies).

Prerequisite(s): If topic is exclusively Spain, SPAN 245 is required. If topic is Latin America, SPAN 246 is required.

Spanish: Professional Courses

SPAN 209 - Spanish for Health Professions

(3 hours) This intermediate-level course will focus on a general review of relevant grammar and on the specialized vocabulary needed for effective communication with Spanish-speaking clients or patients. Of interest to a wide range of healthcare professions. Topics include: emergency, hospital, dental, maternity, nutrition, and drug and alcohol treatment.

Prerequisite(s): SPAN 102, SPAN 192, or consent of instructor.

SPAN 304 - Business Spanish

(3 hours) Advanced study of written and oral Spanish as it applies to business and other related professional careers. Course also introduces differences in business culture and practices between US and Hispanic countries as it reviews general info about major industries, products, and relevant data for each.

Prerequisite(s): SPAN 301.

Spanish: Literature Courses

SPAN 320 - Introduction to Hispanic Literature

(3 hours) 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 essays from Spanish and Spanish American literature. Students will be introduced to literary terminology in Spanish and to the analysis of a variety of textual strategies.

Prerequisite(s): SPAN 301 or consent of instructor.

This course will satisfy the core area requirement in literature.

Spanish: Other Courses

SPAN 205 - Spanish Language

(3 hours) Credit for this course is recorded for students who have earned a score of 4 or 5 on the AP language exam in Spanish. The three credits may be counted towards the major or minor in Spanish. However, fulfillment of the language requirement and placement into the Spanish language sequence is determined by Dominican University assessment.

SPAN 207 - Spanish Literature

(3 hours) Credit for this course is recorded for students who have earned a score of 4 or 5 on the AP literature exam in Spanish. The three credits may be counted towards the major or minor in Spanish.

This course will satisfy the core area requirement in literature.

SPAN 325 - Introduction to Hispanic Cinema

(3 hours) This course introduces students to the study of Hispanic cinema (from Spain and Spanish-speaking Latin America), with special attention paid to the distinct art of movie making. Content may include a survey of renowned directors and their contributions to world cinema, thematic intersections of culture with social and political realities of the Hispanic world, or major cinematic movements and trends.

Listed also as CAS 325

Prerequisite(s): SPAN 320, or consent of instructor.

SPAN 340 - A History of Violence: Latin American Political Expression in Literature and Film

(3 hours) This course is interdisciplinary and is taught in collaboration with the Department of Political Science. Literary texts and other forms of cultural production will serve as the point of departure to consider pressing political concerns in Latin America such as the role of military regimes, the transition to neoliberal democracies, United States interventions, inequality in its many forms, and migration.

Prerequisite(s): SPAN 245 or SPAN 246; consent of instructor.

This course will satisfy the core area requirement in literature.

SPAN 399 - Directed Study

(1-4 hours) 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(s): Junior or senior standing with consent of instructor.

SPAN 427 - Special Topics

(3-4 hours) This course will center on focused readings, discussions, and reports on any of the following: selected authors, works, or movements; or cultural or social themes found in literature and culture. Content varies per course and may be repeated in different semesters under different subtitles.

Listed also as LLAS 427 (when topic is relevant to Latino and Latin American studies).

Prerequisite(s): SPAN 320 or consent of instructor.

This course will satisfy the core area requirement in literature.

SPAN 450 - Independent Study

(1-4 hours) An independent study is for students who have already taken all of the courses offered in a given semester.

Prerequisite(s): Senior standing, consent of instructor.

SPAN 455 - Internship

(1-8 hours) This course gives students academic credit for a work experience that is directly related to the major. In addition to the hours of work completed (either paid or unpaid), students will be required to submit written reports and/or give oral presentations.

Study Abroad

Dominican University offers a wide variety of study abroad opportunities, both semester/year-long and short-term faculty-led programs. For detailed descriptions of the courses listed below, please see the Academic Program Information section.

Study Abroad Courses

STA 200 - Ghana: A Gateway to Africa

(1-3 hours) Listed also as BWS 201

STA 223 - Drawing on Florence

(3 hours) This course is a multi-level drawing course in which students work outdoors in the cloisters, gardens and streets of Florence as well as the surrounding Tuscan countryside.

This course will satisfy the core area requirement in fine arts.

STA 231 - Strasbourg French Language Program

(6 hours)

STA 251 - The Art of Renaissance and Baroque Rome:1400-1700

(3 hours) Winter interim only.

This course will satisfy the core area requirement in fine arts.

STA 258 - China: Exploring the New Age of Ambition

(3 hours, 1 hour) This study abroad course is designed to explore modern day China from social, cultural, business, and political lens. China offers a great breadth and diversity, both in terms of its appetite for change and growth but also its unique challenges, and dilemmas. Its low wage rates and large employment pool situated in its domestic politics creates opportunities and constraints that can only be understood by first-hand experience. Developing that knowledge base is the focus of this course. During the study abroad experience, we will visit some of the most important sites for China's history, politics, economics, and culture. We will start in Beijing with a trip to Tiananmen Square, the Great Wall, and the Forbidden City. A trip into the hinterlands by high speed train will allow for an exploration outside of the China's megacities, including its minority population. After a visit to the Terracotta Warriors and a Panda Research Center, we will end the visit in China's economic hub Shanghai. This course will provide students with a wide range of multi-cultural experiences while exploring one of the most important countries in today's global politics and economics. Credits: 1 (if concurrently enrolled in POSC 258) or 3 (if not enrolled in POSC 258).

STA 260 - The al-Andalus in World Literature: Interfaith Dialogue and the People of the Book

(4 hours) The al-Andalus in World Literature: Interfaith Dialogue and the 'People of the Book' is an interfaith study abroad course that looks to the past to better understand the present. We study a real model of Muslim, Jewish and Christian interfaith community, to then reflect on the meaning of its fictional reconfigurations in other contexts. We also spend 3 weeks in Córdoba Spain learning Spanish & Arabic language and culture (different levels are accommodated), as we (re)visit the places of the historical al-Andalus. In addition to the many sites in and around Córdoba, we will travel to Seville, Granada, and Toledo Spain, as well as Tetuan, Morocco. This course fulfills the literature area requirement, and the World literature requirement for education students; it earns credits in honors, Interfaith Studies, Spanish, &/or English. Satisfies the world literature requirement for education students; counts as an honors course.

This course will satisfy the core area requirement in literature.

STA 282 - Florence: The City as Renaissance Text

(3-4 hours) This course studies four aspects of the city of Florence, considering it as a text from which one can learn about and experience the birth and the flowering of the Italian Renaissance.

This course will satisfy the core area requirement in literature.

STA 299 - International Service Study Abroad: Guatemala, Haiti

(1 hour) International Service makes a unique contribution to building global awareness and world peace as we are increasingly "citizens of the world!" In partnership with Wings of Hope and St. Joseph Home for Boys, our students serve with the people of Haiti, while learning about their social, cultural, historical, economic, political, and religious way of life. Our primary service in Haiti will be working with developmentally disabled people who live at Wings of Hope in Jacmel. Immersion into Haitian culture is an introduction to a beautiful and proud people who live in the poorest nation in the Western Hemisphere. International Service helps Dominican students, faculty and staff live the mission in a unique way as we "participate in the creation of a more just and humane world." Course includes 4 Orientation Sessions, the 7-day engagement in Haiti, and a final presentation at the Global Learning Symposium.

STA 323 - British Life and Culture

(8 hours) Fall only. Taken in conjunction with STA 324 - London Tutorial.

STA 324 - London Tutorial

(8 hours) Fall only. Taken in conjunction with STA 323 - British Life and Culture.

STA 325 - Study Abroad Chronicle

(1 hour) Fall only. Semester in London only.

STA 328-329 - Study and Intern in Florence

(16 hours) Fall and Spring

STA 330 - Cuba-Culture, History, and Politics

(6 hours)

STA 335-336 - Study in Salamanca

(18 hours) 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. Fall and/or spring semester(s).

STA 338-339 - Study in Milan

(17-18 hours) 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. Fall and/or spring semester(s).

STA 352-353 - Study in Limerick, Ireland

(18 hours) Students may choose from courses in Irish studies or a wide variety of courses, including natural sciences and business, at the University of Limerick. Housing in "student villages" with Irish and other international students and excursions are included. Fall and/or spring semester(s). Fall and/or spring semester(s).

STA 360-361 - Poitiers France

(1-18 hours) This affiliate program with Oregon State University gives students of French the opportunity to study and live in Poitiers for one semester or an entire academic year. They enroll in courses at the International Center or at the University of Poitiers while living with a French family. All instruction is in French. Participants must have completed French 202 or above to be eligible. Fall and/or spring semester(s).

STA 366-367 - Study in Stellenbosch, South Africa

(18 hours) 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. Fall and/or spring semester(s). Listed also as Black World Studies 366. This course will fulfill the multicultural studies core requirement. Fall and/or spring semester(s).

Listed also as BWS 366-367.

This course will satisfy the core requirement in multicultural studies.

STA 370-371 - Study in Blackfriars Oxford

(18 hours) Fall and/or spring semester(s).

Prerequisite(s): Minimum 3.7 GPA required.

STA 372-373 - Strasbourg: European Business

(12-18 hours) An intensive semester long European Business program taught in English with a French language and culture component. The course features classes, lectures, and cultural and corporate visits. Offered through the University of Strasbourg to Business Administration majors and minors only.

STA 374 - Strasbourg: European Business

(7.5 hours) An intensive month long European Business program taught in English with a French language and culture component. The course features classes, lectures, and cultural and corporate visits. Offered through the University of Strasbourg to Business Administration majors and minors only.

STA 375-376 - Study in Salzburg, Austria

(18 hours) Fall and/or spring semester(s).

STA 394 - Paris: Essentials of French Fashion

(15 hours) Fall or Spring.

STA 395 - Paris: Essentials of French Fashion

(6 hours) Summer only.

STA 403 - China: Modernization, Tradition, and Culture

(3 hours)

Study of Women and Gender

The study of women and gender is an interdisciplinary program that addresses the dynamics of gender, race, ethnicity, class, sexuality, and power. The programs aim 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. Both the major and minor emphasize a critical, feminist, cross-cultural, multiracial, and transnational understanding of the diversity of women's experiences and life chances; they also seek to reach an understanding of how questions of gender are embedded in the liberal arts and sciences tradition. The major and 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.

Study of Women and Gender - B.A.

The study of women and gender major emphasizes critical, feminist, cross-cultural, multiracial, and transnational understandings of the diversity of women's experiences. It also seeks to reach an understanding of how questions of gender are embedded in the liberal arts and sciences tradition. The major introduces diverse perspectives and understandings concerning the construction 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.

Major Requirements:

A minimum of 34 semester hours, including:

Required Courses:

Complete the following foundation courses:

- SWG 200 - Introduction to the Study of Women and Gender
- SWG 221 - Gender Issues
- SWG 330 - Human Sexualities
- SWG 400 - Interdisciplinary Frameworks for the Analysis of Women and Gender (intensified for a total of 4 credit hours)

Complete one of the following three theory courses:

- SWG 380 - Contemporary Feminist Theories
- SWG 381 - Transnational Feminist Theories
- SWG 383 - Gender, Race, and Science: Theoretical Perspectives

Complete 3 semester hours chosen from:

- an approved internship

- an approved study abroad course
- SWG 395 - Independent Undergraduate Research or Creative Investigation or SWG 495 - Independent Undergraduate Research or Creative Investigation

Elective Courses:

Complete 15 semester hours, chosen from:

- ENGL 277 - Women, Gender, and Literature
- HIST 244 - Latin American Women
- HIST 344 - Historical Experience of Women in the United States
- HIST 368 - Gender and Urban Life
- PSYC 325 - Psychology of Gender
- SWG 107 - Black Women In Society
- SWG 220 - Women In Philosophy
- SWG 222 - Black Women Writers
- SWG 230 - Sociology of Gender
- SWG 235 - Women in Political Philosophy
- SWG 248 - Gender and Sexualities in Latin America
- SWG 256 - Marriage and Family Life
- SWG 257 - Women and Religion
- SWG 263 - Women of the Italian Renaissance
- SWG 273 - Great Women Mystics
- SWG 277 - Women and Film
- SWG 286 - Masculinity and Communication
- SWG 290 - French Women Writers: Poetry, Theater, Prose
- SWG 320 - Gender and Violence
- SWG 350 - Medieval Women and Gender
- SWG 351 - Women and Development
- SWG 352 - Images of Woman in Drama
- SWG 353 - Special Topics in Culture and Civilization
- SWG 358 - Gender and Media
- SWG 380 - Contemporary Feminist Theories
- SWG 381 - Transnational Feminist Theories
- SWG 382 - Constitutional Law III: Gender and Race
- SWG 383 - Gender, Race, and Science: Theoretical Perspectives
- THEO 239 - Latin@ Religious Experience and Theology

Additional Requirements:

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

- Students may not take courses that count towards the major on a satisfactory/fail basis.

Additional Information

- Students may petition the SWG director to consider credit for additional classes; this may include relevant special topics courses, and directed and independent studies.

Study of Women and Gender Minor

Minor Requirements:

Twenty-one semester hours chosen in conference with advisor, including:

Required Courses:

Foundations: 6 semester hours of study of women and gender foundation courses consisting of:

- SWG 200 - Introduction to the Study of Women and Gender
- SWG 400 - Interdisciplinary Frameworks for the Analysis of Women and Gender

Electives: 12 semester hours chosen from:

- ENGL 277 - Women, Gender, and Literature
- HIST 244 - Latin American Women
- HIST 344 - Historical Experience of Women in the United States
- HIST 368 - Gender and Urban Life
- PSYC 325 - Psychology of Gender
- SWG 107 - Black Women In Society
- SWG 220 - Women In Philosophy
- SWG 221 - Gender Issues
- SWG 222 - Black Women Writers
- SWG 230 - Sociology of Gender
- SWG 235 - Women in Political Philosophy
- SWG 256 - Marriage and Family Life
- SWG 257 - Women and Religion
- SWG 263 - Women of the Italian Renaissance
- SWG 273 - Great Women Mystics
- SWG 277 - Women and Film
- SWG 290 - French Women Writers: Poetry, Theater, Prose
- SWG 320 - Gender and Violence
- SWG 330 - Human Sexualities
- SWG 350 - Medieval Women and Gender
- SWG 351 - Women and Development

- SWG 352 - Images of Woman in Drama
- SWG 358 - Gender and Media
- SWG 380 - Contemporary Feminist Theories
- SWG 381 - Transnational Feminist Theories
- SWG 382 - Constitutional Law III: Gender and Race
Experiential/research course: 3 semester hours chosen from:
- an approved internship
- an approved stand-alone community-based learning course
- STA 330 - Cuba-Culture, History, and Politics

Additional Requirements:

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

Study of Women and Gender Courses

SWG 107 - Black Women In Society

(3 hours) Listed also as BWS 107

SWG 200 - Introduction to the Study of Women and Gender

(3 hours) This class is an introduction to the interdisciplinary field of the study of women and gender through a critical examination of feminist perspectives, theories, histories, issues, critiques, and practices. The course focuses on U.S. women and places; emphasizes multiracial standpoints and experiences.

This course will satisfy the core requirement in multicultural studies.

SWG 220 - Women In Philosophy

(3 hours) Listed also as PHIL 220.

SWG 221 - Gender Issues

(3 hours) Listed also as PHIL 221

This course will satisfy the core area requirement in philosophy.

This course will satisfy the core requirement in multicultural studies.

SWG 222 - Black Women Writers

(3 hours) Listed also as ENGL 222 and BWS 222

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

SWG 230 - Sociology of Gender

(3 hours) Listed also as SOC 230.

This course will satisfy the core requirement in multicultural studies.

SWG 233 - Bad Girls of the Bible

(3 hours) Listed also as THEO 233

This course will satisfy the core area requirement in theology.

SWG 235 - Women in Political Philosophy

(3 hours) Listed also as POSC 235.

SWG 239 - Latin@ Religious Experience and Theology

(3 hours) Listed also as THEO 239 and LLAS 239

This course will satisfy the core area requirement in theology.

SWG 248 - Gender and Sexualities in Latin America

(3 hours) Listed also as SOC 248

SWG 256 - Marriage and Family Life

(3 hours) Listed also as THEO 256

This course will satisfy the core area requirement in theology.

SWG 257 - Women and Religion

(3 hours) Listed also as THEO 257.

SWG 263 - Women of the Italian Renaissance

(3 hours) Listed also as ITAL 263

This course will satisfy the core area requirement in literature.

SWG 264 - Modern Italian Women Writers

(3 hours) Listed also as ITAL 264 and MFL 264.

This course will satisfy the core area requirement in literature.

SWG 273 - Great Women Mystics

(3 hours) Listed also as THEO 273

SWG 277 - Women and Film

(3 hours) Listed also as CAS 277.

SWG 286 - Masculinity and Communication

(3 hours) Listed also as CAS 286 and SJCE 286

SWG 290 - French Women Writers: Poetry, Theater, Prose

(3 hours) Listed also as FREN 290.

SWG 299 - Community-Based Learning

(1 hour)

SWG 320 - Gender and Violence

(3 hours) Listed also as CRIM 320 and SOC 320.

SWG 330 - Human Sexualities

(3 hours) This course uses inter-disciplinary frameworks to explore historical and contemporary understandings of sexuality. This perspective deepens our understandings of human sexualities, encouraging the examination of a wide range of human sexual experiences across cultures and the history of our species. We use the biopsychosocial framework to address some of the basics of our anatomy and physiology. We use social science theories and research to explore norms and values, behaviors, actions, desires, and identities, and to assess how our social and cultural ideas of human sexuality and identities are shaped.

Listed also as SOC 330

SWG 350 - Medieval Women and Gender

(3 hours) Listed also as HIST 350

Prerequisite(s): ENGL 101

SWG 351 - Women and Development

(3 hours) Listed also as SOC 350 and LLAS 350

This course will satisfy the core requirement in multicultural studies.

SWG 352 - Images of Woman in Drama

(3 hours) Listed also as THEA 350 and ENGL 207.

Prerequisite(s): Sophomore, junior, or senior standing.

This course will satisfy the core area requirement in literature.

SWG 353 - Special Topics in Culture and Civilization

(3 hours) Listed also as SPAN 350 (when SPAN 350 topics are relevant to the study of women and gender)

Prerequisite(s): See SPAN 350

SWG 358 - Gender and Media

(3 hours) Listed also as CAS 358.

SWG 380 - Contemporary Feminist Theories

(3 hours) In this class, we will examine the development of U.S. feminist thinking beginning with the 1960s. We will explore perspectives such as Marxist, liberal, and radical feminism, and examine the impact of feminist philosophical thought and the transition from second- to third-wave feminism.

Listed also as PHIL 380

Prerequisite(s): SWG 220 or SWG 221 or consent of the instructor.

SWG 381 - Transnational Feminist Theories

(3 hours) We live in a globalized world. Our lives are integrated by economies, mass media, and policies. With all we have in common there is much that divides us. We are all citizens of the world but we are situated in different positions—we have different values, priorities, and analyses. Transnational feminism engages the similarities, differences, and contradictions to create a theoretical framework for social change across genders, sexualities, race and ethnicities, social classes, regions, and nations. Framed by critiques of "universal sisterhood" launched by women of color and feminists from the Global South, this course challenges the conventional Western story of feminism. As we analyze the workings of power and gender in different cultural contexts and within international feminist discourse, we will also focus on the creative cultural practices women use to negotiate their lives and consider various challenges and strategies of transnational feminist projects.

Listed also as SOC 381

Prerequisite(s): SOC 230 or SWG 200 or consent of instructor.

This course will satisfy the core requirement in multicultural studies.

SWG 382 - Constitutional Law III: Gender and Race

(3 hours) Listed also as POSC 382.

SWG 383 - Gender, Race, and Science: Theoretical Perspectives

(3 hours) This course explores the racialized and gendered foundation of science and investigates how these roots continue to influence contemporary thinking. Participants examine evidence of racial and gender bias in science and scrutinize the paths and fruits of the scientific revolution and enlightenment thinking with respect to racial and sexist oppression.

Listed also as SOC 383.

This course will satisfy the core requirement in multicultural studies.

SWG 400 - Interdisciplinary Frameworks for the Analysis of Women and Gender

(3 hours) This upper-level theory course will focus on interdisciplinary and multicultural epistemologies, theories, and methodological approaches to the study of women and gender.

Prerequisite(s): SWG 200 and junior standing or consent of the instructor.

Independent Undergraduate Research or Creative Investigation

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.

SWG 395 - Independent Undergraduate Research or Creative Investigation

(1-3 hours) *Prerequisite(s):* Consent of the instructor.

SWG 495 - Independent Undergraduate Research or Creative Investigation

(1-3 hours) *Prerequisite(s):* Consent of instructor.

Theatre Arts

The theatre arts program develops creative artists and technicians who are well prepared for professional work and/or graduate-level academic pursuits and equipped with applicable life skills. Through multidisciplinary study and artistic collaboration, students will deepen their aesthetic sensibility, engage in rigorous creative and intellectual activity, and develop greater social awareness and responsibility. "Theatre brings life to learning."

Theatre Arts - B.A.

Major Requirements:

The completion of at least 45 semester hours, of which at least 15 hours in the major must be completed at Dominican.

Required Foundation Courses for All Concentrations:

- THEA 140 - Theatre Practicum (seven semesters)
- THEA 161 - Voice and Movement I
- THEA 170 - History of Theatre
- THEA 180 - Acting Fundamentals
- THEA 230 - Theatre Production I
- THEA 305 - Costuming for Theatre
- THEA 375 - Dramaturgy
- THEA 415 - Directing
- THEA 420 - Showcase/Professional Prep Intensive

Complete two of the following courses:

- LAS 254 - Multicultural Theatre: Communities in Conflict
- THEA 228 - Classical Drama
- THEA 240 - Forms of Drama
- THEA 260 - The English Drama
- THEA 261 - Shakespeare's Romantic Couples
- THEA 262 - Shakespeare's Tragic Families
- THEA 263 - Introduction to Shakespeare
- THEA 270 - Theatre: The American Scene
- THEA 292 - Modern Drama
- THEA 340 - Scriptwriting
- THEA 350 - Images of Woman in Drama
- THEA 359 - Shakespeare

Required Core Courses for Specific Concentrations:

Students majoring in theatre arts complete a concentration in one of the following areas: performance, technical, or general theatre studies.

Performance Concentration Core Courses

Complete the following two courses:

- THEA 253 - Improvisation
- THEA 285 - Advanced Acting

Complete two of the following two courses:

- THEA 254 - Theatre for Young Audiences
- THEA 284 - Solo Performance
- THEA 308 - On-Camera Acting
- THEA 362 - Voice and Movement II
- THEA 382 - Musical Theatre
- THEA 387 - Acting Styles

Technical Concentration Core Courses

Complete three of the following courses:

- THEA 225 - Scenic Painting
- THEA 290 - Computer-Aided Drafting and Design
- THEA 345 - Lighting Design
- THEA 390 - Scenic Design
- THEA 395 - Sound and Media Design
- THEA 451 - Special Topics in Technical Theatre

Compete one additional elective course chosen from the theatre arts course catalog.

General Theatre Studies Concentration Core Courses

Complete one of the following courses:

- THEA 253 - Improvisation
- THEA 254 - Theatre for Young Audiences
- THEA 284 - Solo Performance
- THEA 285 - Advanced Acting
- THEA 308 - On-Camera Acting
- THEA 362 - Voice and Movement II
- THEA 382 - Musical Theatre
- THEA 387 - Acting Styles

Complete one of the following courses:

- THEA 225 - Scenic Painting
- THEA 290 - Computer-Aided Drafting and Design
- THEA 345 - Lighting Design

- THEA 390 - Scenic Design
- THEA 395 - Sound and Media Design
- THEA 451 - Special Topics in Technical Theatre

Complete one of the following courses:

- THEA 228 - Classical Drama
- THEA 240 - Forms of Drama
- THEA 260 - The English Drama
- THEA 261 - Shakespeare's Romantic Couples
- THEA 262 - Shakespeare's Tragic Families
- THEA 263 - Introduction to Shakespeare
- THEA 270 - Theatre: The American Scene
- THEA 292 - Modern Drama
- THEA 340 - Scriptwriting
- THEA 350 - Images of Woman in Drama
- THEA 359 - Shakespeare

Complete one additional elective course chosen from the theatre arts catalog.

Additional Requirements:

In addition to the required foundation and core courses, a major in theatre arts requires participation in the annual audition/portfolio review process. This happens every September and serves as the audition for fall production(s).

Some of the above requirements, determined by the faculty, may be waived for transfer students.

Recommendations:

It is strongly recommended that theatre majors complete an interdisciplinary minor or second major. Some complementary majors include but are not limited to offerings from communications, business, psychology, sociology, art/art history, English, and fashion.

Theatre Arts Minor

Minor Requirements:

Completion of at least 19 semester hours, of which a minimum of 9 must be completed at Dominican:

Required Courses:

Complete the following courses:

- THEA 140 - Theatre Practicum (four semesters)
- THEA 180 - Acting Fundamentals
- THEA 230 - Theatre Production I

Complete one of the following courses:

- LAS 254 - Multicultural Theatre: Communities in Conflict
- THEA 228 - Classical Drama
- THEA 240 - Forms of Drama
- THEA 260 - The English Drama
- THEA 261 - Shakespeare's Romantic Couples
- THEA 262 - Shakespeare's Tragic Families
- THEA 263 - Introduction to Shakespeare
- THEA 270 - Theatre: The American Scene
- THEA 292 - Modern Drama
- THEA 340 - Scriptwriting
- THEA 350 - Images of Woman in Drama
- THEA 359 - Shakespeare

Complete a minimum of two electives in any theatre area. THEA 415 - Directing and THEA 420 - Showcase/Professional Prep Intensive are strongly encouraged.

Additional Requirements:

In addition to the required courses, a minor in theatre arts requires participation in the annual audition/portfolio review process. This happens every September and serves as the audition for fall production(s).

Some of the above requirements, determined by the faculty, may be waived for transfer students.

Theatre Arts: Foundation Courses

THEA 140 - Theatre Practicum

(1 hour) Designed for theatre arts majors and minors only, this is the laboratory course associated with the Theatre Arts Lab Series, which involves the practical application of classwork to full productions of plays and musicals. Additionally, students will assist a Performing Arts Center event through duties such as front-of-house, box office, marketing, stagehand/technical, and artist liaison.

THEA 161 - Voice and Movement I

(3 hours) 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.

This course will satisfy the core area requirement in fine arts.

THEA 170 - History of Theatre

(3 hours) This course focuses primarily on the history of Western theatre. Through weekly reading, writing, and discussion of primary texts, secondary sources, and dramatic literature, students will examine the purposes, forms, and processes of theatre as manifested in specific cultural contexts from the beginning of theatre to the present.

THEA 180 - Acting Fundamentals

(3 hours) We are actors in everyday life. Through the study of the Stanislavski System, along with other acting methodologies and exercises, students will explore how characters relate to others, thereby enhancing individual aesthetic awareness. The course will focus on the art of acting as a craft and discipline, and how these skills can connect to and enrich other aspects of our daily world.

This course will satisfy the core area requirement in fine arts.

THEA 230 - Theatre Production I

(3 hours) 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 core area requirement in fine arts.

THEA 305 - Costuming for Theatre

(3 hours) 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. Course fee applies.

Listed also as FASH 305.

This course will satisfy the core area requirement in fine arts.

THEA 375 - Dramaturgy

(3 hours) Through research, students will uncover layers of meaning within a variety of classical and modern plays. Students will find answers to what theatre artists and audiences need to know about the plays studied in class. A production casebook will be a culminating project.

Prerequisite(s): Junior or senior standing.

This course will satisfy the core area requirement in literature.

THEA 415 - Directing

(3 hours) The course covers the fundamentals of directing for the stage in a workshop environment. Play analysis, research, and directing techniques are explored through discussion, exercises and projects. This class culminates in a public performance of the Black Box Experiment.

Prerequisite(s): THEA 180 and THEA 230, or consent of instructor.

THEA 420 - Showcase/Professional Prep Intensive

(3 hours) This course will provide the tools needed as students approach their professional careers, including: self-marketing, auditioning, portfolios, website development, independent contracts, union affiliations, and more. It is designed for students of all disciplines and will be both a cross-concentration course as well serve each specialty. This serves as the capstone course for the department and culminates in a professional showcase where students present in front of guest directors, casting directors, musical directors, agents, production managers, designers, etc.

Prerequisite(s): THEA 180, THEA 230, or approval of instructor.

Theatre Arts: Performance Courses

THEA 142 - Dance

(3 hours) This course is appropriate for students new to dance as well as to those who already have basic dance skills. A different form of dance will be offered each semester, 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 core area requirement in fine arts.

THEA 143 - A Survey of American Concert Dance

(3 hours) This course is specifically created with the beginning dancer in mind. However, movement material can be adjusted to fit the needs of the students. Each meeting time will consist of a studio dance class (1 hour and 45 minutes), which will explore different movement styles from which contemporary choreographers draw. Dancers will be guided through a genre-specific warm-up and long-form movement phrases that introduce the technical requirement of each form, varied accompaniments, and performance qualities. Students will then move to a lecture hall where they will view a variety of dance films that will serve to give a historical context to the work in the studio and introduce students to artists whose work has broken new ground or stands as an example of the purity of a specific form. This segment of the class will also meet for 1 hour and 45 minutes.

THEA 160 - Voice and Diction

(3 hours) 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 CAS 160.

THEA 243 - Advanced Dance

(3 hours) The course focuses on advance dance techniques. Specific subject will rotate and include areas such as choreography, advanced ballet, and advanced contemporary styles.

Prerequisite(s): THEA 142 or THEA 143 or consent of instructor.

This course will satisfy the core area requirement in fine arts.

THEA 253 - Improvisation

(2 hours) 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 improv forms, techniques, and exercises.

This course will satisfy the core area requirement in fine arts.

THEA 254 - Theatre for Young Audiences

(3 hours) The course will focus on the elements involved in producing quality theatre for young audiences. Through the practical application of acting exercises, improvisation, and textual analysis, students will extensively explore acting in children's theatre and gain knowledge in the various aspects of directing, scripting, and producing youth-oriented theatrical experiences. This course requires some outside work: additional rehearsals and live performances.

This course will satisfy the core area requirement in fine arts.

THEA 284 - Solo Performance

(3 hours) Students will write, interpret, perform, and stage a variety of works in a variety of performance spaces. They will develop analytical skills in the evaluation of peer performances and performance material. Prominent contemporary solo performers will also be studied: John Leguizamo, Lily Tomlin, Laurie Anderson, Eric Bogosian, Whoopi Goldberg, Spalding Gray, Anna Deavere Smith, and others. Students will design and execute a final, public solo performance.

This course will satisfy the core area requirement in fine arts.

THEA 285 - Advanced Acting

(3 hours) 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(s): THEA 180 or consent of the instructor.

THEA 308 - On-Camera Acting

(3 hours) In this course students will examine how on-camera acting differs from acting for the stage, and will increase their skills in television, film, and commercial acting through monologues, scene work, and cold readings. Emphasis will be on on-camera acting techniques and script analysis.

Prerequisite(s): THEA 180 or consent of instructor.

THEA 362 - Voice and Movement II

(3 hours) Continued exploration and development of physical and vocal skills initiated in THEA 161. Topics include: IPA, dialects, mask work, and more.

Prerequisite(s): THEA 161 or consent of instructor.

THEA 382 - Musical Theatre

(3 hours) 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(s): THEA 180 or consent of instructor.

THEA 387 - Acting Styles

(3 hours) This course will focus on applying acting techniques to different theatre genres and textual styles. Students will explore a variety of period styles, such as Shakespeare, Restoration, Moliere, *commedia dell'arte*, and others.

Prerequisite(s): THEA 180 or consent of instructor.

Theatre Arts: Technical Courses

THEA 225 - Scenic Painting

(3 hours) The course focuses on basic techniques used in theatre to create illusions of wood, marble, and other materials, as well as approaches to giving 3-dimensional perspectives, etc. Course fee applies.

This course will satisfy the core area requirement in fine arts.

THEA 290 - Computer-Aided Drafting and Design

(3 hours) 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. Formerly THEA 400.

THEA 345 - Lighting Design

(3 hours) The course includes applying the elements of lighting techniques, including play analysis, lighting fixtures and uses, hang and focus, gels and gobos, light board programming, and more.

Prerequisite(s): THEA 230 or approval of instructor.

THEA 388 - Stage Makeup

(2 hours) This course will cover elements for basic theatrical makeup. These will include general stage, youth, middle age, old age, "blood and

guts," prosthetics, and fantasy makeup. Makeup will be purchased in class. Course fee applies.

THEA 390 - Scenic Design

(3 hours) The course covers the basic skills of scenic design, including play analysis, groundplan creation, hand drafting, model building, color rendering, and more. Course fee applies.

Prerequisite(s): THEA 290 or approval of instructor.

THEA 395 - Sound and Media Design

(3 hours) The course involves the basic set up of sound systems, including microphones and monitors; basic knowledge of Garageband, QLab, iMovie, and Final Cut Pro; and basic sound and projection engineering duties, as well as artistic approaches. Course fee applies.

Prerequisite(s): THEA 230 or consent of instructor.

THEA 451 - Special Topics in Technical Theatre

(1-4 hours) Individualized study in specialty and advanced topics in technical theatre. This course may be taken for credit multiple times in different areas of interest.

Prerequisite(s): THEA 230 or consent of instructor.

Theatre Arts: Theory, Criticism, and Literature Courses

THEA 228 - Classical Drama

(3 hours) Listed also as ENGL 228

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

THEA 240 - Forms of Drama

(3 hours) Listed also as ENGL 240.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

THEA 260 - The English Drama

(3 hours) Listed also as ENGL 260.

Prerequisite(s): ENGL 101 or equivalent.

This course will satisfy the core area requirement in literature.

THEA 261 - Shakespeare's Romantic Couples

(3 hours) Listed also as ENGL 261

Prerequisite(s): ENGL 101 or equivalent.

This course will satisfy the core area requirement in literature.

THEA 262 - Shakespeare's Tragic Families

(3 hours) Listed also as ENGL 262

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

THEA 263 - Introduction to Shakespeare

(3 hours) Listed also as ENGL 263

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

THEA 270 - Theatre: The American Scene

(3 hours) 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.

Listed also as AMST 273 and ENGL 208.

This course will satisfy the core area requirement in literature.

THEA 292 - Modern Drama

(3 hours) Listed also as ENGL 292.

Prerequisite(s): ENGL 101

This course will satisfy the core area requirement in literature.

THEA 340 - Scriptwriting

(3 hours) Listed also as ENGL 340.

Prerequisite(s): ENGL 102 and ENGL 211 or consent of instructor.

THEA 350 - Images of Woman in Drama

(3 hours) 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, mother, victim, and feminist. Attendance at theatre productions is required.

Listed also as SWG 352 and ENGL 207.

Prerequisite(s): Sophomore, junior, or senior standing.

This course will satisfy the core area requirement in literature.

THEA 359 - Shakespeare

(3 hours) Listed also as ENGL 359.

Theatre Arts: Additional Courses

THEA 190 - Performance Techniques for People-Centered Careers

(3 hours) This course combines vocal and physical theatre performance methods with self-care practices and is geared toward helping those students who plan to engage in people-centered/care-based careers, such as nursing, social work, education, communications, law/criminology, psychology, etc. Students will learn vocal exercises and tension release techniques commonly used by actors to allow them to successfully perform demanding roles over long periods of time. In conjunction, students will explore transferable theatre skills, such as active listening, empathetic responses, and effective use of body language, as well as be introduced to a variety of self-care approaches in order to aid personal wellness while helping others.

This course will satisfy the core area requirement in fine arts.

THEA 450 - Independent Study

(1-4 hours) Open to majors or minors with the consent of the theatre faculty.

THEA 455 - Internship

(1-8 hours) Open to majors with the consent of the theatre faculty.

Independent Undergraduate Research or Creative Investigation

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.

THEA 495 - Independent Undergraduate Research or Creative Investigation

(1-3 hours) *Prerequisite(s):* Consent of instructor.

Theology

The major in theology, undertaken within the context of the liberal arts and sciences, provides students with a solid grounding for study at the graduate level, as well as preparation for various career paths. Theology courses are offered in distinct yet interrelated areas. The major also includes the option of a concentration in pastoral ministry.

Theology - B.A.

The major in theology, undertaken within the context of the liberal arts and sciences, provides students with a solid grounding for study at the graduate level, as well as preparation for various career paths. Theology courses are offered in distinct yet interrelated areas. The major also includes the option of a concentration in Pastoral Ministry.

Major Requirements:

A minimum of 39 semester hours is required including:

Required Courses:

Area I: Theological Foundations

- THEO 101 - Introduction to Theology
- THEO 103 - Introduction to Roman Catholicism
- THEO 104 - Introduction to the Study of Religion

Area II: Biblical Literature and Language

- Two scripture courses selected in consultation with advisor, with at least one in Hebrew Scriptures and one in Christian Scriptures

Area III: History and Doctrine

- THEO 310 - Jesus the Christ
- One additional course from Area III

Area IV: Christian Ethics and Spirituality

- THEO 320 - Theological Ethics
- One additional course from Area IV

Area V: Theology, Religion, and Culture

- Two courses, at least one of which must engage a tradition, or traditions, other than Christianity.

Area VI: Advanced Study

- THEO 485 - Senior Project or Portfolio

Elective

- One elective chosen from area III, IV, or V
Not required for pastoral ministry concentration.

Concentration in Pastoral Ministry (optional)

As they pursue the major in theology, students opting for the concentration in pastoral ministry complete the following courses:

- THEO 106 - Introduction to Pastoral Theology
- THEO 240 - Current Issues Facing the Church
- THEO 252 - Sacraments in the Catholic Tradition
- THEO 455 - Internship (replaces THEO 485 as a requirement for the major)

Recommendations:

In consultation with an advisor, majors are also encouraged to complete courses in disciplines that complement the study of theology and-for students opting for the concentration-that complement the study of pastoral ministry.

Theology Minor

Minor Requirements

A minimum of six courses:

Choose one of the following gateway courses:

- THEO 101 - Introduction to Theology
- THEO 103 - Introduction to Roman Catholicism
- THEO 113 - Biblical and Early Christian Theology

Complete five additional theology courses, at least one of which must be taken as intensified or at the 300 level.

Theology Area I: Theological Foundations Courses

THEO 101 - Introduction to Theology

(3 hours) Sooner or later, we are presented with questions of a most fundamental kind: Does my life truly have meaning? How do we account for evil and suffering? Is the universe friendly and with a final purpose? Is death the end? Such questions—including questions about God's existence and nature—arise in various times, places, and ways: in the art forms of popular culture, in personal or social crises, in unexpected joy or sorrow, in the midst of nature's beauty and awesome power, in the struggle to love one's enemies, in the kindness of strangers and the fidelity of friends, in the restlessness of the human heart. This course offers an introduction to theology as a way of raising and attempting to answer such questions. So, students will learn to think theologically through self-discovery but also by engaging other individuals and communities, especially Catholic Christianity in conversation with other traditions. By exploring sacred texts and other theological sources, we can learn to read the world in profound and often surprising ways.

This course will satisfy the core area requirement in theology.

THEO 104 - Introduction to the Study of Religion

(3 hours) Like they do about the weather, everybody talks about religion, but few bother to find out what it is. This course explores the meaning, evolution, and practice of religion as a human experience and social institution from a variety of perspectives. In addition to contributions from the history of religions, and both the philosophy and theology of religion, students will also consider the scientific study of religion from the viewpoint of the disciplines of cultural anthropology, archeology, psychology and sociology. Emphasis will be placed on the religious imagination, the use of symbol, myth and ritual in different cultural settings, and the importance of religion in civic discourse and political life.

This course will satisfy the core area requirement in theology.

THEO 113 - Biblical and Early Christian Theology

(3 hours) This course examines the development of the biblical canon and key theological themes and ideas in early Christianity. Students will be introduced to topics including, but not limited to: methods of biblical interpretation; key theories about the development of biblical traditions in the Hebrew Bible and Christian Scriptures; the diversity of faith perspectives in early Christian communities; the implications of Christianity's transformation from persecuted sect to Imperial religion, and the processes of adaptation as the gospel encountered cultures beyond the Greco-Roman world up to c. 500 CE.

This course will satisfy the core area requirement in theology.

Theology Area II: Biblical Literature Courses

THEO 120 - The Bible: Genesis to Judges

(3 hours) 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 core area requirement in theology.

THEO 122 - New Testament I: The Gospels

(3 hours) 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 core area requirement in theology.

THEO 224 - Apostles Acting Up: Gender, Race, Prison, and Power in the New Testament

(3 hours) This course will use the texts of Acts of the Apostles and Paul's letters to engage questions of hegemonic authority and subaltern critique. These texts are useful in that they represent a subaltern response at their origination and yet have become hegemonic through the use and misuse of Christian theology in Western European elements and into modern US culture. The course will engage the origins of power paradigms concerning gender, race, and nature that supported Roman imperialist propaganda and persist into aspects of US political speak, and even Facebook. Students will engage historical background and rhetorical propaganda of Roman imperialism; utilize historical, post-colonial, and ecofeminist methods of interpretation to engage these subaltern-turned-hegemonic texts; and discuss persistence of gender and racial paradigms in systems of injustice in the US today in policies both foreign and domestic.

Listed also as BWS 234

This course will satisfy the core area requirement in theology.

This course will satisfy the core requirement in multicultural studies.

THEO 230 - The Bible: Prophets and Wisdom

(3 hours) 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 core area requirement in theology.

THEO 231 - Freedom in Paul's Letters

(3 hours) This course will provide an overview of the concepts of freedom and social responsibility as conveyed in Paul's letters (especially his four major letters) in both historical contexts of antiquity and their usage in Western politics, from the medieval to modern periods. Great attention is given to the concepts of freedom and divine favor in Roman religion as the background for Paul's audiences. Interpretive reading, critical thinking, and discussion will be major components, in addition to written interpretation assignments.

This course will satisfy the core area requirement in theology.

THEO 232 - New Testament II: Acts, Paul, and Other Writings

(3 hours) 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 core area requirement in theology.

THEO 233 - Bad Girls of the Bible

(3 hours) Devious, disobedient, manipulative, and mean. Temptresses, harlots, and queens hiring hit men. This course will offer an exploration of the "bad" girls of the Bible, examining the moral, theological, and societal perceptions of these girls as "bad" in the Bible and tradition, and the ways in which the stories of these women, and their struggles with good and evil, are stories of hope and redemption.

Listed also as SWG 233

This course will satisfy the core area requirement in theology.

THEO 235 - Flawed Families of the Bible

(3 hours) Violence, infidelity, incest, infertility, sibling rivalry—in the Bible? This course offers an exploration of the messiness of family life in the Bible, in particular the ways in which biblical stories of God's relationship with broken, messed-up families are stories of love and forgiveness, of redemption and hope.

This course will satisfy the core area requirement in theology.

THEO 325 - The 1.2%: Words of Women in the Bible

(3 hours) Women speak around 14,000 words in the Bible, or 1.2% of all the words written in the Bible. This course will make a close study of the words of these ancient women of faith, as recorded by ancient men of faith, and handed down to us in Sacred Scripture. Who were these women? What did they say? Why does it matter? And how do they continue to speak to us today?

This course will satisfy the core area requirement in theology.

Theology Area III: History and Doctrine Courses

THEO 103 - Introduction to Roman Catholicism

(3 hours) This course will provide an overview of the central beliefs and practices of the Roman Catholic tradition. The development of Catholic understandings of fundamental Christian doctrines (e.g., revelation, Christ, sin, grace) and distinctive features of Catholic communal life (e.g., church, the sacraments) will be approached through a variety of texts. Contemporary concerns will be addressed throughout.

Listed also as CATH 103

This course will satisfy the core area requirement in theology.

THEO 240 - Current Issues Facing the Church

(3 hours) 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 today.

This course will satisfy the core area requirement in theology.

THEO 246 - Giver of Life: The Holy Spirit

(3 hours) This course will explore the scriptural, theological, and ministerial dimensions of the doctrine of the Holy Spirit as the animating principle of the Church, both globally and locally, and the matrix of the spiritual life of individual persons and communities. According to Christian belief and experience, the Holy Spirit is the most accessible and immediately operative of the three persons of the divine tri-unity, yet remains the least recognized and studied, despite important ramifications in scripture scholarship, systematics, and pastoral theology, not least in regard to women's studies, liberation theology, and spirituality. Topics will include the Hebrew and Jewish experience of God as spirit, the teachings of Jesus on the Holy Spirit, the belief and experience of the early Christian community, the Holy Spirit as the feminine face of God, the Holy Spirit as ground of prayer and religious experience, the "new age" as the era of the Holy Spirit, charismatic manifestations, the eschatological role of the Spirit, and the pastoral implications of the Holy Spirit for ministry.

THEO 252 - Sacraments in the Catholic Tradition

(3 hours) 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 core area requirement in theology.

THEO 255 - The Mystery of Death

(3 hours) 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 core area requirement in theology.

THEO 310 - Jesus the Christ

(3 hours) Jesus of Nazareth is the most famous name in history. But what do Christians mean when they call Jesus "the Christ"? Through scriptural, historical, and theological perspectives, students will explore current research on the historical Jesus, Christian reflection on Jesus' person and work, and contemporary Christological models of Jesus (e.g. liberation, feminist). Among questions and issues that will be considered are Jesus'

self-understanding and the contemporary perception of him by his disciples and opponents; the development of Christological doctrine by the first generation of post-Resurrection Christians, specifically the evangelists and St. Paul; the development of later doctrines and dogmas during the patristic and imperial period; medieval and later developments; and the meaning of Jesus for women and men today.

Prerequisite(s): Sophomore standing or consent of the instructor.

This course will satisfy the core area requirement in theology.

THEO 354 - Great Christian Thinkers

(3 hours) This course provides an opportunity to reach up to and engage the minds of outstanding figures in the Christian tradition. The focus may be the writings of a single figure (e.g., Origen, Augustine, Thomas Aquinas, Catherine of Siena, Karl Barth, Karl Rahner, or Gustavo Gutierrez) or the engagement of two or more theologians in dialogue, often on a single problem or theme (e.g., sin and grace, eschatology, revelation, ethics, biblical interpretation, or religious pluralism).

Prerequisite(s): Sophomore standing or consent of instructor.

This course will satisfy the core area requirement in theology.

Theology Area IV: Christian Ethics and Spirituality Courses

THEO 106 - Introduction to Pastoral Theology

(3 hours) 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 of the course.

This course will satisfy the core area requirement in theology.

THEO 201 - Solitary Confinement and Human Rights

(1 hour) Listed also as CRIM 201, SOC 201, THEA 201 .

THEO 256 - Marriage and Family Life

(3 hours) Everyone, in some way, has been formed by marriage and family life. Using texts, articles, movies and projects, we will integrate the tradition of the Catholic Church, the culture, and the students' lived experience to think critically about marriage and family life. The theology of marriage, rooted in scripture, will provide a starting point for exploration. We will look at communication and conflict resolution, faith development, and ritual within this most critical sphere of life.

Listed also as SWG 256.

This course will satisfy the core area requirement in theology.

THEO 261 - The Seamless Garment: Catholic Social Teaching and Movements

(3 hours) 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, the works of prominent writers, and social movements.

This course will satisfy the core area requirement in theology.

THEO 273 - Great Women Mystics

(3 hours) This course explores the lives, activity, and writings of outstanding Christian 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, Mechthild of Magdeburg, Catherine of Siena, Julian of Norwich, Joan of Arc, and Teresa of Avila, other important figures of past ages and recent times will be considered as well, including artists, writers, and political leaders.

Listed also as SWG 273.

This course will satisfy the core area requirement in theology.

THEO 281 - Dominican Saints and Mystics

(3 hours) From the beginning, Dominican spirituality has ranged characteristically and widely between the poles of contemplative prayer and prophetic action. Inspired by a visionary love of Truth, the friar and sister preachers employed the liberal and fine arts, the sciences, law, politics, and nursing as well as direct evangelization to proclaim and manifest the Word. This course will explore the major paths and personalities that continue to fund Dominican prayer and work today in the light of the social, natural, and spiritual challenges facing the order and the Church of tomorrow.

This course will satisfy the core area requirement in theology.

THEO 320 - Theological Ethics

(3 hours) 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 church authority in the changing life of the individual and community.

Prerequisite(s): Sophomore standing or consent of instructor.

This course will satisfy the core area requirement in theology.

THEO 368 - Biomedical and Health Care Ethics

(3 hours) 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(s): Sophomore standing or consent of instructor.

This course will satisfy the core area requirement in theology.

THEO 373 - Christian Spirituality

(3 hours) 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(s): Sophomore standing or consent of instructor.

This course will satisfy the core area requirement in theology.

Theology Area V: Theology, Religion, and Culture Courses

THEO 105 - Introduction to Interfaith Studies

(3 hours) This course investigates a range of theological and philosophical warrants and resources within particular religious traditions, including Catholic Christianity, for engaging constructively with other religious and nonreligious worldviews. It explores efforts to establish common ground while understanding the dynamics of conflict. It studies significant moments in the history of interfaith interchange, with particular attention to developments following the 1893 World Parliament of Religions held in Chicago. Students will analyze and have some direct experience with contemporary interfaith organizations and initiatives, including those that foster theological dialogue, the sharing of religious and spiritual experience, and cooperative action in an effort to promote "a more just and humane world."

Listed also as IFS 105

This course will satisfy the core area requirement in theology.

THEO 228 - Ritual and Symbol

(3 hours) A person's understanding of ritual and symbol in many ways frames that person's worldview. 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.

This course will satisfy the core area requirement in theology.

THEO 234 - God and Gangs: Redeeming the Streets and the Sacred

(3 hours) For many Latin@s, gang-life is a forced reality that often functions as alternative communities of not only family life but also divine life. For Latino and Latina gangs, brotherhood and sisterhood function as a unified body—much like the body of Christ. The understanding of community and relationality is not unlike that of the church body. The

language, rules, rituals, symbols, and structures of gang life parallel that of church doctrines and liturgy. When Latinos and Latinas join gangs, they are "blessed in," learning the necessity of communal life, faithfulness, and service to one another. In their "new communal life" Latin@s invoke the protection of God, the Virgin Mary, and the saints—the sacred is alive in gang life. This course will explore the complexities of Latin@ gang life to determine what, if anything, is disclosed about the mystery of God and how this understanding may lead towards the redemption of the streets, and the sacred.

This course will satisfy the core area requirement in theology.

THEO 236 - Our Lady of Guadalupe: Mother of a New Creation

(3 hours) In 1999 John Paul II proclaimed Our Lady of Guadalupe as the Patroness of the Americas. Since her apparition on Mount Tepeyac in December 1531, Our Lady of Guadalupe has been at the heart of the Mexican and Mexican-American people. This course critically examines the Guadalupe tradition historically and theologically from its origins down to the present day. Speaking Spanish is not a requirement to take this course.

This course will satisfy the core area requirement in theology.

THEO 237 - Latin@ Theology

(3 hours) Christianity around the world is about 50% Spanish speaking. The U.S. Catholic Church is nearly 40% Latin@. Catholic Christianity in Chicago is over 50% Latin@. This course critically engages the theological imagination that stems from the heart of a people. The course examines the diverse origins, methods, contexts, major theological themes, and texts of U.S. Latin@ theologies. With an understanding that these experiences vary greatly between and within communities of faith, special emphasis is placed on the Catholic tradition. Particular attention is given to the unique contributions of Latin@ theology such as *Mestizaje*, *Teología en Conjunto*, *Fiesta*, Accompaniment, and *lo cotidiano*. Speaking Spanish is not a requirement to take this course.

This course will satisfy the core area requirement in theology.

THEO 238 - Latin@ Spirituality: The Origins, Roots, and Contemporary Experience of a People

(3 hours) This course provides an in-depth exploration into the spirituality of Latinos and Latinas living in the United States. With the understanding that Latin@ spirituality varies between and within faith communities, this course will particularly focus on the origins, development, and contemporary experience of Roman Catholic Mexican-American spirituality with special attention to the theological character and implications of that spirituality. We will examine the roots and origins of this perspective through history, literature, cultural anthropology, biblical studies. Additionally, this course will aid the discovery and exploration of one's own spirituality, whatever one's cultural and theological starting point might be.

Listed also as LLAS 238

This course will satisfy the core area requirement in theology.

THEO 239 - Latin@ Religious Experience and Theology

(3 hours) The Latino perspective in religion and theology has only recently been heralded and explored. This course will begin by situating Latino/a perspectives in theology within the larger category of contextual theology. A review of the method and source material of Latino/a theologies will demonstrate how they differ from "classic" theologies. We will then discuss a number of theological topics that pertain to the Latino/a religious experience. Finally, we will look at the Latino/a perspective within the Catholic tradition and the Church.

Listed also as LLAS 239 and SWG 239.

This course will satisfy the core area requirement in theology.

THEO 242 - The Mystery of Evil in Religion and Literature

(3 hours) The enigma (mystery, problem) of suffering and evil has been expressed historically through various mythologies: tragedy, original sin, alienation, etc. This course will take an in-depth look at these several themes from the perspective both of religion and of literature.

This course will satisfy the core area requirement in theology.

THEO 244 - Circling around God: The Mystery of the Divine

(3 hours) Deep within the human spirit, there is a profound need to make meaning and find significance. This course will expose students to some of the most significant thinking found in great theological works. We shall look at the *Tao Te Ching*, the *Baghavad Gita*, some poetry from Basho, Rumi, and Gerard Manley Hopkins, along with a selection of Catholic writers, and end our exploration with Martel's *Life of Pi*. For us, the driving question throughout the class will be how do we cultivate our spiritual imagination and what stories are we willing to believe.

This course will satisfy the core area requirement in theology.

THEO 247 - Christianity and Slavery: Redemption through Resistance

(3 hours) The practice of slavery, both with its ancient origins and its stubborn persistence today, raises deep and often disturbing questions for theology and theologians. How, for instance, could Christianity so long condone and even justify the enslavement of fellow human beings, and yet also fuel the fires of abolitionist movements, change the hearts of slave traders, and bring meaning and hope to those enslaved? How are slavery and release from slavery related to such theologically challenging topics as understandings of the human; sin, grace, and redemption; the problem of evil; and the hope for an eternally joyful life? Through examination of scripture and other readings, film, and song ("spirituals"), this course pursues questions of this kind. While the major focus is the Christian tradition, brief comparisons with Islamic attitudes towards slavery will highlight the interreligious and truly global extent of this profound theological problem.

Listed also as BWS 247

This course will satisfy the core area requirement in theology.

This course will satisfy the core requirement in multicultural studies.

THEO 257 - Women and Religion

(3 hours) In this course, we will focus our attention on Christian, Jewish, and Muslim women in the United States. More specifically, we will look at how the religious experiences and imaginations of these women have been shaped by the cultures, theologies, and practices of their various religious traditions within the socio-historical context of American life. Conversely, we will look at how particular individuals and groups of women in the United States have contributed to the development and transformation of religious, social, and cultural life, beliefs, and practices both within and beyond their particular religious institutions.

Listed also as SWG 257.

This course will satisfy the core area requirement in theology.

THEO 263 - Health and Healing: Medicine, Religion, and Spirituality

(3 hours) This course explores the historical and contemporary interface between medicine and religion with an emphasis on the origin and development of the nursing tradition, especially its impact on the revival of spirituality in the late 20th century. Tracing the path of wellness from its origins in Greek, Chinese, and Indian cultures, as well as the distinctive approach of Judaism and early Christianity, students will investigate the development of healing practices in the medical traditions of medieval monasticism, Islamic medical schools in Spain and North Africa, and the rediscovery of holistic medicine in recent times. Topics will include studies of longevity, alternative health care, fitness and exercise, diet and nutritional studies, pain management, and the role of emotion in regard to personal and social health.

This course will satisfy the core area requirement in theology.

THEO 264 - The Ways of War and Peace in Christianity and Islam

(3 hours) 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 the 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 Quran, and other key texts), "holy war" jihad, "just war," and approaches to nonviolence within the two traditions.

This course will satisfy the core area requirement in theology.

This course will satisfy the core requirement in multicultural studies.

THEO 268 - Theology and Horror Fiction

(3 hours) This course will explore how modern horror fiction engages and reflects themes and that are found in the biblical and Christian theological traditions, such as the human condition, the problem of mortality, good and evil, social justice, war, gender, and the role of nature. Using literary and theological methods, the course will look at specific traditional examples, such as the Books of Genesis and Revelation, before focusing on modern horror fiction, such as *I Am Legend*, *Frankenstein*, *The Monstrousologist*, *The Walking Dead*, *World War Z*, and *The Shining* (among others).

This course will satisfy the core area requirement in theology.

THEO 272 - Spirituality and Mysticism in World Religions

(3 hours) 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 these several mystical "paths" will provide the basis for our analysis of these traditions.

This course will satisfy the core area requirement in theology.

THEO 277 - African-American Religious Experience and Theology

(3 hours) 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 BWS 277.

This course will satisfy the core area requirement in theology.

THEO 278 - Religions of the Book: Judaism, Christianity, Islam

(3 hours) This course explores the three great monotheistic religions that claim descent from Abraham. Sharing many of the same beliefs and traditions, Jews, Christians, and Muslims also differ theologically and politically. What are the common bonds that tie them together and the forces that create conflict and mistrust both within and among these faiths?

This course will satisfy the core area requirement in theology.

THEO 283 - Godflix: Theology and Ethics in Film and TV

(3 hours) Film and television can be a powerful and often subtle vehicles for exploring profound, and often perplexing, theological and ethical questions and themes. Through discussion of selections from film and television, with matching readings, this course will examine such topics as sin, grace, and redemption; the problem of evil; beauty and the transcendent; justice and mercy; and the "end times."

This course will satisfy the core area requirement in theology.

THEO 284 - Cosmology and Theology: God, the Universe, and Everything

(3 hours) How did we get here and where are we going? Cosmology studies the origin, nature, structure, and evolution of the universe in the deepest and broadest sense. This course will survey the cosmological notions of the ancient world, the dominant Christian version of the Middle Ages, the Copernican and Newtonian reformulations, and the major transformations of the nineteenth and twentieth centuries, leading to today's rapidly developing field in the wake of space exploration and the advent of powerful new telescopes. Some questions to be explored: How did the universe begin? How will it end? What is the place of life in cosmic evolution? Are we alone in the universe or is it teeming with life? Can astronomers and physicists believe in God? What does the doctrine of creation actually mean? What are the theological implications of finding intelligent life elsewhere in the universe? Can humanity find a home elsewhere in the galaxy?

This course will satisfy the core area requirement in theology.

THEO 343 - Freud, Jung, and Religion

(3 hours) What do psychologists have to say about religion? Is it a crutch, the "obsessional neurosis of humanity"? Is God an illusion of the weak? Or is religion good for us, and location in the presence of the divine essential for human well-being? This course will focus on the psychologies of religion espoused by Sigmund Freud and C.G. Jung, and will consider some of the challenges that their theories present to Christian theology.

Prerequisite(s): Sophomore standing or consent of instructor.

THEO 360 - Religion and Politics

(3 hours) 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(s): Sophomore standing or consent of instructor.

This course will satisfy the core area requirement in theology.

THEO 362 - Environmental Theology: Ecology in Crisis

(3 hours) 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.

Listed also as ENV 362.

Prerequisite(s): Sophomore standing or consent of instructor.

This course will satisfy the core area requirement in theology.

Theology Area VI: Advanced Study in Theology Courses

THEO 299 - Community-Based Learning

(1 hour) Prerequisite(s): Consent of the instructor

THEO 384 - Special Topics in Theology

(3 hours)

THEO 450 - Independent Study

(2-4 hours) 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.

THEO 455 - Internship

(1-8 hours)

THEO 485 - Senior Project or Portfolio

(3 hours) 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 a research project or compile an integrative portfolio. Completion of this course includes a formal presentation on the project or portfolio to the Department of Theology.

Translation and Interpretation Studies

Translation and interpretation studies seeks to promote and develop the interlingual and intercultural skills of students, training them to pursue careers that require professional use of more than one language and culture.

The translation and interpretation studies field is fully aligned with the vision and mission of Dominican University. Emphasis on a "free and open inquiry and dialogue with a diverse array of persons, places, texts, objects, ideas, and events, past and present" is indeed the nature and objective of the field. Translators are mediators who provide access to other cultural and linguistic realms, opening an array of possibilities of action and interaction across cultures to individuals who otherwise would be excluded from dialogue and inquiry outside of their linguistic and cultural communities. Moreover, interlingualism is a "talent" that many bilingual / bicultural Dominican students already have and cherish. Our vision recognizes and develops that potential, equipping students with one of the most important tools to make a "positive contribution to the world": the ability to understand and interpret one another in equal and responsible terms.

While many people are proficient in another language, in order to provide professional translation services at the private, local, state, federal, or international level, interpreters need to be trained, and in many cases certified. Area hospitals, law offices, counseling centers, social service agencies, schools, publishing houses, news organizations, entertainment companies, the tourist industry in general and the tech world are all equally and increasingly in need of well trained, competent and reliable translators. Majors such as business, pre-law, political science, sociology, criminology, education, English, Spanish, French or Italian are among the many majors that would be complemented by translation and interpretation studies.

According to the Bureau of Labor Statistics, "Employment of interpreters and translators is projected to grow 29 percent from 2014 to 2024, much faster than the average for all occupations. Employment growth will be driven by continually globalized national economies that demand global-ready skills, as well as by continued increases in the number of non-English-speaking people in the United States who are either here for business, or are residents and immigrants. Job prospects should be best for those who have professional certification" (see <http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>). Translation and Interpretation Studies helps prepare students to take certification exams offered by the different professional agencies operating within a given professional field.

Translation and Interpretation Studies Minor

The minor in translation and Interpretation studies introduces students to diverse traditions, theories, and practices of translation and prepares them to produce entry-level professional translations (written) and interpretations (oral) in a variety of professional environments, including legal, medical, business, and cultural settings. The core courses cover general culture, theory, and practical skills necessary to analyze, interpret, and translate texts from a source to a target language. The specific track courses, the internship, and the capstone give students the opportunity to pursue individual professional interests related to translation studies and its professional application. All students will build and maintain a digital

portfolio, to be presented publically in an appropriate venue in the final year of the student's undergraduate career. The portfolio will accumulate sample translation and interpretation work for the minor to be used to assess skill growth as well as evidence program outcomes are being met. Upon completion of the minor, students will be guided in taking a certification exam of their choice, if desired.

Program Prerequisites

Any student who demonstrates intermediate-advanced oral and writing proficiency in another language other than English is welcomed into the program. However, all students must have a faculty mentor who is appropriately credentialed to provide oversight and assessment to the student of their non-English language translation and interpretation work. Proficiency can be measured by a student's language placement exam results, a student's ability to take advanced courses in the target language early in their college career, and upon language faculty assessment.

Required Courses

- TRAN 101 - Introduction to Translation and Interpretation Studies
- TRAN 201 - Professional Translation and Localization: The Legal, Medical, Business, and Education Fields.

Choose one of the following three course options:

- TRAN 299 - Translation and Interpretation: Community-based Learning
- TRAN 455 - Translation and Interpretation Internship
- Study abroad course in a country of one of the student's languages of expertise.
- TRAN 480 - Translation and Interpretation Capstone

Choose one of the following English literature courses:

- ENGL 310 - 16th Century English Literature
- ENGL 316 - 17th Century English Literature 1600-1660
- ENGL 317 - Restoration and 18th Century British Literature
- ENGL 322 - 19th Century British Literature
- ENGL 326 - 20th and 21st Century British Literature
- ENGL 359 - Shakespeare and the History of the English Language
- *Complete one advanced-level grammar/language course in the language of expertise:*
- SPAN 301 - Advanced Grammar and Composition
- FREN 302 - Advanced Grammar and Composition
- ITAL 300 - Advanced Grammar and Composition

Additional Information

- Students who choose to study abroad to gain credits towards the translation and interpretation studies minor (in lieu of completing either TRAN 299 or TRAN 455 will need to complete assignments or take courses related to the field of translation and interpretation studies while outside of the United States.

Translation and Interpretation Studies Courses

TRAN 101 - Introduction to Translation and Interpretation Studies

(3 hours) This course introduces students to the theory and practice of translation. The first part of the course is devoted to the study of the history and methodologies derived from the art and craft of translation, providing students with new ways of interpreting a variety of texts. The second part of the course focuses on the actual process of translating. Special attention is paid to the structural differences among languages; the significance of tone and style; the author's voice and the translator's positionality; the on-going problems of fidelity, literalness, freedom, imitation, analogy; and the limitations of cultural and textual translatability.

Prerequisite(s): ENGL 101 or placement above and either SPAN 202, SPAN 231, FREN 202, ITAL 202, or documented placement-exam results above the 202/231 level; or consent of instructor.

TRAN 201 - Professional Translation and Localization: The Legal, Medical, Business, and Education Fields.

(3 hours) Students will practice the fundamentals of translation in a variety of fields: legal, medical, business, education, and other domains as determined by the professor. The course will include translation and interpretation techniques, supervised practice, and ethical use of new technologies that aid in the translation process as well as a community-based learning experience or some professional project component meant to give students practice in finding employment with translation responsibilities in each student's area and language of expertise.

Prerequisite(s): TRAN 101 and either SPAN 301, FREN 302, or ITAL 300; or consent of instructor.

TRAN 299 - Translation and Interpretation: Community-based Learning

(1-3 hours) This course is designed to introduce and involve students in active translation/interpreting tasks within specific community field settings, under the supervision of program faculty, ideally related to the

student's professional track. Collaboration with the Office of Community Based-Learning will be required and facilitated by the professor. The overall purpose is to ensure that students have a professional opportunity in which they are active in translation/interpreting tasks, as well as have other learning activities related to the general work context of translation/interpreting, (e.g. attending, conferences, an agency visit, interpreter-assisted court proceedings, shadowing in health care settings etc.) The program will also facilitate finding and sharing with students internship and community-based openings as possible, however students are encouraged to seek opportunities that best fit their specific and individual goals.

Prerequisite(s): TRAN 101 and either ENGL 310, ENGL 316, ENGL 317, ENGL 322, ENGL 326, or ENGL 359; or consent of instructor.

TRAN 455 - Translation and Interpretation Internship

(1-3 hours) This course is designed to introduce and involve students in active translation/interpreting tasks within specific community field settings, under the supervision of program faculty, ideally related to the student's professional track. Collaboration with Career Services will be required and facilitated by the professor. The overall purpose is to ensure that students have a professional opportunity in which they are active in translation/interpreting tasks, as well as have other learning activities related to the general work context of translation/interpreting, (e.g. attending, conferences, an agency visit, interpreter-assisted court proceedings, shadowing in health care settings etc.) The program will also facilitate finding and sharing with students internship and community-based openings as possible, however students are encouraged to seek opportunities that best fit their specific and individual goals.

Prerequisite(s): TRAN 101 and either ENGL 310, ENGL 316, ENGL 317, ENGL 322, ENGL 326, or ENGL 359; or consent of instructor.

TRAN 480 - Translation and Interpretation Capstone

(3 hours) Translation capstone gives students an opportunity to organize and complete their professional translation portfolio and complete other assignments in preparation for professional work. They will execute a large-scale project connected to their chosen tract, guided by affiliated faculty advisors. Students will be advised from TRAN 101 to prepare for this course, knowing they are expected to develop and evidence professional skills as part of completing the minor. Some of these are project management, speed translation, efficient and ethical use of machine translation, as well as familiarity with other new technologies. The portfolio will be completed with the goal of presenting it at the URSCI expo in the spring semester of the student's final year, when possible.

Prerequisite(s): TRAN 101, TRAN 201, and either TRAN 299 or TRAN 455.

Washington Internship Institute

The Washington Internship Institute, an affiliate of Dominican University, provides students with internships, housing, courses, and opportunities to experience and be a part of the wide variety of Washington, DC, domestic and international institutions, public and private organizations, and offices of political leaders and policy makers. Because of the affiliation, students can utilize any federal and state financial aid for which they are eligible, and may be eligible to receive a prorated amount of institutional aid. Students may attend the Washington Internship Institute in the fall or spring semesters for 14 credit hours or during the summer for 12 credit hours. Students may choose from four separate tracks of study and internship experience: Inside Washington, International and Foreign Policy Studies, Environmental and Sustainability Policy Studies, and Global Women's Leadership Development.

Washington Internship Institute Courses

WII 350 - Inside Washington: Politics, and Policy

(3 hours) A part of the Inside Washington internship program, this course is designed to maximize the student's knowledge about American politics in general and what actually goes on inside Washington in particular. It is seminar-centered, supplemented with on-site working visits, and covers substantive institutions of American politics such as Congress, the presidency, and the courts. The constitutional framework of America's democracy is also analyzed with particular focus on the roles and interactions of America's democratic institutions and its political players within the Washington political theater. In addition, the seminar discusses the roles of political parties, interest groups, and issues such as civil rights and civil liberties within the context of the war on terrorism and the constitutionality of the powers of federal government agencies.

WII 351 - International and Foreign Policy Studies

(3 hours) This course is designed to help prepare the student in the International and Foreign Policy Studies internship program for professional leadership in American foreign affairs through experience and knowledge of both the American and the international policy-making system/process and its intellectual foundation. The "policy" element of this course will focus on the fact that the United States is in a uniquely strong and in many ways dominant position in world politics, economics, and defense/military prowess today. Thus, while it is important to understand other regions, this course will emphasize U.S. policy, including what it is and discussion of what it should be, i.e., how the United States should utilize this level of national power never before seen in human history. The "practice" element of the course will focus on how U.S. foreign policy is made, implemented, and influenced, and how the neophyte in the field can enter it and move toward ultimate leadership.

WII 352 - Environmental and Sustainability Policy Studies

(3 hours) In this course, students in the Environmental and Sustainability Policy Studies internship program will examine a number of the major complex environmental issues of our times. Students will be given an introduction to the policies, the players, and the institutions that shape

federal environmental decision making. This class will examine how U.S. environmental policy is really made, who and what influences policy, and the scope and breadth of some of the policies. International community and global concerns will also be examined.

WII 353 - Global Women's Leadership Development

(3 hours) This course will study key issues facing women around the world and in the United States. Whether considering issues such as women's health, gender and family, human rights, women in war, human trafficking, or economic entrepreneurship and micro-lending, you will have the chance to critically assess case studies in this intensive seminar. Be a part of shaping opportunities for women in the world well into the 21st century.

WII 355 - Internship Seminar: Leadership and Professional Development

(3 hours) This course is designed to help WII students reflect on and examine the role of the individual in complex organizations by applying theories of experiential education, cognitive and social development, and organizational development to the experiences gained in their Washington internships. Students reflect critically on their working environment through an analysis of social relationships and the dynamics of working in a professional setting. Field-based exercises are combined with lectures, discussions, readings, and written assignments in which students analyze the internship experience.

WII 357 - Inside Washington Internship

(6-8 hours) The Inside Washington internship program welcomes all majors and allows students the greatest variety in choosing the internship that best fits their interests. Internships focus mainly on U.S. organizations and institutions in media, advocacy organizations, government agencies, and the elective branches of the federal government.

WII 358 - International and Foreign Policy Internship

(6-8 hours) The International and Foreign Policy internship program gives students the opportunity to intern and do substantive work at a host of international organizations, including foreign embassies, nongovernmental organizations, or the U.S. Department of State.

WII 359 - Environmental and Sustainability Internship

(6-8 hours) The Environmental and Sustainability internship program is geared toward students from environmental policy and studies backgrounds. Students intern with public and private environmental organizations.

WII 360 - Global Women's Leadership Internship

(6-8 hours) The Global Women's Leadership Internship program gives students the opportunity to intern and do substantive, hands-on work in the

nation's capital with an international non-governmental organization, women's political or legal advocacy group, a corporation, a government agency, or a policy organization.

Brennan School of Business

Mission

The Brennan School of Business provides experiential business education at the undergraduate, graduate, and executive levels. Our faculty prepares students to advance their careers by combining both theory and practice within and beyond the classroom. Guided by the University's core values of Caritas et Veritas, we develop ethically-minded leaders who create sustainable value for businesses and communities in a global society.

Vision Statement

The Brennan School of Business aspires to be the Innovative Leader in Experiential Business Education.

Curriculum

The Brennan School of Business offers six undergraduate majors and two graduate degree programs.

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. Our programs foster the personal, social, and professional development of our students through excellent teaching, careful mentoring, and rigorous programs of study.

Taught by a faculty of well-prepared academicians and distinguished practitioners, the curriculum takes a broad interdisciplinary approach to business education. 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 lifelong learning as cultural traditions and the professional environment constantly change and evolve.

Academic Policies for Graduate Students

The Academic Regulations of the university apply to Brennan School of Business course offerings, degree programs, and students. In addition, the students enrolled in Brennan School of Business graduate programs are bound by the following policies:

Academic Progress

Students are expected to complete their graduate degree within six years and are encouraged to meet regularly with their academic advisor for assistance in developing a degree completion plan. Those requiring an extended period of study must meet with the associate dean to structure a schedule of completion for their degree. Students who wish to return after an absence of more than five years without reapplying as a new student must obtain approval from the dean. Those permitted to return will be subject to the program curriculum in effect at the time of their return.

Probation and Dismissal

A student is placed on probation if his or her cumulative grade point average (GPA) falls below 3.0 after at least nine credit hours of study in graduate core or elective courses. Once a student is placed on probation, if a cumulative GPA of 3.0 has not been reached after the completion of six additional credit hours, the student will be subject to dismissal. A student who has been dismissed must wait at least one semester before reapplying for admission. For purposes of this policy on probation and dismissal, only graduate core and elective business courses completed at Dominican University will be considered in the calculation of the cumulative GPA. The Brennan School of Business reserves the right to deny registration to any student who, in the opinion of the administration, is not progressing satisfactorily toward a degree or who, for other reasons, is deemed unsuitable for the program.

Foundation Course Waivers

Foundation courses required for degree programs may be waived if students have successfully completed equivalent course work at another accredited institution as part of their previous studies. In order to be eligible for waivers, students must have achieved a grade of B or better in an equivalent course. Original transcripts are required for consideration of waivers. Transcripts will be reviewed for waivers at the time of admission.

Students who do not have the academic preparation required for a foundation course waiver, but who believe that they have sufficient expertise in a foundation area, may request to take a proficiency examination. Proficiency examinations in each of the foundation areas are administered by Brennan School of Business faculty, who will determine whether a student demonstrates sufficient knowledge to warrant a foundation course waiver. Examinations may be taken only once, and the determination of the faculty regarding the waiver is final and cannot be appealed. Proficiency examinations should be coordinated with the Director of Graduate Programs.

Core courses and electives cannot be waived. All waivers are subject to final approval by the Director of Graduate Programs in consultation with the University Registrar.

Transfer of Credit

Students who have completed relevant graduate courses at another AACSB-accredited institution may transfer up to six semester hours of credit toward the MBA or MSA degree. All transfer credits are subject to approval and no transfer credit will be awarded unless an official transcript is provided showing that a grade of B or better was achieved. All transfer credit decisions are subject to final approval by the Director of Graduate Programs in consultation with the University Registrar.

Returning for a Second Degree

Students currently enrolled in one of the degree programs in the Brennan School of Business who wish to apply for a second degree must submit a new application and a new personal statement. All other required documentation such as transcripts, recommendation letters, GMAT or GRE, and TOEFL or IELTS scores submitted for the first degree will be carried forward to the application.

Brennan School of Business alumnae/i seeking a second degree must submit a new application, a personal statement and two letters of recommendation. Transcripts, graduate admission test scores, and English proficiency test scores used to evaluate the original application will be carried forward to the new application.

International students seeking to continue or return for a second degree must also submit a current financial statement in addition to the other documents specified. Students are subject to degree requirements in effect the first semester they attend classes in the second degree program.

Returning for a Second MBA Concentration

Any alumna/us who has earned an MBA from Dominican University may return as a student-at-large to complete an additional concentration. Alumni are eligible to complete concentrations in place when they matriculate as students-at-large, as well as concentrations that are added subsequent to the student's start date. Only courses completed within six years of the completion of the MBA will satisfy concentration requirements.

Student-at-Large Status

An applicant wishing to enroll as a student-at-large, rather than as a degree-seeking student, must submit a student-at-large application, an application fee, and official transcripts. Student-at-large status is permissible for one semester only and for a maximum of six-credit hours. International students are not eligible to apply for student-at-large status.

Undergraduate Business Programs

Accounting - B.B.A

Accounting is the language of business. The accounting major prepares aspiring accountants for positions of leadership in public and private accounting firms. Every CPA is an accountant but not every accountant is a CPA. Accounting majors should work closely with their academic advisor to select appropriate major courses, particularly if they intend to sit for the CPA exam.

Major Requirements:

Bachelor of Business Administration Core

Business Foundations

Complete the following courses (39 credit hours[†])

- ACCT 101 - Financial Accounting
- ACCT 102 - Managerial Accounting
- BETH 301 - Business Ethics
- BLAW 201 - Business Law
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- FIN 301 - Corporate Finance
- MGMT 301 - Management
- MGMT 401 - Principles of Operations Management
- MKTG 301 - Marketing
- QUAN 201 - Business Statistics

Business Practicum

Complete the following courses (11 credit hours[†])

- Year 1: MGMT 197 - Business Gateway Practicum
- Year 2: ENTR 297 - Entrepreneurship
- Year 3: BCDP 397 - Level 1-Required Internship
- Year 4: MGMT 497 - Business Capstone Practicum

Career Development

Complete the following courses (4 credit hours[†])

- Year 1: BCDP 100 - Launching Your Career
- Year 2: BCDP 200 - Leveraging Your Strengths
- Year 3: BCDP 300 - Presenting Yourself Professionally
- Year 4: BCDP 400 - Managing Your Career

Required Accounting Courses:

Eighteen credit hours[†], including:

- ACCT 210 - Cost Accounting
- ACCT 310 - Intermediate Financial Accounting I
- ACCT 311 - Intermediate Financial Accounting II
- ACCT 312 - Income Taxation of Individuals
- ACCT 411 - Accounting Information Systems

Complete at least one of the following courses:

- ACCT 313 - Income Taxation of Entities
- ACCT 410 - Advanced Financial Reporting
- ACCT 412 - Auditing
- ACCT 490 - Special Topics in Accounting (may be repeated for credit if topics differ)

Additional Requirements:

A minimum of one-half of the courses in the major field must be completed at Dominican. In addition, a minimum of four of the required accounting courses must be completed at Dominican.

Students majoring in accounting are advised to complete MATH 130 or MATH 170 to satisfy the mathematics foundation requirement.

Additional Information

The State of Illinois requires that an individual must have 150 semester hours of college credit to sit for the Certified Public Accounting (CPA) examination. In addition, the State of Illinois requires a minimum number of hours in business and accounting courses. To meet these requirements, a student should take ACCT 313, ACCT 410, ACCT 412, The CPA communication requirement will be satisfied by successful completion of BCDP 200 and BCDP 300. Any student planning to sit for the CPA exam may want to consider enrolling in the Accelerated MBA program to meet the 150-semester-hour requirement. The MBA concentration in Accounting is specifically designed to prepare accounting majors for the CPA exam. Students who major in accounting will earn the bachelor of business administration degree.

[†] Credit-hour requirements reflect the number of credits earned by students who complete all major requirements at Dominican University. These totals may be reduced due to waivers granted transfer students for certain courses or transfer-hour totals.

Accounting Minor

Minor Requirements

Students pursuing an accounting minor should complete a minimum of 18 semester hours[†], including:

Required Courses

- ACCT 101 - Financial Accounting
- ACCT 102 - Managerial Accounting
- ECON 101 - Principles of Microeconomics

Complete three additional courses from the required accounting courses (not including business foundation courses) listed for the Accounting - B.B.A program.

Additional Requirements

Nine of the 18 credit hours must be completed at Dominican.

[†] Credit-hour requirements reflect the number of credits earned by students who complete all minor requirements at Dominican University. These totals may be reduced due to transfer-hour totals.

Economics - B.A.

The Bachelor of Arts in economics is designed for students seeking to study basic economic theory and its applicability to the analysis of problems in the economy and society. The BA in economics is a good choice for students who want to pursue a business-related major in combination with a major or minor in another field.

Major Requirements:

Thirty-nine semester hours[†], including:

Required Courses:

- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- ECON 340 - International Economics
- ECON 342 - Intermediate Microeconomics
- ECON 343 - Intermediate Macroeconomics
- BETH 301 - Business Ethics
- QUAN 201 - Business Statistics

Complete at least four courses from the following:

- ECON 341 - Econometrics

- ECON 440 - History of Economic Thought
- ECON 441 - American Economic History
- ECON 442 - Labor Economics
- ECON 443 - Sports Economics
- ECON 490 - Special Topics in Economics
- FIN 323 - Financial Markets & Institutions

Complete two courses from the following options:

- Economics courses at the 300 level or above.
- Finance courses at the 300 level or above.
- MATH 230 - Linear Algebra
- MATH 261 - Analytic Geometry and Calculus I
- MATH 262 - Analytic Geometry and Calculus II
- MATH 270 - Multivariable Calculus
- MATH 280 - Introduction to Differential Equations
- Political science courses at the 200 level or above
- Sociology courses at the 200 level or above

Additional Requirements:

A minimum of one-half of the credit hours in the major must be completed at Dominican.

Students majoring in economics are advised to complete MATH 130 or MATH 170 to satisfy the mathematics foundation requirement.

Additional Information

Students intending to pursue graduate study in economics are strongly recommended to complete MATH 230, MATH 261, MATH 262, MATH 270, and ECON 341.

Students intending to pursue a career in the social sciences are strongly recommended to complete ECON 440 and ECON 441 and courses in political science, psychology, or sociology.

[†] Credit-hour requirements reflect the number of credits earned by students who complete all major requirements at Dominican University. These totals may be reduced due to transfer-hour totals.

Economics - B.B.A.

Major Requirements

Sixty-six semester hours[†], including:

Bachelor of Business Administration Core

Business Foundations

Complete the following courses (39 credit hours[†])

- ACCT 101 - Financial Accounting
- ACCT 102 - Managerial Accounting
- BETH 301 - Business Ethics
- BLAW 201 - Business Law
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- FIN 301 - Corporate Finance
- MGMT 301 - Management
- MGMT 401 - Principles of Operations Management
- MKTG 301 - Marketing
- QUAN 201 - Business Statistics

Business Practicum

Complete the following courses (11 credit hours[†])

- Year 1: MGMT 197 - Business Gateway Practicum
- Year 2: ENTR 297 - Entrepreneurship
- Year 3: BCDP 397 - Level 1-Required Internship
- Year 4: MGMT 497 - Business Capstone Practicum

Career Development

Complete the following courses (4 credit hours[†])

- Year 1: BCDP 100 - Launching Your Career
- Year 2: BCDP 200 - Leveraging Your Strengths
- Year 3: BCDP 300 - Presenting Yourself Professionally
- Year 4: BCDP 400 - Managing Your Career

Required Economics Courses

- ECON 340 - International Economics
- ECON 342 - Intermediate Microeconomics
- ECON 343 - Intermediate Macroeconomics

Choose one additional ECON course at the 300-level or above:

- ECON 341 - Econometrics
 - ECON 440 - History of Economic Thought
 - ECON 441 - American Economic History
 - ECON 442 - Labor Economics
 - ECON 443 - Sports Economics
 - ECON 490 - Special Topics in Economics
- Additional courses may be added to this group as they are developed.*

Two elective courses chosen from the following:

- Additional ECON courses at the 300-level or above.
- FIN 320 - International Finance
- FIN 322 - Investments and Portfolio Management
- FIN 490 - Special Topics: Finance
- MATH 230 - Linear Algebra
- MATH 261 - Analytic Geometry and Calculus I
- MATH 262 - Analytic Geometry and Calculus II
- MATH 270 - Multivariable Calculus
- MATH 280 - Introduction to Differential Equations
- Political science courses at the 200-level or above.
- Sociology courses at the 200-level or above.

Additional Requirements

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

[†] Credit-hour requirements reflect the number of credits earned by students who complete all major requirements at Dominican University. These totals may be reduced due to waivers granted transfer students for certain courses or transfer-hour totals.

Economics Minor

Minor Requirements

Students pursuing a minor in economics should complete a minimum of 18 semester hours[†], including:

Required Courses

- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics

Complete four courses from the following (at least three courses must be ECON or QUAN courses):

- QUAN 201 - Business Statistics

- Courses listed as satisfying Required Economics Courses (not including business foundations) for the Economics - B.B.A. major

Additional Requirements

Nine of the 18 credit hours must be completed at Dominican.

† Credit-hour requirements reflect the number of credits earned by students who complete all minor requirements at Dominican University. These totals may be reduced due to transfer-hour totals.

Finance - B.B.A.

The finance major provides preparation for careers across various financial fields, such as financial analysis, financial planning, financial consulting, and data analytics. The Brennan School of Business finance major helps aspiring managers prepare for positions of leadership via coursework emphasizing corporate governance, international capital markets, and investment analysis. Students selecting this major should work closely with their academic advisor to select appropriate major coursework.

Major Requirements

Sixty-six semester hours[†], including:

Bachelor of Business Administration Core

Business Foundations

Complete the following courses (39 credit hours[†])

- ACCT 101 - Financial Accounting
- ACCT 102 - Managerial Accounting
- BETH 301 - Business Ethics
- BLAW 201 - Business Law
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- FIN 301 - Corporate Finance
- MGMT 301 - Management
- MGMT 401 - Principles of Operations Management
- MKTG 301 - Marketing
- QUAN 201 - Business Statistics

Business Practicums

Complete the following courses (11 credit hours[†])

- Year 1: MGMT 197 - Business Gateway Practicum
- Year 2: ENTR 297 - Entrepreneurship

- Year 3: BCDP 397 - Level 1-Required Internship
- Year 4: MGMT 497 - Business Capstone Practicum

Career Development

Complete the following courses (4 credit hours[†])

- Year 1: BCDP 100 - Launching Your Career
- Year 2: BCDP 200 - Leveraging Your Strengths
- Year 3: BCDP 300 - Presenting Yourself Professionally
- Year 4: BCDP 400 - Managing Your Career

Required Finance Courses:

- FIN 320 - International Finance
- FIN 321 - Advanced Corporate Finance
- FIN 322 - Investments and Portfolio Management

Complete three of the following courses:

- FIN 323 - Financial Markets & Institutions
- FIN 420 - Insurance and Real Estate Finance
- FIN 421 - Financial Statement Analysis
- FIN 490 - Special Topics: Finance (may be repeated for if credit if topics differ)
- One ECON course at the 300 or 400 level.

Additional Requirements

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

† Credit-hour requirements reflect the number of credits earned by students who complete all major requirements at Dominican University. These totals may be reduced due to waivers granted transfer students for certain courses or transfer-hour totals.

Finance Minor

Minor Requirements

Students pursuing a finance minor should complete a minimum of 18 semester hours, including:

Required Courses

- ACCT 101 - Financial Accounting
- ECON 101 - Principles of Microeconomics
- FIN 301 - Corporate Finance

- Three additional courses from the options listed for the Finance - B.B.A. major (not including business foundations). At least two of the courses must be FIN courses.

Additional Requirements

Nine of the 18 credit hours must be completed at Dominican.

† Credit-hour requirements reflect the number of credits earned by students who complete all minor requirements at Dominican University. These totals may be reduced due to transfer-hour totals.

International Business - B.A.

The bachelor of arts degree with a major in international business is designed for students wanting to double major in international business and another field of interest. Students selecting the international business major - B.A. are strongly urged to participate in the study abroad and language study 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.

Major Requirements

Fifty-four semester hours[†], including:

Required Courses:

Thirty-nine credit hours[†]:

- ACCT 101 - Financial Accounting
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- QUAN 201 - Business Statistics
- BETH 301 - Business Ethics
- FIN 301 - Corporate Finance
- MGMT 301 - Management
- MKTG 301 - Marketing
- INTB 280 - The International Business Environment
- MGMT 497 - Business Capstone Practicum

Complete three courses from the following:

- FIN 320 - International Finance
- ECON 340 - International Economics
- MGMT 360 - International Management
- MGMT 463 - Global Supply Chain Management
- MKTG 370 - International Marketing
- INTB 380 - Doing Business Around the World

International Studies or Modern Foreign Language Courses:

Fifteen credit hours:

Students must complete at least five additional courses, which must be approved by the international business advisor. These courses may focus either on advanced modern foreign languages proficiency (200-level or above), or on history, political science, sociology, or other areas, that have a contemporary, global/international focus.

Additional Requirements:

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

Students majoring in international business are advised to complete MATH 130 or MATH 170 to satisfy the mathematics foundation requirement.

† Credit-hour requirements reflect the number of credits earned by students who complete all major requirements at Dominican University. These totals may be reduced due to transfer-hour totals.

International Business - B.B.A.

The bachelor of business administration degree with a major in international business provides preparation for a career in any size firm that works across cultures and international borders. Students selecting the international business major - B.B.A. 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.

Major Requirements

Sixty-six semester hours[†], including:

Bachelor of Business Administration Core

Business Foundations

Complete the following courses (39 credit hours[†])

- ACCT 101 - Financial Accounting
- ACCT 102 - Managerial Accounting
- BETH 301 - Business Ethics
- BLAW 201 - Business Law
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- FIN 301 - Corporate Finance

- MGMT 301 - Management
- MGMT 401 - Principles of Operations Management
- MKTG 301 - Marketing
- QUAN 201 - Business Statistics

- POSC 265 - Middle-Eastern Politics
- POSC 343 - International Law
- POSC 348 - The Politics of Europe

Business Practicum

Complete the following courses (11 credit hours[†])

- Year 1: MGMT 197 - Business Gateway Practicum
- Year 2: ENTR 297 - Entrepreneurship
- Year 3: BCDP 397 - Level 1-Required Internship
- Year 4: MGMT 497 - Business Capstone Practicum

Career Development

Complete the following courses (4 credit hours[†])

- Year 1: BCDP 100 - Launching Your Career
- Year 2: BCDP 200 - Leveraging Your Strengths
- Year 3: BCDP 300 - Presenting Yourself Professionally
- Year 4: BCDP 400 - Managing Your Career

Required International Business Courses

International Business Foundations

- INTB 280 - The International Business Environment

Complete four of the following courses:*

- FIN 320 - International Finance
- ECON 340 - International Economics
- MGMT 360 - International Management
- MGMT 463 - Global Supply Chain Management
- MKTG 370 - International Marketing
- INTB 380 - Doing Business Around the World

** can be completed through study abroad*

International Business Environment Breadth

Complete one course:

- CAS 321 - Intercultural Communication
- HIST 226 - The Modern Middle East
- HIST 380 - Contemporary Africa
- POSC 150 - Comparative Politics
- POSC 160 - Geography and International Politics
- POSC 258 - Special Topics in World Politics (when course has an international focus)
- POSC 260 - Russia and Its Neighbors
- POSC 264 - Politics in Africa

Additional Requirements

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

[†] Credit-hour requirements reflect the number of credits earned by students who complete all major requirements at Dominican University. These totals may be reduced due to waivers granted transfer students for certain courses or transfer-hour totals.

International Business Minor

Minor Requirements

Students pursuing an international business minor should complete a minimum of 18 semester hours[†], including

Required Courses

- ACCT 101 - Financial Accounting
- ECON 101 - Principles of Microeconomics
- INTB 280 - The International Business Environment
- Three additional courses from the Required International Business section of the International Business - B.B.A. major.

Additional Requirements

Nine of the 18 credit hours must be completed at Dominican.

[†] Credit-hour requirements reflect the number of credits earned by students who complete all minor requirements at Dominican University. These totals may be reduced due to transfer-hour totals.

Management - B.B.A.

Major Requirements

Sixty-six semester hours[†], including:

Bachelor of Business Administration Core

Business Foundations

Complete the following courses (39 credit hours[†])

- ACCT 101 - Financial Accounting
- ACCT 102 - Managerial Accounting
- BETH 301 - Business Ethics
- BLAW 201 - Business Law
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- FIN 301 - Corporate Finance
- MGMT 301 - Management
- MGMT 401 - Principles of Operations Management
- MKTG 301 - Marketing
- QUAN 201 - Business Statistics

Business Practicum

Complete the following courses (11 credit hours[†])

- Year 1: MGMT 197 - Business Gateway Practicum
- Year 2: ENTR 297 - Entrepreneurship
- Year 3: BCDP 397 - Level 1-Required Internship
- Year 4: MGMT 497 - Business Capstone Practicum

Career Development

Complete the following courses (4 credit hours[†])

- Year 1: BCDP 100 - Launching Your Career
- Year 2: BCDP 200 - Leveraging Your Strengths
- Year 3: BCDP 300 - Presenting Yourself Professionally
- Year 4: BCDP 400 - Managing Your Career

Required Management Courses

- MGMT 360 - International Management
- MGMT 460 - Leadership and Negotiation
- MGMT 462 - Managerial Analytics

Complete three of the following courses:

- MGMT 362 - Human Resource Management
- MGMT 461 - Managing Diversity
- MGMT 463 - Global Supply Chain Management
- MGMT 490 - Special Topics: Management
- FIN 323 - Financial Markets & Institutions
- INTB 380 - Doing Business Around the World
- CAS 320 - Organizational Communication and Behavior
- CAS 321 - Intercultural Communication
- PSYC 360 - Industrial and Organizational Psychology

Additional Requirements

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

[†] Credit-hour requirements reflect the number of credits earned by students who complete all major requirements at Dominican University. These totals may be reduced due to waivers granted transfer students for certain courses or transfer-hour totals.

Management Minor

Minor Requirements

Students pursuing a management minor should complete a minimum of 18 semester hours[†], including:

Required Courses

- ACCT 101 - Financial Accounting
- ECON 101 - Principles of Microeconomics
- MGMT 301 - Management
- Three additional courses from the Required Management Courses section of Management - B.B.A. major. At least two of the courses must be MGMT courses.

Additional Requirements

Nine of the 18 credit hours must be completed at Dominican.

[†] Credit-hour requirements reflect the number of credits earned by students who complete all minor requirements at Dominican University. These totals may be reduced due to transfer-hour totals.

Marketing - B.B.A.

Major Requirements

Sixty-six semester hours[†], including:

Bachelor of Business Administration Core

Business Foundations

Complete the following courses (39 credit hours[†])

- ACCT 101 - Financial Accounting
- ACCT 102 - Managerial Accounting
- BETH 301 - Business Ethics

- BLAW 201 - Business Law
- ECON 101 - Principles of Microeconomics
- ECON 102 - Principles of Macroeconomics
- FIN 301 - Corporate Finance
- MGMT 301 - Management
- MGMT 401 - Principles of Operations Management
- MKTG 301 - Marketing
- QUAN 201 - Business Statistics

Business Practicum

Complete the following courses (11 credit hours[†])

- Year 1: MGMT 197 - Business Gateway Practicum
- Year 2: ENTR 297 - Entrepreneurship
- Year 3: BCDP 397 - Level 1-Required Internship
- Year 4: MGMT 497 - Business Capstone Practicum

Career Development

Complete the following courses (4 credit hours[†])

- Year 1: BCDP 100 - Launching Your Career
- Year 2: BCDP 200 - Leveraging Your Strengths
- Year 3: BCDP 300 - Presenting Yourself Professionally
- Year 4: BCDP 400 - Managing Your Career

Required Marketing Courses

- MKTG 370 - International Marketing
- MKTG 371 - Marketing Research
- MKTG 470 - Marketing Strategy

Complete three of the following courses:

- MKTG 372 - Buyer Behavior
- MKTG 373 - Personal Selling
- MKTG 374 - Digital Marketing
- MKTG 490 - Special Topics: Marketing (may be repeated for major when topics differ)
- INTB 380 - Doing Business Around the World
- CAS 274 - Introduction to Integrated Marketing Communication
- CAS 275 - Advertising Strategy
- FASH 271 - Retail Promotion and Visual Merchandising
- FASH 470 - International Sourcing and Brand Development
- FASH 371 - Retail Buying
- FASH 381 - Retail Social Media and Branding

Additional Requirements

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

[†] Credit-hour requirements reflect the number of credits earned by students who complete all major requirements at Dominican University. These totals may be reduced due to waivers granted transfer students for certain courses or transfer-hour totals.

Marketing Minor

Minor Requirements

Students pursuing a marketing minor should complete a minimum of 18 semester hours[†], including:

Required Courses

- ACCT 101 - Financial Accounting
- ECON 101 - Principles of Microeconomics
- MKTG 301 - Marketing
- Complete three additional courses from the Required Marketing Courses section of the Marketing - B.B.A. major. At least two of the courses must be MKTG courses.

Additional Requirements

Nine of the 18 credit hours must be completed at Dominican.

[†] Credit-hour requirements reflect the number of credits earned by students who complete all minor requirements at Dominican University. These totals may be reduced due to transfer-hour totals.

Online/Evening BBA

Evening/Online BBA Program

The Evening/Online BBA is designed for students who have completed an associate's degree in any subject. The program is delivered by the same faculty as Brennan's traditional daytime program, and students in the evening/online program complete all degree requirements for the BBA degree.

In order to be eligible for admission, students must have completed an associate's degree and the Illinois Articulation Agreement General Education Package Requirements (GECC) at an Illinois community college.

Evening/Online students who wish to enroll in Brennan's daytime courses must receive approval from Brennan's Director of Undergraduate Programs.

Available Majors

Students in the Evening / Online program may complete the following majors:

- Finance - B.B.A.
- Management - B.B.A.
- Marketing - B.B.A.

Graduate Business Programs

Advanced Business Certificate

The advanced business certificate is a highly flexible certificate earned in as little as one year, yielding a deeper understanding and practical skills in a student's chosen area of concentration. This is targeted to individuals pivoting into a new business area, hoping to bring the newest tools to maximize their impact.

Students may elect to pursue the advanced business certificate in the following areas:

- Accounting
- Data Analytics
- Finance
- Healthcare Administration
- Leadership
- Marketing

Prior to admission, certificate students must have completed an undergraduate degree and the equivalent courses to meet the pre-requisites of any courses they will take in the advanced business certificate program.

Required Courses:

Students must complete the MBA core course that corresponds to the focus area of their selected certificate.

Complete one of the following core courses:

- MGMT 602 - Leading People and Organizations (Leadership, Healthcare Administration)
- ACCT 604 - Accounting for Managers (Accounting)
- FIN 605 - Financial Management (Finance)
- MKTG 606 - Marketing Management (Marketing)
- MGMT 607 - Management Information Systems (Data Analytics)

Complete three courses from one of the following areas:

Accounting

The advanced certificate in accounting is designed for students who possess an undergraduate degree in Accounting or the equivalent. Any student planning to sit for the CPA exam may work closely with an advisor to select appropriate coursework to earn an accounting certificate.

Complete three of the following courses:

- ACCT 717 - Advanced Auditing and Data Analytics
- ACCT 718 - Business Law for Accountants
- ACCT 719 - Financial Reporting III
- ACCT 790 - Special Topics in Accounting

- ACCT 810 - International Accounting
- ACCT 811 - Governmental and Non-Profit Accounting
- ACCT 812 - Research in Accounting

Data Analytics

Complete three of the following courses:

- FIN 725 - Forecasting and Simulation
- MKTG 771 - Marketing Research
- QUAN 755 - Predictive Analytics
- QUAN 756 - Data Mining and Data Warehousing
- LIS 754 - Systems Analysis and Design
- LIS 884 - Big Data and Competitive Intelligence
- INTB 780 - International Practicum

Finance

Complete three of the following courses:

- FIN 720 - Multinational Financial Management
- FIN 721 - Investment Analysis
- FIN 722 - Options and Derivatives
- FIN 724 - Health Care Finance
- FIN 725 - Forecasting and Simulation
- FIN 790 - Special Topics in Finance
- INTB 780 - International Practicum

Health Care Administration

Complete three of the following courses:

- FIN 724 - Health Care Finance
- HLTC 750 - Health Care Management
- HLTC 751 - Health Care Law
- HLTC 752 - Contemporary Issues in Health Care
- MGMT 761 - Cross-Cultural Negotiation
- MGMT 762 - Strategic Human Resource Management
- INTB 780 - International Practicum

Leadership

Complete three of the following courses:

- ENTR 730 - Entrepreneurship
- MGMT 760 - Leadership Development

- MGMT 761 - Cross-Cultural Negotiation
- MGMT 762 - Strategic Human Resource Management
- MGMT 763 - Cross Cultural Management and Diversity
- MGMT 790 - Special Topics in Management
- INTB 780 - International Practicum

Marketing

Complete three of the following courses:

- ENTR 730 - Entrepreneurship
- FIN 725 - Forecasting and Simulation
- MKTG 770 - Global Marketing Management
- MKTG 771 - Marketing Research
- MKTG 773 - Consumer Behavior
- MKTG 774 - Marketing Strategy
- MKTG 775 - Brand Management
- MKTG 790 - Special Topics in Marketing
- QUAN 755 - Predictive Analytics
- INTB 780 - International Practicum

Business Essentials Certificate

A highly flexible certificate earned in as little as one semester, yielding a basic understanding of the social, legal, and economic environments of business and non-profit organizations. The certificate is targeted to individuals who are looking to start or pivot into a career in the business world, or to college graduates with non-business degrees. It can be used as a first step to more advanced certificates or the full MBA program.

Certificate students are responsible for notifying Brennan's Director of Graduate Programs when they have registered for the final course necessary to complete the certificate.

Required Courses:

- MGMT 502 - Foundations in Management

Complete at least three of the following courses:

- ECON 501 - Foundations in Economics
- ACCT 503 - Foundations in Accounting
- QUAN 504 - Foundations in Statistics
- BLAW 505 - Foundations in Business Law
- FIN 506 - Foundations in Finance

Master of Business Administration

Master of Business Administration (MBA) degree courses are designed to fit the skills employers seek and the schedule of working students. Our program offers weekday evening courses, delivered on-campus, online or in hybrid format. Students may complete their program on a part-time or full-time basis.

The MBA program is designed to provide the necessary skills and knowledge needed by business leaders today, including:

- the ability to analyze problems critically
- to communicate clearly
- to respond to business challenges with integrity

The Brennan program offers students a global perspective in evaluating issues and an understanding of corporate and personal social responsibility. In addition to classroom learning, a variety of extracurricular programs throughout the year offer opportunities to explore issues ranging from corporate governance to social entrepreneurship.

Degree Requirements

A candidate for the MBA degree will normally need to complete 40 to 46 credit hours. The total number depends on the candidate's undergraduate coursework and academic performance, which may result in the waiver of up to six 1-credit foundation courses.

The structure of the degree is as follows:

- Foundations (up to six 1-credit-hour courses)
- MBA core courses (28 credit hours; 1-credit-hour gateway practicum, plus nine 3-credit-hour courses)
- Electives (12 credit hours)
 - All students are required to take at least one internationally focused course
 - Concentrations are optional, and require 9 credit hours within the discipline

Foundation Courses

The MBA requires the completion of up to six 1-hour foundation courses.

Foundation courses required for degree programs may be waived if students have successfully completed equivalent course work at another accredited institution as part of their previous studies. In order to be eligible for waivers, students must have achieved a grade of B or better in an equivalent course.

Students who do not have the academic credentials necessary to waive a foundation course but who believe they possess the equivalent knowledge may request to take a proficiency examination in any of the foundation areas.

- ECON 501 - Foundations in Economics
- ACCT 503 - Foundations in Accounting

- QUAN 504 - Foundations in Statistics
- MGMT 502 - Foundations in Management
- FIN 506 - Foundations in Finance
- BLAW 505 - Foundations in Business Law

MBA Core Courses

- MGMT 601 - Business Gateway Practicum
- MGMT 602 - Leading People and Organizations
- ECON 603 - Economics of the Firm
- ACCT 604 - Accounting for Managers
- FIN 605 - Financial Management
- MKTG 606 - Marketing Management
- MGMT 607 - Management Information Systems
- BETH 608 - Business, Ethics and Society
- MGMT 609 - Operations Management for Competitiveness
- MGMT 699 - Strategic Management

Electives and Concentrations

Students must complete 12 credit hours of elective coursework. At least one 3-credit-hour course must have an international focus.

Students may choose their elective courses in order to earn one or more concentrations within the MBA degree. Students in the MBA program are eligible to complete concentrations in place when they matriculate as well as concentrations that are added subsequent to the student's start date.

To earn a concentration in accounting, data analytics, finance, healthcare administration, international business, leadership, or marketing, 9 credit hours of elective course work must be completed from the selected area as specified below.

Accounting

The MBA with a concentration in accounting is designed for students who possess an undergraduate degree in accounting or the equivalent

Complete three courses:

- ACCT 717 - Advanced Auditing and Data Analytics
- ACCT 718 - Business Law for Accountants
- ACCT 719 - Financial Reporting III
- ACCT 790 - Special Topics in Accounting
- ACCT 810 - International Accounting
- ACCT 811 - Governmental and Non-Profit Accounting
- ACCT 812 - Research in Accounting

Data Analytics

Complete the following:

- QUAN 755 - Predictive Analytics
- LIS 754 - Systems Analysis and Design

Complete one of the following courses:

- FIN 725 - Forecasting and Simulation
- MKTG 771 - Marketing Research
- QUAN 756 - Data Mining and Data Warehousing
- LIS 884 - Big Data and Competitive Intelligence
- INTB 780 - International Practicum
- BCDP 797 - Business Internship (pre-approval required)

Finance

Complete the following:

- FIN 721 - Investment Analysis

Complete two of the following courses:

- FIN 720 - Multinational Financial Management
- FIN 722 - Options and Derivatives
- FIN 724 - Health Care Finance
- FIN 725 - Forecasting and Simulation
- FIN 790 - Special Topics in Finance
- INTB 780 - International Practicum
- BCDP 797 - Business Internship (pre-approval required)

Health Care Administration

Complete the following:

- HLTC 750 - Health Care Management

Complete two of the following courses:

- FIN 724 - Health Care Finance
- HLTC 751 - Health Care Law
- HLTC 752 - Contemporary Issues in Health Care
- MGMT 762 - Strategic Human Resource Management
- MGMT 761 - Cross-Cultural Negotiation
- INTB 780 - International Practicum
- BCDP 797 - Business Internship (pre-approval required)

International Business Administration

Complete the following:

- INTB 781 - International Business

Complete two of the following:

- FIN 720 - Multinational Financial Management

- MGMT 761 - Cross-Cultural Negotiation
- MKTG 770 - Global Marketing Management
- INTB 780 - International Practicum
- BCDP 797 - Business Internship (pre-approval required)

Leadership

Complete the following:

- MGMT 760 - Leadership Development
- Complete two of the following courses:*
- ENTR 730 - Entrepreneurship
 - MGMT 761 - Cross-Cultural Negotiation
 - MGMT 762 - Strategic Human Resource Management
 - MGMT 763 - Cross Cultural Management and Diversity
 - MGMT 790 - Special Topics in Management
 - INTB 780 - International Practicum
 - BCDP 797 - Business Internship (pre-approval required)

Marketing

Complete the following:

- MKTG 771 - Marketing Research
 - MKTG 774 - Marketing Strategy
- Complete one of the following courses:*
- ENTR 730 - Entrepreneurship
 - FIN 725 - Forecasting and Simulation
 - MKTG 770 - Global Marketing Management
 - MKTG 773 - Consumer Behavior
 - MKTG 775 - Brand Management
 - MKTG 790 - Special Topics in Marketing
 - QUAN 755 - Predictive Analytics
 - INTB 780 - International Practicum
 - BCDP 797 - Business Internship (pre-approval required)

Master of Business Administration - Master of Library and Information Science Dual Degree

The MBA/MLIS (with Dominican University's Graduate School of Library and Information Science) is an ideal choice if you seek a career in specialized libraries or information centers, which may require or recommend two master's degrees.

The Brennan School of Business Master of Business Administration (MBA) degree, combined with a Master of Library and Information Science (MLIS) degree from the Dominican University Graduate School of

Library and Information Science, is designed for managers of large libraries and information centers. The program's concurrent nature also allows students to develop and integrate their skills more effectively.

The combined MBA/MLIS degree program is not open to students who have already earned a master's degree in the field of business administration or in library and information science. Students may apply for admission to the combined degree program at any time while they are enrolled in either program. No advance assurance can be given that such admission will be granted. Anyone interested in the program should contact the Brennan School of Business.

Degree Requirements

Students must satisfy the requirements of both the MBA degree and the MLIS degree.

The MBA program will accept 6 semester hours taken from courses in the Graduate School of Library and Information Science as electives in the MBA program. Reciprocally, the Graduate School of Library and Information Science will accept 6 semester hours taken from courses within the MBA program. Requirements for the combined degree must be completed within six years.

Master of Business Administration - Master of Social Work Dual Degree

The MBA/MSW (with Dominican University's Graduate School of Social Work) prepares you in both social work and business practices for leadership in nonprofit, for-profit, or government agencies.

Dominican University recognizes that an individual who possess the skills and knowledge of both a social worker and a business professional is exceptionally well prepared to lead an organization, whether it is non-profit, for-profit or governmental. To accommodate students who want to attain this level of professional preparation, the University's Graduate School of Social Work and its Brennan School of Business have developed a dual degree program that allows students to complete both an MSW and MBA in a shortened period of time.

Degree Requirements

Students must satisfy the requirements of both the MBA degree and the MSW degree.

The MBA program will accept 6 semester hours taken from courses in the School of Social Work as electives in the MBA program. Reciprocally, the School of Social Work will accept 6 semester hours taken from courses within the MBA program. All requirements for the dual degree program must be completed within six years.

Master of Business Administration with a Coordinated Program in Dietetics

The MBA with a coordinated program in dietetics (MBA/RD) is offered in conjunction with Dominican University's Nutrition Sciences Department to prepare students to become Registered Dietitians and take on leadership roles in dietetics, food science, healthcare and other nutrition-related industries. The only program of its kind offered in the United States, we draw students from around the country who are interested in advancing their careers with a unique skill set.

The joint mission of our program is the development of dietetics professionals who are competent in all entry-level areas of practice while participating in a curriculum that prepares them for a leadership role in the nutrition, healthcare and business environment.

The program is designed for students who have completed undergraduate coursework in Nutrition, and who are interested in completing their internship while also earning an MBA.

MBA Requirements

Students must complete all requirements for the MBA degree (40-46 credit hours), including foundations, core courses, and electives. See the Master of Business Administration degree requirements for more information.

Coordinated Program in Dietetics Requirements

Twenty credit hours:

- NUTR 501 - Nutrition Supervised Practice I
- NUTR 502 - Nutrition Seminar I
- NUTR 503 - Nutrition Supervised Practice II
- NUTR 504 - Nutrition Seminar II
- NUTR 505 - Nutrition Supervised Practice III
- NUTR 506 - Nutrition Seminar III
- NUTR 507 - Nutrition Supervised Practice IV
- NUTR 508 - Nutrition Seminar IV
- NUTR 509 - Advanced Clinical Nutrition

Master of Science in Accounting

The Master of Science in Accounting (MSA) program is a fully online program designed for the student who wants to prepare for a career in accountancy but does not have an undergraduate accounting background. The program provides students with the course work required to be eligible to sit for the CPA examination. Although not required for eligibility, a CPA review course after graduation is strongly recommended as final preparation for the examination.

A candidate for the MSA degree will normally need to complete a minimum of 10 courses. Students who have successfully completed equivalent course work at another accredited graduate program may request to have two courses (maximum of six credits) transferred and applied toward degree requirements.

Program Pre-requisite

For admission to the program, students should have completed a 3 credit-hour course equivalent to ACCT 101 - Financial Accounting. Students who do not meet this admission requirement may elect to complete ACCT 101 at Dominican, prior to starting the MSA program requirements.

Program Requirements:

- ACCT 710 - Cost Management
- ACCT 711 - Federal Taxation of Individuals
- ACCT 712 - Federal Taxation of Corporations and Partnerships
- ACCT 713 - Financial Reporting I
- ACCT 714 - Financial Reporting II
- ACCT 715 - Advanced Accounting
- ACCT 716 - Audit and Assurance Services
- ACCT 717 - Advanced Auditing and Data Analytics
- ACCT 718 - Business Law for Accountants
- ACCT 719 - Financial Reporting III

Combined Program

Accelerated Graduate Program Options

Brennan's accelerated graduate degree programs are designed for students who are interested in completing an undergraduate degree and a masters degree in business in a reduced time period. Both the MBA and the MSA can be completed in one calendar year beyond the undergraduate degree.

Acceptance into accelerated graduate programs requires senior standing (at least 90 credit hours completed) and a 3.0 GPA. Students may submit their application materials for review during the semester in which they will reach the 90-hour threshold; admission is contingent upon successfully completing currently enrolled classes.

Accelerated MBA

Dominican undergraduate students with any major are eligible to apply to the accelerated MBA program.

Undergraduate students admitted to the program are permitted to take up to two graduate-level (600-level or above) courses (up to six credit hours) during the senior year. These courses will count as elective credits in the

undergraduate degree and will also satisfy MBA requirements for students who matriculate into the graduate program.

In addition, students may receive waivers for the MBA foundation (500-level) courses based upon performance in undergraduate courses. In order to receive a waiver, a student must earn a B or better in the equivalent undergraduate course. Students planning to pursue the MBA are very strongly encouraged to complete the foundation-equivalent courses during their undergraduate studies.

Equivalent courses are:

- ACCT 503 → ACCT 101
- BLAW 505 → BLAW 201
- ECON 501 → ECON 101
- FIN 506 → FIN 301
- MGMT 502 → MGMT 301
- QUAN 504 → QUAN 201

Accelerated MSA

Students from any major other than accounting are eligible to apply to the accelerated MSA program.

Undergraduate students admitted to the program are permitted to take up to two MSA courses during the senior year. These courses will count as elective credits in the undergraduate degree and will also satisfy MSA requirements for students who matriculate into the graduate program.

Students interested in pursuing the MSA must meet the pre-requisite requirement, successful completion of ACCT 101 - Financial Accounting at Dominican, or an equivalent three-credit course in financial accounting.

Note: The MSA program is designed for students with no accounting preparation beyond ACCT 101. The program is not appropriate for students with an undergraduate major in accounting.

Accounting, Finance, and Entrepreneurship Courses

Accounting Courses

ACCT 101 - Financial Accounting

(3 hours) This course introduces students to the language and concepts of accounting. Students learn how to summarize financial data and begin to prepare financial reports such as the balance sheet and income statement. Topics in this course emphasize the accounting cycle and the valuation of assets, liabilities, and owners' equity. Students are strongly encouraged to complete MATH 130 or MATH 170 before enrolling in this course.

ACCT 102 - Managerial Accounting

(3 hours) This course builds upon financial accounting and introduces students to managerial concepts and problems. Students learn how managers use accounting to make decisions concerning day-to-day operations. Topics in this course emphasize cost determination and decision-making.

Prerequisite(s): ACCT 101

ACCT 210 - Cost Accounting

(3 hours) This course examines a company's cost of production via assessing costs at each step within the production process. Building upon ACCT 102, Students learn how cost accounting techniques assist management in making decisions in the planning process. Topics in this course include cost behavioral analysis, cost-volume-profit relationships, transfer pricing, and activity-based costing. Students are strongly encouraged to complete QUAN 201 and CIS 120 before enrolling in this course.

Prerequisite(s): ACCT 102

ACCT 310 - Intermediate Financial Accounting I

(3 hours) This course covers the more challenging aspects of financial accounting in greater depth. Topics in this course include a deeper investigation of cash, receivables, inventory, property, plant and equipment, intangibles, current liabilities, and long-term liabilities. Students are strongly encouraged to complete CIS 120 before enrolling in this course.

Prerequisite(s): ACCT 101

ACCT 311 - Intermediate Financial Accounting II

(3 hours) This course continues the study of accounting principles begun in ACCT 310 as it relates to earnings per share. Topics in this course include stockholders' equity, investments, revenue recognition, income taxes, pensions, and leases, accounting changes, statement of cash flows, interim reporting, and segmental reporting.

Previously numbered as ACCT 315

Prerequisite(s): ACCT 102 and ACCT 310.

ACCT 312 - Income Taxation of Individuals

(3 hours) 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. This course embeds research analysis fundamentals, particularly for those students intending to sit for the CPA exam.

Previously numbered as ACCT 320

Prerequisite(s): ACCT 101

ACCT 313 - Income Taxation of Entities

(3 hours) 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. This course embeds research analysis fundamentals, particularly for those students intending to sit for the CPA exam. Students are strongly encouraged to complete ACCT 312 before enrolling in this course.

Previously numbered as ACCT 325

Prerequisite(s): ACCT 102

ACCT 410 - Advanced Financial Reporting

(3 hours) This course is a comprehensive study of business combinations and consolidated financial statement preparation. Students learn how to apply accounting principles as it relates to international issues (foreign currency translation), partnerships, state and local governments, and nonprofit organizations. Advanced topics include the equity and cost methods of accounting for investments and financial statement translation. Students are strongly encouraged to complete ACCT 311 before enrolling in this course.

Previously numbered as ACCT 420

Prerequisite(s): ACCT 310

ACCT 411 - Accounting Information Systems

(3 hours) This course provides an in-depth study of the application of information systems knowledge to the accounting environment and introduces students to the systems that underlie bookkeeping, accounting, financial reporting, tax reporting, and auditing in all business firms. Such systems are increasingly complex and in a continual state of flux due to rapidly changing technologies and security risks. Emphasis is upon developing students' abilities to understand the processing of accounting data (with an emphasis on the computer environment) and the controls that

are necessary to assure accuracy and reliability of the data processed by the accounting system. Students are encouraged to complete ACCT 311 before enrolling in this course.

Previously numbered as ACCT 424

Prerequisite(s): ACCT 310

ACCT 412 - Auditing

(3 hours) This course presents an overview of financial audits by public accountants and resulting audit reports. Students learn about auditing standards and procedures, sampling techniques, and how to calculate materiality. Topics highlighted in this course also include the professional and ethical responsibilities of an independent public accountant when reporting the results of an audit. Students are strongly encouraged to complete ACCT 311 before enrolling in this course.

Previously numbered as ACCT 430

Prerequisite(s): ACCT 310

ACCT 490 - Special Topics in Accounting

(3 hours) This course will cover special topics in the area of accounting. Topics covered will be based on the research interests of the course instructor. This course may be repeated for credit if the content of each class is different.

Prerequisite(s): ACCT 310

ACCT 503 - Foundations in Accounting

(1 hour) This course introduces students to the stages of an accounting information system. Students will explore the accounting cycle, including the recording and posting of transactions and the preparation of financial statements. Students will build a conceptual understanding of the elements within the financial reports, recognize the connections between the statements, and develop an ability to process transactions for a variety of economic events.

Previously numbered as GSB 612

ACCT 604 - Accounting for Managers

(3 hours) This course explores key accounting topics relevant for business managers. Topics include both financial accounting, with a focus on financial statements and statement analysis and managerial accounting and the internal cost concepts for managing product costs and operating processes. Regarding financial accounting, the emphasis will be on the use of financial information (the outputs) rather the accumulation and processing of accounting data (the inputs).

Previously numbered as GSB 701

Prerequisite(s): ACCT 503

ACCT 710 - Cost Management

(3 hours) This course explores the use of accounting information in the planning, controlling, and decision-making processes within organizations. Topics include product cost measurement and control, job order and process costing systems, activity based costing, budgeting and variance analysis, cost-volume-profit analysis, responsibility accounting, capital investment, and strategic cost management.

ACCT 711 - Federal Taxation of Individuals

(3 hours) This course introduces the student to the principles of federal individual income taxation. The course reviews the background and theory of the federal tax system. Emphasis is given to applying the theory to practical applications and problem solving.

Previously numbered as GSB 702

ACCT 712 - Federal Taxation of Corporations and Partnerships

(3 hours) This course introduces the student to the principles of federal income taxation as it applies to corporations, partnerships, estates and trusts. The course reviews the background and theory of the federal tax system. Emphasis is given to applying the theory to practical applications and problem solving. Students are strongly encouraged to complete ACCT 711 before enrolling in this course.

Previously numbered as GSB 703

ACCT 713 - Financial Reporting I

(3 hours) This course examines the conceptual framework for financial reporting. Key topics include financial statement preparation, accounting and the time value of money, cash and receivables and the valuation of inventories.

Previously numbered as GSB 704

ACCT 714 - Financial Reporting II

(3 hours) This course dives more deeply into financial statement items. Key topics include acquisition and disposition of property, plant and equipment, depreciation and impairments, intangible assets, current liabilities, long term liabilities, stock holder equity and earnings per share. Students are strongly encouraged to complete ACCT 713 before enrolling in this course.

Previously numbered as GSB 705

ACCT 715 - Advanced Accounting

(3 hours) This course examines accounting principles as they relate to consolidations, business combinations, foreign currency transactions and translation, hedging, partnerships, state and local governments, and private not-for-profit organizations. Students are strongly encouraged to complete ACCT 713 before enrolling in this course.

Previously numbered as GSB 706

ACCT 716 - Audit and Assurance Services

(3 hours) This course is an introduction to audits of financial statements by certified public accountants. The course covers the business, ethical and legal environment of the profession, the audit process, application of the audit process to transaction cycles, audit sampling, and reports on audited financial statements. Techniques learned in the course can also be used by internal and government auditors. Students are strongly encouraged to complete ACCT 713 before enrolling in this course.

Previously numbered as GSB 707

ACCT 717 - Advanced Auditing and Data Analytics

(3 hours) This course utilizes audit cases to explore the application of auditing concepts, the challenges of high risk audits, and the tools to identify and address fraud. Further, the course provides training on practical technologies of Excel and QuickBooks and explores broader issues of large data sets (big data) and how to work with the data.

Previously numbered as GSB 708

Prerequisite(s): ACCT 716

ACCT 718 - Business Law for Accountants

(3 hours) This course examines the professional and legal responsibilities specific to the accounting profession. Topics include specific provisions of the Uniform Commercial Code, business organizations, contract law, governmental regulation, property and transaction analysis, secured transactions, and legal liability for accountants.

ACCT 719 - Financial Reporting III

(3 hours) This course examines investments in debt and equity securities, revenue recognition, postretirement and income tax accounting, leases, error analysis, cash flow statements, and the importance of full disclosures in accounting. Students are strongly encouraged to complete ACCT 713 before enrolling in this course.

Prerequisite(s): ACCT 714

ACCT 790 - Special Topics in Accounting

(3 hours) The course will cover special topics in the area of accounting. Topics covered will be based on the research interests of the course instructor. This course may be repeated if the content of each class is different. Undergraduate students accepted to the BA-MBA program may enroll if they have completed 15 hours of undergraduate accounting, including ACCT 310.

Previously numbered as GSB 709

Prerequisite(s): ACCT 604 or ACCT 713.

ACCT 810 - International Accounting

(3 hours) This course explores the impact of the cultural, legal, political, and economic conditions that shape the national accounting standard-setting process of different countries. Topics include foreign currency translation, transfer pricing, international taxation, and foreign financial statement analysis. This course highlights accounting problems facing multinational corporations using case studies. Undergraduate students accepted to the BA-MBA program may enroll if they have completed 15 hours of undergraduate accounting, including ACCT 310. This course embeds communication and research fundamentals, particularly for those students intending to sit for the CPA exam.

Prerequisite(s): ACCT 604 or ACCT 713

ACCT 811 - Governmental and Non-Profit Accounting

(3 hours) This course explores the recording of transactions by government units and the preparation of financial statements by not-for-profit entities. City government is the basic entity of study; however, school districts, universities, and hospitals are covered to illustrate the similarity for all not-for-profit entities. The topics of the classifications of audits, audit standards, audit procedures, the audit report, the Single Audit Act, fraud examination, and forensic accounting are also covered. Undergraduate students accepted to the BA-MBA program may enroll if they have completed 15 hours of undergraduate accounting, including ACCT 310. This course embeds communication and research fundamentals, particularly for those students intending to sit for the CPA exam.

Prerequisite(s): ACCT 604 or ACCT 713

ACCT 812 - Research in Accounting

(3 hours) This course explores contemporary applied and theoretical research methodologies used to solve complex accounting problems. Students will learn best research practices to enhance ethical decision making when evaluating issues regarding regulation, taxation, and financial statement analysis. Undergraduate students accepted to the BA-MBA program may enroll if they have completed 15 hours of undergraduate accounting, including ACCT 310. This course embeds communication and research fundamentals, particularly for those students intending to sit for the CPA exam.

Prerequisite(s): ACCT 604 or ACCT 713

Entrepreneurship Courses

ENTR 297 - Entrepreneurship

(3 hours) This course considers the problems and policies that are unique to a small business. The course provides information on business startups, funding sources, issues related to growth, and the role of the small business in the economy. Students are strongly encouraged to complete MGMT 197 and ECON 101 before enrolling in this course.

Previously numbered as BAD 275

ENTR 730 - Entrepreneurship

(3 hours) This course is a practical exploration of the elements of entrepreneurship from opportunity recognition and assessment through the development of marketing, financial and operational plans with which to pursue an opportunity. Building upon class lectures, readings and interactions with fellow students and guest speakers, students apply the entrepreneurial decision-making process by formulating and presenting a new venture business plan.

Previously numbered as GSB 721

Prerequisite(s): MGMT 602

ENTR 790 - Special Topics In Entrepreneurship

(3 hours) This course will cover special topics in the area of entrepreneurship. Topics covered will be based on the research interests of the course instructor. This course may be repeated for credit if the content of each class is different.

Prerequisite(s): ENTR 730

Finance Courses

FIN 301 - Corporate Finance

(3 hours) This course examines important issues from the perspective of financial managers responsible for making investment and financing decisions. Students learn how to create a framework for understanding and addressing financial problems faced by corporate decision makers and then apply this framework to business situations. Topics in this course include time value of money, risk and return, valuation of debt and equity, capital budgeting, project risk analysis, and capital structure decisions. Students are strongly encouraged to complete QUAN 201 before enrolling in this course.

Previously numbered as BAD 350

Prerequisite(s): ACCT 101

FIN 320 - International Finance

(3 hours) This course introduces students to the structure and operation of foreign exchange markets - spot, forward, futures, and options. Students learn how to measure and manage foreign exchange exposure and international transactions. The course emphasizes working capital policies and international money and capital markets operations.

Previously numbered as BAD 375

Prerequisite(s): ECON 101 and FIN 301.

FIN 321 - Advanced Corporate Finance

(3 hours) This course explores the financial decisions managers face, emphasizing how these decisions can create or destroy value. Students

learn how to evaluate corporate projects and make decisions using financial data. Topics in this course include initial public offerings, mergers, acquisitions, leveraged buyouts, optimal capital structure, dividend policy, and working capital management. Students will utilize case studies and spreadsheets throughout this course. Students are strongly encouraged to complete QUAN 201 before enrolling in this course.

Prerequisite(s): FIN 301

FIN 322 - Investments and Portfolio Management

(3 hours) This course builds upon the introductory corporate finance course and examines practical approaches to stock management and fixed income investment portfolios. Students learn the basics of bond pricing and debt portfolio management, the theory of asset pricing models, and techniques for evaluating investments. Topics in this course include modern portfolio theory, mutual funds and exchange-traded funds, derivative securities, and tax-advantaged investments. Students are strongly encouraged to complete QUAN 201 before enrolling in this course.

Previously numbered as BAD 370

Prerequisite(s): FIN 301

FIN 323 - Financial Markets & Institutions

(3 hours) 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. Students are strongly encouraged to complete QUAN 201 and FIN 301 before enrolling in this course.

Previously numbered as ECON 367

Prerequisite(s): ECON 101 and ECON 102.

FIN 420 - Insurance and Real Estate Finance

(3 hours) This course introduces students to the methods and procedures used to evaluate real estate financial markets and insurance. Students learn about the role of insurance, mortgage banking, funding sources, and the roles of various financing institutions, both private and governmental, in real estate markets. Students will utilize case studies and spreadsheets throughout this course. Students are strongly encouraged to complete QUAN 201 before enrolling in this course.

Prerequisite(s): FIN 301

FIN 421 - Financial Statement Analysis

(3 hours) This course explores the concepts and tools to understand, prepare, read, and analyze corporate financial statements. Students learn how to forecast financial statements, assess earnings announcements and quarterly reports, and evaluate how financial markets respond to corporate

announcements. Students will utilize case studies and spreadsheets throughout this course. Students are strongly encouraged to complete QUAN 201 before enrolling in this course.

Prerequisite(s): FIN 301

FIN 490 - Special Topics: Finance

(3 hours) This course will cover special topics in the area of finance. Topics covered will be based on the research interests of the course instructor. This course may be repeated for credit if the content of each class is different. Students are strongly encouraged to complete QUAN 201 before enrolling in this course.

Previously numbered as BAD 491

Prerequisite(s): FIN 301

FIN 506 - Foundations in Finance

(1 hour) This course introduces students to the concepts and tools used by financial managers. Topics include shareholder wealth maximization, financial statement analysis, working capital management, and time value of money management and application. Students will use and develop skills with Microsoft Excel. Cases and technology exercises will be used to illustrate real-world applications.

Previously numbered as GSB 615

FIN 605 - Financial Management

(3 hours) This course explores emerging topics in the financial field. Topics include bond and stock valuation, risk management, capital budgeting, cash flow estimation, capital structure theory, mergers and acquisitions, and initial public offerings. Students will utilize case studies and spreadsheet applications in this course.

Previously numbered as GSB 625

Prerequisite(s): FIN 506

FIN 720 - Multinational Financial Management

(3 hours) This course examines the principles underlying the benefits of free trade and the impact of government controls on trade such as quotas and tariffs. It also explores the problems, policies and techniques of financial decision making in an international context by discussing the relationships between interest rates, inflation rates, and foreign exchange rates; and emphasizing the determination and management of foreign exchange risk through international money and capital market operations.

Previously numbered as GSB 733

Prerequisite(s): FIN 605

FIN 721 - Investment Analysis

(3 hours) This course examines how to achieve individual and institutional investment objectives. It includes analysis and evaluation of various investment strategies including the evaluation of equity securities. It also provides an in-depth analysis of various techniques for valuing equities such as discounted cash flow methods and multiples.

Previously numbered as GSB 731

Prerequisite(s): FIN 605

FIN 722 - Options and Derivatives

(3 hours) This course examines the use of futures, forwards, options and swaps to manage the exposures that confront a corporation. The course explains what each of these instruments is, how each is priced, how each is useful to manage the exposures confronting a firm and how each is useful in enhancing return for the firm.

Previously numbered as GSB 732

Prerequisite(s): FIN 605

FIN 724 - Health Care Finance

(3 hours) This course examines the institutional setting, goals and financial policies of organizations in the health care field. Special attention is given to performance analysis at both the enterprise and departmental levels, strategic financial planning and capital structure, capital investment decision making and the management of financial risk.

Previously numbered as GSB 734

Prerequisite(s): FIN 605

FIN 725 - Forecasting and Simulation

(3 hours) This course provides students with practical experience in forecasting business activities using software as a means for data interpretation. Students explore spreadsheet modeling techniques which integrate the various functional areas of business, including finance, economics and marketing. Topics include advanced regression analysis with variable transformation, trend modeling, short term forecasting techniques, and simulation. Students are strongly encouraged to complete FIN 506 before enrolling in this course.

Previously numbered as GSB 735

Prerequisite(s): QUAN 504

FIN 790 - Special Topics in Finance

(3 hours) This course will cover special topics in the area of finance. Topics covered will be based on the research interests of the course instructor. This course may be repeated for credit if the content of each class is different. Students are strongly encouraged to complete QUAN 504 before enrolling in this course

Previously numbered as GSB 737

Prerequisite(s): FIN 605

Brennan Career Development Courses

Brennan Career Development Program Courses

BCDP 100 - Launching Your Career

(1 hour) This course provides a structured opportunity for students to leverage their college experience as the first step in their professional development. Students strategically assess the many opportunities on campus, articulate their goals for while they are at Dominican, and connect college to post-graduation. This course offers a balanced approach to learning more about one's self through reflection and through doing. One major assignment in this course includes an informational interview.

BCDP 200 - Leveraging Your Strengths

(1 hour) In this course, students master Dominican's S.T.A.R. approach to written and verbal business communication, including interviewing, resume writing, and job search-related communications. They also improve their networking and relationship-building skills. Additionally, students explore their skills, values, and interests to help solidify potential careers and obtain their internship. The course culminates with a mock interview event in which professionals interview students.

Prerequisite(s): BCDP 100 (this prerequisite may be waived for transfer students)

BCDP 300 - Presenting Yourself Professionally

(1 hour) The emphasis in this course is on strong oral communication skills. Students strengthen these skills by mastering Aristotle's three components of effective rhetorical speaking: ethos, logos, and pathos. In addition, students advance their job-search skills to include the targeting of specific employers and turning an internship into a full-time offer. Along with multiple opportunities to receive feedback on their oral communication skills, students deliver a professional presentation as part of their final.

Prerequisite(s): BCDP 200

BCDP 397 - Level 1-Required Internship

2-8 hours This course is required for Brennan School of Business students completing the BBA degree with majors in accounting, economics, finance, international business, management or marketing. The course will be conducted primarily online, but will require students to attend two on-campus class meetings during the semester.

Prerequisite(s): BCDP 200 and junior standing, or permission of BSB Career Development Director.

BCDP 400 - Managing Your Career

(1 hour) This capstone career development course provides opportunities for students to take the final step in the career-readiness path they have travelled down to date. Topics include negotiating job offers, understanding compensation and benefits, managing up and down, and navigating careers in the long-term. The final project in this course includes a mock case study interview.

Prerequisite(s): BCDP 300

BCDP 497 - Level 2-Elective Internship

1-6 hours Students will be provided with the opportunity to develop a deeper understanding of their industry while reflecting on their experiences as an intern and taking into consideration the culture of their organization. Moreover, this course offers students an opportunity to develop a greater understanding about their career options and what steps should be taken to see their career goals come to fruition. This course is intended for students who have already satisfied the Brennan internship requirement, and who are either completing a second internship or completing additional internship credit hours (beyond two) in their first internship. Credit hours earned in this course will count as general electives. The course will be conducted primarily online, but will require students to attend two on-campus class meetings during the semester.

Prerequisite(s): BCDP 397

BCDP 797 - Business Internship

(3 hours) MBA students wishing to earn academic credit for an internship experience should enroll in this course, which provides a structured opportunity for students to reflect on the experience gained during their internship. Students will acquire knowledge about themselves as employees/interns and will gain a deeper understanding about their industries and the companies that are a part of those industries. Finally, students will be able to apply the skills and information learned in the classroom to their work settings. With approval of the appropriate department chair, this course can be counted toward any of the MBA concentrations, provided the chair determines a clear connection between the internship and the concentration.

Economics, Business Law, and Ethics Courses

Business Ethics Courses

BETH 301 - Business Ethics

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

Previously numbered as BAD 335

Prerequisite(s): Junior standing. MGMT 301 is recommended.

BETH 608 - Business, Ethics and Society

(3 hours) This course explores the relationship between the self-interest of the corporation to create value and generate profits, and the concept of corporate citizenship and the responsibilities of business to the society in which it operates. It focuses on the economic, legal and ethical considerations involved in addressing the responsibilities of businesses to all of the corporate stakeholders, including shareholders, employees, customers, regulators, suppliers, communities and society generally.

Previously numbered as GSB 623

Prerequisite(s): MGMT 601

Business Law Courses

BLAW 201 - Business Law

(3 hours) 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.

Previously numbered as BAD 240

BLAW 505 - Foundations in Business Law

(1 hour) This course focuses on the study of law as it relates to the manager. Topics include agency, partnership, commercial code, corporate law, environmental law and the legal liability of directors.

Previously numbered as GSB 617

Economics Courses

ECON 101 - Principles of Microeconomics

(3 hours) An introduction to economic theory and economic analysis of the American economy with emphasis on microeconomics-the price system, product and input market analysis.

Previously numbered as ECON 190

This course will satisfy the core area requirement in social sciences.

ECON 102 - Principles of Macroeconomics

(3 hours) An introduction to economic theory and economic analysis of the American economy with emphasis on macroeconomics-national income analysis, fiscal and monetary policy.

Previously numbered as ECON 191

This course will satisfy the core area requirement in social sciences.

ECON 340 - International Economics

(3 hours) The course examines why nations trade, determinants of the basis and direction of trade, welfare gains and losses from trade, and the dynamic nature of comparative advantage. It analyzes the effects of 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 course also covers international financial flows and the balance of payments, and exchange rate systems.

Previously numbered as ECON 376

Prerequisite(s): ECON 101 and ECON 102.

This course will satisfy the core area requirement in social sciences.

ECON 341 - Econometrics

(3 hours) This course explores multiple regression for analyzing data in economics, finance, and other business disciplines. Topics include multiple regression, logistic regression, regression with discrete random variables, and components of time series analysis (moving averages, exponential smoothing, trend decomposition). The course emphasizes real-life, empirical applications with less emphasis on mathematical theory. Students will utilize case studies, spreadsheets, and contemporary software in this course.

Previously numbered as ECON 365

Prerequisite(s): QUAN 201 and CIS 120.

ECON 342 - Intermediate Microeconomics

(3 hours) The mechanism of a free market economy. The theory of price and output as determined under conditions of perfect competition, monopoly, and monopolistic competition.

Previously numbered as ECON 370

Prerequisite(s): ECON 101.

ECON 343 - Intermediate Macroeconomics

(3 hours) Theoretical study of questions concerning the economy as a whole: national income, consumption, investment, the role of government, monetary flows, and national economic growth.

Previously numbered as ECON 371

Prerequisite(s): ECON 101 and ECON 102.

ECON 440 - History of Economic Thought

(3 hours) This course offers an examination of the history of economic thought. From Aristotle and Aquinas to Smith and Malthus to Keynes and Schumpeter, the development of economic theory is examined from multiple perspectives. The original works of the original thinkers are examined in order to gain understanding of how economic theory can be used to understand human behavior, both individually and collectively.

Prerequisite(s): Sophomore standing.

This course will satisfy the core area requirement in social sciences.

ECON 441 - American Economic History

(3 hours) The market and non-market forces and personalities shaping the development of the American economy from the colonial period through the early 1950s.

Previously numbered as ECON 366

Listed also as AMST 366.

Prerequisite(s): ECON 101 and ECON 102.

This course will satisfy the core area requirement in social sciences.

ECON 442 - Labor Economics

(3 hours) This course is an intensive examination of the market for labor services. The topics covered during the semester include wage determination, occupational and earnings differentials, investments in education and training, and current labor market subjects such as labor market discrimination, migration, and unionization. Students will gain a broad understanding of how economists study labor market issues and outcomes and will be able to use critical economic reasoning to better appreciate such issues as labor force participation decisions, human capital, and the variation in wages across individuals. This course may be repeated

for credit if the content of each class is different.

Prerequisite(s): ECON 101 and ECON 102

ECON 443 - Sports Economics

(3 hours) Using the tools of economic analysis, this course examines issues pertaining to the professional and amateur sports industry. The topics covered during the semester include market structure (industrial organization), labor market analysis (collective bargaining, free agency), and economic policy issues such as stadium financing and venue location.

Prerequisite(s): ECON 101 and ECON 102

ECON 490 - Special Topics in Economics

(3 hours) This course will cover special topics in the area of economics. Topics covered will be based on the research interests of the course instructor.

Previously numbered as ECON 498

Prerequisite(s): ECON 101 and ECON 102.

ECON 501 - Foundations in Economics

(1 hour) Economics is the foundation for all business applications. This survey course in economic theory establishes student understanding of economic principles and policies and their impact on business and its environment.

Previously numbered as GSB 611

ECON 550 - Independent Study

(1-3 hours)

ECON 603 - Economics of the Firm

(3 hours) This course is a study of economic analysis and its use in formulating business policies. Topics include the economics of strategy, concepts of costs and profits, production functions, demand theory, competition, price output decisions, marketing strategies under various market structures and business criteria for investment.

Previously numbered as GSB 621

Prerequisite(s): ECON 501

Health Care Courses

HLTC 750 - Health Care Management

(3 hours) This course introduces students to the American health care delivery system. It provides an overview of various scientific, social, educational, governmental, and economic forces that shape the health care

system and studies the historical development of health care management systems.

Previously numbered as GSB 741

Prerequisite(s): MGMT 602

HLTC 751 - Health Care Law

(3 hours) Students examine the legal environment of the health care industry, including a review and analysis of relevant statutes and policies of federal and state jurisdictions, as well as case law affecting the industry.

Previously numbered as GSB 742

HLTC 752 - Contemporary Issues in Health Care

(3 hours) This course will look at many of the most important developments within the health care industry. The focus of the course is on current issues. Topics include strategic planning and marketing strategy models.

Previously numbered as GSB 743

Prerequisite(s): MGMT 602

Quantitative Analysis Courses

QUAN 201 - Business Statistics

(3 hours) 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.

Previously numbered as ECON 260

Prerequisite(s): Completion of the mathematics foundation requirement; MATH 130 or MATH 170 is recommended; CIS 120 is recommended.

QUAN 504 - Foundations in Statistics

(1 hour) This course examines statistical procedures used to solve problems in business and management. Course topics include: descriptive statistics, confidence intervals, hypothesis testing, and regression analysis.

Previously numbered as GSB 613

QUAN 755 - Predictive Analytics

(3 hours) Predictive Analytics is an introductory course in the techniques of predictive modeling and analytics. It provides an end-to-end data analytic framework and encompasses a broad understanding of business analytic tools from formulation of business problems, data selection methodologies, data preparation and hygiene, leading to the design, construction, evaluation and implementation of predictive models to solve a class of business problems.

Previously numbered as GSB 786

Prerequisite(s): QUAN 504

QUAN 756 - Data Mining and Data Warehousing

(3 hours) This course deals with analytic problems concerning the efficient processing of large data sets to explore hidden value in the data through pattern recognition and other techniques. Students will get hands-on experience utilizing techniques such as neural networks, artificial intelligence and expert systems software to automate the exploration and analysis of large complex data sets, identify and recognize patterns and formulate solutions to a broad class of business problems.

Previously numbered as GSB 787

Prerequisite(s): MGMT 607 and QUAN 755.

Management, Marketing, and International Business Courses

International Business Courses

INTB 280 - The International Business Environment

(3 hours) This course explores business across borders and the role that ethics, politics, culture, demography, as well as home/host country institutions and macroeconomic policies, play in making global business decisions.

INTB 281 - International Business

(3 hours) Survey and analysis of economic, managerial, and financial aspects of United States firms operating abroad. Impact of United States and foreign government political, economic, and social policies upon management of the multinational firm.

Previously numbered as BAD 255

Prerequisite(s): ECON 102. ECON 101 and MKTG 301 are recommended.

INTB 380 - Doing Business Around the World

(3 hours) This course will focus on developing practical knowledge of how business is conducted in a specific region of the world (Latin America, Asia, Europe, etc.). The course will examine the role of economic, social, cultural, and political factors in creating opportunities for US companies doing business in the region. An experiential project with a company interested in the region will be part of the course.

Prerequisite(s): INTB 280. ECON 340, FIN 320, MGMT 360, or MKTG 370 recommended.

INTB 780 - International Practicum

(3 hours) The International Practicum is designed to introduce students to real-world organizational problems and issues in a foreign setting. Students will be exposed to organizations and businesses in the host country. The course is applied in orientation and intensive in duration. The culture, history, political economy and relationship of the specified country to global events will be discussed as part of the residency. This course will satisfy the international elective requirement.

Previously numbered as GSB 767

INTB 781 - International Business

(3 hours) This course examines international company behavior in a global environment with an emphasis on the business leaders role and the decision making function. Students analyze the development and implementation of strategies conducive to success in global markets. This course will satisfy the international elective requirement.

Previously numbered as GSB 761

Prerequisite(s): MKTG 606

INTB 790 - Special Topics in International Business

(3 hours) This course will cover special topics in the area of international business. Topics covered will be based on the research and teaching interests of the course instructor. This course may be repeated if the content of each class is different. This course will satisfy the international elective requirement.

Management Courses

MGMT 197 - Business Gateway Practicum

(3 hours) Introduction to the various disciplines of business including marketing, management, finance, accounting, economics, ethics, and entrepreneurship. Assignments emphasize the application of course material to business problems and developing students to be successful leaders and team members. This course is open to business and non-business students.

MGMT 301 - Management

(3 hours) This course serves as an introduction to the discipline of management. It is designed to integrate the accepted theories of management with real world applications to provide students with the basic knowledge and skills needed for managing others. Students will focus on the major principles of management theory and history of management and its impact on today's workplace, they will learn to recognize how managers achieve results by effectively undertaking the four interactive functions of management: planning, organizing, leading, and controlling, and they will analyze the opportunities and challenges in the workplace context characterized by diversity, globalization, concern for social responsibility and managerial ethics, and, last but not the least, technological advances.

It is recommended that this course be taken in the sophomore year by management majors and in the junior year for non-majors.

Previously numbered as BAD 345

Prerequisite(s): ECON 101

MGMT 360 - International Management

(3 hours) The course will focus on application of international management principles in multinational corporations, small and medium-sized businesses, firms that are born global, and social enterprises. Comparative management systems will be studied.

Previously numbered as BAD 385

Prerequisite(s): MGMT 301

MGMT 362 - Human Resource Management

(3 hours) Managing human resources effectively, efficiently, and ethically is critical to organizational success, but human resource practices and policies also have widespread implications for individuals and society as a whole. The human resources management (HRM) responsibilities covered in this course include matching individual skills with specific job needs, recruiting and selecting employees, designing performance management systems, developing and implementing compensation policy, managing training and development, monitoring compliance of governmental and corporate standards, and supporting management efforts to create or maintain an ethical, healthy corporate culture.

Previously numbered as BAD 245

Listed also as CAS 306.

Prerequisite(s): Sophomore standing and MGMT 301.

MGMT 401 - Principles of Operations Management

(3 hours) 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.

Previously numbered as BAD 380

Prerequisite(s): QUAN 201 and MGMT 301.

MGMT 460 - Leadership and Negotiation

(3 hours) This course is based on the premise that negotiation and conflict resolution skills are integral to a leader's ability to successfully shepherd all types of organizational change from inception to full realization. The course is largely experiential, providing students with opportunity to develop their skills by participating in activities and integrating their experiences with the principles presented in the course discussions. Perspectives on leadership, negotiation, and conflict resolution are examined against the backdrop of contextual factors including culture, diversity, and ethics.

Prerequisite(s): MGMT 301

MGMT 461 - Managing Diversity

(3 hours) The focus of the course is to help students develop an ability to understand, respect, and value similarity and diversity among people as well as how it affects and in turn gets affected by the workplace context. Issues related to discrimination, affirmative action, and cultural dynamics are explored; historical, legal, psychological, and sociological viewpoints are highlighted.

Prerequisite(s): MGMT 301

MGMT 462 - Managerial Analytics

(3 hours) Firms can gain a competitive advantage by using data to make better decisions. Many different organizations, including businesses, governments, and non-profits, are now making significant investments in analytics. The objective of this course is to help you understand the field of analytics and be able to put analytics into a business / managerial environment. The course will explore

- The Role of Data to help you understand the basis of all analytics
- Descriptive Analytics to help you understand what has happened
- Predictive Analytics to help you understand trends and predict outcomes
- Prescriptive Analytics to help you decide what action you should take

Cases and hands on exercises will be used. Students will apply tools such as Microsoft Excel, Microsoft Access and SQL, and R.

Prerequisite(s): MGMT 301

MGMT 463 - Global Supply Chain Management

(3 hours) This course introduces the concept of supply chain management and evaluates the core fundamentals of logistics within commerce. From corporate giants to small businesses, product manufacturing industries operating within all verticals constantly strive to optimize logistics and operations techniques and practices. In addition to identifying supply chain trends and evolution, the relationship between domestic and foreign goods supply is explored.

Prerequisite(s): MGMT 401

MGMT 490 - Special Topics: Management

(3 hours) This course will cover special topics in the area of management. Topics covered will be based on the research interests of the course instructor. This course may be repeated if the content of each class is different.

Previously numbered as BAD 492

Prerequisite(s): MGMT 301.

MGMT 497 - Business Capstone Practicum

(3 hours) 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.

Previously numbered as BAD 490

Prerequisite(s): MKTG 301, MGMT 301, FIN 301, and QUAN 201; senior standing. MGMT 401 is recommended.

MGMT 502 - Foundations in Management

(1 hour) This course provides opportunity to learn about your 'self' in the context of your professional life and helps you learn how to effectively manage your relationships with coworkers, managers, and subordinates. It begins acquainting you with the ever-growing body of evidence that will be available to you throughout your career regarding effective organizations and management practice, and helps you become a literate, well-informed professional, able to make decisions that are beneficial to you and others.

Previously numbered as GSB 614

MGMT 601 - Business Gateway Practicum

(1 hour) This MBA Gateway Practicum opens the *How* and the *Why* of business. The *How* is engaged by solving a business problem for our business client. The *Why* is engaged by exploring the mission of Dominican University with an overnight trip to the university's birthplace in southwestern Wisconsin. The *Why* is the compass heading of ethical business leaders guiding their *How*. Together the *How* and *Why* introduces you to the Brennan approach to leadership. Course fee covers meals and overnight trip costs.

Prerequisite(s): Completion of all MBA foundation courses and permission of the Director of Graduate Programs.

MGMT 602 - Leading People and Organizations

(3 hours) The goal of the course is to prepare students to manage self, people, teams and organizations, focusing on three overlapping levels of leadership: organizational, team, and individual. Students will examine and discuss the structures, functional processes, operating practices, and styles needed to be an effective leader in the global economy.

Previously numbered as GSB 624

Listed also as LIS 756

Prerequisite(s): MGMT 502

MGMT 607 - Management Information Systems

(3 hours) This course explores and assesses the current and future role of information technology in business, from both a management and a user perspective. Topics include: the strategic role of IT, hardware and operating systems, software development tools and processes, relational databases, big data, data warehouses, data analytics, security concerns, ethical issues, privacy issues, enterprise applications, intelligent systems, and the role and influence of IT on business processes. Hands-on experiences include, web site creation, database, data warehouse, data analytics, and spreadsheets. Case studies are also used to facilitate discussions focused on the course topics.

Previously numbered as GSB 622

Prerequisite(s): QUAN 504 and MGMT 601.

MGMT 609 - Operations Management for Competitiveness

(3 hours) This course focuses on the concepts and methods utilized in planning, directing and controlling the transformation process of resources into goods and services. Employing the integrated, process-based analytical framework developed in this course, students will utilize selected business cases and in-class experiential learning exercises to connect the courses ideas and techniques to their real-world application.

Previously numbered as GSB 723

Prerequisite(s): QUAN 504 and MGMT 601

MGMT 699 - Strategic Management

(3 hours) This is a course in strategic management that builds upon and integrates the curriculums core subjects to develop management decision-making skills. Students examine how executives effectively formulate and implement strategies most conducive to a firms success and growth in a global economy. The course may include a business computer simulation that helps students develop and hone their management skills. Students analyze case studies of multinational firms. Students typically take this course in their final semester.

Previously numbered as GSB 791

Prerequisite(s): All foundation and core courses.

MGMT 760 - Leadership Development

(3 hours) The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant (Max De Pree). Leadership is one of the most studied topics in all social sciences and yet, remains one of the least understood. This seminar is intended to steer students towards a lifelong, self-directed learning path in leadership and self-development. In this course, students will learn about different leadership styles and practice. They will develop proficiency to evaluate readings and research in order to gain insight into the role of leadership in organizations, the challenges of being a leader, and the importance of leadership on other people's work and personal lives. New frontiers in the study of leadership, such as caring, positive and relational leadership, will be also discussed together with the most established paradigms in leadership literature. This seminar will be taught in a non-traditional format and will utilize tools to facilitate experiential and evidence-based learning. Only students who are proactive, motivated, and energized by learning should apply for enrolling in this seminar.

Previously numbered as GSB 790

Prerequisite(s): MGMT 602

MGMT 761 - Cross-Cultural Negotiation

(3 hours) This course goes beyond the basics of conflict management and negotiation by tackling the many complexities introduced in cross-cultural contexts. Culture influences how people assess and approach situations, what it means to be in agreement or in conflict, what it means to have authority, and how many taken-for-granted aspects of a situation (e.g., time) are not stable across cultures. The course does not rely on

stereotypes, clichés, or oversimplifications, all of which are likely to undermine trust and decrease the chances of positive outcomes. This course will satisfy the international elective requirement and count toward the leadership, healthcare administration, and international business concentrations.

Previously numbered as GSB 755

Prerequisite(s): MGMT 602

MGMT 762 - Strategic Human Resource Management

(3 hours) Students in this course develop a deep understanding of the terminology, principles, and practices of strategic human resource management (HRM). A single HR manager may be involved in hiring, firing, enforcing policy, investigating mishaps, consulting on corporate strategy, training, negotiating in relation to compensation, employment contracts, and benefits provision. This broad array of HR practices will be examined from the perspective of not only what's best for the corporation, but also what's best for human beings, communities, and the world.

Previously numbered as GSB 751

Prerequisite(s): MGMT 602

MGMT 763 - Cross Cultural Management and Diversity

(3 hours) This course addresses various aspects of diversity that spans national boundaries. The purpose of this course is to provide an in-depth understanding of how managers and HR professionals can be effective in not only managing diversity but also in leveraging diversity as a competitive advantage. By the end of this course students will have a holistic appreciation of the tools necessary to implement effective diversity management practices for a globally inclusive workplace. To facilitate an active classroom, a range of participative learning methods are used, including case analysis, experiential exercises, small group discussions, and self-assessment.

Prerequisite(s): MGMT 602

MGMT 790 - Special Topics in Management

(3 hours) This course will cover special topics in the area of management. Topics covered will be based on research and teaching interests of the course instructor. This course may be repeated if the content of each class is different.

Prerequisite(s): MGMT 602

Marketing Courses

MKTG 301 - Marketing

(3 hours) Introduction to the marketing concept, its historical development, and its importance to business, institutions, and consumers in contemporary society. It is recommended that this course be taken in year two for marketing majors and in year three for non-majors.

Previously numbered as BAD 250

Prerequisite(s): ECON 101.

MKTG 370 - International Marketing

(3 hours) 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.

Previously numbered as BAD 351

Prerequisite(s): MKTG 301

MKTG 371 - Marketing Research

(3 hours) Introduction to research theory and practice in the context of marketing. The course will focus on both quantitative and qualitative research methods and the importance of information to the organization.

Previously numbered as BAD 352

Prerequisite(s): MKTG 301

MKTG 372 - Buyer Behavior

(3 hours) Focus on consumer-oriented marketing practices and strategies. Students examine consumer behavior theories and research in understanding the role of the customer as it relates to business practice.

Previously numbered as BAD 353

Prerequisite(s): MKTG 301

MKTG 373 - Personal Selling

(3 hours) This course presents the principles and techniques involved in the selling process and the role of selling and sales management in the marketing plan. This course will help you become more expert in the personal selling process by applying principles learned in real selling situations. You will study and experience the role of selling in the marketing process. Sales positions are often the gateway into most companies and their marketing positions. Having a personal selling course under your belt adds to your competitiveness in the job market.

Prerequisite(s): MKTG 301

MKTG 374 - Digital Marketing

(3 hours) This course explores digital marketing strategy and tactics. Students will develop an understanding of online channels and platforms and their role in developing a marketing plan.

Prerequisite(s): MKTG 301

MKTG 470 - Marketing Strategy

(3 hours) An integrated course that builds upon the core subjects in the marketing curriculum, presenting strategic marketing planning and problem solving. The course may also serve as an elective for non-marketing majors.

Prerequisite(s): MKTG 301

MKTG 490 - Special Topics: Marketing

(3 hours) This course will cover special topics in the area of marketing. Topics covered will be based on the research and teaching interests of the course instructor. This course may be repeated if the content of each class is different.

Previously numbered as BAD 493

Prerequisite(s): MKTG 301.

MKTG 606 - Marketing Management

(3 hours) This course is a study of marketing concepts, topics and theories presented to provide an understanding of marketing and buyer relationships. The course analyzes the elements of the marketing mix for successful planning, strategy and control of marketing campaigns including product, price, promotion and physical distribution. Covered topics also include issues related to customer satisfaction, marketing research, market segmentation and current marketing issues and trends.

Previously numbered as GSB 626

Prerequisite(s): ECON 501 and MGMT 601.

MKTG 770 - Global Marketing Management

(3 hours) This course examines international business activities with special emphasis on the global marketing environment. Students evaluate marketing mix variables such as product, promotion, physical distribution and pricing policies that drive management decisions. This course will satisfy the international elective requirement.

Previously numbered as GSB 764

Prerequisite(s): MKTG 606

MKTG 771 - Marketing Research

(3 hours) This course provides a comprehensive understanding of market research procedures and introduces both quantitative and qualitative

methods commonly accepted to ensure marketplace success. Emphasis is placed on students developing a marketing research project.

Previously numbered as GSB 771

Prerequisite(s): MKTG 606

MKTG 773 - Consumer Behavior

(3 hours) This course enables students to effectively design consumer-oriented marketing strategies. Through case studies and their own research, students examine consumer behavior theories as well as contemporary consumer research on fast-changing marketing trends.

Previously numbered as GSB 773

Prerequisite(s): MKTG 606

MKTG 774 - Marketing Strategy

(3 hours) This course examines tactical and strategic options available to management when preparing marketing plans. It identifies the major activities managers must complete to make responsive decisions to the marketing environment, including market position, market share, and future growth.

Previously numbered as GSB 774

Prerequisite(s): MKTG 606

MKTG 775 - Brand Management

(3 hours) This course will explore the understanding of a brand's meaning, of its promise to its customers, and of customer relationships with brands. Enrolled students will earn a Brennan Credential in Brand Management in addition to course credit.

Prerequisite(s): MKTG 606

MKTG 790 - Special Topics in Marketing

(3 hours) This course provides students with the opportunity to explore in depth a particular topic in the field of marketing. Potential topics may include business-to-business marketing, sales marketing management, and integrated marketing communication. Depending on the topic, critical reviews of selected journal articles, guest lectures, empirical research projects and papers, as well as student presentations, may be an integral part of the course. This course may be repeated for credit if the topic is different.

Previously numbered as GSB 776

Prerequisite(s): MKTG 606

Borra College of Health Sciences

Mission

The mission of the Borra College of Health Sciences is to prepare Dominican University students in health care professions through nationally recognized programs that are rigorous, relevant, and empowered through caritas et veritas.

Vision

To be a national leader in advancing health care education through interprofessional collaboration and civic engagement.

Curriculum

The Borra College of Health Sciences offers six undergraduate programs, one undergraduate certificate, one post-baccalaureate certificate, one minor and three graduate degree programs.

The Borra College of Health Sciences was developed to meet student needs in the emerging and growing area of health sciences. Our programs build on Dominican's strengths in the natural sciences and bring together established as well as new programs in nutrition and dietetics, medical science, nursing, and physician assistant studies.

The college reflects the commitment to the University's mission of preparing students to pursue truth and to give compassionate service. The curriculum is taught by faculty who are strong academicians and highly experienced practitioners who understand the needs of future healthcare professionals. Our students, while pursuing rigorous and engaging academic programs, learn to work in and serve the communities in which they live and enable Dominican to do its part to address critical shortages of health care professionals in the Chicago area and beyond.

Courses of Instruction

College of Health Sciences Courses

CHS 260 - Introduction to Human Pathophysiology

(3 hours) This course focuses on the pathophysiology, etiology, and associated clinical findings of selected diseases. Diseases include those selected from the Health People 2020 objectives according to their prevalence. Acquisition of this core knowledge and its application in clinical nursing practice are emphasized.

Prerequisite(s): CHEM 101 or CHEM 120; BIOL 252 (or concurrent enrollment).

CHS 262 - Transition Success for Nursing Students

(0 hours) Successful completion of many nursing programs requires students to maximize their acquisition of information in the affective, cognitive, and psychomotor domains to increase their success on performance competencies, including standardized nursing examinations. The exams require not merely the recitation of information but also the comprehension, application, and analysis of information. This course assists the new nursing student in learning how to study, manage their time effectively, and develop a positive mental attitude as it relates to the reception and synthesis of nursing specific content.

Elizabeth T. MacNeil School of Nursing

Dominican University is rooted in a tradition of commitment to care for body and spirit, a tradition older than the stories of healing in the Gospels, as culturally and religiously diverse as the first-known hospital in 9th century Sri Lanka, as historically and geographically close to home as the numerous health care centers founded by religiously-inspired women and men in the Chicago area. There is a natural confluence of this long tradition of health care with Dominican's own mission of "preparing students to pursue truth, given compassionate service and participate in the creation of a more just and humane world." As such, our mission provides nursing students with a foundation for professional practice that respects the dignity of each and every person, pursuit of the common good, and concern for those most vulnerable.

Undergraduate Programs

Nursing - B.S.N.

The Bachelor of Science in Nursing Program provides an educationally robust plan of study that makes students eligible to sit for and prepares students to pass the NCLEX-RN examination and obtain licensure to practice as a registered professional nurse. The program prepares the nurse generalist to practice in a variety of settings, sensitive to culturally diverse understandings of illness, health, and wellness. The graduate of the BSN program is a liberally educated individual who is committed to using her or his talents to make a positive contribution to the world, and has acquired the knowledge and skills to provide humanistic nursing practice in multiple settings as well as a foundation for advanced study in nursing.

BSN Graduate Outcomes

- Demonstrate professional practice that upholds the inherent worth and dignity of individuals, families, and communities, sensitive to their diverse spiritual and cultural needs
- Synthesize knowledge from the humanities, natural and social sciences and nursing as the foundation for critical thinking and decision making
- Employ effective communication skills throughout the scope of professional practice
- Utilize evolving technology to promote quality patient outcomes
- Uses the nursing process to provide consistent, safe, competent patient-centered care
- Consider the complex economic, legal, political and ethical issues affecting the delivery of care in the global and dynamic health care environment
- Assume responsibility and accountability for professional nursing practice
- Demonstrate beginning leadership abilities as a member of an interdisciplinary health care team
- Evaluate and integrate research that supports evidence based nursing practice

- Demonstrate intellectual inquisitiveness and lifelong commitment to learning

Required Prerequisite Coursework

The following courses-which are required for the BSN degree-must be successfully completed prior to admission to the BSN program. By application deadline, a student must have a cumulative grade-point average of 3.0 on a 4.0 scale and have completed successfully the following with a grade of B- or higher:

- BIOL 152 - Human Anatomy and Physiology I
- BIOL 160 - Elementary Microbiology
- BIOL 252 - Human Anatomy and Physiology II
- CHS 260 - Introduction to Human Pathophysiology
- CHEM 101 - Introductory General Chemistry or CHEM 120 - General Chemistry I
- MATH 211 - Principles of Statistics
- NUTR 250 - Nutrition
- PSYC 212 - Life Span Developmental Psychology for Nurses

Required Corequisite Coursework

Complete one of the following two courses:

- PHIL 242 - Introduction to Biomedical Ethics
- THEO 368 - Biomedical and Health Care Ethics

Required Nursing Courses

- NURS 313 - Health Assessment and Promotion
- NURS 314 - Adult Nursing 1: Fundamentals
- NURS 315 - Transcultural Nursing
- NURS 322 - Pharmacology in Nursing Practice
- NURS 323 - Evidence Based Practice & Nursing Research
- NURS 324 - Adult Nursing II: Medical-Surgical
- NURS 432 - Community Health Nursing
- NURS 433 - Mental Health Nursing
- NURS 434 - Nursing of the Childbearing Family
- NURS 435 - Nursing of Children & Families
- NURS 444 - Adult Nursing III: Advanced Medical-Surgical
- NURS 445 - Nursing Leadership Dimensions
- NURS 446 - Professional Role Transition Capstone

Nursing - RN to B.S.N.

The RN to BSN is a degree-completion program offered as a full-time or part-time program for registered nurses seeking a Bachelor of Science in Nursing degree and is designed to meet the needs of working professionals. This program will be delivered fully online, but students will have opportunities to visit campus as a value-added feature. The RN to BSN program provides an educationally robust plan of study that enhances the foundational education of the associate-degreed nurse generalist. The courses in the RN to BSN program will focus on liberal art studies as a complement to their already completed nursing courses to practice holistically in today's highly technological health care system. The mission of the programs is to prepare individuals as professionals whose practice reflects altruistic, evidence-based, ethical, and articulate membership in the nursing profession.

BSN Graduate Outcomes

- Demonstrate professional practice that upholds the inherent worth and dignity of individuals, families, and communities, sensitive to their diverse spiritual and cultural needs
- Synthesize knowledge from the humanities, natural and social sciences, and nursing as the foundation for critical thinking and decision making
- Employ effective communication skills throughout the scope of professional practice
- Utilize evolving technology to promote quality patient outcomes
- Uses the nursing process to provide consistent, safe, competent patient-centered care
- Consider the complex economic, legal, political, and ethical issues affecting the delivery of care in the global and dynamic health care environment
- Assume responsibility and accountability for professional nursing practice
- Demonstrate beginning leadership abilities as a member of an interdisciplinary health care team
- Evaluate and integrate research that supports evidence based nursing practice
- Demonstrate intellectual inquisitiveness and lifelong commitment to learning

Required Prerequisite Coursework

The following courses-which are required for the BSN degree-must be successfully completed prior to admission to the RN to BSN program:

- BIOL 152 - Human Anatomy and Physiology I
- BIOL 160 - Elementary Microbiology
- BIOL 252 - Human Anatomy and Physiology II
- CHEM 120 - General Chemistry I
- MATH 211 - Principles of Statistics

- PSYC 212 - Life Span Developmental Psychology for Nurses

Required Nursing Courses

- NURS 450 - Applied Health Assessment and Promotion across the Lifespan I
- NURS 451 - Applied Health Assessment and Promotion across the Lifespan II
- NURS 452 - Professional Development for the RN
- NURS 453 - Professional Writing in the Health Sciences
- NURS 460 - Legal, Ethical, and Spiritual Aspects of Healthcare
- NURS 461 - Nutrition
- NURS 462 - Multi-Cultural Global Perspectives in Health Care
- NURS 463 - Evidenced Based Practice for the Professional Nurse
- NURS 464 - Healthcare Policy and Delivery Systems
- NURS 470 - Community, Family, and Population Nursing for the Professional Nurse
- NURS 471 - Senior Seminar: The Good Life
- NURS 472 - Leadership and Management for the Professional Nurse
- NURS 473 - Nursing Capstone Project
- NURS 474 - Practicum (once each semester, totaling 3 credit hours)

Nursing Courses

NURS 313 - Health Assessment and Promotion

(2 hours, 1 hour) Utilizes concepts from the liberal arts and sciences to provide holistic health assessment across the lifespan. Emphasis is placed on the development of leadership skills in clinical judgment, diagnostic reasoning, and critical inquiry for the safe provision of quality care across populations. Practices documents on electronic medical record. Lecture (2 hours) and lab (1 hour) must be completed concurrently.

NURS 314 - Adult Nursing 1: Fundamentals

(3 hours, 3 hours) Focuses on holistic care of adults, older adults, and their families in acute medical-surgical settings as they adapt to changes in the health/illness spectrum. Students integrate theoretical concepts with the best nursing evidence within the framework of critical thinking and caring to foster growth in knowledge and competencies. Professional roles of the nurse, critical thinking, and ethical issues are explored as students provide safe and quality care. Clinical experience takes place in the simulation laboratory and a variety of medical-surgical settings. Lecture (3 hours) and clinical rotation (3 hours) must be completed concurrently.

NURS 315 - Transcultural Nursing

(3 hours) This course provides students with an introduction to the theory of transcultural nursing. This course is designed to assist nursing students in learning about culture, belief systems, values, and practices that are specific to identified cultures, in order to better understand and provide specific, competent, and congruent nursing interventions to care for people of diverse cultures.

NURS 322 - Pharmacology in Nursing Practice

(3 hours) Introduces basic principles of drug action and nursing implications within the framework of the nursing process. Specific drugs and the pharmacologic effects of drugs on the body are discussed. Develops the knowledge, skills, and attitudes necessary for the safe and accountable administration of medications across the lifespan. Emphasis is placed on accurate dosage calculations, proper administration techniques, and documentation for safe and accountable medication administration.

NURS 323 - Evidence Based Practice & Nursing Research

(3 hours) Application of principles of the research process and evidence-based practice to provide safe quality care. Competency in database search strategies and critical appraisal of evidence for quality care practices are emphasized. Legal, ethical, and regulatory issues are identified and analyzed for application to practice.

NURS 324 - Adult Nursing II: Medical-Surgical

(3 hours, 2 hours, 1 hour) Focus is on holistic, family-centered care of adults and older adults experiencing acute and chronic primarily medical conditions involving multiple body systems. Integration of theoretical concepts and best evidence is used to promote sound clinical reasoning and clinical judgment to inform nursing practice. Student clinical experiences takes place in the simulation laboratory and in acute care settings with the goal of providing safe, quality, and multi-dimensional care for diverse adult and older adult populations. Lecture (3 hours) and clinical rotation (3 hours) must be completed concurrently.

NURS 432 - Community Health Nursing

(3, 1 hours) Focuses on clinical prevention and health promotion of population health through the application of best evidence for community health nursing practice. The impact of global healthcare trends, political decisions, and financial and regulatory systems on health outcomes is examined. Clinical experiences in a variety of community settings. Lecture (3 hours) and clinical rotation (1 hour) must be completed concurrently. Course fee applies.

NURS 433 - Mental Health Nursing

(3, 1 hours) Application of psychiatric mental health nursing concepts to holistic care for clients age 18 through older adulthood. Theoretical content includes bio-psychosocial theories, interpersonal relationship theory, psychoanalytic and psychodynamic theories, as well as, cognitive, behavioral, and biological theories. Legal, ethical, and critical thinking concepts specific to psychiatric mental health nursing are covered. Clinical

experiences are designed to facilitate the students' synthesis of classroom material, individualized application of psychiatric concepts, and establishment of therapeutic relationships in a variety of settings. Lecture (3 hours) and clinical rotation (1 hour) must be completed concurrently.

NURS 434 - Nursing of the Childbearing Family

(3 hours, 1 hour) Focuses on the application of professional nursing concepts related to holistic care of the childbearing family and their neonate. Theoretical content includes physiological, pathophysiological, sociocultural, and ethical concepts. Student clinical experiences take place in the simulation laboratory and variety of obstetrical settings. Lecture (3 hours) and clinical rotation (1 hour) must be completed concurrently.

NURS 435 - Nursing of Children & Families

(3 hours, 1 hour) Application of professional nursing concepts related to the holistic care of children and their families within their communities. Theoretical content specific to children from infancy through adolescence includes physiological, pathophysiological, and psychosocial concepts. Clinical experiences incorporate health promotion and acute and chronic illness management in the simulation laboratory, inpatient, outpatient, and community settings. Lecture (3 hours) and clinical rotation (1 hour) must be completed concurrently.

NURS 444 - Adult Nursing III: Advanced Medical-Surgical

(3 hours, 2 hours, 1 hour) Focus is the holistic care of high acuity patients and families in crisis situations. Students integrate contemporary concepts with the best nursing evidence to foster growth in knowledge, clinical competencies, and role of professional nurse. Students will integrate critical thinking, clinical reasoning, and ethical principles to provide safe, quality care and collaborate with multidisciplinary teams to create health promotion, risk reduction, and disease prevention strategies. Clinical experience will be in a variety of acute care settings. Lecture (3 hours) and clinical rotation (3 hours) must be completed concurrently.

NURS 445 - Nursing Leadership Dimensions

(3 hours) Applies evidence-based concepts essential to the leadership development of the professional nurse. The focus is on the application of leadership and management skills to contemporary health care issues influencing professional practice.

NURS 446 - Professional Role Transition Capstone

(1 hour, 3 hours) Provides the opportunity for students to demonstrate competency in the role of provider and manager of care. Students provide safe, quality care for patients across the lifespan in acute care settings. Students collaborate with a preceptor and faculty member to achieve course objectives and individualized learning goals. Lecture (1 hour) and clinical rotation (3 hours) must be completed concurrently.

NURS 450 - Applied Health Assessment and Promotion across the Lifespan I

(2 hours) In this course, students focus on the synthesis of nursing knowledge and skills to perform a comprehensive health assessment of individuals across the lifespan. Students learn and enhance their health assessment skills utilizing video and lectures.

NURS 451 - Applied Health Assessment and Promotion across the Lifespan II

(2 hours) In this course, students continue to develop their focus on the synthesis of nursing knowledge and skills to perform a comprehensive health assessment of individuals across the lifespan. Students learn and enhance their health assessment skills utilizing video and lectures.

NURS 452 - Professional Development for the RN

(3 hours) This course, designed for registered nurses, expands existing knowledge of the discipline of nursing based liberal education in the arts and sciences. Emphasis is on professional role expansion through exploration of modern nursing issues.

NURS 453 - Professional Writing in the Health Sciences

(3 hours) This course is intended to strengthen and broaden research, writing, and oral presentation skills for upper division course work. This course requires participation through the written and spoken word with other class members as students formulate and communicate opinions on a variety of topics within the health sciences.

NURS 460 - Legal, Ethical, and Spiritual Aspects of Healthcare

(3 hours) This course for the registered nurse (RN) synthesizes ethical/legal concepts required for examination of sound decision making in clinical practice and legal responsibility. Additionally, the concepts are viewed with the perspective of spiritual beliefs and the role it can play in these issues. The focus is on value clarification, application of ethical theory, ethical decision-making models, and professional ethical standards. Emphasis is on ethical obligations of professional nurses in their roles as citizens, members of a profession, providers of care, and designers and managers of care.

This course will satisfy the core area requirement in theology.

NURS 461 - Nutrition

(3 hours) The study of the scientific principles as they apply to individuals and groups with application to meeting the nutrient requirements throughout the lifespan.

NURS 462 - Multi-Cultural Global Perspectives in Health Care

(3 hours) The purpose of this course is to introduce students to global health care systems and models, and their influence on health disparities and delivery of healthcare. A major focus of this course is for students to critically think about and discuss health and health care within a global

environment. Nursing students will be exposed to the health disparities that exist in the United States and countries around the world, and some of the efforts by individuals, groups, organizations, and countries to deal with disparities.

NURS 463 - Evidenced Based Practice for the Professional Nurse

(3 hours) This course introduces evidence-based decision making for the purpose of providing the best care to healthcare consumers. The EBP Process is introduced, of which critical appraisal of selected research designs and methods are focused on to gain knowledge and skills in establishing best practices for nursing. Ethical considerations for the implementation of evidence into practice, including addressing human subjects in the conduct of research, is integrated throughout the course.

NURS 464 - Healthcare Policy and Delivery Systems

(3 hours) This course explores the reciprocity between health care policies and population health, and emphasizes the relationship of behaviors as well as social and political structures to health outcomes. A variety of theories, concepts, and models from a range of social and behavioral disciplines will be utilized to examine influences at multiple levels (e.g., personal, community, institutional, and public policy).

NURS 470 - Community, Family, and Population Nursing for the Professional Nurse

(3 hours) This course familiarizes the RN to concepts of community health utilizing the population focus nursing process. Included are the levels of disease prevention, principles of epidemiology, community assessment, environmental health, disaster preparedness, and professional nursing roles and inter-professional collaboration in various community settings. Emphasis is on health promotion.

NURS 471 - Senior Seminar: The Good Life

(3 hours) The senior seminar focuses on the good life. This course will integrate multiple perspectives on personal, social and philosophical issues by reading, discussing, and writing about the trajectory of the nurse and how the individual can maintain and balance work and life. This course will satisfy the senior liberal arts and sciences seminar requirement.

NURS 472 - Leadership and Management for the Professional Nurse

(3 hours) This course presents concepts of nursing leadership, management and professional development. Emphasis is on the synthesis of skills, knowledge and attitudes to coordinate holistic, evidence-based care in healthcare organizations.

NURS 473 - Nursing Capstone Project

(4 hours) Students will implement evidence-based clinical projects based on synthesis of evidence and work in prior courses. This project will be comprised of educational and best practice innovations that will actualize

the professional nurse role in clinical environments to impact health of individuals and populations.

NURS 474 - Practicum

(1 hour) This course will allow students to reflect on their current clinical experience and how the theoretical coursework they are concurrently taking reflects in the work being done. Students will be required to maintain a portfolio of their experience throughout the program.

Nutrition Sciences

Undergraduate Programs

Certificate in Nutrition and Dietetics

The program offers a certificate to those already holding a baccalaureate degree and needing only to complete the requirements for DPD (Didactic Program in Dietetics) Verification statement. Certificate students must also meet the Dominican University core curriculum foundation competencies: ENGL 102 - Composition II: Writing as a Way of Knowing, MATH 130 - College Algebra, CIS 120 - Introduction to Computer Applications, and Information Literacy Workshop. In addition, a student may complete a second degree. Certificate students must complete a minimum of (34 hours) at Dominican to apply for the Dominican coordinated dietetic internship. The program is designed to assist students in developing breadth and depth of knowledge, skills, values, and competencies in clinical dietetics, community dietetics, and food service management that are necessary for application to dietetic internships (DI) to become a Registered Dietitian or graduate work, and eventual professional practice at the entry level.

Academy of Nutrition and Dietetics Requirements:

- NUTR 101 - Introduction to Dietetics
- NUTR 141 - Food Service Sanitation or Sanitation Certificate from an accredited provider
- NUTR 200 - Fundamentals of Foods
- NUTR 250 - Nutrition
- NUTR 280 - Multicultural Food Patterns
- NUTR 290 - Nutritional Biochemistry
- NUTR 299 - Community-Based Learning
- NUTR 345 - Nutrition Communication Skills
- NUTR 346 - Food and Nutrition Services Administration
- NUTR 375 - Principles of Food Service Purchasing
- NUTR 390 - Experimental Foods
- NUTR 404 - Medical Nutrition Therapy I
- NUTR 407 - Quantity Food Production and Service
- NUTR 408 - Medical Nutrition Therapy II
- NUTR 409 - Community Nutrition
- NUTR 420 - Introduction to Writing about Nutrition and Health
- NUTR 425 - Nutrition in Human Development
- NUTR 430 - Seminar in Medical Nutrition Therapy

- BIOL 160 - Elementary Microbiology
- BIOL 152 - Human Anatomy and Physiology I
- BIOL 252 - Human Anatomy and Physiology II

- CIS 120 - Introduction to Computer Applications
- CHEM 101 - Introductory General Chemistry
- CHEM 104 - Introductory Organic Chemistry

- LIB 000 - Information Literacy Workshop
- MATH 211 - Principles of Statistics

- PSYC 101 - General Psychology: The Science of Behavior

Recommended Electives

- NUTR 412 - Special Topics in Nutrition
- PHIL 242 - Introduction to Biomedical Ethics

Coordinated Program in Dietetics - B.S.

This program of study is for those students who wish to be credentialed as a Registered Dietitian. This 5-year major allows students to complete both the required didactic and supervised practice/ internship components at Dominican University. Students must first be enrolled in the nutrition and dietetics major and will then apply to enter the coordinated program in dietetics in their junior year or after completion of the following prerequisite courses: BIOL 152, BIOL 160, BIOL 252, CHEM 101, CHEM 104, MATH 211, NUTR 200, NUTR 250, and NUTR 290. In order to be eligible for this program, a grade of at least a B- in the prerequisite courses, 80% on math skills placement exam, a personal statement, and three letters of reference are required. Applications will open at the start of each the spring semester with a deadline of mid April.

Major Requirements:

Required Courses:

- NUTR 101 - Introduction to Dietetics
- NUTR 141 - Food Service Sanitation
- NUTR 200 - Fundamentals of Foods
- NUTR 250 - Nutrition
- NUTR 280 - Multicultural Food Patterns
- NUTR 290 - Nutritional Biochemistry
- NUTR 299 - Community-Based Learning
- NUTR 345 - Nutrition Communication Skills
- NUTR 346 - Food and Nutrition Services Administration

- NUTR 375 - Principles of Food Service Purchasing
- NUTR 390 - Experimental Foods
- NUTR 404 - Medical Nutrition Therapy I
- NUTR 407 - Quantity Food Production and Service
- NUTR 408 - Medical Nutrition Therapy II
- NUTR 409 - Community Nutrition
- NUTR 420 - Introduction to Writing about Nutrition and Health
- NUTR 425 - Nutrition in Human Development
- NUTR 430 - Seminar in Medical Nutrition Therapy
- BIOL 152 - Human Anatomy and Physiology I
- BIOL 160 - Elementary Microbiology
- BIOL 252 - Human Anatomy and Physiology II
- CHEM 101 - Introductory General Chemistry
- CHEM 104 - Introductory Organic Chemistry
- CIS 120 - Introduction to Computer Applications
- MATH 211 - Principles of Statistics
- NUTR 461 - Nutrition Supervised Practice I
- NUTR 462 - Nutrition Seminar I
- NUTR 463 - Nutrition Supervised Practice II
- NUTR 464 - Nutrition Seminar II
- NUTR 465 - Nutrition Supervised Practice III
- NUTR 466 - Nutrition Seminar III
- NUTR 467 - Nutrition Supervised Practice IV
- NUTR 468 - Nutrition Seminar IV
- NUTR 509 - Advanced Clinical Nutrition

Culinology® - B.A.S.

Culinology®, a registered trademark of the Research Chefs Association (RCA), merges culinary arts and food science. 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.

The Dominican University program is approved by the RCA to meet the 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 two certifying examinations offered by the RCA: Certified Research Chef and Certified Culinary Scientist.

Students must transfer into Dominican University with a completed a two-year associate's degree from an American Culinary Federation (ACF) or equivalent accredited culinary arts program and add the additional years of food science and general liberal arts requirements to obtain the bachelor's degree. Contact a faculty advisor in the department of nutrition sciences for more information on the Culinology® major.

Major Requirements:

Required Courses:

- NUTR 220 - Sensory Evaluation
- NUTR 240 - Food Chemistry
- NUTR 250 - Nutrition OR NUTR 251 - Advanced Basic Nutrition
- NUTR 350 - Food Analysis and Quality Assurance
- NUTR 370 - Food Processing
- NUTR 390 - Experimental Foods
- NUTR 410 - Food Product Development
- NUTR 440 - Seminar in Food Science
- NUTR 455 - Undergraduate/Certificate Nutrition Internship
- BIOL 160 - Elementary Microbiology
- CHEM 104 - Introductory Organic Chemistry
- MATH 211 - Principles of Statistics

Individualized Supervised Practice Pathway (ISPP) Certificate

Dominican University's Individualized Supervised Practice Pathway Certificate program has been granted accreditation from the Commission on Accreditation Council for Education in Nutrition and Dietetics (ACEND). ACEND policies for Individualized Supervised Practice Pathways (ISPPs) allow 1) graduates who did not match to a dietetic internship, but who possess a DPD verification statement, 2) individuals holding a doctoral degree without a DPD verification statement to apply for an ISPP program. However, eligibility requirements and options may vary by program. This program fulfills the supervised practice requirements to sit for the Registration Examination for Dietitians administered by the Commission on Dietetic Registration. The supervised practice includes an emphasis on cultural diversity in child nutrition, with 1200 hours of field experience divided between community, clinical, foodservice management, and specialty rotations. Upon completion, students receive a verification statement for application to take the Registration Examination for Dietitians.

To qualify for the ISPP, students must have a minimum of a bachelor's degree, a Didactic Program in Dietetics (DPD) verification statement from an ACEND-accredited DPD program, and must not have received a match through the formal internship matching process.

Certificate Requirements

Complete the following courses:

- NUTR 461 - Nutrition Supervised Practice I
- NUTR 462 - Nutrition Seminar I

- NUTR 463 - Nutrition Supervised Practice II
- NUTR 464 - Nutrition Seminar II
- NUTR 465 - Nutrition Supervised Practice III
- NUTR 466 - Nutrition Seminar III
- NUTR 467 - Nutrition Supervised Practice IV
- NUTR 468 - Nutrition Seminar IV
- NUTR 509 - Advanced Clinical Nutrition

Additional Information

The following courses can be waived based on professional experience: NUTR 461, NUTR 462, and/or NUTR 463. The process for assessing and granting credit for prior learning involves completing a competency evaluation form packet with appropriate signatures from former supervisors or professors. Job performance reviews can also be used to demonstrate competency in certain areas of practice.

Students may substitute any of following graduate-level courses with a corresponding name/content for the requirements outlined above. Contact your advisor for more information.

- NUTR 501 - Nutrition Supervised Practice I
- NUTR 502 - Nutrition Seminar I
- NUTR 503 - Nutrition Supervised Practice II
- NUTR 504 - Nutrition Seminar II
- NUTR 505 - Nutrition Supervised Practice III
- NUTR 506 - Nutrition Seminar III
- NUTR 507 - Nutrition Supervised Practice IV
- NUTR 508 - Nutrition Seminar IV

Nutrition and Dietetics - B.S.

The nutrition and dietetics major prepares students for careers in the diverse field of nutrition. Majors in nutrition and dietetics may eventually hold such positions as food service manager or consumer service representative in business, industry, or health care.

Students seeking to attain the credential of Registered Dietitian Nutritionist (RDN) must also complete the Accreditation Council for Education in Nutrition and Dietetics (ACEND) requirements (see below).

Major Requirements:

Required Courses:

- NUTR 141 - Food Service Sanitation or Sanitation Certificate from an accredited provider
- NUTR 200 - Fundamentals of Foods
- NUTR 250 - Nutrition
- NUTR 290 - Nutritional Biochemistry
- NUTR 299 - Community-Based Learning

- NUTR 345 - Nutrition Communication Skills
- NUTR 375 - Principles of Food Service Purchasing
- NUTR 390 - Experimental Foods
- NUTR 404 - Medical Nutrition Therapy I
- NUTR 407 - Quantity Food Production and Service
- NUTR 408 - Medical Nutrition Therapy II
- NUTR 409 - Community Nutrition
- NUTR 425 - Nutrition in Human Development

- BIOL 152 - Human Anatomy and Physiology I
- BIOL 160 - Elementary Microbiology
- BIOL 252 - Human Anatomy and Physiology II
- CHEM 104 - Introductory Organic Chemistry

Additional Requirements:

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

Recommended Electives

- NUTR 412 - Special Topics in Nutrition

Recommendations:

It is advisable for interested freshmen to consult with an advisor in the department prior to registration and to take CHEM 101, CHEM 104, ENGL 101, ENGL 102, NUTR 200, and NUTR 250 in their freshman year.

Accreditation Council for Education in Nutrition and Dietetics (ACEND) Requirements:

For those students interested in the Registered Dietitian Nutritionist (RDN) credential, specific course work is required to meet the additional education competencies of the Academy of Nutrition and Dietetics (formerly the American Dietetic Association). The Academy of Nutrition and Dietetics program is currently granted accreditation status by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), a specialized accrediting body recognized by the United States Department of Education (USDE).

After completion of all courses and per verification statement policy, students are eligible for an ACEND dietetic internship. This consists of 1200 hours of supervised practice (internship) and is required by the Commission on Dietetic Registration in order to take the Registration Examination for Dietitians and attain the RDN credential.

Additional requirements beyond those of the nutrition and dietetics major include:

- NUTR 101 - Introduction to Dietetics

- NUTR 280 - Multicultural Food Patterns
- NUTR 346 - Food and Nutrition Services Administration
- NUTR 420 - Introduction to Writing about Nutrition and Health
- NUTR 430 - Seminar in Medical Nutrition Therapy
- MATH 211 - Principles of Statistics
- PSYC 101 - General Psychology: The Science of Behavior

Verification Statement Policy for Didactic Program in Dietetics:

Completion of the requirements for the Dominican University Didactic Program in Dietetics (DPD) will be verified by the student advisor and DPD program director prior to issuing Accreditation Council for Education in Nutrition and Dietetics verification statements. All of the following requirements must be met:

- Meet nutrition and dietetics major or certificate requirements
- Minimum of B- letter grade in all nutrition department classes. Students who receive a grade lower than B- in these classes will be asked to retake the course in order to earn a B- or higher.
- Minimum of 30 hours of community or professional volunteer service in a nutrition science major area.

Nutrition and Dietetics Minor

Minor Requirements:

Required Courses:

- NUTR 200 - Fundamentals of Foods
- NUTR 250 - Nutrition
- NUTR 280 - Multicultural Food Patterns
- Electives to complete a total of 18 to 24 semester hours selected in consultation with a nutrition sciences advisor.

Additional Requirements:

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

Graduate Programs

Master of Science-Nutrition

This 30-credit graduate degree prepares students for a career as a Registered Dietitian Nutritionist (RDN) or health professional, focusing on the areas of public health/community nutrition or clinical nutrition. This program is intended for students who have already completed their

supervised practice requirements through a coordinated program or dietetic internship.

Required Courses

Thirty semester hours, including:

- NUTR 510 - Food, Health, and Social Justice
- NUTR 511 - Counseling and Health Communications
- NUTR 512 - Multicultural Approaches to Population Health
- NUTR 513 - Research Methods
- NUTR 514 - Advanced Metabolism

Complete 15 credit hours selected from the following courses:

- NUTR 509 - Advanced Clinical Nutrition
- NUTR 515 - Principles of Sport Nutrition
- NUTR 516 - Integrative and Functional Medicine
- NUTR 517 - Smart Tools and Technologies
- NUTR 518 - Social Media in Nutrition
- NUTR 519 - Current Topics in Nutrition
- NUTR 560 - Medical Spanish
- ACCT 503 - Foundations in Accounting
- BLAW 505 - Foundations in Business Law
- CLS 501 - Child Growth and Development
- CLS 502 - Adolescent Development
- CLS 503 - Family and Culture
- CLS 504 - Research Methods
- ECON 501 - Foundations in Economics
- EDU 655 - Language and Culture
- EDU 776 - Integrating Technology Into Programming, Services, and Instruction
- EDU 777 - Learning Theories and Instructional Designs
- EDU 780 - Digital and Media Literacy in the Classroom
- EDU 786 - Gaming in Education
- FIN 506 - Foundations in Finance
- LIS 755 - Information Policy
- LIS 758 - Community Informatics
- MCR 601 - Mediation Skills Training
- MCR 635 - Circle Practice: Foundations of Restorative Justice
- MGMT 502 - Foundations in Management
- QUAN 504 - Foundations in Statistics
- SPED 500 - Childhood Growth And Development: Infancy - Adolescence
- SPED 503 - Child, Family, And Community Relations
- SPED 522 - Exceptional Students: Characteristics and the Special Education Process

- SPED 658 - Fostering Development of Prosocial Behavior
- SPED 659 - Managing Challenging Behavior
- SWK 513 - Human Behavior in The Social Environment
- SWK 641 - Community Based Participatory Research
- SWK 646 - Social Work Practice with Lesbian, Gay, Bisexual, Transgendered Clients

Master of Science-Nutrition with Supervised Practice

This 38-credit graduate degree prepares students for a career as a Registered Dietitian, focusing on the areas of public health/community nutrition or clinical nutrition. The program fulfills the requirements for a master's degree in nutrition and the supervised practice requirements to sit for the Registered Dietitian Examination administered by the Commission on Dietetic Registration. The supervised practice includes an emphasis on multicultural community nutrition, with 1200 hours of field experience divided between community, clinical, foodservice and management, and specialty rotations. Upon completion, students receive a verification statement for application to take the Registration Examination for Dietitians To qualify for admission, students must have a minimum of a bachelor's degree or post-baccalaureate certificate in nutrition and dietetics, 3.0 GPA, acceptable GRE score if GPA is below 3.0, personal statement, three letters of recommendation, and documentation that the applicant did not match to another dietetic internship through D&D digital with the DICAS application.

Dominican University undergraduates and the post-baccalaureate Academy of Nutrition and Dietetics (AND) certificate students may apply for admission during the spring of their senior year or their last semester of their program.

Required Courses:

Thirty-eight semester hours, including:

- NUTR 501 - Nutrition Supervised Practice I
- NUTR 502 - Nutrition Seminar I
- NUTR 503 - Nutrition Supervised Practice II
- NUTR 504 - Nutrition Seminar II
- NUTR 505 - Nutrition Supervised Practice III
- NUTR 506 - Nutrition Seminar III
- NUTR 507 - Nutrition Supervised Practice IV
- NUTR 508 - Nutrition Seminar IV
- NUTR 509 - Advanced Clinical Nutrition
- NUTR 510 - Food, Health, and Social Justice
- NUTR 511 - Counseling and Health Communications
- NUTR 512 - Multicultural Approaches to Population Health
- NUTR 513 - Research Methods
- NUTR 514 - Advanced Metabolism

Nutrition Sciences Courses

NUTR 101 - Introduction to Dietetics

(1 hour) Introduction to the profession of dietetics and responsibilities associated with dietetic professional practice. The emphasis is on development of a pre-professional portfolio, career options in dietetics, and preparation for a dietetic internship. Professional issues related to dietetic practice include code of ethics, standards of professional practice, and future trends in the profession.

NUTR 141 - Food Service Sanitation

(1 hour) 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 examination eligibility.

NUTR 200 - Fundamentals of Foods

(3 hours) Scientific principles of food preparation with reference to optimum quality, microbiological safety, and preservation of nutrients. Includes two hours of lecture and three hours of laboratory session each week. Lab fee applies.

NUTR 220 - Sensory Evaluation

(3 hours) Study of qualitative and quantitative techniques used to measure and evaluate the sensory perceptions of food products and ingredients.

Prerequisite(s): NUTR 200 and MATH 211.

NUTR 240 - Food Chemistry

(4 hours) Covers the basic composition, structure, and properties of foods and the chemistry of changes occurring during processing and utilization.

Prerequisite(s): CHEM 101 and CHEM 104.

NUTR 250 - Nutrition

(3 hours) 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 as NSC 250.

This course will satisfy the core area requirement in natural sciences.

NUTR 251 - Advanced Basic Nutrition

(1 hour) This course builds upon basic nutrition concepts. Emphasis is placed on the advanced application of competency skills in areas such as diet analysis using computer databases, nutritional assessment, diet composition.

Prerequisite(s): NUTR 250 or transfer equivalent.

NUTR 280 - Multicultural Food Patterns

(3 hours) A study of the cultural influences of food on societies, including nourishment, health beliefs and practices, religion, social communication, and socio-economic status.

Listed also as BWS 282

This course will satisfy the core requirement in multicultural studies.

NUTR 290 - Nutritional Biochemistry

(3 hours) 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(s): NUTR 250 and CHEM 104

NUTR 299 - Community-Based Learning

(1 hour) Involves a minimum of 30 hours of community or professional volunteer service in a nutrition science major area, arranged in consultation with the student's academic advisor. Course also includes attendance at undergraduate nutrition department seminars and portfolio work with advisor.

NUTR 345 - Nutrition Communication Skills

(3 hours) Study of the theoretical framework based in behavioral sciences and education as used in planning and delivering nutrition information and counseling.

Prerequisite(s): NUTR 250

NUTR 346 - Food and Nutrition Services Administration

(3 hours) The course will apply operational leadership theories to the development of food and nutrition programs and services. Students will learn to evaluate budgets and interpret financial data. They will also learn to apply principles of human resource management, interpret public policy, and understand the legislative and regulatory basis of dietetic practice

Prerequisite(s): NUTR 250

NUTR 350 - Food Analysis and Quality Assurance

(3 hours) Study of the principles, methods, and techniques necessary for the analysis of food products and ingredients.

Prerequisite(s): NUTR 200, NUTR 250 and CHEM 104.

NUTR 370 - Food Processing

(4 hours) Covers general characteristics of raw food materials, and principles of food preservation, packaging, and sanitation.

Prerequisite(s): NUTR 240 and BIOL 160

NUTR 375 - Principles of Food Service Purchasing

(3 hours) Principles and standards for food service equipment and purchasing in quantity for institutions.

Prerequisite(s): Junior or senior standing or enrollment in the AND certificate program.

NUTR 390 - Experimental Foods

(4 hours) Application of scientific principles and experimental methods in the study of foods. Lab fee applies.

Prerequisite(s): NUTR 200, NUTR 250, CHEM 104, and NUTR 141 or Food Sanitation Certificate.

NUTR 404 - Medical Nutrition Therapy I

(3 hours) Study of the principles of nutrition in the prevention and treatment of various disease states and metabolic abnormalities.

Prerequisite(s): NUTR 290 and BIOL 252 (or concurrent enrollment)

NUTR 407 - Quantity Food Production and Service

(4 hours) Principles of quantity menu planning, food production, and service.

Prerequisite(s): NUTR 375 and either NUTR 141 or Food Sanitation Certificate.

NUTR 408 - Medical Nutrition Therapy II

(3 hours) Continued study of the principles of nutrition in more complicated disease states and metabolic abnormalities.

Prerequisite(s): NUTR 404.

NUTR 409 - Community Nutrition

(3 hours) Nutrition applied to the health-related concerns of individuals and groups. Role of agencies in providing programs and services.

Prerequisite(s): NUTR 250.

NUTR 410 - Food Product Development

(4 hours) Applications of food product design, packaging, and marketing.

Prerequisite(s): NUTR 370 and NUTR 390.

NUTR 412 - Special Topics in Nutrition

(3 hours) The study of a major area of nutrition at an advanced level; topics and prerequisites vary by announced topic.

Prerequisite(s): NUTR 250 and Junior or Senior Standing

NUTR 420 - Introduction to Writing about Nutrition and Health

(2 hours) This introductory course is designed to teach the basic skills necessary to write nutrition and health-related papers that are clear, accurate, and audience-appropriate. It is a practical review of writing and revision and will enable students to develop a clear, fluent, and readable style.

Prerequisite(s): Junior or senior standing or enrollment in the AND certificate program.

NUTR 425 - Nutrition in Human Development

(3 hours) Principles of nutrition and research in human growth and development throughout the life span.

Prerequisite(s): NUTR 250 and junior or senior standing or enrollment in the AND certificate program.

NUTR 430 - Seminar in Medical Nutrition Therapy

(3 hours) Survey of recent research and advanced problems in medical nutrition therapy. Advanced case-study scenarios and problems related to medical nutrition therapy

Prerequisite(s): NUTR 408 or concurrent enrollment.

NUTR 440 - Seminar in Food Science

(3 hours) Seminar incorporating the principles of food chemistry, microbiology, nutrition, sensory analysis, and statistics.

Prerequisite(s): Senior standing.

NUTR 450 - Independent Study

(1-8 hours)

NUTR 455 - Undergraduate/Certificate Nutrition Internship

(1-8 hours) Nutrition and dietetics majors of junior or senior standing or AND certificate students may arrange for an internship of 1-2 hours in his/her field of concentration, subject to the approval of the department faculty.

Culinology students of junior or senior standing may arrange for an internship in his/her field of concentration, subject to the approval of the department faculty. RCA certification requires documentation of 300 hours of internship for Culinology® majors.

Prerequisite(s): Junior or senior nutrition and dietetics majors or Culinology® majors or students enrolled in the AND certificate program.

NUTR 461 - Nutrition Supervised Practice I

(2 hours) This is the first of the four required supervised practice courses. Students will be placed in one of the following rotations: community, foodservice management, specialty/outpatient, or inpatient. Students will be required to meet specific ACEND competencies aligned with each rotation.

Prerequisite(s): Acceptance into the Coordinated Program in Dietetics - B.S. program.

NUTR 462 - Nutrition Seminar I

(3 hours) This seminar will review the role of the community dietitian and nutrition needs during pregnancy, lactation, infancy, childhood and throughout the lifecycle. Students will explore and practice motivational interviewing and other counseling modalities. Students will improve communication skills through oral presentations and professional writing.

Prerequisite(s): Acceptance into the Coordinated Program in Dietetics - B.S. program.

NUTR 463 - Nutrition Supervised Practice II

(2 hours) This is the second of the four required supervised practice courses. Students will be placed in one of the following rotations: community, foodservice management, specialty/outpatient, or inpatient. Students will be required to meet specific ACEND competencies aligned with each rotation.

Prerequisite(s): Acceptance into the Coordinated Program in Dietetics - B.S. program.

NUTR 464 - Nutrition Seminar II

(3 hours) This course will examine medical nutrition therapy guidelines for various chronic diseases. Students will be required to utilize the nutrition care process, evidence analysis library, and nutrition care manual. Students will apply their previous medical nutrition therapy knowledge, while developing both their oral and written communication skills. Weekly CDR-style medical nutrition therapy quizzes are a fundamental part of this course, intended to increase student breadth of knowledge and improve critical thinking skills.

Prerequisite(s): Acceptance into the Coordinated Program in Dietetics - B.S. program.

NUTR 465 - Nutrition Supervised Practice III

(2 hours) This is the third of the four required supervised practice courses. Students will be placed in one of the following rotations: community, foodservice management, specialty/outpatient, or inpatient. Students will be required to meet specific ACEND competencies aligned with each rotation.

Prerequisite(s): Acceptance into the Coordinated Program in Dietetics - B.S. program.

NUTR 466 - Nutrition Seminar III

(3 hours) Students will create a Professional Development Portfolio (PDP). Students will complete a legislative action project to increase understanding of public policy initiatives. Students will gain an understanding of the Code of Ethics, organizational theories, foodservice management protocols, and sustainability practices.

Prerequisite(s): Acceptance into the Coordinated Program in Dietetics - B.S. program.

NUTR 467 - Nutrition Supervised Practice IV

(2 hours) This is the fourth of the four required supervised practice courses. Students will be placed in one of the following rotations: community, foodservice management, specialty/outpatient, or inpatient. Students will be required to meet specific ACEND competencies aligned with each rotation.

Prerequisite(s): Acceptance into the Coordinated Program in Dietetics - B.S. program.

NUTR 468 - Nutrition Seminar IV

(3 hours) This course is designed to introduce students to the fundamentals of research design. An essential component of this course is the successful completion of the research methods project. Students will also participate in review activities for the Registration Examination for Dietitians.

Prerequisite(s): Acceptance into the Coordinated Program in Dietetics - B.S. program.

NUTR 501 - Nutrition Supervised Practice I

(2 hours) This is the first of the four required supervised practice courses. Students will be placed in one of the following rotations: community, foodservice management, specialty/outpatient, or inpatient. Students will be required to meet specific ACEND competencies aligned with each rotation.

Prerequisite(s): Acceptance into the Master of Science-Nutrition with Supervised Practice, Master of Business Administration with a Coordinated Program in Dietetics, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 502 - Nutrition Seminar I

(3 hours) This seminar will review the role of the community dietitian and nutrition needs during pregnancy, lactation, infancy, childhood and throughout the lifecycle. Students will explore and practice advanced motivational interviewing techniques and other treatment modalities. Students will improve communication skills through oral presentations and professional writing.

Prerequisite(s): Acceptance into the Master of Science-Nutrition with Supervised Practice, Master of Business Administration with a Coordinated Program in Dietetics, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 503 - Nutrition Supervised Practice II

(2 hours) This is the second of the four required supervised practice courses. Students will be placed in one of the following rotations: community, foodservice management, specialty/outpatient, or inpatient. Students will be required to meet specific ACEND competencies aligned with each rotation.

Prerequisite(s): Acceptance into the Master of Science-Nutrition with Supervised Practice, Master of Business Administration with a Coordinated Program in Dietetics, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 504 - Nutrition Seminar II

(3 hours) This course will examine medical nutrition therapy guidelines for various chronic diseases. Students will be required to utilize the nutrition care process, evidence analysis library, and nutrition care manual. Students will apply their previous medical nutrition therapy knowledge at an advanced level, while developing both their oral and written communication skills. Weekly CDR-style medical nutrition therapy quizzes are a fundamental part of this course, intended to increase student breadth of knowledge and improve critical thinking skills.

Prerequisite(s): Acceptance into the Master of Science-Nutrition with Supervised Practice, Master of Business Administration with a Coordinated Program in Dietetics, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 505 - Nutrition Supervised Practice III

(2 hours) This is the third of the four required supervised practice courses. Students will be placed in one of the following rotations: community, foodservice management, specialty/outpatient, or inpatient. Students will be required to meet specific ACEND competencies aligned with each rotation.

Prerequisite(s): Acceptance into the Master of Science-Nutrition with Supervised Practice, Master of Business Administration with a Coordinated Program in Dietetics, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 506 - Nutrition Seminar III

(3 hours)

Students will successfully develop a Professional Development Portfolio (PDP) and gain a better understanding of public policy initiatives through completion of an advanced legislative action project. Students will gain an in-depth understanding of the Code of Ethics, organizational theories, foodservice management protocols, and sustainability practices.

Prerequisite(s): Acceptance into the Master of Science-Nutrition with Supervised Practice, Master of Business Administration with a Coordinated Program in Dietetics, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 507 - Nutrition Supervised Practice IV

(2 hours) This is the fourth of the four required supervised practice courses. Students will be placed in one of the following rotations: community, foodservice management, specialty/outpatient, or inpatient. Students will be required to meet specific ACEND competencies aligned with each rotation.

Prerequisite(s): Acceptance into the Master of Science-Nutrition with Supervised Practice, Master of Business Administration with a Coordinated Program in Dietetics, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 508 - Nutrition Seminar IV

(3 hours) This course is designed to cover fundamentals of research design. An essential component of this course is the successful completion of the research methods project, which incorporates proper research design, methodology, analysis, writing style, and writing format utilized in nutrition research journals. Students will also participate in review and application activities for the Registration Examination for Dietitians.

Prerequisite(s): Acceptance into the Master of Science-Nutrition with Supervised Practice, Master of Business Administration with a Coordinated Program in Dietetics, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 509 - Advanced Clinical Nutrition

(3 hours) This course will examine the role of nutrition in human metabolism and physiology with primary consideration of regulatory mechanisms; relationships appraised in both health and disease; emphasis on current research. An expanded study of nutritional needs in advanced disease states will be included.

Prerequisite(s): Acceptance into the Master of Science-Nutrition program, Master of Science-Nutrition with Supervised Practice program, Master of Business Administration with a Coordinated Program in Dietetics program, Individualized Supervised Practice Pathway (ISPP) Certificate program, or Coordinated Program in Dietetics - B.S. program.

NUTR 510 - Food, Health, and Social Justice

(3 hours) This course will examine community-based solutions for eliminating health, nutrition education, and food access inequalities. Emphasis will be placed on examining policy implications and evaluation of strategies and programs. Additionally, mechanisms for increasing cultural sensitivity and creating cultural competence will be explored. Community participatory based research and interventions will be studied.

Prerequisite(s): Acceptance into the Master of Science-Nutrition program, Master of Science-Nutrition with Supervised Practice program, Master of Business Administration with a Coordinated Program in Dietetics program, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 511 - Counseling and Health Communications

(3 hours) Counseling theories and principles as applied to nutrition education will be studied in a variety of settings. Students will design materials, become familiar with various types of media, and demonstrate skills learned. This course provides an overview of theory and research on persuasive communication, emphasizing the application of persuasive communication principles to health education practice. Special emphasis is given to the application of new communication technologies to meet public health objectives. Students successfully completing this course will be able to analyze and critique health education and health promotion messages on the basis of theory and empirical research.

Prerequisite(s): Acceptance into the Master of Science-Nutrition program, Master of Science-Nutrition with Supervised Practice program, Master of Business Administration with a Coordinated Program in Dietetics program, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 512 - Multicultural Approaches to Population Health

(3 hours) This course will provide a survey of the social determinants of health (e.g. socioeconomic status, race/ethnicity, social capital, neighborhood influences) with emphasis on methods and issues of measurement of social factors, and advanced methodologies in social epidemiology (e.g. community-based participatory research, GIS and spatial mapping, multi-level modeling). Basic statistical measures used in the analysis of epidemiologic studies, including measures of disease frequency and measures of association, will be covered. This course engages students in critical thinking and discussion about the conceptual bases of public health and health education, including the philosophical and political ideologies that have shaped research and practice in both fields. Students completing this course will be able to critically consider public health programs and policies.

Prerequisite(s): Acceptance into the Master of Science-Nutrition program, Master of Science-Nutrition with Supervised Practice program, Master of Business Administration with a Coordinated Program in Dietetics program, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 513 - Research Methods

(3 hours) Application of epidemiological principles to the study of maternal and child nutrition. Topics include quantitative and qualitative study procedures, including study design, data collection, and related analytical techniques.

Prerequisite(s): Acceptance into the Master of Science-Nutrition program, Master of Science-Nutrition with Supervised Practice program, Master of Business Administration with a Coordinated Program in Dietetics program, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 514 - Advanced Metabolism

(3 hours) Understanding the regulation and tissue-specific utilization of the macronutrients and micronutrients within the body. The emphasis of the course is the integration of metabolism at the molecular, biochemical, and physiological level. This course will also examine issues relevant to metabolism and human disease.

Prerequisite(s): Acceptance into the Master of Science-Nutrition program, Master of Science-Nutrition with Supervised Practice program, Master of Business Administration with a Coordinated Program in Dietetics program, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 515 - Principles of Sport Nutrition

(3 hours) This course covers the principles of sports nutrition that improve and sustain optimal athletic performance. Medical nutrition therapy guidelines for weight management, eating disorders, and special conditions within sports nutrition are also discussed.

Prerequisite(s): Acceptance into the Master of Science-Nutrition program.

NUTR 516 - Integrative and Functional Medicine

(3 hours)

This course will explore core concepts and principles surrounding integrative and functional medical nutrition therapy. A whole systems approach will be emphasized to address clinical imbalances and create personalized therapeutic interventions.

Prerequisite(s): Acceptance into the Master of Science-Nutrition program, Master of Science-Nutrition with Supervised Practice program, Master of Business Administration with a Coordinated Program in Dietetics program, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 517 - Smart Tools and Technologies

(3 hours) This course will review and explore nutrition-related apps, programs, other relevant technologies that are valuable to the registered dietitian nutrition and patients/clients.

Prerequisite(s): Acceptance into the Master of Science-Nutrition program, Master of Science-Nutrition with Supervised Practice program, Master of Business Administration with a Coordinated Program in Dietetics program, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 518 - Social Media in Nutrition

(3 hours) This course will help students differentiate between content for websites, blogs, social media, and many other online platforms. Students will learn practical techniques for translating science-based nutrition content into effective sound bites that will resonate in the digital world.

Prerequisite(s): Acceptance into the Master of Science-Nutrition program, Master of Science-Nutrition with Supervised Practice program, Master of Business Administration with a Coordinated Program in Dietetics program, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 519 - Current Topics in Nutrition

(3 hours) This course explores current applications and controversies in nutrition. Topics are continuously updated to reflect current interests and issues.

Prerequisite(s): Acceptance into the Master of Science-Nutrition program, Master of Science-Nutrition with Supervised Practice program, Master of Business Administration with a Coordinated Program in Dietetics program, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 520 - Special Topics in Nutrition

(3 hours) The study of a major area of nutrition at an advanced level; topics and prerequisites vary by announced topic.

Prerequisite(s): Acceptance into the Master of Science-Nutrition program, Master of Science-Nutrition with Supervised Practice program, Master of Business Administration with a Coordinated Program in Dietetics program, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 560 - Medical Spanish

(3 hours) This course is designed to study nutritional Spanish terminology as well as essential expressions and questions that will promote a successful interaction within a nutrition counseling encounter. Additional topics include cultural sensitivity (including the differences between the various Spanish-speaking cultures), dietary habits (typical foods and meal times), common beliefs that could potentially affect nutrition habits, and knowing the legalities regarding the use of professional translators.

Prerequisite(s): Acceptance into the Master of Science-Nutrition program, Master of Science-Nutrition with Supervised Practice program, Master of Business Administration with a Coordinated Program in Dietetics program, or Individualized Supervised Practice Pathway (ISPP) Certificate program.

NUTR 590 - Independent Study

(1-3 hours)

Post-Baccalaureate Pre-Medical Studies

Bachelor of Medical Science

Dominican University's post-baccalaureate premedical program is an academic bridge for students who have already completed a bachelor's degree at a regionally accredited college or university and who intend to pursue a degree in the medical or allied professions. The program consists of a minimum of 34 credit hours to be completed in residence and provides the opportunity to take pre-requisite and/or advanced science courses, depending upon the needs of the student. Research presentations, clinical exposure, and volunteer opportunities are available. The curriculum is customized to each student's goals through close, ongoing advising, which also includes application assistance, standardized test preparation, and composite letters of recommendation.

Following program completion, the student will have earned a second bachelor's degree, the Bachelor's of Medical Science (BMS). This degree is suitable for students preparing for any doctoral level graduate program (MD, DO, DMD, DVM) or master's level graduate program (PA, MSW, MPH, MSN).

In addition to all pre-requisite science and social science courses offered through the Rosary College of Arts and Science, there are several BMS courses offered exclusively to students in the post-baccalaureate premedical program. These courses are required for degree completion and contribute toward the 34 in-residence hours.

Required Courses

- BMS 332 - Clinical Behavioral Medicine
- BMS 491 - Medical Law and Ethics
- BMS 496 - Clinical Preceptorship
- BMS 498 - Special Topics in Medicine

Bachelor of Medical Science Courses

BMS 332 - Clinical Behavioral Medicine

(3 hours) This course will address the psychological and social bases of patient behavior across the lifespan and the interrelationship between these factors and health, illness, and the practice of medicine. Basic behavioral science, with an emphasis on clinical assessment and psychopathology, will be covered. In addition to theory, students will learn specific, practical skills that they can apply to clinical situations for more effective delivery of health care.

Prerequisite(s): BMS students only.

BMS 350 - Medical Sociology

(3 hours) This course will explore how social and cultural factors influence medicine and health care. Topics include public health, demography, health disparities, and actions and interactions of health professionals.

BMS 490 - Anatomical Illustration: Critical Thinkers Getting the Picture

(3 hours) Studying the human body in a comprehensive manner and exploring the visual dynamic. Illustrating lecture notes pertaining to regional anatomy. Blending the Arts and Sciences to better understand the shapes and functions of the human body. Acquiring and appreciating biological structures and systems. Does not count toward the biology, biology-chemistry, environmental science, or natural science majors or minors.

Prerequisite(s): BIOL 111, BIOL 112, BIOL 152, BIOL 252, and BIOL 351; or students enrolled in the Bachelor of Medical Sciences program.

BMS 491 - Medical Law and Ethics

(3 hours) This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent and bioethical issues. Emphasis is placed on legal terms, professional and patient attitudes and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to fulfill the legal and ethical responsibilities of a multi-skilled health professional.

Prerequisite(s): BMS students only.

BMS 492 - Histology

(3 hours) Histology is the study of microscopic anatomy dealing with the structures of cells, tissues and organs in relation to their function. The course deals with the four basic tissue types: epithelium; connective tissues, including blood, bone and cartilage; muscles and nerves. It also covers the basic functions of these structures.

Prerequisite(s): BMS students only or permission of the BMS program director.

BMS 493 - Advanced Pathophysiology I

(3 hours) This is the first part of a two-semester series in understanding the pathophysiology of diseases. The student will be presented with an organ system approach to disease and how disease affects other organ systems (known as multi-system organ failure). Students will also learn the basics on how to read a complete blood count, chest X-rays, EKGs, and other common tests in medicine. Critical thinking and logic will guide the student to finding the breakdown of normal pathways that lead to disease. The more common diseases in the organ systems will be presented. This includes-but is not limited to-myocardial infarctions, heart failure, hypo- and hyperthyroidism, strokes, diabetes, emphysema, and ulcerative colitis.

Prerequisite(s): BMS students only or permission of the BMS program director.

BMS 494 - Advanced Pathophysiology II

(3 hours) This is the second part of a two-semester series in understanding the pathophysiology of diseases. The course looks at the patient's side of a disease in the patient's own words. The main focus is on how a patient presents information to the physician. From knowledge learned in BMS 493, the student will use his or her critical thinking to take patient complaints and determine a diagnosis. Examples include an approach to headaches, chest pain, abdominal pain, fever, back pain, and others. Also included is the business and professional side of medicine, which will cover topics such as professionalism, ethics, family issues, legal-medical problems, and medical records.

Prerequisite(s): BMS 493.

BMS 496 - Clinical Preceptorship

(1-2 hours) Students in good standing will be eligible to register for BMS 496 for a maximum of 2 hours for one semester. Students will complete a clinically-based experience either through local medical health providers or through a systematic rotational system at Rush Oak Park Hospital, depending upon their advisor's recommendation. The course will be graded on full participation, the keeping of a journal, research presentation, and professional comportment.

Prerequisite(s): Consent and junior or senior standing or students enrolled in the bachelor of medical sciences program.

BMS 497 - Advanced Anatomy Cadaver Dissection

(3 hours) A laboratory-based course designed to build upon the human cadaver dissection techniques and anatomy knowledge from BIOL 351 - Advanced Human Anatomy. Will cover clinical procedures used in emergency medicine such as central venous and arterial cannulation, phlebotomy, intubation, surgical airway, and tracheotomy. Deeper dissection of the cadaver will focus specifically on the back and spine.

Prerequisite(s): BMS students only or permission of the BMS program director.

BMS 498 - Special Topics in Medicine

(1-2 hours) A study of the current topics in medicine through seminars given by guest lecturers specializing in various health disciplines. Lectures will include discussions of current research and clinical practice as well as medical school admission.

Prerequisite(s): BMS students only.

Physician Assistant Studies

Our Mission

The mission of the Dominican University Physician Assistant Studies program is to produce graduate level physician assistants to provide highly competent patient-centered and compassionate health care in collaboration with physicians. Our physician assistants will serve as an integral member of an inter-professional healthcare team. Our graduates will demonstrate leadership, service and lifelong learning.

Our Vision

The Dominican University Physician Assistant Studies program will provide an innovative relationship-based curricular teaching and learning model including competency-based educational outcomes that challenge students and faculty to develop a healthcare learning community. Our graduates will transfer their healthcare knowledge to their patients and communities of service and our graduates will enhance the diversity of the PA profession.

Our Goals

1. Recruit highly qualified applicants that include under-represented minorities in health care and U.S. Military Veterans.
2. Develop, implement, and maintain a program whose focus is to graduate students with the knowledge, technical, and professional skills for embarking on a Physician Assistant practice.
3. Prepare and graduate Physician Assistants as generalists with multi-potential medical skills needed in contemporary healthcare practice with a focus on primary care.
4. Emphasize the need for faculty, staff and students to become involved in professional and local community engagement activities

Master of Medical Sciences - Physician Assistant Studies

Required Courses:

First Year

The first year runs from January through December and includes spring semester, summer semester, and fall semester:

Spring Semester

- PAS 501 - PA Professional Development I
- PAS 505 - The Science of Medicine
- PAS 511 - Patient Assessment and Counseling I
- PAS 515 - Anatomy and Physiology I
- PAS 521 - Clinical Medicine I
- PAS 531 - Diagnostic Methods I
- PAS 541 - Pharmacology and Pharmacotherapeutics I

Summer Semester

- PAS 502 - PA Professional Development II
- PAS 512 - Patient Assessment and Counseling II
- PAS 516 - Anatomy and Physiology II
- PAS 522 - Clinical Medicine II
- PAS 524 - Clinical Medicine III
- PAS 525 - Evidence-based Medicine I
- PAS 532 - Diagnostic Methods II
- PAS 542 - Pharmacology and Pharmacotherapeutics II

Fall Semester

- PAS 503 - PA Professional Development III
- PAS 513 - Patient Assessment and Counseling III
- PAS 526 - Clinical Medicine IV
- PAS 527 - Clinical Medicine V
- PAS 533 - Diagnostic Methods III
- PAS 543 - Pharmacology and Pharmacotherapeutics III
- PAS 560 - Medical Spanish
- PAS 517 - Anatomy and Physiology III

Second Year

The following clinical rotations are completed during the second year of study (January through December):

Clinical Rotations

- PAS 600 - Bridge Course
- PAS 610 - Emergency Medicine Rotation
- PAS 615 - Internal Medicine Rotation
- PAS 620 - Women's Health (OB-GYN) Rotation
- PAS 625 - Pediatric Rotation

- PAS 630 - Family Medicine Rotation
- PAS 635 - Behavioral Medicine Rotation
- PAS 640 - General Surgery Rotation
- PAS 645 - Primary Care Selective Rotation
- PAS 650 - Elective I Rotation
- PAS 655 - Elective II Rotation
- PAS 660 - Senior Seminar: A Capstone Curriculum
- PAS 665-67 - Evidence-based Medicine II-IV

Physician Assistant Studies Courses

PAS 501 - PA Professional Development I

(1 hour) This course contains a detailed review of the PA profession's history and progression to current PA environment, the Interprofessional Team-Based Care (IPTBC) program, the Patient Protection and Affordable Care Act, and contemporary care models such as the Patient Medical Home. Specific roles of the interprofessional team will be addressed as well as the NCCPA six general core competencies. Offered every spring semester.

PAS 502 - PA Professional Development II

(1 hour) The focus of this course is on the role of the PA in supporting public health and the social and behavioral aspects of caring for patients. This course is designed to provide an overview of population health including review of the public health system, introduction to core epidemiology principles, identifying best practices for health promotion and disease prevention, and understanding the primary social determinants of health and their role in creating health inequities within the US. Social and behavioral topics include detection and treatment of substance abuse, aging, human sexuality, response to illness, injury and stress, principles of violence identification and prevention, and psychiatric/behavioral conditions. Offered every summer semester

PAS 503 - PA Professional Development III

(1 hour) The focus of this course includes an in depth look at the medical professions, law and regulations, and medical ethics. Students learn to appreciate the inseparable relationship between medicine and ethics, recognize key ethical obligations and challenges common in medical practice, identify sources of ethical value commonly used in ethical reasoning, and apply a systematic approach to clinical ethical practice. This course series will also reinforce the six general core competencies taught in PAS 501 and PAS 502. Offered every fall semester

PAS 505 - The Science of Medicine

(2 hours) This course provides an introduction to the basic medical sciences, including the essential facts, concepts, and principles that are important in understanding the fundamental mechanisms of human disease, including medical psychology, nutrition, biochemistry, genetics, immunology, pathology, virology, and microbiology. This course presents the basic methods of clinical problem solving and serves to lay a solid foundation for the clinical medicine course by emphasizing the underlying

principles of the etiology, management, and prevention of disease processes.

Areas of study will include: Nutrition, Genetics, Psychology, Biochemistry, Infectious Disease, Virology, Immunology, and Microbiology. Offered every spring semester

PAS 511 - Patient Assessment and Counseling I

(2 hours) This course series emphasis is on developing the skills in recognition of the "range of normal" physical findings. The course emphasizes patient-centered interviewing, acquiring a medical database, and performing a comprehensive physical examination and assessment. The student will synthesize, document, and communicate in oral or written form using an accurate taxonomy of discourse, medical terminology, and diagnostic codes to document findings in the medical record. In the laboratory sessions of these "hands-on" experiences, students practice and perform select procedures on classmates or simulated patients. Simulation labs using models and partial task trainers will enhance the learning experience. Offered every spring semester

PAS 512 - Patient Assessment and Counseling II

(2 hours) This course introduces the student to an organ and body systems approach in conducting and reporting the results of the H&P to produce an assessment and counsel patients. Safe and effective inter-professional communication requires the use of an accurate taxonomy of discourse, medical terminology, and authorized diagnostic codes to document findings in the medical record. The course content will include a combination of lectures, discussions, case studies, and performance skills labs to practice the necessary concepts and skills. In the laboratory sessions of this "hands-on" experiences, students practice and perform select procedures on classmates or simulated patients. Simulation labs using models and partial task trainers will enhance the learning experience. Offered every summer semester

PAS 513 - Patient Assessment and Counseling III

(2 hours) This course continues the organ and body systems approach in conducting and reporting the results of the H&P to produce an assessment and counsel patients. Safe and effective inter-professional communication requires the use of an accurate taxonomy of discourse, medical terminology, and authorized diagnostic codes to document findings in the medical record. The course content will include a combination of lectures, discussions, case studies, and performance skills labs to practice the necessary concepts and skills. The student must demonstrate Competency Based Learning while performing required procedures and skills. In the laboratory sessions of this "hands-on" experiences, students practice and perform select procedures on classmates or simulated patients. Simulation labs using models and partial task trainers will enhance the learning experience. Offered every fall semester

PAS 515 - Anatomy and Physiology I

(5 hours) This is the first in a series of courses designed to develop an understanding of the anatomy and physiology of humans. The focus of the course will be on normal anatomy and physiology, with clinical correlates and pathological conditions matched to topics in PAS 521 - Clinical

Medicine I. In addition to regional gross human anatomy, the course will also cover selected topics in histology and embryology that are of clinical relevance to the structures studied. Anatomy and Physiology I takes a body system approach, employing lecture and lab. This course will make use of a hybrid laboratory strategy, utilizing the Anatomage virtual cadaver table, as well as traditional cadaveric prosection, to exemplify the anatomy and physiology of the body systems studied. Offered every spring semester.

PAS 516 - Anatomy and Physiology II

(2 hours) This is the second in a series of courses designed to develop an understanding of the anatomy and physiology of humans. The focus of the course will be on the normal anatomy and physiology, with clinical correlates and pathological conditions matched to topics in PAS 522 - Clinical Medicine II and PAS 524 - Clinical Medicine III. In addition to regional gross human anatomy, the course will also cover selected topics in embryology and histology that are of clinical relevance to the structures studied. This is primarily a lecture based course, with periodic utilization of the Anatomage virtual cadaver table. Offered every summer semester

PAS 517 - Anatomy and Physiology III

(2 hours) This is the third in a series of courses designed to develop an understanding of the anatomy and physiology of humans. The focus of the course will be on the normal anatomy and physiology, with clinical correlates and pathological conditions matched to topics in PAS 526 - Clinical Medicine IV and PAS 527 - Clinical Medicine V. In addition to regional gross human anatomy, the course will also cover selected topics in embryology and histology that are of clinical relevance to the structures studied. This is primarily a lecture based course, with periodic utilization of the Anatomage virtual cadaver table. Offered every fall semester

PAS 521 - Clinical Medicine I

(5 hours) This is the first in a series of courses designed to provide an intensive study of human wellness, diseases, and disorders across the life span (pediatrics to geriatrics). The course will focus on areas of clinical medicine which include epidemiology, etiology, historical data, clinical manifestations, progression, therapy, prevention, laboratory medicine and prognosis. The development of differential diagnoses and a sound management plan based upon the patient's clinical presentation is essential. Students will participate in the acquisition of problem-focused evaluation and diagnosis and learn patient management skills. Topics covered in Clinical Medicine I will match those covered in (PAS 515 - Anatomy and Physiology I. Offered every spring semester

PAS 522 - Clinical Medicine II

(5 hours) This is the second in a series of courses designed to provide an intensive study of human wellness, diseases, and disorders across the life span (pediatrics to geriatrics). The course will focus on areas of clinical medicine which include epidemiology, etiology, historical data, clinical manifestations, progression, therapy, prevention, laboratory medicine and prognosis. The development of differential diagnoses and a sound management plan based upon the patient's clinical presentation is essential. Students will participate in the acquisition of problem-focused evaluation and diagnosis and learn patient management skills. Topics covered in

Clinical Medicine II will match those covered in PAS 516 - Anatomy and Physiology II. Offered every summer semester

PAS 524 - Clinical Medicine III

(5 hours) This is the third in a series of courses designed to provide an intensive study of human wellness, diseases and disorders across the life span (pediatrics to geriatrics). The course will focus on areas of clinical medicine which include epidemiology, etiology, historical data, clinical manifestations, progression, therapy, prevention, laboratory medicine and prognosis. The development of differential diagnoses and a sound management plan based upon the patient's clinical presentation is essential. Students will participate in the acquisition of problem-focused evaluation and diagnosis and learn patient management skills. Topics covered in Clinical Medicine III will match those covered in PAS 516 - Anatomy and Physiology II. Offered every summer semester

PAS 525 - Evidence-based Medicine I

(2 hours) Students will participate in a focused review of the basic concepts of research design and statistics as they apply specifically to the medical research literature in order to form a basis for sound, evidence-based clinical decision making. This course is designed to teach students the core elements of evidence-based medicine including developing clinical questions, searching the medical literature, appraising the literature, and applying evidence appropriately to the care of an individual patient. These four elements will be explored based on the types of clinical questions including etiology/harm, diagnosis, therapy, and prognosis with additional attention spent critiquing systematic reviews and treatment guidelines. Offered every summer semester

PAS 526 - Clinical Medicine IV

(5 hours) This is the fourth in a series of courses designed to provide an intensive study of human wellness, diseases, and disorders across the life span (pediatrics to geriatrics). The course will focus on areas of clinical medicine which include epidemiology, etiology, historical data, clinical manifestations, progression, therapy, prevention, laboratory medicine and prognosis. The development of differential diagnoses and a sound management plan based upon the patient's clinical presentation is essential. Students will participate in the acquisition of problem-focused evaluation and diagnosis and learn patient management skills. Topics covered in Clinical Medicine IV will match those covered in PAS 517 - Anatomy and Physiology III. Offered every fall semester

PAS 527 - Clinical Medicine V

(5 hours) This is the fifth in a series of courses designed to provide an intensive study of human wellness, diseases, and disorders across the life span (pediatrics to geriatrics). The course will focus on areas of clinical medicine which include epidemiology, etiology, historical data, clinical manifestations, progression, therapy, prevention, laboratory medicine and prognosis. The development of differential diagnoses and a sound management plan based upon the patient's clinical presentation is essential. Students will participate in the acquisition of problem-focused evaluation and diagnosis and learn patient management skills. Topics covered in Clinical Medicine V will match those covered in PAS 517 - Anatomy and Physiology III. Offered every fall semester

PAS 531 - Diagnostic Methods I

(1 hour) The course provides a foundation of clinical skills and diagnostic modalities to prepare the student for common professional responsibilities and practices in patient care. Course content includes theory and practice of selected clinical laboratory techniques and procedures, with emphasis on effective utilization of the clinical laboratory in the diagnosis and management of disease states. Students learn to select, perform, interpret, and evaluate clinical laboratory imaging and other diagnostic tests used for diagnosing, treating, and managing patient needs. Students will be introduced to "hands-on" experiences in which students practice and perform select procedures on classmates, models, or simulations. Offered every spring semester

PAS 532 - Diagnostic Methods II

(2 hours) The course provides a foundation of clinical skills and diagnostic modalities to prepare the student for common professional responsibilities and practices in patient care. Course content includes theory and practice of selected clinical laboratory techniques and procedures, with emphasis on effective utilization of the clinical laboratory in the diagnosis and management of disease states. Students learn to select, perform, interpret, and evaluate clinical laboratory imaging and other diagnostic tests used for diagnosing, treating, and managing patient needs. Students will be introduced to "hands-on" experiences in which students practice and perform select procedures on classmates, models, or simulations. Offered every summer semester

PAS 533 - Diagnostic Methods III

(2 hours) The course provides a foundation of clinical skills and diagnostic modalities to prepare the student for common professional responsibilities and practices in patient care. Course content includes theory and practice of selected clinical laboratory techniques and procedures, with emphasis on effective utilization of the clinical laboratory in the diagnosis and management of disease states. Students learn to select, perform, interpret, and evaluate clinical laboratory imaging and other diagnostic tests used for diagnosing, treating, and managing patient needs. Students will be introduced to "hands-on" experiences in which students practice and perform select procedures on classmates, models, or simulations. Offered every fall semester

PAS 541 - Pharmacology and Pharmacotherapeutics I

(2 hours) Initially, major principles of drug pharmacodynamics and pharmacokinetics will be reviewed, followed by an introduction to pharmacogenetics and pharmacogenomics. A framework for understanding the major classifications of therapeutic agents will be introduced, including: their mechanisms of action, dynamic and kinetic properties, uses, side effects, and toxicities. Pharmacologic patient safety is a major concern and will include a student understanding of the concept of age-drug interactions, disease-drug interactions, and drug-drug interactions. Students will also become familiar with prescription writing and the laws governing this privilege in Illinois. Offered every spring semester

PAS 542 - Pharmacology and Pharmacotherapeutics II

(3 hours) Discussion will include the principal mechanisms of action of the major classes of therapeutic agents, understanding of pharmacodynamics, uses, side effects, and toxicities. Emphasis will be placed on the principles of altered pharmacodynamics related to age, race, and ethnic groups as well as cost/benefit of pharmacological interventions including patient education with regards to drug administration, potential adverse side effects, and drug-drug and drug-food interactions. Offered every summer semester

PAS 543 - Pharmacology and Pharmacotherapeutics III

(3 hours) Pharmacology III is designed to develop skills related to the principles of pharmacology and therapeutic agents, prescription and non-prescription. Discussion will include the principal mechanisms of action of the major classes of therapeutic agents, understanding of pharmacodynamics, uses, side effects, and toxicities. Emphasis will be placed on the principles of altered pharmacodynamics related to age, race, and ethnic groups as well as cost/benefit of pharmacological interventions including patient education with regards to drug administration, potential adverse side effects, and drug-drug and drug-food interactions. Offered every fall semester

PAS 560 - Medical Spanish

(1 hour) Effective communication with Spanish-speaking minorities is becoming increasingly necessary, and physician assistant students need appropriate instruction to facilitate communication within the patient's cultural context. Medical Spanish is a 12-week course geared toward the physician assistant practicing in a pluralistic society and in a region where the majority of patients speak Spanish. The course is devoted to the study of medical Spanish terminology and the cultural issues that may impact health care delivery. The student will be introduced to a wide array of vocabulary, essential expressions and commands particular to the medical field that will promote successful interactions within the clinical encounter. This course will highlight the importance of professional medical translators thereby preparing the student for seamless collaboration with Spanish-speaking patients and interpretation services. The concept of Cultural Linguistic Appropriate Services (CLAS) and Specific Prevention Initiatives in health care will be introduced. Offered every fall semester

PAS 600 - Bridge Course

(2 hours) This course is the platform to transition from the didactic to the SCPE'S, a significant milestone in your learning progression. This course will incorporate discipline specific didactic and skills training during an intensive clinical preparatory period prior to the start of clinical rotations. Topics covered include: preceptor expectations, self-care, electronic medical records training, professionalism and BLS/ACLS certification. During this course there are administrative tasks that must be accomplished by students, such as updating PPDs/TB testing, Immunizations, and passing background checks required by institution. During the clinical preparation period, instruction will focus on training necessary for the clinical rotations, including knowledge related to blood borne pathogens, patient privacy, and discipline specific didactic and skills training. Offered every spring semester

PAS 610 - Emergency Medicine Rotation

(4 hours) This one-month clinical course provides the physician assistant student with experience in triage, evaluation, and management of patients of all ages in the emergency room setting.

PAS 615 - Internal Medicine Rotation

(4 hours) This one-month clinical course provides the physician assistant student an opportunity to learn, understand and gain supervised experience in practicing the principles of inpatient medicine. The focus of this rotation is providing care for patients in the hospital setting with an emphasis on internal medicine.

PAS 620 - Women's Health (OB-GYN) Rotation

(4 hours) This one month clinical course provides the physician assistant student with experience in managing common gynecologic disorders. Obstetrics experience will include labor and delivery plus routine prenatal and postpartum care.

PAS 625 - Pediatric Rotation

(4 hours) This one-month clinical course provides the physician assistant student with experience in outpatient and/or inpatient management of pediatric patients.

PAS 630 - Family Medicine Rotation

(4 hours) This one month clinical course provides the physician assistant student with experience in evaluating and treating common problems encountered in family medicine.

PAS 635 - Behavioral Medicine Rotation

(4 hours) This one-month clinical course provides the physician assistant student with experience in caring for ambulatory and/or hospitalized patients with psychiatric disorders.

PAS 640 - General Surgery Rotation

(4 hours) This one-month clinical course provides the physician assistant student with an opportunity to learn, understand, and gain supervised experience in the principle and practice of general surgery. Students will gain experience in the operating room as well as pre- and postoperative assessment and outpatient follow-up.

PAS 645 - Primary Care Selective Rotation

(4 hours) This one-month clinical course provides the physician assistant student with experience in evaluating and treating common problems encountered in primary care medicine through the continuum of care.

PAS 650 - Elective I Rotation

(4 hours) This one month clinical course provides the physician assistant student with the opportunity to gain experience in a specific area of interest. Areas of interest are chosen from a variety of surgical, family medicine, or internal medicine specialties or subspecialties. The student will be able to recognize conditions treatable by these specialties so they can refer patients appropriately and/or work in a supportive role for such specialists.

PAS 655 - Elective II Rotation

(4 hours) This one month clinical course provides the physician assistant student with the opportunity to gain experience in a specific area of interest. Areas of interest are chosen from a variety of surgical, family medicine, or internal medicine specialties or subspecialties. The student will be able to recognize conditions treatable by these specialties so they can refer patients appropriately and/or work in a supportive role for such specialists.

PAS 660 - Senior Seminar: A Capstone Curriculum

(2 hours) The senior seminar/capstone course is designed as a culmination of the didactic and the clinical curriculum leading to a Masters of Medical Science in physician assistant studies at Dominican University. This course is a review of important areas of medicine that are seminal to PA practice, including an NCCPA board review of topics in pharmacology, dermatology, cardiology, EENT, pulmonology, hematology, gastroenterology, endocrinology, urology, nephrology, neurology, infectious disease, pediatrics, psychiatry, musculoskeletal system/orthopedics, obstetrics, and gynecology, plus test taking techniques and strategies. Additionally, capstone activities include lectures on advising patients on Medicare Part D, mandatory reporting laws and legal issues, medical liability, interacting with the pharmaceutical industry as a practicing clinician, common prescribing errors and medication safety, professional licensure, DEA, and personal finances. Small group activities address coding and ethical cases in clinical practice. PA graduate panels present career strategies, pearls to survive the first 90 days on the job, and alumni opportunities. Student feedback and pre- and post-test data provide on-going information for course evaluation.

PAS 665-67 - Evidence-based Medicine II-IV

(1 hour) The evidence-based medicine series spans the entire clinical year. The concept of a scholarly evidence based independent study project will be introduced in January of the clinical year. Students will identify a topic of interest and do a preliminary review of the literature and subject. Throughout the year, assessments leading to a rough draft of the project will be completed and reviewed utilizing the learning management system, Canvas. Final presentation of work and conclusion of the course will be accomplished in the December of the clinical year. One credit hour each semester.

College of Applied Social Sciences

Mission

The College of Applied Social Science prepares and educates professionals in the Sinsinawa Dominican tradition to take on important and rewarding work towards the global common good. The college advocates for social and economic justice and equitable educational opportunities, connects persons and communities to information and resources, and generates new knowledge that empowers individuals and diverse communities to positively transform society.

Vision

As a college we aspire to be a global leader in interdisciplinary professional education, preparing students to make a difference for individuals and society.

Goals

- To provide ethically engaged interdisciplinary undergraduate and graduate education across the spectrum of the college's disciplines and fields of study that reflects the mission and values of the university.
- To promote critical thinking and analytical reasoning in research, application of knowledge, and development of professional skills.
- To provide rigorous reflective-experiential curricula for community-centered leadership.
- To foster an intellectual culture with interest in communities around the globe.
- To hold to the highest standards of professional practice, including national accreditation and/or state board approval for programs where appropriate.
- To promote collaborative interdisciplinary and community partnerships for reciprocal impact.

Curriculum

The College of Applied Social Sciences offers multiple undergraduate and graduate degrees in varied learning environments. Additionally, the college offers a variety of interdisciplinary programming that provides students with opportunities to pair disciplines within the college and across the university.

The College of Applied Social Sciences' emphasis is on providing an education through which students acquire skills, knowledge and experiences applicable to accomplishing great things, engaging real-world problems and needs, and advocating and acting for social justice.

Through the Schools of Education, Information Studies, and Social Work, CASS faculty expertly combine theory and practice, provide new interdisciplinary and interprofessional connections, create synergies and pathways, and recognize that genuinely transformative civic work requires

individuals and communities who have learned how to find common and higher ground together through diverse perspectives and complementary kinds of expertise. In these efforts, the college contributes to the university's goal of graduating intellectually curious and engaged students who will carry with them an enthusiasm for lifelong learning as cultural traditions and the professional environment constantly change and evolve.

School of Information Studies
Go to information for School of Information Studies.

Programs

Doctoral Degree

- Doctor of Philosophy in Information Studies

Graduate Certificates

Programs

Graduate Certificates

- Certificate in Archives and Cultural Heritage Resources and Services
- Certificate in Assessment
- Certificate in Data and Knowledge Management
- Certificate in Digital Asset Management
- Certificate in Digital Curation
- Certificate in Digital Humanities
- Certificate in Digital Libraries
- Certificate in Executive Library Leadership
- Certificate in Health Informatics
- Certificate in Informatics
- Certificate in Library and Information Center Administration
- Certificate in User Experience
- Certificate in Web Design
- Certificate in Youth Services
- Certificate of Special Study

Informatics

Programs

Bachelor of Science

- Informatics - B.S.

Undergraduate Minors

- Informatics Minor

Information Management

Programs

Masters Degree

- Master of Science in Information Management

Library and Information Science

Programs

Dominican Bachelor/Masters Programs

- Accelerated Bachelor's to MLIS/MSIM

Masters Degree

- Master of Library and Information Science
- Master of Professional Studies

Combined Degree Options

- Dual Master's Degree Programs

Masters/Doctoral Program

- Accelerated MLIS/PhD

Other Graduate Programs

- School Library Media Program

School of Education

Undergraduate Education Programs

Programs

Bachelor of Arts

- Early Childhood Education - B.A.
- Educational Studies - B.A.
- Elementary Education - B.A.
- Special Education - B.A.

Dominican Bachelor/Masters Programs

- Special Education - B.A./M.S. or B.S./M.S. with Licensure

Other Programs

- Education Minor
- ESL or Bilingual Endorsement

- K-12 Licensure Program
- Mathematics Education Endorsement
- Secondary Education Licensure
- Special Education LBS1 Endorsement

Graduate Education Programs

Programs

Masters Degree

- Alternative Licensure Degree Programs
- Master of Arts in Education
- Master of Arts in Teaching
- Master of Science in Special Education

Other Programs

- Bilingual Education Approval
- Bilingual Education Endorsement
- English as a Second Language Approval
- English as a Second Language Endorsement
- Learning Behavior Specialist I Endorsement
- Technology Specialist Certificate
- Technology Specialist Endorsement

School of Social Work

Programs

Dominican Bachelor/Masters Programs

- Accelerated BA/MSW Options

Masters Degree

- Master of Social Work

Other Graduate Programs

- Gerontology Certificate
- Social Work in Schools Certification

Other Programs

- Dual Master's Degree Programs

Professional and Continuing Studies
Programs of the College of Applied Social
Sciences

Continuing Studies: Bachelor's Degree
Completion Programs

Programs

Bachelor of Professional Studies

- Human Services - B.P.S.
- Legal Studies - B.P.S.

Graduate Studies in Conflict Resolution

Programs

Masters Degree

- Master of Arts in Conflict Resolution

Combined Degree Options

- Master of Arts in Conflict Resolution/Master of Social Work

School of Information Studies

For more than 80 years we've been there: Inspiring learners. Producing leaders. Shaping the world of library and information science so that individuals and families everywhere get the most out of their library experience and information needs. At the School of Information Studies, ours is a higher standard. A standard founded on rigorous programming, exceptional and personalized instruction, and a deep understanding and appreciation for the needs of working professionals when it comes to graduate education.

Our History

Dominican's School of Information Studies has long been a presence on Chicago's higher education landscape, first offering library science programs in the 1930s. We began offering an undergraduate library science degree in 1930 and introduced the master's in library science in 1949. Our school works to stay ahead of trends, expanding its library science graduate programs to encompass the modern breadth of library and information science. In addition to the MLIS, Dominican offers a Master of Science in Information Management (MSIM), a Master of Professional Studies (MPS) degree for MLIS holders working in the field, a PhD in Information Studies, and a variety of professional certificates in in-demand specializations, as well as an undergraduate major and minor in informatics. In 2017 we affiliated with Dominican's School of Social Work and School of Education to form the new College of Applied Social Sciences.

Throughout the recent changes, our mission remains true to our original spirit: to empower professionals to connect individuals and communities to information and learning with reason, compassion, equity, and a commitment to service.

Our Programs

With the only American Library Association-accredited Master of Library and Information Science in Chicago, as well as the Master of Professional Studies, Master of Science in Information Management, Doctor of Philosophy, dual degrees, certificate programs, and undergraduate major and minor in informatics, we offer an array of opportunities for professionals looking to expand their knowledge and advance their careers.

Our Faculty

Our faculty come from across the country and around the world, bringing with them a wealth of real-world experience and visionary approaches to advancing the field. They are passionate educators who thrive in Dominican's setting, where personal attention and individualized mentorship are the primary focus.

Our Legacy

In libraries, museums, schools, research labs, Fortune 500 companies, and many other professional settings across the country, you'll find Dominican SOIS graduates achieving great things. Their knowledge, their talents and their leadership impact countless lives every day.

Doctor of Philosophy in Information Studies

The PhD in Information Studies is a highly regarded and desirable credential for those interested in pursuing research in library information science, teaching at the post-secondary level, and-increasingly-those seeking or working in leadership positions in libraries, information centers, and a variety of other organizations. The PhD offers concentrations in library and information science and in information management.

Dominican's PhD in information studies was created with working professionals in mind. Unlike traditional, residential PhD programs at large universities, our cohort-based program can be completed in just three years, with all courses offered on weekends.

Combining the rigor of a top-level research degree with the collaborative and personal approach that is the hallmark of a Dominican education, the PhD provides a strong yet flexible pathway that helps professionals expand their vision as well as advance their careers.

Students work closely with a team of faculty advisors, professors, and peers committed to both intellectual engagement and the professional skills needed to advance their careers. The cohort will progress through 12 intensive courses over six semesters (two years), with a third year devoted to individual dissertation work.

Degree Requirements

Successful completion of the doctoral program includes:

- Completion of a minimum of 36 semester hours of doctoral coursework in the Dominican University SOIS program;
- Passing the qualifying field exam;
- Completion of at least 6 credit hours of LIS 999: Dissertation;
- Satisfactory completion and defense of a dissertation proposal and dissertation;
- A minimum grade point average of a 3.0 on a 4.0 scale;
- Continuous enrollment in the degree program;
- Completion of the degree program within three years* and;
- Filing an Application for Graduation by the filing deadline with the Office of the Registrar the semester before the anticipated graduation date.

*The program is a three-year program requiring continuous enrollment in fall, spring and summer semesters for two years of coursework, with a dissertation work in the third year. If a student needs to extend beyond the 3 years, he/she may repeat the dissertation course for a period not to exceed an additional two years.

Required Courses

Each semester (fall, spring, summer), students take two courses from the following:

- IM 940 - Advanced Seminar: Data Management Theory
- LIS 901 - Advanced Seminar: Professional Issues
- LIS 928 - Teaching in the Academy
- LIS 950 - Advanced Seminar: Information Behavior
- LIS 955 - Advanced Seminar: Information Policy
- LIS 962 - Advanced Seminar: Literacy and Learning
- LIS 964 - Advanced Seminar: Writing in the Academy
- LIS 965 - Advanced Seminar: Information Systems Research Theory and Practice
- LIS 967 - Quantitative Research Methods / IM 967 - Quantitative Research Methods
- LIS 968 - Advanced Seminar: Global Perspectives on the Library and Information Science Profession
- LIS 969 - Advanced Research Methods
- LIS 970 - Dissertation Preparation
- LIS 971 - Qualitative Research Methods
- LIS 990 - Advanced Independent Study in Library and Information Science

Upon completion of coursework, passing a qualifying field examination, and approval of a dissertation proposal, PhD students proceed to dissertation work:

- LIS 999 - Dissertation (6 hours each semester during the third year: fall, spring, and summer)

Graduate Certificate

Certificate in Digital Asset Management

Digital asset management is a new and growing profession; from manufacturing and retail to healthcare, education, and cultural heritage, organizations struggle to manage their digital assets. Digital asset management involves processes for organizing, storing and retrieving complex information objects and rich media such as digital photos, music, videos, animations, podcasts, and other multimedia content. Skills required for digital asset management include content curation, cataloging, metadata development, media migration, governance, user support, life cycle management, project management, and taxonomies.

The SOIS certificate in digital asset management provides:

- A theoretical foundation of the values, technologies, and applications of digital asset management and how they apply to meet the needs of users and organizations.
- A practical foundation which includes understanding and applying data quality metrics, digital workflows, metadata standards, taxonomy structures, and technology solutions to manage digital assets.

Required Courses:

Certificate completion required 15 graduate credit hours, including:

- IM 757 - Digital Asset Management
- LIS 751 - Database Management Systems
- LIS 755 - Information Policy
- LIS 882 - Metadata for Digital Resources
- LIS 889 - Digital Curation

Additional Information

- Certificates are offered for students currently pursuing a master of library and information science degree, a master of science in information management degree, or a master in business administration degree, as well as a post-master degree accreditation for returning scholars who want to add the specialization to a completed master's degree.
- Students who graduate with a Dominican master's degree lacking one or more courses towards a certificate can enroll in the course(s) any time within five years of graduating in order to add the certificate to their transcript. Students must enroll as a student-at-large (credit-bearing), not as an auditor (non-credit-bearing).
- Students seeking two certificates may use courses that "count" toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two

certificates the student need only take it once, and may apply its credit toward both.

- Students may also combine this certificate with other coursework toward the Master of Professional Studies.

Certificate in Health Informatics

Health Informatics is the application of technology to healthcare delivery, population and public health, and community-based clinical research. With the potential of big data and analytics, health informatics will transform the field. Health informatics can provide insights into the impacts of rapidly changing and emerging technologies that pervade health care delivery. Within a framework of theory and practice, students will explore the critical issues and challenges within the field including interoperability, privacy, risk analysis, big data, and data analysis.

The SOIS Certificate in Health Informatics provides:

- A theoretical foundation of informatics fundamentals, health information environments, and data analytics
- A practical foundation that equips students with the skills necessary to design, develop, and implement technologies at every level of healthcare including delivery, management, and planning.

Requirements

Certificate completion requires 18 credit hours, including:

- IM 720 - Data Analytics for Information Professionals
- IM 784 - Foundations of Health Informatics
- Either LIS 758 - Community Informatics or LIS 749 - Crisis Informatics

Complete 9 credit hours from the following:

- IM 704 - Data Structures and Representation
- IM 760 - Human Computer Interaction
- QUAN 504 - Foundations in Statistics
- QUAN 755 - Predictive Analytics
- HLTC 750 - Health Care Management
- HLTC 752 - Contemporary Issues in Health Care
- LIS 758 - Community Informatics or LIS 749 - Crisis Informatics (which ever course is not completed as a required course may be used as an elective).
- IM 799 - Practicum
- IM 801 - Independent Study in Information Management

Additional Information

- Certificates are offered for students currently pursuing a master of library and information science degree, a master of science in information management degree, or a master in business administration degree as well as a post-master degree accreditation for returning scholars who want to add the specialization to a completed master's degree.
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- Students seeking two certificates may use courses that "count" toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two certificates the student need only take it once, and may apply its credit toward both.
- Students may also combine this certificate with other coursework toward the Master of Professional Studies.

Certificate in Library and Information Center Administration

Libraries and information centers face a variety of unique management issues such as intellectual freedom and censorship, ethics and confidentiality, fundraising, community outreach, and oversight management (trustees and boards of directors), as well as the traditional administrative issues such as personnel, facilities management, negotiations, and financial management. This certificate prepares students for senior-level leadership and management roles in library and information centers.

The SOIS Certificate in Library and Information Center Administration provides:

- A theoretical foundation in organizational planning and management, leadership, assessment, marketing and communication for libraries and information centers to improve services to both individuals and the community.
- A practical foundation which includes resource planning, budgeting, facilities management, outreach, as well as leadership and communication skills.

Required Courses:

Certificate completion requires 15 graduate credit hours, including:

- LIS 707 - Leadership, Marketing, and Strategic Communication
- LIS 708 - Evidence-Based Planning, Management, and Decision-Making
- LIS 756 - Leading People and Organizations

- LIS 770 - Management of Libraries and Information Centers
- LIS 791 - Organizational and Multicultural Communication

Additional Information

- Certificates are offered for students currently pursuing a master of library and information science degree, a master of science in information management degree, or a master in business administration degree, as well as a post-master degree accreditation for returning scholars who want to add the specialization to a completed master's degree.
- Students who graduate with a Dominican master's degree lacking one or more courses towards a certificate can enroll in the course(s) any time within five years of graduating in order to add the certificate to their transcript. Students must enroll as a student-at-large (credit-bearing), not as an auditor (non-credit-bearing).
- Students seeking two certificates may use courses that "count" toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two certificates the student need only take it once, and may apply its credit toward both.
- Students may also combine this certificate with other coursework toward the Master of Professional Studies.

Certificate in User Experience

As the information landscape has become more complicated, organizations look to design and develop human-centered technologies with an intuitive user experience. User experience (UX) is a design process that requires a deep understanding of users' needs, values, abilities, and limitations to provide relevant and meaningful experiences to people. UX designers develop services, interactions, and experiences to deliver the information in an accessible manner at the appropriate time. UX designers develop information architectures, prototypes, interface designs, usability tests and evaluations.

The SOIS Certificate in User Experience provides:

- A theoretical foundation which includes systems thinking, design thinking, requirements analysis, information architecture and design, user research, user experience, and web design to develop systems, solutions, and experiences to meet both individual and organizational needs.
- A practical foundation which includes applying user-centered and design thinking methodologies to research user needs, develop prototypes for systems, services, and experiences across multiple channels, and create content strategies to solve real issues.

Required Courses:

Certificate completion requires 15 graduate credit hours, including:

- IM 703 - Information Architecture
- IM 760 - Human Computer Interaction
- LIS 708 - Evidence-Based Planning, Management, and Decision-Making
- LIS 754 - Systems Analysis and Design
- LIS 786 - Advanced Web Design *

** Students without sufficient HTML or web experience will need to take LIS 753 - Internet Fundamentals and Design as a prereq as determined by the instructor*

Additional Information

- Certificates are offered for students currently pursuing a master of library and information science degree, a master of science in information management degree, or a master in business administration degree, as well as a post-master degree accreditation for returning scholars who want to add the specialization to a completed master's degree.
- Students who graduate with a Dominican master's degree lacking one or more courses towards a certificate can enroll in the course(s) any time within five years of graduating in order to add the certificate to their transcript. Students must enroll as a student-at-large (credit-bearing), not as an auditor (non-credit-bearing).
- Students seeking two certificates may use courses that "count" toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two certificates the student need only take it once, and may apply its credit toward both.
- Students may also combine this certificate with other coursework toward the Master of Professional Studies.

Certificate in Assessment

Libraries, cultural heritage institutions, and other information-centric organizations regularly assess their collections, programs, and processes by using a variety of qualitative and quantitative approaches to understand user needs and have more responsive management. Assessments are used not only to understand the needs of the users, but also to determine how to support these needs and to evaluate how well the needs are being met. The data provided by thorough assessment can provide information to avoid risks and anticipate problems. Many libraries and information-centric organizations have implemented an ongoing, systemic process of assessment for strategic planning, operational tactics, and continuous improvement.

The SOIS certificate in assessment provides:

- A theoretical foundation of the values, methodologies, and applications of assessment, as well as an understanding of the social and organizational environments in which assessment occur.
- A practical foundation which includes using a wide variety of methods and tools to evaluate, measure, and document

collections, programs, processes and other areas of organizations.

Required Courses:

Certificate completion requires 15 graduate credit hours, including:

- LIS 708 - Evidence-Based Planning, Management, and Decision-Making
- IM 704 - Data Structures and Representation
- IM 720 - Data Analytics for Information Professionals
- LIS 884 - Big Data and Competitive Intelligence
- Either LIS 758 - Community Informatics or LIS 749 - Crisis Informatics

Additional Information

- Certificates are offered for students currently pursuing a master of library and information science degree, a master of science in information management degree, or a master in business administration degree, as well as a post-master degree accreditation for returning scholars who want to add the specialization to a completed master's degree.
- Students who graduate with a Dominican master's degree lacking one or more courses towards a certificate can enroll in the course(s) any time within five years of graduating in order to add the certificate to their transcript. Students must enroll as a student-at-large (credit-bearing), not as an auditor (non-credit-bearing).
- Students seeking two certificates may use courses that "count" toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two certificates the student need only take it once, and may apply its credit toward both.
- Students may also combine this certificate with other coursework toward the Master of Professional Studies.

Certificate in Digital Humanities

The digital humanities is an interdisciplinary academic field that combines the application of computational resources, tools, and methods with the traditional humanities fields such as literature, history, and philosophy. Digital humanities has developed new teaching and research methodologies that allow different humanities disciplines to collaborate effectively and discover new insights into our cultural heritage. Digital humanities can include such activities as creating digital scholarly editions, creating digital research archives and collections, data analysis of both textual corpora and "big data" resources.

The SOIS Certificate in Digital Humanities provides:

- A theoretical foundation of the research methodologies and technology applications used in digital humanities, as well as an understanding of the research questions and data sources.

- A practical foundation which includes developing the technology skills to apply a wide variety of digital humanities methods and tools to build new collections, solve problems, and discover new insights.

Required Courses:

Certificate completion requires 15 graduate credit hours, including:

- IM 704 - Data Structures and Representation
- IM 720 - Data Analytics for Information Professionals
- LIS 751 - Database Management Systems
- LIS 759 - Digital Libraries
- LIS 792 - Digital Humanities

Additional Information

- Certificates are offered for students currently pursuing a master of library and information science degree, a master of science in information management degree, or a master in business administration degree, as well as a post-master degree accreditation for returning scholars who want to add the specialization to a completed master's degree.
- Students who graduate with a Dominican master's degree lacking one or more courses towards a certificate can enroll in the course(s) any time within five years of graduating in order to add the certificate to their transcript. Students must enroll as a student-at-large (credit-bearing), not as an auditor (non-credit-bearing).
- Students seeking two certificates may use courses that "count" toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two certificates the student need only take it once, and may apply its credit toward both.
- Students may also combine this certificate with other coursework toward the Master of Professional Studies.

Certificate in Archives and Cultural Heritage Resources and Services

Archivists and cultural heritage professionals assist institutions, communities, corporations and other entities develop and maintain archival systems, resources and services; promote a better understanding of the past; develop a new perspective of the present; and cultivate a spirit of involvement. Careers in archives and cultural heritage include:

- archives or cultural heritage collection processing and management
- community archives development and management
- digital archives or collections development and maintenance
- cultural heritage documentation and preservation
- historical records curation

- electronic records systems development and management

Certificate Requirements

Fifteen semester hours, comprised of:

Complete one of the following two courses:

- LIS 775 - Introduction to Archival Principles, Practices and Services
- LIS 885 - Cultural Heritage Resources and Services for Diverse Communities

Complete the following course:

- LIS 881 - Advanced Archival Principles, Practices and Services

Complete one of the following two courses:

- LIS 799 - Practicum
- LIS 888 - Cultural Heritage/Archives Fieldwork

Complete one of the following five courses:

- LIS 753 - Internet Fundamentals and Design
- LIS 759 - Digital Libraries
- LIS 786 - Advanced Web Design
- LIS 882 - Metadata for Digital Resources
- LIS 889 - Digital Curation

Choose one of the following four courses:

- LIS 711 - History of the Text: Early Books and Manuscripts up to the Printing Press
- LIS 713 - Introduction to the Preservation and Conservation of Library and Archival Materials
- LIS 718 - Storytelling for Adults and Children
- LIS 886 - Records and Information Management

Fieldwork Experiences

This certificate offers students the opportunity to engage in a high level of archival fieldwork. Past projects have seen students working side-by-side with professional archivists in community archives, historical societies, corporations and other institutions.

Additional Information

- Certificates are offered for students currently pursuing a master's of library and information science degree or returning scholars who want to add the specialization to a completed Dominican MLIS degree or its equivalent from an ALA-accredited graduate library program. Candidates work in collaboration with a faculty advisor to shape a plan of study.
- Students who graduate with an MLIS lacking one or more courses towards a certificate can enroll in the course(s) any time

within five years of graduating in order to add the certificate to the transcript. Students must enroll as a student-at-large (credit-bearing), not as an auditor (non-credit-bearing).

- Students seeking two certificates may use courses that "count" toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two certificates the student need only take it once, and may apply its credit toward both.
- Students may also combine this certificate with other coursework toward the Master of Professional Studies.

Certificate in Data and Knowledge Management

This program incorporates an interdisciplinary approach to the field of data and knowledge management enabling participants to gain the educational background needed to build a career helping organizations capture, manage, preserve, store and deliver information efficiently and effectively in the digital age. Managing digital information, often referred to as digital assets, requires a specialized understanding of the challenges and unique skills including mapping of an organization's knowledge assets, designing and implementing knowledge management systems.

The SOIS Certificate in Data and Knowledge Management provides:

- A theoretical foundation of knowledge and data management fundamentals, including information policy, knowledge management and informatics.
- A practical foundation, equipping information professional with the skills necessary to develop services using appropriate technologies to collect, store, analyze, disseminate and preserve knowledge and data.

Required Courses

Fifteen graduate credit hours, including:

- LIS 750 - Information Storage and Retrieval
- LIS 880 - Knowledge Management
- LIS 884 - Big Data and Competitive Intelligence

Complete two of the following courses:

- LIS 749 - Crisis Informatics
- IM/ LIS 751 - Database Management Systems
- LIS 754 - Systems Analysis and Design
- IM/ LIS 755 - Information Policy
- LIS 758 - Community Informatics
- LIS 768 - Social Media and Emerging Technologies
- LIS 882 - Metadata for Digital Resources
- LIS 886 - Records and Information Management
- LIS 889 - Digital Curation
- LIS 799 - Practicum or IM 799 - Practicum

- LIS 801 - Independent Study in Library and Information Science or IM 801 - Independent Study in Information Management

Additional Information

- Certificates are offered for students currently pursuing a master of library and information science degree, a master of science in information management degree, or a master in business administration degree, as well as a post-master degree accreditation for returning scholars who want to add the specialization to a completed master's degree.
- Students who graduate with a Dominican master's degree lacking one or more courses towards a certificate can enroll in the course(s) any time within five years of graduating in order to add the certificate to their transcript. Students must enroll as a student-at-large (credit-bearing), not as an auditor (non-credit-bearing).
- Students seeking two certificates may use courses that "count" toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two certificates the student need only take it once, and may apply its credit toward both.
- Students may also combine this certificate with other coursework toward the Master of Professional Studies.

Certificate in Digital Curation

Curating digital materials so as to ensure their continued access has emerged as a major initiative for information organizations such as libraries, archives and businesses. Providing long-term access to digital materials has a number of challenges. Digital materials require constant and perpetual maintenance. Technologies change, equipment ages and software is superseded. Digital materials are not fixed and can easily be changed, either intentionally or unintentionally. The SOIS Certificate in Digital Curation prepares students to curate digital materials in knowledge organizations.

The SOIS Certificate in Digital Curation provides:

- A theoretical foundation of the technical and social aspects of curating digital materials including the environments in which digital objects exist, the possible strategies for preservation, and curation lifecycles
- A practical foundation which includes evaluating the curation needs of digital materials, understanding specific technical issues of curation, developing curation plans for digital materials, and creating digital materials for long term preservation.

Requirements

Certificate completion requires 15 graduate credit hours, including:

- LIS 775 - Introduction to Archival Principles, Practices and Services or IM 703 - Information Architecture
- LIS 882 - Metadata for Digital Resources
- LIS 889 - Digital Curation

Complete 6 semester hours from the following courses:

- IM/ LIS 750 - Information Storage and Retrieval
- IM/ LIS 751 - Database Management Systems
- LIS 754 - Systems Analysis and Design
- LIS 759 - Digital Libraries
- LIS 799 - Practicum or IM 799 - Practicum
- LIS 801 - Independent Study in Library and Information Science or IM 801 - Independent Study in Information Management
- LIS 885 - Cultural Heritage Resources and Services for Diverse Communities
- LIS 886 - Records and Information Management

Additional Information

- Certificates are offered for students currently pursuing a master of library and information science degree, a master of science in information management degree, or a master in business administration degree, as well as a post-master degree accreditation for returning scholars who want to add the specialization to a completed master's degree.
- Students who graduate with a Dominican master's degree lacking one or more courses towards a certificate can enroll in the course(s) any time within five years of graduating in order to add the certificate to their transcript. Students must enroll as a student-at-large (credit-bearing), not as an auditor (non-credit-bearing).
- Students seeking two certificates may use courses that "count" toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two certificates the student need only take it once, and may apply its credit toward both.
- Students may also combine this certificate with other coursework toward the Master of Professional Studies.

Certificate in Digital Libraries

Digital libraries are commonly defined as "organizations that provide the resources, including the specialized staff to select, structure, offer intellectual access to, interpret, distribute, preserve the integrity of, and ensure the persistence over time of collections of digital works so that they are readily and economically available for use by a defined community or set of communities (Digital Library Federation)." The SOIS Certificate in Digital Libraries prepares students to be active participants in digital library programs in universities, public libraries, archives and other information organizations.

The SOIS Certificate in Digital Libraries provides:

- A theoretical foundation of library fundamentals, including information environments, collection development, technology management and user services
- A practical foundation that equips librarians with the skills necessary to develop unique collections using standards, creative technologies and excellent design.

Requirements

Certificate completion requires 15 graduate credit hours, including:

- LIS 882 - Metadata for Digital Resources
- LIS 754 - Systems Analysis and Design
- LIS 759 - Digital Libraries

Complete 6 semester hours from the following courses:

- LIS 737 - Library and Data Management Systems
- LIS 750 - Information Storage and Retrieval
- LIS 751 - Database Management Systems
- LIS 768 - Social Media and Emerging Technologies
- LIS 786 - Advanced Web Design
- LIS 799 - Practicum
- LIS 801 - Independent Study in Library and Information Science
- LIS 805 - Special Topics
- LIS 889 - Digital Curation

Additional Information

- Certificates are offered for students currently pursuing a master's of library and information science degree or returning scholars who want to add the specialization to a completed Dominican MLIS degree or its equivalent from an ALA-accredited graduate library program. Candidates work in collaboration with a faculty advisor to shape a plan of study.
- Students who graduate with an MLIS lacking one or more courses towards a certificate can enroll in the course(s) any time within five years of graduating in order to add the certificate to the transcript. Students must enroll as a student-at-large (credit-bearing), not as an auditor (non-credit-bearing).
- Students seeking two certificates may use courses that "count" toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two certificates the student need only take it once, and may apply its credit toward both.
- Students may also combine this certificate with other coursework toward the Master of Professional Studies.

Certificate in Executive Library Leadership

The certificate in executive library leadership is designed for high level library administrators with advanced degrees from non-LIS disciplines and provides a gateway to the full MLIS as a stackable, five-course module toward the 12 course/36 credit MLIS degree. The certificate features a five-course plan of study shaped with a faculty advisor, with the curriculum outlined below.

The SOIS Certificate in Executive Library Leadership provides:

- A cohort-based model, with a 3-day face to face boot camp and the remaining courses fully online
- A theoretical foundation regarding library values, culture, and core functions.
- A practical foundation which includes an independent, research based project at the student's home institution based on evidence based planning.

Requirements:

Fifteen graduate credit hours, including:

- LIS 708 - Evidence-Based Planning, Management, and Decision-Making
- LIS 755 - Information Policy
- LIS 801 - Independent Study in Library and Information Science
 - *Two 3-credit course electives (or electives totaling six credit hours), chosen with your faculty advisor based on your specific area of interest.*

Additional Information

Students are advised to apply to Dominican as MLIS degree-seeking students, although they may also complete the certificate as a post-masters certificate seeking student. Degree seeking students have six years to complete the full MLIS.

Application requirements:

- Completion of a master's degree with a GPA of 3.0, or if under 3.0, then a GRE composite score of at least 297 or MAT score of 404.
- Personal essay and two letters of recommendation.

Certificate in Informatics

The study of informatics in Dominican's SOIS blends technology skills with the study of the socio-cultural consequences of information and communication technologies.

As rapidly changing and emerging technologies pervade the majority of people's work and home lives, it is increasingly important that we have a greater understanding of the human dimension of information and communication technologies and the impact that these technologies have on individuals, organizations and society.

Many industry-specific specializations have arisen within the study of informatics, including information access, information architecture, information retrieval, health informatics, crisis informatics and community informatics.

Informatics is particularly relevant for LIS professionals with responsibilities as:

- Web developers
- Crisis information managers
- Information officers
- Online community builders and content managers.

Requirements

Certificate completion requires 15 graduate credit hours, including:

- LIS 754 - Systems Analysis and Design
- Either LIS 758 - Community Informatics or LIS 749 - Crisis Informatics (if both courses are completed, one can count as an elective)
- LIS 768 - Social Media and Emerging Technologies

Complete 6 semester hours from the following:

- IM/ LIS 750 - Information Storage and Retrieval
- IM/ LIS 755 - Information Policy
- LIS 759 - Digital Libraries
- LIS 769 - Research Methods
- LIS 786 - Advanced Web Design
- LIS 799 - Practicum or IM 799 - Practicum
- LIS 801 - Independent Study in Library and Information Science
or IM 801 - Independent Study in Information Management
- LIS 805 - Special Topics
- LIS 884 - Big Data and Competitive Intelligence
- LIS 889 - Digital Curation

Additional Information

- Certificates are offered for students currently pursuing a master of library and information science degree, a master of science in information management degree, or a master in business administration degree, as well as a post-master degree accreditation for returning scholars who want to add the specialization to a completed master's degree.
- Students who graduate with a Dominican master's degree lacking one or more courses towards a certificate can enroll in the course(s) any time within five years of graduating in order to add the certificate to their transcript. Students must enroll as a student-at-large (credit-bearing), not as an auditor (non-credit-bearing).
- Students seeking two certificates may use courses that "count" toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two certificates the student need only take it once, and may apply its credit toward both.
- Students may also combine this certificate with other coursework toward the Master of Professional Studies.

Certificate in Web Design

The World Wide Web has fundamentally changed the manner in which systems are developed and information is delivered. Ubiquity of the platform, increased accessibility, and speed of development create a new information environment.

Web-based platforms are used not only in websites, but also as the application front end for business enterprise systems, public and private sector information discovery portals, educational delivery systems, and online commerce. The SOIS Certificate in Web Design prepares students with the necessary knowledge to design, develop, and maintain an organization's web presence.

The SOIS Certificate in Web Design provides:

- A theoretical foundation of the technical and social aspects of interface design, web design, and information and data architectures;
- A practical foundation in evaluating the needs of user interfaces in the web environments, application development, data storage and retrieval, and database design.

Requirements

Certificate completion requires 15 graduate credit hours, including:

- LIS 753 - Internet Fundamentals and Design or IM 760 - Human Computer Interaction
- LIS 754 - Systems Analysis and Design
- LIS 786 - Advanced Web Design

Complete two of the following courses:

- IM/ LIS 750 - Information Storage and Retrieval
- IM/ LIS 751 - Database Management Systems
- LIS 759 - Digital Libraries
- LIS 768 - Social Media and Emerging Technologies
- LIS 884 - Big Data and Competitive Intelligence

Additional Information

- Certificates are offered for students currently pursuing a master of library and information science degree, a master of science in information management degree, or a master in business administration degree, as well as a post-master degree accreditation for returning scholars who want to add the specialization to a completed master's degree.
- Students who graduate with a Dominican master's degree lacking one or more courses towards a certificate can enroll in the course(s) any time within five years of graduating in order to add the certificate to their transcript. Students must enroll as a student-at-large (credit-bearing), not as an auditor (non-credit-bearing).
- Students seeking two certificates may use courses that "count" toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two certificates the student need only take it once, and may apply its credit toward both.
- Students may also combine this certificate with other coursework toward the Master of Professional Studies.

Certificate in Youth Services

Library and Information Services for Children and Young Adults

Students interested in this area of study will benefit not only from Dominican's outstanding faculty but also access to the Butler Children's Literature Center, recognized as one of the country's premier centers for the study of children's literature.

The SOIS Certificate in Youth Services provides:

- A theoretical foundation, grounding library service to young people in the enduring values of the profession
- A practical foundation, equipping librarians with the skills necessary to manage strong collections, present engaging programs, deliver peerless reference and readers-advisory service, and instruct young people in multiple literacies.
- A bridge from theory to practice, giving the work meaningful context and illuminating the theory in real world terms.

Career Opportunities in Youth Services

Specialized study in children and youth services provides excellent preparation for careers in public, school and special libraries and nonprofit organizations as:

- Children's librarians
- Teen librarians
- Youth reader's advisors
- Literacy specialists
- Storytellers

Requirements

The certificate requires completion of 15 graduate credit hours from the following course offerings:

- LIS 718 - Storytelling for Adults and Children
- LIS 719 - History of Children's Literature from Western Europe to the United States
- LIS 720 - Picture Books and Early Literacy
- LIS 721 - Library Materials for Children
- LIS 722 - Library Materials for Young Adults
- LIS 723 - Services for Children and Young Adults
- LIS 724 - Integrating Technology into Programming, Services and Instruction
- LIS 725 - Curriculum and School Libraries
- LIS 777 - Issues of Access, Advocacy, and Policy in Youth Services
- LIS 796 - Special Topics (when offered as International Book Fair in Bologna, Italy)
- LIS 799 - Practicum
- LIS 801 - Independent Study in Library and Information Science
- LIS 804 - Special Topics (when focused on youth services)

Additional Information

- Certificates are offered for students currently pursuing a master's of library and information science degree or returning scholars who want to add the specialization to a completed Dominican MLIS degree or its equivalent from an ALA-

accredited graduate library program. Candidates work in collaboration with a faculty advisor to shape a plan of study.

- Students who graduate with an MLIS lacking one or more courses towards a certificate can enroll in the course(s) any time within five years of graduating in order to add the certificate to the transcript. Students must enroll as a student-at-large (credit-bearing), not as an auditor (non-credit-bearing).
- Students seeking two certificates may use courses that "count" toward more than one to fulfill requirements for both certificates. In other words, if a course is eligible for two certificates the student need only take it once, and may apply its credit toward both.
- Students may also combine this certificate with other coursework toward the Master of Professional Studies.

Certificate of Special Study

The Certificate of Special Study (CSS) is designed for MLIS graduates who are interested in retooling and refreshing their skill base while connecting with other professionals in a graduate-level learning environment. This program features:

- A five-course plan of study shaped with a faculty advisor (fifteen total graduate credit hours)
- A specialization in the candidate's field of concentration
- Three years to complete five three-credit-hour courses
- An exit interview with a faculty advisor after the completion of the fifth course
- A notation of the Certificate of Special Study and the area of concentration on the participant's Dominican University transcript

Librarians or information specialists may pursue the Certificate of Special Study to:

- Broaden their opportunities in another department or type of library
- Explore technology, digital records and the human-computer interface
- Prepare for management, administration and leadership positions
- Become updated and involved in community engagement, advocacy and activism
- Learn specialized areas of knowledge management, cataloging, archival studies, rare books and special collections

Students design the program to meet their individual interests and needs and may combine this certificate with other coursework toward the completion of the Master of Professional Studies.

Informatics

Informatics is a highly current and relevant discipline that prepares students for jobs with a technology focus, grounded in democratic values, in a rapidly changing society. Students gain the skills and knowledge that will enable them to connect people and information by designing, building, using, and evaluating information systems, while also understanding the ethical issues and policy implications associated with technology in society.

The informatics major prepares students to enter into a particular professional context with a focused understanding of associated technologies:

- Cybersecurity informatics
- Health informatics
- Organizational informatics
- Education informatics
- Community informatics

This major or minor also prepares students for graduate study in information management, informatics, library and information science, business management, nonprofit management, public policy, education, and many other related disciplines.

Informatics - B.S.

Major Requirements:

Required Courses

- INF 110 - Foundations of Informatics
- INF 120 - Foundations Information Technology
- INF 130 - Research and Design for Informatics
- CPSC 140 - Introduction to Computer Programming for Non-Majors (or CPSC 155 - Computer Programming)
- INF 160 - Introduction to Data Science (or CPSC 165 - Computer Programming II - Data Structures)
- INF 190 - Project Management
- MATH 211 - Principles of Statistics

Complete one of the following five courses:

- INF 200 - Cybersecurity Informatics
- INF 210 - Health Informatics
- INF 220 - Organizational Informatics
- INF 230 - Educational Informatics
- INF 240 - Community Informatics

Complete three of the following courses:

- Data Analytics
 - INF 251 - Database Management

- INF 351 - Data Analytics for Information Professionals
 - INF 451 - Data Visualization
 - Design and Evaluation
 - INF 252 - Design Thinking for Human-Computer Interaction
 - INF 352 - Value-Sensitive Design
 - INF 452 - User Experience Evaluation
 - Web Interfaces/Content Management
 - INF 253 - Introduction to Web Design
 - INF 353 - Advanced Web Design and Content Management
 - INF 453 - Information Architecture
 - Cybersecurity
 - INF 254 - Foundations of Information Security
 - INF 354 - Security for Networked Systems
 - INF 454 - Digital Forensics
 - Learning Technologies
 - INF 255 - Instructional Design for Digital Learning Spaces
 - INF 355 - Game Based Learning
 - INF 455 - Digital Pedagogy
 - Information Use and Users
 - INF 256 - Information Seeking and Use Behavior
 - INF 356 - User Studies
 - INF 456 - User Services
- Complete two of the following courses:*
- INF 400 - Information Ethics and Policy
 - INF 410 - Code and Power
 - INF 420 - The Information Society
 - INF 430 - Information Divides
 - INF 440 - Special Topics in Informatics
- Complete the following course:*
- INF 480 - Capstone Experience

Undergraduate Minor

Informatics Minor

Minor Requirements:

Required Courses

- INF 110 - Foundations of Informatics
- INF 120 - Foundations Information Technology
- INF 130 - Research and Design for Informatics

Complete one of the following five courses:

- INF 200 - Cybersecurity Informatics
- INF 210 - Health Informatics
- INF 220 - Organizational Informatics
- INF 230 - Educational Informatics
- INF 240 - Community Informatics

Complete three courses from among either the following sets or individual courses:

- Data Analytics
 - INF 251 - Database Management
 - INF 351 - Data Analytics for Information Professionals
 - INF 451 - Data Visualization
- Design and Evaluation
 - INF 252 - Design Thinking for Human-Computer Interaction
 - INF 352 - Value-Sensitive Design
 - INF 452 - User Experience Evaluation
- Web Interfaces/Content Management
 - INF 253 - Introduction to Web Design
 - INF 353 - Advanced Web Design and Content Management
 - INF 453 - Information Architecture
- Cybersecurity
 - INF 354 - Security for Networked Systems
 - INF 254 - Foundations of Information Security
 - INF 454 - Digital Forensics
- Learning Technologies
 - INF 255 - Instructional Design for Digital Learning Spaces
 - INF 355 - Game Based Learning
 - INF 455 - Digital Pedagogy
- Information Use and Users
 - INF 256 - Information Seeking and Use Behavior
 - INF 356 - User Studies
 - INF 456 - User Services
- Individual Courses:
 - INF 400 - Information Ethics and Policy
 - INF 410 - Code and Power
 - INF 420 - The Information Society
 - INF 430 - Information Divides
 - INF 440 - Special Topics in Informatics
 - INF 160 - Introduction to Data Science
 - INF 190 - Project Management

Informatics Courses

INF 100 - Exploring Informatics

(1 hour) Informatics looks at the many ways people use technology to find, produce, and use information. This course explores informatics as a social science, surveys the courses that comprise the informatics major and minor, and highlights careers available to graduates with informatics skills.

INF 110 - Foundations of Informatics

(4 hours) What is information, and why is it so critical to us humans? This course studies information in societies, exploring information use and users, privacy and security, access and power, digital divides, and trust and distrust of information technologies. Shares theoretical and methodological paradigms with other social sciences, including criminology, economics, political science, psychology, and sociology. Lecture and lab.

This course will satisfy the core area requirement in social sciences.

This course will satisfy the core requirement in multicultural studies.

INF 120 - Foundations Information Technology

(4 hours) This course explores the principles and application of information technologies. Students will learn how computer applications, networking and telecommunications enable information transfer. It will introduce the computing techniques essential for processing, storing, and retrieving information. The ability to successfully use and manipulate information technology is foundational to being a successful digital citizen and information worker. This course provides students an introductory conceptual understanding of code and hardware: websites, applications, operating systems, personal computers, servers, tablets, and other mobile devices. Learning experiences in this course will be a combination of hands-on experiences with hardware, explorations of how code works and how to write it, and explorations of relevant literature.

INF 130 - Research and Design for Informatics

(3 hours) Informatics focuses on solving information problems. This course introduces research and design methods used in informatics to understand social behaviors and technological designs for information seeking and use. Students will learn common qualitative and quantitative research methods as well as ethical concerns in research and design.

Prerequisite(s): INF 110 or INF 120 (or concurrent enrollment in either course)

INF 160 - Introduction to Data Science

(3 hours) This course will introduce the basics of data science. It will explore diverse data science techniques to tackle real-world data-centric challenges. Students will learn data manipulation, cleaning, analysis and visualization techniques by using various R packages. This course will equip students with analytical skills that information professionals need to make better decisions in big data environments. Ultimately students will learn how to apply data science techniques on social media data and make inferences. Prior knowledge in programming or data science is not required.

INF 190 - Project Management

(3 hours) Methods and issues related to organizing, planning, and managing information technology projects; applications and techniques to support project management needs.

INF 200 - Cybersecurity Informatics

(4 hours) This course introduces cybersecurity issues by focusing on technical, organizational, and legal aspects of information security. Students will explore high-profile and emerging cybersecurity issues as useful case studies.

INF 210 - Health Informatics

(4 hours) This course reviews informatics issues related specifically to healthcare with special emphasis on integrating data, information, and knowledge to support decision-making by patients and their healthcare providers, with an overall goal of improving the quality of patient care.

INF 220 - Organizational Informatics

(4 hours) Organizational informatics considers the needs, uses, and consequences of information practices and technologies in organizational contexts. This course prepares students to identify organizational information technology needs, address unique socio-technical issues in the workplace, and scan for emerging technologies and trends to enhance information work practices such as records management and retention, data collection and organization for decision making, and securing proprietary commercial and organizational information.

INF 230 - Educational Informatics

(4 hours) This course looks at the role of educational technology in learning. Students will investigate policies, ethics, opportunities, and limitations related to educational technology within and outside of traditional learning environments.

INF 240 - Community Informatics

(4 hours) Community informatics is broadly defined as the use and application of information and communication technologies (ICTs) in local communities, specifically how social, cultural, political, and economic factors influence the adoption and use of ICTs among members of specific communities. This course introduces students to digital divide issues and the role of ICTs in cultural heritage and community development.

INF 251 - Database Management

(3 hours) Introduction to database concepts, database design and database implementation. Examines the role of data in the information environment and the application of database principles in information storage and handling. Students will have hands-on practice with a database management system.

INF 252 - Design Thinking for Human-Computer Interaction

(3 hours) Design thinking is the process by which programmers, information architects, designers, and many others work up a product from start to finish. This course considers design thinking from a user's perspective, emphasizing methods for identifying user needs, ideating products and services, prototyping new concepts, and using research methods for evaluating a prototype's usability. Students will encounter a mix of design methods, user behavior theory, and an introduction to usability testing procedures in this course. Learning experiences in this course will be hands-on, team-based and iterative, meaning that students can expect to be build a product with their peers in collaborative teams.

Prerequisite(s): INF 130

INF 253 - Introduction to Web Design

(3 hours) This course provides a brief history of the Internet and World Wide Web before moving to skills required to design and deploy working websites. Topics in the course include web design standards, including accessibility standards, and use of XHTML, HTML5, and CSS for basic information architecture.

INF 254 - Foundations of Information Security

(3 hours) This course introduces foundational concepts of cybersecurity and systems analysis: computer system basics, their relationship to security issues, and how basic hardware and software configurations can be hardened to decrease security concerns on devices and across networks. User access controls and permission levels will also be highlighted.

Prerequisite(s): INF 160 or CPSC 165

INF 255 - Instructional Design for Digital Learning Spaces

(3 hours) Learning management systems, massive open online courses (MOOCs), and non-traditional online learning communities all benefit from designs that focus users on acquiring and creating knowledge in efficient ways that feel intuitive and are appealing. This course provides foundational design concepts, frameworks, and skill sets to design digital learning spaces. Students will get hands-on experiences with a variety of instructional technology systems in order to understand the relationship between instructional design choices and technological affordances.

INF 256 - Information Seeking and Use Behavior

(3 hours) This course addresses information seeking behaviors and information use in specific contexts (e.g., health information seeking) by exploring relevant frameworks and theories. It also engages students in meta-analyses of their own information seeking and use practices and that of their peers using reflective strategies and structured inquiry.

INF 351 - Data Analytics for Information Professionals

(3 hours) This course introduces data analytics methods for accessing, storing, cleaning, mixing, and mining data for insights. Students will gain hands-on experience with a suite of analytics tools.

Prerequisite(s): INF 160

INF 352 - Value-Sensitive Design

(3 hours) Designers of information technology tools, systems, and services often embed their values (or the values of their superiors) into the products they create. This course provides an introduction to the value-sensitive design of information systems and technologies. Students will examine existing systems from a value-sensitive design perspective while employing conceptual, technical, and empirical methods.

Prerequisite(s): INF 130

INF 353 - Advanced Web Design and Content Management

(3 hours) This course builds on web design skills established in previous courses by introducing complex markup languages and extensible language frameworks. Students will learn the browser/server/application relationship before getting hands-on experience with open source content management systems.

Prerequisite(s): INF 253

INF 354 - Security for Networked Systems

(3 hours) This course surveys network security, with special emphasis on securing networks and their connected devices to increase their integrity and the confidentiality of information flows. Foundational topics include cryptography, primitives and protocols, and authentication and authorization schemes.

Prerequisite(s): INF 160

INF 355 - Game Based Learning

(3 hours) This course examines gaming principles-skill points, levels, bosses, etc.-and their relevance in digital and hybrid learning environments, both in traditional learning institutions (e.g., primary, secondary, and post-secondary schools) and non-traditional programs of learning (e.g., massive open online courses). Students will analyze digital games and design their own game-based learning systems or conceptual prototypes.

INF 356 - User Studies

(3 hours) This course explores humans-as-users and their relationships with technology. Students will examine how users employ, modify, design, reconfigure, and resist technology in an information society.

INF 400 - Information Ethics and Policy

(3 hours) Information and communication technologies present social issues with competing values in complex legal and cultural environments. This course addresses moral and ethical issues of information, information technologies, and information industries with special emphasis on intellectual property, free speech, and information privacy.

Prerequisite(s): INF 110 and INF 120 (or concurrent enrollment)

INF 410 - Code and Power

(3 hours) Computer code, the language that drives information and communication technologies, is inherently powerful. It frames how we think, prescribes our actions, and controls how we interact with others. In this course students assess technology by exploring specific technologies and their code constructions. Topics include open and closed source coding, communities, and culture, with special emphasis on competing value sets and the role of intellectual property rights (e.g., the DMCA) in protecting closed code constructions.

Prerequisite(s): INF 110 and INF 120 (or concurrent enrollment)

INF 420 - The Information Society

(3 hours) This course addresses the historical transformation of an industrial society to an information society. Topics include analog and digital print culture, what it means to be digitally literate, norms and values of digital citizenry, information labor, and the rise of technology-based surveillance.

Prerequisite(s): INF 110 and INF 120 (or concurrent enrollment)

INF 430 - Information Divides

(3 hours) The information society brings advances in knowledge creation and dissemination that enhances wealth, power, and comfort for some but not for all. Information divides exist, especially among underrepresented groups and those without access to online information. This course addresses information divides with regard to economics, education, health, and democracy.

Prerequisite(s): INF 110 and INF 120 (or concurrent enrollment)

INF 440 - Special Topics in Informatics

(3 hours) This course covers informatics topics based on the research interests of the course instructor. This course may be repeated for credit if the content of each class is different.

Prerequisite(s): INF 110 or INF 120 (or concurrent enrollment)

INF 451 - Data Visualization

(3 hours) The rise of big data has increased the relevance and usefulness of information visualization strategies. This course examines the tenets of information visualization, including human perception, aesthetics of information design, and information interaction. Students will critique existing information visualizations as well as create visualizations using open datasets and visualization tools.

Prerequisite(s): INF 160

INF 452 - User Experience Evaluation

(3 hours) This course provides an advanced and focused examination of user experience evaluation methods, skills, and tools. Core concepts include choosing dimensions to study, identifying important constructs, and employing the right method to get the most useful information. Students will test existing information systems to build their user experience evaluation proficiencies.

INF 453 - Information Architecture

(3 hours) This course presents basic information architecture, organization schemes and structures, labeling systems, navigation systems, and search systems. The course emphasizes contextual factors, user needs, and content strategies, including content lifecycle management.

Prerequisite(s): INF 353

INF 454 - Digital Forensics

(3 hours) While the optimal condition of a network or connected device is to remain secure and unaffected by threats, attacks and leaks happen, as we know all too well. In these cases, identifying what went wrong is critical for reestablishing security and reporting network weaknesses. This course provides an overview of digital forensics concepts, techniques, and tools with emphasis on the collection, analysis, presentation, and preservation of digital evidence for stakeholders, legal entities, and law enforcement.

INF 455 - Digital Pedagogy

(3 hours) This course explores emerging digital pedagogy and related learning theory in order to orient students to teaching in an online environment. It also explores specific technological applications and their respective affordances to examine how they influence and constrain instructional choices and learning opportunities.

INF 456 - User Services

(3 hours) This course surveys established and emerging face-to-face and online information seeking services and resources. Students will prototype information services for different kinds of users based on a broad understanding of reference materials, databases, and websites, which will be developed in-class.

INF 480 - Capstone Experience

(4 hours) The capstone experience (CE) showcases the student's intellectual advances and technical skills developed in the program by providing a creative venue for expressing their interests and growth. Additionally, the CE prepares students for the job market by providing structured time for job prospecting, preparing materials (e.g., résumés, cover letters, design portfolios, etc.), and getting feedback from faculty and the career services coordinator on job applications and mock interview sessions. Students will create a digital portfolio and complete one of three experiences: an internship, a project, or a thesis.

Prerequisite(s): Completed after or concurrently with the last semester of coursework in the informatics major.

Information Management

Master of Science in Information Management

The **Master of Science in Information Management (MSIM)** provides a strong set of required core courses and a rich variety of electives. The required courses provide students with a solid foundation in the basics of information management-analysis, data, policy, and technology-and make up a majority of the coursework, a design that ensures competencies in these core areas. Within the set of electives, students can create their own learning plans or choose from four different specializations: cybersecurity, analytics, digital content management, or web design.

- **Cybersecurity** - Cybersecurity is a field of study that involves technologies, policies, and procedures to protect data, computers, and networks from unauthorized access, theft, and malicious and/or inadvertent data corruption. The MSIM cybersecurity specialization will focus on data privacy, data security, and organizational security.
- **Web Design** - A significant and growing number of systems deployed currently are web-based applications. The web design specialization will provide students with an overview of the software development process and the technologies required to design and implement web applications.
- **Digital Content Management (DCM)** - Supporting and managing both the process and the outcome of digital content creation is an emerging profession for which graduates with an MSIM are eminently qualified. In this specialization, students will learn skills that include content creation, long-term curation of digital materials, and records management.
- **Analytics** - Data analytics is another exciting career opportunity for MSIM graduates. This specialization merges information management with business analytics, which should prove to be a powerful combination. Three of the courses for the specialization will be offered through the Brennan School of Business.

The 12-course (36 semester hour) curriculum prepares students for professional responsibilities and leadership roles in a broad spectrum of information settings.

Required Courses

Twenty-seven semester hours, comprised of:

- IM 701 - Information in Society, Organizations, and Cultures
- IM 703 - Information Architecture
- IM 704 - Data Structures and Representation
- IM 720 - Data Analytics for Information Professionals
- LIS 750 - Information Storage and Retrieval
- LIS 751 - Database Management Systems
- LIS 755 - Information Policy

- IM 760 - Human Computer Interaction
- LIS 791 - Organizational and Multicultural Communication

Electives

The remaining 9 semester hours will be chosen from among the following courses, and may be grouped into a specialty area:

- FIN 725 - Forecasting and Simulation
- IM 780 - Introduction to Information Security
- IM 783 - Organizational Information Security
- IM 785 - Information Privacy
- LIS 737 - Library and Data Management Systems
- LIS 749 - Crisis Informatics
- LIS 752 - Networks
- LIS 753 - Internet Fundamentals and Design
- LIS 754 - Systems Analysis and Design
- LIS 758 - Community Informatics
- LIS 759 - Digital Libraries
- LIS 768 - Social Media and Emerging Technologies
- LIS 769 - Research Methods
- LIS 786 - Advanced Web Design
- LIS 792 - Digital Humanities
- LIS 805 - Special Topics
- LIS 845 - Data Librarianship
- LIS 880 - Knowledge Management
- LIS 882 - Metadata for Digital Resources
- LIS 884 - Big Data and Competitive Intelligence
- LIS 886 - Records and Information Management
- LIS 889 - Digital Curation
- QUAN 755 - Predictive Analytics
- QUAN 756 - Data Mining and Data Warehousing

Additional Requirements

Submission of an e-Portfolio (IM 890 - e-Portfolio) during the last semester of study.

Requirements for All Graduate Degrees

- Maintain a minimum of a 3.0 GPA on a 4.0 scale.
- Complete the degree within six years.
- Submit an application for graduation to the Office of the Registrar by the filing deadline for the semester when requirements will be completed.

Information Management Courses

IM 701 - Information in Society, Organizations, and Cultures

(3 hours) Information is the foundation upon which the modern world is built; information and the systems to deliver that information are the basis of communication technology, social interactions, economic growth, scientific/academic research, business, art, and music. In this course, students will learn about the fundamentals of information - how it is created, how it is managed, and how it is used. Students will gain an understanding of basic information theory and how that theory can be applied to different levels: the individual, and organization, cultures, and society.

Prerequisite(s): This is the required first course for all MSIM students.

IM 703 - Information Architecture

(3 hours) Information architecture is the art and science of organizing, structuring, and labeling components in information systems to provide meaningful experiences for users. In this course, students will explore issues of data and information organization and structure, system navigation, interaction design, search and query issues, and user interface. Students will learn about the interdependent nature of users, content, and context. Students will analyze existing systems as well as develop information architectures for new applications.

Prerequisite(s): IM 701 or LIS 701 (or concurrent enrollment) and acceptance into the MSIM program.

IM 704 - Data Structures and Representation

(3 hours) How information is represented can significantly impact how information is accessed and disseminated; whether data is structured or unstructured, controlled by vocabularies or free-form, numbers or text, can determine how it is collected, processed, and stored. In this course, students will learn about a variety of internal and external data structures, how data is transmitted between systems, and the impact of representation on applications and users.

Prerequisite(s): IM 701 and acceptance into the MSIM program.

IM 720 - Data Analytics for Information Professionals

(3 hours) Data analytics is the process of examining data in order to draw conclusions about that information. Data analytics is used in a variety of organizations in order to make better decisions, to better serve customers, to find information gaps, and to develop new and/or improved processes, products, or ideas. In this course, students will be introduced to a variety of data analysis tools and models. Students will have hands-on experience extracting and processing data to solve real problems.

Prerequisite(s): IM 701 and acceptance into the MSIM program.

IM 750 - Information Storage and Retrieval

(3 hours) Listed also as LIS 750

Prerequisite(s): IM 701 and acceptance into the MSIM program.

IM 751 - Database Management

(3 hours) Listed also as LIS 751

Prerequisite(s): IM 701 and acceptance into the MSIM program.

IM 755 - Information Policy

(3 hours) Listed also as LIS 755

Prerequisite(s): IM 701 and acceptance into the MSIM program.

IM 757 - Digital Asset Management

(3 hours) Digital asset management is a new and growing profession; from manufacturing and retail to healthcare, education, and cultural heritage, organizations struggle to manage their digital assets. In this course, students will explore various technologies and workflows to managing digital contents throughout an asset's lifecycle including planning, policy development, metadata and taxonomies, branding issues, copyright, and metrics.

Listed also as LIS 757

IM 760 - Human Computer Interaction

(3 hours) Human Computer Interaction (HCI) is the study of computer interface designs and their impacts on the humans who use those systems. In this course, students will learn about the major theories of HCI and how to apply those theories to critique systems, to improve systems, and to design useful and user centered systems.

Prerequisite(s): IM 701 and acceptance into the MSIM program.

IM 780 - Introduction to Information Security

(3 hours) Ensuring that data and information are secure is a complex process. In this introductory course, students will learn about the various components that encompass information security including cyber security threats, counter-attack, and defense services. Students will explore the multiple levels of security in a variety of technologies and applications spaces.

Prerequisite(s): IM 701 and acceptance into the MSIM program.

IM 783 - Organizational Information Security

(3 hours) Most organizations exist in a network environment in which data is collected, maintained and shared. This courses focuses on the information and data security policy and strategy issues facing various organizations including government/public, private, business, non-profit,

education, health, and others. This course will explore pro-active defense and "ethical hacking" within the contexts of specific organizations.

Prerequisite(s): IM 701 and acceptance into the MSIM program.

IM 784 - Foundations of Health Informatics

(3 hours) Health informatics is the application of technology to healthcare delivery, population and public health, community-based clinical research, and the potential for big data and analytics to transform the field. Within a framework of theory and practice, students will explore the critical issues and challenges within the field including interoperability, standardization, safety, and risks associated with the implementation of the electronic health record for individual patients as well as collective big data that can be used for population health management.

IM 785 - Information Privacy

(3 hours) Data privacy law in the US is piecemeal; a number of different laws regulate the dissemination of information to third parties. Some laws govern information about children, some about health information, some about financial records, some about personally identifying information. These laws are enacted in organizational policies and in eventually encoded in software. This course will examine the legal, social, and policy issues surrounding information privacy.

Prerequisite(s): IM 701 and acceptance into the MSIM program.

IM 791 - Organizational and Multicultural Communication

(3 hours) Listed also as LIS 791

Prerequisite(s): IM 701 and acceptance into the MSIM program.

IM 792 - Digital Humanities

(3 hours) Listed also as LIS 792

Prerequisite(s): LIS 701 or IM 701

IM 799 - Practicum

(1.5 - 3 hours) Supervised student fieldwork experience in an approved information center under the direction of an SOIS faculty member. In addition, a course research report or project will be required. The information center supervisor, the faculty member, and the student meet periodically to review the student's progress. Students have an option for

either 1.5 or 3 credit hours; the 1.5 credit hour practicum requires 60 hours work at the practicum site during the semester. The 3-credit hour practicum requires 120 hours work onsite (approximately 10 hours per week for 12 weeks).

Prerequisite(s): Student must have completed 18 semester hours, including IM 701, IM 703, IM 704, and IM 720; GPA of 3.3 or higher.

IM 801 - Independent Study in Information Management

(3 hours) Directed and supervised projects of independent study. Limited to students having a grade point average of 3.3 or above who have a sufficient background to work independently. Consent of the instructor is required before registration. No student may take more than two independent studies.

Prerequisite(s): Completion of eight courses, including IM 701, IM 703, IM 704, and IM 720; consent of instructor.

IM 890 - e-Portfolio

(0 hours) The submission of an e-Portfolio during the last semester of study is required of students seeking the master of science in information management degree. The assignment is graded as pass/fail and the prospective graduate must satisfactorily meet the requirement. Students must submit an application for graduation with the Office of the Registrar to prompt individual registration in this course.

Prerequisite(s): Application for graduation on file.

IM 940 - Advanced Seminar: Data Management Theory

(3 hours) This seminar course will cover the broad topic of data management theory and research. Readings on both the theory and practice of data management research will be explored. During this course, students will become familiar with classic data information topics such as database management systems, information security, data mining, as well as emerging data management theories.

IM 967 - Quantitative Research Methods

(3 hours) This course will prepare students to develop research designs that implement quantitative and statistical analysis of data. Students will conduct research on a current issue as it relates to their research interests.

Listed also as LIS 967

Library and Information Science

Accelerated MLIS/PhD

The accelerated MLIS/PhD degree option is designed for students who want to earn MLIS and PhD degrees through an accelerated sequence of courses. The accelerated degree option is particularly relevant to practicing information science professionals who have an undergraduate degree but not a master's degree and are interested in pursuing doctoral level coursework and research. Individuals who have earned a master's degree in another field and would like to expand their competencies to take on new roles and research in the information professional will also find the accelerated degree a viable option.

The accelerated degree option can be completed in four years. The first year consists of MLIS coursework and then students join a cohort-based PhD program to complete the doctoral degree.

Prospective students should apply for the accelerated MLIS/PhD option. When a student begins the MLIS coursework, his/her status as a doctoral student is conditional until the 24 MLIS credits have been completed. The MLIS degree is awarded after the student completes the 24 MLIS credits, 12 doctoral credits, and the e-Portfolio requirement.

A student who begins the accelerated MLIS/PhD option and decides not to pursue the PhD degree or who does not meet the doctoral course requirement needs to complete the full 36 MLIS credit hours to satisfy the current MLIS degree requirement. A student who successfully completes the 24 credit hours of MLIS coursework and then completes 18 credit hours of doctoral coursework, but who does not pass the PhD comprehensive exam, will receive the MLIS degree.

MLIS Degree Requirements

18 credits of core and required courses:

- LIS 701 - Core Values, Ethics, and Issues in the Library and Information Professions
- LIS 702 - Facilitating User Learning and Information Needs
- LIS 703 - Organization of Knowledge
- LIS 707 - Leadership, Marketing, and Strategic Communication
- LIS 708 - Evidence-Based Planning, Management, and Decision-Making

Technologies for the Library and Information Professions: Complete one of the following six courses:

- LIS 709 - Foundations of Technology
- LIS 754 - Systems Analysis and Design
- LIS 768 - Social Media and Emerging Technologies
- LIS 786 - Advanced Web Design
- LIS 882 - Metadata for Digital Resources
- LIS 884 - Big Data and Competitive Intelligence

Additional courses and requirements:

- 6 credit hours of MLIS coursework
- 12 credit hours of doctoral coursework
- Submission of and passing grade on e-Portfolio
- All other MLIS degree requirements, including maintenance of a minimum 3.0 GPA on a 4.0 scale

PhD Degree Requirements

- Completion of a minimum of 36 hours of doctoral coursework (including the 12 credits earned as part of the MLIS)
- Passing the PhD qualifying/comprehensive exam
- Satisfactory completion of a doctoral dissertation (which includes 18 credit hours of dissertation work beyond the 36 course credit hours)
- Maintenance of a minimum 3.0 GPA on a 4.0 scale

Dual Master's Degree Programs

Two master's degrees may be required or recommended for work in some specialized libraries or information centers. To help our students meet these specific career goals, Dominican University's School of Information Studies offers a series of combined-degree programs. This approach allows students to complete work on both degrees in less time than it would take to complete each separately.

Dominican University provides these programs by

- working in conjunction with another institution, or
- fostering cooperation between two schools within Dominican University or within SOIS itself.

Dual degree students are simultaneously enrolled in both programs. Upon successful completion, students receive two distinct degrees.

Admission Process

- Students must apply to each program separately and be accepted by both.
- Application for admission to the combined program may be made at any time while students are enrolled in either program. No advance assurance can be given that such admission will be granted.

MLIS and MSIM

Dominican's School of Information Studies offers a program leading to two degrees:

- Master of Library and Information Science

- Master of Science in Information Management

Requirements

- A total of 54 semester hours is required for these two degrees. All requirements in the combined-degree program must be completed within six years.
- Of the 54 credit hours, 42 hours will be from the required courses from each degree.
- The remaining credit hours will come from 12 hours of electives from either degree, with at least 3 credit hours of electives coming from the MLIS degree.
- This program is not open to students who already have earned a Master of Library and Information Science degree or a Master of Science in Information Management degree.

MLIS and MA in Public History

The School of Information Studies cooperates with the Loyola University Graduate School of Arts and Sciences to offer a combined program leading to two degrees:

- Master of Library and Information Science
- Master of Arts in Public History

Requirements

- A total of 54 semester hours is required for these two degrees. All requirements in the combined-degree program must be completed within seven years.
- A minimum of 30 semester hours must be taken in the School of Information Studies.
- A minimum of 24 semester hours must be taken in the history department of Loyola University of Chicago, with 12 of those hours in specified public history courses.
- This program is not open to students who already have earned a Master of Library and Information Science degree or a Master of Arts in Public History degree.

MLIS and Master of Divinity

The School of Information Studies cooperates with the McCormick Theological Seminary to offer a combined program leading to two degrees:

- Master of Library and Information Science (MLIS)
- Master of Divinity (MDiv)

This program is usually completed in approximately three-and-a-half years, with students designing a course of study in conjunction with advisors from each program. The program also includes a course in theological librarianship.

MLIS and MBA

Dominican University's Brennan School of Business and the School of Information Studies offer a program leading to two degrees:

- Master of Business Administration (MBA)
- Master of Library and Information Science (MLIS)

Requirements

Depending upon an applicant's previous academic coursework, between 60 and 75 semester hours are required to earn both degrees.

- Courses which are cross-listed between the schools may count as either BSB or SOIS courses but not as both.
- Requirements for the combined degrees must be completed within six years.
- This program is not open to students who have already earned a Master of Business Administration or a Master of Library and Information Science degree.

MSW and MLIS

Dominican's School of Information Studies and the School of Social Work offer a program leading to two degrees:

- Master of Library and Information Science (MLIS)
- Master of Social Work (MSW)

Requirements

- A total of 78 semester hours is required for these two degrees. All requirements in the combined-degree program must be completed within six years.
- A minimum of 30 semester hours must be taken in the School of Information Studies.
- A minimum of 48 semester hours must be taken in the School of Social Work.
- This program is not open to students who already have earned a Master of Library and Information Science degree or a Master of Social Work degree.

Master of Library and Information Science

The American Library Association-accredited Master of Library and Information Science (MLIS) degree program is designed to provide a sound conceptual basis for developing leadership-oriented careers and, at the same time, provide the educational foundations for lifelong professional development. The 36 semester hour curriculum is composed of a range of courses to prepare students for professional responsibilities in

a broad spectrum of libraries, media and information centers, and consultancies.

Degree Requirements:

- Complete 36 semester hours of graduate credit, including:

Required Courses

Completion of the first three required core courses during the first nine hours of enrollment is highly recommended:

- LIS 701 - Core Values, Ethics, and Issues in the Library and Information Professions
- LIS 702 - Facilitating User Learning and Information Needs
- LIS 703 - Organization of Knowledge
- LIS 707 - Leadership, Marketing, and Strategic Communication
- LIS 708 - Evidence-Based Planning, Management, and Decision-Making

Technologies for the Library and Information Professions: complete one of the following six courses:

- LIS 709 - Foundations of Technology
- LIS 754 - Systems Analysis and Design
- LIS 768 - Social Media and Emerging Technologies
- LIS 786 - Advanced Web Design
- LIS 882 - Metadata for Digital Resources
- LIS 884 - Big Data and Competitive Intelligence

Electives

Complete 18 additional semester hours, chosen from among remaining LIS courses numbered below LIS 900.

Additional Requirements

- Complete LIS 890 - e-Portfolio Requirement.
- Complete a minimum of 30 semester hours in the MLIS program at Dominican.

Requirements for All Graduate Degrees

- Maintain a minimum of a 3.0 GPA on a 4.0 scale.
- Complete the degree within six years.
- Submit an application for graduation to the Office of the Registrar by the filing deadline for the semester when requirements will be completed.

Master of Professional Studies

Myriad changes in technology, along with other issues and trends over the past decade, are making it essential for library and information specialists to further their education in order to acquire the skills necessary for career opportunities and growth.

The purpose of a Dominican University Master of Professional Studies (MPS) degree is to provide library, information, knowledge, archival, and related professionals with the opportunity to:

- Deepen their knowledge in particular areas of specialized study, and/or;
- Undertake broader-based study in areas of interest that may cross disciplinary boundaries.

Either approach will be under the direction and approval of an SOIS faculty advisor. Students will be able to enroll in relevant courses in library information science or the multiple graduate programs supported by Dominican University and, where appropriate and with permission, pertinent graduate courses taken at other accredited institutions. The MPS degree is particularly relevant as a second professional degree for holders of American Library Association-accredited master's degrees, holders of specialized information degrees, licensed school librarians, archivists educated in other programs, etc. Students enrolled in the MPS program may also earn certificates of advanced study in up to two cognate areas as part of their degree.

Students may choose to pursue a focused MPS (concentrating on one or two areas of LIS) or a customized program (broad-based) MPS.

The Focused MPS

A focused MPS degree has the following characteristics:

- A core of at least five courses for each cognate area that is focused on a broad or more concentrated field or subfield of library information science (LIS), including fields/subfields shared with related disciplines. Such core courses will be drawn from graduate degree offerings in the LIS;
- Concentration on one or two (maximum) cognate areas or subfields within LIS;
- The possibility of taking courses on the same broad or concentrated areas of interest from other graduate programs within Dominican University or another accredited university. Such study can and often does cross disciplinary boundaries and creates a particularly coherent master's degree program focused on aspects of one or two carefully delineated areas of interest.

Courses taken for a Dominican University SOIS certificate of advanced study (post MLIS) taken within five years of admission to the MPS program may be applied to the MPS degree. Only one such previously earned certificate of advanced study may be so applied. This exception only applies to Dominican University SOIS certificates. Up to two certificates of advanced study (one of which may have been earned previously; see above) may be earned as part of the focused Dominican University MPS degree

The Customized Program MPS

A customized program MPS degree has the following characteristics:

- A core of at least five courses drawn from graduate degree offerings in the School of Information Studies;
- A variety of courses selected from offerings in the School of Information Studies, other Dominican University graduate programs, and/or (with prior permission) other accredited universities. Such courses are broadly unified through their relevance to one or more of the broad customized program of issues and concerns faced by contemporary library, information, knowledge, and archival professionals.
- The MPS degree offered for the customized program MPS is awarded as a Master of Professional Studies in Library and Information Science. Specific cognate areas are only listed on the focused version of the MPS degree.

Additional Information

The course of study for the MPS requires approval by the student's faculty advisor who will:

- advise the student on selecting either the focused or customized program version of the MPS degree
- approve the courses required for degree completion

On occasion, students may have to obtain supplemental departmental, school, or "other" university approval to take certain courses where such courses are offered by SOIS but require a prerequisite, another graduate program within Dominican University, or another university.

Requirements for All Graduate Degrees

- Maintain a minimum of a 3.0 GPA on a 4.0 scale.
- Complete the degree within six years.
- Submit an application for graduation to the Office of the Registrar by the filing deadline for the semester when requirements will be completed.

School Library Media Program

The School Library Media Program is grounded in the national guidelines of the American Association of School Librarians; in the Illinois content area standards for the library information specialist, in the Common Core State Standards, in the Illinois Professional Teaching Standards (IPTS) and in the Dominican School of Education's conceptual framework centered on the core values of scholarship, leadership and service.

Through completing the School Library Media Program, candidates learn the principles of librarianship in general and service to children and youth in particular. Integral topics include:

- Developmental psychology of the child, pre-adolescent, and adolescent
- The philosophy of education for the elementary, middle, and secondary school levels
- Design of inquiry-based curriculum and curriculum integration and development in elementary, middle, and secondary school settings
- Information literacy
- Educator collaboration
- Instructional technology
- Program administration, communication and professional development

Graduates acquire a firm understanding of the roles of the school librarian and the library media program within the school context and the extended school learning community, and become educational leaders in their schools, districts, and library systems.

Required Courses

The following 11 courses cover the competencies required in the Illinois Professional Teaching Standards for the Library Information Specialist. The core concepts of information access and delivery, teaching, and learning, communication and program administration are addressed within the context of the required courses. Special focus is placed on the philosophies of elementary, middle, and secondary schools, along with the developmental psychology of K-12 students.

Completion of the first three required core courses during the first nine hours of enrollment is highly recommended:

- LIS 701 - Core Values, Ethics, and Issues in the Library and Information Professions
- LIS 702 - Facilitating User Learning and Information Needs
- LIS 703 - Organization of Knowledge
- LIS 707 - Leadership, Marketing, and Strategic Communication
- LIS 708 - Evidence-Based Planning, Management, and Decision-Making
- LIS 721 - Library Materials for Children
- LIS 722 - Library Materials for Young Adults

- LIS 724 - Integrating Technology into Programming, Services and Instruction
- LIS 725 - Curriculum and School Libraries
- LIS 773 - School Libraries
- LIS 820 - Clinical Practice

*Technologies for the Library and Information Professions:
Complete one of the following six courses:*

- LIS 709 - Foundations of Technology
- LIS 754 - Systems Analysis and Design
- LIS 768 - Social Media and Emerging Technologies
- LIS 786 - Advanced Web Design
- LIS 882 - Metadata for Digital Resources
- LIS 884 - Big Data and Competitive Intelligence

Clinical Practice in School Libraries

Clinical practice enables School Library Media Program students to apply the knowledge gained from coursework in a variety of school library settings.

The field experience coordinator works closely with each student to secure placements in school libraries that will afford effective learning experiences. Many of our placements are in schools staffed by Dominican University alumnae/i.

- *Students Without Valid Illinois Professional Educator Licenses*
Students without a valid Illinois professional educator license will visit a variety of school library settings for a total of at least 100 pre-clinical observation hours. School librarians and school library aides may apply a maximum of 25 hours from their current work experience.

Students without a valid Illinois professional license enroll in LIS 820 - Clinical Practice in order to complete a non-paid, supervised clinical experience in two different school library media settings (elementary, middle, or secondary) for 200 hours (approximately five weeks) each.

MLIS Electives

Electives may be chosen from the following courses:

- LIS 711 - History of the Text: Early Books and Manuscripts up to the Printing Press
- LIS 713 - Introduction to the Preservation and Conservation of Library and Archival Materials
- LIS 718 - Storytelling for Adults and Children
- LIS 719 - History of Children's Literature from Western Europe to the United States
- LIS 720 - Picture Books and Early Literacy
- LIS 721 - Library Materials for Children
- LIS 722 - Library Materials for Young Adults
- LIS 723 - Services for Children and Young Adults

- LIS 724 - Integrating Technology into Programming, Services and Instruction
- LIS 725 - Curriculum and School Libraries
- LIS 726 - Learning Theories, Motivation, And Technology
- LIS 728 - Clinical Experience - Student Teaching
- LIS 730 - Descriptive Cataloging
- LIS 731 - Subject Analysis
- LIS 732 - Indexing and Abstracting
- LIS 734 - Learning Theories and Instructional Designs
- LIS 737 - Library and Data Management Systems
- LIS 740 - Advanced Reference Services
- LIS 744 - Government Information Resources
- LIS 745 - Searching Electronic Databases
- LIS 748 - Collection Management
- LIS 749 - Crisis Informatics
- LIS 750 - Information Storage and Retrieval
- LIS 751 - Database Management Systems
- LIS 752 - Networks
- LIS 753 - Internet Fundamentals and Design
- LIS 754 - Systems Analysis and Design
- LIS 755 - Information Policy
- LIS 756 - Leading People and Organizations
- LIS 758 - Community Informatics
- LIS 759 - Digital Libraries
- LIS 761 - Marketing and Public Relations
- LIS 763 - Readers Advisory Services
- LIS 764 - Advanced Instruction Strategies
- LIS 768 - Social Media and Emerging Technologies
- LIS 769 - Research Methods
- LIS 771 - Public Libraries
- LIS 772 - Academic Libraries
- LIS 774 - Special Libraries
- LIS 775 - Introduction to Archival Principles, Practices and Services
- LIS 777 - Issues of Access, Advocacy, and Policy in Youth Services
- LIS 778 - Theological Librarianship
- LIS 779 - Planning and Design of Library Space
- LIS 786 - Advanced Web Design
- LIS 791 - Organizational and Multicultural Communication
- LIS 796 - Special Topics
- LIS 799 - Practicum
- LIS 801 - Independent Study in Library and Information Science
- LIS 804 - Special Topics
- LIS 805 - Special Topics

- LIS 808 - Seminars
- LIS 820 - Clinical Practice
- LIS 845 - Data Librarianship
- LIS 880 - Knowledge Management
- LIS 881 - Advanced Archival Principles, Practices and Services
- LIS 882 - Metadata for Digital Resources
- LIS 884 - Big Data and Competitive Intelligence
- LIS 885 - Cultural Heritage Resources and Services for Diverse Communities
- LIS 886 - Records and Information Management
- LIS 888 - Cultural Heritage/Archives Fieldwork
- LIS 889 - Digital Curation
- LIS 890 - e-Portfolio Requirement
- LIS 760 - International Librarianship
- LIS 770 - Management of Libraries and Information Centers
- LIS 773 - School Libraries

Accelerated Bachelor's to MLIS/MSIM

Dominican University offers undergraduate students the option to complete a bachelor's degree and Master of Library and Information Science or Master of Science in Information Management in an accelerated timeframe. Dominican students with senior standing who have the consent of their academic dean or academic advisor and the consent of the director of SOIS may be permitted to take up to 6 semester hours of graduate-level courses in SOIS. It is recommended that the student take one course per semester. These 6 hours may be applied to both the bachelor's degree and the MLIS or MSIM degree, thereby reducing the time required to complete the master's degree. Undergraduate students interested in registering for courses in SOIS should complete a Dominican University registration form, with signatures from the director of SOIS and either their undergraduate academic dean or academic advisor.

Once these 6 hours are completed and the bachelor's degree earned, students who wish to continue with the MLIS or MSIM must apply and be admitted to the program.

Library and Information Science Courses

LIS 701 - Core Values, Ethics, and Issues in the Library and Information Professions

(3 hours) Covers core values and ethics central to the library and information professions, including intellectual property, privacy, access, confidentiality of records, codes of ethics, intellectual freedom, and censorship. Includes an analysis and comparison of social, cultural, economic, and political factors that influence access to information and the development and provision of information services. Examines the role, function, and influence of information policies at the organization, local, national, and international levels and their impact on information flow and

core professional values. Considers the library and information professions and practice within a diverse and global context. Offered in fall, spring, and summer.

LIS 702 - Facilitating User Learning and Information Needs

(3 hours) Provides an introductory overview of information behaviors and information needs, seeking, retrieval, evaluation, use, and sharing in relation to professional practice. Investigates the application reference interview and research consultation skills to the design and delivery of information services and resources. Considers learning theories and principles in relation to information literacy and fluency. Examines instructional approaches and strategies for formal and informal learning contexts, different information settings, and virtual environments.

Prerequisite(s): LIS 701 (or concurrent enrollment)

LIS 703 - Organization of Knowledge

(3 hours) Provides an overview of principles, methods, and systems in the organization of materials and information in a variety of library and related settings. Introduces at a basic level the use and interpretation of Resource Description & Access (RDA), subject headings (Library of Congress Subject Headings), classification (Dewey Decimal Classification & Library of Congress Classification), authority control, and Machine-Readable Cataloging (MARC21). Introduces foundational concepts of knowledge representation and taxonomies. Offered in fall, spring, and summer.

Prerequisite(s): LIS 701 (or concurrent enrollment)

LIS 707 - Leadership, Marketing, and Strategic Communication

(3 hours) Introduces leadership theories and practice to promote effective interpersonal, small group, and organizational communication in library and information settings. Covers communicating a leadership stance, using effective leadership, marketing, and communication management techniques and practices, and applying design and systems thinking to create and implement information services, tools, and resources. Examines marketing principles and collaborative leadership approaches to promote services and collections and to advance organizational goals. Discusses advocacy for libraries, archives, and information agencies. Covers project management techniques.

Prerequisite(s): LIS 701 (or concurrent enrollment)

LIS 708 - Evidence-Based Planning, Management, and Decision-Making

(3 hours) Introduces research concepts, principles of research design, measurement, and qualitative and elementary quantitative data collection and analysis techniques commonly employed in library and information settings. Covers methods and approaches for assessing library and information services, programs, and resources with the goal of demonstrating value to the users and constituent groups served by the organization. Emphasizes designing, planning and managing research and assessment projects. Considers strategies to use research and assessment findings and to communicate results.

Prerequisite(s): LIS 701

LIS 709 - Foundations of Technology

(3 hours) Provides an overview of information technology infrastructures and the underlying concepts embodied in databases, operating systems, hardware, and software applications. Covers website creation, network technologies, webhosting, and file transfer protocol (FTP). Develops competencies for advanced Internet-based searching, application of business intelligence software (e.g., MS-Excel), and creation of data visualizations.

Prerequisite(s): LIS 701 (or concurrent enrollment)

LIS 711 - History of the Text: Early Books and Manuscripts up to the Printing Press

(3 hours) This course provides an overview of the early history of the written word, focusing on the use of texts from antiquity up to the age of the printing press. Site visits to local repositories provide hands-on experience with papyri, clay tablets, parchment, vellum, and rare books. Readings and discussions will explore what is meant by the term "text" in order to deeply investigate the methodologies of book history and textual criticism.

Prerequisite(s): LIS 701

LIS 713 - Introduction to the Preservation and Conservation of Library and Archival Materials

(3 hours) Introduces students to the concepts and fundamentals of preservation and conservation of library and archival records and materials. Students learn about the environmental and structural causes and control of deterioration, conservation and repair, storage and reformatting, disaster preparedness and risk management, binding, and security. Students are also introduced to strategies and best practices for preservation planning and management of preservation programs and resources.

LIS 718 - Storytelling for Adults and Children

(3 hours) The art of storytelling is perfected through presentation and self-evaluation. Students will develop their own styles and methods of presentation. Readings in folk literature as well as more contemporary and classical sources are required. Students will present stories regularly in class or elsewhere, plan storytelling programs and learn to evaluate and provide critiques of storytelling.

Prerequisite(s): LIS 701 or permission of instructor

LIS 719 - History of Children's Literature from Western Europe to the United States

(3 hours) This course focuses on the history and development of children's literature in Western Europe (primarily Great Britain) and the United States from the Middle Ages to the end of the twentieth century. Texts are selected to represent different historical periods as well as a range of authors and illustrators with an emphasis on works of historical

significance. Cultural and social contexts in which these works were created, distributed, and read as well as the impact of technological changes on the development of children's literature will be considered. Examination of literary genres across decades will include a discussion of the changing concepts of childhood and multiculturalism, and historical controversies and challenges. Coursework includes reading, discussion, written assignments, and presentations.

Prerequisite(s): LIS 701

LIS 720 - Picture Books and Early Literacy

(3 hours) In depth consideration of theory, research, technology, and practice of supporting early literacy development in children birth to six. Topics covered include: research in pre-literacy language acquisition and brain development; picture book evaluation, selection and sharing specific to early literacy; design of programs for young children (storytime) and the adults who support them (workshops) to enrich early literacy skills; creation and use of interstitial, book-expanding activities and elements (fingerplays, songs, rhymes, flannel board stories, etc.); exploration of the philosophical underpinnings of literature sharing with young children and its purpose and value.

Prerequisite(s): LIS 701

LIS 721 - Library Materials for Children

(3 hours) Selection, evaluation and use of media for children in elementary and middle schools and public libraries. Materials in curricular areas are studied along with an examination of the relationships of materials to developmental characteristics and individual differences of the child, to curriculum and recreation, to the exceptional child, and to a multicultural society.

Prerequisite(s): LIS 701

LIS 722 - Library Materials for Young Adults

(3 hours) Selection, evaluation and use of media for young adults in middle and secondary schools and public libraries. Materials in curricular areas are studied along with an examination of the relationships of materials to developmental characteristics and individual differences of young adults in contemporary society, to curriculum and recreation, to the exceptional young adult and to a multicultural society. .

Prerequisite(s): LIS 701

LIS 723 - Services for Children and Young Adults

(3 hours) Introduction to the planning, promotion, implementation and evaluation of literature-sharing services for children and young adults in school and public libraries. Emphasis is placed on techniques, such as presenting parent/ teacher workshops, storytelling, presenting book talks and story programming.

Prerequisite(s): LIS 701 and either LIS 721 or LIS 722

LIS 724 - Integrating Technology into Programming, Services and Instruction

(3 hours) An overview of media technologies used in the teaching/learning process. Emphasis is given to: the relationship of learning theory to use of media (including interactive and multimedia technologies); the role of the library media specialist in facilitating effective creation/production use of media by students and teachers in elementary, middle, and secondary schools; copyright issues; and planning for technology.

Prerequisite(s): LIS 701

LIS 725 - Curriculum and School Libraries

(3 hours) Introduction to the history, current trends and integration of curriculum as it relates to the school library media program serving students in elementary, middle, and secondary schools. Emphasis is on collaborative planning and teaching between the library media specialist and teachers.

Prerequisite(s): LIS 701

LIS 726 - Learning Theories, Motivation, And Technology

(3 hours) Candidates examine various theories of learning and motivation and apply their understandings in the design of learning opportunities for students. Candidates explore the use of concepts underpinning the use of learning technologies and the use of computers in a constructivist classroom. They study productivity and online tools and acquire skills for using technology in instruction. Students develop competence in the methodologies and strategies for integrating technology into classroom activities. Additionally, candidates examine research related to human, legal and equity issues concerning the use of computers and related technologies in educational settings.

Listed also as EDU 528

Prerequisite(s): LIS 701

LIS 728 - Clinical Experience - Student Teaching

(6 hours) Practical experience in elementary, middle or secondary school library media centers totaling 400 hours. Students are placed in an elementary/middle school and a middle/secondary school setting for two, non-paid, supervised clinical experiences. Fee required. Credit: five semester hours of student teaching credit (does not count toward the MLIS degree).

Prerequisite(s): LIS 701, LIS 702, LIS 703, LIS 707, LIS 708, LIS 709, LIS 721, LIS 722, LIS 724, LIS 725, LIS 773, and approval of the field experience coordinator.

LIS 730 - Descriptive Cataloging

(3 hours) The study of descriptive cataloging standards with the primary emphasis on practical application of current standards and conceptual models, such as Resource Description & Access (RDA), the IFLA Library Reference Model (LRM), and Machine-Readable Cataloging (MARC21)

bibliographic and authority data. The course examines the history and principles of descriptive cataloging standards, best practices documents, authority work, as well as current topics of discussion within the cataloging profession, such as emerging technologies and ethical issues. Students will catalog a variety of information resources and explore questions and concerns relevant to the material.

Prerequisite(s): LIS 701, LIS 703

LIS 731 - Subject Analysis

(3 hours) An in-depth study of subject analysis methods that support user information seeking in a contemporary context. Focus is on the use and application of Library of Congress Classification (LCC), Dewey Decimal Classification (DDC), and Library of Congress Subject Headings (LCSH), but other subject and form/genre vocabularies will be examined as well. The course explores the challenges of developing and maintaining subject standards, meeting the needs of diverse communities, and ethical issues associated with subject analysis and assignment.

Prerequisite(s): LIS 701, LIS 703

LIS 732 - Indexing and Abstracting

(3 hours) The fundamentals of indexing and abstracting in theory and practice; formation of vocabularies; construction of a thesaurus; systems of indexing; effects of systems upon information retrieval; style and format of abstracts; evaluation of abstracting services; and requirements of users of abstracts.

Prerequisite(s): LIS 701 and LIS 703

LIS 734 - Learning Theories and Instructional Designs

(3 hours) This course focuses on the identification and application of educational and technology-related research, the psychology of learning theories, and instructional design principles in guiding use of computers and technology in education.

Listed also as EDU 777

Prerequisite(s): LIS 701, LIS 703, LIS 724, and School Library Media Program Director Permission

LIS 737 - Library and Data Management Systems

(3 hours) Examines the design, functionality, selection, implementation, and management of library computer-based systems for technical services, material processing, reference, user services, and management. Examines related data management systems such as electronic resource management systems and federated searching. Focuses on both current and future technologies, standards and protocols, and implications for management and library services.

Prerequisite(s): LIS 701

LIS 740 - Advanced Reference Services

(3 hours) An in-depth analysis of reference and information sources in a variety of subject areas. This course deals with major disciplinary literature in digital and print reference materials in business, humanities, social sciences and sciences. It includes a study of the structure of the literature and organizations in each field, as well as, advanced training in addressing reference questions and research problems.

Prerequisite(s): LIS 701 and LIS 703

LIS 744 - Government Information Resources

(3 hours) Selection, acquisition, and organization of government publications in all formats; the use of government information for reference purposes. Introduction to e-government, e-policy, and the organization of government.

Prerequisite(s): LIS 701

LIS 745 - Searching Electronic Databases

(3 hours) Advanced study of the principles, concepts and skills needed in reference and information services in order to help answer users information queries by searching electronically accessible databases. An overview of existing and state-of-the-art information systems, and the development of appropriate search strategies.

Prerequisite(s): LIS 701

LIS 748 - Collection Management

(3 hours) An overview of collection development and management for libraries and information centers. The evaluation and selection of materials in all formats will be discussed. Particular emphasis will be given to an analysis of issues related to access of electronic content. In addition, methods for managing print, digital, and multimedia collections will be examined. Publishing trends and emerging information product formats will also be studied.

Prerequisite(s): LIS 701

LIS 749 - Crisis Informatics

(3 hours) This course explores the inter-connectedness of information, people, and technologies in a crisis. In particular, it examines how information is managed, organized, coordinated, and disseminated during a crisis; it analyzes information needs and seeking behaviors during a crisis, and explores how information and communication techniques can support communities in a crisis. Students reflect on lessons learned from past crises, and develop strategies to manage future crises. This course will equip students with the knowledge and skills to enable them to be key players in crisis response.

Prerequisite(s): LIS 701

LIS 750 - Information Storage and Retrieval

(3 hours) A course designed to consider the basic principles of information: its generation, communication, storage and subsequent dissemination. Emphasis will be upon various theories of information generation and control and on the environment surrounding information utilization, including such topics as user characteristics, file design, utilization of efficient and appropriate search strategies, and measurement of the effectiveness of information systems. Current research will be presented for analysis.

Prerequisite(s): LIS 701 or IM 701

LIS 751 - Database Management Systems

(3 hours) An introduction to database concepts, database design and database implementation. Examines the role of data in the library/information environment and the application of database principles in information storage and handling. Students will have hands-on practice with a database management system.

Prerequisite(s): LIS 701 or IM 701

LIS 752 - Networks

(3 hours) An introduction to the issues of computer connectivity beyond remote telecommunications. Presents an introduction to network topologies and protocols, the Open Systems Interconnection (OSI) model and the associated protocols, the Novell operating system and administrative matters relating to networks.

Prerequisite(s): LIS 701

LIS 753 - Internet Fundamentals and Design

(3 hours) An introduction to the fundamentals of the Internet, including its origins, evolution, architecture, current issues, and future. Students will gain a basic understanding of Web content languages, Web site management, and design/usability principles. Critical Internet Issues such as security, privacy, copyright, and governance will be discussed within the context of library and information services.

Prerequisite(s): LIS 701

LIS 754 - Systems Analysis and Design

(3 hours) Most information professionals will participate in systems analysis and design over the course of their career. For some, systems analysis and design will be a primary activity while others will work with systems analysts on projects within their organizations. This course will introduce the concepts and techniques of systems analysis and design focusing on their application to information systems and services. This course will explore formal methods for modeling systems and industry practice techniques of analysis that are used to address problems and opportunities in information-based organizations.

Prerequisite(s): LIS 701

LIS 755 - Information Policy

(3 hours) An overview of information policy issues, both intra- and inter-organizational. One major cluster of topics covered includes the role, the organization, and the effect, particularly as it concerns productivity, of information services within the organization. A second major cluster concerns the policy issues relating to inter-organizational creation and use of information, including economic, legal and social issues, and broad policy concerns such as trans-border data flow and national information policies.

Prerequisite(s): LIS 701 or IM 701

LIS 756 - Leading People and Organizations

(3 hours) Listed also as MGMT 602

Prerequisite(s): LIS 701

LIS 757 - Digital Asset Management

(3 hours) Listed also as IM 757

LIS 758 - Community Informatics

(3 hours) Explores contemporary theory, research, and practice in community informatics. Community Informatics (CI) is broadly defined as the use and application of information and communication technologies (ICTs) in local communities. Topics covered include: foundations of CI; community networking and information systems, differences in access and use of ICTs by communities social inclusion and social exclusion (the digital divide); public access to technologies; social capital and social networks; policy issues; digital citizenship; building community in libraries, and global approaches to CI. Topics are discussed in the context of local, national, and international case-studies.

LIS 759 - Digital Libraries

(3 hours) Digital Libraries are an important component of library services involving all aspects of the information cycle: creation, collection, organization, dissemination, and utilization. The course will provide an introduction of major Digital Library concepts to library and information professions focusing on developing the skills necessary to design and implement successful digital projects.

Prerequisite(s): LIS 701

LIS 760 - International Librarianship

(3 hours) An introduction to library and information service outside the United States, placing the service within the socio-economic and cultural context. Allows student to learn about library and information service in selected countries through class sessions and individual reading and research. Encourages students to develop the ability to make thoughtful analyses of issues in providing library and information services.

Prerequisite(s): LIS 701

LIS 761 - Marketing and Public Relations

(3 hours) A seminar focusing on skills needed by libraries to research, plan and implement an effective public relations program for all types of libraries. Five components are covered: general background, planning, design, implementation and marketing of the library.

Prerequisite(s): LIS 701

LIS 763 - Readers Advisory Services

(3 hours) A course on serving adult reading needs which addresses fiction (mystery, science fiction, romance, western and more), non-fiction (self-help, biography, and history) and links among the fiction and non-fiction genres. The relationship of readers advisory services with reference and other library programs, research on adult reading, and popular reading in an information society will be examined. Students will also gain experience in adult book discussions.

Prerequisite(s): LIS 701

LIS 764 - Advanced Instruction Strategies

(3 hours) This course explores advanced methods of information literacy instruction in a variety of types of libraries and information organizations. Students will explore the theoretical issues in the field, current issues, trends, policies, and practices related to the notion of information literacy in diverse settings. The course provides students with skills to design, implement, deliver, and evaluate instructional programs.

Prerequisite(s): LIS 701 and LIS 702

LIS 768 - Social Media and Emerging Technologies

(3 hours) This course examines the latest applications of social media and emerging technologies in library and information services or other areas. Students will experience an immersive learning environment via popular social media platforms and hands-on practices in the lab. Multimedia information creation and dissemination, new online business models, data security, ethics and privacy issues will also be explored.

Listed also as EDU 790

Prerequisite(s): LIS 701

LIS 769 - Research Methods

(3 hours) An introduction to the philosophies of social science research, particularly research techniques commonly employed in library and information science. It gives a general introduction to basic research concepts; principles of research design; measurement, and qualitative and elementary quantitative data collection analysis techniques. The course explores offline and online research methods. Students critique published research papers and work in groups to carry out a research project.

Prerequisite(s): LIS 701

LIS 770 - Management of Libraries and Information Centers

(3 hours) Development of the basic theories and principles of management and their application in the organization and operation of libraries and information centers. Particular stress will be given to goals, policies, personnel, structure, work division, communications, leadership, budgets, systems analysis and future directions in administration.

Prerequisite(s): LIS 701

LIS 771 - Public Libraries

(3 hours) An introduction to the public library. Emphasis is on the history and theory of public library service and on library law and finance. Special problems such as censorship and the evaluation of public library service are also considered.

Prerequisite(s): LIS 701

LIS 772 - Academic Libraries

(3 hours) Administrative issues and service patterns peculiar to the academic library. Attention is directed to the relationship between the functions of the library and the program of higher education.

Prerequisite(s): LIS 701

LIS 773 - School Libraries

(3 hours) Introduction to the history, purpose, functions, structure and management of the school library media program serving students in elementary, middle and secondary schools. Broad planning in areas such as curriculum, personnel, facilities, finance, acquisitions and public relations. Examination of contemporary issues, legislation and technologies. Review of psychological frameworks of elementary, middle and senior high school students and the social issues affecting children and adolescents as well as the exceptional child.

Prerequisite(s): Prerequisites or co-requisite: LIS 701, 703, 704

LIS 774 - Special Libraries

(3 hours) Introduction to the objectives, organization and operation of special libraries, with emphasis on fields of student interest.

Prerequisite(s): LIS 701

LIS 775 - Introduction to Archival Principles, Practices and Services

(3 hours) Introduces students to the principles of archival work and practice. Students articulate an intellectual framework for identifying, describing, and evaluating archival records, documents and materials. They learn the principles, concepts and methods used in archival appraisal, acquisition, arrangement, description, reference and outreach, access, and advocacy. This course also introduces students to the history of the archival profession and the value of archival records and repositories in society.

Prerequisite(s): LIS 701

LIS 777 - Issues of Access, Advocacy, and Policy in Youth Services

(3 hours) Exploration of issues in library service to children and young adults, including access, with respect to collection leveling and classification, labeling, and intellectual freedom; advocacy, with respect to clarification and articulation, in writing and speech, of purpose and relevance; and policy, with respect to young peoples coming to, borrowing from and taking advantage of library materials, services and space.

Prerequisite(s): LIS 701 and LIS 704

LIS 778 - Theological Librarianship

(3 hours) Theological reference materials, sources and problems in cataloging theological materials, automation in theological libraries and theological librarianship as a professional field will be studied.

Prerequisite(s): LIS 701

LIS 779 - Planning and Design of Library Space

(3 hours) Introduction to basic principles involved in planning, developing, and assessing library facilities. Emphasis will be placed on current and emerging approaches to library design and the ongoing transformation of the library space.

Prerequisite(s): LIS 701

LIS 786 - Advanced Web Design

(3 hours) This course is an advanced seminar in Web design which will build on students basic Web design knowledge. The course will include deep examination of issues such as information architecture, accessibility and usability, professional interface design, and overall editorial management. In addition, students will gain a deeper understanding of emerging Web design trends and technologies such as content management systems.

Prerequisite(s): LIS 701; LIS 753 or demonstrated knowledge of XHTML and CSS.

LIS 791 - Organizational and Multicultural Communication

(3 hours) This is a course designed to help students survive and thrive as employees in library, information, and knowledge organizations serving increasingly multicultural local, national, and world contexts. Course participants will develop the communication skills and understanding necessary to success in twenty-first century academic, public and school libraries, as well as corporate information and knowledge management centers.

Prerequisite(s): LIS 701 or IM 701

LIS 792 - Digital Humanities

(3 hours) Digital humanities is an interdisciplinary academic field that combines the application of computational resources, tools, and methods with the traditional humanities fields such as literature, history, and philosophy. Libraries have been instrumental in the development of the digital humanities by providing the underlying data, access to tools, and technical support for researchers. In this introductory course, students will explore the history, theory, and practice of digital humanities. Students will work with various tools for text mining and entity extraction, text encoding, social network analysis topic modeling, and creative visualization.

Listed also as IM 792

Prerequisite(s): LIS 701 or IM 701

LIS 794 - Foundations of Health Informatics

(3 hours) Health Informatics is the application of technology to healthcare delivery, population and public health, community-based clinical research, and the potential for big data and analytics to transform the field. Within a framework of theory and practice, students will explore the critical issues and challenges within the field including interoperability, standardization, safety, and risks associated with the implementation of the electronic health record for individual patients as well as collective big data that can be used for population health management.

LIS 796 - Special Topics

(3 hours) Special topics in Library and Information Science

LIS 799 - Practicum

(3 hours) Supervised student fieldwork experience in an approved library or information center under the direction of an SOIS faculty member. In addition, a course research report or project will be required. The library supervisor, the faculty member and the student meet periodically to review the student's progress. Students have an option for either 1.5 or 3 credit hours; the 1.5 credit hour Practicum requires 60 hours work at the practicum site during the semester. The 3 credit hour practicum requires 120 hours work onsite (approximately 10 hours per week for 12 weeks).

Prerequisite(s): Student must have completed 24 semester hours, including LIS 701, LIS 702, LIS 707, and LIS 708 ; GPA of 3.3 or higher.

LIS 801 - Independent Study in Library and Information Science

(3 hours) Directed and supervised projects of independent study. Limited to students having a grade point average of 3.3 or above who have a sufficient background to work independently. Consent of the instructor is required before registration. No student may take more than two independent studies.

Prerequisite(s): Completion of eight courses, including LIS 701, LIS 702, LIS 703, LIS 707, and LIS 708.

LIS 804 - Special Topics

(1.5 hours) Special Topics

LIS 805 - Special Topics

(3 hours) Special Topics

LIS 808 - Seminars

(3 hours) Special Topics

LIS 820 - Clinical Practice

(3 hours) The clinical practice comprises the final phase of requirements for a Professional Educator License with a PK-12 Endorsement for Library Information Specialist (school librarian). Candidates must apply for and be accepted into this semester of coursework and fieldwork. The School of Education makes all placements in approved schools. Clinical practice is completed under the cooperation and supervision of a cooperating librarian and a university supervisor. Candidates demonstrate their knowledge and skills in the art and science of teacher librarianship through performances in two school libraries and complete coursework in methods of instruction for reading and methods of instruction for special education. Evaluation focuses on assuring that the candidate meets the appropriate content area standards and the Illinois Professional Teaching Standards. Candidates also complete and submit their edTPA, a performance-based state assessment during this semester.

Prerequisite(s): LIS 701, LIS 702, LIS 703, LIS 707, LIS 708, LIS 709, LIS 721, LIS 722, LIS 724, LIS 725, LIS 773, and approval of the field experience coordinator.

LIS 845 - Data Librarianship

(3 hours) Data is an emerging specialization for librarians and other information professionals. Libraries and other information-centric organizations are increasing their investment in data resources to support innovation in business and research in the humanities, the social sciences, and the sciences. As information management and organization experts, librarians are well positioned to provide an interdisciplinary perspective to data science. This course will provide an overview of the topics central to data in the research enterprise including data reference, data transformation, data management, data collections, data visualization, data research methodologies, and metadata requirements.

Prerequisite(s): LIS 701

LIS 880 - Knowledge Management

(3 hours) Provides an awareness of current theories and foundation of knowledge management with an emphasis on profit and not-for-profit organizations. Discusses knowledge assets and their value to organizations in terms of products, processes, market and services. Examines analytical tools and techniques for knowledge acquisition, assessment, evaluation, management and organization, and dissemination. Provides an analysis of commercially available documents, databases and applications packages,

reviews best practices and experiences and addresses the design and execution of knowledge management projects. Offered in fall.

LIS 881 - Advanced Archival Principles, Practices and Services

(3 hours) This course offers an in-depth examination of the archival functions of appraisal, acquisition, arrangement, description, reference and outreach, access, and advocacy. Students will work with standalone and integrated archival management systems. Students will learn about management and administrative issues, such as facilities and risk management, technology planning, preservation strategies, digitization strategies, copyright and cultural institutions, grant writing, and policy development.

Prerequisite(s): LIS 775 or LIS 885

LIS 882 - Metadata for Digital Resources

(3 hours) This course will provide a comprehensive and practical introduction to metadata for digital collections. The course will provide students knowledge of the kinds and uses of metadata commonly found in digital collections. Students will learn about and use specific schema, such as Dublin Core, MODS, and VRA Core, to describe and organize digital resources. The course will also provide an overview of XML, linked data, and metadata interoperability, quality and sharing.

Prerequisite(s): LIS 701 and LIS 703

LIS 884 - Big Data and Competitive Intelligence

(3 hours) Competitive Intelligence (CI) uses legal and ethical means for efficiently discovering, developing and delivering timely, relevant new knowledge about the external environment. This course provides an overview of CI theories and best practices, and introduces the latest big data analytics & visualization techniques to facilitate effective decision making. Areas of studies include: spotting business trends, managing public relations crises, determining quality of research /education, preventing diseases, combating crimes and more.

Prerequisite(s): LIS 701

LIS 885 - Cultural Heritage Resources and Services for Diverse Communities

(3 hours) Students will learn about issues of diverse cultural heritage resources and services, such as tangible and intangible resources, and culturally-competent services. They will learn about implement methods to assess and document the cultural heritage of diverse communities. They will learn nomenclature, museum technology, and curation practices. They will work with both case studies and with actual communities in Chicago to implement diverse rules and norms, standards, and Traditional Knowledge (TK) for organizing, exhibiting, and preserving cultural heritage resources.

Prerequisite(s): LIS 701

LIS 886 - Records and Information Management

(3 hours) Students learn the fundamentals for an effective records and information management program. They learn about the technology, principles, and practices that are necessary for a systematic control of records throughout their life cycle. They learn the value and implementation of records and information as strategy, management, research, development, and compliance for an organization or institution.

Prerequisite(s): LIS 701

LIS 888 - Cultural Heritage/Archives Fieldwork

(3 hours) This course is a focused practical field experience combined with a classroom component. Students will work on site in small teams on projects selected by the archives or cultural heritage institution and pre-approved by the course instructor. Working on projects with defined goals and expectations, students will apply the theory and concepts from LIS 775 or LIS 885. They will identify the issues and challenges facing many archives and cultural heritage institutions. In the classroom component of the class, students will share and discuss their activities and projects with each other and the instructor.

Prerequisite(s): LIS 701; LIS 775 or LIS 885

LIS 889 - Digital Curation

(3 hours) Increasingly libraries, information centers, archives, museums, and other information-based organizations are becoming repositories for digital collections and digital objects. Preserving digital materials has emerged as a major initiative for these organizations. This course will provide an overview of the research in curating and preserving digital data, will provide practical experience in working with digital materials, and will develop the skills necessary to create curation plans for digital materials.

Prerequisite(s): LIS 701 and LIS 709 or equivalent

LIS 890 - e-Portfolio Requirement

(0 hours) The submission of an e-Portfolio during the last semester of study is required of students seeking the master of library and information science degree. The assignment is graded as pass/fail and the prospective graduate must satisfactorily meet the requirement. Students must submit an application for graduation with the Office of the Registrar to prompt individual registration in this course.

Prerequisite(s): Application for Graduation on file.

LIS 901 - Advanced Seminar: Professional Issues

(3 hours) Offers an overview of the field of library and information science with emphasis on critical understanding of its history, scope, diversity, theoretical principles, and practical procedures. Establishes groundwork for future study by developing and strengthening understanding of LIS concepts and frames of reference.

Prerequisite(s): PhD students only

LIS 902 - Special Doctoral Seminar in Library and Information Science

(3 hours) Directed and supervised projects of independent study for students enrolled in the PhD program.

Prerequisite(s): PhD students only

LIS 928 - Teaching in the Academy

(3 hours) This course offers an opportunity to explore the philosophy and history of teaching and introduces tools and theories about learning in higher education settings. In addition, the course introduces techniques to shape how to be a successful instructor and communicator. Although this course is designed for students planning careers in academe, it is also for students with a variety of interests and career goals, including improved thinking and presentation skills.

Prerequisite(s): PhD students only

LIS 930 - Advanced Seminar: Grant Writing

(3 hours) Effective grant writing skills are essential to acquire competitive funding from either government agencies or private foundations. Writing a successful grant proposal is a blend of art and science that requires content knowledge, writing proficiency, strong research skills, creativity, and organizational ability. This course will provide students with the background necessary to develop a competitive funding proposal. Students will learn to develop a research agenda and identify sources of funding to support that scholarly work. Students will develop a full proposal using appropriate grant-writing techniques.

LIS 950 - Advanced Seminar: Information Behavior

(3 hours) Explores information access, seeking, and retrieval in past and future contexts. Moves from studying the information seeking behaviors of varied and diverse populations to analyzing information activities in online settings; considers the importance of communication exchange as a foundation for understanding libraries, emerging information technologies and design, and the management of knowledge in organizations.

Prerequisite(s): PhD students only

LIS 955 - Advanced Seminar: Information Policy

(3 hours) This doctorate level seminar course will investigate information policy, particularly in respect to its relationship to American democracy and its impacts on core values of the information profession. Issues such as privacy, intellectual freedom, and intellectual property will be explored at length, beginning with the origins of intellectual thinking in these broad areas. In addition, we will examine the policy process and its various stages, along with its influences and roadblocks. The course will review various political perspectives and government levels, international information policies and information flows, and will also include a strong focus on the historical and contemporary impacts of technologies on these topics.

Prerequisite(s): PhD students only

LIS 962 - Advanced Seminar: Literacy and Learning

(3 hours) Provides a historical and conceptual foundation of literacy initiatives in libraries and related organizations with analysis and comparison of information literacy models and community literacy programs, and investigation of the influences on learning and literacy of socio-cultural factors, political systems, and public and private institutions.

Prerequisite(s): PhD students only

LIS 964 - Advanced Seminar: Writing in the Academy

(3 hours) In this course you will practice a systematic approach for effectively organizing and writing as a member of an academic community. You will apply your understanding of this writing system as you learn to integrate academic writing with your reading, listening, speaking, and thinking.

Prerequisite(s): PhD students only

LIS 965 - Advanced Seminar: Information Systems Research Theory and Practice

(3 hours) This seminar course will cover the broad topic of information systems research. Readings on both the theory and practice of information systems research will be explored. During this course, students will become familiar with classic information systems topics such as systems development lifecycles, project management, technology productivity, capability, and organization performance as well as several emerging information systems topics, including information technology innovation, technology diffusion, social network analysis, and online community.

Prerequisite(s): PhD students only

LIS 967 - Quantitative Research Methods

(3 hours) This course will prepare students to develop research designs that implement quantitative methods and statistical analysis of data. Students will conduct research on a current issue as it relates to their research interests.

Listed also as IM 967

LIS 968 - Advanced Seminar: Global Perspectives on the Library and Information Science Profession

(3 hours) An investigation and examination of the library and information science profession within a global context.

LIS 969 - Advanced Research Methods

(3 hours) Presents practical and theoretical tools of responsible and innovative inquiry for library and information services and settings. Addresses qualitative, quantitative, and mixed-methods approaches to rigorous investigation and problem resolution.

Prerequisite(s): PhD students only

LIS 970 - Dissertation Preparation

(3 hours) Gives step-by-step guidance on writing a successful dissertation. Covers vital processes like developing a research idea, writing a literature review, crafting a proposal, and submitting a thesis, and provides practical advice on committee selection and work habits.

Prerequisite(s): PhD students only

LIS 971 - Qualitative Research Methods

(3 hours) This course will prepare students to develop research designs that implement qualitative methods and analysis of data. Students will conduct research on a current issue as it relates to their research interests.

Prerequisite(s): PhD students only

LIS 990 - Advanced Independent Study in Library and Information Science

(3 hours) Directed and supervised projects of independent doctoral study. Consent of the instructor is required before registration.

Prerequisite(s): PhD students only

LIS 999 - Dissertation

(6 hours) For PhD students who have completed 36 hours of coursework and who have passed their qualifying examination.

Prerequisite(s): PhD students only; instructor permission.

Other Courses

LIS 783 - Digital Humanities

(3 hours) The Digital Humanities is an interdisciplinary academic field that combines the application of computational resources, tools, and methods with the traditional humanities fields such as literature, history, and philosophy. Libraries have been instrumental in the development of the digital humanities by providing the underlying data, access to tools, and technical support for researchers. In this introductory course, students will explore the history, theory, and practice of digital humanities. Students will work with various tools for text mining and entity extraction, text encoding, social network analysis, topic modeling, and creative visualization.

Prerequisite(s): LIS 701

School of Education

Mission Statement

Rooted in the Sinsinawa tradition, the School of Education at Dominican University improves the human condition through education. We develop and support effective educators who transform ideas and challenges into solutions that impact diverse schools and communities to create a more just and humane world. We respond to the challenge that with knowledge comes ethical responsibility. The Dominican educator is passionate and prepared to "go where the work is great and difficult."

Vision Statement

"At the heart of ministry is relationship." (Sinsinawa Dominican Constitution)

In the spirit of *caritas* and *veritas*, the School of Education at Dominican University will be a distinctive institution recognized for preparing effective educators who reach beyond the classroom and honor education equity as a basic human right and source of empowerment. Through signature programs and strategic alliances, we will develop passionate teacher-leaders who advocate for their students and families in a rapidly changing educational landscape.

Core Values

Rigorous scholarship, collaborative leadership, and a commitment to service

Goals

To pursue our mission, the School of Education and its faculty are committed to these goals:

- 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, a 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 that are shared across all of the programs it offers. The proficiencies are linked to the three critical conceptual framework elements of scholarship, leadership, and service. Through courses, field experiences, and clinical practice, candidates develop and demonstrate mastery of these proficiencies. The proficiencies are detailed below:

- Demonstrate competence in their respective content area and/or area of licensure in combination with competence in liberal arts and sciences. (scholarship)
- Engage in reflective practice in their course work and experiences in the field. (scholarship)
- Demonstrate the ability to design, deliver, and interpret the various forms of assessment/evaluation appropriate to their roles in the educational setting. (scholarship)
- 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, address socio-cultural differences, differentiate and create modifications appropriate for the academic, motivational, behavioral, and interest needs of students. (leadership, service)
- Demonstrate the ability to use technology for administrative and instructional tasks. (leadership, service)
- Demonstrate the ability to plan effective instruction, learning experiences, and school and classroom environments that allow all students to achieve. (scholarship, service)
- Demonstrate leadership in collaborating with colleagues, families, and students in responding to real-life problems in a multicultural society. (leadership, service)

Teacher Candidate Dispositions

Candidates are expected to demonstrate these dispositions in their work with colleagues, families, peers, and students. Through candidates' assignments, course experiences, and performances in field and clinical placements, faculty will evaluate and provide candidates with feedback regarding these dispositions:

1. *Collaboration.* The ability to work together; exchange ideas; share in the learning process; respect different perspectives; build consensus by communicating efficiently and effectively.
2. *Honesty/Integrity.* The ability to demonstrate truthfulness to oneself and to others; demonstrate trustworthiness
3. *Respect.* The ability to honor, value, and demonstrate consideration and regard for others.
4. *Reverence for Teaching and Learning.* Demonstrated by respect and seriousness of intent to acquire knowledge and pedagogical skills.
5. *Reflection.* The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future.
6. *Flexibility.* Demonstrated by willingness to accept and adapt to change.
7. *Responsibility.* The ability to act independently, demonstrating accountability, reliability, and sound judgment.
8. *Commitment to Social Justice.* The ability to analyze and respond to injustices in the human experience by challenging social inequities, ensuring fairness, and demonstrating the belief that all children can learn.

A candidate's status in the School of Education is subject to ongoing assessment to determine that each candidate is progressing in the attainment of the knowledge, skills and dispositions of an effective educator. In cases where a candidate's dispositions in class or while participating in field hours or clinical practice raise concerns about his or her ability to perform satisfactorily in an educational environment, an intervention/remediation plan is put into place.

The plan is meant to support the candidate in demonstrating the expected dispositions. A similar process is put into effect when a candidate's performance indicates that academic expectations are not met. Following implementation of the intervention plan, an assessment is conducted to determine whether the dispositional or academic concerns have been addressed and whether an additional plan needs to be developed.

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. All candidates for licensure 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 office of the College of Applied Social Sciences.

Licensure Requirements

To be recommended for Illinois State Board of Education licensure, candidates must complete an approved program, pass the required state tests, including the edTPA, and demonstrate the professional knowledge, skills, and dispositions identified by the School of Education. In addition, the candidate must meet any other requirements specified by the Illinois State Board of Education. In some cases, the Illinois State Board of Education may enact new rules or legislation that result in changes in licensure requirements. Should changes occur, the School of Education is bound to adhere to the new regulations. As a result, candidates may be required to meet new requirements other than those that are identified in this bulletin, online, or other School of Education publications at the time they began their program of study at Dominican.

Illinois Professional Educator Licensure Program Requirements:

Teacher candidates must take and pass three Illinois State Board of Education (ISBE) approved assessments:

1. IL Test of Academic Proficiency (TAP), ACT, or SAT with approved scores (prior to student teaching)
2. IL Content Area Test (prior to student teaching)
3. edTPA Teacher Performance Assessment (during student teaching)

All education courses presented for licensure must be passed with a C- or better and an overall GPA of 2.75 is required.

Candidates seeking licensure in the State of Illinois must pass a series of tests administered by the Illinois Licensure Testing System (ILTS). For more information, see www.isbe.net.

Registration information, study materials, and information about the tests, including information for persons with disabilities requesting accommodations, are available on the Illinois Licensure Testing System's website, www.il.nesinc.com. Other test preparation materials for state tests are available from School of Education advisors.

Undergraduate Education Programs

The School of Education offers majors in early childhood education, elementary education, and special education, and undergraduate licensure programs in secondary education and kindergarten to 12th grade. The school also offers a five-and-a-half- to six-year combined bachelor's and master's program in special education, and an educational studies major and an education minor for students who are not seeking licensure.

These licensure programs are grounded in the values of scholarship, leadership, and service. University courses and early field experiences at school sites provide opportunities designed to enable the undergraduate student to acquire the requisite knowledge, skills, and dispositions necessary for effective teaching in today's diverse classrooms.

All undergraduate programs meet the licensure requirements of the Illinois State Board of Education. Candidates who plan to teach in other states should consult the licensure 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 licensure programs at Dominican University. Candidates wishing to work toward teacher licensure should study this bulletin and consult with advisors from the School of Education early in their college careers.

The undergraduate teacher education programs are designed to foster a commitment to research, reflection, and inquiry in the classroom; collaboration among individuals, institutions, and communities; a blending of theory and practice; consideration of multiple perspectives; and the effective use of technology as a teaching and learning tool. The overarching aim of the program is to cultivate teachers who share a set of core values that includes a commitment to social justice, an understanding of the strengths and needs of a diverse student population, and a dedication to equity and excellence for all students.

Dominican teacher education program graduates have the unique opportunity to experience a comprehensive program that includes the liberal arts and sciences core curriculum courses, content courses in the various liberal arts disciplines, professional and pedagogical education courses, and extensive supervised clinical experiences that focus on the development of practices essential to beginning teachers. As our graduates become successful educators, their work reflects the mission of the university, and their responsibility as educators to provide compassionate service, and promote a more just and humane world.

Field experiences begin in the first year of the program. Students pursuing secondary or K-12 licensure select an academic major from one of the university's departments ensuring that candidates attain competence in the academic content that they plan to teach.

Education Program Requirements

Teacher candidates must pass two IL State Board of Education (ISBE) approved assessments:

1. IL Content Area Test (prior to student teaching)
2. edTPA Teacher Performance Assessment (during student teaching)

All education courses presented for licensure must be passed with a C- or better and an overall GPA of 2.75 is required.

These licensure programs are grounded in the values of scholarship, leadership, and service. University courses and early field experiences at school sites provide opportunities designed to enable the undergraduate student to acquire the requisite knowledge, skills, and dispositions necessary for effective teaching in today's diverse classrooms.

Criteria for Acceptance to the Teacher Education Program

Teacher candidates must apply to the Teacher Education Program (TEP) before taking more than three education courses. Admission to the TEP takes place 3 times a year. While candidates may apply all year round, applications are specifically due by: March 15, July 15, October 15

Decision notices from the School of Education will be sent by March 30, July 30, and October 30.

The following criteria are required for acceptance:

1. Grade of C- or better in your first education class at Dominican or in transfer.
2. Cumulative GPA of at least 2.75.
3. Clear finger print and background check following the steps outlined in the CPS Field Experience Guide.

The CPS Field Experience Registration requests the following information:

Field Placement Coordinator Name: Bridget Burns
Field Placement Coordinator Contact Number: (708) 524-6806
Field Placement Coordinator E-mail Address: brburns@dom.edu
Name of CPS Placement School: Unknown

~You will receive an email Approval Notice from CPS. Please save that email and know that when you do field experience at a CPS school, you may need to show your Approval Notice to the school.

~Upload a screenshot of the CPS Approval Notice at the spot indicated on the online application. If you have any questions about your application, please email Monica Halloran at mhallora@dom.edu.

Applying to the Teacher Education Program

1. Click here to set up a licensure account (ELIS) at the Illinois State Board of Education website to obtain an Illinois Educator Identification Number (IEIN).
2. Complete the Teacher Education Program Online Application. When you are finished with the application, a confirmation will be sent to your email for your records.

3. After receiving notification of your acceptance into the TEP with a formal letter, you should complete a Declaration of Major form which can be obtained from the Student Success and Engagement Office or here (scroll down on the right column).

Continuation in Teacher Education Program

The following criteria are required in order to continue as a candidate in the Teacher Education Program:

- Cumulative GPA of 2.75; Education GPA of 2.75
- A minimum grade of C- in all courses presented for licensure
- Acceptable dispositions ratings

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 criteria above that are not satisfied. If the plan is not successfully met, the candidate may be withdrawn from the program.

Admission to Clinical Practice Student Teaching

Admission to clinical practice is determined on the basis of the candidate's written application and other records as measured against criteria established by the Dominican University Teacher Education Committee.

Students must meet the following criteria in order to be eligible for clinical practice:

1. The Content Test(s) for your licensure area must be taken and passed by August 30 for Spring Clinical Practice and by January 30 for Fall Clinical Practice. You can register and get more information at ICTS Testing Service: <http://www.icts.nesinc.com/>
2. In addition to a passing score by the required date on the appropriate Content Test, the following prerequisites for placement are necessary:
 - Completion of education courses specified in your program
 - Minimum grade of C- in all courses presented for licensure
 - At least 75 field experience hours are completed and no more than 25 hours are in process during the term in which you are applying
 - Cumulative GPA of 2.75; Education GPA of 2.75
 - Approval of your education advisor

Early Childhood Education - B.A.

Major Requirements:

Required Courses:

- ECED 300 - Child Growth and Development
- ECED 301 - History and Philosophy of Early Childhood Education
- ECED 304 - Family and Culture
- ECED 387 - Linguistics and Language Development for Young Children
- ECED 390 - Teaching Early Childhood Social Studies
- ECED 391 - Literacy Development in Early Childhood
- ECED 392 - Teaching Early Childhood Creative Arts
- ECED 393 - Theory and Pedagogy of Play
- ECED 394 - Teaching Early Childhood Math and Science
- ECED 395 - Teaching Early Childhood Physical Education, Health, and Safety
- ECED 399 - Intensive Field Experience
- ECED 431 - Assessment of Young Language Learners
- ECED 494 - Clinical Practice in Early Childhood Education
- ECED 495 - Clinical Practice Seminar in Early Childhood Education
- EDUC 411 - Methods and Materials for Teaching English as a Second Language
- EDUC 416 - Foundations of Language Minority Education
- SEDU 322 - Exceptional Students: Characteristics and the Special Education Process
- SEDU 356 - Collaboration and Adaptation in General Education Settings

Additional Requirements

Students are also required to complete the following:

- Three sciences courses; one from each science content area: life science, physical science, and earth and space science. One of the three courses must contain a required laboratory section.
- Two social science courses:
 - POSC 170 - American Government
 - HIST 201 - A History of Globalization

Educational Studies - B.A.

The educational studies major consists of the satisfactory completion of 36 credit hours in courses identified for the program. The major in educational studies is created with a sequence of coursework that includes foundational courses as well as elective courses, including opportunities for hands-on learning experiences in educational settings. Students pursuing the major will learn about current educational systems today (accountability, choice, charters, high-stakes testing, educational disparities, etc.) and their relationships to other social systems. Through this major, students will gain a broad and comprehensive understanding of the educational landscape around them. Students pursuing the major may select from a variety of courses that may focus on a particular interest or may sample across aspects of the curriculum. Specific areas of interest that are reflected in the course offerings include, but are not limited to: special education, literacy and language, curriculum and teaching strategies, educational research, and educational topics. **Note: The Educational Studies major does not lead to teacher licensure.**

Major Requirements

The following series of foundational courses are required for all students interested in pursuing the Educational Studies major. Students choose six additional courses from the menu of electives. There are courses that focus primarily on the social foundations of education, some of which include a "promising practices" component, which affords students the opportunity to experience hands-on learning opportunities in partnering schools and other educational settings. There are also courses that focus primarily on understanding educational practice. The common theme of learning about educational systems today is embedded in all of the core coursework.

Educational Studies Core

Compete six courses (18 credit hours) as follows:

- EDUC 310 - History and Philosophy of Education or ECED 301 - History and Philosophy of Early Childhood Education
- EDUC 386 - Diversity, Language, and Culture or ECED 304 - Family and Culture
- SEDU 322 - Exceptional Students: Characteristics and the Special Education Process
- EDUC 320 - Educational Psychology
- EDUC 353 - Instructional Technology
- EDUC 420 - Practicum

Elective Courses

Select six courses with at least one from each cluster. Two of the courses must be 300 level or above.

Courses may be added to this list by proposals of academic units or by petitions of students to take a suitable alternative course. Student petitions require the approval of the program advisor in the education studies major.

Social Sciences Cluster:

- AMST 200 - Introduction to American Studies
- CAS 130 - Introduction to Design Applications
- CAS 146 - Multimedia Web Production
- CAS 155 - Introduction to Public Speaking
- CAS 200 - Business and Professional Speech
- CAS 204 - Introduction to Communication Theory and Practice
- CAS 208 - Rhetoric and Popular Culture
- CAS 217 - Race and Communication
- CAS 218 - Family and Health Communication
- CAS 222 - Mass Media and Society
- CAS 234 - Digital Communication: Technology and Criticism
- CAS 236 - Web Design I
- CAS 240 - Self and Society
- CAS 241 - Family Communication
- CAS 245 - Introduction to Social Change and Leadership
- CAS 246 - Art of Leadership
- CAS 248 - African-Americans and the Media
- CAS 250 - Interpersonal Communications
- CAS 251 - Interpersonal Skills: Managing People at Work
- CAS 262 - Communication Research Methods
- CAS 286 - Masculinity and Communication
- CAS 287 - International Living and Intercultural Communication
- CAS 292 - Communication and Social Justice/Ethics
- CAS 307 - Advanced Public Speaking, Argument, and Debate
- CAS 308 - Rhetorical History and Criticism
- CAS 309 - Communication Organizational Change
- CAS 320 - Organizational Communication and Behavior
- CAS 321 - Intercultural Communication
- CAS 322 - Intercultural Communication: Globalization and Social Justice
- CAS 352 - Convergent Media
- CAS 396 - Leadership in a Diverse Multicultural Environment
- CRIM 215 - Homelessness and Society
- CRIM 242 - Juvenile Delinquency and Juvenile Justice
- CRIM 255 - Introduction to Criminology
- CRIM 265 - Crime and Social Justice
- CRIM 270 - Police and Society
- CRIM 275 - Criminal and Deviant Lifestyles
- CRIM 320 - Gender and Violence
- CRIM 325 - Conflict Resolution
- ECON 101 - Principles of Microeconomics

- ECON 102 - Principles of Macroeconomics
- ECON 441 - American Economic History
- ECED 300 - Child Growth and Development
- ECED 387 - Linguistics and Language Development for Young Children
- ECED 390 - Teaching Early Childhood Social Studies
- ECED 391 - Literacy Development in Early Childhood
- ECED 392 - Teaching Early Childhood Creative Arts
- ECED 393 - Theory and Pedagogy of Play
- ECED 394 - Teaching Early Childhood Math and Science
- ECED 395 - Teaching Early Childhood Physical Education, Health, and Safety
- ECED 431 - Assessment of Young Language Learners
- EDUC 200 - Foundations of Education
- EDUC 305 - School and Society
- EDUC 315 - Classroom Assessment
- EDUC 335 - Reading in the Content Areas for Middle Level and Secondary Teachers
- EDUC 364 - Children's Literature
- EDUC 373 - Methods and Materials for Teaching Reading and Writing in the Elementary Classroom
- EDUC 374 - Content Area Literacy
- EDUC 375 - Methods and Materials for Teaching Social Sciences in the Elementary Classroom
- EDUC 376 - Methods and Materials for Teaching Math in the Elementary Classroom
- EDUC 377 - Methods and Materials for Teaching Science in the Elementary Classroom
- EDUC 400 - Instructional Strategies for Teaching Science in Middle and Secondary Schools
- EDUC 401 - Instructional Strategies for Teaching English in Middle and Secondary Schools
- EDUC 402 - Instructional Strategies for Teaching Art in the K-12 Classroom
- EDUC 403 - Instructional Strategies for Teaching Mathematics in Middle and Secondary Schools
- EDUC 404 - Instructional Strategies for Teaching Modern Foreign Language in the K-12 Classroom
- EDUC 406 - Instructional Strategies for Teaching Social Studies in Middle and Secondary Schools
- EDUC 411 - Methods and Materials for Teaching English as a Second Language
- EDUC 416 - Foundations of Language Minority Education
- HIST 143 - History of the American People to 1877
- HIST 144 - History of the American People From 1877
- HIST 201 - A History of Globalization
- HIST 221 - American Encounters: The Colonial Age
- HIST 222 - Building a Nation: The U.S. From Revolution to Reconstruction
- HIST 223 - Changing America: The Gilded Age Through the New Deal
- HIST 224 - The American Century, 1940-1990
- HIST 242 - Modern Latin America
- HIST 244 - Latin American Women
- HIST 307 - Voices from the Past: Introduction to Oral History
- HIST 317 - Family in America
- HIST 318 - History of Drugs
- HIST 319 - From Jim Crow to the White House: The African-American Experience Since 1877
- HIST 320 - From Slavery to Freedom: The African-American Experience From 1619 to 1877
- HIST 344 - Historical Experience of Women in the United States
- HIST 345 - From Crossroads to Metropolis: U.S. Urban History Since 1800
- HIST 346 - Making a Living: U.S. Working-Class History
- HIST 348 - Race and Ethnicity in the U.S.
- HIST 368 - Gender and Urban Life
- INF 110 - Foundations of Informatics
- INF 120 - Foundations Information Technology
- INF 130 - Research and Design for Informatics
- INF 160 - Introduction to Data Science
- INF 200 - Cybersecurity Informatics
- INF 220 - Organizational Informatics
- INF 230 - Educational Informatics
- INF 240 - Community Informatics
- INF 252 - Design Thinking for Human-Computer Interaction
- INF 253 - Introduction to Web Design
- INF 256 - Information Seeking and Use Behavior
- INF 355 - Game Based Learning
- INF 420 - The Information Society
- INF 430 - Information Divides
- INF 455 - Digital Pedagogy
- POSC 170 - American Government
- POSC 215 - American Political Thought
- POSC 235 - Women in Political Philosophy
- POSC 238 - Special Topics in Political Philosophy
- POSC 242 - Latin American Politics
- POSC 244 - Politics of Developing Areas
- POSC 258 - Special Topics in World Politics
- POSC 264 - Politics in Africa
- POSC 265 - Middle-Eastern Politics
- POSC 267 - Politics of India and Pakistan
- POSC 268 - Politics of Asia

- POSC 279 - Urban Politics
 - POSC 280 - Public Administration
 - POSC 284 - Legislative Process
 - POSC 286 - State and Local Government
 - POSC 291 - Congress
 - POSC 295 - Politics and Environment
 - POSC 310 - Classical Political Philosophy
 - POSC 320 - Modern Political Theory
 - POSC 343 - International Law
 - POSC 367 - International Security and Conflict Resolution
 - POSC 373 - American Democracy
 - POSC 374 - Public Opinion and Polling
 - POSC 380 - Constitutional Law I: Institutional Powers
 - POSC 381 - Constitutional Law II: Civil Liberties
- PSYC 101 - General Psychology: The Science of Behavior
 - PSYC 105 - Introduction to Neuroscience
 - PSYC 214 - Abnormal Psychology
 - PSYC 215 - Child Psychology
 - PSYC 220 - Adolescent Psychology
 - PSYC 225 - Adult Development
 - PSYC 245 - Multicultural Psychology
 - PSYC 247 - Introduction to Art Therapy
 - PSYC 248 - Introduction to Expressive Arts
 - PSYC 250 - Psychology and Law
 - PSYC 270 - Social Psychology
 - PSYC 317 - Clinical Psychology I
 - PSYC 325 - Psychology of Gender
 - PSYC 330 - Personality Theory
 - PSYC 340 - Survey of Psychological Assessment
 - PSYC 360 - Industrial and Organizational Psychology
 - PSYC 370 - Community Psychology
 - PSYC 375 - The Disordered Brain
 - PSYC 392 - Psychology of Thinking and Reasoning
 - PSYC 393 - Learning and Memory
- SEDU 322 - Exceptional Students: Characteristics and the Special Education Process
 - SEDU 356 - Collaboration and Adaptation in General Education Settings
 - SEDU 359 - Managing Challenging Behavior
- SJCE 210 - Introduction to Social Justice and Civic Engagement
 - SJCE 410 - Social Justice and Civic Engagement Capstone
- SOC 110 - Introduction to Sociology
 - SOC 203 - Race and Race Relations in the U.S.
 - SOC 204 - Latin America Today
 - SOC 205 - Latina/o Sociology
 - SOC 210 - Sociology of the Family
 - SOC 222 - Mass Media and Society
 - SOC 225 - Introduction to Social Work and Social Welfare
 - SOC 230 - Sociology of Gender
 - SOC 240 - Self and Society
 - SOC 242 - Juvenile Delinquency and Juvenile Justice
 - SOC 245 - Contemporary Social Problems
 - SOC 248 - Gender and Sexualities in Latin America
 - SOC 250 - Urban Sociology
 - SOC 268 - Cultural Anthropology
 - SOC 280 - Discrimination and Society
 - SOC 320 - Gender and Violence
 - SOC 325 - Conflict Resolution
 - SOC 330 - Human Sexualities
 - SOC 350 - Women and Development
 - SOC 380 - Social Inequality
 - SOC 381 - Transnational Feminist Theories
 - SOC 382 - Social Change: Race, Gender, and Social Class
 - SOC 383 - Gender, Race, and Science: Theoretical Perspectives
 - SOC 385 - Critical Theoretical Approaches to Race and Ethnicity
 - SOC 409 - Contemporary Social Theory

Humanities Cluster

- ART 105 - Fundamentals of Drawing
 - ART 227 - Web Design I
 - ART 240 - Introduction to Graphic Design I
- ARTH 265 - History of 20th-Century Photography
 - ARTH 267 - History of Graphic Design
 - ARTH 355 - Museum Studies
- ENGL 207 - Images of Women in Drama
 - ENGL 211 - Introduction to Creative Writing
 - ENGL 212 - Intermediate Creative Writing
 - ENGL 220 - On the Origin of Stories
 - ENGL 221 - Literature of the African Diaspora
 - ENGL 222 - Black Women Writers
 - ENGL 223 - African-American Popular Culture
 - ENGL 224 - Native American Literature
 - ENGL 225 - Critical Race Theory
 - ENGL 230 - World Literature
 - ENGL 236 - The Graphic Novel
 - ENGL 238 - Study of Latina/o/x Film

- ENGL 246 - Telling Lives
- ENGL 264 - Children's Literature
- ENGL 277 - Women, Gender, and Literature
- ENGL 287 - Contemporary Multiethnic U.S. Literature
- ENGL 288 - Asian American Literature
- ENGL 289 - U.S. Latino/a Literature
- ENGL 294 - Southern Literature
- ENGL 295 - The Chicago Tradition in Literature
- ENGL 298 - African-American Literature
- ENGL 335 - Writing as Social Action
- ENGL 336 - Writing at Work
- ENGL 338 - Writing Fiction
- ENGL 339 - Writing Poetry
- ENGL 340 - Scriptwriting
- ENGL 341 - Creative Non-Fiction

- FREN 201 - Intermediate French I
- FREN 202 - Intermediate French II

- ITAL 201 - Intermediate Italian I
- ITAL 202 - Intermediate Italian II
- ITAL 260 - Italian-American Culture

- PHIL 120 - Being Human: Its Philosophical Dimensions
- PHIL 140 - Critical Thinking in Culture
- PHIL 150 - The Roots of World Philosophy
- PHIL 160 - Introduction to Philosophy
- PHIL 200 - African and African-American Thought
- PHIL 201 - Hispanic/Latin@ Philosophy
- PHIL 202 - Ethics in World Politics: USA and Africa
- PHIL 209 - Being Black in America: A Philosophical Appraisal
- PHIL 210 - Contemporary Issues and Philosophy
- PHIL 220 - Women in Philosophy
- PHIL 221 - Gender Issues
- PHIL 224 - Sports Ethics
- PHIL 231 - Environmental Ethics
- PHIL 241 - Ethics in the Contemporary World
- PHIL 246 - Ethics in Politics
- PHIL 250 - Logic
- PHIL 275 - Introduction to Political Philosophy
- PHIL 284 - Law, Freedom, and Social Justice
- PHIL 290 - Philosophies of Beauty
- PHIL 302 - Environmental Philosophy
- PHIL 320 - Justice, Evil, and Crimes Against Humanity

- SPAN 201 - Intermediate Spanish
- SPAN 202 - Intermediate Spanish II

- THEA 142 - Dance
- THEA 143 - A Survey of American Concert Dance
- THEA 150 - Introduction to Theatre
- THEA 161 - Voice and Movement I
- THEA 180 - Acting Fundamentals
- THEA 190 - Performance Techniques for People-Centered Careers
- THEA 230 - Theatre Production I
- THEA 243 - Advanced Dance
- THEA 253 - Improvisation
- THEA 254 - Theatre for Young Audiences
- THEA 284 - Solo Performance
- THEA 285 - Advanced Acting
- THEA 308 - On-Camera Acting
- THEA 362 - Voice and Movement II
- THEA 375 - Dramaturgy
- THEA 382 - Musical Theatre
- THEA 387 - Acting Styles
- THEA 415 - Directing
- THEA 420 - Showcase/Professional Prep Intensive

- THEO 101 - Introduction to Theology
- THEO 104 - Introduction to the Study of Religion
- THEO 105 - Introduction to Interfaith Studies
- THEO 106 - Introduction to Pastoral Theology
- THEO 122 - New Testament I: The Gospels
- THEO 224 - Apostles Acting Up: Gender, Race, Prison, and Power in the New Testament
- THEO 230 - The Bible: Prophets and Wisdom
- THEO 231 - Freedom in Paul's Letters
- THEO 232 - New Testament II: Acts, Paul, and Other Writings
- THEO 233 - Bad Girls of the Bible
- THEO 234 - God and Gangs: Redeeming the Streets and the Sacred
- THEO 235 - Flawed Families of the Bible
- THEO 236 - Our Lady of Guadalupe: Mother of a New Creation
- THEO 237 - Latin@ Theology
- THEO 238 - Latin@ Spirituality: The Origins, Roots, and Contemporary Experience of a People
- THEO 239 - Latin@ Religious Experience and Theology
- THEO 240 - Current Issues Facing the Church
- THEO 247 - Christianity and Slavery: Redemption through Resistance
- THEO 257 - Women and Religion
- THEO 261 - The Seamless Garment: Catholic Social Teaching and Movements

- THEO 277 - African-American Religious Experience and Theology
- THEO 281 - Dominican Saints and Mystics
- THEO 310 - Jesus the Christ
- THEO 320 - Theological Ethics
- THEO 373 - Christian Spirituality

STEM Cluster

- BIOL 111 - General Biology I
- BIOL 112 - General Biology II
- BIOL 273 - Neurobiology
- BIOL 299 - Ecology
- CHEM 101 - Introductory General Chemistry
- CHEM 120 - General Chemistry I
- CHEM 121 - General Chemistry II
- CHEM 221 - Environmental Chemistry
- CIS 246 - Creating Mobile Apps
- ENVS 185 - Marine Environmental Science
- ENVS 231 - Environmental Geology
- ENVS 241 - Current Topics in Environmental Science
- ENVS 261 - Climate Change
- ENVS 292 - Environmental Biology
- MATH 131 - Trigonometry and Analytic Geometry
- MATH 160 - Mathematics for the Elementary Teacher
- MATH 165 - Foundations of Mathematics for the Elementary Teacher
- MATH 211 - Principles of Statistics
- NSC 197 - Evolution: Our Inner Fish
- NSC 202 - Our Dynamic Planet
- NSC 221 - Environmental Chemistry
- NSC 231 - Environmental Geology
- NSC 241 - Current Topics in Environmental Science
- NSC 256 - Physics for the Informed Citizen
- NSC 270 - Astronomy
- NSC 271 - Energy in a Modern Society
- NSC 292 - Environmental Biology
- NEUR 105 - Introduction to Neuroscience
- NEUR 272 - Behavioral Neuroscience
- NEUR 273 - Neurobiology

- NEUR 375 - The Disordered Brain
- NEUR 380 - Topics in Neuroscience
- NUTR 200 - Fundamentals of Foods
- NUTR 220 - Sensory Evaluation
- NUTR 240 - Food Chemistry
- NUTR 250 - Nutrition
- NUTR 280 - Multicultural Food Patterns
- NUTR 345 - Nutrition Communication Skills
- NUTR 346 - Food and Nutrition Services Administration
- NUTR 409 - Community Nutrition
- NUTR 425 - Nutrition in Human Development
- PHYS 211 - College Physics I
- PHYS 212 - College Physics II

Elementary Education - B.A.

The major in elementary education prepares students for teaching children in regular education classrooms, grades 1 through 6. The major requirements for the elementary program include foundational and professional courses. Foundational courses focus on building understanding in areas such as child growth and development, learning theory, diversity from multiple lenses, and educational philosophy. Professional courses are designed to integrate the subject matter of the elementary classroom that includes reading and writing, language arts and literature, mathematics, science, social studies, health, physical education, and the fine arts. The professional courses provide a solid foundation in learning specific methods of teaching unique to each subject matter and the development of materials and resources needed to implement lessons and units of study.

Dominican University teacher candidates who major in elementary education will have the unique opportunity to experience a comprehensive clinically-based program that includes the liberal arts and sciences core curriculum, foundational courses within the School of Education, and extensive supervised clinically-based courses that focus on the development of practices essential to beginning teachers.

Upon entering the undergraduate BA degree program, students take the university general education core curriculum requirements that develop a broad liberal arts and sciences education, with an introduction to education in EDUC 200 - Foundations of Education and EDUC 310 - History and Philosophy of Education. After completing the first education course, students in good standing who meet requirements for acceptance into the Teacher Education Program can matriculate into the elementary education program with candidacy and begin intensive licensure program coursework and fieldwork.

Major Requirements

Required Courses:

Education coursework including fieldwork and student teaching:

- EDUC 200 - Foundations of Education
- EDUC 310 - History and Philosophy of Education
- EDUC 320 - Educational Psychology
- EDUC 386 - Diversity, Language, and Culture
- SEDU 322 - Exceptional Students: Characteristics and the Special Education Process
- SEDU 356 - Collaboration and Adaptation in General Education Settings
- EDUC 373 - Methods and Materials for Teaching Reading and Writing in the Elementary Classroom
- EDUC 374 - Content Area Literacy
- EDUC 375 - Methods and Materials for Teaching Social Sciences in the Elementary Classroom
- EDUC 376 - Methods and Materials for Teaching Math in the Elementary Classroom
- EDUC 377 - Methods and Materials for Teaching Science in the Elementary Classroom
- EDUC 378 - Methods and Materials for Teaching Health and Physical Education in the Elementary Classroom
- EDUC 379 - Methods and Materials for Teaching Fine Arts and Music in the Elementary Classroom
- EDUC 411 - Methods and Materials for Teaching English as a Second Language
- EDUC 416 - Foundations of Language Minority Education
- EDUC 489 - Student Teaching in the Elementary Classroom
- EDUC 488 - Student Teaching in the Elementary Classroom Seminar

Core Content Coursework:

Complete the following:

- EDUC 364 - Children's Literature
- HIST 201 - A History of Globalization including a 1-hour course intensification that covers the history, geography, economics, and political theory of Illinois.

Early or modern American history elective-choose one of the following six courses:

- HIST 143 - History of the American People to 1877
- HIST 144 - History of the American People From 1877
- HIST 221 - American Encounters: The Colonial Age

- HIST 222 - Building a Nation: The U.S. From Revolution to Reconstruction
- HIST 223 - Changing America: The Gilded Age Through the New Deal
- HIST 224 - The American Century, 1940-1990

Complete the following four courses:

- MATH 130 - College Algebra
- MATH 165 - Foundations of Mathematics for the Elementary Teacher
- MATH 211 - Principles of Statistics
- POSC 170 - American Government

Complete the following two science courses, one of which must have a lab:

- one 3- or 4-credit biological science course
- one 3- or 4-credit physical science course

Additional Requirements:

All courses for the major, including core content courses, must be completed with a grade of C- or higher.

Optional Courses

The following optional courses provide first- and second-year students additional support in meeting academic requirements for the program:

- EDUC 090 - Skill Building for Academic Proficiency Professional Educators I
- EDUC 091 - Skill Building for Academic Proficiency Professional Educators II

Optional Pathways

Students in the elementary education program have the option to complete a minor or an endorsement program in one of the following three high-need areas:

Special Education

The licensure programs enable candidates to complete one course (SEDU 322 - Exceptional Students: Characteristics and the Special Education Process) toward the Learning Behavior Specialist I endorsement. In total, five courses are required for the LBS I endorsement. Candidates can choose to complete the subsequent required classes as undergraduate electives or can choose to complete them upon graduation. The following sequence of courses are required for a candidate to earn an LBS I endorsement:

Required Courses for the LBS1 Endorsement (15 hours):

- SEDU 322 - Exceptional Students: Characteristics and the Special Education Process*
- SEDU 359 - Managing Challenging Behavior
- Either SEDU 360 - Psychoeducational Diagnosis or SEDU 370 - Planning and Assessment in Special Education
- SEDU 374 - Curriculum Methods for Students with Moderate to Severe Disabilities
- Either SEDU 376 - Academic Methods for Early Childhood/Elementary Level Students with Disabilities or SEDU 372 - Academic Methods for Middle and Secondary Students with Disabilities

*completed as part of the elementary education program

English Language Learners

The elementary education program enables each candidate to complete three courses toward the bilingual/ESL endorsement (indicated below) as a pathway toward completion of the bilingual and/or ESL endorsement. Candidates can choose to complete the subsequent three required classes as undergraduate electives or can choose to complete them upon graduation.

Bilingual Education Endorsement and English as a Second Language Endorsement

- Complete 100 clock hours in bilingual field experiences (embedded in coursework)
- Pass the Target Language Proficiency Exam
https://www.il.nesinc.com/PageView.aspx?f=GEN_Tests.html
- Complete 6 courses (18 credit hours total):
 - EDUC 386 - Diversity, Language, and Culture * (25 clock hour field experience)
 - EDUC 411 - Methods and Materials for Teaching English as a Second Language * (25 clock hour field experience)
 - EDUC 416 - Foundations of Language Minority Education * (no hours)
 - EDUC 412 - Methods and Materials for Teaching in Bilingual Classrooms (25 clock hour field experience)
 - EDUC 413 - Assessment of ELL Students (25 clock hour field experience)
 - EDUC 415 - Linguistics (no hours)

*Courses required in the elementary education program

Bilingual Education Endorsement

- Complete 100 clock hours in bilingual field experiences (embedded in coursework)
- Pass the Target Language Proficiency Exam
https://www.il.nesinc.com/PageView.aspx?f=GEN_Tests.html

- Complete 6 courses (18 credit hours total)
 - EDUC 386 - Diversity, Language, and Culture * (25 clock hour field experience)
 - EDUC 411 - Methods and Materials for Teaching English as a Second Language * (25 clock hour field experience)
 - EDUC 416 - Foundations of Language Minority Education * (no hours)
 - EDUC 412 - Methods and Materials for Teaching in Bilingual Classrooms (25 clock hour field experience)
 - EDUC 413 - Assessment of ELL Students (25 clock hour field experience)
 - Either EDUC 415 - Linguistics (no hours) or EDUC 417 - Literacy Development for ELL Students (25 clock hour field experience)

*Courses required in the Elementary Education Program

English as a Second Language Endorsement

- Complete 100 clock hours in bilingual field experiences (embedded in coursework)
- Complete 6 courses (18 credit hours total)
 - EDUC 386 - Diversity, Language, and Culture * (25 clock hour field experience)
 - EDUC 411 - Methods and Materials for Teaching English as a Second Language * (25 clock hour field experience)
 - EDUC 416 - Foundations of Language Minority Education * (no hours)
 - EDUC 413 - Assessment of ELL Students (25 clock hour field experience)
 - EDUC 415 - Linguistics (no hours)
 - Either EDUC 412 - Methods and Materials for Teaching in Bilingual Classrooms (25 clock hour field experience) or EDUC 417 - Literacy Development for ELL Students (25 clock hour field experience)

*Courses required in the Elementary Education Program

Mathematics Education

The elementary education program enables each candidate to complete one course toward the courses required for a mathematics endorsement. Candidates can choose to complete six additional math courses (beyond what is required for the major) to earn a mathematics endorsement; the courses also satisfy the requirements for a mathematics minor.

Required Courses for the Mathematics Minor and Endorsement (24 semester hours):

- MATH 165 - Foundations of Mathematics for the Elementary Teacher *
- MATH 230 - Linear Algebra
- MATH 245 - Introduction to Proof Techniques

- Either MATH 251 - Calculus of Transcendental Functions or MATH 261 - Analytic Geometry and Calculus I
- MATH 262 - Analytic Geometry and Calculus II
- MATH 311 - Probability and Statistics I
- MATH 330 - Modern Geometry

**completed as part of the elementary education program*

ESL or Bilingual Endorsement

English Language Learners

The elementary education program enables each candidate to complete three courses toward the bilingual/ESL endorsement (indicated below) as a pathway toward completion of the bilingual and/or ESL endorsement. Candidates can choose to complete the subsequent three required classes as undergraduate electives or can choose to complete them upon graduation.

Bilingual Education Endorsement and English as a Second Language Endorsement

- Complete 100 clock hours in bilingual field experiences (embedded in coursework)
- Pass the Target Language Proficiency Exam
https://www.il.nesinc.com/PageView.aspx?f=GEN_Tests.html
- Complete 6 courses (18 credit hours total):
 - EDUC 386 - Diversity, Language, and Culture * (25 clock hour field experience)
 - EDUC 411 - Methods and Materials for Teaching English as a Second Language * (25 clock hour field experience)
 - EDUC 416 - Foundations of Language Minority Education * (no hours)
 - EDUC 412 - Methods and Materials for Teaching in Bilingual Classrooms (25 clock hour field experience)
 - EDUC 413 - Assessment of ELL Students (25 clock hour field experience)
 - EDUC 415 - Linguistics (no hours)

**Courses required in the elementary education program*

Bilingual Education Endorsement

- Complete 100 clock hours in bilingual field experiences (embedded in coursework)
- Pass the Target Language Proficiency Exam
https://www.il.nesinc.com/PageView.aspx?f=GEN_Tests.html
- Complete 6 courses (18 credit hours total)
 - EDUC 386 - Diversity, Language, and Culture * (25 clock hour field experience)
 - EDUC 411 - Methods and Materials for Teaching English as a Second Language * (25 clock hour field experience)

- EDUC 416 - Foundations of Language Minority Education * (no hours)
- EDUC 412 - Methods and Materials for Teaching in Bilingual Classrooms (25 clock hour field experience)
- EDUC 413 - Assessment of ELL Students (25 clock hour field experience)
- Either EDUC 415 - Linguistics (no hours) or EDUC 417 - Literacy Development for ELL Students (25 clock hour field experience)

**Courses required in the Elementary Education Program*

English as a Second Language Endorsement

- Complete 100 clock hours in bilingual field experiences (embedded in coursework)
- Complete 6 courses (18 credit hours total)
 - EDUC 386 - Diversity, Language, and Culture * (25 clock hour field experience)
 - EDUC 411 - Methods and Materials for Teaching English as a Second Language * (25 clock hour field experience)
 - EDUC 416 - Foundations of Language Minority Education * (no hours)
 - EDUC 413 - Assessment of ELL Students (25 clock hour field experience)
 - EDUC 415 - Linguistics (no hours)
 - Either EDUC 412 - Methods and Materials for Teaching in Bilingual Classrooms (25 clock hour field experience) or EDUC 417 - Literacy Development for ELL Students (25 clock hour field experience)

**Courses required in the Elementary Education Program*

K-12 Licensure Program

Programs that lead to a Professional Educator License with endorsements in K-12 visual arts and K-12 modern foreign language (French, Italian, Spanish) are available. Instructional strategies and clinical practice on both the elementary and secondary levels are required for this license. Otherwise, all requirements are the same as those listed under secondary education.

Courses for K-12 licensure 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. In terms of the major requirement, specific coursework and/or assessments are required for some majors. See the list below for the specific requirements for each content area.

- Art - Complete one of the art and design majors plus ART 206, ART 260, and ART 270.
- French, Italian, or Spanish - Complete the major as described in the French, Italian, or Spanish section of this bulletin and complete three assessments: 1) Cultures, Literatures, and Cross-Disciplinary Concepts assessment, 2) Linguistic Terms Analysis and Presentation, and 3) the Oral Proficiency Interview

(Students must score at the advanced low level)

Mathematics Education Endorsement

Mathematics Education

The elementary education program enables each candidate to complete one course toward the courses required for a mathematics endorsement. Candidates can choose to complete six additional math courses (beyond what is required for the major) to earn a mathematics endorsement; the courses also satisfy the requirements for a mathematics minor.

Required Courses for the Mathematics Minor and Endorsement (24 semester hours):

- MATH 165 - Foundations of Mathematics for the Elementary Teacher *
- MATH 230 - Linear Algebra
- MATH 245 - Introduction to Proof Techniques
- Either MATH 251 - Calculus of Transcendental Functions or MATH 261 - Analytic Geometry and Calculus I
- MATH 262 - Analytic Geometry and Calculus II
- MATH 311 - Probability and Statistics I
- MATH 330 - Modern Geometry

**completed as part of the elementary education program*

Secondary Education Licensure

Dominican offers Illinois State Board of Education approved teacher preparation programs that lead to a Professional Educator License with secondary endorsements in the following areas: biology, chemistry, English, history, and mathematics.

Teacher preparation for secondary licensure requires course work in four specific areas.

1. General Education Competencies

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

A series of professional education courses that focus on the development of pedagogical and professional knowledge to prepare candidates to teach in secondary schools.

4. Field Experiences and Clinical Practice

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 and teaching styles, as well as to students of diverse ethnic, racial, and cultural backgrounds and students with exceptionalities. At the end of their program of study, candidates participate in a semester-long clinical practice experience.

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 to students of diverse ethnic, racial, and cultural backgrounds and students with exceptionalities.

Required Courses:

- EDUC 200 - Foundations of Education
- EDUC 310 - History and Philosophy of Education
- EDUC 315 - Classroom Assessment
- EDUC 320 - Educational Psychology
- EDUC 353 - Instructional Technology
- EDUC 362 - Content Area Reading
- EDUC 386 - Diversity, Language, and Culture

Complete one of the following courses, depending on the area of licensure:

- EDUC 400 - Instructional Strategies for Teaching Science in Middle and Secondary Schools
- EDUC 401 - Instructional Strategies for Teaching English in Middle and Secondary Schools
- EDUC 402 - Instructional Strategies for Teaching Art in the K-12 Classroom
- EDUC 403 - Instructional Strategies for Teaching Mathematics in Middle and Secondary Schools
- EDUC 404 - Instructional Strategies for Teaching Modern Foreign Language in the K-12 Classroom
- EDUC 406 - Instructional Strategies for Teaching Social Studies in Middle and Secondary Schools

Complete the following courses:

- EDUC 491 - Clinical Practice Seminar: Middle and Secondary
- EDUC 496 - Clinical Practice: Middle and Secondary

- SEDU 322 - Exceptional Students: Characteristics and the Special Education Process
- SEDU 356 - Collaboration and Adaptation in General Education Settings

Additional Requirements:

- All professional education requirements must be fulfilled prior to clinical practice. The grading scale for all courses is A-F. EDUC 496 - Clinical Practice: Middle and Secondary is graded on a satisfactory/fail scale.
- Courses for secondary licensure must be completed in a pre-specified sequence that 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 a major in a given field to teach a content area at the secondary level. In some content areas, specific coursework and/or assessments are required. See the list below for the specific requirements for each content area. Endorsements/approvals are required to teach additional subjects. Information regarding adding endorsements or approvals to a candidate's certificate may be obtained from his or her education advisor or from the licensure officer.

- Biology - Complete the biology major as described in the biology section of this bulletin
- Chemistry - Complete the chemistry major as described in the chemistry section of this bulletin plus one additional course in biology
- English - Complete the English education requirements as described in the English section of this bulletin
- History - Complete the history major as described in the history section of this bulletin plus complete ECON 101, POSC 170, POSC 140 or POSC 150, SOC 110, and either GEOG 250, GEOG 320, or POSC 160.
- Mathematics - Complete the math major as described in the mathematics section of this bulletin plus MATH 330. Candidates are also encouraged to take MATH 312.

Special Education LBS1 Endorsement

Special Education

The licensure programs enable candidates to complete one course (SEDU 322 - Exceptional Students: Characteristics and the Special Education Process) toward the Learning Behavior Specialist I endorsement. In total, five courses are required for the LBS I endorsement. Candidates can choose to complete the subsequent required classes as undergraduate

electives or can choose to complete them upon graduation. The following sequence of courses are required for a candidate to earn an LBS I endorsement:

Required Courses for the LBS1 Endorsement (15 hours):

- SEDU 322 - Exceptional Students: Characteristics and the Special Education Process*
- SEDU 359 - Managing Challenging Behavior
- Either SEDU 360 - Psychoeducational Diagnosis or SEDU 370 - Planning and Assessment in Special Education
- SEDU 374 - Curriculum Methods for Students with Moderate to Severe Disabilities
- Either SEDU 376 - Academic Methods for Early Childhood/Elementary Level Students with Disabilities or SEDU 372 - Academic Methods for Middle and Secondary Students with Disabilities

**completed as part of the elementary education program*

Undergraduate Minor

Education Minor

The School of Education's 18-credit-hour undergraduate minor in education is designed for students interested in education and education policy issues but not necessarily interested in pursuing teaching licensure. The program incorporates a set of courses in social foundations of education and an engaged learning field experience to provide students with a sophisticated understanding of the historical, cultural and social contexts of education both domestically and internationally.

The purpose of the education minor is to provide undergraduates of any major the opportunity to develop their understanding of current educational practices and the complex interactions among the legal, social, political, and economic forces that influence and shape educational policies in America, to consider options for a career in education, and to become better consumers of educational services as parents, taxpayers, and citizens.

All students completing the minor will meet a set of learning outcomes relevant to the knowledge, skills, values and dispositions that emanate from the Dominican University Vision for Undergraduate Learning Statement. In addition, the course work is aligned with the School of Education's Conceptual Framework, which addresses the ethical behaviors required to demonstrate how teachers as scholars, leaders, and moral agents interact with their constituents in the role of educator.

Goals and Learning Outcomes

Students from any major are invited to pursue a minor in education (18 credit hours), which is created with a sequence of coursework that includes foundational courses as well as elective courses, including opportunities for hands-on learning experiences in educational settings. Students pursuing the minor will learn about current educational systems today (accountability, choice, charters, high-stakes testing, educational

disparities, etc.) and their relationships to other social systems. Through this education minor, students will gain a broad and comprehensive understanding of the educational world around them.

Students pursuing the education minor may select from a variety of courses that may focus on a particular interest or may sample across aspects of the curriculum. Specific areas of interest that are reflected in the course offerings include, but are not limited to: special education, literacy and language, curriculum and teaching strategies, educational research, and educational topics.

Learning Outcomes

Upon completing the minor, students will be able to:

- examine the historical and philosophical origins of educational policies and practices and articulate how history and philosophy shape current and future educational policies and practices
- analyze issues and practices in today's educational systems and understand their relationships to other social systems
- demonstrate knowledge of major global issues and intercultural understanding related to education
- understand and analyze how race, class, ethnicity, ability, religion, and culture intersect with educational issues, in order to use this understanding in dialogue with others
- plan learning experiences to accommodate student diversity (e.g., cultural, racial, and social diversity) in and outside of classrooms

Course Offerings

All education minors complete one of two introductory courses and then choose five additional courses. There are courses that focus primarily on the social foundations of education, some of which include a "promising practices" component, which affords students the opportunity to experience hands-on learning opportunities in partnering schools and other educational settings. There are also courses that focus primarily on understanding educational practice. The common theme of learning about educational systems today is embedded in all of the coursework and woven throughout the menu of electives.

Required Courses

Eighteen credit hours, including:

Complete one of the following two courses:

- EDUC 310 - History and Philosophy of Education
- ECED 301 - History and Philosophy of Early Childhood Education

Complete five additional courses (15 credit hours) from the following:

- ECED 300 - Child Growth and Development
- EDUC 200 - Foundations of Education

- EDUC 305 - School and Society
- EDUC 315 - Classroom Assessment
- EDUC 320 - Educational Psychology
- EDUC 353 - Instructional Technology
- EDUC 364 - Children's Literature
- EDUC 386 - Diversity, Language, and Culture
- EDUC 416 - Foundations of Language Minority Education
- SEDU 322 - Exceptional Students: Characteristics and the Special Education Process
- SEDU 356 - Collaboration and Adaptation in General Education Settings

Additional Requirements

- A minimum of 12 credit hours in the minor field must be completed at Dominican.
- All courses must be completed with a minimum grade of "C-".
- The minor requires a minimum GPA of 2.75.

Special Education - B.A.

The major in Special Education prepares candidates for teaching students with disabilities in preschool through grade 12 in all academic subject areas as well as non-academic subjects including social skills and functional life skills. Through a carefully planned set of coursework, field, and clinical experiences, special education candidates develop knowledge and gain experience in the practices of effective special education teachers including implementing evidence-based interventions; collaborating with general educators, related service providers, and parents and families; administering assessments; and interpreting data to monitor student progress and the effectiveness of their own teaching practices.

Candidates who complete the major in special education are eligible for a Professional Educators License (PEL) from the Illinois State Board of Education with a Learning Behavior Specialist I endorsement and an ESL approval.

Required Courses:

Education coursework including field and clinical experiences (53 hours):

- SEDU 302 - Introduction to Special Education
- EDUC 320 - Educational Psychology
- EDUC 373 - Methods and Materials for Teaching Reading and Writing in the Elementary Classroom
- EDUC 376 - Methods and Materials for Teaching Math in the Elementary Classroom
- EDUC 411 - Methods and Materials for Teaching English as a Second Language
- EDUC 413 - Assessment of ELL Students

- EDUC 416 - Foundations of Language Minority Education
- SEDU 322 - Exceptional Students: Characteristics and the Special Education Process
- SEDU 356 - Collaboration and Adaptation in General Education Settings
- SEDU 359 - Managing Challenging Behavior
- SEDU 360 - Psychoeducational Diagnosis
- SEDU 370 - Planning and Assessment in Special Education
- SEDU 372 - Academic Methods for Middle and Secondary Students with Disabilities
- SEDU 374 - Curriculum Methods for Students with Moderate to Severe Disabilities
- SEDU 376 - Academic Methods for Early Childhood/Elementary Level Students with Disabilities
- SEDU 378 - Internship and Seminar in Special Education
- SEDU 401 - Clinical Practice Seminar in Special Education
- SEDU 402 - Clinical Practice in Special Education

- SEDU 465 - Sign Language I
- SEDU 466 - Sign Language II

Optional Pathways

Students majoring in the special education who are bilingual can add an Approval in Bilingual Education to their Professional Educator License by completing one additional course, EDUC 412 - Methods and Materials for Teaching in Bilingual Classrooms.

Special Education - B.A./M.S. or B.S./M.S. with Licensure

Program Requirements:

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 in a chosen major and a Master of Science in Special Education with Type 10 Learning Behavior Specialist I licensure 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 licensure in elementary or secondary education at the undergraduate level or choose to work only toward licensure in special education (completed at the graduate level).

Candidates electing to work only toward licensure in special education during their undergraduate program take EDUC 200, apply for acceptance into the teacher education program, and, if accepted, take the foundational 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 undergraduate special education advisor.

Candidates seeking licensure in general education at the undergraduate level and then special education licensure at the graduate level need to complete the requirements for the first licensure program and apply for the BA/MS SPED program in their junior year. They complete the graduate course work in the semesters following their undergraduate graduation.

Core Content Coursework

The following core content courses are required:

- MATH 165 - Foundations of Mathematics for the Elementary Teacher
- POSC 170 - American Government
- HIST 201 - A History of Globalization (including a 1-hour course intensification that covers the history, geography, economics, and political theory of Illinois)
- EDUC 364 - Children's Literature

Complete the following two science courses, one of which must have a lab:

- one 3- or 4-credit biological science course
- one 3- or 4-credit physical science course

Optional Courses

The following courses provide first- and second-year students additional support in meeting academic requirements for the program:

- EDUC 090 - Skill Building for Academic Proficiency Professional Educators I
- EDUC 091 - Skill Building for Academic Proficiency Professional Educators II

Candidates are strongly urged to complete the following courses:

Early Childhood Education Courses

ECED 300 - Child Growth and Development

(3 hours) An introduction to the typical and atypical growth and development of young children from prenatal development through pubescence.

ECED 301 - History and Philosophy of Early Childhood Education

(3 hours) An introduction to the historical and philosophical principles involved in planning, implementing, and evaluating developmentally appropriate, inclusive, evidence-based curricula for young children.

ECED 304 - Family and Culture

(3 hours) Develop the requisite professional skills and dispositions to work cooperatively with diverse families, provide leadership in the community, and serve as an advocate for all young children, their families, their community, and the early childhood profession.

ECED 387 - Linguistics and Language Development for Young Children

(3 hours) Study typical and atypical speech and language acquisition and development of young children, including those whose native language is not English.

ECED 390 - Teaching Early Childhood Social Studies

(2 hours) Focus on the developmentally appropriate instructional materials and methods for teaching the academic discipline of social studies in diverse and inclusive early childhood classrooms.

ECED 391 - Literacy Development in Early Childhood

(3 hours) Focuses on the developmentally appropriate instructional methods and materials for teaching literacy in diverse and inclusive early childhood settings, including those which contain students whose native language is not English.

ECED 392 - Teaching Early Childhood Creative Arts

(3 hours) Focuses on the developmentally appropriate instructional materials and methods for teaching the creative arts in diverse and inclusive early childhood classrooms.

ECED 393 - Theory and Pedagogy of Play

(2 hours) Courses focuses on the theoretical and methodological aspects of play and its effect on a child's physical, cognitive, linguistic, and social-emotional development.

ECED 394 - Teaching Early Childhood Math and Science

(3 hours) A focus on the developmentally appropriate instructional materials and methods for promoting, integrating, and teaching STEM content in diverse and inclusive early childhood classrooms.

ECED 395 - Teaching Early Childhood Physical Education, Health, and Safety

(2 hours) A course focusing on the developmentally appropriate instructional materials and methods for teaching physical education, health, and safety in diverse and inclusive early childhood classrooms.

ECED 399 - Intensive Field Experience

(1 hour) A four-week long, full-day teaching and co-teaching experience within an early childhood classroom (Birth-PreK, or K-2).

ECED 431 - Assessment of Young Language Learners

(3 hours) This course addresses specific assessment techniques for use with all young children (birth through 2nd grade) including young children with disabilities and English language learners.

ECED 494 - Clinical Practice in Early Childhood Education

(10 hours) Clinical experience designed to assist candidates in applying their theoretical and methodological knowledge and skills to the diverse early childhood settings, birth through second grade.

Prerequisite(s): Admission to clinical practice.

ECED 495 - Clinical Practice Seminar in Early Childhood Education

(2 hours) A collegial discussion on the demands, challenges and rewards of students' clinical experience and to prepare to transition into the early childhood field.

Prerequisite(s): Admission to clinical practice.

Elementary, Secondary, K-12 Education Courses

EDUC 090 - Skill Building for Academic Proficiency Professional Educators I

(1 hour) Strategies to help students develop skills and utilize resources that will lead to success in academic proficiency and in the Bachelor of Arts in Elementary Education program. *This course is designed for students who score below required Test of Academic Proficiency score or below 22 on the ACT Plus Writing. Should be taken in the first semester of the freshman year.*

Prerequisite(s): Open to first-year students in the School of Education.

EDUC 091 - Skill Building for Academic Proficiency Professional Educators II

(1 hour) A continuation of Skill Building for Academic Proficiency for Professional Educators I which helps students develop skills and utilize resources that will lead to success in academic proficiency and in the Bachelor of Arts in Elementary Education program. *This course is designed for students who score below required Test of Academic Proficiency score or below 22 on the ACT Plus Writing. Should be taken in the second semester of the freshman year.*

Prerequisite(s): Open to first-year students in the School of Education.

EDUC 200 - Foundations of Education

(3 hours) This course introduces candidates to the world of professional education. Students come away with an initial understanding of the foundations of education: sociological, economic, legal, governance, and financial, and their influence on teaching today. This general survey course is designed to help them make an informed decision about whether to continue in teacher preparation. Fifteen field experience hours are required.

EDUC 305 - School and Society

(3 hours) This course examines the sociological impact and history of education in the United States along with the locations and institutions of schooling within our society. Students examine how public and non-public schools are organized and operate and explore factors impacting student success and assumptions about access and equity. Topics include: historical and sociological implications for formal and informal as well as structured and unstructured education; analysis of the school as a specific social institution in society; the effects of social class, stratification, caste, role, status and peer group relationships in education.

EDUC 310 - History and Philosophy of Education

(3 hours) This course focuses upon the historical and philosophical roots of our educational system and its place in the social, economic, legal, political, and cultural milieu of America. Students will study historical and philosophical issues embedded in current educational practice and controversies, especially as these relate to educating for human flourishing, promoting the values of a democratic society, accommodating the interests of the society and particular groups within it, and the realization of social justice. Students examine the historical and philosophical origins of educational policies and practices in the United States and articulate how history and philosophy shape current and future educational policies and practices.

Listed also as AMST 311.

EDUC 315 - Classroom Assessment

(3 hours) This course focuses on assessment as a means of supporting the continuous development of all students in 6-12 classrooms. Assessment strategies will be examined as they relate to the instructional process.

EDUC 320 - Educational Psychology

(3 hours) In this course, candidates explore the theoretical basis for teaching and learning in kindergarten through 12th grade classrooms. While the course is theoretical in nature, candidates also explore the application of theory to classroom practice. Topics addressed include theories of learning; cognitive, social, emotional, and moral development; motivation; classroom management; and individual differences and diversity in learning. A particular focus is placed on the developmental characteristics and the nature and needs of elementary, middle/early adolescent, and secondary learners.

Prerequisite(s): Acceptance into the Teacher Education Program.

EDUC 335 - Reading in the Content Areas for Middle Level and Secondary Teachers

(3 hours) In this course, candidates focus on how to facilitate and improve reading, writing, vocabulary, and study skills in the content areas. Candidates investigate research and classroom practice and their applicability to expository text. They examine assessment practices, instructional methods and materials, and media and technology in the content areas. They learn to assist learners with diverse abilities and backgrounds, and analyze content area texts for readability levels and social and cultural perspectives. Candidates collaborate with a classroom teacher in the development of a content area unit and teach one of their lessons to the class. Fieldwork required.

Prerequisite(s): Acceptance into the Teacher Education Program or education minor.

EDUC 353 - Instructional Technology

(3 hours) 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 facilitating 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.

Prerequisite(s): Acceptance into the Teacher Education Program or education minor.

EDUC 362 - Content Area Reading

(1 hour) This course focuses on how to facilitate and improve reading, writing, vocabulary, and study skills in the content areas. Candidates investigate research and classroom practice and their applicability to expository text. They examine assessment practices, instructional methods and materials, and media and technology in the content areas.

Prerequisite(s): Acceptance into the Teacher Education Program.

EDUC 364 - Children's Literature

(3 hours) The content includes the interpretation, evaluation, selection, and use of quality children's and young adult literature to enhance and enrich understanding of the human condition, and provide multicultural insight

into global cultures and traditions. Assignments will help students develop a broader perspective of global literacy and intercultural understanding with the ability to recognize and deconstruct stereotypes. Significant emphasis will be placed on the ways that the children/young adult literary genre can provide greater insight into the global society and other countries and cultures, while exploring the complexity of youth, identity, and the American culture.

Listed also as ENGL 264

Prerequisite(s): EDUC 200, ECED 300, or education major or minor.

This course will satisfy the core area requirement in literature.

This course will satisfy the core requirement in multicultural studies.

EDUC 373 - Methods and Materials for Teaching Reading and Writing in the Elementary Classroom

(3 hours) Candidates focus on current research-based reading and writing instruction at the P-12 levels. Using a balanced perspective, candidates discuss theoretical models and philosophies of reading and writing instruction and their applicability in the classroom setting. Content also includes learning about phonics, phonemic awareness, fluency, vocabulary, and comprehension theories and practice. Candidates explore implementation of the Common Core State Standards using a variety of assessment and instructional practices, including reading and writing strategies (i.e. before, during, after reading both fiction and non-fiction texts), close reading of complex texts from diverse perspectives, multicultural literacy materials, use of technology as a tool for learning, and extensive reading and writing for authentic purposes across subject areas. Appropriate literacy assessments will also be included. Clinically-based course taught on-site in a partner elementary school; (24 hours) of fieldwork required.

Prerequisite(s): Admission to the Teacher Education Program.

EDUC 374 - Content Area Literacy

(3 hours) Candidates will develop proficiency in implementing instructional strategies and techniques for reading and writing instruction, and learn to facilitate and improve reading, writing, vocabulary, and study skills in the content areas. They examine assessment practices, instructional methods and materials, and media and technology in the content areas. They learn to assist learners with diverse abilities and backgrounds and to analyze content area texts for readability levels and social and cultural perspectives. Candidates collaborate with a classroom teacher in the development and instruction of a content area unit, paying particular attention to the integration of literacy strategies appropriate for the content or subject area. Clinically-based course taught on-site in a partner elementary school.

Prerequisite(s): Admission to the Teacher Education Program or education minor; sophomore standing or above.

EDUC 375 - Methods and Materials for Teaching Social Sciences in the Elementary Classroom

(2 hours) This course focuses on the methods for teaching social studies, highlighting the challenges of teaching in a diverse society, exploring relevant issues and resources from different perspectives, and engaging students in inquiry opportunities for further exploration of historical and political issues related to social sciences. Clinically-based course taught on-site in a partner elementary school.

Prerequisite(s): Admission to the Teacher Education Program; sophomore standing or above.

EDUC 376 - Methods and Materials for Teaching Math in the Elementary Classroom

(3 hours) Candidates learn to effectively teach elementary school mathematics. Drawing on the Common Core State Standards for Mathematics (2010), this course provides candidates with meaningful and practical learning experiences about elementary level math instruction including: teaching diverse students, enhancing school math content and pedagogical knowledge, differentiating instruction, establishing a safe and positive learning environment, employing various strategies to support student mathematical learning and thinking, developing students' academic language, assessing students' mathematical learning, building a collaborative relationships and being a reflective novice teacher. Clinically-based course taught on-site in a partner elementary school; (24 hours) of fieldwork required.

Prerequisite(s): Admission to the Teacher Education Program.

EDUC 377 - Methods and Materials for Teaching Science in the Elementary Classroom

(3 hours) Learning opportunities permit students to develop scientific pedagogical content knowledge in order to teach through inquiry thought processes. General knowledge and skills in teaching that were developed in prior coursework will be synthesized and applied to the teaching and learning of science. Some concepts addressed in this course include lesson planning to incorporate into science lessons, STEM and other academic disciplines, writing science objectives in the cognitive, affective, and psychomotor domains, receptive and expressive communication skills needed for reading and writing in the sciences, using informational texts to enhance the learning environment, differentiating instruction and students with special needs, using questioning to develop higher order thinking skills, designing performance assessment strategies that authentically evaluate the learning of scientific processes, promoting collaborative peer relationships, and teaching controversial scientific topics (e.g., evolution, the age of the universe) while respecting students' belief systems. Laboratory safety and management of hands-on science inquiry lessons will be addressed directly and infused within all aspects of the course. Fieldwork required.

Prerequisite(s): Admission to the Teacher Education Program; sophomore standing or above.

EDUC 378 - Methods and Materials for Teaching Health and Physical Education in the Elementary Classroom

(1 hour) This course focuses on the methods for teaching physical education and health in the elementary classroom. Specific learning experiences related to fundamental motor skills, health-related physical

fitness, and wellness will be emphasized. Strategies to integrate these critical skills into content areas and disciplines are also explored. Hands-on experience in a physical education environment is paramount to understanding the role of the physical educator in the field experience.

Prerequisite(s): Admission to the Teacher Education Program.

EDUC 379 - Methods and Materials for Teaching Fine Arts and Music in the Elementary Classroom

(1 hour) Appropriate content, methods, and materials for teaching art, dance, music, and drama as part of an integrated curriculum in elementary classrooms are the foundation for this course. Lesson planning, classroom management of activities/materials, creative expression, aesthetic perception, integrating fine arts with other content areas are addressed.

Prerequisite(s): Admission to the Teacher Education Program.

EDUC 386 - Diversity, Language, and Culture

(3 hours) This course provides students with information and experiences that support culturally responsive teaching and learning in diverse settings. Teacher candidates examine personal and societal underlying assumptions about democracy, social order, race/ethnicity, class, abilities/exceptionalities, language and power, and gender relations. Using the foundations of intercultural and critical pedagogy, candidates use information learned to plan classroom structures and lessons that are supportive of identity development, diversity, educational equity, social justice, and inclusion. Diversity presents challenges and opportunities that push candidates to further develop the disposition of a responsive educator supportive of respectful educational environments that capitalize on the potential of each individual student. Fieldwork required.

Listed also as BWS 386

This course will satisfy the core requirement in multicultural studies.

EDUC 400 - Instructional Strategies for Teaching Science in Middle and Secondary Schools

(3 hours) This course introduces candidates to teaching methodologies, safety issues, assessment techniques, and curricular issues as they pertain to the teaching of science for candidates preparing for initial licensure. Thirty-five field experience hours are required.

Prerequisite(s): Acceptance into the Teacher Education Program.

EDUC 401 - Instructional Strategies for Teaching English in Middle and Secondary Schools

(3 hours) This course introduces curriculum content, teaching methodologies, and assessment techniques as they pertain to the teaching of English and language arts for candidates preparing for initial licensure. Thirty-five field experience hours are required.

Prerequisite(s): Acceptance into the Teacher Education Program.

EDUC 402 - Instructional Strategies for Teaching Art in the K-12 Classroom

(3 hours) This course introduces curriculum content, teaching methodologies and assessment techniques as they pertain to the teaching of art for candidates preparing for initial licensure. Thirty-five field experience hours are required.

Prerequisite(s): Acceptance into the Teacher Education Program.

EDUC 403 - Instructional Strategies for Teaching Mathematics in Middle and Secondary Schools

(3 hours) This course introduces curriculum content, teaching methodologies, and assessment techniques as they pertain to the teaching of mathematics for students preparing for initial licensure. Thirty-five field experience hours are required.

Prerequisite(s): Acceptance into the Teacher Education Program.

EDUC 404 - Instructional Strategies for Teaching Modern Foreign Language in the K-12 Classroom

(3 hours) 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 licensure. Thirty-five field experience hours are required.

Prerequisite(s): Acceptance into the Teacher Education Program.

EDUC 406 - Instructional Strategies for Teaching Social Studies in Middle and Secondary Schools

(3 hours) This course introduces curriculum content, teaching methodologies, and assessment techniques as they pertain to the teaching of social science for candidates preparing for initial licensure. Thirty-five field experience hours are required.

Prerequisite(s): Acceptance into the Teacher Education Program.

EDUC 411 - Methods and Materials for Teaching English as a Second Language

(3 hours) Students will implement effective instructional methods for teaching English as a Second Language, content area methods that focus on students' academic language, and curriculum design.

Prerequisite(s): Acceptance into the Teacher Education Program

EDUC 412 - Methods and Materials for Teaching in Bilingual Classrooms

(3 hours) In this course, candidates implement effective instructional methods for the development of native language proficiency in the bilingual classroom. Candidates identify, formulate, apply and adapt approaches and methods in order to develop high quality instruction that will enhance bilingual students' cognitive and academic growth in their

primary language, including the use of various technology and software programs. Methods that focus on integrating reading, writing, listening, and speaking the target language during each lesson will be stressed. Spanish Language Standards (SLA) from WIDA will be used. Designing bilingual curriculum units will also be required.

Prerequisite(s): Acceptance into the Teacher Education Program.

EDUC 413 - Assessment of ELL Students

(3 hours) In this course, candidates analyze a number of issues pertaining to the assessment of English Language Learners. Candidates examine the political context for assessment, including trends in statewide testing and recent changes in federal legislation and study the guidelines for appropriate assessment procedures in the identification and placement of English Language Learners, especially ELL students with special needs. Candidates will implement a variety of classroom-based assessments through a portfolio system. The development of a pre-assessment and post-assessment for a curriculum unit will also be developed and implemented in order to assess value-added data. The analysis of student achievement data using statistics will also be addressed.

EDUC 414 - Language and Culture

(3 hours) The candidate understands the diverse characteristics and abilities of each ELL student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, historical and academic experiences. The candidate uses these experiences to create instructional opportunities that maximize ELL student learning as well as to better understand the communities outside of the school. Issues related to diversity, inclusion, equity and equality, tolerance and cultural competency will be addressed extensively. A deeper analysis of an educator's implicit biases, misconceptions and prejudices will be examined in relation to student expectations and achievement.

EDUC 415 - Linguistics

(3 hours) In this course, candidates will undertake the scientific study of language through an analysis of phonetics, phonology, syntax, semantics, and pragmatics. Candidates will also better understand their ELL students' use and display of sound-letter correspondence, letter-word formation, word patterns, sentence structure, morphology and discourse levels in the English language. The course also focuses on the history of the English language, the role of dialects and linguistic family trees across the globe.

Prerequisite(s): Acceptance into the Teacher Education Program.

EDUC 416 - Foundations of Language Minority Education

(3 hours) This course provides an introduction to the historical, philosophical, political, social, and scientific issues that have contributed to public policy regarding educational services for English Language Learners. The candidate will begin by examining the neurolinguistic and psycholinguistic models for language acquisition, how language functions in the brain, and how the bilingual brain activates languages. Then a comprehensive focus will be placed on the different types of language education programs in the United States as well as the best research-based practices for English Language Learners in our schools. Historical trends,

political policies and legal issues related to language education in the United States as well as foreign countries will also be discussed.

Prerequisite(s): Acceptance into the Teacher Education Program.

EDUC 417 - Literacy Development for ELL Students

(3 hours) In this course, candidates will focus on the multiple areas of English language acquisition: phonics, phonetics and phonemic awareness; morphological awareness; vocabulary development and acquisition; word knowledge and acquisition; reading fluency and comprehension; and the products, processes and stages of writing. Candidates will complete a literacy portfolio in which they apply the various literacy techniques, methods and strategies demonstrated in the course. A focus on building academic literacy for English Language Learners will also be emphasized throughout the course.

EDUC 420 - Practicum

(3 hours) This course provides a platform for observation, practice, feedback, discussion, and reflection, which are essential skills of an effective teacher. More broadly, the skills from good teaching (being an articulate and confident speaker, a careful listener, an inspiring mentor, a good communicator, and team player) are useful skills that apply to other aspects of a student's professional and personal life. This guided experience takes place in an assigned partnering school or school program. Under the supervision of an assigned faculty instructor and mentor teacher, the candidate engages in many aspects of teaching. Fieldwork required.

Prerequisite(s): Education minors.

EDUC 455 - Internship Reading Intervention

(1 hour) This internship aims to provide undergraduate students with experience in personalized instruction, cooperative groups, and theme-related experiences as they tutor children in the Hephzibah Reading Academy at Dominican University. Course work prepares undergraduate students to conduct individual assessments of the children at the beginning and end of the program. Under the guidance of Dominican faculty, veteran teachers, and academy administrators, they plan for individual tutoring. Finally, they prepare an evaluation on a child whom they work with for the Hephzibah Children's Association.

Prerequisite(s): Consent of the instructor.

EDUC 480 - Digital and Media Literacy in the Classroom

(3 hours) This course explores how media and technology have changed the literacy skills and strategies K-12 students need to develop to access, evaluate, and produce information. Candidates will explore current educational theories, trends, and tools in the use of instructional media and technology across grade levels and subject areas. They will design and teach a lesson with a focus on skills needed for the successful use of technology tools in a P-12 setting based on local, state, and national standards. They will also design and deliver a professional learning experience for other educators about the effective use of technology in teaching and learning.

EDUC 488 - Student Teaching in the Elementary Classroom Seminar

(3 hours) This seminar meets in conjunction with full-time student teaching in a partner elementary school during the semester in which student teaching is completed. The purpose of the seminar is to provide candidates with an opportunity to examine and discuss the experiences of their student teaching and to connect those experiences to the framework of their academic preparation. Issues relevant to the professional educator are topics of seminar meetings. This seminar is designed to encourage candidates to collegially discuss the demands of teaching at the elementary school level and to explore ways to meet individual student needs. Candidates complete their Education Teaching Performance Assessment (edTPA) during this semester.

Prerequisite(s): Admission to the Teacher Education Program; senior standing.

EDUC 489 - Student Teaching in the Elementary Classroom

(12 hours) This is a full-time classroom teaching experience under supervision by a licensed classroom teacher and university supervisor. During this semester, candidates complete the Education Teacher Performance Assessment (edTPA), a state licensure requirement. Full-time student teaching in a partner elementary school. This course is graded satisfactory/fail.

Prerequisite(s): Acceptance into the Teacher Education Program.

EDUC 491 - Clinical Practice Seminar: Middle and Secondary

(2 hours) 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 the professional portfolio.

Prerequisite(s): Acceptance into the Teacher Education Program.

EDUC 492 - Clinical Practice: K-12 Modern Foreign Language

(10 hours) This full-time guided experience takes place in assigned elementary, middle, and/or secondary schools for one full semester. The candidate is placed in two different schools in order to gain experience teaching a modern foreign language to students in grades K-12. Under the supervision of mentor teachers, the candidate engages in all aspects of teaching. This course is taken on a satisfactory/fail basis.

Prerequisite(s): Acceptance into the Teacher Education Program.

EDUC 496 - Clinical Practice: Middle and Secondary

(10 hours) 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(s): Acceptance into the Teacher Education Program.

EDUC 497 - Clinical Practice: K-12 Art

(10 hours) This full-time guided experience takes place in assigned elementary, middle, and/or secondary schools for one full semester. The candidate is placed in two different schools in order to gain experience teaching art to students in grades K-12. Under the supervision of mentor teachers, the candidate engages in all aspects of teaching. This course is taken on a satisfactory/fail basis.

Prerequisite(s): Acceptance into the Teacher Education Program.

Special Education Courses

SEDU 302 - Introduction to Special Education

(1 hour) In this foundational course, candidates engage in a study of the ethical framework and standards that underlie the provision of services to students with disabilities. They study the various roles that a special education teacher may take on and the responsibilities of each. Candidates consider the responsibilities of the special education teacher to collaborate with general education teachers and families. The course includes an emphasis on essential elements of instructional planning, classroom management and individualized instruction.

SEDU 322 - Exceptional Students: Characteristics and the Special Education Process

(3 hours) 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. They also explore the intersection of race, ethnicity, culture and linguistic diversity with disability. Topics include disproportionate representation in particular categories of disability and the role diversity plays in collaborating with and including parents in the special education process. A major portion of this course focuses on the special education process including laws, rules, regulations, and 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.

Prerequisite(s): EDUC 200

SEDU 356 - Collaboration and Adaptation in General Education Settings

(2 hours) Candidates examine the importance and process of collaboration with family, classroom teachers, paraeducators, 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 with consideration of the learning characteristics of students with disabilities, including culturally and linguistically diverse exceptional learners, for the

purpose of selecting appropriate strategies and materials. Candidates demonstrate scaffolding techniques for modifying instructional methods, curricular materials and the learning environments, state and local assessments, and support of behavior management plans. Specific attention is given to effective co-teaching practices including effective communication, collaboration, co-planning and conflict resolution skills. Fieldwork required.

Prerequisite(s): Acceptance into the Teacher Education Program or education minor.

SEDU 359 - Managing Challenging Behavior

(3 hours) In this course, candidates study the use of appropriate non-aversive least intrusive management procedures when presented with a variety of behavioral problems including challenging behavior. Candidates learn strategies for classroom management, individual behavior management, crisis prevention, conflict resolution, and the effective use of reinforcement. Additionally strategies and techniques to arrange and modify the learning environment to facilitate learning according to students' emotional, social, and behavioral needs are also considered. As part of this course, candidates study and complete functional assessments of behavior and develop behavior intervention plans based on student case studies. In addition, the disproportionate use of punitive, exclusionary disciplinary practices with diverse student populations is examined.

SEDU 360 - Psychoeducational Diagnosis

(3 hours) In this course, candidates engage in the diagnostic assessment process. They develop proficiency in administering individualized assessments and writing and in analyzing and interpreting test results. In addition, this course includes a focus on testing accommodation and interpretation of group administered standardized tests. Key aspects of the Response to Intervention (RTI) process for identifying students with learning disabilities are addressed. Candidates gain experience in administering curriculum based measurements and monitoring progress. They read case studies and write diagnostic reports that serve as a basis for instructional planning. Candidates participate in activities to communicate diagnostic reports to teachers, paraprofessionals, parents, and students themselves. Underlying all course content is an emphasis on ethical principles and legal guidelines that undergird the psychoeducational diagnostic process.

SEDU 370 - Planning and Assessment in Special Education

(3 hours) This course addresses development of individual education plans (IEPs) and transition plans for students with various disabilities across the age span of P-12 with an emphasis on the integral role of ongoing assessment in decision making and the planning process. Using case studies, candidates will write IEPs and prepare transition plans for students in special education with particular attention given to development of statements of present levels of performance, measurable annual goals and short term objectives/benchmarks, progress monitoring and reporting of progress, determination of the least restrictive environment, and access to general education and documentation of adaptations and modifications of instruction and assessment in general education settings. As part of this course, candidates will examine formative assessment including curriculum-based measurement, work sample/error analysis, classroom assessments, and pre-and post- assessments for instruction.

SEDU 372 - Academic Methods for Middle and Secondary Students with Disabilities

(3 hours) The purpose of this course is to prepare candidates to use a variety of instructional strategies and to create learning experiences that encourage middle and secondary students' development across many skill domains. The content of this course will focus on academic methods in science, mathematics, social science and English for middle and secondary level students with disabilities with particular emphasis on content area and learning strategy instruction. Candidates are engaged in activities which promote safety practices in the science class, the 5E model, inquiry-based learning and the scientific method. In the area of social sciences, instructional resources including primary sources and technologies are explored so as to engage diverse learners in historical inquiry and analysis, exploration of ideas and perspectives that have a global impact. As an essential first step, the course addresses assessment of student skills and achievement, instructional needs, and evaluation of teaching methods and materials. With case studies as a basis, candidates write lesson plans appropriate to student needs, common core state standards and College and Career Readiness Standards.

SEDU 374 - Curriculum Methods for Students with Moderate to Severe Disabilities

(3 hours) In this course, candidates will study instructional techniques and specialized methods that may be aspects of instruction of students with moderate to severe disabilities. This includes coverage of the functional curriculum across a variety of domains including self-care, life skills, recreation/leisure, domestic, community, and career/vocational. Specialized interventions and methodology for individuals (preschool through high school) with a focus on physical (including positioning support), communication (including augmentative communication), and other techniques and methods that support student learning and development of key functional skills also will be addressed. Candidates will examine assessment and adjustment of learning environments, planning and development of instructional programs directed toward objectives established for a variety of key skills, and provision of opportunities for student choice and development of positive self-concepts. This course also will include consideration of the importance of the use of appropriate materials emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities.

SEDU 376 - Academic Methods for Early Childhood/Elementary Level Students with Disabilities

(3 hours) The purpose of this course is to prepare candidates to use a variety of instructional strategies and create learning experiences that encourage early childhood and elementary student development across many skill domains. The content of this course will focus on academic methods in the basic areas of early childhood-elementary level students with particular emphasis on oral language, balanced approach to reading, writing, science, social science and mathematics instruction. Principles and techniques associated with effective research based principles and methods for assessment, planning and instruction will be addressed. A variety of instructional techniques across subject areas will be discussed and research in the areas of instructional strategies and delivery are examined. Candidates will demonstrate the ability to plan multi-sensory units and lessons for students at the readiness through intermediate levels based on knowledge of the discipline, student needs, and curricular and IEP goals.

SEDU 378 - Internship and Seminar in Special Education

(1 hour) The purpose of this course is to provide candidates with experience in working directly with students with disabilities. Candidates will be assigned to a setting with students with disabilities and will work with a certified special education teacher. The candidate both observes in this setting and takes an active part in the classroom activities. Through this experience candidates observe similarities and differences across various aspects of development in students with disabilities or students identified as being at risk. In the clinical setting, candidates demonstrate communication and collaborative skills. The special education cooperating teacher or the principal will evaluate the candidate at the end of the internship experience and candidates will be observed and evaluated by the internship instructor. This internship is completed in conjunction with SEDU 374 - Curriculum Methods for Students with Moderate to Severe Disabilities.

SEDU 401 - Clinical Practice Seminar in Special Education

(2 hours) Candidates engaged in clinical practice in special education meet for bi-weekly seminar meetings. During these meetings, candidates discuss their clinical experience, examine classroom challenges, and discuss their roles and responsibilities as professionals in the field of special education.

SEDU 402 - Clinical Practice in Special Education

(10 hours) In this course, candidates will be involved in a full-time guided experience in a special education classroom with students with disabilities. This course offers candidates the opportunity to apply in diverse settings the knowledge and skills gained through the program's course work and internship. Candidates will provide direct instruction to students individually, in small groups, and as a whole class in inclusive and special

education classrooms. Candidates will be encouraged to use diagnostic prescriptive teaching and multi-sensory instruction based upon specific needs of students across skill domains (academic, social, physical, behavioral, functional). Within this clinical setting, candidates will demonstrate the ability to interpret information from formal and informal assessment procedures, develop assessment strategies for instruction, and create varied opportunities for all students to participate using effective written, verbal, nonverbal, and visual communication.

SEDU 465 - Sign Language I

(3 hours) This course provides an introduction to deaf culture; the development, vocabulary, and conversation of sign language; as well as an understanding of American Sign Language grammar. Students will study the history of deaf culture, its values, and actively participate in classroom activities to enhance their ability to communicate using American Sign Language.

SEDU 466 - Sign Language II

(3 hours) This course is a continuation of SEDU 465 - Sign Language I. Students taking Sign Language II are expected to have mastered the grammar and vocabulary covered in Sign Language I. This course will study Deaf culture more in depth. Students will further enhance vocabulary, conversation skills and learn additional American Sign Language grammar. Students will be expected to actively participate in classroom activities to enhance their ability to communicate using American Sign Language.

Prerequisite(s): SEDU 465

Graduate Education Programs

The School of Education traces its roots to the teacher preparation programs offered at St. Clara College. Always responsive to the evolving needs of schools in society, the School of Education currently offers a Master of Science in Special Education, a Master of Arts in Teaching, and a Master of Arts in Education (available as an elevation from an endorsement program), as well as non-degree programs leading to state endorsements or approvals including Bilingual Education, English as a Second Language, Technology Specialist, and Learning Behavior Specialist I. For those teachers, library media specialists, and other school personnel who wish to take technology courses for their own professional development, but are not interested in an Illinois State Board of Education endorsement, the School of Education offers a Technology Specialist certificate.

Requirements for Admission

Admission requirements for School of Education programs are specified for each program. An applicant must complete the admissions process to the selected degree or endorsement/approval program prior to the first term of enrollment. Any exceptions require the approval of the director of the School of Education. Applicants must register for courses before the first class meeting.

English Proficiency

Students whose native language is other than English are required to pass the Test of English as Foreign Language (TOEFL) with a score of at least 550 (paper) or 250 (online).

Transfer of Credit

Up to six semester hours of appropriate graduate-level credit from an accredited college or university may be accepted in transfer at the time of matriculation. The applicant must provide:

- a copy of the course description as printed in the catalog of the institution attended and
- an official transcript demonstrating an earned grade of B or better and that the course was completed within the previous 5 years.

Residency Requirement

Once candidates (including those accepted conditionally) are matriculated into a School of Education graduate program, they must take all required courses and electives at Dominican University's main campus or one of its off-site locations. Any exception to this policy requires the written approval of the director prior to the candidate's registration for the course(s) at another college or university.

Course Registration

At the time of initial registration each candidate will be assigned a graduate faculty advisor. Candidates should consult with their advisors as they plan and develop their programs. Candidates in the School of Education must secure the approval of an advisor to complete registration.

Well in advance of the term the dates for each registration period are posted on the registrar's office page on MyDU (Dominican's internal web site). Candidates may register in person or online after the scheduled registration period begins. No registrations will be accepted after the published late registration date.

Dominican University reserves the right to cancel any course for which the registration does not warrant the organization of a class.

Degree Completion

Candidates have five years to complete their degrees. In exceptional circumstances, a one-year extension may be granted with approval of the director. Those wishing to extend program completion beyond that timeframe will need to reapply to the School of Education and fulfill any additional requirements necessary.

Graduate Programs

Alternative Licensure Degree Programs

The School of Education offers candidates with a bachelor's degree an alternative route to attaining an initial Professional Educator License in the state of Illinois. In this program candidates complete an intensive summer experience of courses and internship and earn an Educator License with Stipulations. They then secure a full-time teaching position. Following successful completion of the two-year program of classes and residency, candidates will be eligible for a Master of Arts in Teaching (MAT) degree or a Master of Science in Special Education degree and the Professional Educator License (PEL). Due to specific state requirements for this course, those interested in the program are encouraged to contact the graduate admissions office for more information.

Bilingual Education Approval

- Candidate must hold a valid Learning Behavior Specialist I endorsement on their Professional Educator License.
- Complete 100 clock hours in bilingual field experiences (embedded in coursework).
- Complete 3 courses (9 credit hours total)
 - EDU 653 - Methods and Materials for Teaching in Bilingual Classrooms
 - EDU 654 - Assessment of English Language Learners

- EDU 657 - Foundations of Minority Language Education
- Complete a language proficiency examination.

Admission Requirements

Candidate for admission must hold a valid Professional Educator License appropriate for the approval/endorsement. Upon submission of a completed online application, the School of Education licensure officer will verify the candidate's Illinois Professional Educator License.

Bilingual Education Endorsement

- Candidate must hold a valid Professional Educator License
- Complete 100 clock hours in bilingual field experiences (embedded in coursework).
- Complete 6 courses (18 credit hours total)
 - EDU 651 - Methods and Materials for Teaching English as a Second Language
 - EDU 653 - Methods and Materials for Teaching in Bilingual Classrooms
 - EDU 654 - Assessment of English Language Learners
 - EDU 655 - Language and Culture
 - EDU 657 - Foundations of Minority Language Education
 - Either EDU 656 - Linguistics and Language Development or EDU 661 - Literacy Development for ELL Students
- Complete a language proficiency examination.

Admission Requirements

Candidate for admission must hold a valid Professional Educator License appropriate for the approval/endorsement. Upon submission of a completed online application, the School of Education licensure officer will verify the candidate's Illinois Professional Educator License.

English as a Second Language Approval

- Candidates for the English as a Second Language Approval must hold a valid Learning Behavior Specialist I endorsement on their Professional Educator License.
- Complete 100 clock hours in English as a Second Language field experiences (embedded in coursework).
- Complete 3 courses (9 credit hours total):
 - EDU 651 - Methods and Materials for Teaching English as a Second Language
 - EDU 654 - Assessment of English Language Learners

- EDU 657 - Foundations of Minority Language Education

Admission Requirements

Candidate for admission must hold a valid Professional Educator License appropriate for the approval/endorsement. Upon submission of a completed online application, the School of Education licensure officer will verify the candidate's Illinois Professional Educator License.

English as a Second Language Endorsement

- Candidate must hold a valid Professional Educator License
- Complete 100 clock hours in English as a Second Language field experiences (embedded in coursework).
- Complete 6 courses (18 credit hours total)
 - EDU 651 - Methods and Materials for Teaching English as a Second Language
 - EDU 654 - Assessment of English Language Learners
 - EDU 655 - Language and Culture
 - EDU 656 - Linguistics and Language Development
 - EDU 657 - Foundations of Minority Language Education
 - Either EDU 653 - Methods and Materials for Teaching in Bilingual Classrooms or EDU 661 - Literacy Development for ELL Students

Admission Requirements

Candidate for admission must hold a valid Professional Educator License appropriate for the approval/endorsement. Upon submission of a completed online application, the School of Education licensure officer will verify the candidate's Illinois Professional Educator License.

Learning Behavior Specialist I Endorsement

- Candidate must hold a valid Professional Educator License.
- Complete 5 courses (15 credit hours total):
 - SPED 522 - Exceptional Students: Characteristics and the Special Education Process or SPED 649 - Psychology and Characteristics of Students with Disabilities
 - SPED 526 - Psycho-educational Diagnosis (Ages 3–21) or SPED 663 - Planning and Assessment in Special Education
 - SPED 659 - Managing Challenging Behavior
 - SPED 664 - Curriculum and Methods for Students with Moderate to Severe Disabilities

- Either SPED 654 - Academic Methods for Early Childhood and Elementary-level Students with Disabilities (for candidates with an elementary endorsement on their license) or SPED 655 - Academic Methods for Middle and Secondary-level Students with Disabilities (for candidates with a secondary endorsement on their license).
- Pass the Learning Behavior Specialist I content test.

Admission Requirements

Candidate for admission must hold a valid Professional Educator License appropriate for the approval/endorsement. Upon submission of a completed online application, the School of Education licensure officer will verify the candidate's Illinois Professional Educator License.

Master of Arts in Education

Students who have completed an endorsement program through the School of Education have the option of elevating to degree-seeking status and applying the coursework completed as part of the endorsement program towards the degree. The required coursework for the endorsement programs range from 15-24 credit hours. After completion of the endorsement program and application and acceptance into the Master of Arts in Education (MAED) program, candidates would be required to take additional coursework to total 30 credit hours (an additional 6-15 credit hours, depending on which endorsement program was completed). Once accepted into the MAED program, candidates work with their advisor to choose additional graduate level coursework offered by the School of Education to reach a total of 30 credit hours. The choice of courses would be up to the candidate; however, prerequisite requirements would need to be considered in choosing coursework.

Admission Requirements

Candidates who opt to elevate to the MAED program may do so only after completing one of the SOE endorsement programs. Candidates may apply for the MAED elevation during or after the semester during which they are enrolled in their final endorsement courses. Candidates for elevation must meet the following criteria:

- Full acceptance into their endorsement program.
- At least one half of their endorsement courses taken at Dominican University (Note- only 6 credit hours may be transferred in towards the degree).
- Final endorsement courses taken at Dominican University.
- GPA of 3.0 or higher and no grades lower than a C in any endorsement coursework. Candidate may not have any unresolved incompletes for any endorsement coursework at the time of application.
- No dispositional concerns filed during their endorsement programs.

Master of Arts in Teaching

The School of Education offers candidates with a bachelor's degree a route to attaining an initial Professional Educator License in the state of Illinois. Following successful completion of the two year program, candidates will complete their clinical practice experience and be eligible for a Master of Arts in Teaching (MAT) degree and the Professional Educator License (PEL).

Dominican University offers MAT - Secondary licensure programs in the following areas:

- Secondary: Biology
- Secondary: Chemistry
- Secondary: English/Language Arts
- Secondary: Mathematics
- Secondary: Social Studies

In traditional teacher preparation programs leading to licensure, candidates take all of their coursework leading to licensure prior to completing their clinical practice experience. They do some early field experience as part of their preparation but are not in the classroom full-time until after their coursework is completed.

The Master of Arts in Teaching program with a Secondary endorsement is designed for individuals with a baccalaureate degree interested in pursuing a master's degree in education with an Illinois educator license. Candidates must fulfill State content-area requirements for their particular endorsement and designation.

Admission Requirements

1. Completed School of Education application, including the application fee.
2. Cumulative GPA of 3.0 or higher on a 4.0 scale. A candidate with a GPA lower than 3.0 may be allowed to take up to four courses on a conditional basis and must earn a grade of B or better in each course in order to continue registration. Upon completion of four courses with grades of B or better in each the candidate will be reviewed for full acceptance into the School of Education.
3. Two letters of recommendation. Letters from family members or current School of Education students are not acceptable.
4. Evidence of effective written communication skills and suitability for the teaching profession as demonstrated by the submission of candidate's personal statement.
5. One official transcript from every college or university attended. Transcripts must be received by the School of Education in a sealed envelope from the college or university.

Required Courses

- EDU 502 - Introduction to Teaching
- EDU 520 - Educational Psychology (K-12)
- SPED 522 - Exceptional Students: Characteristics and the Special Education Process

- EDU 523 - Teaching in Diverse Classrooms
- EDU 532 - Tools and Techniques in Assessment
- EDU 535 - Reading in the Content Areas for Middle and Secondary Education
- EDU 560 - Integrating Technology into the Curriculum or EDU 776 - Integrating Technology Into Programming, Services, and Instruction
- EDU 611 - History and Philosophy of Education
- SPED 656 - Collaboration and Adaptation in General Education Settings
- EDU 688 - Secondary Methods and Curriculum Planning
- EDU 701 - Clinical Practice - Secondary
- EDU 703 - Clinical Practice Seminar - Secondary

Complete one of the following methods courses appropriate to the endorsement concentration:

- EDU 685 - Methods of Teaching Social Science-Secondary
- EDU 690 - Methods in Teaching Science - Secondary
- EDU 693 - Methods of Teaching Math For Secondary School Teachers
- EDU 697 - Methods of Teaching English Language Arts-Secondary

Master of Science in Special Education

Successful completion of the following requirements leads to a Master of Science in Special Education with entitlement to a Professional Educator License with Learning Behavior Specialist I (P-21) endorsement:

Admission Requirements

1. Completed School of Education application, including the application fee.
2. Cumulative GPA of 3.0 or higher on a 4.0 scale. A candidate with a GPA lower than 3.0 may be allowed to take up to four courses on a conditional basis and must earn a grade of B or better in each course in order to continue registration. Upon completion of four courses with grades of B or better in each the candidate will be reviewed for full acceptance into the School of Education.
3. Two letters of recommendation. Letters from family members or current School of Education students are not acceptable.
4. Evidence of effective written communication skills and suitability for the teaching profession as demonstrated by the submission of candidate's personal statement.
5. One official transcript from every college or university attended. Transcripts must be received by the School of Education in a sealed envelope from the college or university.

Required Courses

Candidates who do not hold a current valid teaching license complete the following 45 credit hours, including 39 hours in classroom/theory coursework and 6 credit hours in internship/clinical practice:

- SPED 500 - Childhood Growth And Development: Infancy - Adolescence or EDU 520 - Educational Psychology (K-12)
- SPED 503 - Child, Family, And Community Relations
- SPED 526 - Psycho-educational Diagnosis (Ages 3–21)
- SPED 646 - Special Education Internship
- SPED 649 - Psychology and Characteristics of Students with Disabilities or SPED 522 - Exceptional Students: Characteristics and the Special Education Process
- SPED 654 - Academic Methods for Early Childhood and Elementary-level Students with Disabilities
- SPED 655 - Academic Methods for Middle and Secondary-level Students with Disabilities
- SPED 656 - Collaboration and Adaptation in General Education Settings
- SPED 658 - Fostering Development of Prosocial Behavior
- SPED 659 - Managing Challenging Behavior
- SPED 663 - Planning and Assessment in Special Education
- SPED 664 - Curriculum and Methods for Students with Moderate to Severe Disabilities
- SPED 702 - Clinical Practice Seminar in Special Education
- SPED 703 - Clinical Practice in Special Education
- EDU 533 - Reading and Writing Instruction and Improvement
- EDU 560 - Integrating Technology into the Curriculum or EDU 776 - Integrating Technology Into Programming, Services, and Instruction

Additional Requirements

General Education Competencies for Non-Certified Candidates

Persons seeking the State of Illinois Learning Behavior Specialist I (Type 10) Special Education licensure as their initial teaching license must meet required general education competencies as outlined by the School of Education.

Illinois Licensure Testing System Requirements

Persons seeking a State of Illinois Professional Educator License with Learning Behavior Specialist I (P-21) Endorsement must pass the Illinois

Licensure Testing System's required content area tests for Learning Behavior Specialist I.

1. The candidate must take and pass the LBSI (#155) test prior to placement for clinical practice (student teaching) or clinical internship as specified by the School of Education.
2. The candidate must pass the Special Education General Curriculum Test (#163) prior to applying for clinical practice or clinical internship as specified by the School of Education.
3. As of September 1, 2015 any candidate seeking initial licensure must pass the edTPA.

Additional Information

Endorsement requirements for candidates who already hold a current valid teaching license are adjusted as follows:

- SPED 500 - Childhood Growth And Development: Infancy - Adolescence is not required.
- SPED 646 - Special Education Internship is not required
- In place of SPED 702 - Clinical Practice Seminar in Special Education and SPED 703 - Clinical Practice in Special Education, students are required to complete SPED 705 - Clinical Internship In Special Education.

Candidates who hold an elementary teaching endorsed license or those who have taken a reading methodology course are not required to complete EDU 533 - Reading and Writing Instruction and Improvement.

Technology Specialist Certificate

- Candidate must hold a valid Professional Educator License
- Complete 4 courses (12 credit hours total):
 - EDU 776 - Integrating Technology Into Programming, Services, and Instruction
 - Choose 3 additional electives in consultation with an advisor.

Technology Specialist Endorsement

- Candidate must hold a valid Professional Educator License
- Complete 8 courses (24 credit hours total)
 - EDU 776 - Integrating Technology Into Programming, Services, and Instruction
 - EDU 777 - Learning Theories and Instructional Designs
 - EDU 778 - Hardware, Operating Systems, Networking, and Troubleshooting
 - EDU 779 - Systems Analysis and Design
 - EDU 780 - Digital and Media Literacy in the Classroom
 - EDU 781 - Technology for Leaders
 - Select two additional electives

- Candidate must pass the Technology Specialist Test to obtain the official endorsement through the Illinois State Board of Education.

Admission Requirements

Candidate for admission must hold a valid Professional Educator License appropriate for the approval/endorsement. Upon submission of a completed online application, the School of Education licensure officer will verify the candidate's Illinois Professional Educator License.

Elementary, Secondary, K-12 Education Courses

EDU 502 - Introduction to Teaching

(3 hours) This course introduces candidates to the field of teaching through classroom and field experiences. Candidates receive an overview of topics designed to help them examine, test, and clarify their commitment to pursuing teaching as a profession. The course includes the study of current trends and issues in American education, readiness for teaching in a diverse society, and the challenges of teaching students with different abilities and learning styles at the elementary, middle, and secondary levels. Candidates will gain a basic understanding of lesson planning and instructional strategies to help maximize student learning. Candidates are introduced to the Illinois Professional Teaching Standards and Common Core Standards.

Note: Candidates are required to earn 25 clock hours of field experience to complete this course. This course is a prerequisite for other program courses and must be completed no later than the third course in the program.

EDU 520 - Educational Psychology (K-12)

(3 hours) This course focuses on the concepts and principles of human development, motivation, and learning theories (K-12). While the course is theoretical in nature, candidates explore the application of theory to classroom practice. A particular focus is placed on the developmental characteristics and the nature and needs of elementary, middle/early adolescent, and secondary learners. Candidates develop an understanding of student development and learning within the context of their social, economic, cultural, linguistic, and academic experiences. They develop an understanding of the impact of linguistic and cultural diversity on learning and communication. They learn to apply this foundational knowledge in instructional situations in elementary, middle, and secondary school settings to meet individual student needs. Candidates examine current research and journal articles to develop an awareness of the resources available to support teaching.

Note: Candidates are required to earn 25 clock hours of field experience to complete this course. This course is a prerequisite for other program courses and must be completed no later than the third course in the program.

EDU 523 - Teaching in Diverse Classrooms

(3 hours) In this course, candidates examine the growing diversity within schools and classrooms. Candidates learn that culture, ethnicity, gender, socioeconomic status, language ability, and exceptionality are, in complex ways, potentially powerful variables in the learning processes of individual students. Candidates gain knowledge of how to differentiate curriculum and instruction to meet student needs by adapting and modifying what they teach and how they teach. Candidates become more culturally competent and skilled in communicating with and instructing students from different cultural norms. Candidates learn effective and wide-ranging strategies to maximize the learning experiences in diverse classrooms.

Prerequisite(s): EDU 502 and EDU 520.

EDU 532 - Tools and Techniques in Assessment

(3 hours) This course examines assessment both in the context of educational decision-making and as a tool for enabling students to gain an understanding of the meaning of academic success. The topic is presented with a balanced perspective that emphasizes that no single assessment methodology is inherently more or less appropriate than another. Candidates examine various types of assessments and examine how they can be aligned with course objectives and instructional standards. They then construct assessments to demonstrate the knowledge they have gained. Candidates also examine issues related to standardized testing and methods for reporting student achievement.

Prerequisite(s): EDU 502 and EDU 520.

EDU 533 - Reading and Writing Instruction and Improvement

(3 hours) In this course, candidates focus on the improvement and facilitation of developmental reading and writing instruction at the K-12 levels. Using a balanced perspective, candidates discuss theoretical models and philosophies of reading and writing instruction and their applicability in the classroom setting. Integration of listening, speaking, and children's literature also will be addressed. Candidates explore a variety of assessment and feedback practices, diverse instructional strategies, materials, software, and reading and writing in the content areas. The content of this course addresses Illinois Reading Specialist Standards 1, 2, 4, and 8, and Core Language Arts Standards for All Teachers 1, 2, and 3. NOTE: Candidates are required to earn 25 hours of early field experience to complete this course.

EDU 535 - Reading in the Content Areas for Middle and Secondary Education

(3 hours) In this course, participants focus on how to facilitate and improve reading, writing, vocabulary, and study skills in the content areas. Candidates investigate research and classroom practice and their applicability to expository text. They examine assessment practices, instructional methods and materials, and media and technology in the content areas. They learn to assist learners with diverse abilities and backgrounds and analyze content area texts for readability levels and social and cultural perspectives. Candidates collaborate with a classroom teacher in the development of a content area unit and teach one of their lessons to the class.

Note: Candidates are required to earn 25 hours of field experience to complete this course.

EDU 560 - Integrating Technology into the Curriculum

(3 hours) This course provides an overview of instructional technologies used in the teaching/learning process. Candidates explore various strategies for using technology to enhance instruction, to assess student learning, and to personalize learning for students in elementary, middle, and secondary schools. Emphasis is given to effective utilization of media (including interactive and multimedia technologies). Digital citizenship and inquiry-based learning are explored.

EDU 570 - Philosophy and Psychology of Middle-level Education

(3 hours) In this course, candidates explore the physical, cognitive, social, emotional, and moral characteristics of middle level students as a basis for understanding how these students function in the educational setting and how teachers can respond appropriately to their diverse needs. Candidates review the philosophical and psychological frameworks of middle level education and investigate social issues affecting adolescents. The content of this course addresses Illinois Professional Teaching Standards 1-11.

Prerequisite(s): Prerequisites: EDU 502, EDU 520, EDU 611

EDU 571 - Curriculum Design and Instructional Strategies for Middle-level Teachers

(3 hours) As members of an interdisciplinary team, candidates in this course engage in a collegial process to plan instructional units that satisfy the Illinois Professional Teaching Standards. Candidate teams prepare and present integrated curriculum units with level-appropriate strategies and materials that meet the diverse and developmental learning needs of middle level students. To complete their units, candidates design both formal and informal assessments to support the continuous development of young adolescents. In this course, candidates will explore and apply strategies for teaching reading in the content areas. NOTE: Candidates are required to earn 25 hours of early field experience to complete this course.

Prerequisite(s): Prerequisites: EDU 502, EDU 520 & EDU 611

EDU 582 - Children's and Adolescent Literature

(3 hours) In this course participants will focus on the evaluation, selection, and the use of quality children's literature appropriate to the needs and interests of preschool to secondary students. Candidates will investigate research in various areas of children's literature and its applicability to classroom settings. During the course, candidates will explore assessment practices, instructional methods, instructional materials, and media and technology in connection with children's literature. Emphasis will be placed on ways that literature may enhance children's use of local libraries, museums, and educational institutions. In addition, candidates learn about the importance of family involvement in supporting readers. The content of this course addresses Illinois Reading Specialists Standards 1,4 and 7.

EDU 611 - History and Philosophy of Education

(3 hours) 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. Candidates examine education trends from a historical perspective and complete their initial professional philosophy statement.

EDU 651 - Methods and Materials for Teaching English as a Second Language

(3 hours) In this course, candidates will implement effective instructional methods for teaching English as a Second Language. Classical methods such as Grammar Translation as well as modern methods for teaching English such as Silent Way and TPR will be contrasted. More current approaches to English language teaching will also be examined in this course, as well as a reflection of new insights from research in second language acquisition. An emphasis on content area methods such as SIOP and CALLA will be stressed. A secondary focus on curriculum design and the development of an interdisciplinary curriculum unit will be taught as well.

EDU 653 - Methods and Materials for Teaching in Bilingual Classrooms

(3 hours) In this course, candidates implement effective instructional methods for the development of native language proficiency in the bilingual classroom. Candidates identify, formulate, apply, and adapt approaches and methods in order to develop high quality instruction that will enhance bilingual students' cognitive and academic growth in their primary language, including the use of various technology and software programs. Methods that focus on integrating reading, writing, listening, and speaking the target language during each lesson will be stressed. Spanish Language Standards (SLA) from WIDA will be used. Designing bilingual curriculum units will also be required.

EDU 654 - Assessment of English Language Learners

(3 hours) In this course, candidates analyze a number of issues pertaining to the assessment of English Language Learners. Candidates examine the political context for assessment, including trends in statewide testing and recent changes in federal legislation and study the guidelines for appropriate assessment procedures in the identification and placement of English Language Learners, especially ELL students with special needs. Candidates will implement a variety of classroom-based assessments through a portfolio system. The development of a pre-assessment and post-assessment for a curriculum unit will also be developed and implemented in order to assess value-added data. The analysis of student achievement data using statistics will also be addressed.

EDU 655 - Language and Culture

(3 hours) The candidate understands the diverse characteristics and abilities of each ELL student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, historical and academic experiences. The candidate uses these experiences to create instructional opportunities that maximize ELL student learning as well as to better understand the communities outside of the school. Issues related to

diversity, inclusion, equity and equality, tolerance and cultural competency will be addressed extensively. A deeper analysis of an educator's implicit biases, misconceptions and prejudices will be examined in relation to student expectations and achievement.

EDU 656 - Linguistics and Language Development

(3 hours) In this course, candidates will undertake the scientific study of language through an analysis of phonetics, phonology, syntax, semantics, and pragmatics. Candidates will also better understand their ELL students' use and display of sound-letter correspondence, letter-word formation, word patterns, sentence structure, morphology, and discourse levels in the English language. The course also focuses on the history of the English language, the role of dialects, and linguistic family trees across the globe.

EDU 657 - Foundations of Minority Language Education

(3 hours) This course provides an introduction to the historical, philosophical, political, social, and scientific issues that have contributed to public policy regarding educational services for English Language Learners. The candidate will begin by examining the neurolinguistic and psycholinguistic models for language acquisition, how language functions in the brain, and how the bilingual brain activates languages. Then a comprehensive focus will be placed on the different types of language education programs in the United States as well as the best research-based practices for English Language Learners in our schools. Historical trends, political policies and legal issues related to language education in the United States as well as foreign countries will also be discussed.

EDU 661 - Literacy Development for ELL Students

(3 hours) In this course, candidates will focus on the multiple areas of English language acquisition: phonics, phonetics and phonemic awareness; morphological awareness; vocabulary development and acquisition; word knowledge and acquisition; reading fluency and comprehension; and the products, processes and stages of writing. Candidates will complete a literacy portfolio in which they apply the various literacy techniques, methods and strategies demonstrated in the course. A focus on building academic literacy for English Language Learners will also be emphasized throughout the course.

EDU 685 - Methods of Teaching Social Science-Secondary

(3 hours) This course focuses on secondary level teaching methods reflected in the Illinois Professional Teaching Standards, the College and Career Readiness Standards, the Common Core State Standards and the C3 Standards. Candidates prepare, examine, and evaluate curriculum patterns, learning resources, instructional strategies, and assessments. Candidates analyze and use student information gleaned from case studies or actual experiences in the field to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. They demonstrate an understanding of the spectrum of student diversity and assets that each student brings to the learning environment. Methods for differentiating instruction to accommodate individual needs and strengths of students in social science classes are explored. Candidates prepare lesson plans and design level-appropriate units for middle and secondary level social studies students that include choice of strategies, learning resources, and assessment tools.

EDU 688 - Secondary Methods and Curriculum Planning

(3 hours) This course focuses on current issues related to secondary curriculum planning in relation to the Illinois Professional Teaching Standards, the Common Core State Standards, and the Next Generation Science Standards. Candidates explore curriculum models and implementation cycles and how resources and community expectations impact them. They also account for globalization and technology. Candidates design curriculum units to meet diverse student needs.

Prerequisite(s): EDU 502, EDU 520, EDU 570, EDU 611, and SPED 522

EDU 690 - Methods in Teaching Science - Secondary

(3 hours) This course focuses on secondary level teaching methods reflected in the Illinois Professional Teaching Standards, the College and Career Readiness Standards, the Common Core State Standards, and the Next Generation Science Standards. Candidates prepare, examine, and evaluate curriculum, learning resources, instructional strategies, and assessment. Candidates analyze and use student information gleaned from case studies or actual experiences in the field to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. They demonstrate an understanding of the spectrum of student diversity and assets that each student brings to the learning environment. Methods for differentiating instruction to accommodate individual needs and strengths of students in science classes are explored. Candidates prepare lesson plans and design level-appropriate units for secondary level science students that include strategies, learning resources, and assessments.

Prerequisite(s): Prerequisite: Acceptance into Student Teaching or the consent of the program advisor.

EDU 693 - Methods of Teaching Math For Secondary School Teachers

(3 hours) This course focuses on secondary level teaching methods reflected in the Illinois Professional Teaching Standards, the College and Career Readiness Standards, and the Common Core State Standards. Candidates prepare, examine, and evaluate curriculum, learning resources, instructional strategies, and assessment. Candidates analyze and use student information gleaned from case studies or actual experiences in the field to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. They demonstrate an understanding of the spectrum of student diversity and assets that each student brings to the learning environment. Methods for differentiating instruction to accommodate individual needs and strengths of students in math classes are explored. Candidates prepare lesson plans and design level-appropriate units for secondary level mathematics students that include strategies, learning resources, and assessments.

EDU 697 - Methods of Teaching English Language Arts-Secondary

(3 hours) This course focuses on secondary level teaching methods reflected in the Illinois Professional Teaching Standards, the College and Career Reading Standards, and the Common Core State Standards. Candidates prepare, examine, and evaluate curriculum, learning resources, instructional strategies, and assessment. Candidates analyze and use student

information gleaned from case studies or actual experiences in the field to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. They demonstrate an understanding of the spectrum of student diversity and assets that each student brings to the learning environment. Methods for differentiating instruction to accommodate individual needs and strengths of students in language arts classes are explored. Candidates prepare lesson plans and design level-appropriate units for secondary level language arts students that include strategies, learning resources, and assessments.

EDU 701 - Clinical Practice - Secondary

(5 hours) The capstone fieldwork experience is completed as the final phase for fulfilling requirements for a Professional Educator License with a Secondary Endorsement. Candidates must apply for and be accepted into this full semester of fieldwork. The School of Education makes all placements in approved schools. Clinical practice is completed under the cooperation and supervision of a mentor teacher and university field supervisor. Candidates demonstrate their knowledge and skills in the art and science of teaching through performance in a secondary level classroom. Classroom evaluation focuses on assuring that the candidate is his or her classroom meets the appropriate content area standards and the Illinois Professional Teaching Standards. Candidates implement a teacher work sample in this clinical site.

Prerequisite(s): Acceptance into Clinical Practice is based on completion of all MAT coursework and fulfillment of School of Education criteria. Concurrent enrollment in EDU 703.

EDU 703 - Clinical Practice Seminar - Secondary

(1 hour) This seminar is taken concurrently with EDU 701 and is designed to encourage candidates to discuss collegially the demands of clinical practice and teaching at the secondary level and to explore ways to meet individual student needs. Candidates complete and submit their edTPA, a performance-based state assessment during this semester. They also prepare a professional resume, professional philosophy statement, and a professional development plan.

Prerequisite(s): Concurrent enrollment in EDU 701.

EDU 772 - Coding 2: Introduction to Robotics and Microcontrollers

(3 hours) This course will introduce students to fundamental concepts involving robotics and microcontrollers. The course will examine how a teacher can incorporate systems like Raspberry Pi, Arduino, Parallax Board of Education into a STEM or Maker curriculum. In addition, students will study how programming, mechatronics, and engineering principles can be taught using robotics.

EDU 774 - Coding for Educators

(3 hours) With computer programmers in high demand, it has never been more important for educators to provide P-12 students with opportunities to be exposed to computer programming and to experience how it can take them from merely being technology users to technology producers. In this

course candidates will learn basic coding, computational thinking skills, and will explore tools and curricula applications and methods for teaching coding and computer science. As a culminating project, candidates will design a coding unit that they can take into their classrooms or libraries to introduce coding to their students.

EDU 776 - Integrating Technology Into Programming, Services, and Instruction

(3 hours) This course provides an overview of media technologies used in the teaching/learning process. Emphasis is given to effective utilization of media (including interactive and multimedia technologies); facilitating creation/production of media by students and teachers in elementary, middle and secondary schools; copyright issues; and planning for technology.

EDU 777 - Learning Theories and Instructional Designs

(3 hours) This course focuses on the identification and application of educational and technology-related research, the psychology of learning theories, and instructional design principles in guiding use of computers and technology in education.

EDU 778 - Hardware, Operating Systems, Networking, and Troubleshooting

(3 hours) This course provides candidates with knowledge of computer hardware and networking, enabling them to identify and rectify computer hardware, software and network related problems. With the help of this course the candidates will be able to understand the hardware specifications that are required to run operating systems and various classroom application programs. This also includes upgrading of existing hardware/software as and when required.

Listed also as LIS 735

Prerequisite(s): EDU 776 or LIS 724

EDU 779 - Systems Analysis and Design

(3 hours) This course introduces candidates to the concepts and techniques of systems analysis and design focusing on their application to educational systems and services. Candidates will explore formal methods for modeling systems and industry practice techniques of analysis that are used to address problems and opportunities in education-based organizations.

Listed also as LIS 754

EDU 780 - Digital and Media Literacy in the Classroom

(3 hours) This course explores how media and technology have changed the literacy skills and strategies K–12 students need to develop to access, evaluate, and produce information. Candidates will explore current educational theories, trends, and tools in the use of instructional media and technology across grade levels and subject areas. They will design and teach a lesson with a focus on skills needed for the successful use of technology tools in a P-12 setting based on local, state, and national standards. They will also design and deliver a professional learning

experience for other educators about the effective use of technology in teaching and learning.

Listed also as LIS 736

EDU 781 - Technology for Leaders

(3 hours) This course focuses on the identification of the components of the role of leadership in the application and integration of technology into the learning process and administrative roles of an organization. It is critical that leaders identify the importance of developing a shared vision of technology in the teaching/learning lifecycle, comprehend change protocols, and develop a strategic plan to guide the implementation and evaluation of technology. During this course, candidates will complete a Capstone Project that will consist of determining a technology need in their educational settings, design a plan to meet this need, field test it and analyze its outcome.

Listed also as LIS 765

EDU 782 - Technology in STEM

(3 hours) This course explores the integration of technology into STEM classes in P-12 schools. To follow the Common Core State Standards for Mathematics, NCTM's recommendation for the use of technology in mathematics classrooms, and the Next Generation Science Standards, the course will explore the rationales and technological Pedagogical Content Knowledge (TPACK) for integrating technology into mathematics and science classrooms. The technology tools teachers will explore may include Internet applications and resources, iPad apps, SmartBoard, graphing calculators, and Geometer's Sketchpad etc. Candidates will produce projects to understand and explore the effective use of technology in STEM classrooms.

Listed also as LIS 738

EDU 783 - Online/Blended Learning

(3 hours) The course introduces P-12 teachers to blended and online learning. It will introduce them to the current trends and standards in P-12 online teaching and learning; the best practices of engagement, assessment, and differentiation online; and the current technology for online instruction. Candidates will design a syllabus for an online course appropriate for his/her classroom; design a unit of learning for P-12 students; develop one module of blended or online instruction for P-12 students; and evaluate the quality of three modules for blended/online instruction for P-12 students.

Listed also as LIS 739

EDU 784 - Teaching and Learning in a 1:1/BYOD Environment

(3 hours) This course focuses on the 1:1/BYOD (Bring Your Own Device) model of teaching and learning. Candidates will explore the technology tools, learning theories, and teaching practices that can be developed/utilized to bring this new and innovative way to personalize learning for students in their P-12 classrooms. They will develop a plan to bring and implement 1:1/BYOD to their schools and design and teach a lesson using it that can be utilized in their classrooms with their students.

EDU 785 - 3D Printing

(3 hours) This course presents a new form of publishing and manufacturing, 3D printing. 3D printing represents the ability to physically engage with the end product of a three-dimensional computer design. Because of the ability to make the virtual physical, 3D printing has numerous applications to a school setting. Whether a teacher wants to create scalable models of microscopic organisms or chemical elements to engage their students, or an instructor wants to improve a student's spatial and visual skills through computer-aided design, a 3D printer represents an indispensable tool for a 21st century school. This course prepares candidates to learn about the affordances and constraints of a 3D printer as well as how to use a computer-aided design program to produce an end product via such a device in their P-12 schools/classrooms.

EDU 786 - Gaming in Education

(3 hours) This course explores how educational games have been used in the classroom for over three decades, and how, with the increased acceptance of gaming as a viable means for learning, it can be utilized by today's P-12 teachers. Gamification means bringing some aspect of game design and game theory to bear in course design and class management. This course would familiarize candidates with the concepts and theories of game design across a variety of gaming media in order to help them learn how to gamify their own classes. Participants will be asked to deconstruct a variety of games in order to understand what makes them educational yet engaging, and then design their own game for a gaming medium of their choice.

Listed also as LIS 741

EDU 787 - Video Production

(3 hours) This course focuses on digital video production providing design theory and hands-on with camera technique and non-linear editing. Candidates will learn how to take this knowledge and integrate it into the learning process for their P-12 students. They will capture, create, and edit video files for media productions and various delivery formats and learn how these can be integrated in their P-12 curriculums.

EDU 788 - Data Management Systems

(3 hours) An introduction to database concepts, database design, and database implementation. Examines the role of data in the educational environment and the application of database principles in information storage and handling. Candidates will have hands-on practice with a database management system.

Listed also as LIS 751

EDU 789 - Internet Fundamentals and Design

(3 hours) This course introduces candidates to the fundamentals of the Internet, including its origins, evolution, architecture, current issues and future. Candidates will gain a basic understanding of Web content languages, Web site management, and design/usability principles. Critical Internet issues such as security, privacy, copyright and governance will be

discussed within the context of educational services. Candidates will design a website that could be utilized in an educational setting.

EDU 790 - Social Media and Emerging Technologies

(3 hours) This course examines the latest applications of social media and emerging technologies in educational settings. Candidates will experience an immersive learning environment via popular social media platforms and hands-on practices in the lab. Multimedia information creation and dissemination, new online business models, data security, ethics and privacy issues will also be explored.

Listed also as LIS 768

EDU 791 - Assistive Technology

(3 hours) This course explores the teaching and learning of students with disabilities. Candidates gain hands-on experience using a variety of evidence-based assistive technology tools. They gain an understanding of procedures for the assessment of assistive technology needs, and decision-making guides and frameworks for planning for the use of assistive technology as well as use of assistive technology to support Universal Design for Instruction. Candidates examine ways of integrating assistive technology tools into students' IEPs in order to increase access to the general education curriculum. Candidates also gain experience using technology for administrative purposes, such as gathering and charting data, and monitoring progress.

EDU 792 - Educational Video Creation and Production for Flipped Learning

(3 hours) This course will show educators how to "flip" their classroom and create a student centered environment through rich video creation. Educators will learn essential skills on how to create, edit, and produce professional videos and so they can create dynamic flipped lessons. In terms of video editing, students will learn about lighting, transitions, special effects, audio mixing, animation, and green screen editing.

EDUA 502 - Introduction to Teaching

(0 hours) This course introduces students to core practices and experiences that support diverse student populations through culturally responsive teaching and research-based practices. Participants will be introduced to content pedagogy via instructional activities that will support their movement into the classroom experience. In addition, participants will develop practices for building a strong classroom culture that facilitates learning for all students. Field work required.

EDUA 503 - Introduction to Teaching and Core Practices

(0 hours) This course introduces students to core practices and experiences that support diverse student populations through culturally responsive teaching and research-based practices. Participants will be introduced to content pedagogy via instructional activities that will support their movement into the classroom experience. In addition, participants will develop practices for building a strong classroom culture that facilitates learning for all students. Field work required.

EDUA 520 - Educational Psychology

(3 hours) This course focuses on the concepts and principles of human development, motivation, and learning theories (K-12). While the course is theoretical in nature, candidates explore the application of theory to classroom practice. A particular focus is placed on the developmental characteristics and the nature and needs of elementary, middle/early adolescent, and secondary learners. Candidates develop an understanding of student development and learning within the context of their social, economic, cultural, linguistic, and academic experiences. They develop an understanding of the impact of linguistic and cultural diversity on learning and communication. They learn to apply this foundational knowledge in instructional situations in elementary, middle, and secondary school settings to meet individual student needs. Candidates examine current research and journal articles to develop an awareness of the resources available to support teaching.

EDUA 526 - Methods for Teaching Mathematics for Elementary Teachers

(3 hours) This course provides candidates with an understanding of elementary mathematics curricula based on the Illinois Professional Teaching Standards, and the standards recommended by the National Council for Teachers of Mathematics. Drawing on the Common Core State Standards for Mathematics (2010), this course provides candidates with meaningful and practical learning experiences about elementary level math instruction including: techniques for integrating mathematics across the curriculum, strategies for reading and writing for mathematics, teaching diverse students, enhancing school math content and pedagogical knowledge, differentiating instruction, establishing a safe and positive learning environment, employing various strategies to support student mathematical learning and thinking, developing students' academic language, assessing students' mathematical learning, building a collaborative relationships, and being a reflective novice teacher.

EDUA 527 - Methods of Teaching Science for Elementary Teachers

(2 hours) This course provides the candidate with an understanding of elementary science curricula reflected in the Illinois Professional Teaching Standards. Candidates examine and evaluate issues in the field, including curriculum patterns, learning resources, instructional materials, and computer technology. Learning opportunities include appropriate scientific content and thought processes, differentiation of instruction, building collaborative relationships, and designing scientific inquiries that have potential for connecting to STEM explorations.

EDUA 531 - Teaching and Assessing in Middle School Social Science and Providing Diverse Learners Access to the General Education Curriculum

(6 hours) In this course, we will focus directly on teachers and their roles and responsibilities with regard to the students they teach. Participants will focus on: getting to know adolescent students; classroom culture/environment; general content methods of teaching social sciences; long/short-term planning; collaboration, adaptation & modification for students with exceptionalities in the general education classroom.

EDUA 534 - Literacy Development and Reading Methods

(3 hours) In this course, candidates focus on the various aspects of literacy development: phonemic awareness, morphological awareness, vocabulary development and acquisition, word knowledge and acquisition, reading fluency and comprehension, and the products, processes and stages of writing. Candidates discuss theoretical models and philosophies of a balanced literacy approach toward teaching and apply literacy methods, techniques and strategies demonstrated throughout the course in their own classrooms. A focus on children's literature and the Common Core standards will also be addressed.

EDUA 536 - Reading in the Content Areas and Social Studies

(3 hours) In this course, candidates focus on how to facilitate and improve reading, writing, vocabulary, and study skills in the content areas. Content will include topics from social sciences and provide opportunities to read, apply non-fiction reading strategies, think and discuss from multiple perspectives, critique a variety of texts, and recognize the relevance of topics in social sciences along with ways to integrate them across the curriculum. Candidates will develop and teach thematic units that integrate social science issues and provide opportunities to apply literacy strategies, close reading, and academic language aligned with Common Core standards. Candidates examine and construct various types of assessments and learn to align them with content objectives and instructional standards. They also learn to assist learners with diverse abilities and backgrounds, and analyze content area texts for readability levels and social and cultural perspectives.

EDUA 540 - Art and Physical Education

(1 hour) This course focuses on the importance of art and physical education in the elementary classroom. Content includes methods for teaching art and physical education, reflected in the Illinois Professional Teaching Standards and Content-Area Standards. Using a multimodal approach, candidates will learn a variety of art and visual techniques and strategies to apply in their classrooms along with ways to integrate physical education and movement throughout the school day to enhance student concentration, learning, and overall health and well-being. They will learn to use a variety visual media and representation for deeper content understanding and breadth of thinking and comprehending. They will learn ways to incorporate art and physical education across the curriculum and recognize the possibilities for accommodating individual needs of students and differentiating instruction.

EDUA 543 - Teaching and Assessing in Middle School English Language Arts and Providing Diverse Learners Access to the General Education Curriculum

(6 hours) In this course, we will focus directly on teachers and their roles and responsibilities with regard to the students they teach. Participants will focus on: getting to know adolescent students; classroom culture/environment; general content methods of teaching English language arts; long/short-term planning; collaboration, adaptation & modification for students with exceptionalities in the general education classroom.

EDUA 544 - Methods in Middle School English Language Arts, and Content Literacy Instruction

(6 hours) The purpose of this course is to help you move further into the role of a teacher. Participants will focus on: content methods of teaching in English language arts at the middle level; long/short-term planning; literacy methods and their application to other disciplines; and, continued exploration of how pedagogy and core practices of teaching impact on classroom culture, environment, and student learning.

EDUA 544 - Methods in Middle School Math and Content Literacy Instruction

(6 hours) The purpose of this course is to help you move further into the role of a teacher. Participants will focus on: content methods of teaching math at the middle level; long/short-term planning; literacy methods and their application to other disciplines; and, continued exploration of how pedagogy and core practices of teaching impact on classroom culture, environment, and student learning.

EDUA 545 - Teaching and Assessing in Middle School Science Classrooms and Providing Diverse Learners Access to the General Education Curriculum

(6 hours) In this course, we will focus directly on teachers and their roles and responsibilities with regard to the students they teach. Participants will focus on: getting to know adolescent students; classroom culture/environment; general content methods of teaching science; long/short-term planning; collaboration, adaptation & modification for students with exceptionalities in the general education classroom.

EDUA 546 - Methods in Middle School Science and Content Literacy Instruction

(6 hours) The purpose of this course is to help you move further into the role of a teacher. Participants will focus on: content methods of teaching science at the middle level; long/short-term planning; literacy methods and their application to other disciplines; and, continued exploration of how pedagogy and core practices of teaching impact on classroom culture, environment, and student learning.

EDUA 547 - Teaching and Assessing in Secondary English Language Arts Classrooms and Providing Diverse Learners Access to the General Education Curriculum

(6 hours) In this course, we will focus directly on teachers and their roles and responsibilities with regard to the students they teach. Participants will focus on: getting to know adolescent students; classroom culture/environment; general content methods of teaching English language arts; long/short-term planning; collaboration, adaptation & modification for students with exceptionalities in the general education classroom.

EDUA 548 - Methods in Secondary Level English Language Arts and Content Literacy Instruction

(6 hours) The purpose of this course is to help you move further into the role of a teacher. Participants will focus on: content methods of teaching in

English language arts at the secondary level; long/short-term planning; literacy methods and their application to other disciplines; and, continued exploration of how pedagogy and core practices of teaching impact on classroom culture, environment, and student learning.

EDUA 549 - Teaching and Assessing in Secondary Biology Classrooms and Providing Diverse Learners Access to the General Education Curriculum

(6 hours) In this course, we will focus directly on teachers and their roles and responsibilities with regard to the students they teach. Participants will focus on: getting to know adolescent students; classroom culture/environment; general content methods of teaching English language arts; long/short-term planning; collaboration, adaptation & modification for students with exceptionalities in the general education classroom.

EDUA 550 - Methods in Secondary Biology and Content Literacy Instruction

(6 hours) The purpose of this course is to help you move further into the role of a teacher. Participants will focus on: content methods of teaching in biology at the secondary level; long/short-term planning; literacy methods and their application to other disciplines; and, continued exploration of how pedagogy and core practices of teaching impact on classroom culture, environment, and student learning.

EDUA 551 - Teaching and Assessing in Secondary Chemistry Classrooms and Providing Diverse Learners Access to the General Education Curriculum

(6 hours) In this course, we will focus directly on teachers and their roles and responsibilities with regard to the students they teach. Participants will focus on: getting to know adolescent students; classroom culture/environment; general content methods of teaching English language arts; long/short-term planning; collaboration, adaptation & modification for students with exceptionalities in the general education classroom.

EDUA 552 - Methods in Secondary Chemistry and Content Literacy Instruction

(6 hours) The purpose of this course is to help you move further into the role of a teacher. Participants will focus on: content methods of teaching in chemistry at the secondary level; long/short-term planning; literacy methods and their application to other disciplines; and, continued exploration of how pedagogy and core practices of teaching impact on classroom culture, environment, and student learning.

EDUA 553 - Teaching and Assessing in Middle School Math and Providing Diverse Learners Access to the General Education Curriculum

(6 hours) In this course, we will focus directly on teachers and their roles and responsibilities with regard to the students they teach. Participants will focus on: getting to know adolescent students; classroom culture/environment; general content methods of teaching math; long/short-term planning; collaboration, adaptation & modification for students with exceptionalities in the general education classroom.

EDUA 555 - Methods in Middle School Social Studies classroom and Content Literacy Instruction

(6 hours) The purpose of this course is to help you move further into the role of a teacher. Participants will focus on: content methods of teaching social studies at the middle level; long/short-term planning; literacy methods and their application to other disciplines; and, continued exploration of how pedagogy and core practices of teaching impact on classroom culture, environment, and student learning.

EDUA 576 - Psychology and Methods for Middle Level Education

(3 hours) Candidates will examine the physical, cognitive, social, emotional, and moral characteristics of middle-level students, to develop an informed, research-based philosophy and practice of teaching that capitalizes on major concepts, principles, theories, and research underlying the foundations of developmentally responsive middle level programs and schools. Participants review the philosophical and psychological frameworks of middle level education and engage in a collegial team process to design interdisciplinary curricular maps, content lessons, and advisory lessons with level-appropriate strategies and materials that meet the diverse and developmental learning needs of middle level students. To inform their curricular plans and practice participants investigate common problematic issues that challenge adolescents and propose patterns of adult response that are well-founded in research and theory.

EDUA 577 - Literacy Methods for Middle Level Educators

(3 hours) Participants focus on how to facilitate and improve reading, writing, vocabulary, and study skills in a variety of disciplines, genres, and purposes, aligned with Common Core Standards. Content from various disciplines will provide opportunities to read, think and discuss from multiple perspectives, critique a variety of texts, and integrate literacy skills and strategies across the curriculum. Candidates examine and construct various types of formative and summative literacy assessments and learn to align them with content objectives and instructional standards. They also examine issues related to standardized testing and methods for reporting student achievement as these apply to assessment practices, instructional methods and materials, and media and technology in the content areas. They learn to assist learners with diverse abilities and backgrounds, and analyze content area texts for readability levels and social and cultural perspectives

EDUA 578 - Literacy in Secondary Content Areas

(3 hours) Participants focus on how to facilitate and improve reading, writing, vocabulary, and study skills in a variety of disciplines, genres, and purposes, aligned with Common Core Standards. Content from various disciplines will provide opportunities to read, think and discuss from multiple perspectives, critique a variety of texts, and to integrate literacy skills and strategies across the curriculum. Candidates examine and construct various types of formative and summative literacy assessments and learn to align them with content objectives and instructional standards. They also examine issues related to standardized testing and methods for reporting student achievement as these apply to assessment practices, instructional methods and materials, and media and technology in the content areas. They learn to assist learners with diverse abilities and

backgrounds and to analyze content area texts for readability levels and social and cultural perspectives.

EDUA 579 - School and Society: Critical Issues in Education

(3 hours) This course examines the sociological impact and history of education in the United States along with the locations and institutions of schooling within our society. Students examine how schools are organized and operate and explore factors of student success, access and equity. Topics include: historical, philosophical and sociological concepts and contexts in education; analysis of the school as a specific social institution in society; the effects of social class, stratification, caste, role, status and peer group relationships in education.

EDUA 591 - Seminar in Elementary Education

0.25 hour This seminar meets once a month in conjunction with candidates' residency throughout the program. It is designed to provide candidates with a face-to-face and online forum for examining and discussing their teaching experiences and to connect those experiences to the core practices and required standards for elementary educators. During the seminars, candidates will explore issues relevant to the professional educator, review best practices, discuss solutions to difficult situations, share experiences and expertise, collaborate in the development of materials and assessments, and act as critical friends, colleagues and peer support in the process of identity transformation from student to professional educator.

EDUA 592 - Residency in Elementary Education

(1 hour) In their two-year residency, candidates will be involved in a full-time guided teaching experience supported by a University Supervisor and the mentor teacher. Candidates will be enrolled in a semester long block of courses concurrent with their residency. Residency will include practices of creating meaningful learning experiences (1) oriented around the central topics of the block, (2) using content area knowledge that includes central concepts, methods of inquiry, and structure of the discipline, and (3) guided by the Danielson Framework on Effective Teaching. Practice and reflection will be guided by assessment and dialogue with the program coordinator/university supervisor. Practice will be drawn from and brought back to block coursework. Prerequisites: Admission to the Alternative Licensure Teacher Education Program and Pre-Residency Assessment appraisal indicating readiness to teach. Restricted to students in the Alternative Licensure Teacher Education Program.

EDUA 593 - Middle Level Education Residency

(1 hour) In their two-year residency, candidates will be involved in a full-time guided teaching experience supported by a University Supervisor and the mentor teacher. Candidates will be enrolled in a semester long block of courses concurrent with their residency. Residency will include practices of creating meaningful learning experiences (1) oriented around the central topics of the block, (2) using content area knowledge that includes central concepts, methods of inquiry, and structure of the discipline, and (3) guided by the Danielson Framework on Effective Teaching. Practice and reflection will be guided by assessment and dialogue with the program coordinator/university supervisor. Practice will be drawn from and brought back to block coursework. Prerequisites: Admission to the Alternative Licensure Teacher Education Program and Pre-Residency Assessment

appraisal indicating readiness to teach. Restricted to students in the Alternative Licensure Teacher Education Program.(1 credit)

EDUA 594 - Secondary Residency

(1 hour) In their two-year residency, candidates will be involved in a full-time guided teaching experience supported by a University Supervisor and the mentor teacher. Candidates will be enrolled in a semester long block of courses concurrent with their residency. Residency will include practices of creating meaningful learning experiences (1) oriented around the central topics of the block, (2) using content area knowledge that includes central concepts, methods of inquiry, and structure of the discipline, and (3) guided by the Danielson Framework on Effective Teaching. Practice and reflection will be guided by assessment and dialogue with the program coordinator/university supervisor. Practice will be drawn from and brought back to block coursework. Prerequisites: Admission to the Alternative Licensure Teacher Education Program and Pre-Residency Assessment appraisal indicating readiness to teach. Restricted to students in the Alternative Licensure Teacher Education Program.

Special Education Courses

SPEA 503 - Child, Family, & Community Relations

(3 hours) The purpose of this course is to assist candidates in developing the necessary skills to work cooperatively with families and community members. This starts with the understanding that all young children are fully functioning members of a diverse and multicultural school, family and community. In this class, candidates gain insight into family perspectives and experiences by examining the social, economic, legislative and technological impacts on children and families, including families with special needs children. They evaluate existing support services and service delivery models in the school and community with respect to diversity, exceptionality, and family health and well being. A particular emphasis is placed on strategies to promote and assure effective communication, collaboration and consultation between home, school and community. Topics covered include, but are not limited to, social-ecological framework and assessment, life-span development in relation to life history and historical moments, community resources, programs, and service personnel, cultural sensitivity, family demographics, family systems theory, family stressors and grievance, intergenerational family assessment, child abuse and neglect, collaborative and communicative techniques, professional ethics, legal rights of parents, teachers and students in the school system, legislation and advocacy.

SPEA 521 - Exceptional Children: Characteristics and Methods for Supporting Learning in General Education Classroom

(3 hours) In this course, candidates will study students with exceptionalities, with specific focus on students with the disabilities identified in IDEA. The identification and characteristics of these disabilities as well as their impact on learning, behavior and communication will be examined. Methods for providing access to the general education curriculum including evidence-based practices for exceptional children, universal design for learning, and accommodations will also be studied.

SPEA 659 - Managing Challenging Behavior

(3 hours) In this course, candidates examine the role of relationship as central to student-teacher interactions including those that are marked by behavioral concerns. They study the use of appropriate non-aversive, least intrusive management procedures when presented with a variety of behavioral problems including challenging behaviors. Candidates learn strategies for individual behavior management, crisis prevention, conflict resolution and the effective use of reinforcement. Additionally, strategies and techniques to arrange and modify the learning environment to facilitate learning according to students' emotional, social, and behavioral needs are also considered. Candidates consider the centrality of cultural and linguistic diversity in understanding students' behavior and classroom interactions. As part of this course, candidates study and complete functional assessments of behavior and develop behavior intervention plans based on student case studies.

SPEA 664 - Curriculum and Methods for Students with Moderate to Severe Disabilities

(3 hours) In this course, candidates will study instructional techniques and specialized methods that may be aspects of instruction of students with moderate to severe disabilities. This includes coverage of the functional curriculum across a variety of domains including: self care, life skills, recreation/leisure, domestic, community and career/vocational. Specialized interventions and methodology for individuals (preschool through high school) with a focus on physical (including positioning/support), communication (including Augmentive communication), and other techniques and methods that support student learning and development of key functional skills will also be addressed. Candidates will examine assessment and adjustment of learning environments, planning and development of instructional programs directed toward objectives established for a variety of key skills, provision of opportunities for student choice and development of positive self-concepts. This course will also include consideration of the importance of use of appropriate materials emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities.

SPEA 689 - Introduction to Teaching and Early Field Experiences (seminar and internship)

(0 hours) Candidates will study the fundamentals of teaching and practice teaching techniques and strategies to prepare them for all of the elements of classroom instruction when teaching students with disabilities. Candidates will gain knowledge and skills in lesson planning, classroom management and approaches to classroom assessment and the use of data to drive instruction so as to positively impact student learning. They will study approaches to teaching that support diverse student populations through culturally responsive teaching and research-based practices as well as practices for building a strong classroom culture that facilitates learning for all students. They will develop mindsets and skills needed to build relationships and work effectively with the diverse students, families, educators and others in the communities where they teach.

SPEA 690 - Evidence-Based Instruction for Students with Disabilities

(3 hours) This course is designed to provide pedagogical knowledge that will prepare candidate to use a variety of instructional evidence based

methods and strategies to enable them to create meaningful learning for each student that encourages student development across many skill domains. The content of this course will focus on evidence based academic methods appropriate for intervention and instruction across multiple subject areas including reading, math and writing. Candidates will 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 will investigate techniques for modifying instructional methods, curricular materials and the environment as well as modification of state and local assessments. Candidates will demonstrate the ability to plan multi-sensory units and lessons for students based on knowledge of the discipline, students and curricular goals.

SPEA 691 - Assessment and Individualized Planning in Special Education

(3 hours) This course focuses on diagnostic assessment processes, individualized instructional planning and ongoing assessment as a necessary component to this planning. Candidates will become familiar with diagnostic assessment process and develop skills in using diagnostic case study data for planning and instruction. The course specifically addresses development of Individual Education Plans (IEPs) and Transition Plans for students with various disabilities across the age span of K-12. Using case studies, candidates will write IEPs and prepare transition plans for students in special education with particular attention given to development of statements of present levels of performance, annual goals, short term objectives/benchmarks, progress monitoring and reporting of progress, the least restrictive environment, and access to general education and documentation of adaptations and modifications of instruction and assessment in general education settings. As part of this course, candidates will examine formative assessment as well, including curriculum-based measurement, work sample/error analysis, classroom assessments and pre- and post- assessments for instruction.

SPEA 692 - Reading and Learning Strategy Instruction in Middle and Secondary Content Areas

(3 hours) The purpose of this course is to prepare candidates to use a variety of instructional strategies and to create learning experiences that encourage student development across many skill domains. The content of this course will focus on academic methods in the basic areas for middle-secondary level students with particular emphasis on content area instruction, learning strategies, study skills, and vocational instruction. As an essential first step, the course addresses assessment of student skills and achievement, instructional needs, and evaluation of teaching methods and materials. Candidates gain knowledge of a variety of teaching methods that enable a teacher to choose and implement instructional sequences and methods that allow for errorless learning, development of conceptual understanding, and the maintenance and generalization of skills across learning environments. Candidates write lesson plans appropriate to student needs, IEP goals and the Illinois Learning and Common Core Standards.

SPEA 699 - Seminar in Special Education

0.25 hour Candidates engaged in a two-year Residency in Special Education meet for a monthly seminar meeting. During these meetings, candidates discuss their clinical experience, examine classroom challenges, and discuss their roles and responsibilities as professionals in the field of

special education. Seminar sessions conducted in the first year of residency will focus on supporting candidates in their placements and helping candidates to develop a professional development plan. Throughout the four semesters of the seminar, candidates will engage in reflective practice, focusing on topics such as planning, instruction, assessment, co-teaching and collaboration in the school, community and with families.

SPEA 706 - Residency in Special Education

(1 hour) Candidates engaged in a two-year Residency in Special Education meet for a monthly seminar meeting. During these meetings, candidates discuss their clinical experience, examine classroom challenges, and discuss their roles and responsibilities as professionals in the field of special education. Seminar sessions conducted in the first year of residency will focus on supporting candidates in their placements and helping candidates to develop a professional development plan. Throughout the four semesters of the seminar, candidates will engage in reflective practice, focusing on topics such as planning, instruction, assessment, co-teaching and collaboration in the school, community and with families.

SPED 500 - Childhood Growth And Development: Infancy - Adolescence

(3 hours) 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. Specific emphasis is given to the growth and development of young children from birth through eight years. Also listed as ECE 500

SPED 503 - Child, Family, And Community Relations

(3 hours) Listed also as ECE 503

SPED 522 - Exceptional Students: Characteristics and the Special Education Process

(3 hours) In this course candidates study the psychology and characteristics of exceptional students, grades preschool through high school, and access to services in a variety of school settings. Consideration of the impact of disabilities on development, learning, and communication processes are also addressed. A major portion of this course focuses on the special education process including laws, rules, regulations, procedural safeguards as well as development of IEPs and Behavior Management Plans. Candidates will become familiar with their role in the Response to Intervention process, and in working with exceptional students, their families and special education service providers.

SPED 526 - Psycho-educational Diagnosis (Ages 3–21)

(4 hours) In this course candidates are introduced to the diagnosis and identification of disabilities and assessment as an educational process. The administration, scoring and interpretation of educational tests used in the diagnosis of all types of learning problems in a variety of multicultural settings will be addressed. The candidates will receive specific training on how to administer achievement, processing, observation/checklist based and other types of evaluation instruments for students aged preschool through high school. Attention will be given to the terminology of

assessment, importance of family history data and ethical and legal guidelines. Participants will also study interpretation of test data, analysis of test results, creating educational assessment reports, and preparation and communication of data for use in educational planning. A lab fee is charged.

SPED 560 - Integrating Technology

(3 hours) This course provides an overview of media technologies used in the teaching/learning process. Emphasis is given to effective utilization of media (including interactive and multimedia technologies); facilitating creation/production of media by students and teachers in elementary, middle and secondary schools; copyright issues; and planning for technology.

SPED 646 - Special Education Internship

(1 hour) The purpose of this course is to provide candidates further and more focused experience in working directly with students with disabilities. Candidates will be assigned to a setting with students with disabilities and work with a certified special education teacher. The candidate observes in this setting and takes an active part in the classroom activities. Through this experience candidates will observe similarities and differences across various aspects of development in students with a variety of disabilities, demonstrate communication and collaboration skills with teachers and related service providers, and will observe and participate in the delivery of different forms of instruction. Candidates will reflect on this experience and address key questions, experiences and issues through focused observations and reflections on specific classroom elements such as behavior management, modes of communication within the classroom, and use of evidence based practices. A university supervisor and the special education cooperating teacher or principal will evaluate the candidate as part of this internship experience. Candidates also complete a self evaluation as part of this internship.

SPED 649 - Psychology and Characteristics of Students with Disabilities

(3 hours) The purpose of this course is the study of the 13 major disability categories identified in IDEA with special attention to: learning disabilities, emotional/behavioral disorders, intellectual disability, attention deficit disorder, autism, other health impaired, orthopedic impairments and traumatic brain injury. The etiology, characteristics and impact of each of these disabilities on development, language development and language skills, learning and behavior of students at the preschool, elementary, middle, high school and post high school levels will be addressed. Candidates will review case studies, become familiar with issues within and across these disability categories, and engage in research on varied aspects of these disability areas. Considerations for ELL learners with suspected disabilities, and the distinction of language differences from language disabilities/disorders are addressed in this course. The impact of the diagnosis on family, the role of culture on the diagnosis of a disability and family impact, and related issues will be examined. Candidates will also become familiar with resources and sources of current information/research on these disabilities.

SPED 654 - Academic Methods for Early Childhood and Elementary-level Students with Disabilities

(3 hours) The purpose of this course is to prepare candidates to use a variety of instructional strategies and create learning experiences that encourage early childhood and elementary level student development across many skill domains and the Illinois Learning Standards. The content of this course will initially focus on various forms of lesson planning (including direct instruction, and the inquiry approach, and universal design for learning). Major emphasis is placed on development of effective instructional skills including scaffolding and a variety of academic methods for instruction and remediation in the basic areas for students with a variety of disabilities. This course places particular emphasis on oral language, a balanced approach to reading, instruction, written language, mathematics instruction and support of instruction in content areas (science and social studies). Principles and techniques associated with evidence/research - based practices and methods for assessment, planning and instruction will be addressed including delivery of interventions at tiers 2 and 3 of the Response to Intervention model; and evidence based practices and interventions thus enabling them choose and implement interventions and methods that address IEP goals and objectives, and consider the needs of ELL students within the context of varied service delivery models. Within this course, candidates are expected to prepare pre and post assessments, lessons and lesson plans, tools and activities for instruction of specific skills and strategies, based on knowledge of the discipline, student needs, the general education curriculum and IEP goals.

SPED 655 - Academic Methods for Middle and Secondary-level Students with Disabilities

(2 hours) The purpose of this course is to prepare candidates to use a variety of instructional strategies and create learning experiences that encourage middle and high school level student development across many skill domains and the Illinois Learning Standards. The content of this course will focus on academic methods for students with a variety of disabilities with emphasis on RTI tier 2 and 3 academic interventions at the middle and secondary level, the use of technology as a support for math and science instruction, content area instruction, learning strategies and study skills. This course provides significant coverage of the elements of the evidence based practice of Learning Strategy Instruction. Candidates will gain knowledge of a variety of teaching methods thus enabling them choose and implement instructional sequences and methods that address IEP goals and objectives, consider the needs of ELL students, and allow for errorless learning, development of conceptual understanding and the maintenance and generalization of skills across learning environments. Development of pre and post assessments, lessons and lesson plans and strategies for performance data analysis are an expectation of this course.

SPED 656 - Collaboration and Adaption in General Education Settings

(2 hours) In this course candidates will examine the importance and process of collaboration with family, classroom teachers, paraeducators, paraprofessionals and other school and community personnel in integrating individuals with disabilities and special learning needs into various social and learning environments. Candidates will examine the Response to Intervention (RTI) model, teacher roles and responsibilities in the Response to Intervention process for both academics and behavior, evidence based practice for students with and without disabilities, including Positive

Behavior Intervention Supports and other Tier 1 academic and behavior interventions as well as universal design for instruction. Additional elements of this course include coverage of instructional supports and interventions for ELL students and for students with disabilities within the general education setting. Candidates will 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 will investigate techniques for modifying instructional methods, curricular materials and the environment as well as modification of state and local assessments.

Prerequisite(s): EDU 502, EDU 520, SPED 522, EDU 560, and either EDU 533 or EDU 535; or students enrolled in the Master of Arts in Education degree program.

SPED 658 - Fostering Development of Prosocial Behavior

(2 hours) The purpose of this course is to address the social skill needs of students with various disabilities including emotional/behavior disorders, autism, Intellectual disability, learning disabilities, and traumatic brain injury. Candidates will explore assessment of individual and group performance in order to design instruction that meets learners' current needs in the social and emotional domains at the appropriate level of development in the least restrictive environment. Candidates will examine characteristics of environments including materials, equipment and spatial arrangements that facilitate development, learning and interactions between and among students. Evidence based strategies and resources for teaching the scope and sequence in social curricular domains and social skill instruction's place within Response to Intervention Tier 2 and 3 interventions will be addressed. Candidates will design instructional programs that enhance individuals' social participation in family, school and community activities. Additionally, strategies and techniques to arrange and modify the learning environment to facilitate learning according to students' emotional, social and behavioral needs will also be considered in this course. In this course candidates develop a series of lesson plans that integrate social skill instruction into academic instruction.

SPED 659 - Managing Challenging Behavior

(3 hours) In this course candidates will study use of appropriate non-aversive, least intrusive management procedures when presented with a variety of behavioral problems including challenging behavior. Candidates will learn the PBIS model; evidence based practices for individual behavior management, crisis prevention, conflict resolution; and effective use of reinforcement. Attention will also be given to procedures to help individuals develop self-awareness, self-control, self-reliance, self-esteem and self-determination and manage their own behavior and for fostering maintenance and generalization of skills across learning environments. As part of this course candidates will study and complete of functional assessments of behavior and develop behavior intervention plans based on student case studies.

SPED 663 - Planning and Assessment in Special Education

(3 hours) This course focuses on the instructional planning involved in special education and ongoing assessment as a necessary component to this planning. This course addresses development of Individual Educational Plans (IEP's) and Transition Plans for students with various disabilities across the age span of K-12. Using case studies, candidates will write IEP's

and prepare transition plans for students in special education with particular attention given to development of statements of present levels of performance, annual goals, short term objectives/benchmarks, progress monitoring and reporting of progress, the least restrictive environment, and access to general education and documentation of modification of instruction and assessment in general education settings. The importance of linkages to outside agencies in transition planning will also be addressed within this course. Issues of confidentiality, collaboration with family, community and other professionals will be stressed. As part of this course candidates will examine curriculum based measurement with a focus on progress monitoring and data based decision making as each relates to the Response to Intervention Model through the use of case studies and student CBM data.

SPED 664 - Curriculum and Methods for Students with Moderate to Severe Disabilities

(3 hours) In this course candidates will study instructional techniques and specialized methods that may be aspects of instruction of students with moderate to severe disabilities. This includes coverage of the functional curriculum across a variety of domains including self care, life skills, recreation/leisure, domestic, community and career/vocational. Specialized interventions and methodology for individuals (preschool through high school) with a focus on physical (including positioning/ support), communication (including augmentive communication), and other techniques and methods that support student learning and development of key functional skills will also be addressed. Candidates will examine assessment and adjustment of learning environments, planning and development of instructional programs directed toward objectives established for a variety of key skills, provision of opportunities for student choice and development of positive self-concepts. This course will also include consideration of the importance of use of appropriate materials emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities.

SPED 702 - Clinical Practice Seminar in Special Education

(1 hour) In this course candidates engaged in their clinical experience in special education meet for weekly seminar meetings. Within these meetings, candidates discuss their clinical experience, examine classroom challenges, and discuss their roles and responsibilities as professionals in the field of special education. Reexamination of candidates' individual philosophies of education, preparation of resumes and the certification process are also addressed within this seminar. Concurrent enrollment in SPED 703 is required with this course.

SPED 703 - Clinical Practice in Special Education

(4 hours) In this course, candidates will be involved in a full-time, full semester guided experience in classrooms working with students with disabilities. This course offers candidates the opportunity to apply, in a diverse setting, the knowledge and skills gained through the program's course work and fieldwork. Candidates will provide direct instruction to students individually, in small groups, as a whole class in inclusive and special education classrooms. Candidates are expected to demonstrate communication and collaboration skills with teachers and families of students with disabilities, to participate in and provide instruction based on evidence based practices, and design/provide modifications based upon specific needs of students across skill domains (academic, social, physical,

behavioral, etc.). Within this clinical setting, candidates will demonstrate the ability to interpret information from formal, curriculum based measures and informal assessments. Candidates are observed and evaluated by a university supervisor multiple times during the semester. The candidates themselves and the special education cooperating teacher or principal evaluate the candidates as well. Concurrent enrollment in SPED 702 is required with this course.

SPED 705 - Clinical Internship In Special Education

In this course, candidates who are seeking special education certification as a second certificate, will be involved in an intensive, guided experience in a special education classroom with students with disabilities. This course offers candidates the opportunity to apply, in a diverse setting, the knowledge and skills gained through the program's course work and

fieldwork. Candidates will provide instruction of students individually, in small groups, as a whole class in inclusive and/or special education classrooms. Candidates will be encouraged to use diagnostic prescriptive teaching and multi-sensory instruction based upon specific needs of students across skill domains (academic, social, physical, behavioral, etc.). Within this clinical setting, candidates will demonstrate the ability to interpret information from formal and informal assessment procedures, develop assessment strategies for instruction and create varied opportunities for all students to participate using effective written, verbal, nonverbal and visual communication. Course offered on satisfactory/fail basis only.

Prerequisite(s): SPED 526, SPED 649, SPED 654, and SPED 655.

School of Social Work

Dominican University's School of Social Work challenges you to change the world by helping you obtain the skills you need to make a difference. Accredited by the Council on Social Work Education, we prepare professional social workers for globally-focused, family-centered practice. Our mission guides us to advocate for human rights, social and economic justice for all persons and promote human and community well being.

We aspire to be an innovative global leader in social work through inquiry-based education, ethical engagement, commitment to positive social transformation and through unmatched opportunities for local, national and international field placements and externships.

For MSW Seekers

Our nationally recognized Master of Social Work has set the standard for programs in the Chicago area in extending the discipline to international communities. In addition, two available concentrations and three in-demand specializations in gerontology, child welfare, and school social work will prepare you to meet the unique challenges facing these populations.

We also offer dual master's degree programs with our Brennan School of Business (MSW/MBA), the School of Information Studies (MSW/MLIS), and the college's conflict resolution degree program (MSW/MCR).

For Professional Social Workers

Dominican offers post-MSW certificates in gerontology and social work in schools (Professional Educator License with an endorsement in School Social Work, formerly Type 73 certification).

Admission to the School of Social Work

Admission Requirements:

- Completed application for Dominican's School of Social Work. Students applying for advanced standing (bachelors in social work required) must complete the advanced standing application and the general admissions application.
- Personal Statement (Please refer to questions on application.)
- Resume
- An official transcript documenting a baccalaureate degree from an accredited college or university and an official transcript from each college where graduate credit was earned
- A minimum 2.75 grade point average is required for general admissions and a 3.0 is required for advanced-standing admissions.
- Two letters of recommendation: at least one letter from an academic reference and one from professional references. In the event that a prospect is unable to provide an academic reference, an additional professional reference may be submitted, granted it reflects the prospect's experience in some human services or social services capacity.

- Prerequisite course: Statistics. (Course should cover basic or elementary statistics which includes descriptive and inferential statistics)

- \$25 Application Fee

Interviews are used selectively. The GRE or GMAT are not required for the MSW program.

School of Social Work Transfer Credit Policy

Applicants wishing to transfer into the MSW program must meet all admission requirements and must be transferring from a program accredited by the Council on Social Work Education. Applicants must also provide a letter from the Director of any social work program attended stating that they are in good standing.

Transfer students must complete a minimum of 30 hours toward the degree at Dominican University to receive the Master of Science in Social Work from the School of Social Work. Beyond these 30 hours, a maximum of 30 hours of waiver and/or transfer credit may be granted for foundation level coursework or electives. No credit can be waived for the concentration/advanced coursework required in the program, except electives. Credit can only be waived or transferred for courses with a grade of B or better. Waiver/transfer credits must have been completed within the last 5 years or, if continuously employed in social work position, the last 7 years.

Gerontology Certificate

Gerontology Graduate Certificate in Aging Care

Dominican University's School of Social Work is among the 16 accredited social work programs in the United States to be given a gerontology specialization grant by the Council of Social Work Education (CSWE) to implement the gerontology certificate program to prepare professionals needed to address the concerns, challenges and complex needs of aging adults.

Gerontology is the multi-disciplinary study of the biological, physical, psychological, sociological, spiritual and economic aspects of aging. The Gerontology Graduate Certificate in Aging Care program at Dominican University addresses the need for professionally trained social workers to meet the demands of the older adult population. This option is offered to current MSW students either at the foundation or concentration level. If you already have an MSW, you may be admitted to the program as an extern to the Gerontology Graduate Certificate Program.

Extern Students

For students who already have an MSW degree from a CSWE accredited program the requirements are as follows:

Four 3-credit courses:

- SWK 611 & SWK 651 (Field placement taken concurrently with SWK 611 and SWK 651)
- Two approved electives. The list of approved electives eligible for the certificate program may vary from year to year.

Completion of 2-semester field placement (total = 400 hours)

- This should be with primarily older adults at the local, national, and/or international level
- Credit may be given to MSW students who already have taken aging-related classes and internships during their MSW program. They should write a petition to the admissions officer requesting credit for classes already taken. This letter should be written PRIOR to beginning the semester.

Master of Social Work

Dominican University's Master of Social Work (MSW) program prepares students for the competent practice of globally focused, family-centered social work. Consistent with the mission of Dominican University, the graduate-level social work program seeks to educate students for service to individuals, families, groups, communities, and the profession.

Students can complete the MSW in two years of full-time study, or in three years with our flexible part-time tracks. In addition, an advanced standing option allows students who hold a Bachelor of Social Work (BSW) from a CSWE-accredited institution to complete the MSW in as little as nine months.

Courses may be taken at either our campus in River Forest, Illinois, or at the University Center of Lake County in Grayslake, Illinois. In addition, some courses are offered online.

An MSW from Dominican University will mark you as a well-prepared, practiced, and compassionate professional in the field of social work.

Globally Focused, Family-Centered

Our students gain a global perspective in both classroom study and fieldwork alongside expert faculty, with numerous opportunities for local, national and international field placements and externships.

Our program also focuses on the nature of families in terms of culture, community, the life cycle and the components and dynamics of family systems.

Curriculum

In our progressive program, you'll take courses in social work fundamentals such as community analysis, human behavior and social welfare as well as elective courses to help you focus your course of study in an area of your interest. We also offer students the option to focus their coursework in the in-demand areas noted below.

Our field placements provide students with hands-on experience to build their careers in social work. Optional 10-week international field

placements offer the chance to work in multiple countries such as Ecuador, Ethiopia, Guatemala, Ireland, Mexico or South Africa.

Degree Requirements

The Master of Social Work degree requires students to complete 60 semester credit hours (20 courses). This number includes:

- Required coursework in family-centered, community-based, and global social work, mental health, human behavior, and diversity
- Elective courses (which may include required courses for option areas of focus noted below)
- A total of 1,080 hours of supervised practice and fieldwork experience in partnering social service agencies
- Related field practicum courses

Time to Completion

Full-time students in the full MSW program can expect to complete the 60 credit hour requirements for the degree over 4 continuous semesters (2-years).

Part-time students in the full MSW program should anticipate 3-4 calendar years to complete the 60 credit hour requirements.

Change in status (from full-time to part-time) is permitted. Sample plans of study for full-time and part-time students are available from the School of Social Work.

Advanced Standing Option

Applicants with a bachelor's degree in social work from a CSWE-accredited program may be eligible for advanced standing. The advanced standing program requires 30 credit hours of required and elective coursework (10 courses), including a minimum of 20 hours of fieldwork (per week) and related field practicum courses.

Full-time advanced standing students can expect to complete the 30 credit hour requirements for the MSW in 9 months.

Part-time advanced standing students can expect to complete the 30 credit hour requirements for the MSW in 2 years.

First Year

- SWK 510 - Social Work Practice with Individuals & Families
- SWK 511 - Field Practicum I
- SWK 512 - Social Work Research Methods
- SWK 513 - Human Behavior in The Social Environment
- SWK 514 - History of Social Work & Social Welfare
- SWK 550 - Social Work Practice with Groups
- SWK 551 - Field Practicum II

- SWK 553 - Human Behavior in Social Environment II
- SWK 640 - Mental Health: History, Theories, Treatment
- Elective

Second Year

- SWK 610 - Advanced Social Work Practice: Models within a Family Context
- SWK 611 - Field Practicum III
- SWK 612 - Practice Evaluation
- SWK 614 - Family Centered Policy Global Continued
- SWK 641 - Community Based Participatory Research
- SWK 651 - Field Practicum IV
- SWK 655 - Community Practice

Complete one of the following advanced diversity courses:

- SWK 620 - Empowerment Practice with Latinos
- SWK 621 - Human Rights, Gender and Globalization
- SWK 622 - Negotiating Social, Cultural and Psychological Borders
- SWK 623 - Race and Ethnicity in U.S. Social Policy
- SWK 624 - Feminist Approach to Clinical Practice with Individual and Families
- SWK 625 - Race, Gender and Human Rights in The Guatemalan Context
- SWK 629 - Critical Perspectives on Race and Ethnic Differences in Health
- Complete two elective courses

Electives

- SWK 522 - Social Work and Health
- SWK 606 - Supervision in Social Work
- SWK 613 - Violence Across the Lifespan
- SWK 642 - The Resilient Social Worker
- SWK 644 - Child Welfare I
- SWK 646 - Social Work Practice with Lesbian, Gay, Bisexual, Transgendered Clients
- SWK 657 - Masters Research Project I
- SWK 658 - Masters Research Project II
- SWK 660 - Substance Abuse Treatment & Prevention
- SWK 663 - Global and Practice Perspective in Aging Care
- SWK 664 - School Social Work
- SWK 665 - Seminar International Social Work
- SWK 669 - Crisis Intervention
- SWK 670 - Human Trafficking
- SWK 673 - Play Therapy

- SWK 678 - Successful Aging Communities Care Intergenerational Experience
- SWK 686 - Advanced Practice with Older Adults

Areas of Specialization

Students can choose to add a specialization to their MSW degree in one of three burgeoning fields: gerontology, military social work or school social work.

Gerontology

The School of Social Work is among the 16 accredited social work programs in the United States to receive a grant from the Council of Social Work Education to implement a gerontology certificate program to prepare the professionals needed to address the concerns, challenges and complex needs of aging adults. The certificate program is available to both MSW students as part of their studies and as a post-master's certificate for those who already hold the MSW.

Gerontology is the multidisciplinary study of the biological, physical, psychological, sociological, spiritual and economic aspects of aging. The gerontology program produces social workers professionally trained to provide services to the older adult population.

Requirements:

- SWK 611 and SWK 651 (taken concurrently with field placement)
- 2 approved Electives. The list of approved electives eligible for the certificate program may vary from year to year. All assignments in non-aging related electives must focus on older adults.

The completion of the two-semester field placement should be primarily with older adults at the local, national, and/or international level.

As soon as the student expresses intent to graduate with an MSW and a Gerontology Graduate Certificate in Aging Care, the student should turn in an application form. It is the student's responsibility to ensure that the relevant courses are taken with input from the adviser. Electives should be completed prior to graduation.

Military Social Work Concentration

There is a well-documented need for military personnel, veterans, and their families to receive appropriate social services. However, not all helping professionals are familiar with military culture and the unique issues they and their families face, which may result in the inadequate provision of services. Harm may inadvertently result due to the professional's lack of understanding of the unique issues faced by our service members, veterans, and their families.

Dominican University and its School of Social Work (SSW) recognize the sacrifice our service members and their families make and feel it is crucial to provide them with quality care when they need help. SSW now offers to all MSW students a concentration to prepare professional to work with the

military and their families. The military social work concentration will train MSW students in the knowledge and skills necessary to work with service members, vets, and their families.

Completion of the military courses will take place in the student's concentration year. The successful completion of the military concentration allows agencies, organizations, and all others who work with service members, veterans and their families know that SSW students are competent to provide evidence-based clinical services to military service members, veterans and their families.

Current MSW candidates who have completed their foundation year in the SSW program will be able to enroll in the military concentration classes. In addition to completing the following courses, students are required to complete both field placements at an agency that provides services to military personnel, veterans, and their families.

- SWK 800 - Military Culture, Customs and Traditions
- SWK 810 - Mental Health Issues, Assessment Diagnosis
- SWK 814 - Policy Impact Within Military Systems
- SWK 850 - Theory, Treatment Planning and Intervention

Social Work in Schools Certification

Current MSW students have the option to complete required courses and work in schools for their internships. Prior to their internship semester (typically their last semester), students must complete the Illinois Licensure Testing System Requirement outlined below. The Department of Professional Regulation in Illinois issues the license upon completion of requirements noted below as well as completion of required paperwork.

Our Professional Educator License Endorsed in School Social Work Program (formerly Type 73) is designed to help qualified individuals gain the endorsement needed for social work positions in Illinois public schools K-12. Applicants must be currently enrolled in our MSW program or have already earned a MSW from another accredited CSWE program.

Illinois Licensure Testing System Requirement

Each person in the State of Illinois who is seeking a Professional Educator License Endorsed in School Social Work Program must take and pass either:

- The Test of Academic Proficiency (formerly called the Basic Skills Test). Go to the Illinois Certification Testing System web page for complete information such as test dates, fees and registration.

OR

- ACT/SAT in lieu of Test of Academic Proficiency (TAP). The student must have received a composite ACT Plus Writing score of at least 22 and a minimum 19 in combined English/Writing; or a composite (mathematics and critical reading) SAT score of 1030 and a minimum 450 in writing. The writing portion must have been taken for each test.

Students must also take and pass the School Social Work Content exam. Both requirements must be met before the student can start the internship.

Course Requirements

- SWK 610 - Advanced Social Work Practice: Models within a Family Context
- SWK 664 - School Social Work
- Current Students will be required to take these courses in addition to the general curriculum. Post MSW students will not need to take SWK 610. Current and Post MSW students:
 - Must acquire a B- or better in all courses except field and practice, which require a B or better grade.
 - Based on requirements from the State of Illinois, students who have a C- or lower in any course cannot obtain their Professional Educator License Endorsed in School Social Work. However, students may choose to retake any course with a grade below B- at their expense.

Internship Requirements

Current MSW students

- Complete your first-year supervised field internship with a minimum of 480 contact hours. (Supervisor must have a master's degree or higher.)
- Complete your second-year supervised internship with a minimum of 600 contact hours in a P-12 school setting for the academic year (two semesters) through June. Supervisor must possess a master's degree or higher and have a **Professional Educator License Endorsed in School Social Work** (formerly Type 73 Certificate)

Post-MSW Students

- Perform a minimum of 600 contact hours in a K-12 school setting for the academic year (two semesters) through June. MSW Post Master's students are highly valued and sought after. Most schools are willing to negotiate a lessening of hours during the week for the Post MSW student. Some schools have specialized placements for the Post MSW students (reduced hours).
- Your supervisor must possess a master's degree or higher in school social work and hold a **Professional Educator License Endorsed in School Social Work** (formerly Type 73 Certificate)
- Your internship schedule will be agreed upon by the host school and Dominican's director of field placement.

Please note:

- Students must acquire a B- or better in all courses except field and practice, which require a B or better grade
- Based on the State of Illinois, students who have a C- or lower in any course will not be eligible for the Professional Educator License Endorsed in School Social Work
- Content-area test: A candidate shall pass the content-area test prior to beginning the last semester or term of his or her internship.

Getting the Certificate

Upon successful completion of the Test of Academic Proficiency (TAP) or ACT/SAT, required courses, school internship and criminal background check, all candidates must complete and successfully pass the Illinois Licensure Testing System (ILTS) 184 School Social Worker Test.

Once the student passes the ILTS 184, the student must contact the Director of Field Placement. The Director of Field Placement will send a letter to Dominican's Licensure Officer, indicating that the student successfully completed all requirements. The Director of Field Placement will also provide the student with Dominican's Licensure Officer's contact information. The student must follow up with the Licensure Officer to complete the process.

Requirements for All Graduate Degrees

- Maintain a minimum of a 3.0 GPA on a 4.0 scale.
- Complete the degree within six years.
- Submit an application for graduation to the Office of the Registrar by the filing deadline for the semester when requirements will be completed.

Social Work in Schools Certification

Our Professional Educator License Endorsed in School Social Work Program (formerly Type 73) is designed to help qualified individuals gain the endorsement needed for social work positions in Illinois public schools

K-12. Applicants must be currently enrolled in our MSW program or have already earned a MSW from another accredited CSWE program.

Illinois Licensure Testing System Requirement

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- The Test of Academic Proficiency (formerly called the Basic Skills Test). Go to the Illinois Certification Testing System web page for complete information such as test dates, fees and registration.

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Students must also take and pass the School Social Work Content exam. Both requirements must be met before the student can start the internship.

Course Requirements

- SWK 610 - Advanced Social Work Practice: Models within a Family Context
- SWK 664 - School Social Work
Current Students will be required to take these courses in addition to the general curriculum. Post MSW students will not need to take SWK 610. Current and Post MSW students:
- Must acquire a B- or better in all courses except field and practice, which require a B or better grade.
- Based on requirements from the State of Illinois, students who have a C- or lower in any course cannot obtain their Professional Educator License Endorsed in School Social Work. However, students may choose to retake any course with a grade below B- at their expense.

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- Complete your second-year supervised internship with a minimum of 600 contact hours in a P-12 school setting for the academic year (two semesters) through June. Supervisor must possess a master's degree or higher and have a **Professional**

Educator License Endorsed in School Social Work (formerly Type 73 Certificate)

Post-MSW Students

- Perform a minimum of 600 contact hours in a K-12 school setting for the academic year (two semesters) through June. MSW Post Master's students are highly valued and sought after. Most schools are willing to negotiate a lessening of hours during the week for the Post MSW student. Some schools have specialized placements for the Post MSW students (reduced hours).
- Your supervisor must possess a master's degree or higher in school social work and hold a **Professional Educator License Endorsed in School Social Work** (formerly Type 73 Certificate)
- Your internship schedule will be agreed upon by the host school and Dominican's director of field placement.

Please note:

- Students must acquire a B- or better in all courses except field and practice, which require a B or better grade
- Based on the State of Illinois, students who have a C- or lower in any course will not be eligible for the Professional Educator License Endorsed in School Social Work
- Content-area test: A candidate shall pass the content-area test prior to beginning the last semester or term of his or her internship.

Getting the Certificate

Upon successful completion of the Test of Academic Proficiency (TAP) or ACT/SAT, required courses, school internship and criminal background check, all candidates must complete and successfully pass the Illinois Licensure Testing System (ILTS) 184 School Social Worker Test.

Once the student passes the ILTS 184, the student must contact the Director of Field Placement. The Director of Field Placement will send a letter to Dominican's Licensure Officer, indicating that the student successfully completed all requirements. The Director of Field Placement will also provide the student with Dominican's Licensure Officer's contact information. The student must follow up with the Licensure Officer to complete the process.

Accelerated BA/MSW Options

Dominican University's BA/MSW dual degree program is an accelerated educational option to earn an undergraduate degree in sociology, criminology, or psychology and a Master of Social Work. In the BA/MSW program, students will receive an interdisciplinary education that will both diversify and specialize their training and knowledge. This option is perfect for someone who is certain about his or her career path and goals. The BA/MSW degree will bridge academic disciplines to give students an advantage going into the workforce.

5-Year BA/MSW

Sociology, criminology, or psychology undergraduates interested in becoming a social worker have the option of applying for the combined Dominican BA/MSW program to complete both degrees in five years. Students may apply two of their undergraduate major courses and up to 18 hours of general electives toward the 124 needed for the undergraduate degree toward the MSW with departmental approval. Acceptance into the School of Social Work is contingent upon completion of all undergraduate requirements in the major and an overall grade point average of 3.25. Students who are interested in the 5-year BA/MSW should meet with their department chair soon after they declare their major, before they achieve junior standing.

Bridge Program

Sociology, criminology, or psychology majors may take two classes in the School of Social Work during their senior year with departmental approval. Students interested in continuing on to earn the MSW can apply those social work classes to their degree. Acceptance into the School of Social Work requires a formal application and is contingent upon completion of all undergraduate requirements in the major and an overall grade point average of 3.25. Students who are interested in the bridge program should speak to their department chair before registering for their senior year classes.

Dual Master's Degree Programs

To help our students meet specific career goals, Dominican University offers a series of combined-degree programs. This approach allows students to complete work on both degrees in less time than it would take to complete each separately. Dual degree students are simultaneously enrolled in both programs. Upon successful completion, students receive two distinct degrees.

Admission Process

Students must apply to each program separately and be accepted by both.

Application for admission to the combined program may be made at any time while students are enrolled in either program. No advance assurance can be given that such admission will be granted.

MSW and MLIS

Dominican's School of Information Studies and the School of Social Work offer a program leading to two degrees:

- Master of Library and Information Science (MLIS)
- Master of Social Work (MSW)

Requirements

- A total of 78 semester hours is required for these two degrees. All requirements in the combined-degree program must be completed within six years.
- A minimum of 30 semester hours must be taken in the School of Information Studies.
- A minimum of 48 semester hours must be taken in the School of Social Work.
- This program is not open to students who already have earned a Master of Library and Information Science degree or a Master of Social Work degree.

MBA and MSW

Dominican University recognizes that an individual who possesses the skills and knowledge of both a social worker and a business professional is exceptionally well prepared to lead an organization, whether it is non-profit, for-profit, or governmental. To accommodate students who want to attain this level of professional preparation, Dominican's School of Social Work and its Brennan School of Business have developed a dual degree program that allows students to complete two degrees in a shortened period of time.

- Master of Business Administration (MBA)
- Master of Social Work (MSW)

Requirements

- Students with a bachelor of social work (BSW) degree from a CSWE accredited BSW program will be able to complete the MSW/MBA dual degree in two years as a full-time advanced standing student and those without a BSW will be required to complete the dual program in three years as a full-time student.
- A candidate for the MBA degree will normally need to complete 12 to 18 courses. The total number depends on the candidate's undergraduate coursework, academic performance and GMAT test score, which may result in the waiver of up to six foundation courses. Foundation courses required for degree programs may be waived if students have successfully completed equivalent course work at another accredited institution as part of their previous studies. In order to be eligible for waivers, students must have achieved a grade of B or better in an equivalent three-credit course. Depending on waivers, a student in the dual MBA/MSW program will need to complete a minimum of 30 to 36 credit hours for the MBA degree.
- A minimum of 48 semester hours must be taken in the School of Social Work.
- This program is not open to students who already have earned a Master of Business Administration degree or a Master of Social Work degree.

Social Work Courses

SWK 510 - Social Work Practice with Individuals & Families

(3 hours) This beginning practice course introduces students to the basic processes of social work and the roles and skills needed for foundation practice. Relevant theories of social work practice with individuals and families are explored in relation to interviewing skills and assessment strategies. The course integrates ethical/value standards, multicultural and diverse contexts, and populations at risk including the elderly, refugees, immigrants, victims of torture and societal violence. Effective practice methods, ethical issues in domestic and international social work practice, and the change process are incorporated from a strengths based empowerment perspective.

SWK 511 - Field Practicum I

(3 hours) This is the first part of a yearlong seminar required of all first-year MSW students completing a field internship. The course combines lecture, discussion and personal reflection in a small-group format as means for students to integrate practice theory with practice experience. This course begins the student's journey to becoming a professional social worker through skill development and use of self-examination and reflection as means to explore the practical and ethical skills needed for social work practice in a globally focused, family-centered framework.

SWK 512 - Social Work Research Methods

(3 hours) This beginning research course introduces the fundamentals of conceptualizing, developing, implementing and evaluating research. Ethical standards of scientific inquiry, research designs, sampling methods, and quantitative and qualitative methods for knowledge building will be introduced. The course enables students to apply social scientific methods to answer research questions that have significant importance to social work practice and policy and to apply knowledge that is developed from research to enhance and strengthen the knowledge base of the profession. This course presents the conceptual foundations and methods of research in order to help students integrate research knowledge with professional social work practice. The need for increased awareness and sensitivity to the special research issues in relation to oppressed groups, minorities, and other diverse groups will be discussed.

SWK 513 - Human Behavior in the Social Environment

(3 hours) 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.

Prerequisite(s): Psychology major and senior standing

SWK 514 - History of Social Work & Social Welfare

(3 hours) The first of three required courses in social policy defines social policy; examines the social, economic, and political circumstances that give rise to social problems and their policy solutions, and explores frameworks for analyzing these solutions and reviews a history of the profession of

social work and its relation to social welfare policy. Special emphasis is given to social and economic justice as reflected in historical social welfare policy decisions made in America.

Prerequisite(s): Psychology major and senior standing

SWK 522 - Social Work and Health

(3 hours) Methods of social work practice in health care are studied within the bio-psycho-social-spiritual framework. Assessing clients and client systems and interventions are expanded on to include medical treatment, physical functioning and socio-cultural meaning assigned to illness. Focus will be on strategies for coping with illness, identity formation and the impact of illness on family relationships. Intervention strategies will be geared towards prevention, palliation and rehabilitation of illness in a variety of health care settings. The roles and competencies that social workers develop in these settings will be emphasized.

SWK 550 - Social Work Practice with Groups

(3 hours) This course describes social work practice with groups. It begins by delving into the history of group work in social work practice. Pioneers in the field of group work are discussed. Essentially, this course explains the stages of group development, as well as concepts and theories related to group work treatment. In addition, different styles of group leadership are presented, as well as group member roles. Students are expected to role play various stages of group development. Group process also incorporates an ecosystems perspective, with overall emphasis on empowerment utilizing a strengths perspective. Special attention is given to human rights, social justice, and cultural and global issues with respect to social work practice with groups.

Prerequisite(s): SWK 510

SWK 551 - Field Practicum II

(3 hours) This is the second part of a yearlong seminar required of all first-year MSW students completing a field internship. The course combines lecture, discussion, and personal reflection in a small-group format as means for students to integrate practice theory with practice experience. This course continues the student's journey to becoming a professional social worker through skill development and use of self-examination and reflection as means to explore the practical and ethical skills needed for social work practice in a globally focused, family-centered framework.

Prerequisite(s): SWK 511

SWK 553 - Human Behavior in Social Environment II

(3 hours) This is the second in a series of three courses directed toward the examination of human behavior in the social environment. The purpose of this course is to educate students on issues of human diversity and develop a framework for social work practice in the international culture in which we live. An eco-systems approach is utilized, in addition to readings and class discussions regarding issues facing women, gay men and lesbians, people of color, the disabled and international problems such as human trafficking, poverty, and cultural issues involving immigrants.

Prerequisite(s): SWK 513

SWK 606 - Supervision in Social Work

(3 hours) This course focuses on the role and function of the social work supervisor in human service agencies. Social workers in supervisory positions are increasingly accountable for the clinical and macro practices of their subordinates and, in addition, have responsibility for effective and efficient function of the administrative components of their units, departments or groups of employees. Topics include the supervisory relationship and learning styles. Social workers with a graduate MSW degree are often called upon to fill supervisory roles in human service agencies. Ultimately, the supervisor is responsible for the quality of services delivered to clients/consumers in the community. This course is designed to help prepare social workers for the challenges of supervision and administrative roles with human service agencies.

Prerequisite(s): Completion of foundation year course work or permission of advisor and instructor.

SWK 610 - Advanced Social Work Practice: Models within a Family Context

(3 hours) The course on advanced social work practice with families contains an historical and global perspective on family-centered practice. It introduces major theories and intervention types that underpin work with diverse families.

Prerequisite(s): All 500 level courses

SWK 611 - Field Practicum III

(3 hours) This course is required for advanced-standing students and those in the second year of the MSW program who are in field placement. The course focuses on advanced skills and particular globally focused, family-centered techniques used with vulnerable and oppressed populations at each stage of the direct practice helping process and with difficult practice situations, such as resistance and involuntary clients, broken families, child abuse and neglect, and other serious social problems affecting individuals, client groups, dyads and family systems. Case examples representing complex client situations are drawn from the populations served by students in their fieldwork placements with a specific emphasis on working from a social-justice and human-rights perspective in the field.

Prerequisite(s): All 500 level course

SWK 612 - Practice Evaluation

(3 hours) This course focuses on the development of knowledge and skills necessary to evaluate clinical practice with individuals, groups and communities within a global context. Ethical practice includes an ongoing and systematic evaluation of practice. Building upon foundation research principles, this course examines methods for measuring clinical outcomes using multiple measurement methods and determining change in client outcomes using single-system designs. The course teaches students how to use single-case evaluation methods to guide decision-making and assess the effectiveness of their social work practice. The emphasis of the course is the utilization of a strengths-based, empowerment approach in addressing

clients' problems within the context of personal strengths, social work values and social welfare services and policies.

Prerequisite(s): SWK 512

SWK 613 - Violence Across the Lifespan

(3 hours) This course is designed to provide an overview of violence, its causes and consequences on the developmental course of individuals, families, communities, organizations and nations. The course examines violence across the micro, mezzo, and macro levels and explores alternatives to and prevention of the use of violence as a means of conflict resolution.

SWK 614 - Family Centered Policy Global Continued

(3 hours) This is a policy course for advanced-level MSW students. It continues to build on foundation year policy courses, SWK 514 and SWK 554, as well as foundation-level knowledge, values and skill development. The class format offers students an arena in which to critically analyze with growing sophistication the theoretical base underlying their work and the interplay of their own personal value frameworks with core social work ethics and values and their impact on family-centered policy in a global context.

Prerequisite(s): All 500 level courses

SWK 620 - Empowerment Practice with Latinos

(3 hours) This course provides a framework for culturally relevant social work services designed to meet the needs of the Latino/a community. Through the use of creative literature, film and social science theory, students will acquire a core understanding of issues of identity, cultural history, and the political and social realities of Latinos. The inter and intra group differences will be highlighted. Special attention will be given to the growing phenomena of transnationalism. Students will acquire core principles grounded in an understanding of social justice, privilege and oppression. These principles will be applied to special topics in clinical practice, community empowerment, and the development of a public policy agenda.

Prerequisite(s): SWK 513 and SWK 553

SWK 621 - Human Rights, Gender and Globalization

(3 hours) Human Rights, Gender and Globalization is a three-credit graduate level course which fulfills the advanced diversity requirement. This course seeks to expand student's understanding of how all of our lives are shaped by social structures and the historical contexts in which we live. This course explores themes of social and economic development, globalization, gender, and social justice within the Latin American context. Specific objectives include: to encourage cultural understanding, to become aware of and respect Salvadoran norms and values, to learn of the lived economic reality of the Salvadorans, and to promote social justice.

Prerequisite(s): SWK 513 and SWK 553

SWK 622 - Negotiating Social, Cultural and Psychological Borders

(3 hours) Historically a multi-ethnic and multi-racial country, the United States is becoming increasingly diverse as a consequence of global immigration. Students will learn demographic trends related to immigration and address the experience of immigrant groups by understanding how the reception by the host society, racialization, class, gender, and characteristics of the ethnic community impact the adaptation of immigrant/refugee groups. Grounded in this contextual understanding, students address specific issues for immigrant and refugee families such as inter-generational issues, language and cultural maintenance, family separations, and histories of trauma and political torture.

Prerequisite(s): SWK 513 and SWK 553

SWK 623 - Race and Ethnicity in U.S. Social Policy

(3 hours) Conceptions of race and ethnicity have played a pivotal role in American political discourse and in the formation of social policy. Through the use of social science literature on group identity formation, race, ethnicity, and immigration as well as fiction, film, and autobiographical accounts, this course exams social constructions of race and ethnicity and the intersections with gender, citizenship, and class as an analytical tool for understanding the development and implementation of social policies. This course will address policy issues such as the role of privatization, affirmative action, immigration, etc. and their impact on communities of color. Contemporary questions and challenges raised by an increasingly multicultural society for social policy and practice are explored.

Prerequisite(s): SWK 513 and SWK 553

SWK 624 - Feminist Approach to Clinical Practice with Individual and Families

(3 hours) In this course, students will gain an understanding of feminist, multicultural, and social identity theories and how they can be used to understand the impact of social and cultural forces; specifically, status and power differences, oppression, social norms, and role expectations in the development of behavior, identity, health problems and solutions. Drawing from a strengths perspective approach in a global environment, students will develop the ability to articulate, analyze, implement, and evaluate a practice framework from human rights, advocacy and social justice perspective. Through a womanist/feminist lens, we will explore themes such as gay and lesbian couples, issues of race difference within a family, transracial adoption, resiliency of families, family separations as a result of immigration and immigration policies, and other issues as they related to contemporary families. The seminar format offers students an arena in which to critically analyze with growing sophistication the theoretical base underlying their work and the interplay of their own personal value frameworks with core social work ethics and values.

Prerequisite(s): SWK 513 and SWK 553

SWK 625 - Race, Gender and Human Rights in The Guatemalan Context

(3 hours) This course seeks to expand your understanding of how all of our lives are shaped by social structures and the historical contexts in which we

live. This course explores themes of race and racism, social and economic development, globalization, gender, and social justice within the Guatemalan context. Specific objectives include: to encourage cultural understanding, to become aware of and respect Guatemalan norms and values, to learn of the lived economic reality of the Guatemalans, and to promote social justice. In so doing, a human rights approach will be taken in the study of the impact of colonialism, the role of culture, poverty, violence, and violations of human rights found in inadequate prosecution of violence against women and children as well as the recent events regarding the genocide indigenous peoples. This course will emphasize the role of women as human rights defenders within Guatemala.

Prerequisite(s): SWK 513 and SWK 553

SWK 629 - Critical Perspectives on Race and Ethnic Differences in Health

(3 hours) This course provides students with the opportunity to gain insights into the challenges that people of color face and low socioeconomic status face that both impact individuals' health. Additionally, students will learn of the challenges they may have accessing treatment or received equitable treatment. This course provides students with the opportunity to develop a critical theoretical lens by which to analyze the complexities of health disparities and to evaluate, analyze, and make recommendations aimed at reducing health disparities and empowering communities of color.

SWK 640 - Mental Health: History, Theories, Treatment

(3 hours) This course presents mental health through a distinctly social work perspective. The course introduces students to biological, developmental and environmental sources of mental illness and to empirically recognized risk, mediating and protective factors that influence these sources. The course emphasizes assessment, including the use of DSM-5, with approaches to evaluate human behavior and functioning throughout the lifespan, and advanced clinical skills to treat clients with special attention given to vulnerable and diverse populations. The person is not defined by diagnosis or condition. Mental illness is seen through different theoretical orientations including strengths perspective and also within a social context. Persons are viewed holistically, as participating members of their families and communities. The course will also address the economic structures of the mental health system and the impacts of managed care and welfare reform on mentally ill adults, adolescents and children.

SWK 641 - Community Based Participatory Research

(3 hours) The course focuses on the use of practice evaluative approaches to examine outcomes of organizational and community practice. Principles of program evaluation, participatory action research, community needs analysis as well as evaluative methodologies that inform agency and community practice will be explored. Building on the advanced evaluation methods course, this course provides students with the skills to enhance their program evaluation abilities and their understanding of community data to enhance decision-making in program development and community outreach. The special emphasis on community based participatory research provides a framework consistent with social work values and ethics and the importance in assisting communities in defining their own needs.

Prerequisite(s): SWK 512 and 612

SWK 642 - The Resilient Social Worker

(3 hours) The Resilient Social Worker: Practices for lifelong balance and professional satisfaction The demands placed on social worker workers in supporting people through challenging circumstances can contribute to high levels of stress, fatigue, and burnout. Self-care practices implemented regularly may decrease those levels while also serving as strategies for coping during particularly stressful times. This class will serve to deepen student's understanding of self and how that self interacts with the workplace. Students will explore the effects of social work practice on their lives (compassion satisfaction and compassion fatigue, including burnout and vicarious trauma), discern their strengths and areas for growth around self-compassion and self-care, practice skills to enhance their well-being (mindfulness skills, setting boundaries, accessing intuition, expressive arts), and create a flexible, individualized self-care plan to be used during the semester and beyond. Students will develop the tools to maintain balance and connection in their lives as a professional social worker.

SWK 644 - Child Welfare I

(3 hours) This course will cover the areas needed by a new child welfare worker to adequately provide services to children and youth in Illinois. It will examine professional and ethical behavior in child welfare, as well as cultural competence in working with clients. Focus will be on the engagement process, assessment, planning, intervention, and evaluation of children needing services and their families. Students will also learn trauma-informed practice and how to implement it with children and youth whose care has been compromised. Students will become familiar with the State of Illinois Policies and Procedures, which guide child welfare practice in Illinois. This course will prepare students to take the Child Welfare Employee Licensure Exam and the Child Endangerment and Risk Assessment Protocol Test, both of which are needed for students to be able to successfully complete a Concentration Year Field Placement in Child Welfare with youth receiving Illinois Department of Children and Family Services interventions. These two exams will be offered as part of the course.

SWK 645 - Child Welfare II

(3 hours) This course is the second of two courses needed to complete all of the study requirements for achieving a Child Welfare Employee License. The focus is on determining the strengths and needs of children and knowing the child welfare process for children who are determined to be in need of social services. Students will learn how to use the Child and Adolescent Needs and Strengths (CANS) tool in determining what the needs of the child and adolescent as well as their families are. Students will also learn how to engage, assess, intervene, and evaluate children and adolescents who are in the child welfare system. They will learn how to engage in family-centered, trauma-informed, strengths-based practice, how to plan for permanency for children in out-of-home care, and how to work with the Juvenile Court. Students will also take the CANS exam and the Placement exam, both of which, when combined with the two exams in Child Welfare I, are required to obtain a Child Welfare Employee License. Upon employment by a child welfare agency, students will be able to obtain their Child Welfare Employee License.

SWK 646 - Social Work Practice with Lesbian, Gay, Bisexual, Transgendered Clients

(3 hours) This course seeks to expand the student's understanding of how to employ affirmative models of social work practice with LGBT individuals and families. The ecological- and strengths-based approaches will provide a theoretical frame for this course. These constitute two of several theoretical lenses that will examine the destructive person: environment relationships that exist between LGBT individuals living in a predominantly heterocentric environment and how they cope with these stressors. Course content will be organized within the following five domains: (1) postmodern perspectives on gender; (2) developmental models for acquiring gay and lesbian identity; (3) social work practice with lesbian, gay, bisexual and transgendered persons; (4) race and ethnicity, families, youth, and aging; and (5) specific challenges facing the LGBT communities such as homelessness, domestic violence, substance abuse, HIV/AIDS.

SWK 651 - Field Practicum IV

(3 hours) This course is required for advanced-standing students and those who are in their second field placement in the MSW program. It focuses on advanced skills and particular globally focused, family-centered techniques used with vulnerable and oppressed populations at each stage of the direct practice helping process and with difficult practice situations, such as resistant and involuntary clients, broken families, child abuse and neglect, and other serious social problems affecting individuals, client groups, dyads and family systems. Case examples representing complex client situations are drawn from the populations served by students in their fieldwork placements with a specific emphasis on working from a social-justice and human-rights perspective.

Prerequisite(s): All 500 level courses and SWK 611

SWK 655 - Community Practice

(3 hours) This course examines the theories, approaches, and analytical tools that social workers utilize in community organizing, planning, and development practice for the purpose of achieving neighborhood, community and wider social change. The course considers approaches, concepts, and definitions of community and the roles of organizations in change efforts, especially those in diverse, low-income urban communities. A primary course objective is to explore how community practice attempts to intervene to shape the environmental and structural conditions that affect individual and family functioning. The course also examines the theoretical bases of these interventions, and the implementation strategies through which they play out in daily practice. The course includes discussion of both historic and current examples of community action practice in Chicago and nationally. Throughout, the course emphasizes political and economic conditions and events that shape, constrain, and enable community action and social change.

Prerequisite(s): SWK 510, 550, 610 or advanced standing.

SWK 657 - Masters Research Project I

(3 hours) This is the first of the two courses resulting in a substantive paper that involves original research and scholarship. The final product of a master's research project is a thesis or a paper of publishable quality. This

course includes the stages of defining a research topic and formulating a problem statement, selecting and reviewing relevant literature and developing a research methodology. At the end of this course, the student is expected to produce a research proposal with a comprehensive literature review, identify a specific research focus, and describe data collection procedures of the study. Following a successful thesis hearing, the student is expected to submit an IRB application.

Prerequisite(s): SWK 512

SWK 658 - Masters Research Project II

(3 hours) This is a continuing course which results in a paper of publishable quality or a thesis. In this course, the student is expected to implement the ideas of the research proposal: gather, analyze, interpret data; develop theoretical conclusions; and discuss practice and policy implications. Following a successful hearing, the student is expected to complete the thesis or submit the paper to a peer-reviewed journal for publication.

Prerequisite(s): SWK 657

SWK 660 - Substance Abuse Treatment & Prevention

(3 hours) This course provides an overview of the problem of substance abuse for the individual, the family and society. The course will focus on the concepts of drug pharmacology, alcohol pharmacology, drug and alcohol use and history, treatment approaches from various theoretical perspectives, research and evidence-based practice, and special populations including adolescents, family, individuals with mental illness and substance use, and the elderly. The course will provide a model for effective social work treatment and intervention at different levels of practice.

SWK 663 - Global and Practice Perspective in Aging Care

(3 hours) This course is designed to help students develop the knowledge, information, and skills necessary for successful and competent practice with older adults, their families, agencies and communities. It provides content on current and future demographic contexts. This course provides analysis of current psychological, social, programs/services and intervention approaches with older persons. Tools for applying the strengths perspective to work with older adults are examined and implications of each of these elements for culturally competent practice are explored. Students will examine and assess mental health practice methods and related research in accordance with the values and ethics of social work.

SWK 664 - School Social Work

(3 hours) This course covers the development of social work practice in school settings, provides the historical development of schooling in American society, discusses relevant education laws, discusses issues of race, class and gender in schools and society, and focuses on special issues related to school social work practice. Students will be introduced to readings from literature in social work, education, and the law as they pertain to the needs and rights of students in an academic setting. This elective course is designed for students interested in the delivery of social work services in a K-12 educational setting upon completion of the MSW

program. It is relevant for students who are interested in pursuing a Type 73 Certification in Illinois or licensure for school social work practice outside of Illinois.

Prerequisite(s): Prerequisite: All 500 level courses

SWK 665 - Seminar International Social Work

(3 hours) This seminar is designed to broaden students' exposure to world problems and to the existence of alternative solutions to social problems through an economic and social-justice approach. The interrelationship between domestic and international social welfare issues will be highlighted, and the functions and contributions of social work internationally will be examined. The course will also make students aware of the opportunities for international collegial exchange through participation in international social work organizations.

SWK 669 - Crisis Intervention

(3 hours) This course is designed to introduce students to the theoretical foundations and practice techniques of crisis intervention in family-centered, clinical social work practice. The course incorporates multicultural perspectives of crisis intervention.

Prerequisite(s): All 500 level courses

SWK 670 - Human Trafficking

(3 hours) This course examines the global phenomenon of human trafficking. Issues for discussion will include how human trafficking occurs in a global context and in the United States. Topics will include recruitment, enslavement, rescue and restoration. The psychological impact on men, women, and children who are victims of traffickers and the impact on countries, communities, and families. The discussions will be supported by selected readings, videos, and speakers.

SWK 673 - Play Therapy

(3 hours) This course focuses on encouraging the unique development and emotional growth of children through the process of counseling using expressive therapies. The content of the course introduces a distinct group of interventions including play and other skills as integral components of the therapeutic process. A major focus of the course involves instructional and experiential opportunities for the student to develop skills that provide children with the appropriate developmental materials that can be applied to children of various ages. This course is designed to provide introductory training on play and other expressive therapy techniques designed for various populations including children, adolescents and families. The course will focus on the various models of play therapy and the use of play as both a diagnostic and therapeutic tool for a variety of childhood problems including PTSD, abuse/neglect, disruptive behavior disorders, chronic illness and developmental delays. Additional training on family play therapy techniques will be provided as well as approaches designed for use in schools. The major theoretical approaches and techniques used in the practice of play therapy and other expressive interventions shall be the focus of this course. Special emphasis is placed on identifying techniques used for various treatment considerations, setting up the play therapy room, and working with parents and the community in the treatment of the child.

SWK 678 - Successful Aging Communities Care Intergenerational Experience

(3 hours) This course is designed to enhance students' understanding of aging experiences within retirement communities and develop practice behaviors to work with older adults in a variety of social environments, including the continuum of care model. The course will focus on current and emerging characteristics of living environments that support an active and successful aging. The course will also examine the impact of intergenerational interaction between older adults and other generations. Topics include: different housing options (aging in place, communal living, assisted living and skilled nursing care); intergenerational communication and contact within the community; and how aging is impacting religious communities such as the Sinsinawa Dominican Community at the Mound.

SWK 686 - Advanced Practice with Older Adults

(3 hours) This seminar is designed to give students more in-depth knowledge and develop advanced practice behaviors to work with older adults in a variety of local and international settings. The course will focus on current and emerging issues in interdisciplinary practice, and will cover clinical as well as administrative topics. Topics include: DSM diagnosis and treatment issues, alternative models to retirement communities, older adults' sexuality, emerging issues in palliative care, death and dying, the impact of technology on home care, and management and administration of services and programs for older adults.

SWK 800 - Military Culture, Customs and Traditions

(3 hours) This course will provide students with an understanding of two key areas of competency when engaging with Service Members, Veterans, and their Families (SMVF). These areas include an understanding of military culture as well as the strengths and risks of the military lifestyle on SMVF throughout the lifespan. The course stresses the importance of attending to the interrelatedness of contextual factors in the study of human behavior and how military culture and experience impact these factors. Military's cultural patterns, both historical and contemporary, will be presented. Command structure, uniform policy, core traditions, values, and language will be explored universally, as well as within each service branch. Students will learn how the military builds identity and cohesion, through training, indoctrination and simulation exercises. Awareness of social stigmas associated within military/civilian systems will be developed. Internal diversity issues, marginalization, and developmental stage concerns of SMVF populations are addressed throughout the course. Students will also examine the strengths and risk of a military lifestyle on SMVF. Students will become proficient in understanding the effects of serving during different eras so that they can engage with veterans and military members across the lifespan. Institutional Theory and Convergence Theory principles are analyzed providing a framework for ethical differences in civilian versus military attitudes and behavior. Students will be exposed to military base and veteran's hospital operations. SMVF interactions with students will promote knowledge of cultural variations. This is an 8-week hybrid course and will require students to participate in both the on line and face to face classroom environments.

Prerequisite(s): SWK 513 and 553

SWK 810 - Mental Health Issues, Assessment Diagnosis

(3 hours) Factors that impact the mental health of SMVF are considered. Mental health during deployment and post deployment will be considered from a contemporary as well as a historical perspective. Barriers to care such as systemic, social, and organizational barriers as well as the stigma surrounding mental health issues in a military context are explored. Cultural, racial, gender and spiritual differences among SMVF and how those differences impact mental health experiences are presented. A systems approach is used to allow students to take a uniquely social work perspective when considering the family life cycle disturbances created with specific service related health and mental health issues. Students will learn the process of assessment of the impact that physical injury, emotional, and/or sexual trauma have on the mental health in SMVF populations and their family members. Diagnoses of common comorbid conditions are examined. This course provides discernment of behavior specific to how SMVF's symptoms manifest with in family, and in mental health, medical, business and educational settings. This is a 15-week hybrid course and will require students to participate in both the online and face to face classroom environments.

Prerequisite(s): SWK 510 and 550

SWK 814 - Policy Impact Within Military Systems

(3 hours) This course will provide students with a framework for advanced policy analysis and strategies for policy change in order to support practice with troops, veterans, and their families. The course will focus on military and veteran programs and systems. The course emphasizes military culture and lifestyle and introduces students to historical policies and programs impacting veterans' health care and benefits. This course takes into account the effects of repeated, extended separation, as well as active duty and veterans' physical, psychological, and cognitive injury, and examines how

policies and programs can be developed to ensure the provisions of seamless, quality services to a deserving population. Students will examine the policies, programs, and services that contribute to military and veterans' family health and wellbeing and will be introduced to past and present issues and themes that impact service members, veterans, and their families. National policies are reviewed for efficacy with vulnerable military populations (i.e. disabled veterans, members of the LGBT community, women, and veterans experiencing homelessness and substance abuse issues). Students are encouraged to consider how a social work approach may be particularly beneficial in responding to the complex and evolving needs of today's military and veterans' families. This is a 15-week online course.

Prerequisite(s): SWK 514

SWK 850 - Theory, Treatment Planning and Intervention

(3 hours) This practice course focuses on theories of treatment and intervention skills that are needed in the helping process when working with Service Members, Veterans and their families (SMVF). Knowledge of population characteristics, and relevant physical health and mental health issues for current and former military members is emphasized. Students enhance their knowledge and skills in the interactive and reciprocal processes of therapeutic engagement, bio-psycho-social-spiritual assessment, and research-informed clinical interventions and programs. In addition, students will be presented with traditional and complementary alternative treatments that they can then integrate into their practice. Emphasis is placed on the evaluation of intervention efficacy with specific SMVF populations. This is a 15-week hybrid course and will require students to participate in both the online and face to face classroom environments.

Prerequisite(s): SWK 510, 550, 810

Continuing Studies Programs of the College of Applied Social Sciences

Busy adult learners can find accelerated degrees through the College of Applied Social Sciences. We offer a fully online bachelor's degree completion programs: the Bachelor of Professional Studies with a major in human services and a major in legal studies. For those who prefer in-person courses, the same Dominican bachelor's degree may also be completed in-person on the campus of Triton College. In addition, we offer a low-residency Master of Arts in Conflict Resolution.

Continuing Studies: Bachelor's Degree Completion Programs

The College of Applied Social Sciences (CASS) offers two bachelor's degree completion options to non-traditional students who meet the admission profile outlined below.

Undergraduate Admissions

The requirements for admission to the bachelor of professional studies are as follows: at least 7 years out of high school and 30 semester hours of college credit OR at least 7 years out of high school with significant professional work experience if transferring under 30 semester credits. If no college transcripts are available, the applicant must provide a high school transcript instead. The dean may waive either requirement in exceptional circumstances upon review of the application. The admission decision is reserved for the CASS admissions committee after review of the entire application and supporting documents. The application can be accessed at any time at dom.edu. Transcripts detailing all credits earned at all schools prior to application at Dominican are required as well as a 1-2 page personal essay or statement of purpose in order to complete the application. After an acceptance decision, CASS provides students with a letter of acceptance for their records. Students can begin classes at the next available semester start date offered three times a year. Students may begin as a student-at-large; however, they are not eligible for financial aid. Students who are away for three semesters or more must reapply for admission and must also register for a course or readmission will be denied.

In addition to meeting the general requirements for admission, applicants whose native language is not English and/or student requiring a visa (F-1) and I-20 form, must demonstrate English language proficiency. This can be done by scoring a minimum of 550 on the paper-based Test of English as Foreign Language (TOEFL) or a minimum of 213 on the computer-based TOEFL. Additionally, students must show evidence of adequate financial support for two years.

Student-at-Large

Applicants who would like to take an individual course(s) may do so as a student-at-large (non-degree seeking student). The maximum number of semester hours a non-degree seeking student may earn is 30 hours. A student-at-large is not eligible for financial aid.

Conditional Admittance

Students who have been otherwise accepted but do not have all official college transcripts on file will be considered conditionally accepted until all official documents are received. Students will be permitted a maximum of three courses or two sessions (one semester) to submit this documentation.

Transcripts

All official transcripts should be sent directly to Admissions Operations, 7200 West Division St., River Forest, IL 60305, and must arrive sealed in order to be acceptable; these transcripts will be used by the Office of the Registrar to complete official transcript evaluations.

Human Services - B.P.S.

The bachelor of professional studies degree (BPS) with a major in human services is an interdisciplinary program focusing on the fundamental skills of communication, research and data analysis, which apply to a broad range of fields. Students may elect to declare up to two concentrations, including disability advocacy, international studies, labor relations, sustainability studies, and training and development. Students also may petition for new concentrations to meet their specific career needs. Consistent with Dominican University's longstanding commitment to social justice, students are required to complete a course in professional ethics on top of at least one ethics unit in each class. Courses are conveniently offered in the evenings at Triton College or online in an accelerated 8-week format.

Graduates of the program will be prepared to work in a wide range of fields from the private, public and nonprofit sectors. The concentration model allows students to develop specific skills to match their career goals. In addition, the rigorous foundation coursework will prepare students for graduate or professional school.

- Each academic year consists of six 8-week sessions
- Classes are offered in an eight-week format
- Transfer credit of up to 68 semester credit hours from community colleges or up to 90 semester credit hours from a combination of community colleges and 4-year colleges or universities may be granted.

Major Requirements

In addition to satisfying the proficiency and general education requirements for the bachelor of professional studies, students must complete 42 credits in the major or related areas.

Required Courses:

Complete the following (42 credit hours):

- HS 300 - Social Science Research
- HS 301 - Writing in the Social Sciences
- HS 302 - Statistics for Social Scientists
- HS 303 - Human Services Administration

- HS 304 - Social Policy
- HS 305 - Behavioral Theory
- HS 400 - Professional Ethics
- human services electives (21 hours). Any 200-level or higher social science courses can satisfy this requirement.

Emphases

A student may choose to complete two emphases. Concentration courses apply to the human services elective requirement.

Labor Relations

Complete the following three courses:

- HS 340 - Unions and Collective Bargaining
- HS 341 - Sociology of Labor
- LS 340 - Negotiation Theory or MCR 607 - Negotiation

Disability Advocacy

Complete the following three courses:

- HS 320 - Disability Studies
- HS 322 - Disability Support Services
- LS 315 - Disability and the Law

International Studies

Complete the following three courses:

- HS 355 - International Relations
- HS 356 - Globalization and Its Critics
- LS 358 - International Law

Sustainability Studies

Complete the following three courses:

- HS 370 - Understanding the Environment
- HS 371 - Building Sustainable Organizations
- LS 345 - Environmental Law

Training and Development

Complete the following three courses:

- HS 390 - Adult Learning Theory
- HS 391 - Organizational Development
- HS 392 - Distance Learning

Additional Requirements

Each student must file an application for graduation with the Office of the Registrar by the deadline posted for the semester in which the student anticipates completing degree requirements.

Accelerated Degree Options

Bachelor of Professional Studies/Master of Arts in Conflict Resolution

High-achieving undergraduates can apply for the bachelor of professional studies/master of arts in conflict resolution accelerated degree option. Students admitted to this option can enroll in MCR courses before completing the baccalaureate degree and have up to 9 MCR credit hours apply to both their undergraduate and graduate degrees. Additional information is available through the CASS advising office.

Bachelor of Professional Studies/Master of Social Work

High-achieving undergraduates can apply for the bachelor of professional studies/master of social work (MSW) accelerated degree. Students admitted to this option can enroll in MSW courses before completing the BPS and have up to 30 MSW credit hours apply to both their undergraduate and graduate degrees. Additional information is available through the CASS advising office.

Bachelor of Professional Studies/Master of Library and Information Science

High-achieving undergraduates can apply for the bachelor of professional studies and, in their senior year, take up to two library and information science courses with approval of the director of the School of Information Studies. The 6 LIS credit hours apply to both their undergraduate and graduate degrees. Additional information is available through the CASS advising office.

Legal Studies - B.P.S.

The bachelor of professional studies degree (BPS) with a major in legal studies is an interdisciplinary program exploring the American legal system from a wide range of perspectives, including economics, philosophy, theology and history. Consistent with Dominican University's long-standing commitment to social justice, students are required to complete a course in legal ethics along with at least one ethics unit in each class.

Students may elect to declare up to two emphases, which include criminal justice, disability advocacy, labor relations, law and social justice, paralegal studies, public administration, and sustainability studies. Courses are conveniently offered in the evenings at Triton College or online in an accelerated 8-week format.

Graduates of the program will be qualified to work as paralegals, law enforcement officers, public officials, and nonprofit leaders. Those looking to work as paralegals will have the opportunity to take courses in specific areas like civil litigation or real estate law and gain preparation for paralegal certification examinations. As a rigorous social science program, the BLS will also prepare students for law or graduate school.

- Each academic year consists of six 8-week sessions
- Classes are offered in an eight-week format
- Transfer credit of up to 68 semester credit hours from community colleges or up to 90 semester credit hours from a combination of community colleges and 4-year colleges or universities may be granted.

Major Requirements

In addition to satisfying the proficiency and general education requirements for the bachelor of professional studies, students must complete 42 credit hours in the major field or related areas, as indicated.

Required Courses:

- LS 300 - The American Legal System
- LS 301 - Legal Research and Writing
- LS 320 - Religion and the Law
- LS 321 - Law & Economics
- LS 322 - Philosophical Basis of the Law
- LS 325 - Contracts
- LS 400 - Legal Ethics
- Legal Studies electives (2(1 hour)s). Any 200-level or higher social science courses can satisfy this requirement.

Emphases

A student may complete two emphases. Emphasis courses apply to the legal studies elective requirement.

Criminal Justice

Complete the following three courses:

- LS 310 - Crime and Society
- LS 311 - Juvenile Justice
- LS 351 - Criminal Law and Procedure

Disability Advocacy

Complete the following three courses:

- HS 320 - Disability Studies
- HS 322 - Disability Support Services

- LS 315 - Disability and the Law

Labor Relations

Complete three of the following courses:

- HS 340 - Unions and Collective Bargaining
- HS 341 - Sociology of Labor
- LS 340 - Negotiation Theory or MCR 607 - Negotiation
- LS 350 - Employment Law

Law and Social Justice

Complete the following three courses:

- LS 310 - Crime and Society
- LS 324 - Civil Rights
- LS 335 - Social Justice

Paralegal Studies

Complete three of the following courses:

- LS 303 - Law Office Technology
- LS 304 - Law Office Management
- LS 306 - Basic Legal Training
- LS 352 - Civil Litigation

Public Administration

Complete the following three courses:

- HS 304 - Social Policy
- HS 350 - Fundamentals of Public Administration
- LS 356 - Administrative Law

Sustainability Studies

Complete the following three courses:

- HS 370 - Understanding the Environment
- HS 371 - Building Sustainable Organizations
- LS 345 - Environmental Law

Accelerated Degree Options

Bachelor of Professional Studies/Master of Arts in Conflict Resolution

High-achieving undergraduates can apply for the bachelor of professional studies/master of arts in conflict resolution (MCR) accelerated degree option. Students admitted to this option can enroll in MCR courses before completing the baccalaureate degree and have up to 9 MCR credit hours apply to both their undergraduate and graduate degrees. Additional information is available through the CASS advising office.

CASS: Human Services Courses

Human services courses are limited to students enrolled in the BPS degree programs unless primary advisor permission is granted.

HS 300 - Social Science Research

(3 hours) This course provides an overview of the methods used by social scientists. Topics include reviewing existing literature, designing a study, surveys, data analysis and research ethics. Required for human services major.

HS 301 - Writing in the Social Sciences

(3 hours) Students will demonstrate the fundamentals of written communications in the social sciences through a number of short writing assignments, as well as a longer paper, which will go through at least one revision. They will focus on clarity, organization, proper presentation of supporting evidence and communication ethics. Required for human services major.

Prerequisite(s): EN 102 Composition II.

HS 302 - Statistics for Social Scientists

(3 hours) Numeracy is a fundamental skill for those practicing the social sciences. This course addresses the fundamentals of quantitative data analysis and the ethical presentation of statistics. Required for human services major. Satisfies the mathematics proficiency requirement for CASS continuing studies undergraduates.

HS 303 - Human Services Administration

(3 hours) The field of human services of full of well-meaning individuals who nevertheless struggle to help those they would serve due to a lack of administrative ability. This course will explore the essential leadership and organizational skills needed to succeed in human services. Required for human services major.

HS 304 - Social Policy

(3 hours) Students will examine the ways in which institutional policies impact society. Topics include the political process, unintended consequences and policy analysis. Required for human services major.

HS 305 - Behavioral Theory

(3 hours) Why do people behave irrationally? What really motivates people? What incentives can be used to change behavior? By answering these questions, human services professionals can better address the needs of those they serve. Required for human services major.

HS 320 - Disability Studies

(3 hours) This is an introduction to the burgeoning field of disability studies. Taking an interdisciplinary approach, the course demonstrates the ways in which society's conception of the body have evolved and continue to evolve over time. Topics include shifting terminology, artistic representations, the concept of human dignity, education and the workplace.

HS 322 - Disability Support Services

(3 hours) The course will examine the range of government and private services available to individuals with disabilities, as well as the gaps in services and barriers that prevent people from taking full advantage of what's available.

HS 340 - Unions and Collective Bargaining

(3 hours) This is an overview of the collective bargaining process from union formation to contract negotiation to working under a collective bargaining agreement. Topics include major legislation, the differences between the public and private sectors and the nature of the unionized workplace.

HS 341 - Sociology of Labor

(3 hours) This course explores the role of unions in our society, including the history of the labor movement and the economic impact of unionization, as well as the effects of labor's decline in recent decades.

HS 350 - Fundamentals of Public Administration

(3 hours) This is a survey of government bureaucracies at the federal, state and local levels, with a particular focus on how they both succeed and fail to provide essential services to the public.

HS 355 - International Relations

(3 hours) Students will examine the ways in which states and non-state actors interact with one another, including militarily and diplomatically.

HS 356 - Globalization and Its Critics

(3 hours) Modern societies around the world are increasingly interconnected with one another due to technological innovation and other

factors. This interconnection has significant social, cultural, political and economic consequences, which have been both praised and criticized. A number of viewpoints will be examined.

HS 370 - Understanding the Environment

(3 hours) Sustainability is fundamentally rooted in the scientific understanding of the environment. This course provides a basic overview of environmental science to further sound policy decisions. Applies to the natural science general education requirement.

HS 371 - Building Sustainable Organizations

(3 hours) Environmental problems are often presented as conflicts between the needs of the environment and the economy. In some cases, organizations find that good environmental policy also makes good economic sense. But in other cases, organizations must figure out how to properly calculate and weigh the environmental consequences of their actions. This course will examine both institutional decision-making and government policy.

HS 390 - Adult Learning Theory

(3 hours) For centuries, educational philosophers have studied the most effective means of teaching children. It has only been in recent decades that they have realized learning is a lifelong activity. This is an overview of the way adults learn, particularly with respect to professional advancement.

HS 391 - Organizational Development

(3 hours) This course will examine the way in which organizations adapt to change and improve overtime. It explores types of organizational change and the change process including resistance to change and stakeholder dynamics. The course delves into the roles of change agents, employee involvement, leadership and communication, the process of planned change and the discovery of evolving organizational opportunities. Also, internal and external forces of change are analyzed through the evaluation of change models, theories and case studies.

HS 392 - Distance Learning

(3 hours) Distance learning has evolved from instruction by mail in the 19th century to cutting-edge interactive course delivery through the Internet. This course will explore the ways in which distance learning differs from traditional delivery and the best practices of online course design.

HS 400 - Professional Ethics

(3 hours) Helping professionals owe a duty of competent and ethical service to their clients. This course will address the ethical imperatives and challenges posed to modern professionals. Required for human services major.

CASS: Legal Studies Courses

Legal studies courses are limited to students enrolled in BPS degree programs unless primary advisor permission is granted.

LS 300 - The American Legal System

(3 hours) This course provides an overview of the history and structure of the legal system in the United States. Students will explore contemporary controversies in the law through online class discussions and short writing assignments. The class will also introduce legal research skills and the fundamentals of legal writing. Required for the legal studies major.

LS 301 - Legal Research and Writing

(3 hours) The law, like all other professional disciplines, has its own writing conventions. This course will focus on how to find legal resources and integrate them into legal memoranda, as well as how to write clearly and persuasively. Particular attention will be paid to the "plain English" movement in legal writing. Required for the legal studies major.

Prerequisite(s): EN 102 Composition II.

LS 303 - Law Office Technology

(3 hours) This course provides an overview of the tools used by paralegals in a modern law office, with a specific focus on the ways in which technology can improve efficiency and client service.

LS 304 - Law Office Management

(3 hours) A law firm is at heart a business, yet few legal professionals have significant management training. This course introduces the fundamental skills necessary to succeed in the law office environment.

LS 306 - Basic Legal Training

(3 hours) This course is designed to prepare students for work as paralegals by focusing on the practical skills needed to succeed in a modern law office. Considerable attention will be paid to the fundamentals of written communication. Students who complete the course will be qualified to sit for the Accredited Legal Professional certification exam offered by NALS, although taking the exam is not required. The course is particularly beneficial for those without paralegal experience. This course counts toward the Paralegal Studies concentration.

Prerequisite(s): SPCS 200

LS 310 - Crime and Society

(3 hours) This course explores the relationship between crime and society, with a dual focus on how sociological forces impact the crime rate and how crime impacts society as a whole.

LS 311 - Juvenile Justice

(3 hours) This course wrestles with a number of important questions. How does the juvenile justice system differ from the adult system? What do

these differences reveal about society's views toward young people and crime? Does the juvenile justice system actually rehabilitate young offenders? Should juveniles ever be tried as adults?

LS 315 - Disability and the Law

(3 hours) The most recent expansion of federal civil rights brought protection to people with disabilities. This was the result of a major shift in society's view, which went from treating people with disabilities as tragic figures in need of charity to now encouraging people with disabilities to fully participate in civic and economic life. This course will focus on the Americans with Disabilities Act and related state statutes regulating inclusive practices in educational, public and business settings.

LS 320 - Religion and the Law

(3 hours) In ancient societies, religion and law were nearly synonymous. The United States and other modern democracies, however, have erected (or tried to erect) what Thomas Jefferson called "a wall of separation between church and state." This course will examine how religion and the law influence one another, how conflicts between law and religion arise, and how courts attempt to resolve those conflicts. Considerable attention will be paid to the First Amendment's Free Exercise Clause and Establishment Clause. Required for the legal studies major.

LS 321 - Law & Economics

(3 hours) The social sciences of law and economics both concern themselves with human behavior and how it responds to incentives. The law and economics movement argues that basic microeconomic principles can and should guide the formulation of legal rules. This course will explore the possibilities and limitations of this school of thought. No prior coursework in economics is required. Required for the legal studies major.

LS 322 - Philosophical Basis of the Law

(3 hours) What basic assumptions underlie our system of justice? What does "justice" really mean, anyway? This course will examine the intellectual forces that have shaped and continue to shape our legal system. No prior coursework in philosophy is required. Required for the legal studies major.

LS 323 - Freedom of Speech

(3 hours) This course will focus on contemporary First Amendment controversies as well as the philosophical bases for our professed desire to protect free expression. Topics include political speech, commercial speech, obscenity, advocacy of violence, new technologies, "hate speech" and free speech in a global perspective.

LS 324 - Civil Rights

(3 hours) The Declaration of Independence boldly proclaimed "all men are created equal," yet the Constitution obliquely condoned the enslavement of "other persons." Even after the Civil War, states in the north and south imposed a system of legal segregation whose effects linger today. Similarly, women continue to struggle for equality almost a century after

the passage of the 19th Amendment. This course will examine both the progress and the remaining challenges to true equality we face, with a particular focus on contemporary issues like affirmative action, gay rights and religious conflict.

LS 325 - Contracts

(3 hours) Contracts are a fundamental aspect of our commercial system. In this course students will learn the elements necessary to form a valid contract and the remedies available when one party breaches the contract. Required for the legal studies major.

LS 330 - Education Law

(3 hours) in the union guarantees its children a free public education, which has been held to be a "fundamental right" by the US Supreme Court. All states also sponsor public colleges and universities in addition to regulating private ones; the federal government is heavily involved in education at all levels through various funding programs. This course will delve into this complicated regulatory environment and address key contemporary controversies like school busing, voucher programs, affirmative action policies and campus speech codes.

LS 335 - Social Justice

(3 hours) As a Sinsinawa Dominican-sponsored institution, Dominican University proclaims an "enduring commitment to social justice," which can be thought of as a commitment to economic equality, human rights and human dignity. This course will examine the theological roots of social justice in Catholic social teaching, as well as the secular grounding from philosophers like John Rawls. This course seeks to answer two key questions: what does a just society look like, and how do we get there?

LS 340 - Negotiation Theory

(3 hours) The vast majority of legal disputes are resolved at some point before a trial court verdict as a result of negotiations between parties, which makes negotiation skills vital for legal professionals. Drawing on research from a wide range of fields, this course will use role-playing activities to develop the skills necessary to effectively and ethically negotiate a settlement to a dispute.

LS 345 - Environmental Law

(3 hours) In this course, students will critically analyze the overlapping network of environmental regulations that have sprung up over the last fifty years and assess their effectiveness at combatting environmental harms.

LS 350 - Employment Law

(3 hours) A patchwork of local, state, federal and even international laws govern the modern employment relationship. This course will examine how these laws interact with one another. Topics include the "at-will" doctrine, discrimination law, and labor law and workplace privacy.

LS 351 - Criminal Law and Procedure

(3 hours) An overview of the American criminal justice system with a particular focus on constitutional protections afforded to the accused. We will explore the extent to which these protections actually prevent injustice, as well as critically examine how well our system meets its goals of prevention, deterrence and rehabilitation. The course will progress through the entire process of criminal prosecution, from investigation through sentencing and appeals.

LS 352 - Civil Litigation

(3 hours) This course will take students through the entire process of pursuing a civil trial. Assignments will include drafting briefs, motions and memoranda.

LS 353 - Family Law

(3 hours) The law regulates a number of elements of familial relationships, including marriage, divorce, child custody, adoption and the emancipation of minors. We will explore the evolving nature of the family, with particular focus on the law's treatment of same-sex couples.

LS 354 - Estate Planning

(3 hours) Benjamin Franklin famously declared, "In this world nothing can be said to be certain, except death and taxes." This course will examine how these two certainties relate to one another, as well as the various means for transferring wealth from one generation to the next.

LS 355 - Real Estate Law

(3 hours) The course will apply ancient principles of property law to modern issues like zoning, home financing and environmental regulations.

LS 356 - Administrative Law

(3 hours) The United States in the Twentieth Century witnessed the rise of the bureaucracies at the state and federal level. Legal rights in the modern world are increasingly asserted through administrative procedures outside of the traditional court system. This course will provide a roadmap for navigating through the administrative environment.

LS 357 - The Uniform Commercial Code

(3 hours) The Uniform Commercial Code is a model legal code designed to harmonize business law throughout the fifty states. The UCC provides a set of default rules that govern how businesses interact with one another and their customers. This course will focus on sales of goods, negotiable instruments and secured transactions.

Prerequisite(s): LS 325 Contracts.

LS 358 - International Law

(3 hours) International law has ancient roots, but has taken on increased importance with the formation of the United Nations after World War II.

This course will look into the origins, nature, successes and limitations of international law as a solution to global problems.

LS 359 - Immigration Law

(3 hours) The law of immigration and naturalization is both highly complicated and highly controversial. In this course, we will explore the historical context for the evolution of immigration law and critically examine the current processes for entering the United States and becoming a citizen. We will pay particular attention to contemporary controversies surrounding the enforcement of immigration law.

LS 400 - Legal Ethics

(3 hours) Legal professionals, including both attorneys and paralegals, are bound by codes of ethics, which will be explored in detail in this course. In particular, we will wrestle with the difference between ethics and morality, the extent to which legal ethics advance or impede true justice, and potential alternative ethical canons. Required for the legal studies major.

CASS: Proficiency and General Education Courses

EN 101 - Composition I

(3 hours) Instruction and practice in the writing process, emphasizing basic mechanics and organization. Students will read published works and complete short writing exercise to improve proficiency with academic writing conventions.

EN 102 - Composition II

(3 hours) Continued instruction and practice in the writing process, emphasizing integration of multiple sources with the student's ideas and recognition of the importance of rhetorical situation on the form and content of pieces of writing. Essays of varying lengths, including at least one extended essay incorporating multiple sources, are required. Satisfies writing proficiency requirement.

Prerequisite(s): EN 101 Composition I.

SPCS 200 - Adult Learning Seminar

(3 hours) This course is an introduction to Dominican University and the online learning environment. The course teaches effective learning strategies for adults, which will culminate in each student designing a personalized learning plan. Students will demonstrate mastery of course concepts through online discussion board participation and short writing assignments. Required for undergraduates in online programs offered through the College of Applied Social Sciences.

SPCS 299 - Community-based Learning

(1 hour) This 1 credit course can be taken in conjunction with a regularly scheduled SPCS, HS, or LS course or as a stand-alone course, combining

community service and guided reflection.

Prerequisite(s): Consent of the program coordinator and instructor.

SPCS 301 - Topics in the Social Sciences

(3 hours) This course provides an in-depth study of a major thinker or idea in the field of the social sciences. Students will learn how to find and evaluate social science resources in order write a research essay relating to the topic of the course. Course may be repeated for credit if a different topic is covered.

SPCS 302 - Topics in the Natural Sciences

(3 hours) This course provides an in-depth study of a major thinker or idea in the field of the natural sciences. Students will learn how to find and evaluate natural science resources in order write a research essay relating to the topic of the course. Course may be repeated for credit if a different topic is covered.

SPCS 303 - Topics in the Humanities

(3 hours) This course provides an in-depth study of a major thinker or idea in the field of the humanities. Students will learn how to find and evaluate humanities resources in order write a research essay relating to the topic of the course. Course may be repeated for credit if a different topic is covered.

SPCS 306 - Adult Spiritual Life and Growth

(3 hours) This course addresses the journey - the process of adults who choose to explore the spiritual life. Spirituality depends upon the focus and energy we give, intentionally and consistently, to what has been identified as most in life, understanding that this is a dynamic, not a static force. Drawing upon sacred and secular literature, the insights of spiritual writers, human rights activists and others, students will learn to objectify their own relationships with The Holy. The goal of this course is not to have "arrived," but more to know and trust the ground on which one stands. Satisfies theology proficiency requirement.

Graduate Studies in Conflict Resolution

The Master of Arts in Conflict Resolution (MCR) is a one-of-a-kind, interdisciplinary program for people committed to peace and justice. The convenient low-residency format allows students to earn their degree while working full-time from anywhere in the world. Taught by experts with years of real-world experience, the degree provides excellent preparation to enter the fast-growing field of mediation as well as a variety of other human-centered careers.

In addition to the master's degree, students have the option of selecting one of two certificate options in conflict resolution, including the Cook County Circuit Court-approved Mediation Skills Training, which can be later be applied toward the master's degree.

Students also have the option of completing a practicum course to gain real-world experience assisting a professional mediator or serving in an administrative capacity in a nonprofit organization. Dominican has deep roots with several service-oriented community partners, opening a variety of practicum opportunities. Students may also pursue practicums in their geographic region or in their interest area upon approval of the program coordinator.

Mediation Skills Training Certificate

Students may earn a Cook County Circuit Court-approved Mediation Skills Training Certificate by completing MCR 601 - Mediation Skills Training. Full admission to the master's program in conflict resolution is not required of students only seeking the Mediation Skills Training Certificate.

Students who complete the certificate can later count MCR 601 toward the Master of Arts in Conflict Resolution.

Graduate Certificate in Conflict Resolution

Students may earn a Graduate Certificate in Conflict Resolution by completing MCR 601 and three other MCR courses. Courses completed as part of the graduate certificate can later count towards the Master of Arts in Conflict Resolution.

Graduate Programs

Master of Arts in Conflict Resolution

The MA in Conflict Resolution is offered in a convenient low-residency format. Students will complete two five-day intensive courses on campus, preferably a year apart, with the remaining courses completed online. This provides the best of both worlds: face-to-face interaction with faculty and peers with the flexibility and convenience of online learning.

Degree Requirements:

Thirty-six credit hours

Admission Requirements

- Bachelor's degree in any subject from a regionally-accredited college or university, or international equivalent
- At least three years of full-time work experience or a waiver from the college dean
- Completed application, including:
 - official transcripts from previous institutions
 - 1-2 page statement of purpose explaining how the degree will fit in with the applicant's personal and professional goals
 - Two letters of recommendation
 - GRE scores are not required, but may be submitted to strengthen a candidate's application

Required Courses

Twenty-seven semester hours:

- MCR 601 - Mediation Skills Training
- MCR 603 - Traditional and Alternative Dispute Method
- MCR 605 - Ethics of Conflict Resolution
- MCR 607 - Negotiation
- MCR 609 - Psychology of Conflict
- MCR 611 - Interpersonal Communication
- MCR 613 - Intercultural Conflict Resolution
- MCR 615 - Religion and Conflict Resolution
- MCR 623 - Conflict Resolution in the Workplace

Electives

Nine semester hours, chosen from the following:

- MCR 619 - Online Dispute Resolution
- MCR 621 - Family Conflict Resolution
- MCR 625 - International Conflict Resolution
- MCR 627 - Conflict Resolution in the Community
- MCR 629 - Commercial Conflict Resolution
- MCR 631 - Collective Bargaining
- MCR 635 - Circle Practice: Foundations of Restorative Justice
- MCR 641 - Leading Change

- MCR 645 - Conflict Management
- MCR 647 - Divorce & Family Mediation
- MCR 690 - Conflict Resolution Practicum (Practicum can be repeated, with a maximum of 9 hours of internship credit allowed.)

Up to three graduate courses offered by other Dominican University academic units may be used, with approval of the program coordinator.

Master of Arts in Conflict Resolution/Master of Social Work

A dual master's degree in conflict resolution (MCR) and social work (MSW) is also available to high achieving graduate students, with a substantial number of SWK credits counted for both degrees. Please see the program coordinator for specific details.

Conflict Resolution Courses

MCR 601 - Mediation Skills Training

(3 hours) This is a five-day, 40-hour intensive "boot camp" taught on-campus by experienced professional mediators and approved by the Circuit Court of Cook County and Lake County. This gateway course develops the practical skills of conflict resolution through extensive supervised role-playing.

MCR 603 - Traditional and Alternative Dispute Method

(3 hours) This is an overview of the American legal system that traditionally resolves disputes through the courts. We will discuss the advantages and disadvantages of a highly-formalized system of dispute resolution. In addition, we will focus on the growing trend to resolve disputes through alternative means: negotiation, arbitration and mediation.

MCR 605 - Ethics of Conflict Resolution

(3 hours) Those who seek to resolve conflict are motivated by good intentions, but may wind up doing more harm than good. This course focuses on the ethical duties owed to parties in a dispute, with a particular focus on neutrality, confidentiality and informed consent. Students will study ethical canons, including the ABA's model standards of conduct for mediators, as well as case studies.

MCR 607 - Negotiation

(3 hours) Negotiation is a key element of conflict resolution. Parties to a dispute attempt to negotiate a favorable resolution while third-party mediators attempt to negotiate with the parties to forge an agreement. In this five-day, intensive campus-based course, students will use live role-playing exercises to hone their negotiation skills under the guidance of experienced negotiators.

MCR 609 - Psychology of Conflict

(3 hours) This course will explore the psychological origins of conflict as well as how a deeper understanding of human nature can be used to resolve conflict.

MCR 611 - Interpersonal Communication

(3 hours) In this course, students develop effective communication strategies to employ in one-to-one or small-group interactions to reduce and resolve conflict.

MCR 613 - Intercultural Conflict Resolution

(3 hours) Conflict at the local and international level often stems from cultural differences between members of different groups. This course promotes cultural literacy as a means to celebrate difference while overcoming culture-based conflict.

MCR 615 - Religion and Conflict Resolution

(3 hours) Religious differences have spurred conflict throughout history in horrific events like the Crusades, the Reconquista and the Troubles. Yet religion has also played an important pacifying rule in ending slavery and segregation in the United States, colonial rule in India and apartheid in South Africa. The course will use case studies to help students learn to use religion as a tool for peace, rather than conflict.

MCR 619 - Online Dispute Resolution

(3 hours) Modern disputes often occur at a distance with participants living in different parts of the world. Conflict can simmer due to the difficulty in bringing the parties to the same table. Technical advances have made it possible to resolve conflict at a distance. This course will address how online dispute resolution differs from conventional mediation and focus on specific skills needed to effectively resolve disputes online.

MCR 621 - Family Conflict Resolution

(3 hours) Conflict between family members can be the nastiest, with the intense feelings of love turning to hate. Disputes over legal matters like divorce, child custody and inheritance are common, but so too are more personal disputes between family members. Students will not only learn to help resolve family disputes, but also to avoid family conflict in their own lives.

MCR 623 - Conflict Resolution in the Workplace

(3 hours) People spend a third of their lives at work and professional disputes can turn personal. The course emphasizes the unique dynamics of workplace conflict, with a particular focus on power imbalance between managers and subordinates.

MCR 625 - International Conflict Resolution

(3 hours) Nation-states exist in a potential state of conflict with their neighbors and global rivals. In its most extreme form, this conflict leads to bloody wars, but other serious conflicts abound over issues like trade, immigration and natural resources. This course will examine case studies of both intractable and resolved conflicts to create a framework for understanding global conflict.

MCR 627 - Conflict Resolution in the Community

(3 hours) This course is grounded in the concept that construction of social meaning lies at the heart of how human conflict is created and understood. "Social conflict emerges and develops on the basis of the meaning and interpretation people involved attach to action and events...From this starting point, conflict is connected to meaning, meaning to knowledge, and knowledge is rooted in culture." [Lederach 1995, p. 8] In this course we will explore processes of addressing conflict in communities in ways that view conflict as normal and continuous dynamic that provides opportunities for creative constructive change in human relationships and in communities. This course is offered with an elicited-approach to learning, viewing our learning as a process of co-creation, emerging from the context of our experiences and conversations. In our work together, we will learn about conflict, different approaches to conflict in a community setting, and explore and apply resources for conflict transformation in communities.

Prerequisite(s): MCR 601

MCR 629 - Commercial Conflict Resolution

(3 hours) Despite a focus on the "bottom line," businesspeople often allow emotion to intrude in commercial transactions. This course emphasizes the importance of recognizing and checking this emotional element in order to maximize profitability. In particular, the course will address conflict between business rivals and conflict between business partners.

MCR 631 - Collective Bargaining

(3 hours) This course covers the highly-complex world of labor relations, including union formation, contract negotiation and ratification and disputes arising under the contract.

MCR 635 - Circle Practice: Foundations of Restorative Justice

(3 hours) This course will provide an overview and foundational practice for restorative justice. Restorative practices provide ways to address harm/violation that attends to the needs and feelings of all involved and emphasize repairing harm and healing relationships. A foundational practice to restorative justice is circle practice. In circles, people come together to address conflict, healing and support. Students will learn the fundamental elements of circles and be prepared to keep circles. Upon

completion of this course, students will be certified as a trained Circle Keeper.

MCR 641 - Leading Change

(3 hours) Learners will be introduced to the field of Change Leadership and Management and the effect of conflict on change efforts. The history, foundations, and supporting theories will be explored. The role of the change agent will be investigated. Additionally, organizational and personal transformation concepts will prepare the learner to operate and thrive in an environment of discontinuous change and to understand the steps needed to accomplish the change and to deal with the ensuing conflict. Strategies for introducing change in an organization and making the change permanent will be developed as well as keys to identifying and dealing with the resulting conflict.

MCR 645 - Conflict Management

(3 hours) This course provides learners the opportunity to improve their ability and knowledge of conflict management. If and when mediators fail to secure a resolution to a conflict, the next best alternative to a resolution is the ability to manage the conflict in question. Unlike conflict resolution, conflict management is the management of existing conflict that has no imminent resolution. By managing a conflict, we buy time towards the resolution of that conflict. By the end of this course, learners will be able to identify conflicts without an imminent resolution, and how to manage such conflicts.

MCR 647 - Divorce & Family Mediation

(3 hours) This 5-day (45 hour) divorce mediation skills training is an advanced course that will build upon the concepts learned in MCR 601, Mediation Skills Training. The course will prepare the student to mediate a variety of family cases, including divorce or child custody, adult guardianship, and/or child protection matters. Students in this course will learn about different mediation processes as well as advanced communication and negotiation skills. Students will then apply these skills through mediation simulations, fishbowl exercises and role play sessions based on scenarios common to a variety of family court settings. Additional topics covered will include: the legal processes; domestic violence and other impediments to mediating; the grieving process; impact of separation on children; working with professionals; mediating with multiple parties; co-mediation; and ethical issues.

MCR 690 - Conflict Resolution Practicum

(3 hours) In this course, students develop real-world conflict resolution skills in a professional setting under the supervision of a faculty member. Students may elect to assist a professional mediator, to serve in an administrative capacity in a nonprofit organization, or pursue a practicum that fits their career aspirations. Interested students should contact the program coordinator for placement assistance and approval.

Faculty

Ellen Alamilla

MSOL, Lecturer in Computer Science
BSOL, MSOL, Dominican University

Michelle Allen

EdD, Lecturer of Nursing
BSN, Loyola University
MSN, Benedictine University
EdD, Aurora University

Peter Alonzi

PhD, Professor of Economics
BA, Loyola University Chicago
MA, PhD, University of Iowa

Maggie Andersen

PhD, Assistant Professor of English
BA, PhD, University of Illinois Chicago
MA, California State University, Los Angeles

Christopher N. Anderson

PhD, Associate Professor of Biology
BS, Denison University
PhD, University of California, Los Angeles

Daniel Anderson

PhD, Associate Professor in English
BS, Northwestern University
MA, Boston College
PhD, University of Minnesota

Lisa Amoroso

PhD, Professor of Management
BA, MA, PhD, Northwestern University

Daniela Andrei

PhD, Associate Professor of Chemistry
BE, MS, Technical University, Iasi, Romania
PhD, Florida International University

David Aron

PhD, Professor of Marketing
BA, Northwestern University
MBA, Ohio State University
PhD, University of Michigan

Mohamed Askar

PhD, Professor of Management
BS, Cairo University
MME, MBA, PhD, Illinois Institute of Technology

Julie Bach

PhD, Professor of Social Work
BSW, University of Illinois Champaign-Urbana
MS, University of Southern California
MSW, PhD, University of Illinois Chicago

Jill Bambenek

Public Services Librarian
BA, College of St. Catherine
MLIS, University of Wisconsin

Venoncia Bate-Ambrus

MS, Visiting Assistant Professor of Social Work
BA, Northeastern Illinois University
MS, Dominican University

Sheila C. Bauer-Gatsos

PhD, Associate Professor of English
BA, Illinois Wesleyan University
MA, PhD, Lehigh University

Kristen Bayer

MSN, Assistant Professor of Nursing
BA, Spring Hill College
BSN, University of South Alabama
MSN, University of South Florida

Daniel A. Beach

PhD, Professor of Psychology
BS, Loyola University
MA, PhD, DePaul University

Jeff Bell

MBA, Clinical Professor of Management
BS, Cornell University
MEM, MBA, Northwestern University

Mihaela Blanariu

PhD, Lecturer in Mathematics
BS, University of Bucharest, Romania
PhD, State University of New York at Buffalo

José F. Blanco

PhD, Associate Professor of Apparel
BA, Universidad de Costa Rica
MA, California State University, Los Angeles
PhD, Florida State University

Tamara Bland

EdD, Assistant Professor, Nursing
BSN, Concordia University/West Suburban College of Nursing
MSN, Resurrection University
EdD, University of St. Francis

Samantha Boburka

MMS, Lecturer, Physician Assistant Studies
BS, Lewis University
MMS, Midwestern University

Rahel Girmai Bokretzion

MSC, Visiting Instructor of Chemistry
BSC, University of Asmara
MSC, University of Pretoria
MSC, University of Illinois at Chicago

Esmail Bonakdarian

PhD, Assistant Professor of Computer Science
BS, MS, PhD, University of Iowa

Alyssa Braun

PhD, Assistant Professor of Biology
BS, University of Notre Dame
PhD, University of Texas at Austin

Carissa A. Buber

MS, Senior Lecturer in Biology
BS, University of Notre Dame
MS, DePaul University

Jacob Bucher

PhD, Associate Professor of Sociology
BA, Baker University
MA, University of Memphis
MA, PhD, Emory University

Molly Burke

PhD, Professor of Management
BA, Boston College
MA, St. Louis University
MA, Catholic University of America
PhD, Northwestern University

Kelly Burns

PhD, Professor of Philosophy
BA, University of Scranton
MA, Villanova University
PhD, Marquette University

Tracy L. Caldwell

PhD, Associate Professor of Psychology
BA, College of New Jersey
MA, PhD, University of Illinois at Chicago

Irina Calin-Jageman

PhD, Associate Professor of Biology
BA, Albion College
PhD, Wayne State University

Robert Calin-Jageman

PhD, Associate Professor of Psychology
BA, Albion College
MA, PhD, Wayne State University

Jeffrey Carlson

PhD, Professor of Theology
BA, DePaul University
MA, PhD, University of Chicago

Veena Carlson

PhD, Professor of Italian
BA, University of Virginia
MA, University of Pennsylvania
PhD, University of Wisconsin

Javier Carmona

MFA, Professor of Art
BA, School of the Art Institute of Chicago
MFA, University of New Mexico

Melissa G. Carr

EdD, Associate Professor of Apparel Merchandising
BA, Columbia College Chicago
MA, EdD, Benedictine University

Rosalío Cedillo

PhD, Assistant Professor of Sociology
BA, University of California, Irvine
MS, London School of Economics
PhD, University of California, Irvine

Amartya Chakrabarti

PhD, Assistant Professor of Chemistry
BS, BT, University of Calcutta
PhD, Illinois Institute of Technology

Anjali Chaudhry

PhD, Associate Professor of Management
BA, Hindu College, Delhi University, India
MA, Adler School of Professional Psychology
PhD, University of Illinois at Chicago

Paul Coe

PhD, Professor of Mathematics
BS, Wheaton College
MS, PhD, Northwestern University

Elizabeth Collier

*PhD, Professor of Business Ethics,
Christopher Chair in Business Ethics*
BA, Creighton University
MTS, Weston Jesuit School of Theology
PhD, Loyola University Chicago

Daniel Condon

PhD, Professor of Economics
BA, MA, Eastern Illinois University
PhD, University of Illinois at Chicago

Gilmer C. Cook

PhD, Assistant Professor of English
BA, Ursinus College
MA, PhD, Purdue University

Jodi Cressman

PhD, Professor of English
BA, Holyoke College
PhD, Emory University

Bill Crowley

PhD, Professor of Information Studies
BA Hunter College
MA, Ohio State University
MS, Columbia University
PhD, Ohio University

Roberto Curci

PhD, Professor of Finance
BBA, BS, ICESI University, Colombia
MBA, University of Miami, Florida
PhD, University of Texas

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PhD, Professor medical Studies
BA, Ball State University
MAE, University of New Mexico
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PhD, Professor of Information Studies
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BA, MA, PhD, Western Michigan University

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BSE, MSE, PhD, University of Michigan

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PhD, Assistant Professor of Political Science
BA, Illinois Wesleyan University
MA, American University
PhD, Northern Illinois University

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BA, University of California, Los Angeles
MA, PhD, University of California, Irvine

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PhD, Associate Professor of Information Studies
BA, University of the West Indies-Trinidad
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MSN, Assistant Professor of Nursing
BS, National Louis University
MSN, Sacred Heart University

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MA, PhD, Washington University

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PhD, Assistant Professor of Entrepreneurship
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ME, Minzu University of China
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DBA, Argosy University

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MLS, University of Wisconsin-Madison

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MA, PhD, Ohio State University

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MSN, Indiana Wesleyan University

Chad Rohman

PhD, Professor of English
BA, MA, Michigan State University
PhD, Bowling Green State University

Alfred Rosenbloom

PhD, Professor of Marketing and International Business
BA, Drake University
MA, University of Toronto
MPH, University of Illinois at Chicago
PhD, Loyola University Chicago

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PhD, Assistant Professor of Strategic Management
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MBA, University of Alberta
PhD, Purdue University

Joseph Sagerer

PhD, Senior Lecturer in Physics
BS, Eastern Illinois University
MS, PhD, University of Illinois at Chicago

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PhD, Professor of Information Studies
BA, Nazareth College of Rochester
MLS, State University of New York at Buffalo
PhD, University of Texas at Austin

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PhD, Professor of Education
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DDS, Loyola University

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EdD, Instructor of Nutrition
BS, MPH, Benedictine University
EdD, Northern Illinois University

Julia Sonnichsen

MS, Lecturer, Physician Assistant Studies
BS, University of Illinois at Urbana-Champaign
MS, Massachusetts College of Pharmacy & Health Sciences

Germaine Goetz Sota

PhD, Professor of Theatre Arts and Communication
BA, Dominican University
MA, Marquette University
MA, PhD, University of Minnesota

Frank Spidale

MFA, Assistant Professor of Art
BFA, School of the Art Institute of Chicago
MFA, American University

Aliza Steurer

PhD, Associate Professor of Mathematics
BA, St. Mary's College of Maryland
PhD, University of Maryland

Charlie Stoops

PhD, Associate Professor of Social Work
BA, MSW, PhD, University of Illinois at Chicago

Michelle Sweeney

PhD, Professor of English
BA, New York University
AM, University of Michigan
PhD, University of Dublin, Trinity College

Steve Szegedi

MLIS, University Archivist and Special Collections Librarian
BA - Rutgers University
MLIS - Dominican University

Suhad Tabahi

PhD, Assistant Professor of Social Work
BSW, Northeastern Illinois University
AM, University of Chicago
PhD, University of Illinois at Chicago

Tina Taylor-Ritzler

PhD, Professor of Psychology
BS, Loyola University Chicago
MA, PhD, University of Illinois at Chicago

Kim Theriault

PhD, Professor of Art History
BA, The American University
MA, State University of New York at Buffalo
PhD, University of Virginia

Melissa Thompson

MSW, Clinical Assistant Professor, Social Work
BA, DePaul University
MSW, Aurora University

Jeffery Timander Cote de Luna

MFA, Professor of Art
BFA, School of the Art Institute of Chicago
MFA, Yale School of Art

Tonia Triggiano

PhD, Associate Professor of Italian
BA, Rosary College
MA, PhD, University of Wisconsin-Madison

Anne Taunton

PhD, Clinical Assistant Professor, Nursing
BS, University of Arkansas
BSN, Lewis-Clark State College
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Mordechai Goodman

PhD, Professor Emeritus of Mathematics
BS, Roosevelt University
MA, Northwestern University
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BA, Dominican University
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EdD, Professor Emerita of Nutrition Sciences
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EdD, Northern Illinois University

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PhD, Associate Professor Emerita of Sociology
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MA, PhD, University of Illinois at Chicago

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MA, PhD, Northwestern University

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PhD, Professor Emerita of Biology
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PhD, Columbia University

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Magistero di Pianoforte, Conservatorio di Musica L.
Cherubini, Florence, Italy

Rebecca Pliske

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MA, PhD, Bowling Green State University

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PhD, University of Texas

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MA, University of Chicago
PhD, Northwestern University

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PhD, Assistant Professor Emerita of Music
BA, Dominican University
MM, Institute Pius XII, Florence, Italy
PhD, University of Wisconsin

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PhD, Professor Emerita of Apparel Design and Merchandising
BS, MS, Colorado State University
PhD, Iowa State University

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BA, Dominquez College
MA, Loyola University
MBA, Dominican University
PhD, Loyola University

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M. Catherine Crowley Ryan '61, *Trustee Emerita*

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President

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Provost and Vice President for Academic Affairs

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Vice President for University Advancement

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Norah Collins Pienta
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Interim Dean of the Rosary College of Arts and Sciences

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Roberto Curci, PhD
Dean of the Brennan School of Business

Kavita Dhanwada, PhD
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Assistant Provost for Continuing Studies and Special Initiatives

Felice Maciejewski
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Vice President for Student Success and Engagement

Mark Titzer
Vice President for Finance

Notifications

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, MICHAEL MILLER.

Student Responsibilities

The university bulletin and annual student handbook are available to all students. It is expected that students who enroll in the university will familiarize themselves with the Student Rights and Responsibilities and Due Process procedures that are found in the student handbook (additional copies are available online and from the office of the Dean of Students), and it is understood that they 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.

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:

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.

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.

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.

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 a student's written consent prior to the disclosure of personally identifiable information from the student's 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 he or she 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, email)

- 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 level
- Anticipated graduation date

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. Information on what Dominican University has designated as directory information is available in the Dominican University Notice for Directory Information, available in this bulletin and on the university website.

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). 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.

Student Complaints and Grievances

Dominican University provides several means by which student complaints and grievances may be addressed. In all cases, students are advised to put their complaints in writing and carefully document the events that led to the complaint or grievance.

1. **Complaints regarding discrimination or harassment:**

Dominican University is committed to ensuring a just and humane campus wherein all community members have the capacity to thrive (Affirmation of Community Values). It is understood that the behavior of some community members may, at times, challenge the well-being of others. As such, the University has established a set of policies that identify the types of behaviors that are unacceptable and will not be tolerated. These policies address issues related to Title IX and gender, ADA and disability, race and bias, and other conduct.

To improve the university's ability to foster a just and humane campus for all, the university community is asked to report incidents that violate university anti-discrimination and misconduct policies so that efforts can be made to end discriminatory and harassing conduct based on a protected characteristic, prevent its reoccurrence, and address its effects (Reporting Options).

Report an incident through the One Process online system.

You can also make a report the following ways:

- By email: make-a-report@dom.edu
- By phone: (708) 488-5300
- Or in person to: any DU employee, or to the Title IX Coordinator & Chief Diversity Officer

2. **Academic Appeals Process:**

As stated in the Student Bulletin under Academic Regulations, 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 appropriate. If the issue cannot be resolved at the department level, it should then be presented to the dean of the school in which the course was offered. If the issue is still not resolved, the student has the right to present the issue in writing to the committee of that dean's college or school responsible for overseeing educational policies. The committee will request a written response from the instructor and may, at its discretion, seek further clarifications from the student, instructor, and/or dean. The committee will evaluate the student's appeal and vote to approve or deny it. A written response will be sent directly to the student presenting the appeal, including grade adjustments if appropriate, with a copy to the faculty member. 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. 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.

3. **Allegations of misconduct by other students:**

Filing an Incident Report

An alleged violation of the Student Code of Conduct can be filed by contacting the Dean of Students office, Residence Life, Security or completing the online Incident Report Form on the Dean of Students myDU page. You must be a member of the University community to complete the online form as a login is required. An Incident Report is reviewed by the Dean of Students, and his/her designee. If there is an alleged violation of the Student Code of Conduct a Conduct Hearing is scheduled as outlined in the Student Code of Conduct (page 7 of the Student Handbook.)

Office of the Dean of Students
Phone: (708) 524-6822
Email: ncollins@dom.edu

Residence Life
Phone: (708) 524-6217
Email: reslife@dom.edu

Campus Safety and Security
Phone: (708) 524-5999
Email: dusecurity@dom.edu

Appeals of student conduct recommendations and actions:

The procedure for appealing actions or recommendations stemming from a conduct board hearing can be found in the Student Code of Conduct.

4. Other Complaints or Grievances

Grievances related to the provision of disability-related services:

Submit grievances related to the determination of eligibility for reasonable accommodations and/or the provision of disability-related services and/or accommodations through Student Disability Support Services: see the procedures outlined on the Student Disability Support Services Web site.

Issues related to computing services:

Concerns or issues about campus computing services can be submitted to the Office of Information Technology at <http://helpdesk.dom.edu/>.

Library services:

Complaints concerning the Rebecca Crown Library reference services can be submitted via email to reference@dom.edu.

For complaints that do not fall into the categories above, the following procedure should be followed:

- Attempt to resolve the matter directly with the person against whom the complaint is directed.
- If a resolution is not reached, submit the complaint in writing to the person's immediate supervisor. For a faculty member, this will usually be the department chair or program director. For a staff member, it will be the administrator to whom the staff member reports. If you are unsure whom to contact, call the Dean of Students Office for advice at (708) 524-6822. A staff member in that office will investigate the matter and work with you toward a resolution of your complaint.
- If you are not satisfied with the resolution, submit your complaint in writing to the next level supervisor (in the case of a faculty member, this will normally be a dean or associate/assistant dean in the college that the course and/or faculty member resides).

Your confidentiality will be protected within reason, but officials of the university may require access to your "educational record," which includes most of the information that the university has about you. However, most people outside the university do not have access to your educational record without your written permission.

Except in certain emergency situations, we obtain your written permission before discussing your educational record with your parents. For more information on the confidentiality of student records, see the above section on FERPA.

It is very important for you to be completely honest throughout the process of filing a complaint; knowingly furnishing false information to a conduct board or to a conduct review officer, or to any other University official is a violation of the Student Code of Conduct.

Online students from out-of-state should attempt to resolve any issues or complaints with their schools.

Filing Complaints with Your State or Accrediting Agency

If an issue cannot be resolved by the university, you may file a complaint about Dominican University with the Illinois Board of Higher Education in compliance with U.S. Department of Education regulations. You may also contact our accrediting agency, the Higher Learning Commission (complaints@hlcommission.org).

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 University 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