



Dominican University of California
Undergraduate Education General Degree
& Admissions Information
Academic Catalog 2016-2018

Table of Contents for Undergraduate Education General Degree & Admissions Information

Undergraduate Education General Degree Information.....3-35

- Classification of Students & Program Options
- General Requirements for a Baccalaureate Degree
- Proficiency/Placement Examinations and Placement Policies
- Developmental Courses
- General Education Program Statement of Purpose & Goals
- Undergraduate Day Program General Education Overview
- Undergraduate Day General Education Program and Courses
- Intersegmental General Education Transfer Curriculum (IGETC): Day Program
- Honors Program: The Scholar in the World
- Service-Learning Program
- Vision Quest: A Program of Discovery for Exploratory Students
- Health Professional Program Preparation

Undergraduate Education General Admissions Information.....36-49

- Undergraduate Degree Program
- First Year Students
- Transfer Students
- Admissions Academic Forgiveness Policy for Transfer and Adult Degree Completion Students
- International Undergraduate Students
- Matriculation Status
- Four-Year Guarantee
- Re-Enrolling at Dominican University of California
- Summer Sessions Admission
- Dominican Exchange Program
- Auditing a Course
- High School Honors Program

Undergraduate Education General Degree Information

Classification of Students & Program Options

Classification of Students

All students who are enrolled in a bachelor's degree program are classified as follows, for the purposes of registration, regardless of major:

Freshman	Completed fewer than 30 semester units
Sophomore	Completion of 30 semester units
Junior	Completion of 60 semester units
Senior	Completion of 90 semester units

Class levels for Nursing and Health Science majors, for the purposes of progression in their major programs, are determined by the academic department.

The Major

Students must declare a major no later than the first semester of their junior year (i.e., by the time they have earned 60 semester units). However, students who transfer a minimum of 60 units to Dominican at the time of their enrollment are not required to declare a major at matriculation; students transferring a minimum of 60 units must declare a major before they have completed 18 additional at Dominican.

Students may choose to concentrate in one of the many major fields of study currently offered, or plan an interdisciplinary major. In order to declare a major, students must have a 'C' (2.0) GPA in lower division courses in the major. For a listing of all major programs offered, please see the list of **Programs Offered** section of this catalog.

General Requirements for a Major

- A minimum of 24 upper division units: Includes all requirements designated by the major department
- A minimum GPA of 'C' (2.0) in courses in the major field
- Completion of a senior thesis, research project, presentation, and/or comprehensive exam

For specific major requirements, please see the applicable sections of this catalog.

Academic Standing in the Major

The University reserves the right to request a student to withdraw from a major or a program due to unsatisfactory performance in the theoretical and/or practical phases of the program.

The Interdisciplinary Major

For students choosing to study in a broader area than is afforded by a conventional major field, the University offers the opportunity to design an interdisciplinary major, with courses chosen from two or more disciplines. Courses should constitute a coherent, integrated course of study. Courses are selected with a view to preparing the student for a senior project or thesis, directed toward a specific interdisciplinary problem.

When registering for their junior year, a student initiates the process of declaring the Interdisciplinary major by obtaining the Interdisciplinary Contract Major form, found at the Academic Advising and Achievement Center. The student, with a faculty representative from each of the disciplines, designs a program of courses to fit their goals. The signed contract should then be filed in the Registrar's Office before the beginning of the second semester of their junior year.

Requirements for the Interdisciplinary Major

- Core upper division units: Customarily 18 upper division units in one discipline
- Total upper division units in the interdisciplinary major: 35-45 units, consisting of the core units above and units from additional disciplines
- Completion of a senior project or thesis, under the direction of a faculty advisor

Please note that the Interdisciplinary major is not recommended for students transferring to Dominican as second semester juniors; this degree track requires the equivalent of four semesters of full-time coursework at Dominican for completion.

The Double Major

Students choosing to concentrate in two fields which yield the same degree, and thereby to carry a double major, are required to:

- Maintain a minimum GPA of 2.0 in all courses in both major fields
- Have the written consent of the chairs of both major departments

A maximum of 9 units may be used to fulfill the requirements of both majors. One degree is conferred, with two majors. The exceptions are majors with multi-disciplinary design that have been designed to share a significant amount of curriculum. The maximum number for double-dip units (excludes double-dip between major and General Education) is as indicated below:

- Health Science (General) & Public Health: 9 units plus Capstone/Senior Thesis or Project
- Political Science & International Studies: 13 units plus Capstone/Senior Thesis or Project plus Internship

These exceptions to the 9-unit maximum also apply to concurrent degrees in the majors listed above.

Concurrent Degree Programs (BA, BS, and/or BFA in combination)

An undergraduate student may work simultaneously toward two degrees. In order to qualify for both degrees, a student must:

- Complete all GE requirements
- Complete all departmental degree requirements for each degree
- Complete a minimum total of 72 upper division units

Upon completion of the above requirements, two degrees are conferred, one for each major.

Should a student meet the academic requirements of both degrees without completing the minimum 72 upper division units, only one degree will be conferred, and thus only one degree and major will be listed on the diploma. In this case, the student will be considered to have completed a double major, instead of two degrees. Both majors will be designated as completed on the student's final transcript.

The Minor

Students may elect a minor course of study, though they are not required to do so. Students who expect to obtain California State Teaching Credentials are advised to pursue a minor.

General Requirements for a Minor

- A minimum of 12 upper division units in the minor: Includes all minor requirements as designated by the minor department
- A minimum GPA of 'C' (2.0) in all courses used to fulfill the minor requirements
- A minimum of one half of the upper division units used to fulfill the minor requirements must be taken at Dominican

If major requirements also include courses which fulfill a student's declared minor, those courses may count toward the fulfillment of both the major and minor requirements; there is no limit to the number of units that may overlap between the major and the minor.

General Requirements for a Baccalaureate Degree

In order to graduate from Dominican University of California with a baccalaureate (bachelor's) degree, a student must meet all requirements in the following categories:

1. University-wide unit, residency, and GPA requirements
2. International Language Competency (matriculation requirement)
3. General Education (GE) requirements
4. Major and minor (if electing) requirements

For information regarding the General Education requirements and the Major and Minor requirements, please see the applicable sections of this catalog. For information regarding the University-wide and International Language Competency requirements, please see below.

Students who have already earned a bachelor's degree from an accredited institution and are seeking a second bachelor's degree at Dominican are not subject to the same unit and Residency requirements; for further details, see the applicable section below. However, second degree-seeking students must meet all GE requirements in effect at the time of their admission (either through coursework earned in previous degree program or coursework earned toward the second degree), as well as all major requirements for the second degree.

Unit Requirements

To graduate, a student must complete a minimum of 124 semester units.

1. At least 48 of these 124 units must be in upper division courses, though some majors may require more than 48 upper division units. For students earning two concurrent degrees (not double majors), at least 72 of these 124 units must be in upper division courses.
2. A minimum of one half of these upper division major or minor requirements must be completed at Dominican.
3. 30 out of the student's last 36 units must be completed at Dominican.

Residency Requirement

To fulfill the residency requirement, all students must complete at least 30 in-class units at Dominican. Up to 12 credits of unsponsored Prior Learning Credit may be used toward satisfying this requirement.

Second Degree-seeking Students: Unit and Residency Requirements

In addition to fulfilling all GE and major requirements, second degree students must complete:

1. A minimum of 30 units of coursework at Dominican for students whose first degree was obtained elsewhere, or a minimum of 24 additional units of coursework at Dominican for students whose first degree was obtained at Dominican
2. At least one half of the upper division units required for the major at Dominican

GPA Requirements

A student must earn a cumulative GPA of 'C' (2.0) in each of the following areas:

1. All courses taken at Dominican
2. All General Education courses taken at Dominican
 - Students who fall below the cumulative 2.0 must make up the deficiency by (re)taking courses in disciplines in which they received a grade lower than a 'C' (2.0). If a student takes another course in the same GE area, the higher of the two grades will be used to calculate the GE cumulative GPA.
 - For GE transfer courses, each transfer course must have a minimum grade of 'C' (2.0) or higher to fulfill a GE requirement
3. All college-level work completed, including transfer credit
4. All courses which fulfill major requirements
5. All courses which fulfill minor requirements (if a student has elected a minor)

International Language Competency: Matriculation Requirement

This competency requires the student to have the ability to sustain a brief conversation on simple everyday topics, demonstrating good use of the entire sound system specific to the language and of the basic grammatical constructions in past, present, and future tenses, conditionals, and imperatives. The student must also have the ability to summarize, orally and in writing, the main points of a relatively simple reading passage not involving specialized vocabulary. The emphasis is on the application of the language and not on the student's ability to describe grammatical features of the language.

Fulfilling the Requirement

Transfer students entering with 60 or more units are considered to have met this requirement. Second degree seeking students are also considered to have met this requirement.

Generally, students fulfill this requirement by one of the methods listed below. Bilingual students can be considered to have met the requirement; see below for methods of documenting competency in a language other than English.

1. **Dominican-approved High School Courses:** Two years of high school study of the same international language, completed with a 'C' (2.0) average. Courses used to fulfill the requirement should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable.
2. **SAT Subject Examination:** See below for the qualifying subject examinations and their required minimum scores.

Chinese with Listening	520
French/French with Listening	540
German/German with Listening	510
Modern Hebrew	470
Italian	520
Japanese with Listening	50
Korean with Listening	500
Latin	530
Spanish/Spanish with Listening	520

3. **AP or IB Examination:** See below for the qualifying subject examinations and their required minimum scores.

AP Language or Literature Exam in: French, German, Spanish, or Latin	3 or higher
IB Language A2 HL Exam	4 or higher

4. **College Courses:** A grade of 'C' (2.0) or better in any transferable course(s) (excluding conversation) considered by Dominican to be equivalent to two years of high school language. NOTE: Many colleges list the prerequisites for their second course in a language as "Language 1 at this college or two-years of high school language;" in this case, Language 1 fulfills both years of the International Language Competency requirement.

5. **Formal Instruction in a language other than English:** Completion of two years of formal instruction in a school where a language other than English was used as a medium of instruction beginning in grade 6 or later, documented by an official school transcript or other official document.
6. **Assessment by Dominican University:** The University will conduct an assessment and issue a statement of competency, which serves as certification that this requirement has been met.
7. **Assessment by a University other than Dominican:** Most language departments at universities will conduct an assessment and issue a statement of competency on official letterhead, which serves as certification that this requirement has been met. To fulfill the requirement by this method, a student should contact a university with a department in the language to be assessed to request an appointment to have an assessment conducted.
8. **Certification by High School Principal:** Principals should develop and maintain clear standards for providing this certification. Certification should be based on the judgment of language instructors, advice of professional or cultural organizations with an interest in maintaining language proficiency, or other appropriate sources of expertise. Language placement examinations or similar assessments may be used for certification by a high school principal.

Proficiency/Placement Examinations and Placement Policies

Proficiency/Placement Examinations

To assist students in succeeding in aspects of their education where coursework is heavily dependent on prior knowledge and skills, the University specifies certain proficiency exams and sequences of coursework. These proficiency exams are given during orientation, at the beginning of each semester, and at other scheduled times in the year. It is the responsibility of the student to take the placement examination(s) before enrolling in the course(s), and to take any recommended preparatory courses.

For how these exams relate to the English, Math, and other placement policies, please see below.

English Placement

This policy assumes the General Education (GE) requirements of two English courses: ENGL 1004 (Expository Writing, 3 units, lower division), and ENGL 3200 (Advanced Writing and Research, 3 units, upper division). For specific information regarding the GE English requirement, please see the applicable **General Education** section of this catalog (either under Undergraduate Education for day program students or Adult Degree Completion Program).

Students who do not require English placement:

The following students do not need English placement, and are considered to have fulfilled both parts of the GE English requirement:

- Students who have passed two 3 unit university-level writing courses, comparable to ENGL 1004 and ENGL 3200, articulated and approved by the University, each with a grade of 'C' (2.0) or higher
- Students who have passed one exam comparable to ENGL 1004 and one 3 unit university-level writing course comparable to ENGL 3200, articulated and approved by the University, with a grade of 'C' (2.0) or higher
- Students who have previously earned a bachelor's degree (or its equivalent), from a regionally-accredited university in the United States

Students who place directly into ENGL 3200:

Students who place directly into ENGL 3200 are considered to have met the Expository Writing part of the English GE requirement. In order to place directly into ENGL 3200, a student must meet one of the following criteria:

- Pass one 3 unit university-level writing course, comparable to ENGL 1004, articulated and approved by the University, with a grade of 'C' (2.0) or higher
- Pass one course that fulfills the IGETC English Communication Area 1A (English Composition), with a grade of 'C' (2.0) or higher
- Pass one of the following exams with the corresponding minimum score:
 - AP English Language and Composition exam or English Literature and Composition: 3 or higher
 - SAT Critical Reading exam: 600 or higher (old SAT) or 33 or higher on new SAT Reading Test
 - ACT English exam: 26 or higher
 - CLEP College Composition: 50 or higher
 - CLEP College Composition Modular: 50 or higher

All other students:

Students who have not passed one 3 unit university-level course with a grade of 'C' (2.0) or higher or an exam may be required to take the English Placement Exam, depending on their SAT Critical Reading exam score. Based upon their demonstrated writing skills and the subsequent proficiency assessment, students are placed into one of the following courses:

- ENGL 1004: Upon successful completion of ENGL 1004, these students have met the Expository Writing part of the English GE, and then enroll in ENGL 3200.
- ENGL 1003 (Developmental Writing)
- WRIT 1001 (Language Practicum I) or WRIT 1002 (Language Practicum II)

Math Placement

This policy assumes the GE Mathematical Thinking and Quantitative Reasoning requirement, which may be fulfilled by completing one of the following courses: MATH 1400 (College Algebra, 3 units), MATH 1450 (Mathematical Thinking and Quantitative Reasoning, 3 units), or PSY 3187 (Statistics for the Health and Behavioral Sciences, 4 units).

For further information regarding the GE math requirement, including specific math courses applicable to certain majors, please see the applicable **General Education** section of this catalog (either under Undergraduate Education for day program students or Adult Degree Completion Program).

Students who are exempt from Math placement:

Students who meet one of the following criteria are exempt from math placement, and are considered to have met the GE math requirement; students who meet either of the first two criteria are exempt from taking the math placement exam:

- Pass one course that fulfills the IGETC Mathematical Concepts and Quantitative Reasoning Area 2A (Math), with a grade of 'C' (2.0) or higher
- Pass one 3 unit university-level math course, comparable to College Algebra (or higher), MATH 1400, MATH 1450, or PSY 3187, articulated and approved by the University, with a grade of 'C' (2.0) or higher
- Pass one of the following exams with the corresponding minimum score:
 - AP Calculus AB: 3 or higher
 - AP Calculus BC: 3 or higher
 - AP Statistics: 3 or higher
 - CLEP College Mathematics: 50 or higher
 - CLEP College Algebra : 50 or higher
 - CLEP Precalculus: 50 or higher
- Achieve an appropriate placement test score

Students who place directly into MATH 1400, MATH 1450, or PSY 3187:

In order to place directly into MATH 1400, MATH 1450, or PSY 3187, students must meet one of the following criteria:

- Pass a college-level Intermediate Algebra course, articulated and approved by the university, with a grade of 'C' (2.0) or higher
- Pass one of the following exams with the corresponding minimum score:
 - SAT Reasoning Test in Mathematics (SATM): 600 or higher (old SAT) or 620 or higher on new SAT
 - ACT Mathematics Test (ACTM): 26 or higher
- Achieve an appropriate placement test score

All Biology and Chemistry majors, regardless of their SATM or ACTM scores, will be required to take the math placement exam to determine accurate placement in MATH 1600 (Calculus I, 4 units) or MATH 1700 (Calculus II, 4 units); all other students may be waived from the math placement exam with the above minimum SATM or ACTM scores.

Students who place into MATH 1300:

In order to place into MATH 1300, students must meet one of the following criteria:

- Achieve an appropriate placement test score
- Pass a college-level Elementary Algebra course, articulated and approved by the university, with a grade of 'C' (2.0) or higher

Upon completion of MATH 1300, with a grade of 'C' (2.0) or higher, students then enroll in MATH 1400, MATH 1450, or PSY 3187.

Students who place into MATH 1210:

Students are placed into MATH 1210 based on their placement test score. Upon completion of MATH 1210, with a grade of 'C' (2.0) or higher, students then enroll in MATH 1400, MATH 1450, or PSY 3187.

Students who place into MATH 1100:

Students are placed into MATH 1100 (Understanding College Mathematics, 4 units) based on their placement test score. Upon completion of MATH 1100, with a grade of 'C' (2.0 or higher), students enroll in MATH 1210. Following successful completion of MATH 1210 (see above), students then enroll in MATH 1400, MATH 1450, or PSY 3187.

Chemistry

Students entering programs that require chemistry coursework must take the chemistry placement exam; it is also recommended that undeclared students take the chemistry placement exam. Depending on placement exam results and major, students will be placed into one of the following courses:

- CHEM 1500/1505 (Introduction to Chemistry plus lab, 3 + 1 units)
- CHEM 1600/1605 (Chemistry for Health Sciences plus lab, 2 + 1 units)
- CHEM 2000/2005 (General Chemistry plus lab, 3 + 1 units)

International Languages

Students who enroll in a language course may be given a proficiency test during the first course meeting.

Advanced or Applied Music (including Private Instruction)

Students who plan to enroll in academic music courses are required to schedule a discussion with the chair of the Music, Dance, and Performing Arts department, to ensure correct placement in advanced music courses or private instruction.

Developmental Courses

Courses offered in all departments assume a certain prerequisite ability on the part of the student in writing and mathematical computation. To assist those students who lack one or more of the prerequisite skills but who have the ability to achieve the University's standards, the University offers the following courses:

MATH 1100	Understanding College Mathematics (3 units)
CHEM 1500/1505	Introduction to Chemistry plus lab (3 units total)
ENGL 1003	Developmental Writing (3 units)
WRIT 1001, WRIT 1002	Language Concepts and Skills Practicum I and II (3 units each semester)

These courses are designed to help the student develop the ability to succeed in university work. Students lacking the required high school college-preparatory coursework or who have been placed in the courses listed below on the basis of the University's proficiency examinations may require more than eight semesters to complete requirements for graduation. Please note that the Four-Year Guarantee does not apply to students who require developmental coursework as part of their degree plan. Students enrolled in these courses will work with their advisors to select their other courses appropriately.

A maximum of 6 units of developmental coursework can be counted in the 124 units required for graduation. For speakers of English as a second language an additional 6 units of developmental coursework in English can be counted in the 124 units required for graduation. However, all grades in Developmental English earn units which count as part of the unit load for the semester in which they are earned.

Satisfactory Progress in Written English

Students who are required to take a writing course at Dominican must enroll in the course to which they are assigned beginning in their first semester at Dominican and must complete the writing course sequence each subsequent semester until they have fulfilled the writing requirement.

Students who fail to pass either ENGL 1003 or 1004 after two semesters must submit a petition to the Academic Petition Committee requesting to remain in the University. This petition must be accompanied by a statement from the instructor of the most recent English course regarding the student's potential for meeting the expository writing requirement.

Students who enter as Seniors and place in ENGL 1003 or below may not find it possible to graduate in two semesters at Dominican.

Students must complete ENGL 1004 and ENGL 3200 with a grade of 'C' (2.0) or higher to fulfill the General Education writing requirements. Concurrent enrollment in or successful completion of ENGL 1004 is a prerequisite for enrolling in upper division courses.

General Education Program Statement of Purpose & Goals

The General Education Program fosters the development of the skills, knowledge, and moral character essential to lifelong learning and a rich, satisfying life by:

1. Providing students with essential foundations in the main areas of human knowledge
2. Engaging students in the persistent practice of critical thinking, persuasive writing, quantitative reasoning, creative expression, effective research, and speaking
3. Enhancing self-understanding as citizens of diverse communities in an ecologically imperiled world
4. In light of Dominican's Catholic heritage, offering guidance—and freedom—needed for developing awareness of the moral and spiritual dimensions of existence

General Education Goals

Students will demonstrate:

1. Learning in the essential foundations in the main areas of human knowledge (ie., sciences, arts and humanities)
2. Persistent practice of critical thinking, persuasive writing, quantitative reasoning, creative expression, effective research, and speaking
3. Understanding of themselves as citizens of diverse communities in an ecologically imperiled world
4. Development of their awareness of the moral and spiritual dimensions of existence

All students must complete a minimum of 45 units of General Education courses to qualify for a degree. General Education courses need to be taken for a letter grade.

Undergraduate Day Program General Education Overview

Component Name	Type	Units
First Year Experience (FYE)	Interdisciplinary	6
Colloquium	Interdisciplinary	6
Expository Writing	Skill	3
Advanced Writing and Research	Skill	3
Speech	Skill	3
Mathematical Thinking and Quantitative Reasoning	Skill	3-4
Social Science	Knowledge Area	3
Natural Sciences	Knowledge Area	6
Creative and Performing Arts	Knowledge Area/Skill	3
Moral Philosophy/ Ethics	Knowledge Area	3
Religion	Knowledge Area	6
Total Units		45*

*Specific major requirements might stipulate 46-47 units in the General Education requirements. Please check major requirements.

1. For General Education requirements for Adult Degree Completion Program students, see the **Adult Degree Completion Program General Education** section of this catalog.
2. Once a student has matriculated, he/she must complete the General Education Program as outlined above or in the **Honors Program** section of this catalog. Students must obtain permission in advance to take a General Education course off campus by obtaining the approval of their academic advisor and submitting a completed Authorization to Take a Class Off Campus form to the Registrar's Office for approval, prior to enrolling in the course.
3. After matriculation, Day program undergraduate students may not take more than 9 General Education units off campus. Courses taken off campus must be comparable in course content and Student Learning Outcomes to those required by the University, as determined by the Articulation Officer and the Director of General Education. Failure to obtain prior authorization may result in off campus coursework being denied for transfer.
4. The General Education requirements develop specific academic skills and/or examine content knowledge. The number of units required in each category is indicated above. There may be variations in requirements for transfer students as explained in the Special Conditions section below or for students in the Honors Program.
5. A course which satisfies both a General Education requirement and a requirement in a student's major may be counted for both the General Education and major, up to a maximum of 9 units. Even though a course may be applied to meet the two requirements, students do not receive double the credit for the course.

Undergraduate Day General Education Program and Courses

1. First Year Experience (FYE) (6 units)

First Year Experience “Big History” at Dominican University of California is a one-year program that takes students on an immense journey through time to witness the first moments of our universe, the birth of stars and planets, the formation of life on earth until the dawn of human consciousness, and the ever-unfolding story of humans as Earth's dominant species. As the epic story of evolution is studied, students engage with fundamental questions regarding the nature of the universe and our momentous role in shaping possible futures for our planet.

The program is designed to promote:

- Recognition of the personal, communal, and political implications of the Big History story, including insight into the interdependence of humans and their environment
- Critical and creative thinking in a manner that awakens curiosity and enhances openness to multiple perspectives
- Development of reading, thinking, and research skills in order to enhance the ability to evaluate and articulate understanding of one's place in the unfolding universe

The FYE requirement includes 6 units and is to be completed during the first year at Dominican. In the first semester, students explore the common history of the cosmos and humanity to learn our universal story and develop a global perspective. Following this grand sweep of natural and human history, students deepen their knowledge of specific areas of inquiry by reexamining major big history concepts through the lens of a discipline or field of inquiry.

Every first-year student is required to enroll in FYE 1001 Big History: Big Bang to the Present (3 units) in the first semester. The remaining 3 units are selected from the additional First Year Experience course offerings in the second semester.

Special Conditions

1. FYE is required for all students transferring 0-15 units of applicable and transferable coursework prior to matriculation.
2. FYE is waived for transfer students with more than 15 units of applicable and transferable coursework prior to matriculation.

Students who transfer in college or university units but have no previous college or university experience are required to take the FYE course sequence.

Students who fail an FYE 1001 course will re-enroll in an FYE 1001 course in the following year, thereby allowing the failing grade to be replaced by a successful grade. Students who fail one of the second-semester FYE courses may enroll in any of the other second-semester FYE courses the following year and replace the failing grade with a successful grade. Students who receive an 'F' in FYE 1001 may enroll in a second-semester FYE course with special permission of the program director. Students who repeat one or more FYE courses, must successfully complete the full FYE requirement by the conclusion of the Sophomore level (within the first 60 units).

Courses that Fulfill the Requirement

SEMESTER 1

FYE 1001 Big History: Big Bang to the Present (3 units)

In Big History, we take an immense voyage through time. We witness the first moments of our universe, the birth of stars and planets; we watch as life forms on earth, grows and develops in complexity, until human consciousness dawns. We then trace the emergence of human cultures through geography, migration patterns, and social structures, until we finally peer over the threshold of the present into possible futures for us and for our planet.

Course Learning Outcomes

The student will:

1. Employ major Big History concepts and the eight Big History thresholds from the Big Bang to the present in developing a perspective that emphasizes a view of themselves as embedded in the fabric of an interconnected world
2. Demonstrate an understanding of Big History themes addressed in the course through identifying, defining, explaining and/or analyzing them
3. Demonstrate the ability to locate and evaluate appropriate secondary sources, extract and synthesize research while summarizing, paraphrasing and quoting in accordance to the MLA, APA, or CMS documentation styles

SEMESTER 2

FYE 1100 Visual Art through the Lens of Big History (3 units)

This course offers a lively introduction to the visual arts through their fundamental importance in representing and communicating the Big History narrative. It studies the significant and creative roles artistic expression plays in humanity's ongoing attempt to find meaning in an ever-changing world, and examines images, monuments, ruins, and artifacts as evidence of our collective journey.

Course Learning Outcomes

The student will:

1. Describe and analyze the use of visual arts to narrate the story of our universe, including insight into the interdependence of humans and our environment on personal, communal, or political levels
2. Use the appropriate vocabulary to identify, define, and discuss works of art as manifestations of the Big History narrative
3. Formulate a research question that addresses the ability of works of art to illustrate specific Big History themes or developments; locate and evaluate appropriate sources; and extract, synthesize, and apply information

FYE 1210 Human Cultures through the Lens of Big History (3 units)

The course will trace the development of human cultures from the beginning of time to the near future, including factors that influence the development of human cultures, such as evolutionary biology, diverse geographical regions and natural environments, migration patterns, human economies and technologies, and the diversity of human social values and lifestyles. Additionally, this course will examine the impact of culture on human behavior, including the creation of symbolic consciousness evident in various origin stories, myths and rituals, language, and writing.

Course Learning Outcomes

The student will:

1. Describe and analyze the cultural ways in which humans have extracted energy (in the form of food and drink) from their environment as they have evolved biologically from simple living organisms to complex human cultures as evidenced with the emergence of the ancient agricultural revolution.
2. Compare and contrast the cultural food and drink ways of ancient human cultures (as evidenced in his/her Big History narrative) with early modern and industrial cultural developments in human food and drink ways, and conclude with an assessment of how these cultural practices of extracting energy from the environment have serious consequences for the biosphere today and for the near and distant future
3. Formulate a research question, locate and evaluate appropriate sources, and extract and synthesize, and apply information on a human cultural topic of the student's choice

FYE 1220 Power and Politics through the Lens of Big History (3 units)

This course will trace the development of power and politics from the beginning of time to the near future, first through the lens of evolutionary biology and then by comparing and contrasting the power relations of egalitarian communal or tribal societies of ancient times with hierarchical political systems of modern times. Other major topics of this course include an analysis of war and peace, or violence and non-violence, throughout human history, as well as the human battle over natural resources which is at the core of all political systems.

Course Learning Outcomes

The student will:

1. Recognize and describe the major developments in power relations and political systems from the beginning of time to the present day through analysis and synthesis of diverse political cultures of prehistoric, ancient, and modern times
2. Describe and analyze one aspect of power and politics from a Big History perspective
3. Formulate a research question; locate and evaluate appropriate sources; and extract, synthesize, and apply information

FYE 1250 Dogs through the Lens of Big History (3 units)

To fully understand dogs, we explore the conditions in the early universe that permitted life to emerge, the evolutionary paths to canines and humans, the phenomena of symbiosis and domestication, and how all this has led to the unique relationships between dogs and humans, both in prehistoric societies and in the modern world.

Course Learning Outcomes

The student will:

1. Compare and contrast the hypotheses that have been developed to explain the domestication of dogs
2. Formulate a research question; locate and evaluate appropriate sources; and extract, synthesize, and apply information on a relationship between dogs and humans of the student's choice
3. Describe and analyze the many different ways humans and dogs have coevolved

FYE 1310 Mythology through the Lens of Big History (3 units)

Comparative readings of selections from world mythologies are used to re-examine the Big History narrative as told in traditional myths, looking both at the content of the myths themselves and at the anthropological and historical sources of the myths. Questions considered include how and why myths widely separated by time and geography can be so similar to each other, what value myths still retain in the modern world, and how mythology can both shape and express our world view.

Course Learning Outcomes

The student will:

1. Make connections across widely separated times, places, and cultures, recognizing the common psychological, social, and environmental influences that both inspire and constrain myth-making
2. Understand in-depth non-Western mythological tradition, as both a human response to the products of the earliest thresholds of Big History, and as an ongoing development of human experience from ancient times to modern
3. Formulate a research question; locate and evaluate appropriate sources; and extract, synthesize, and apply information from traditional mythologies to a modern scientific understanding of the place of human beings in the universe

FYE 1320 Big Literature through the Lens of Big History (3 units)

Are we hurtling toward apocalypse or utopia? Many of the scientific discoveries of the Big History narrative unfolded in the last century and literary authors were there to predict or respond to the news with dread or optimism. How do the uniquely human arts of reading and writing contribute to our ability to interpret the primordial soup of our origins and understand our individual role in the cosmos? Revisit key concepts within the thresholds of Big History through engagement with the literature of meaning and despair. Consider how great works of literature support us in our desire to make meaning in a complex universe.

Course Learning Outcomes

The student will:

1. Read and understand selections from literary texts, and interpret and apply to make personal and conceptual connections to key threshold ideas presented in first-semester Big History
2. Describe and evaluate Big History themes within the framework of great literature from more or less the last hundred years
3. Formulate a research question; locate and evaluate secondary sources to support understanding of primary texts; and extract, synthesize, and apply information
4. Participate in the classroom community by showing up prepared, do the reading, offer thoughtful critical feedback to peers, speak and listen in good proportion

FYE 1330 Myth and Ritual through the Lens of Big History (3 units)

What are the stories that shape us? The reading, discussion and performance of myths and rituals from diverse cultures of the world—from early human to contemporary mythologies—shed light on the implications of the Big History narrative as humankind imagines the origins of the universe, seeks understanding of the present, and attempts to shape the future.

Course Learning Outcomes

The student will:

1. Make connections across time and cultures and engage with myths and rituals critically through a Big History perspective; includes identifying, comparing, and analyzing Big History thresholds as told in myth
2. Formulate a research question within the framework of a myth of personal significance and its associated rituals; locate and evaluate appropriate sources; and extract, synthesize, and apply information

FYE 1400 Trade through the Lens of Big History (3 units)

Today people live in a world of multinational corporations shaping global consumer culture through international trade. This course will examine the history of how this happened through the lens of trade. Beginning with hunter/gatherers and continuing to the present, we will take an interdisciplinary look at issues like wealth creation, what societies do with excess wealth, organization of labor, environmental impacts of business activity, marketing, the increasing complexity of business forms and trade relationships, and the role of the consumer. The course will conclude with a discussion of what this means for students as they become working members of this culture.

Course Learning Outcomes

The student will:

1. Describe and analyze how businesses function to create wealth, organize labor, promote expenditure of wealth, and how they impact the environment
2. Recognize, describe, and evaluate global trade patterns and economic institutions and how they emerged over time
3. Articulate issues related to the rise of the modern consumer. This will include key theories that work towards explaining the changing role of consumers throughout history
4. Formulate a research question; locate and evaluate appropriate sources; and extract, synthesize, and apply information

FYE 1510 Philosophy through the Lens of Big History (3 units)

FYE 1510 students will explore the developments in human cognitive and cultural evolution that led to the dawn of philosophy in the first millennium BCE. We will study the global wisdom traditions from the pre-agrarian endeavors to explain the cosmos to contemporary responses to increasing complexity and future challenges. Prerequisite: FYE 1001/FYE 2000.

Course Learning Outcomes

The student will:

1. Compare and synthesize modes of philosophical thought from the Paleolithic Age to the Modern Era in order to trace the threads of human cognitive, and cultural evolution
2. Formulate a research question; locate and evaluate appropriate sources; and extract, synthesize, and apply information
3. Describe and evaluate major Big History themes within the framework of philosophical thought, past and present

FYE 1520 Religion through the Lens of Big History (3 units)

Throughout the history of humankind, Homo sapiens have developed a variety of religious responses to the human experience: complex systems of beliefs, doctrines and theologies; rituals and liturgical practices; and religious institutions based on cultural, ethnic, and regional worldviews. As a second semester Big History course, FYE 1520 will delve more deeply into four time periods—the Paleolithic Era, the Agrarian Era, the Industrial Era, and the near future—to explore how religious responses to each of these epochs has consistently and continuously enabled individuals to ponder their place in the universe. Prerequisite: FYE 1001/FYE 2000.

Course Learning Outcomes

The student will:

1. Compare and contrast two religious systems (analyzing their belief systems, their rituals and practices, or their institutional structures) from different thresholds and based on information gained from assigned texts
2. Research how one of the present-day religious systems is responding/not responding, adapting/not adapting to current concerns over the future of Planet Earth and other environmental issues raised by the first semester FYE Big History course
3. Understand the emergence of religion as a universal human effort to create meaning that has been captured by great diversity in the history of the human experience

FYE 1600 Sex and Gender through the Lens of Big History (3 units)

This course retells the story of Big History from the perspective of sex and gender. We investigate how the major turning points in this narrative—the advent of biological sexual reproduction, of hunter-gatherers, of the agricultural age, of the industrial revolution and of current social structures—have shaped our understanding of sex and gender. Conversely, we also examine how sex and gender shape our understanding of culture. Prerequisite: FYE 1001/FYE 2000.

Course Learning Outcomes

The student will:

1. Understand how sex and especially gender intersect with major developments in the Big History story. Students will identify and analyze how sex/gender operates within the following contexts: social, historical, political, religious, artistic, or intellectual
2. Formulate a research question; locate and evaluate appropriate sources; and extract, synthesize, and apply information
3. Understand the social and biological factors impacting sexual development and behavior in animals, including humans

FYE 1700 Music through the Lens of Big History (3 units)

How does music represent and interpret the Big History Narrative? This is the fundamental question that we will consider during our study. We will explore the physical nature of sound and consider the dialects of music occurring within history and cultures. We will hone our listening skills; study forms of music; musical instruments (including the voice); and, at least to a small degree, create and make music. Prerequisite: FYE 1001/FYE 2000.

Course Learning Outcomes

The student will:

1. Make connections across time and cultures to engage with music critically through a Big History perspective; includes identifying and analyzing the Big History narrative and its thresholds as evidenced in your topic, in addition to studying and imagining its implications
2. Formulate a research question within the framework of a musical selection or topic of personal significance; examples include but are not limited to a research question which leads you to explore how a selected culture from the early world zones/agrarian civilizations composes, performs, and develops an appreciation for music; or how evolutionary concepts might apply to jazz, rock, or Western art music by tracing the development of a form, an instrument, or the music of a specific composer, performer, band, or ensemble. You will locate and evaluate appropriate sources; and extract, synthesize, and apply information.
3. Identify and describe the musical concepts of pitch, melody, rhythm, timbre and texture
4. Listen to or view audio or video recordings of representative composers or performers who intend to interpret musically one or more of the eight thresholds of Big History
5. Attend and review one of the Dominican Guest Concert Series Performances; review should demonstrate a careful listening to the concert and seek to illustrate one or more of the concepts or themes of the Big History narrative (this will count as one of your two required Big History events)

FYE 1800 Health and Healing through the Lens of Big History (3 units)

In this course we will explore the concepts of health and healing through the eight thresholds of Big History, with topics including (a) death and life; (b) the changing health and healing of the earth, organisms, and communities; (c) the role of health and healing in evolution; (d) disease in humankind; and (e) cultural diversity related to health and healing through time. Ultimately, we will look to the future of a healthy universe. Prerequisite: FYE 1001/FYE 2000.

Course Learning Outcomes

The student will:

1. Discuss health as a concept of the universe, evolution and humanity
2. Recognize the impact of disease in the evolution of the universe and humanity
3. Describe the components of healthy communities and societies
4. Examine the roles of death and life in the universe and humanity

FYE 1900 Visualizing Big History (3 units)

The wealth of narratives, innovations, and theories unfolding from the eight thresholds in Big History become a point of departure for a series of visual art projects. In each project we will illuminate connections between the methods and contexts of creating art, and the key concepts in the creation of the universe in order to further our perspective on Big History content and inspire new inquiries for our and our planet's future. The craft and thought of art-making in the context of Big History will be cultivated in a variety of mediums and processes, including poster design, collage, painting, book making, and sculpture. Prerequisite: FYE 1001/FYE 2000.

Course Learning Outcomes

The student will:

1. Use formal skills in creative art with the content of Big History as a source

2. Express content of Big History in creative work
3. Recognize and describe the relationship between Big History content and the creative arts discipline. Writing on, reading, and discussing the relationship between the content of Big History and the creation of visual artwork
4. Formulate a creative arts-specific research question; locate and evaluate appropriate sources; and extract, synthesize, and apply information

FYE 1910 Creative Writing & Big History (3 units)

Write a poem about the dawn of time! Create a play starring the first hominid to stand upright! Craft a short story about a love affair between two supernovae! Let the Universe be your inspiration—explore Big History through creative writing. Learn to use the tools of fiction, poetry, drama, and creative nonfiction to make sense of the world and tell your version of the big story. Generative writing exercises and writing workshops will inform writing assignments that consider the key thresholds of Big History, as leaps in complexity become points of departure for major creative work. What part of the story do you want to tell? Prerequisite: FYE 1001/FYE 2000.

Course Learning Outcomes

The student will:

1. Describe and analyze “text” from the perspective of Big History, its thresholds, and/or major themes within the framework of the course
2. Formulate a research question; locate and evaluate appropriate sources; and extract, synthesize, and apply information
3. Demonstrate formal skills in creative writing with the content of Big History as a source

FYE 2000 HO: Big History: From Big Bang-Present (3 units)

This course describes the first moments of our universe, the birth of stars and planets, the formation and evolution of life on earth, the origins of humanity, the evolution of human culture to the present, and goes further by theorizing about potential futures for us and for our planet. The course discussions will be enriched by including the works of notable scholars from a diverse array of humanities and scientific disciplines.

Course Learning Outcomes

The student will:

1. Employ major Big History concepts and the eight Big History thresholds from the Big Bang to the present in developing a perspective that emphasizes a view of themselves as embedded in the fabric of an interconnected world
2. Demonstrate an understanding of Big History themes addressed in the course through identifying, defining, explaining, and/or analyzing them
3. Demonstrate the ability to locate and evaluate appropriate secondary sources, and extract and synthesize research; while summarizing, paraphrasing, and quoting in accordance to the MLA, APA, or CMS documentation styles. Assessment: two library exercises and Little Big History essay

FYE 2100 HO: Visualizing the Sacred through Big History (3 units)

Following and expanding upon the first-semester course in Big History, this seminar addresses how humans have perceived the universe from Paleolithic times to the present day with specific attention to the art and architectural forms devoted to visualizing the sacred. The wonders of the cosmos, the position of planet Earth within this, and the role of humans in creating meaning through diverse religious beliefs are addressed. The course especially concentrates on the visible manifestations of faith systems via coverage of the art and architecture associated with the religions of the world. Prerequisite: FYE 2000.

Course Learning Outcomes

The student will:

1. Describe and analyze the use of visual arts to narrate the story of our universe by identifying and comparing the social, political, artistic, and intellectual values of different cultures as demonstrated in the visual arts
2. Understand, assess, and analyze world issues from historical and contemporary perspectives as implications of Big History
3. Formulate a research question; locate and evaluate appropriate sources; and extract, synthesize, and apply information
4. Develop their Honors Portfolio

FYE 2200 HO: Beauty through the Lens of Big History (3 units)

Why is something—an idea, a building, a protozoan cell—beautiful? This seminar uses the scholarship of beauty, aesthetics, to examine the ways humanity has defined beauty and to ask questions. What in the universe—the past and the present of the Big History narrative—conforms to formal ideals of beauty? Who defines beauty? Is the re-engineering of natural beauty a good idea? Will our great grandchildren be beautiful beings in a beautiful universe? We will define our own ideas about beauty and then speculate on how our ideals of beauty might impact the future. Prerequisite: FYE 2000.

Course Learning Outcomes

The student will:

1. Describe and analyze the use of visual arts to narrate the story of our universe by identifying and comparing the social, political, artistic, and intellectual values of different cultures as demonstrated in the visual arts
2. Understand, assess, and analyze world issues from historical and contemporary perspectives as implications of Big History
3. Formulate a research question; locate and evaluate appropriate sources; and extract, synthesize, and apply information
4. Develop their Honors Portfolio

FYE 2300 HO: Innovation Through the Lens of Big History (3 units)

This course explores how technological evolution is a process that emerges from and mimics biological evolution. We will examine the instrumental role innovation has played in the development of human culture and explore where it may take us in the future. What further advances are possible, and what are the potential impacts on the individual and on society?

Course Learning Outcomes

The student will:

1. Describe and analyze how innovation has shaped human society and the important issues and impacts technology is likely to have on our future
2. Describe the connection between biological and technological evolution and role of both forms of innovation in the big History narrative
3. Formulate a research question about innovation; locate and evaluate appropriate sources; and analyze synthesize, and apply information
4. Further develop their Honors Portfolio: Achieved by the addition of their final written work (research paper) for this course to their Honors Portfolio

2. Expository Writing (3 units)

Writing of university-level expository essays across rhetorical modes. Emphasis on critical reading and thinking, summary, analysis, synthesis, and research. Students must complete this course with a 'C' (2.0) or higher to fulfill the first of a two-semester General Education requirement in writing. Prerequisite: placement test; passing ENGL 1003; passing WRIT 1001/WRIT 1002 and with departmental approval; or equivalent.

English Placement Policy

See the **Proficiency/Placement Examinations** section of this catalog.

Course that Fulfills the Requirement

- ENGL 1004 Expository Writing (3 units) or its equivalent with a grade of 'C' (2.0) or better. This course may not be challenged

There are limits on the number of times that ENGL 1004 and its Prerequisites may be taken without passing. See the **Satisfactory Progress in Written English** section of this catalog.

Course Learning Outcomes

Students will write university-level essays that include:

1. Specific, debatable theses
2. Relevant, cogent, and valid supporting evidence
3. Logical and coherent organization, including effective paragraphing and transitions
4. Precise word choice and correctness in spelling, grammar, mechanics, and punctuation
5. Appropriate research methods and documentation

Special Conditions

1. Students who have passed a 3-unit university-level writing course (comparable to ENGL 1004 Expository Writing, as articulated and approved by Dominican) with a 'C' (2.0) or higher prior to matriculation enroll in ENGL 3200 Advanced Writing and Research.
2. Students who have passed with 'C' (2.0) or higher a course that fulfills the IGETC English Communication Area 1A (English Composition) requirement enroll in ENGL 3200 Advanced Writing and Research.
3. Students who score 3 or higher on the Advanced Placement English Language and Composition or English Literature and Composition Exam or who score 600+ on SAT Critical Reading or 26+ on ACT English enroll in ENGL 3200 Advanced Writing and Research.
4. Depending on the SAT Critical Reading exam score, beginning first-year students and first bachelor degree transfer students who have not passed a 3-unit university-level writing course (comparable to ENGL 1004 Expository Writing) with a 'C' (2.0) or higher may be required to take the English Placement Exam. Depending on their demonstrated writing skill and the consequent proficiency assessment, students are assigned to WRIT 1001/WRIT 1002 Language Concepts and Skills Practicum I and II (3 units each semester), ENGL 1003 Developmental Writing, or ENGL 1004 Expository Writing.
5. Students who have passed two 3-unit college-level or university-level writing courses (comparable to ENGL 1004 and ENGL 3200 articulated and approved by Dominican), each with a 'C' (2.0) or higher, have met the GE writing requirement. As course levels are determined by the transfer school, writing courses transferred in for credit may be either lower and/or upper division. Lower division transfer courses may be accepted to fulfill the GE's ENGL 3200 Advanced Writing and Research if equivalent; however, these transfer courses remain lower division and do not count towards the total number of upper division units needed for graduation.
6. Students who have previously completed a BA, or comparable degree, have met the GE writing requirement.
7. Students are subject to the English Placement Policy in effect at the time they first enroll in or transfer to Dominican.

3. Advanced Writing and Research (3 units)

Further development of competencies in critical thinking, expository writing, and research across the disciplines. Practice in identifying, summarizing, evaluating, and integrating information. Students must complete this course with a 'C' (2.0) or higher to fulfill the second General Education requirement in writing. Prerequisite: passing ENGL 1004 or its equivalent with a grade of 'C' or higher.

English Placement Policy

See the **Proficiency/Placement Examinations** section of this catalog.

GE Prerequisites

- ENGL 1004 Expository Writing or its equivalent
- WRIT 1001 and/or 1002 with the 1001/1002 instructor's recommendation to progress

Course that Fulfills the Requirement

- ENGL 3200 Advanced Writing and Research (3 units) with a grade of 'C' (2.0) or better
Unless satisfied prior to matriculation, this course must be taken at Dominican. ENGL 3200 may not be challenged or met by CLEP or Excelsior examination.

Course Learning Outcomes

Students will:

1. Show continuing competency in the Course Learning Outcomes of ENGL 1004 Expository Writing
2. Use appropriate research methods and information sources
3. Demonstrate critical thinking and analysis through such methods as summary, evaluation, and integration of research
4. Apply standard documentation, such as APA, MLA, or CMS

Special Conditions

See Special Conditions under Expository Writing requirement section above.

4. Speech (3 units)

Theory, practice, and evaluation of oral communication, with a primary emphasis on public speaking. Practice in selection,

development, organization, and presentation of ideas in informative and persuasive discourse with attention to ethical responsibility. Study also involves communication in different interpersonal contexts: dyads, interviews, and exercises in listening and speaking intended to develop competence in oral communication. Gender, interracial, and cross-cultural communication patterns will be addressed.

Courses that Fulfill the Requirement

- CMS 1200 Public Speaking (3 units)
- BUS 2030/3001 Business Communications and Critical Thinking (3 units)

Course Learning Outcomes

The student will:

1. Design a cogent oral argument suitable to the topic, purpose, and audience (being responsive to audience diversity)
2. Deliver effective, informative speeches
3. Critically evaluate content and delivery of peer oral speeches

5. Mathematical Thinking and Quantitative Reasoning (3 or 4 units)

The primary goal of the quantitative reasoning requirement is to help students develop certain general intellectual mathematical abilities as well as see mathematics as an enriching and empowering discipline. Students will undertake practices that encourage independent exploration in mathematics and that develop tenacity and confidence in their abilities to use it. In the courses below, students will address practical mathematical problems posed by real-world situations and will regularly apply inductive and deductive reasoning techniques to build convincing arguments.

Math Placement Policy

See the **Proficiency/Placement Examinations and Placement Policies** section of this catalog.

Math Prerequisite Policy

The General Education requirement for Quantitative Reasoning is met by taking and passing MATH 1400 College Algebra, MATH 1450 Mathematical Thinking and Quantitative Reasoning, PSY 3187 Statistics for the Health and Behavioral Sciences or BUS 3023 Business Statistics and Data Analytics. In order to enroll in these courses, students must meet specific requirements, such as passing or transferring in a course equivalent to:

- MATH 1300 Intermediate Algebra for University Students (3 units) with a grade of 'C' (2.0) or better or obtain an appropriate placement test score
- Pass MATH 1210 Elementary and Intermediate Algebra for University Students (4 units) with a grade of 'C' (2.0) or better, or obtain an appropriate placement test score

Fulfilling the Requirement

- Pass one course that fulfills the IGETC Mathematical Concepts and Quantitative Reasoning Area 2A (Math), with a grade of 'C' (2.0) or higher
- Pass one 3-unit university-level math course, comparable to College Algebra (or higher); MATH 1400; MATH 1450; PSY 3187; or BUS 3023 articulated and approved by the University, with a grade of 'C' (2.0) or higher
- Pass one of the following exams with the corresponding minimum score:
 - AP Calculus AB: 3 or higher
 - AP Calculus BC: 3 or higher
 - AP Statistics: 3 or higher
 - CLEP College Mathematics: 50 or higher
 - CLEP College Algebra : 50 or higher
 - CLEP Precalculus: 50 or higher
- Achieve an appropriate placement test score

Course Learning Outcomes

For MATH 1400 and 1450, the student will:

1. Differentiate between deductive and inductive reasoning and an ability to construct valid deductive arguments
2. Reason and draw conclusions from numerical information
3. Translate problem situations into symbolic representations and use those representations to solve problems
4. Understand the concept of a function graphically and symbolically and incorporate it into the use of mathematics

For PSY 3187, the student will:

1. Calculate and interpret the results of basic descriptive and inferential statistical procedures
2. Understand the logic underlying the testing of research hypotheses
3. Analyze and interpret statistical procedures using the computer-based program SPSS (Statistical Package for Social Sciences)

For BUS 3023, the student will:

1. Calculate and interpret the results of basic descriptive and inferential statistical procedures
2. Understand the logic underlying the testing of research hypotheses
3. Analyze and interpret statistical procedures using the computer-based program SPSS (Statistical Package for Social Sciences) and/or discipline-based statistical software commonly used in business decision making

6. Social Science (3 units)

The disciplines of social science investigate the thought and behavior of human individuals and groups as cultural contexts and social environments condition them. The aim of social science inquiry is to gather empirical evidence regarding, and to develop theories explaining, human thought, action, and interaction.

Courses that Fulfill the Requirement

- ECON 1010 Macroeconomics (3 units)
- HCS 1101/3101 Sociology (3 units)
- HCS 1102/3102 Cultural Anthropology (3 units)
- HCS 1103/3103 Problems in Contemporary Society (3 units)
- HIST 1776 U.S. History: Columbus to Clinton (3 units)
- POL 1100 Introduction to American Politics (3 units)
- PSY 1100 Introduction to Psychology (3 units)

Course Learning Outcomes

The student will:

1. Effectively communicate an understanding of the method(s) used by the particular social science under study
2. Articulate at least three theories used to understand human behavior in the social science discipline
3. Recognize themselves as citizens of diverse communities

7. Natural Science (6-8 units)

Scientific reasoning is distinguished by understanding and applying scientific method, laboratory techniques, mathematical principles, and experimental design to natural phenomena. The natural science requirement prepares students to (a) understand the role of empirical data in establishing scientific knowledge; (b) appreciate that, in addition to empirical evidence, science involves skepticism and rational arguments; that it is not opinion but is rather a reasoned consensus among informed experts which improves over time; and (c) comprehend several paradigmatic examples of the fundamental conceptual models in at least two separate disciplines of the natural sciences including Biology, Chemistry, Physics, and Geology.

To satisfy the general education requirement in natural sciences students are required to complete two courses: one from Category A and one from Category B. Courses are designed to help the student develop an appreciation and understanding of the scientific method, and explore the relationships between natural science and other human activities (world issues).

Special Conditions

Biology, Chemistry, Health Science, Liberal Studies, Nursing and Public Health students complete their Natural Science requirement through their majors.

For day transfer students, all 6 units of the Natural Science requirement may be satisfied by transfer units consisting of 3 units of Biological Science and 3 units of Physical Science, with at least one of these courses including a lab. If neither course has a lab component the student must take a Natural Science course with a lab, either at Dominican or off campus.

After matriculation, GE Natural Science courses taken off campus must include a lab.

Course Learning Outcomes

The student will:

1. Use (understand) the scientific method to carry out a quantitative experiment; develop a hypothesis and research protocol, analyze data, interpret and assess reliability of results, and draw reasonable conclusions
2. Communicate the result effectively in written and oral form including use of figures, graphs, and presentation software
3. Explain the method by which scientific theories and models evolve over time
4. Explain key scientific ideas covered in the course
5. Show the relevance of scientific findings to current social, political, and/or ethical issues

Although all courses listed below are eligible to meet the General Education Natural Science requirements, not all courses are suitable for students in all majors. The School of Health & Natural Sciences has categorized the following courses into those that are: (1) recommended for non-science majors, (2) those that require permission or are intended only for certain majors, and (3) those that are not recommended for non-science and/or non-health majors. Students should review these notations carefully and consult with their academic advisor before selecting a science course in order to ensure the best possible learning experience.

Courses that Fulfill the Requirements for the Biological Sciences (*Prerequisite course required)

Recommended for non-Biological Sciences or non-Chemistry majors:

- BIO 1400/1405 Biological Foundations (3 units/lab)
- ENSC 2000/2005 Environmental Sciences (3 units/lab & field)
- ENSC 2100/2105 Birds and the Environment (2 unit lecture & 1 unit lab)

Not recommended for students for whom this is not a major requirement:

- BIO 1000/1005 Organismal Biology (4 units/lab)
- BIO 1100/1105 Cell & Developmental Biology (4 units/lab)
- BIO 2500/2505 Human Anatomy (4 units/lab)
- BIO 2600/2605 Human Physiology (4 units/lab)
- BIO 3600/3605 Microbiology (4 units/lab)*

Not recommended for non-Dance majors:

- BIO 3810/3815 Anatomy and Kinesiology for Dance (4 units/lab)

Courses that Fulfill the Requirements for the Physical Sciences (*Prerequisite course required)

Recommended for non-Biological Sciences or non-Chemistry majors:

- PHSC 2200/2205 Earth Science (3 units/lab & field)
- PHSC 2300/2305 Physical Geology (3 units/lab & field)
- PHYS 1000/1005 Conceptual Physics (3 units/lab)

Not recommended for students for whom this is not a major requirement:

- CHEM 1600/1605 Chemistry for Health Science (3 units/lab)*
- CHEM 2000/2005 General Chemistry (4 units/lab)*
- ENSC 3000/3005 Environmental Chemistry (4 units/lab & field)*
- PHYS 2000/2005 General Physics (4 units/lab)*

8. Creative and Performing Arts (3 units)

The experience and growth of one's own creativity through the actual process of making art through studio work, creative writing, performing arts, visual arts, or music. The creative process should include the use of problem solving and methodology, personal experience, reflection, and invention.

Courses that Fulfill the Requirement

Courses in art, dance, literature, language, and music that are listed below fulfill the Creative and Performing Arts requirement.

- ART 1010 Beginning Printmaking (3 units)
- ART 1021/1022 Beginning and Intermediate Drawing (3 units)

- ART 1030 Beginning Watercolor (3 units)
- ART 1041 Beginning Ceramics (3 units)
- ART 1071 Beginning Oil Painting (3 units)
- ART 1081 Design and Color (3 units)
- ART 1082 3D Design (3 units)
- ART 1083 Introduction to Graphic Art and Design (3 units)
- ART 1090 Beginning Typography (3 units)
- ART 1144 Beginning Graphic Illustration (3 units)
- ART 1240 Beginning Ceramic Sculpture (3 units)
- ART 1501 Beginning Black and White Photography (3 units)
- ART 2115 Beginning Web Site Design (3 units),
- ART 2117 Beginning Digital Photography (3 units)
- ART 2166 Beginning Digital 3D Modeling (3 units)
- ART 2220 Video/Multimedia (3 units)
- ART 3010 Community Engaged Art: Principles & Practices (3 units)
- ART 3021/3022 Advanced Drawing (3 units)
- ART 3031 Advanced Watercolor (3 units)
- ART 3041 Advanced Ceramics (3 units)
- ART 3071 Advanced Oil Painting (3 units)
- ART 3082 Advanced 3D Design (3 units)
- ART 3101 Advanced Printmaking, Monotype (3 units)
- ART 3119 Art Fundamentals (3 units)
- ART 3121/3122 Life Drawing (3 units each semester); Prerequisite: ART 1021
- ART 3140 Advanced Graphic Art and Design (3 units)
- ART 3180 Ceramic Sculpture (3 units)
- ART 3190 Advanced Color & Design (3 units)
- ART 3242 Advanced Ceramic Sculpture (3 units)
- ART 3308/ENGL 3308 The Artist's Graphic Novel/The Writer's Graphic Novel (3 units)
- ART 3501 Advanced Black and White Photography (3 units)
- ART 4115 Advanced Web Site Design (3 units); Prerequisite: ART 2115; Recommended Prerequisites: ART 1081 and 1144, or ART 1083
- ART 4117 Advanced Digital Photography (3 units)
- ART 4120 Video/Multimedia - 4/25 KE to verify Course Title
- ART 4144 Advanced Graphic Illustration (3 units)
- ART 4166 Advanced Digital 3D Modeling (3 units)
- CMS 1800 Beginning Cinema Production (3 units)
- CMS 1801/3801 Beginning/Advanced Screenwriting (3 units)
- CMS 1820/3820 Art of Film (3 units)
- CMS 1850/3250/3850 Documentary Production (3 units)
- CMS 3800 Advanced Cinema Production (3 units)
- ENGL 2305 Introduction to Creative Writing (3 units)
- ENGL 3402 Drama Writing (3 units)
- ENGL 3403 Fiction Writing 1 (3 units)
- ENGL 3405 Poetry Writing 1 (3 units)
- ENGL 3409 Autobiographical/Biographical Writing (3 units)
- ENGL 3410 Creative Nonfiction (3 units)
- ENGL 3412 Advanced Creative Writing (3 units)
- ENGL 3413 The Spoken Word (3 units)
- ENGL 3440 Advanced Writing Seminar I (3 units)
- MUS 1001 Materials of Music (3 units)
- MUS 1010 Digital Songwriting (2 units)
- MUS 1400/3400 Dominican Winifred Baker Chorale (1 unit)
- MUS 1402/3402 A Cappella Workshop (1 unit)
- MUS 1407/3407 Dominican Chamber Music (1 unit)
- MUS 1408/3408 Dominican Jazz Ensemble (1 unit)

- MUS 2651/4651 Piano Class (1 unit)
- MUS 2652 Piano Class (Music majors only) (1 unit)
- MUS 2655/4655 Guitar Class (1 unit)
- MUS 3240 Talking Back: Blues & The Emergence of Black Women's Voice (3 units)
- MUS 3304 Songs that Built America (3 units)
- MUS 3305 Early American Women through Song (3 units)
- All MUSA Applied Music Private or Class Instruction in an Instrument or Voice (1-3 units); Please contact Music office for permission to enroll and for a schedule of the fees associated with these courses.

Course Learning Outcomes

The student will:

1. Identify important concepts and methods under study
2. Apply the above to the creation of works in the artistic genre
3. Engage in the creative process as an effective and imaginative problem-solving method, involving research, development and synthesis

9. Moral Philosophy/Ethics (3 units)

Practicing the art of clear and cogent reasoning in the critical analysis of various moral positions and arguments on a variety of contemporary ethical issues.

Courses that Fulfill the Requirement

- HONO 3500 Self, Community, and Service (SL) (3 units)
- HONO 3501 Moral Philosophy (SL) (3 units)
- HONO 3503 Ethics, Leadership & Meaning (3 units)
- PHIL 1108/3108 Ethics (3 units)
- PHIL 1109/3109 Ethics in Healthcare (3 units)
- PHIL 1110/3110 Environmental Ethics (3 units)
- PHIL 3102 Global Business Ethics and Law (3 units)
- PHIL 3103 Ethics, Leadership and Meaning (3 units)
- PHIL 3150 Sexual Morality (3 units)
- PHIL 3204 Virtuosity: Cultivating Moral/Political Character (3 units)
- PHIL 3520 Self, Community, and Service (Service Learning) (3 units)

Course Learning Outcomes

The student will:

1. Conduct analysis of contemporary ethical issues
2. Comprehend ethical method and theory
3. Make moral arguments that demonstrate awareness of and sensitivity to differing values and ethical perspectives

10. Religion (6 units)

The study of religion is characterized by the application of interpretive methods—phenomenological, historical and comparative—to religious phenomena, i.e., the religious experiences, beliefs, and practices of the world's cultures. The cross-cultural aspect of the requirement prepares students to: (a) understand human religiosity in the context of biological and cultural evolution; (b) comprehend the historical foundations, central truth-claims and key practices of the world's major religious traditions; and (c) appreciate the role of rational analysis in assessing the truth or falsity and/or psychological and sociological utility or inutility of religious beliefs and behaviors. For students from a non-Christian or non-religious background, the Western aspect of the requirement complements their cross-cultural study; for students from a Catholic or other Christian background (at DUC, 75% of those responding to the religious affiliation query), the Western aspect of the requirement prepares them to overcome naive or absolutist understandings of their own faith and at the same time gain a greater appreciation for its uniqueness and spiritual depth. The study of religion, however, always involves more than the attainment of objective knowledge; it necessarily involves students in reflection upon the ethical and spiritual dimensions of their own lives, whether these are construed in religious or a-religious terms.

To satisfy the general education requirement in religion, students are (in most cases) required to complete two courses: one from

the category of Cross-Cultural Study of Religion, and one from the category of Western Cultural Study of Religion. Courses in both categories are designed to help students understand that particular religions and spiritualities are culturally variant forms of a transcultural phenomenon—which some social and biological scientists consider an adaptive mutation in homo sapiens' evolutionary success.

In the Day program there is a 6-unit requirement: one course from each category. One of these can be lower division.

In the Honors program, there is a 6-unit requirement: HONO 3191 and one course from the Western Cultural Study of Religion category. The latter course may be lower division.

Courses that Fulfill the Requirement for the Cross-Cultural Study of Religion

- DANC/RLGN 3001 Dance and Spiritual Expression - Day students only (3 units)
- HONO 3191 Worldviews & Practices of the Great Religions (3 units)
- PHIL 1175/3175 Philosophy of Religion (3 units)
- RLGN 1032/3132 Women, Religion, and Sexuality (3 units)
- RLGN 1063/3163 Mysticism (3 units)
- RLGN 1070/3170 Spirituality of the Earth (3 units)
- RLGN 1075/3075 Religion and Social Theory (3 units)
- RLGN 1077/3177 Philosophies and Religions of Asia (3 units)
- RLGN 1175/3175 Philosophy of Religion (3 units)
- RLGN 1178/3178 The World's Religions (3 units)
- RLGN 3179 Myth, Symbol and Ritual (3 units)
- RLGN 3381 Religion & Globalization (3 units)
- RLGN 3382 Islam & Native American Religions (3 units)
- RLGN 3712 Religion in American History (3 units)

Courses that Fulfill the Requirement for the Western Cultural Study of Religion

- HONO 3185 Hellenistic Age Religion (3 units)
- RLGN 1001/3101 Hebrew Bible Survey (3 units)
- RLGN 1010/3110 Christianity and Contemporary Film (3 units)
- RLGN 1012/3112 Christianity Through Art (3 units)
- RLGN 1018/3118 Gospels of Matthew, Mark, Luke, and Acts (3 units)
- RLGN 1026/3126 Gospels and Epistles of John (3 units)
- RLGN 1027/3127 New Testament Survey (3 units)
- RLGN 1028/3128 The Book of Revelation (3 units)
- RLGN 1030/3130 Letters of St. Paul (3 units)
- RLGN 1042/3142 Catholic Moral Philosophy (3 units)
- RLGN 1052/3152 Contemporary Views of Christ (3 units)
- RLGN 1054/3154 Theology of Women (3 units)
- RLGN 1055/3155 Passion for Justice: Liberation Theories (Service Learning) (3 units)
- RLGN 1058/3158 Catholic Thought and the Contemporary World (3 units)
- RLGN 1059/3159 The Prophets, Psalms and Social Justice (3 units)
- RLGN 1085/3185 Judaism & Christianity in the Graeco-Roman World (3 units)
- RLGN 1086/3186 Catholic Social Teaching (Service Learning) (3 units)
- RLGN 1102/3102 Celtic Spirituality (3 units)
- RLGN 3120 The Rhetoric of Belief (3 units)
- RLGN 3180 Theory and Practice of Christian Prayer and Meditation (3 units)
- RLGN 3187 Understanding Islam (3 units)

Course Learning Outcomes for Religion Courses

The student will:

1. Explain key features (e.g., scriptural contents and context, major historical events and their contexts, ritual practices, spirituality, ethical perspectives, theology, impact on culture) of the religion(s) being studied.
2. Analyze such features critically per at least one of the following:
 - a. Their implication for dealing with problems in contemporary social life (e.g., sexual and gender issues, ecological issues, poverty, war, religious diversity, and/or science and religion).

- b. Their impact on the student's personal quest for meaning and spiritual well-being.
3. Express this knowledge in some effective written document (e.g., essay examination, research paper, reflection paper, and/or journal).

Special Conditions

Quantitative transfer protocol

For students transferring into the Day program with at least 24 academic units, the Religion requirement is reduced to 3 upper division units (one course) from either category.

Qualitative transfer protocol

For all transfer students, the decision as to whether any transferred units can be counted toward the fulfillment of their Religion GE is made by the University's transfer credit evaluator in consultation with Chair of the Religion Department.

11. Colloquium (6 units)

Each colloquium consists of two 3-unit 3000-level courses taught in conjunction in the same semester. These courses are from different disciplines and integrated around a shared theme addressing issues of human accomplishments, concerns, and challenges. The colloquium courses follow Big History and provide room for students to envision their role in a global society by examining diverse communities and real-world challenges.

These courses serve as an introduction to upper division study and should be taken in the student's second year. Colloquia are anchored in the LEAP essential learning outcomes articulated by the Association of American Colleges and Universities.

Course Learning Outcomes

The student will:

1. Apply an integrative colloquium idea to large social contexts to deepen understanding of diverse communities and real-world challenges
2. Evaluate a colloquium idea critically as evidenced by a sophisticated thesis argued within a logically and coherently organized essay crafted through a process of drafting, revising, and editing
3. Formulate research questions; utilize proper research methods, integrate evidence appropriately and effectively; provide incisive explanations; and document sources in the appropriate style, MLA, APA, or CMS

GE Prerequisites

- Passing ENGL 1004 or its equivalent with a grade of 'C' or higher is required prior to enrollment in the Colloquium program. Please also see the **Proficiency/Placement Examinations and Placement Policies** section of this catalog.

Courses that Fulfill the Requirement

- Colloquia vary from year to year. See each semester's Course Schedule for Colloquium offerings, labeled "CLQ." Enrollment in both courses in a Colloquium is required for completing this GE category. Students may not take one course from one Colloquium and one from another to meet this 6-unit requirement. Colloquia must be taken at Dominican unless one of the following special conditions apply.

Special Conditions

Students who transfer to Dominican may satisfy the GE Colloquium requirement in one of the following ways:

1. Transfer students who are IGETC-certified (37 units minimum) by California Community College are exempt from this requirement.
2. Transfer students with 45 or more transfer units and students seeking a second Bachelor's degree are not required to take Colloquium.
3. Students who study abroad in their time at Dominican may develop a colloquium abroad with the approval of the Director of the General Education Program.
4. Honors Program students will take Colloquia developed specifically for the Honors Program. Contact the Honors Program Director for selection of courses.

Intersegmental General Education Transfer Curriculum (IGETC): Day Program

Transfer students may complete most of their General Education (GE) prior to matriculation at Dominican by completing the Intersegmental General Education Transfer Curriculum (IGETC) Areas 1-6 at a California Community College.

All IGETC coursework must be completed with a grade of 'C' (2.0) or better.

Transfer students who are IGETC certified by California Community Colleges (minimum 37 units) are required to take only 9 more GE units to fulfill the following Dominican GE requirements: Religion, Moral Philosophy/Ethics, and Advanced Writing and Research. For further information on these GE requirements, please see the **Undergraduate Day General Education Program and Courses** section of this catalog.

Please see the table below for information regarding which IGETC area(s) may be used to fulfill Dominican GE or matriculation requirements.

Dominican GE/Matriculation Requirement	IGETC Area
Expository Writing (ENGL 1004)	English Communication Area 1A (English Composition)
Speech	English Communication Area 1C (Oral Communication)
Mathematical Thinking and Quantitative Reasoning	Mathematical Concepts and Quantitative Reasoning Area 2
Social Science	Social and Behavioral Sciences Area 4
Natural Science	Physical Science Area 5A and Biological Science Area 5B. At least one of the courses selected from Area 5A or 5B must include a lab.
Creative and Performing Arts	Arts and Humanities Area 3A (Arts)
International Language (matriculation requirement)	Languages other than English Area 6

Honors Program: The Scholar in the World

The Dominican Honors Program is one of the institution's many paths to excellence. It incorporates the university's Institutional Learning Outcomes (ILOs) to offer a distinctive plan of study for academically and intellectually prepared students who wish to challenge themselves. It offers an interdisciplinary, compressed alternative to the university-wide general education program and emphasizes enriched learning experiences such as interdisciplinary team-taught courses, service learning and/or community-based research, and study abroad opportunities. In and out-of-classroom experiences offer students personalized attention and support students' growth in a multitude of areas. Students are offered opportunities for self-actualization while the program emphasizes access and equity. The close-knit Honors learning community is rooted in the Dominican pillars of study, reflection, community, and service while upholding the values of this institution as shaped by its history and its Californian identity.

Admission

Incoming first-year students are granted entry based on high school grade point average (GPA), SAT, or ACT scores; an academic writing sample, and responses to Honors-specific questions. Transfer students are admitted to the program either on the basis of articulation agreements with honors programs at their former institutions or cumulative GPA and an academic writing sample. Current students interested in the program are invited to apply for entry into the Honors program based on academic performance at Dominican and an academic writing sample.

Benefits

There are many benefits to participation in the Honors Program:

- Students may register during the first day of priority registration along with senior-year students.
- Honors students may register for a total of 6 units of overload without an additional fee while enrolled at Dominican. This means a student may register for over 17 semester units (up to a maximum of 20 units) in one semester. To be eligible for this privilege, the Honors student should have a cumulative GPA of 3.5. It is also strongly recommended that first-year students not enroll in overload units.
- The ceiling of six units of independent study is waived.
- Juniors and seniors may take graduate courses (with instructor permission).
- Honors students form a close-knit community through shared courses, the Honors Living Learning Community, and activities with leadership opportunities. All these support the integration of academics with the co-curricular and social aspects of university life.
- The Honors Room in the Alemany Library provides additional quiet space for students to work on projects or study.
- Students assume leadership roles representatives on the Honors Board or Student Honors Board to directly shape Honors programming.

Requirements

Honors students are required to maintain a minimum 3.5 cumulative GPA in order to remain in the program. To graduate from the Honors Program, a student must have maintained a 3.5 cumulative GPA, completed 21 units of Honors, a Dominican Service Learning course, and a multicultural requirement. These requirements may be prorated appropriately for transfer students or students who join the program after their first semester at Dominican. See the *Honors Handbook* for more details.

Every student must fulfill these Honors requirements to graduate with Honors: (1) the prescribed number of Honors units; (2) the Honors Seminar—recommended for sophomore year; (3) the Honors Capstone—recommended for junior sophomore year; 4) the Honors e-portfolio—developed over the course of years at Dominican. Honors work may not be taken on a Pass/Fail basis.

Honors Courses

Honors courses at Dominican are taught as small, interdisciplinary seminars with most of them fulfilling the University's General education requirements, some of them even fulfilling more than one General Education requirement. These courses include the

Honors Seminar and Honors Capstone which are requirements for graduation from the Honors program. For a list of courses, see the *Honors Handbook*.

Honors Contracts

In rare cases, students may earn Honors units through the completion of Honors contracts. These are independent projects guided by faculty mentors and require the approval of the faculty mentor and the Honors Director. Honors contracts are available in two forms:

1. Honors Conversion: This contract allows the student to take a course from the regular curricular offerings and deepen their learning through working on an additional course-related project under the faculty's mentorship. Upon successful completion of the course and project, the units will be converted to Honors units.
2. Honors Expansion: This contract allows the student to take a course from the regular curricular offerings and meaningfully expand the scope of the course through developing an additional project. This project needs to be of a scope that is worthy of an additional unit and the conversion of the total course units to Honors units.

For guidelines relating to Honors Contracts, see the *Honors Handbook*.

Honors e-Portfolio

The Honors e-portfolios help students reflect and integrate their thinking, learning, and performing across the curriculum and co-curriculum, while providing a tool for showcasing skills, accomplishments, and career-preparedness. For guidelines relating to Honors e-portfolio, see the *Honors Handbook*.

Learning In and Out of the Classroom

The Honors Program is committed to deep learning in and out of the traditional classroom. The informal learning spaces include co-curricular events, conferences, travel abroad, community service, living communities in residence halls, and much more.

Examples are:

- Conferences: The Honors Program has an institutional membership in the National Collegiate Honors Council (NCHC) and the Western Regional Honors Council (WRHC). Honors students may be invited to attend and/or present at these conferences.
- Living Learning Community: The Honors program offers an Honors Living Learning Community which is a group of first-year Honors students living together and enjoying Honors-related programming throughout the semester with faculty and staff.
- Multi-Cultural Experience: The Honors Program offers faculty-led Honors trips so students have the opportunity to engage in global learning with a focus on the key outcomes of intercultural knowledge, global interconnectivity and social responsibility, and the application of knowledge and skills.

Service-Learning Program

Service-Learning is an educational approach that integrates meaningful community work with academic curriculum, enriching learning through the application of theory to practice and practice to theory. Service-Learning embraces the principles of reciprocity among all parties—the community partners are co-educators, faculty and students are engaged citizens, and the academy becomes an active member of the local and global community.

Statement of Purpose

Dominican University of California's vision of education encompasses a mission to promote the common good and the values of study, reflection, community, service, ethical responsibility, and respect for multiple cultural traditions. These ideals provide a strong foundation for service-learning to create intentional links between academic education and community experience, where each strengthens the other. Service-learning engages students, faculty, and community partners in collaborative and responsive action, dialogue, and reflection to address community and university-identified interests, expand our perspectives, and broaden education. In this way, service-learning creates reciprocal benefits for all involved:

1. The University is able to live out its mission and enhance its role as a vital and active partner in the community;
2. Faculty and staff are supported in connecting innovative teaching, research/scholarship, and community action;
3. The Marin County community benefits from University resources while contributing to the education of students; and
4. Students gain self-awareness, practical skills, career-building experience, insight into the relevance of academic knowledge, a deeper understanding of their own personal impact, and an enriched capacity to become effective community builders.

The mission of Dominican's Service-Learning Program is to centralize resources and support for faculty, students, partner organizations and the diverse communities they serve in order to advance education and social justice through shared learning and collaborative action.

Definition of Service-Learning at Dominican University of California

Service-Learning integrates meaningful community engagement with academic curriculum, enriching learning through experience and intentional reflection on the interface between theory and practice. Service-Learning:

- Balances service and learning objectives. In service-learning, partners must negotiate the differences in their needs and expectations.
- Addresses community concerns with integral involvement of and respect for the expertise/knowledge of community members and partner organizations
- Emphasizes reciprocal learning and critical education: Traditional roles and hierarchies are intentionally questioned as well as issues of power and privilege.
- Engenders reflective practice: Reflection facilitates the connection between practice and theory and fosters critical thinking.
- Cultivates citizenship skills, civic literacy, cultural humility, and increasing social equity: All stakeholders seek to understand and raise awareness of root causes, larger social structures and systemic change strategies, enhancing student capacity for civic responsibility and action.

Service-Learning Designated (SL) Courses Across the Disciplines

For a list of SL Courses type "SL:" into Self-Service Advanced Course Search online. Students participating in service-learning designated courses will receive an "SL" notation on their transcripts, indicating participation in a community-engaged course.

Examples of SL Courses include:

ART 3119 Art Fundamentals

This course simultaneously instructs students in college level art while addressing teaching strategies for bringing to the elementary classroom. Course assignments primarily focus on the concepts and language of two-dimensional art, formal elements of color and design, and includes basic three dimensional art processes. Assignments will be illuminated by service-learning, course readings, examples of art from various cultures and historical periods. Regular group critique conversations on assignments will provide further reflection and facilitate student learning of course content.

ENGL 1004 Expository Writing

Writing of university-level expository essays across rhetorical modes. Emphasis on critical reading, and thinking, summary, analysis, synthesis, and research. Students must complete this course with a 'C' (2.0) or higher to fulfill the first of a two-semester General Education requirement in writing. Prerequisite: placement test or passing ENGL 1003 or its equivalent. Please see also **English Placement Policy** section of this catalog.

PHIL 1109/3109 Ethics in Healthcare

An introduction to ethical theory in Western philosophy followed by an investigation of contemporary ethical problems drawn from the field of health care, e.g., scarce resource allotment, genetic intervention, control, and research, dilemmas in nursing, medical paternalism, AIDS issues, reproductive control, abortion, euthanasia.

RLGN 1055/3055 Passion for Justice: Liberation Theology

Engagement with contemporary efforts to reinterpret Christian theology in the context of social justice projects emerging from and in solidarity with the poor of Latin American, North American feminists, and the African American Christian community. Students will participate in local partnerships focused on the issues of impoverishment.

For a complete list of SL Courses, please visit the Service-Learning webpages at www.dominican.edu.

Courses with the SL designation have met the criteria listed below and are reviewed at the end of each academic year:

- Academic Connection: Service is related to curriculum and fully integrated into course content and student learning outcomes. Participation is required.
- Community Voice and Quality Service: The service-learning project/placement engages and fulfills community-identified interests, addressing issues of social and environmental justice.
- Reciprocity/Collaboration: Represents an understanding of education in which every individual, organization, and entity involved in the service-learning functions as both teacher and learner.
- Reflection: An intentional and ongoing mechanism or activity that encourages students to link their service experience to course content and to process their personal experience/perceptions.
- Assessment: A method/tool embedded in the course for understanding effectiveness of service-learning for all participants: faculty, students, and community partners.

Goals of Service-Learning

- Manifest the Dominican ideals of study, reflection, service, and community.
- Cultivate capacity to identify larger context and structures that impact the human and natural world.
- Foster opportunity for students to meaningfully apply intellectual and practical skills in community settings.
- Practice civic skills and social responsibility demonstrated through cultural humility, empathy, and a commitment to equity.
- Create the opportunity for students to explore/build their own core values and establish habits of well-being that include relationship building and acting on understanding of interconnectivity.
- Consider the ethical implications of the application of knowledge in professional and civic life.
- Expose students to societal inequities and injustices; empower students to work for remedies.
- Prepare students for their careers and continuing education.
- Raise awareness regarding local and global issues through critical reflection and creative action.
- Develop an environment of collegial participation among students, faculty, and the community and a culture of engaged scholarship on our campus.

Vision Quest: A Program of Discovery for Exploratory Students

Dominican University of California offers a special program, Vision Quest, to entering first-time University students who have not chosen a major or who have chosen a major but would like to explore all possibilities. Dominican believes that these exploratory students are interested in many things, are thoughtful in making decisions, are aware that making life decisions requires research and time, and that they are enthusiastic about broadening their horizons as they enter the University. There are a few majors that require decisions upon entrance, such as Nursing and Health Science/Pre-Occupational Therapy, but even those can be entered later in their university career if that is what the student decides. With most majors there is plenty of time to explore disciplines, meet faculty, research careers, and chart an academic course.

Vision Quest derives its name from the Native American ritual in which young people take time to seek who they are and open themselves up to discovering what they are to do in the world. The Vision Quest Program at Dominican provides a curriculum that allows students to explore academic and career options. Students in the Vision Quest Program work with the same academic advisor and are connected to campus resources such as diverse faculty and Career and Internship Services. The Vision Quest Seminar provides exploration and identification of personal values, interests, and skills; academic acclimatization; and academic and leadership skill development. The Vision Quest program is offered during the Fall semester of a student's first year at Dominican.

Program Learning Outcomes

Students will demonstrate the ability to:

1. Articulate personal and social values. Assessment to be used: "About Me" section on e-Portfolio and presentation.
2. Evaluate the compatibility of academic programs with the student's values, interests, and abilities. Assessment to be used: written reflection on 'Majors and Minors in Minutes' and on Informational Interview conducted with two professionals (at least one faculty instructor/academic advisor and at least one professional in desired profession or approved upper class student studying in the field).
3. Synthesize information across selected disciplines at Dominican to acquire a more clear perspective of the world and their place within in. Assessment to be used: course discussions reflect on in-class and out-of-class experiences and shown in "Dominican Experience Reflection" on e-Portfolio.

Health Professional Program Preparation

Baccalaureate students intending to pursue a health professional program after graduation should take courses that meet the admissions requirements of medical and other health professional schools, and that prepare them for the pre-professional placement tests (e.g., MCAT, DAT, OAT, and PCAT). Examples of health professional programs with prerequisite course requirements include medicine, dentistry, pharmacy, veterinary medicine, chiropractic medicine, optometry, osteopathic medicine, physical therapy, podiatry, physician's assistant, and public health.

In addition to completing these prerequisite courses, it is important that these students make the most of their University experiences by choosing a major that matches their interests, aptitudes, and alternative career goals. An ideal health professional school candidate is a well-rounded, intelligent, highly skilled university graduate with a solid background in the sciences. While, traditionally, students interested in health professions have majored in the sciences, health professional schools give equal consideration to students with any major, provided that they have completed the prerequisite coursework. A student should not automatically exclude any course of study when entering Dominican.

Students completing the Bachelor of Science (BS) in Biological Sciences with a Molecular Cell Biology emphasis and a Chemistry minor fulfill the prerequisites for health professional school admission as they complete their degree requirements at Dominican. However, many majors at Dominican offer sufficient flexibility for students to complete these prerequisites, including pre-medical, along with their major requirements. Students not majoring in Biological Sciences should work with their primary academic advisor to select coursework in their major, but should also seek out advising from pre-health science advisors in the Department of Natural Sciences and Mathematics regarding pre-health professional requirements.

Minimum Requirements for Health Professional School Admission

For the minimum requirements for admission to a health profession school and the corresponding Dominican courses that meet these requirements, see below.

One year of English	ENGL 1004 and ENGL 3200
One year of General/Inorganic Chemistry (with lab)	CHEM 2000/2005 and CHEM 2100/2105
One year of Organic Chemistry (with lab)	CHEM 3800/3805 and CHEM 3900/3905
One year of Physics (with lab)	PHYS 2000/2005 and PHYS 2100/2105
One year of General Biology (with lab)	BIO 1000/1005 and BIO 1100/1105
One year of higher Math (prerequisite for Physics and Chemistry)	MATH 1600 and MATH 1700

In addition, health professional schools may require or strongly recommend other specific courses for admission; many of these courses cover topics on the pre-professional placement tests (e.g., MCAT, DAT, OAT, and PCAT). The following courses are highly recommended, in addition to the above list:

- At least one of the following upper division Biology courses: Animal Physiology, Comparative Anatomy, Developmental Biology, Epidemiology, Genetics, Histology, Molecular Cell Biology, and Neuroscience
- Biochemistry with lab (CHEM 4100/4105)

Due to the competitive nature of health professional school admissions, in addition to the above coursework, it is recommended that students demonstrate their commitment to the profession by volunteering, participating in internships, and/or job shadowing.

Information regarding specific requirements for health professional programs at individual schools is available on reserve in the Dominican library, and on websites for each professional school.

Undergraduate Education General Admissions Information

Undergraduate Degree Program

Dominican University of California welcomes applications from all students without regard to race, age, religion, color, gender, ethnicity, national origin, disability, or sexual orientation. Each candidate for admission is given individual consideration and is evaluated on the basis of a variety of factors, including but not limited to, past scholastic performance, present motivation, and intellectual potential as indicated by all application materials submitted. The University seeks to enroll students who will take full advantage of the academic and extracurricular opportunities available.

Dominican University of California has rolling admission for most undergraduate programs. However, for priority consideration, applications for the Fall semester should be received by February 1 and for the Spring semester by November 1 (September 1 for Nursing). Decisions are generally made within two weeks after all application materials have been received. An admissions counselor appointment is recommended but not required. The admissions counselor appointment provides the opportunity for the applicant and the University to become better acquainted with each other.

Continued enrollment at the University is contingent upon sustained academic performance and receipt of a final transcript(s). Dominican reserves the right to deny registration for future terms if the final transcript changes admission eligibility or if any application materials are found to be false or misrepresented. Offers of admission are valid for one semester, although undergraduate students who are admitted to the University who do not matriculate in the semester indicated in their admission acceptance letter may defer their admission for one academic semester. A new application is not required and the application fee will be waived. Merit scholarships are not deferrable; scholarship eligibility will be re-determined at the point of re-admission.

Students admitted to the Nursing and Pre-Occupational Therapy majors must meet progression requirements overseen by the Department of Nursing or Occupational Therapy. For information on Nursing or Occupational Therapy progression requirements, please refer to the respective sections of this catalog.

First Year Students

Applications are reviewed when all of the following materials have been received:

1. Application form
2. Essay as described in the application
3. Official high school transcript (6 semester minimum) or proof of equivalency. At the time of matriculation, an official final high school transcript with proof of graduation is required. Please note: Official transcripts from any college(s) at which the applicant has done college-level coursework during high school must also be submitted, in order to determine whether there is any transferable college credit.
4. One recommendation from school faculty, administrator, and/or a counselor. Applicants who have been out of school for more than two years may submit a letter of recommendation from a professional colleague.
5. Official test scores from either the Scholastic Assessment Reasoning Test (SAT) or the American College Test (ACT). The most favorable composite ACT score or combined math and critical reading score from the SAT test will be used for admission purposes and merit scholarship consideration. The SAT writing or ACT writing component is required for placement into courses, but not for admission purposes. To receive credit for Advanced Placement exams, please make sure all test results are submitted to the institution. Requests for exemption from the SAT/ACT policy may be made in writing to the Assistant Vice President of Undergraduate Admissions.

Information about these tests may be obtained at the student's high school or by writing to:

SAT score:	<p>The College Board 2099 Gateway Place, Suite 550 San Jose, CA 95110 Telephone (408) 452-1400 E-mail: wro@collegeboard.org</p> <p>The SAT code for Dominican University of California is 4284.</p>	ACT scores:	<p>The American College Testing Program Operations Division P.O. Box 168 Iowa City, IA 52243</p> <p>The ACT code for Dominican University of California is 0256.</p>
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Recommended Academic Preparation for Freshmen

Graduation from an accredited high school with a total of 15 units in college preparatory subjects, to include the following:

- 4 years of English
- 2 years of one International Language
- 2 years of college preparatory Mathematics: Algebra, Geometry, Trigonometry, etc. (3 to 4 years preferred)
- 1 year of Lab Science to be taken in grades 10-12 (2 years preferred)
- 1 year of US History or one-half year of US History and one-half year US Government (2 years preferred); one year of World History or Western Civilization is an acceptable alternative for international students

The University encourages students to choose additional courses in at least two of the following areas: Art, Computer Science, English, History, International Language, Music, and Social Science.

Home Schooled Student Applicant Requirements

Home schooled students bring unique qualities to our campus, and we welcome their interest in Dominican University of California. The Office of Admissions provides the following guidelines to help home schooled applicants become eligible for admission consideration.

- If any courses have been taken online through a home school umbrella program or an accredited college or university, or at a local high school, college or university, official transcripts must be provided.
- For the years of high school and/or subject areas for which there is no official transcript, responsibility for documenting the course of study rests with the student. A detailed outline of the home school curriculum, including subject areas studied, level of instruction, time spent on each discipline, texts read, work produced and assessment of performance or grade

must be submitted. In addition, please provide a short narrative, written by the person other than yourself who has been most responsible for your overall academic program, providing a summary of your instruction in recent years.

- Home school students are required to submit official test scores from either the SAT or ACT. Test scores are waived if the student graduated high school more than two years ago.
- Home school students are not required to present an equivalency diploma to be considered for admission, however, Dominican requires all admitted students to present proof of graduation. Admitted home school students must submit a home school diploma (a certificate of completion that is considered the equivalent of a high school diploma in the applicant's home state), or results from a GED test prior to enrollment at Dominican.
- We strongly encourage home school students to visit campus and complete an admissions counseling appointment with a member of our admissions staff.

Transfer Students

An applicant is considered a transfer student if they have previously enrolled at a regionally accredited college or university. Transfer applicants who have completed less than 24 transferable college semester units must also meet Freshman admission requirements. A high school applicant who has attended a college or university concurrently while attending high school should still apply as a first year student, but will need to submit official college transcripts for any college-level work done during high school. Students are admitted to the university, not to a specific academic program.

Dominican University of California requires applicants to have a coursework minimum 2.0 ('C') cumulative grade point average in transferable college units. An Admissions Academic Forgiveness Policy (see the **Admissions Academic Forgiveness Policy for Transfer Students** section of this catalog) is available to students who do not meet this requirement (not applicable to Nursing majors). SAT or ACT scores are not required of transfer students who have successfully completed 24 or more college units. Requests for exemption from the SAT/ACT policy may be made in writing to the Assistant Vice President of Undergraduate Admissions.

Program-specific policies: Transfer students are admitted to the BS/MS Occupational Therapy program on the basis of GPA and available space and must meet all prerequisite requirements. Refer to **Health Science/Pre-Occupational Therapy (BS/MS)** section of this catalog for specific requirements and prerequisites. Priority consideration for entry into the Nursing program as a transfer student is for those who have completed admissions files (all documents and transcripts received) by February 1 for the Fall term and September 1 for the Spring term. See the **Bachelor of Science in Nursing** section of this catalog for specific requirements and prerequisites.

Applications are reviewed when all of the following materials are received:

1. Completed application form
2. Essay as described in the application
3. Official college transcript(s) from all post-secondary institutions (colleges and universities) attended
4. Evidence of high school completion either through an official high school transcript or official GED transcript. Transfer students who have successfully completed 24 or more college transferable units and certify on the Dominican application that they have graduated from high school or received a GED will not be required to supply high school or GED transcripts for admissions. However, high school or GED transcripts may be required for financial aid.
5. One letter of recommendation from a professor, academic dean, or counselor. Applicants who have been out of school for more than one year may submit a letter of recommendation from a professional colleague.
6. Specific departments may have additional requirements

Admissions Academic Forgiveness Policy for Transfer and Adult Degree Completion Students

At the point of admission, Dominican University of California has a transfer student forgiveness policy that disregards grades of 'D' and 'F' that are seven or more years old. The Forgiveness Policy is for admission purposes only. Grades received in forgiven courses are not included in determining whether an applicant meets the 2.0 minimum grade point average (GPA) required for admission. However, these courses and their grades remain on the student's record and are included in the overall GPA for academic standing and for graduation. Students eligible for admissions forgiveness must earn grades in Dominican courses which will bring their overall GPA to 2.0 at the time of graduation unless the student has applied for Academic Renewal (for information regarding Academic Renewal refer to the **Academic Renewal Policy** section of this catalog). This policy applies to all majors except Nursing.

International Undergraduate Students

Dominican University of California welcomes international students who have completed secondary school with good academic records. Students who have completed coursework at another university or college may transfer to Dominican, provided they meet transfer admission requirements. The University will grant transfer credit of 10 semester units for each International Baccalaureate (IB) higher level subject examination passed with a score or a grade of 4 or higher, up to a maximum of 30 units. Dominican also awards advanced standing credit for Advanced (A) level subject examinations passed with a grade of 'A', 'B', 'C', 'D', or 'E'. No advanced standing is granted for the Ordinary (O) level examination.

Undergraduate International Admissions Requirements

1. **Application Form:** Apply online at admissions.dominican.edu/apply.
2. **Official Transcripts:** Foreign transcript(s) must be translated into English. Transcripts must be mailed from the institution. Scanned or emailed transcripts are not acceptable.
3. **Credential Evaluation:** Foreign transcript(s) must be evaluated by an accredited evaluation company. Dominican accepts credential evaluations from American Association of Collegiate Registrars and Admissions Officers (AACRAO), www.aacrao.org, or any NACES approved member organization (www.naces.org).

The list below gives the address of a private organization that provides international credential evaluation services. This list is for informational purposes only.

World Education Services (for transfer students only) P.O. Box 5087, Bowling Green Station New York, NY 10271-5087 Telephone: (212) 966-6311 Fax: (211) 739-6100 www.wes.org
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Candidates who select World Education Services (WES) as their NACES member organization may elect to submit a WES ICAP (course-by-course) evaluation. The WES ICAP evaluation can fulfill the official transcript requirement, as well, as long as the WES ICAP evaluation is delivered to the Office of Admissions directly from WES and includes a copy of the official transcripts you had evaluated. It should be noted that official transcripts are delivered electronically with the evaluation through WES.

4. **Test Results/English Proficiency:** International students from countries where English is not an official language must demonstrate English proficiency. Proficiency can be demonstrated with passing scores as listed below:
 - SAT Reasoning: 950 Combined Math and Critical reading (Dominican's SAT code is 4284)
 - ACT: 20 Composite
 - TOEFL: 550 Paper, 213 Computer, or 80 IBT
 - IELTS: 6.5
 - PTEA: 53

The English proficiency requirement may also be satisfied by completing Level 112 English for Academic Purposes (EAP) at ELS Language Centers, or the successful completion of 24 transferable semester units or 36 transferable quarter units at an English-speaking institution. Please note that this requirement is waived for all students who have spent one academic year at a U.S. college or university.

5. **Personal Essay** of 500 words as described on the application
6. **Letter of Recommendation**
7. **Bank Statement:** All international student must submit a bank statement that demonstrates sufficient funds are available

to support the student for one year. Please see Cost of Attendance information available on the Dominican website at www.dominican.edu website.

8. **Affidavit of Financial Support:** If the bank statement is not in the student's name, the account holder must submit the Affidavit of Financial Support form available through the Office of Admissions website.
9. **Photocopy of Passport Photo Page**

For graduate admissions, see the **International Graduate Students** section of this catalog.

Matriculation Status

Students are admitted to the University based upon a set of admission and graduation requirements determined by University catalog policies in effect at the time the student matriculates (initial enrollment) at Dominican. Admitted students who do not matriculate for the semester indicated in their admission acceptance letter may defer their matriculation, thus maintaining their admission status based; see below for guidelines.

Admission Deferral: Undergraduate

Undergraduate students who are admitted to the University who do not matriculate in the semester indicated in their admission acceptance letter, may defer their admission for one academic semester. Merit scholarships are not deferrable; scholarship eligibility will be re-determined at the point of re-admission. A new application is not required.

Continuous Enrollment Required to Maintain Matriculation Status

Students must be enrolled every Fall and Spring from matriculation to graduation to retain the admission and graduation requirements in effect at the time of their initial registration to Dominican. If continuous enrollment is not maintained, the student will be required to apply for re-enrollment at the University. Admissions and graduation requirements in effect at the time of the re-admission will be required.

Four-Year Guarantee

Since Fall 1992, Dominican University of California has guaranteed graduation from certain undergraduate degree programs within four years of matriculation (initial enrollment). If a student follows the course of study agreed upon with their official advisor and is not able to graduate within eight semesters due to the required coursework not being available, tuition and fees (only) will be waived for any subsequent coursework necessary for graduation, within all of the following parameters.

An eligible student:

- Selects a major at the start of the Freshman year, and begins the prescribed program for the selected major
- Does not need developmental coursework*
- Does not drop, withdraw from, fail, omit, or repeat for unsatisfactory grades any courses required for the degree
- Does not add a second major, minor(s), or additional concentrations, due to the additional time required to complete requirements for those
- Persists in that major and successfully completes a full-time course load (averaging 15.5 units per semester) for eight consecutive Fall and Spring semesters, adhering to the requirements of the General Education Program, and to the requirements of the specific major

*Developmental coursework includes English (ENGL 1001, 1002, or 1003), Mathematics (MATH 1100, 1200, or 1300), and/or Chemistry (CHEM 1500).

See below for undergraduate programs which have additional conditions or restrictions:

Nursing and Pre-Occupational Therapy

This agreement does not apply to a student in the Nursing or Pre-Occupational Therapy programs.

Liberal Studies/Teacher Preparation Program

This agreement applies to a student in the Liberal Studies/Teacher Preparation program only if they average 17 units per semester.

Adult Degree Completion Program (ADC)

This agreement does not apply to students in the ADC program.

Re-Enrolling at Dominican University of California

Former Dominican students who seek to complete an unfinished degree are welcome to apply for re-enrollment. This applies to students who were previously admitted and enrolled in a degree program and left the university in good academic, financial, and disciplinary standing.

For information and instructions about appealing for reinstatement after having left, or been dismissed from, the university not in good standing, please see the **Reinstatement in Dominican University of California** section of this catalog.

In most cases, re-enrolling does not require returning students to go through the admission process a second time. Instead, approval of the Academic Advisor, Program Director, and the Registrar are all that is needed. Business Services and the Financial Aid Office also play a role in providing verification that the returning student is in good fiscal standing and is well-informed of all financial facts, options, benefits, and responsibilities. Compiling various documents that may be required when applying for re-enrollment can take some time, so several weeks should be allowed for the full process.

In some cases, a student may have been away from Dominican for a long enough period that the original admission documents and official transcripts from other schools no longer exist in our files. We generally hold paper files for seven years after the last term of enrollment. In these cases, a student may be asked to reapply through Admissions and/or to re-submit any missing documents needed for their record. This will be determined by the Registrar when the re-enrollment application and required documents have been submitted and reviewed.

The Application for Re-enrollment is available on the Registrar's Office website at www.dominican.edu.

All instructions are included on page 2 of the re-enrollment application. Please review them carefully. Once all required documents have been submitted to the Registrar, and all approvals have been granted, students will receive notification of their new enrollment status. Please allow 5-10 working days for processing.

Please note: During the student's absence, policies regarding matriculation, degree requirements, and graduation may have changed. Requirements in effect at the time of re-enrollment will apply, unless an exception has been specifically requested and approved on the re-enrollment application. University catalogs from 2006 through 2016 are available on the Dominican website at www.dominican.edu. Students who had previously applied to graduate will be asked to complete a new graduation application at the time of re-enrollment.

Please contact the Registrar's Office for further information regarding re-enrollment.

Summer Sessions Admission

The Dominican University of California Summer Sessions Program welcomes enrollment by all current and prospective Dominican students, students attending other colleges who wish to catch up on course requirements and electives, adults seeking enrichment or exploring the option of returning to college, senior citizens, alumni, and college-bound high school students. Non-Dominican students should refer to the **Non-Degree Program Options** sections under **General Academic Policies and Procedures** for enrollment details.

Dominican Exchange Program

Dominican University of California has an exchange program with: Aquinas College, Grand Rapids, Michigan; Barry University, Miami, Florida; and St. Thomas Aquinas College, Sparkill, New York. The program enables students matriculated at any one of the four colleges (including Dominican) to spend one semester on a campus in a different part of the country, taking advantage of its location and programs. Students must meet the minimum admission requirements at the host institution. Students pay tuition at their home campus, but pay for board and room at the host campus. The program is recommended for students in their Sophomore or Junior year. Further information is available from the Registrar. Applicants to this exchange program are subject to the usual admission requirements of the host institution, and are not guaranteed a space in their first choice.

Some additional opportunities for tuition exchange programs are available as a fringe benefit to employees of Dominican University of California and their dependents. More information is available from the Human Resources Office and the Registrar.

Auditing a Course

Auditing a course means that the student attends the courses but is not required to do the coursework, does not take examinations, may not ask for work to be evaluated, and does not receive credit for the course. Anyone may audit a course by registering for it, subject to space availability, the permission of the instructor of the course, and by paying the auditor's fee and the Campus Comprehensive Fee. The student should indicate on the Registration Form any courses they plan to audit. Auditors should obtain the instructor's permission signature on the Registration Form and then register in person at the Registrar's office. Degree-seeking students are charged for all audited courses in excess of 17 units of combined audit/credit coursework in the same semester.

If a course is full with degree-seeking students, auditing students will be admitted only in the event of a decrease in enrollment. Course size may not exceed maximum enrollment.

Auditors are not admitted to Nursing or Occupational Therapy courses or courses that require personal instruction and/or individual participation, such as performance, music studio, laboratory, foreign language instruction, and writing. Art studio courses may only be audited with the express permission of the Art Department Chairperson.

Senior Citizens

Persons who are 50 years of age or older may audit up to two courses per semester at no charge. Proof of age may be requested at the point of registration. Only two senior citizen auditors may register for each eligible course and only if the course is not full. Auditing is not permitted for courses that require personal instruction and/or individual participation, such as performance, art or music studio, laboratory, foreign language instruction, and writing. Registration forms are available in the Registrar's Office. Seniors should obtain the instructor's signature on the Registration Form and then register at the Registrar's Office.

Dominican Alumni

Alumni Association members may audit one course per semester without tuition and only with the consent of the instructor. Alumni must first obtain the instructor's signature on the Registration Form and then present their Alumni Association Benefits Card (obtained through the Alumni Relations Office) at the Registrar's Office to register. Normal Open Registration times (not registration fees) and any applicable course fees apply to alumni. If a course is full with degree seeking students, auditing students will be admitted only in the event of a decrease in enrollment. Course size may not exceed maximum enrollment.

Dominican Sisters as Auditors

Dominican Sisters of San Rafael may audit courses at Dominican University of California free of charge. The first time a Sister audits a course she should bring a letter of introduction from the Major Superior or first or second Councillor to the Registrar's Office.

High School Honors Program

Dominican University of California is pleased to offer to the public and private high schools of the Bay Area a program for advanced and gifted students. The undergraduate curriculum of the University, on a space available basis, will be available to high school students who have demonstrated strong academic achievement and a high level of motivation. A major purpose of the program is to provide the gifted student the experience of a college campus.

The University hopes that this program will help local high schools to serve those students who can profit from additional academic challenge or enrichment. Through this program, it would be possible for an advanced student to complete enough units to begin college as a Sophomore. The program is open to students in grades 9 through 12. Although the majority of students will take a single course, they may take a maximum of four courses per semester. To participate in the program, a student needs the approval of their counselor, headperson, or principal, and must meet the eligibility requirements below.

Eligibility Requirements

1. Student must first fulfill the eligibility criteria for the Honors Program required by the student's high school (strong college preparatory program curriculum at the secondary school)
2. Written permission of principal or guidance counselor
3. Student must have 3.3 ('B+') average in subject field of course or courses chosen (must provide an official high school transcript)
4. Course chosen is not offered by the student's high school
5. For upper division Humanities or Social Science courses, a Writing Assessment is required before registering. The assessment will be administered in the Academic Advising and Achievement Center at Dominican.

Note: Requirements 3 and 4 may be waived for Summer sessions with permission of the Office of Academic Affairs.

Students participating in the High School Honors Program will be entitled to most of the services available to Dominican students, including use of the library and athletic facilities. For further information, contact the Academic Advising and Achievement Center.