



ILLINOIS  
COLLEGE



**CATALOG :: 2023 - 2024**

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# Mission Statement and Vision

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## The Mission of the College

True to its founding vision in 1829, Illinois College is a community committed to the highest standards of scholarship and integrity in the liberal arts. The College develops in its students qualities of mind and character needed for fulfilling lives of leadership and service.

*Approved by the Trustees, 2004*

## Vision

Illinois College will build an international reputation for inspiring achievement and empowering students to make a difference in the world.

## Illinois College

Illinois College is a private, Phi Beta Kappa, liberal arts college located in Jacksonville, Illinois. Founded in 1829 through the joint efforts of John M. Ellis, a Presbyterian missionary, and a group of seven Congregational students from Yale (one of several “Yale Bands”), the College has maintained a long tradition of academic excellence. Illinois College retains its historic ties with both the Presbyterian Church (U.S.A.) and the United Church of Christ.

Illinois College is a scholarly community that values close and frequent collaboration among faculty and students and is devoted to the liberal arts. Its curriculum requires both breadth of learning and knowledge in depth, leading students to explore the fine arts, humanities, natural sciences, and social sciences.

Within this liberal arts context, all students develop specific areas of knowledge through majors. Many pursue additional opportunities for learning through pre-professional programs. Students enrich their educations further through independent research and writing; internships, off-campus “BreakAways” and study abroad; performance in art, drama, and music; and participation in organizations and clubs, athletics, and student government. Academic advisors play an essential role in helping students plan and successfully complete their academic programs. The Office of Career Services, the various departments, and advisors make every effort to help students prepare for graduate study and professional schools as well as direct entry into careers after graduation.

## The Undergraduate Academic Program

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At Illinois College, education in the liberal arts means “education for life.” A liberal arts education transcends the current moment, the local environment and the next job. It fosters open-mindedness and respect for different values and prepares students for a life of responsible civic engagement. Liberal arts students think critically and independently, communicate ideas effectively, and learn to distinguish the good, the beautiful, and the true.

**With those objectives in mind, students graduating with an undergraduate degree from Illinois College must:**

1. Complete the BLUEprint General Education Program.
2. Complete an academic major with an average of ‘C’ (2.00) or better for courses in the major.
3. Complete satisfactorily at least 120 semester hours of academic credit.

4. Earn at least 32 semester hours of academic credit at Illinois College, with 24 of the last 32 completed in residence.
5. Attend 30 College convocations. (Students admitted to Illinois College for the first time as transfer students may attend a smaller number of convocations. See convocations on page 19.)
6. Maintain at least a 'C' average (2.0 cumulative grade point average).
7. When a minor has been declared, complete an academic minor with an average of 'C' (2.00) or better for courses in the minor.

**The responsibility for meeting all requirements for graduation rests solely and only with the student.** Each student should check with his or her advisor and the Office of the Registrar to track satisfactory completion of these requirements. Advising worksheets are available on Connect2.

Unless explicitly waived by the instructor, all prerequisites must be completed with the grade of 'C' or above.

A maximum of 16 credits for internships can be counted towards the 120 required semester hours. Majors also may limit the number of internship hours that can be counted in the major.

Students at Illinois College, under normal circumstances, should be able to complete their requirements for a bachelor's degree in four years. Students must complete all graduation requirements as stated in a single edition of the college catalog. Students normally fulfill the requirements set forth in the edition of the catalog in effect at the time they first enter the College, but they may elect to fulfill the requirements in any subsequent annual catalog in effect during the time of their attendance at Illinois College by submitting their request in writing to the Registrar. Students readmitted after an absence of four or more consecutive semesters must fulfill all graduation requirements according to a catalog in effect after they re-enroll.

Students transferring to Illinois College may receive credit for parts of the academic program based upon courses they have completed with grades of 'C-' or better at other accredited colleges, universities, or two-year colleges. See Transfer Credits (page 198) for detailed information.

Students enrolling in one of the fully online degree programs may receive credit or waivers for parts of the academic program based upon courses they have completed with grades of "C-" or better at other accredited colleges, the possession of an associate of arts or science degree, and prior work experience. See Online Programs and General Education (page 200) for detailed information.

## The BLUEprint General Education Program

Illinois College prepares students for fulfilling lives of leadership and service in the 21st century through the liberal-arts general-education program and their majors. Through the BLUEprint, our general education program, Illinois College students will acquire a broad and diverse body of knowledge about artistic, cultural, humanistic, political, scientific, and social dimensions of our past and present as foundations for our future. Illinois College students will also learn to communicate effectively and responsibly, orally and in writing, and achieve various proficiencies, including statistical reasoning and information literacy. With this educational program, Illinois College students prepare for lives as ethically responsible members of communities. They will also become lifelong learners through experiences inside and outside the classroom. Illinois College prepares its graduates to serve and lead in their communities.

Lists of courses that fulfill each of the BLUEprint categories are available on Connect2.

- **Building a Strong Foundations – 3 courses**
- First-Year Seminar (of varying themes)
  - Meets 3 hours each week with professor
  - Meets 1 hour each week with professor, student mentor, and other professional mentors to discuss common themes and issues related to college transitional success

- Oral Communication
- Written Communication, with Library Research/Information Literacy

Either Oral Communication or Written Communication is taken concurrently with the First-Year Seminar in the fall semester, while the remaining course is usually taken in the spring semester of the first year.

- **Exploring the Liberal Arts – 5 courses**

All courses within Exploring the Liberal Arts must be 3 or 4 credit hours, except for Creative Expressions Studio courses which may be 1-4 credit hours. Courses in the Exploring the Liberal Arts theme must also meet one of the following BLUEprint Skills: Writing Extensive, Speaking Extensive, Information Literacy, or Empirical Analysis (however, 1-2 credit hour Creative Expression Studio courses are excluded from the skills requirement).

- Creative Expressions Studio
  - Students in the Creative Expressions Studio category will develop an aesthetic appreciation of formal artistic elements, will evaluate art from a variety of perspectives, and will engage in the artistic process through their own creations.
- Cultural Literacy
  - Students in Cultural Literacy courses will learn how various cultures, past and present, address both unique and shared challenges of human life. Through the analysis of cultural artifacts, students will gain an understanding of particular cultures and ways of being. Grounded in specific cultures, including their own, students will reflect on the way culture shapes their worldviews.
- Science and Society Lab
  - Students in Science and Society Lab courses will apply the scientific method using concepts and tools from the natural or physical world by conducting experiments in the lab or in the field and analyze quantitative or qualitative data to form conclusions. In doing so, students will explore how the products of the scientific method serve to inform the interaction of human societies and the natural world.
- Social Behavior
  - Students in Social Behavior courses will examine fundamental principles of human nature as a product of social influences, structures, and institutions. Students will analyze human thought, behavior, and action in light of social constructs at the individual and group levels. In addition, students will explore how these constructs inform human realities.
- Humanistic Values
  - Students in Humanistic Values courses will recognize and engage with foundational questions of meaning and values within human communities. Through careful study of written texts representing philosophical, religious, and/or literary traditions, students will examine and refine their own values in the context of exploring those they study.

- **Preparing for Leadership and Service – 5 Classes**

All courses within Preparing for Leadership and Service must be 2 to 4 credit hours.

- Modern Languages
  - Complete at least one course in modern language at the 102-level or beyond.
- Global Awareness
  - Students will learn from and about various cultures in the world. Global Awareness courses enable students to know about diverse cultures beyond the geographical borders of the United States. Students will reflect on issues of global importance.
- U.S. Diversity
  - Students in U.S. Diversity courses will learn from and about various cultures in the United States and will understand how the dynamic character of the nation is comprised of many diverse cultures.
- Community and Civic Engagement

- Students in Community and Civic Engagement courses will learn how to make a difference in communities by using their academic knowledge and skills to address community issues. Students will develop the skills, knowledge, confidence, and motivation to effect change in local, state, national, and/or global communities.
- Statistical and Quantitative Literacy
  - Statistical and quantitative reasoning courses develop the ability to critically evaluate quantitative data, to draw appropriate inferences from mathematical or statistical models, and to present data-based arguments in order to address real-world problems.

## General Academic Information

### The Academic Major

Students must complete requirements for at least one academic major from the following disciplines or programs. Exceptions are possible for combined majors approved by the faculty, and academic minors are possible in some disciplines or programs. The requirements for the major, including courses outside the major discipline when such courses are specifically required of the major, must be completed with the grades specified by the department. Some areas of concentration are listed under the major.

<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Actuarial Science</li> <li>• Agribusiness Management</li> <li>• Art and Design in Visual Studies</li> <li>• Biochemistry</li> <li>• Biology           <ul style="list-style-type: none"> <li>◦ Biology with Clinical Laboratory Science</li> <li>◦ Biology with Ecology</li> <li>◦ Biology with Occupational Therapy</li> <li>◦ Biology with Physiology</li> <li>◦ Biology with Secondary Education</li> </ul> </li> <li>• Behavioral Health           <ul style="list-style-type: none"> <li>◦ CADC Concentration</li> </ul> </li> <li>• Business Administration</li> <li>• Chemistry</li> <li>• Communication and Rhetorical Studies</li> <li>• Computer Science</li> <li>• Criminal Justice</li> <li>• Economics</li> <li>• Education           <ul style="list-style-type: none"> <li>◦ Elementary</li> <li>◦ English as a Second Language</li> <li>◦ Global Studies with Spanish Concentration</li> <li>◦ Middle School Endorsements</li> <li>◦ Reading Teacher Endorsement</li> <li>◦ Secondary Education Programs</li> </ul> </li> <li>• English           <ul style="list-style-type: none"> <li>◦ Editing and Publishing</li> <li>◦ Literature</li> <li>◦ Writing</li> </ul> </li> <li>• Engineering</li> <li>• Environmental Studies and Wildlife Management</li> <li>• Finance</li> <li>• Global Studies           <ul style="list-style-type: none"> <li>◦ Asian Studies</li> <li>◦ Caribbean Studies</li> <li>◦ European Studies</li> <li>◦ International Studies</li> <li>◦ Spanish</li> </ul> </li> <li>• Health Sciences</li> <li>• History           <ul style="list-style-type: none"> <li>◦ Public History</li> </ul> </li> </ul>	<p><b>FULLY ONLINE PROGRAMS</b></p> <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Agribusiness Management</li> <li>• Behavioral Health</li> <li>• Business Administration</li> <li>• Post-Baccalaureate Elementary Education Licensure</li> <li>• Post-Baccalaureate Secondary Licensure</li> <li>• Education Reading Teacher Endorsement</li> <li>• English as Second Language Endorsement</li> <li>• Health Care Management</li> <li>• Human Resource Management Management</li> <li>• Management</li> <li>• Marketing</li> <li>• Nursing (BSN-to-MSN)</li> <li>• Nursing (RN-to-BSN)</li> <li>• Organizational and Strategic Communication</li> <li>• Secondary Education Licensure           <ul style="list-style-type: none"> <li>◦ English</li> <li>◦ Math</li> <li>◦ Social Science - History</li> <li>◦ Science - Biology</li> </ul> </li> </ul>
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- Human Resource Management
- Individualized Studies
- Kinesiology and Exercise Science
  - Exercise Science
  - Physical Education
- Management
- Marketing
- Mathematics
- Neuroscience
- Nursing
- Organizational & Strategic Communication
- Physics
  - Physics with Engineering
- Political Science
- Psychology
  - Neuroscience
  - Addiction Studies
  - Alcohol and Other Drug Counseling
- Sociology
- Sports Management

## Degrees

Each student earns a Bachelor of Arts (B.A.) degree or a Bachelor of Science (B.S.) degree based on their primary (first) major, no matter what other majors or minors they may earn. Students enrolled in the nursing program (Traditional Track or online RN to BSN) will graduate with a Bachelor of Science in Nursing (BSN). Students graduating with a first major of Behavioral Science, Biology, Biochemistry, Chemistry, Computer Science, Engineering, Environmental Studies and Wildlife Management, Health Sciences, Kinesiology and Exercise Science, Neuroscience, Physics or Psychology earn a Bachelor of Science degree. Students with any other first major earn a Bachelor of Arts degree.

## Combined Degree Programs

A student who successfully completes one of the defined combined degree programs receives appropriate degrees from both cooperating institutions at the end of one unified plan of study. Special requirements and regulations apply to these programs.

### ENGINEERING

Illinois College cooperates with the University of Illinois College of Engineering, Southern Illinois University Edwardsville College of Engineering, and Washington University School of Engineering in dual degree programs in engineering. During the three years at Illinois College, students follow the typical program for science students and complete the specified courses required for a degree. Students seeking a career in engineering are advised to concentrate in Mathematics and Physics. Engineering universities will have minimum GPA and course requirements, for both general education and science courses, for entry to their individual programs. During the two years at one of the universities, students complete studies in a specified field of engineering. Upon completion of the program, students qualify for degrees from both institutions. See [Engineering](#).

### CLINICAL LABORATORY SCIENCE

Illinois College cooperates with OSF Saint Francis Medical Center, Peoria, Illinois, in a 3-1 program in clinical laboratory science. See [Clinical Laboratory Science](#).

### OCCUPATIONAL THERAPY

Illinois College cooperates with Washington University in a combined degree program in occupational therapy. During their three years at Illinois College, candidates for this program fulfill most of the general requirements for graduation at Illinois College and carry a specific concentration in biology or psychology. Students must

apply for admission to the graduate program at Washington University. A cumulative grade point average of 3.2 and a recommendation from the faculty are required for admission into the program. Other prerequisite courses for entry into the Washington University Program in Occupational Therapy include PS 275 or 276, PS 346, an additional social science course, and MA 123. Note that a B- or better in all prerequisite courses is required for entry into the Washington University Program. Admission is competitive; however, Washington University gives preference to qualified students from its 3-2 affiliates. Students admitted to the graduate program at Washington University will be granted a degree from Illinois College after successful completion of the first year of the professional program and submission of official transcript to Illinois College. See [Occupational Therapy](#).

## **NURSING**

In addition to our traditional and our RN to BSN online program, Illinois College has affiliation agreements with other schools for students interested in other nursing options. For additional information on each of these schools, contact the Biology Department.

Rush University College of Nursing – Rush offers students who complete certain course requirements, regardless of major, preferential admission to the Rush MSN/RN program. After successfully completing two additional years of rigorous study at Rush University, students will be awarded the MSN from Rush College of Nursing and be eligible to sit for the NCLEX (the national exam for licensure as a registered nurse).

St. John's School of Nursing – Illinois College cooperates with St. John's Hospital, Springfield, Illinois, in a 2-2 and 3-2 program in nursing. See [Nursing](#) for additional information and contact the Biology Department.

St. Louis University – Preferential admission will be available for students who complete their bachelor's degree from Illinois College to earn their MSN from St. Louis University.

*All affiliate BSN and MSN programs prepare students for the NCLEX (the national exam required for licensure as a registered nurse).*

## **HEALTH SCIENCES OR BIOLOGY WITH PRE-ATHLETIC TRAINING**

Illinois College entered an affiliation with Culver-Stockton College in Canton, MO in 2018 in order to facilitate students earning a Master of Athletic Training. Students have the option to major in Biology, Health Science, or Kinesiology and Exercise Science for their 4 years of undergraduate study then apply to Culver-Stockton for the master's degree in athletic training for 2 more years. Illinois College students are guaranteed an interview and a seat if requirements are met.

Courses required to be admitted to Culver-Stockton College Master of Athletic Training include: [BI 110](#) (Biological Investigation); [BI 315](#) and [BI 316](#) (Anatomy and Physiology I and II); [PY 181](#) (General Physics I) or [PY 201](#) (College Physics I); [CH 110](#); [KI 225](#) (Nutrition); [KI 340](#) (Exercise Physiology); [KI 232](#) (Motor Development); and [PS 101](#) (Intro to Psychology). Recommended courses include [KI 308](#) (Prevention and Care of Athletic Injuries) and [PS 346](#) (Abnormal Psychology).

Culver-Stockton also requires Pathophysiology which may be taken as a summer course in the first semester of their program.

## **OTHER COMBINED DEGREE PROGRAMS**

Students who have completed all of the general requirements for graduation, who maintain a 2.500 cumulative grade point average, who have enrolled at Illinois College for at least three years without graduating, and who subsequently complete a professional degree program at an accredited professional school may, upon application, be eligible for baccalaureate degree from Illinois College.

## **INTERNATIONAL SCIENCE CERTIFICATE AND THE PROCESS FOR EARNING ONE:**

To develop the linguistic competencies and cultural knowledge to comfortably live and carry out scientific

knowledge abroad, students will have to meet all of the following goals to earn an International Science Certificate. The culmination of the work students will do to earn an International Science Certificate is an intensive lab and/or field study experience in the country where the target language that the student is studying is spoken.

To prepare for the culminating research experience abroad, students will meet the following standards:

1. Declare a major in a BS department or program. Graduating with a major from a BS- granting department or program is a requirement for earning an International Science Certificate.
2. Develop a plan to fulfill the requirements for earning an International Science Certificate and then apply to participate in the International Science Certificate Program. The plan must be approved by the following faculty: 1) the chair or coordinator of the science department or program in which student is majoring; 2) The student's academic advisor in the science major; 3) the professor who is sponsoring the research being carried out abroad; and 4) the chair of the Department of World Languages and Cultures. It is recommended that this plan be created and approved by the end of the sophomore year.
3. Complete Introduction to Global Studies ([GB 101](#)). This gives science students a fundamental and necessary understanding of international politics and policymaking that science students desperately need in a world where the validity of scientific inquiry and protecting the environment is being challenged worldwide. Additional Global Studies courses are strongly recommended.
4. Complete language courses at a level necessary to successfully live and conduct research in a country where that language is spoken. For Spanish, French, and German, this will be two courses at the 300/400 level. For Japanese, this will be a course at least at the level of JP 201 (or higher).
5. Learn about science issues in the country where they will study through a language course at Illinois College, a course abroad, or in an independent study. This may include learning science vocabulary in the target language through the development of a scientific dictionary, completing a scientific literature review in the target language, or completing some other appropriate assignment to learn the relevant science vocabulary for the type of lab experience or field study they will carry out.
6. Complete all coursework done for the International Science Certificate with a C- or better.

In order to carry out the culminating experience abroad to earn an International Science Certificate, students will:

1. Develop a detailed plan to do research in a specific country, working with faculty at Illinois College, the Study Abroad Office, and contacts abroad. It is expected that students will work with scientists and other contacts in the country where the research will take place in order to plan and carry out the research.
2. Write a short description of the plan that will have to be approved by the sponsoring science professor at least a semester before departure.
3. Participate in a science-oriented lab or field study experience outside of the United States in a country where the language they have studied is spoken as the primary language. The intensive research experience must occupy a minimum of two weeks of the experience abroad. These two weeks or more of intensive research abroad in countries where the target language is spoken can be divided among more than one experience.
4. Present the research that they have carried out in a public presentation on the Illinois College Campus (at the Celebration of Excellence, etc.) Students earning an International Science Certificate will also be encouraged to present their work off- campus at regional, national, or international conferences.

## Law School Advising Program

Students interested in pursuing admission to law school are encouraged to become a part of the law school advising program. Illinois College students can acquire the skills necessary to achieve success in law school through a variety of majors and courses. Although no particular major is designated for the program, students can benefit from faculty input when planning their courses, internships and the law school application process.

An integral part of the program is student participation in Phi Alpha Delta, Illinois College's pre-law society. This student run organization sponsors activities which include visits to law schools, campus talks and convocations given by members of the legal profession, and social events with alumni who have attended law school.

Students who choose to participate in the law school advising program have a high success rate in applying to and graduating from law school. More information about the program, law school catalogs, law school events and the LSAT is available on the second floor of Kirby Hall.

## Health Professions Advising Program

The health professions advising program is an essential resource for students considering application to graduate or professional programs in such fields as:

- Athletic Training
- Clinical Laboratory Science
- Dentistry
- Health Administration
- Medicine
- Nursing
- Occupational Therapy
- Optometry
- Pharmacy
- Physical Therapy
- Physician Assistant
- Podiatry
- Veterinary Medicine

Students who take advantage of this resource work closely with faculty members from the sciences to plan coursework, research and internships that will assist them in meeting the requirements for admission to their chosen program. In all cases, students should meet with a health professions advisor as early as possible to begin the process. Students who choose these programs must be dedicated to achieving an exceptional academic record.

## Second Degrees

No student shall receive two degrees at the same commencement but may be awarded any number of majors for which requirements have been completed. Any student with a bachelor's degree (whether earned at Illinois College or another regionally accredited college or university) may enroll as a candidate for an additional degree. All the following conditions must be fulfilled:

- The candidate shall fulfill all the requirements for a major within the proposed second degree that are in effect at the time of (re)entry into Illinois College. The major must be different from the one completed for the first degree with no more than 12 credits counted toward major requirements of both degrees.
- A prior bachelor's degree from an academic program in the liberal arts and sciences will be considered to have completed Illinois College's BLUEprint general education requirement.
- The candidate shall enroll at Illinois College for not less than 32 additional semester hours following the awarding of the first degree.
- The college's convocation requirement will be waived.
- The candidate shall fulfill all requirements in effect at the time of (re)entry into Illinois College with the exception of the items included here.

## Declaring a Major

Students may choose a major field of academic interest at any time after arrival, but the choice must be made by the time Junior standing is achieved. Before students declare a major, it is recommended that students read over the descriptions and requirements for programs of interest. When students are ready to declare a major, they stop by the Office of the Registrar on the second floor of Tanner Hall to pick up a Declaration of Major Form, which then needs to be signed by the appropriate Department or Program chair. The Department or Program Chair designates a major academic advisor who students meet with to develop a plan of study. Students planning further study may wish to declare their majors early, to prepare effectively.

It is the responsibility of students to check with their advisor regarding satisfactory completion of all major and teacher licensure requirements.

## Minors

An academic minor consists of 16 to 24 hours of work with grades as designated in a particular field. Students are not required to have a minor but may elect to complete one or more. Students may minor in Accounting, Agribusiness Management, Addiction Studies, African American Studies, Art and Design in Visual Studies, Biology, Business Administration, Chemistry, Communication and Rhetorical Studies, Computer Science, Criminal Justice, Economics, Education, Engineering, Entrepreneurship, Environmental Studies, Finance, Fine Arts, Fine Arts Administration, French in Global Studies, Gender and Women's Studies, German in Global Studies, Global Studies, History, Human Resource Management, Japanese in Global Studies, Kinesiology and Exercise Science, Leadership Studies, Management, Marketing, Mathematics, Molecular Biology, Music, Neuroscience, Philosophy, Physics, Political Science, Pre-Law, Psychology, Religious Studies, Sociology, Spanish in Global Studies, Sports Management, or Theatre.

## Academic Advisors

The Illinois College Advising Program's mission is to help students become part of the IC family, discover their personal goals, achieve their academic and extracurricular successes, learn how to learn, and prepare for rewarding careers.

All faculty, staff, and students have a role in making advising work well. All staff members stand ready to help each student to find the answers to their questions and tap the existing extracurricular, counseling, and health services to their fullest extents. On an informal basis, staff members also can offer guidance in career planning.

All faculty members stand ready to answer questions or offer suggestions to students regarding academic matters, but each student has a designated faculty advisor. The pre-major advisor helps students maintain good academic standing, engage in fulfilling and enriching activities, and decide upon a major. Once the student selects a major, an advisor from the major department provides continuing guidance as well as major-specific course and career concerns.

All students should see their advisor as one of their most important campus resources. Students should meet regularly with their advisor to discuss their academic progress. The student should think carefully and deeply about his or her interests and seek the advice or knowledge he or she needs to have a fulfilling and successful experience at Illinois College and a productive life of leadership and service after graduating.

Students who wish to change their advisor should consult with the registrar.

## Exceptions to Academic Policies and Requirements

Illinois College operates according to specific policies established by governmental bodies, faculty and administration. When a student seeks exceptions to academic policies or requirements, the student provides a

written request to the Office of Academic Affairs. The Dean of Faculty and the Registrar meet to discuss the request, gather any further information needed, and either make a decision or refer the appeal to the Curriculum Review Committee. The Dean of Faculty or Registrar will communicate the decision to the student and later report it to the full faculty. Petitions may be submitted through Connect2.

## Graduation and Commencement Participation

Students may participate in the May Commencement Ceremony following completion of degree requirements. Students graduating in December will be presented their official Illinois College diploma (with the December graduation date) on or after the date of the following May Commencement Ceremony. Students may participate in only one commencement ceremony.

Students may participate in graduation ceremonies prior to completing all graduation requirements in only one of three situations. 1) Students who have completed all graduation requirements except two courses, equaling no more than eight credit hours. These hours may be taken at Illinois College or another Institution 2) Students who have completed all graduation requirements except sixteen credit hours that can be completed during the online summer semester at Illinois College. Students must be fully registered for the summer session prior to participation in commencement 3) Students who have completed all graduation requirements except for one semester of student teaching.

Convocation requirements must be completed prior to participation in the commencement ceremony. See Convocation below for details, or contact the Registrar for additional information.

Applications for December graduation are due no later than September 1. Applications for May graduation are due no later than December 1.

## General Descriptions

### UNIT OF CREDIT

The unit of credit is the semester hour, which represents a 50-minute period each week for approximately 15 weeks, including examinations. Illinois College credits follow the U.S. Department of Education's guidelines about the definition of a credit.

For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or;
2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### CLASSIFICATION OF STUDENTS

Students are classified according to the number of semester hours earned previously to the current semester, including all transfer hours accepted toward an Illinois College degree:

First-year:	less than 27 hours
Sophomores:	27 up to 56.9 hours
Juniors:	57 up to 87.9 hours
Seniors:	88 or more hours

## **COURSE DESCRIPTIONS, NUMBERING AND REQUIREMENTS**

The most up-to-date course descriptions and general education indicators are available on Connect2 through the Illinois College website. General education requirements met by each course are designated at the end of the course description on Connect2.

In this catalog, the semester hours of credit are indicated underneath the course description. Classes for which eight or fewer students register on registration day may be withdrawn from the schedule for that semester. All first-year seminars have '130' as the course number. Course numbers ending in 97 or 98 are special courses that are only taught one time.

Unless explicitly waived by the instructor, all prerequisites must be completed with the grade of 'C' or above.

## **CONVOCATION**

Convocations are an integral part of the academic experience and are tied to the mission and vision of the College. Convocations are presentations for the campus community intended to foster an academic and social environment marked by a pervasive sense of concern for the intellectual, moral, social, aesthetic, and spiritual development of our students.

All students, except students entering for the first time as transfer students, are required to attend 30 convocations. The number of convocations students admitted to Illinois College for the first time as transfer students must attend is determined by the number of credits they successfully transfer to Illinois College before they begin their first semester at Illinois College. The formula for determining the convocation requirement for these transfer students is 30 minus one-quarter of these successfully transferred credits. Additional transfer credits do not reduce the number of required convocations.

Students are expected to attend convocations every semester and complete convocations by the end of their junior year. Each student may check with their advisor and the Office of Academic Affairs to track satisfactory completion of these requirements. Convocation progress appears on Connect2.

Students in the fully online programs who possess an associate degree (A.A., A.D.N., A.S.) or at least one year of work experience relevant to their area of academic interest are exempt from the convocation requirement.

## **Co-Curricular and Special Academic Programs**

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The alumni of Illinois College have an enviable record of career success in such fields as education, law, medicine and allied fields, the ministry, social work, journalism, engineering, and business. Leaders in these fields constantly affirm that the best preparation for the professions is a liberal arts background.

Illinois College makes every effort through its career planning program to assist students in preparing for the career of their choice not only through the traditional curriculum but through a range of co-curricular opportunities. Students should bear in mind that most professional schools require a college record of more than average achievement for admission.

### **BreakAway Program**

The BreakAway program offers students a unique learning opportunity beyond the campus. Faculty members offer courses which include travel off campus, usually for 10 days to three weeks when classes are not in session. Students of any class standing are eligible to participate. Past BreakAways have included: Costa Rica, Mexico, England, Germany, Greece, Ireland, Italy, Morocco, Spain, Japan, China, Thailand, a Civil Rights Tour of the South, Tropical Ecology in the Florida Keys, the 2008 Democratic National Convention, and Tornado

Chasing in the Midwest. BreakAway destinations for the following academic year are announced in April of the current academic year. Students apply to participate in a given BreakAway. Eligible students may receive a subsidy up to \$1,000 toward the cost of the trip. More information about the BreakAway program can be found at <https://www.ic.edu/international/admission>.

## Campus Writing Center

The Campus Writing Center (CWC) is located in Lincoln Hall. The Campus Writing Center offers peer tutoring, faculty assistance and a number of other support services to all writers at Illinois College. A select group of juniors and seniors are chosen from different departments to serve as peer consultants in the Center. Writers may make appointments or use the walk-in consultation service. Hours are posted each semester. The Center also hosts special events.

## Center for Academic Excellence

Located in Lincoln Hall, the Center for Academic Excellence houses resources such as academic coaching, tutoring, and supplemental instruction. Academic coaches help students develop an action plan for success at IC. Strengths-based and future focused, they are here to be students' educational partner. They will work with students to develop specific study, time management, note-taking, and reading strategies. The Illinois College tutoring program is a free, comprehensive peer-based program designed to provide one-on-one assistance and small group support for student success. More information about the Center for Academic Excellence can be found at: <http://www.ic.edu/centerforacademicexcellence>.

The Center for Academic Excellence also houses the TRIO Student Support Services Program, a \$1.1 million grant program funded by the U.S. Department of Education, that helps students who are first-generation, income-eligible, or students who have a documented disability reach their academic goals and graduate from Illinois College. Students must apply and be accepted into the program, which gives them access to academic coaches, grant aid, social events, and programs and services. These programs focus on academic success, financial literacy, and career development. More than half of all Illinois College students are eligible for the TRIO Program. For more information or to apply to the TRIO Program, visit: <http://www.ic.edu/centerforacademicexcellence/trio>.

Also located within the Center for Academic Excellence is the college's Disability Services. Illinois College is committed to providing equal educational opportunity for all individuals and strive to provide reasonable accommodations to students who need, and will benefit from, specific learning accommodations. Students who had an Individualized Education Program (IEP) or a 504 plan in high school, have a documented disability, or would like assistance in determining their eligibility should contact the Center for Academic Excellence. More information about the services, related policies, application, and forms can be found at [www.ic.edu/disabilityservices](http://www.ic.edu/disabilityservices).

## Community-Engaged Learning

Illinois College's students are active members of the community, fulfilling our mission to develop qualities of mind and character needed for fulfilling lives of leadership and service. Illinois College has a long-standing tradition of service, and our students take great pride in being engaged within the community. Many students are involved in campus courses or organizations dedicated to service learning, while others seek out opportunities to share their talents with the Jacksonville community on their own time. Whether cleaning up



the Illinois River, fundraising for the local women's shelter or building homes for Habitat for Humanity, IC students regularly incorporate service into their college experience, diversifying their backgrounds in the liberal arts.

Service to our communities is at the heart of an Illinois College education. In a typical year, more than 90 percent of our students contribute to a total of over 40,000 volunteer hours. The Office of Community-Engaged Learning offers resources and support for students, faculty and community partners involved in this important work. Find out more information at 217.245.3630 or [www.ic.edu/communityengagement](http://www.ic.edu/communityengagement).

## Yates Fellowship Program

The Yates Fellowship Program is for first-generation college students and provides a yearlong learning community that will provide support for students as they begin their journey at Illinois College. It begins with a ten day program prior to the start of the academic year. Students will spend the first five days online and the following five days in-person. During the summer program, students work closely with Illinois College faculty members strengthening skills in reading and writing, improving organizational and study skills, and gaining a clearer sense of how a liberal arts college prepares students to achieve their life and career goals. Students will work closely with the Yates leadership team and an academic advisor throughout the entire academic year. There is no cost to participate in this program.

## Intercultural Exchange Program

The Intercultural Exchange Program with Ritsumeikan University of Kyoto, Japan is a unique offering at Illinois College. The program brings 27 Japanese students to the College each spring for four weeks of study with Illinois College students participating as campus hosts and classroom assistants. As a part of the exchange, Ritsumeikan University hosts Illinois College students routinely for three weeks in the summer as part of the Illinois College Views of Japan BreakAway program. This study tour includes seven weeks of instruction in preparation for the trip to Japan.

## Professional Experience Programs

Illinois College has a history of creating unique learning experiences for its students. Through field work, internships, practical and student teaching, students in every major have the opportunity to take part in supervised, credit-bearing professional experience programs.

These programs engage students in the application of theoretical or classroom knowledge in practical, work environments. Each student who participates in one of the professional experience programs works with a faculty member to establish learning objectives and course requirements through a learning contract or syllabus. These documents reflect the unique challenges and learning opportunities presented to each student while ensuring the academic quality of the program.

Students interested in participating in one of the professional experience programs should begin the process by talking with their academic advisor. Internship credit hours are awarded based on a minimum of 45 hours of work for each hour of credit. Faculty supervisors will provide, as part of the internship learning contract, the projected hours for site work, writing and presentations. Many programs are offered during the academic semester and the summer, but it is important to plan ahead in order to meet application deadlines and assure appropriate course scheduling. Internships for academic credit must be established and recorded with the Office of Career Readiness & Experiential Learning and the Office of the Registrar by the tenth day of the academic term.

Many internship opportunities are also advertised through the Office of Career Readiness on Handshake. The total number of credit hours from internships and field experience courses that may be counted toward an Illinois College degree is 16 and, except for student teaching, no more than four credits may be taken in any one term. Students may also earn credit through the following programs:

### **CHICAGO CENTER FOR URBAN LIFE AND CULTURE**

The Chicago Center for Urban Life and Culture is an independent, not-for-profit organization partnered with 22 accredited colleges and universities nationwide. Through internships and classes, students connect with the practical work world outside the college campus and deepen their understanding of America's economic and political structures, race and gender relations and the role of the arts in community and social discourse. The Chicago Center for Urban Life and Culture program incorporates the expertise of sociologists, artists, community activists, religious leaders and social workers, as well as the experience of its internship partners in business, social service, education, art, health care, research, community programming and journalism as a part of the education process. The Chicago Center for Urban Life and Culture also offers opportunities for student-teachers through the Urban Teaching Program. The program meets the state accreditation requirements and provides participants the opportunity to teach in a successful city school with children of diverse racial, ethnic and economic backgrounds. In addition, students take part in a weekly Urban Teaching Seminar.

Students interested in the Chicago Center for Urban Life and Culture programs for the fall or spring semesters are guided through the application process by the Director of Global Programming and a faculty advisor. In order to receive Illinois College credit and retain their financial aid while at the Center, students must complete an application process and receive Illinois College approval prior to the academic year during which they wish to do the program.

Applications are due during the fall semester. Once approved by Illinois College and accepted to the program, students register for credits in consultation with their faculty advisor. Details about eligibility, the application process, academic credit, and financial implications of studying off-campus are spelled out in the "Illinois College Off-Campus Study Policies," which can be found at <https://www.ic.edu/study-abroad>. Academic and travel awards, for which students may apply, are available to help offset any additional costs of the program. The Chicago Center also offers a summer term for students. Students are responsible for the Chicago Center fees and IC summer tuition rates apply for any credits the student earns. Financial aid may be available in the summer to assist in covering these fees depending on how many credits a student is enrolled in and academic standing. More information about the Chicago Center for Urban Life and Culture program is available in the Career Readiness & Experiential Learning Office and through the internet at [www.chicagocenter.org](http://www.chicagocenter.org).

### **CLINICAL EXPERIENCES IN EDUCATION**

Courses in education are designed to provide preparation for students who anticipate careers in elementary, secondary or K-12 teaching. The director of clinical experience provides students with their required practicum and student teaching placements.

### **COMMUNICATION**

Students who are interested in a career in journalism or public relations may wish to major in the Department of Communication Arts or English. Internships for these students are available in both Communication Arts and English. An opportunity for practical experience may be secured on the staffs of the college publications: The Rambler, The Hilltop, and Forte. There are also possibilities for part-time employment at the Jacksonville Journal-Courier and local radio stations. Students should consult with the Office of Career Readiness & Experiential Learning or their academic department about these possibilities.

### **ENVIRONMENTAL ISSUES INTERNSHIP PROGRAM**

Students interested in the environment may apply for a paid, summer internship with Starhill Forest Arboretum through the Office of Career Readiness & Experiential Learning.

### **FIELD EXPERIENCE IN INTERNATIONAL STUDIES**

Students have the opportunity to work outside the United States with private agencies or international businesses.

### **FIELD WORK IN PSYCHOLOGY**

Students participate in clinical experiences in local facilities arranged through the department.

### **IC EXPLORER INTERNSHIP PROGRAM**

Illinois College has partnerships with organizations throughout the state of Illinois that offer opportunities for students to pursue internships in areas related to their academic interests. By working with the selected agencies to develop learning opportunities that match student interests and skills with employer needs, the program encourages students to put their academic knowledge to work.

Summer internships are typically 10-11 weeks of full-time work beginning in May or June. Students interested in participating in any of the programs should watch for application announcements late in the fall semester. Interested students should contact the Office of Career Readiness & Experiential Learning. Program partners have included:

#### **ABRAHAM LINCOLN PRESIDENTIAL LIBRARY AND MUSEUM**

Interns have the opportunity to work in various areas of the library and museum in Springfield. The museum offers the areas of education, facility management, theatre, guest services, marketing and volunteers. The library gives the intern experience in working with historical documents on Illinois and American history.

#### **HENSON ROBINSON ZOO**

Students interested in animal care and public educational outreach work directly with the Zoo's education curator to deliver daily programs that increase awareness about conservation concerns locally and globally.

#### **HERITAGE HEALTH THERAPY AND SENIOR CARE**

Interns will work with the social services director, the activity director, and therapists at this retirement home.

#### **ILLINOIS STATE MUSEUM**

Illinois College students who choose an internship with the Illinois State Museum will have the opportunity to work in the Museum's collections, including objects and specimens ranging from the ancient to the modern. Interns will gain practical museum experience with options in several different content areas: anthropology, history, museum education, art and art history, life sciences, earth sciences, museum techniques and museology, and library science.

#### **LINCOLN'S NEW SALEM STATE HISTORIC SITE**

Students have the opportunity to become active learners in the historic 1830s environment at Lincoln's New Salem State Historic Site in Petersburg where Abraham Lincoln spent his early adulthood. Students work collaboratively with park employees and volunteers as historical interpreters in the village or camp counselors for the Pioneer Life Day Camp programs held each summer at the historic site.

Other paid and unpaid internships are available throughout the year for first-year through senior students. Students interested in internships should contact the Office of Career Readiness & Experiential Learning the semester prior to when they would like to complete the internship – earlier is always better.

### **MEDICAL SCHOOL PREPARATION PROGRAM**

Students planning to take the MCAT as part of their medical school preparation can apply to the Medical School Preparation Program. This paid, summer program is typically for rising seniors and provides summer housing, fees for the online Kaplan MCAT preparation course, and half-time research with an IC faculty member.

### **MILLS EXPERIENTIAL LEARNING FUND**

The Mills Experiential Learning Fund supports a student's experiential learning activity while a first-year, sophomore, or junior. Funds can help support BreakAways, internships, service learning, study abroad, and student-faculty research opportunities. Applications are accepted on a rolling basis through the Experiential Learning Fund General Application.

### **PRACTICUM IN SOCIOLOGY**

Students have the opportunity to apply sociological theory and research methods through field work. Emphasis is placed upon interviewing, data gathering, agency organization and/or interrelationships, and the evaluation of programs and approaches.

### **STUDY ABROAD**

The Study Abroad program at Illinois College allows students with majors in any discipline to spend a semester or an academic year studying outside the United States. While abroad, students usually study at a host university, but may also choose to participate in internships or other approved international programs such as the TANDEM program in Madrid for future Spanish teachers. These programs challenge students to adapt to new cultures, expose them to diverse perspectives, and often enhance their ability to communicate in a second language.

Students interested in study abroad consult with the Director of Global Programming about an approved partner program that will best suit their personal goals and academic needs.

In order to receive Illinois College credit and retain their financial aid while abroad, students must complete an application process and receive Illinois College approval prior to the academic year during which they wish to study abroad. Applications are due during the fall semester. Once approved by Illinois College and accepted to a study abroad program, students register at Illinois College for a travel-study course. Upon completion of the semester abroad, credit for specific courses replaces the travel-study course. Students may fulfill both general education and major/ minor requirements with courses taken abroad.

Details about eligibility, the application process, academic credit and financial implications of studying abroad are spelled out in the "Illinois College Off-Campus Study Policies," which can be found at <https://www.ic.edu/study-abroad>. Academic and travel awards, for which students may apply, are available to help offset any additional costs of the program.

### **WASHINGTON CENTER PROGRAM**

The Washington Center enables students of all majors to earn college credit for internships and academic seminars in Washington, DC. Through Illinois College's affiliation, students can acquire substantive internships

at any of the thousands of governmental, for-profit and nonprofit organizations for which The Washington Center maintains ties. Students participate in a topical seminar program incorporating guest experts and taught by faculty members from Washington area universities.

Students applying to The Washington Center program for the fall, spring or summer semesters are guided through the application process by the Director of Global Programming and a faculty advisor. In order to receive Illinois College credit and retain their financial aid while at the Center, students must complete an application process and receive Illinois College approval prior to the academic year during which they wish to do the program. Applications are due during the fall semester. Once approved by Illinois College and accepted to the program, students register for tuition credits in consultation with their faculty advisor. Details about eligibility, the application process, academic credit and financial implications of studying off-campus are spelled out in the "Illinois College Off-Campus Study Policies," which can be found at <https://www.ic.edu/study-abroad>. Academic and travel awards, for which students may apply, are available to help offset any additional costs of the program.

The Washington Center also offers a summer term for students. Students are responsible for The Washington Center fees and IC summer tuition rates apply for any credits the student earns. Financial aid may be available in the summer to assist in covering these fees depending on how many credits a student is enrolled in and their academic standing. Applications for this program are typically due in the fall semester of the year prior to the expected experience.

More information about The Washington Center program is available in the Office of Career Readiness and at [www.twc.edu](http://www.twc.edu).

Illinois College is committed to ensuring every student has the option to complete an experiential learning opportunity.

## Affirmation of Community Responsibility

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To ensure that all members of our community live, work, and learn in an environment where they can thrive, we affirm four guiding virtues: **commitment**, **curiosity**, **clarity**, and **civility**.

With **commitment**, we will work diligently to support our community and pursue excellence.

With **curiosity**, we will be eager to learn, open to new information, ready to take risks, and earnest in our pursuit of growth.

With **clarity**, we will be open and honest with each other, and act with integrity at all times.

With **civility**, we will treat one another with respect and care, and seek justice and understanding within and beyond our community.

Through **commitment**, **curiosity**, **clarity**, and **civility**, we pledge to uphold the mission and vision of Illinois College, ensuring that, both individually and collectively, we do all we can to make a positive difference in our world. (Adopted by the Faculty, 2018)

# Academic Rights and Responsibilities

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## Intellectual Integrity

Because intellectual honesty is essential for the health of an academic community and the achievement of its objectives, any attempt on the part of students to submit work which is not their own, or to assist someone else in doing so, cannot be tolerated. A Statement on Intellectual Integrity, printed in the Student Handbook (Blue Book), includes the basic policies, the penalties for violations, and recommended procedures for avoiding violations.

## Full-time Status

Students must register for a minimum of 12 semester hours to be considered full-time. The normal schedule is 16 hours each semester, although schedules range from 12 to 18 hours. Permission to take more than 18 hours must be obtained from the Registrar and Assistant Dean and the Associate Provost of Student Success and Director of the Center for Academic Excellence. Full-time status is required to be eligible to live in the residence halls and to be eligible for and to maintain participation in extracurricular activities.

## Part-time/Special Status

Students taking a course load less than 12 hours for credit are designated as part-time or “special” students. A course load fewer than six hours is “less than half-time.” Special students may or may not be degree candidates and must maintain the following grade point averages in order to remain in good standing regardless of how many courses are taken: after the first semester 1.500, after the second semester 1.700, after the third semester 1.900, thereafter 2.000. Special students who are not in good standing are governed by the same regulations with respect to probation, dismissal and readmission as full-time students. A special student who is a degree candidate and who has never enrolled in the College as a full-time student, but otherwise meets all requirements for graduation, may receive the earned degree provided the student has attended a number of convocations equal to one-quarter of the number of credit hours earned at Illinois College up to a total of 30 convocation attendances.

A student-athlete with athletics eligibility remaining may participate in organized practice sessions while enrolled in less than a minimum full-time program of studies, provided the student is enrolled in the final semester of the baccalaureate program and the institution certifies that the student is carrying (for credit) the courses necessary to complete the degree requirements, as determined by the faculty of the institution. (See NCAA Rule 14.1.8.1.3.) Illinois College requires a minimum of 4 credit hours for students enrolling under this special status. However, the minimum number of hours is subject to change. Students must consult with the Office of the Registrar and the Athletic Department if they intend to enroll under this special status.

## Grades, Quality Points and GPA

The achievement of each student is recorded in terms of letter grades carrying quality point values. Beginning with the fall 2007 semester, Illinois College uses the following numerical grade points:

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67

C+	2.33	F	0.00
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Grade point average (GPA) is determined by dividing the total number of quality points by the total number of credit hours attempted. Only course work which has been completed at Illinois College is included in determining grade point average. Credit hours for a grade of F are counted in determining grade point average but are not counted in determining hours toward graduation.

## Academic Honors and Awards

### IC SCHOLARS HONORS PROGRAM

IC Scholars, the honors program at Illinois College, is designed to encourage academic achievement by providing opportunities for research, interdisciplinary learning, and creative challenges through enhanced coursework, supervised research, and travel. We ask students to enter a community of scholars willing to take intellectual risks and engage with the complex global issues confronting our diverse world. Admitted students will be considered for the IC Scholars program based upon academic achievement in high school and an interview with faculty during the Bright Blue scholarship program.

Successful completion of the IC Scholars program includes completion of an honors First-Year Seminar in the first semester; completion of four honors-designated course assignments by the end of junior year; completion of an honors project during senior year; and maintaining a 3.5 GPA.

Students will be eligible for a fully-funded BreakAway in their junior or senior year if they are in good standing and have completed requirements to that point. Contact the IC Scholars director for more information.

### DEAN'S LIST

Each semester students who have completed and received graded credit for at least 14 hours with a grade point average of 3.5 or above, have no grade below 'C', have no more than one 'C' grade, and no 'Incomplete' grades are placed on the Dean's List.

### GRADUATION HONORS

The grade point standards for graduating from Illinois College with honors are:

Summa Cum Laude	3.9000 - 4.0000
Magna Cum Laude	3.7500 - 3.8999
Cum Laude	3.6000 - 3.7499

The cumulative grade point will be based on grades received at Illinois College alone and must cover at least four semesters of full-time attendance. Students with fewer than four semesters at Illinois College are not eligible for graduation honors. (Note: These standards are effective for all students who graduate in the academic year 2020-21 and later.)

### PHI BETA KAPPA

Phi Beta Kappa is a national honor society that recognizes high scholarship. The first chapter was formed at the College of William and Mary in Virginia in 1776. Colleges merit a local chapter of Phi Beta Kappa on the basis of their high scholastic attainments, and membership in the society is a mark of distinction. Four universities and seven colleges in the state of Illinois have chapters of Phi Beta Kappa; the Illinois College chapter is the Epsilon of Illinois. During the second semester of each year the faculty members of the chapter, who are solely responsible for selection, elect to membership a limited number of graduating seniors whose scholastic

records show marked attainment and promise in the liberal arts and sciences tradition of Phi Beta Kappa. Grades in internships, field work and the professional semester are not included. Students entering in fall 2003 or later must have a broad program in the liberal arts and sciences, including at least 90 hours of liberal arts coursework, successful completion of a language course at the 200-level or beyond, successful completion of a mathematics course at the 200-level or beyond, and must have completed at least 75 semester hours at Illinois College to be considered as candidates. Membership in Phi Beta Kappa is the highest scholastic distinction which undergraduates can receive.

## STUDENT MARSHALS

Two juniors are selected on the basis of high scholarship and effective leadership in college activities to serve as Student Marshals in the academic processions at commencement and other special occasions.

## Satisfactory Academic Progress, Warning, Probation and Suspension

Illinois College requires that students earn the bachelor's degree within 10 semesters of fulltime enrollment (pro-rated for part-time enrollment). The College requires students enrolled in 3-2 programs to earn the Illinois College bachelor's degree within 12 semesters of full-time enrollment including semesters of study at the cooperating institution. Students with special circumstances may make written appeals to the Office of Academic Affairs for exceptions to these requirements. The following policy was approved by the Illinois College Faculty on February 3, 2014.

In accordance with the Higher Education Opportunity Act of 1965, as amended by Congress in 2008, Illinois College has established a minimum Standards of Academic Progress (SAP) Policy. When a student accepts financial aid, he or she also accepts the responsibility for making satisfactory academic progress towards a degree. In order to maintain eligibility for financial aid funding, a student must meet the Satisfactory Academic Progress (SAP) standards stated below.

**A student will be considered to be making satisfactory progress if he or she meets ALL of the following standards. Failure to comply with any ONE of the standards will affect Academic Standing and may result in a loss of financial aid eligibility. Satisfactory Academic Progress is evaluated after the completion of each semester.**

All federal, state, and institutional financial aid programs administered by the Illinois College Office of Student Financial Services are covered by this policy.

This policy replaces all previous SAP Policies and beginning in Fall Semester 2014 goes into effect for all students.

### STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

1. Cumulative Grade Point Average (GPA)

Unless a student is placed on SAP warning, an undergraduate student must maintain the minimum cumulative GPA as displayed in the chart below in order to remain in good academic standing and to receive financial aid. A student must achieve a 2.0 cumulative GPA by the end of the fourth semester and maintain it every semester thereafter. GPAs are calculated to the fourth decimal place and will not round up. Transfer students should refer to the section at the end of this policy for additional information.

# Semesters	Cumulative GPA Required
1	1.5000
2	1.7000



3	1.9000
4 or more	2.0000

## 2. Completion Rate

All students in their first year at Illinois College must successfully complete 66% of all attempted credit hours. After the first year, a student must reach a cumulative Completion Rate of 75% of all attempted credit hours. The Completion Rate is calculated by dividing the cumulative number of earned hours the student has successfully completed by the cumulative number of hours the student has attempted. These percentages will be calculated to two decimal places and will not round up.

- a. Course grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- and CR will be considered attempted and successfully completed.
- b. Course grades of F and NCR will be considered attempted and unsuccessfully completed.
- c. Course grades of CR (credit) will be considered attempted and successfully completed, but they will not affect the student's grade point average.
- d. Course grades of I (incomplete) indicate a student has not yet completed the course, and therefore, will not be considered as successfully completed. An incomplete grade does not earn credit or influence the grade point average. However, an incomplete grade will count toward total credits attempted. If an "I" grade is later changed to a grade, the student's progress will be re-evaluated.
- e. Course grades of W (withdrawn from class) do not earn credit toward graduation or toward satisfying the minimum credit hours requirement; however, these credits will count toward the total attempted credits and the Maximum Timeframe requirement (see below). Within the drop/add period (the first ten days of a term), a student may drop courses without a grade. These courses are removed from the academic record and will not count as attempted hours.
- f. Audit courses (AU) are not counted as either attempted or completed credits and are not eligible for financial aid funding.
- g. Credit hours from another institution that are accepted at Illinois College must count as both attempted and completed hours.

## 3. Maximum Timeframe Rule

In addition to the two measures of academic progress, a student must complete their program of study within 150% of the standard timeframe required to earn their degree. With 120 hours needed to complete degree requirements, an Illinois College student must complete a degree within 180 attempted hours. If a student will go over 180 hours in their last semester, they must appeal to the Office of Academic Affairs to obtain an exception to this rule.

### **FINANCIAL AID GOOD STANDING STATUS**

A student who is meeting all of the SAP Standards above is considered in good standing and is eligible for financial aid funding.

### **SAP WARNING**

If a student fails to meet either the cumulative GPA standard or the Completion Rate standard, he or she is placed on Academic and Financial Aid warning requiring that he or she must meet the GPA and Completion Rate standards by the end of the following semester. Warning status lasts for only one semester during which the student remains in good academic standing and may continue to participate in intercollegiate athletics and to receive financial aid funds. A student who fails to make satisfactory progress after the warning period loses his or her aid eligibility unless he or she successfully appeals and is placed on probation.

### **SAP PROBATION STATUS**

A student who fails to meet SAP Standards may be subject to Academic Suspension but may appeal to have his or her financial aid eligibility reinstated for one additional semester. A student who successfully appeals is placed on Academic and Financial Aid Probation.

A student who is placed on probation is not in good academic standing and is not eligible to participate in intercollegiate athletics until he or she meets the SAP standards.

During the probationary period, a student has one semester to satisfactorily meet the SAP Standards unless his or her Academic Plan allows otherwise. An Academic Plan may be developed with the student by the Office of Academic Affairs to ensure the student will be able to meet all SAP Standards within a given period of time. The Academic Plan may set individual goals for a student that do not bring the student into compliance with SAP at the end of the semester but do move the student toward timely graduation. If SAP standards are met at the end of the probationary period, the student returns to Good Academic and Financial Aid standing for the next semester of enrollment. If the goals of an individual Academic Plan are met, without attaining the SAP standards, the student will stay on SAP probation and remain eligible for financial aid. If neither SAP standards nor the Academic Plan goals are met at the end of the probationary period, the student will be placed on SAP suspension.

A student can be placed on or continue SAP Probation under the following circumstances:

1. If, after one semester of SAP warning, the student does not meet the SAP standards, he or she may be placed on SAP Probation if he or she successfully appeals his or her SAP Suspension for not meeting the SAP standards.
2. If he or she meets the goals of a customized Academic Plan while on probation in the previous semester but is still not achieving the SAP standards.

### **SAP SUSPENSION STATUS**

A student who earns less than a 1.2 semester GPA or fails to meet the SAP standards or fails to meet the goals of an Academic Plan while on SAP Probation may be immediately placed on SAP Suspension. As long as a student is on suspension, he or she is not eligible for any financial aid funding at Illinois College. A student may appeal this status; however, submitting an appeal does not guarantee approval.

### **SAP REINSTATEMENT**

A student who loses financial aid eligibility because he or she is not meeting SAP Standards may restore his or her eligibility in one of the following ways:

1. Successfully appealing the loss of eligibility. To appeal, the student must submit a Satisfactory Academic Progress (SAP) Appeal with supporting documentation to the Office of Academic Affairs. If, based on the appeal, the Office of Academic Affairs determines the student should be able to meet the SAP standards by the end of the subsequent semester; he or she may be placed on probation without an academic plan for one semester only. A progress review is required at the end of that semester. If, based on the initial appeal, the student will require more than one semester to meet progress standards; he or she may be placed on probation with an Academic Plan that ensures the student is able to meet the SAP standards by a specific time. A progress review at the end of one semester is required of a student on probation status to determine if the student is meeting the requirements of the Academic Plan. If the student is meeting the requirements of the Academic Plan, the student is eligible to receive financial aid as long as the student continues to meet those requirements and is reviewed every semester according to the requirements specified in the plan. If the conditions of the Academic Plan are not met, the student will no longer be eligible to continue at Illinois College or to receive financial aid funding until such time as SAP Standards are met. A student must also appeal to change their plan. He or she must explain what has happened to make the change necessary and how he or she will be able to make academic progress.

2. By completing one full-time semester or two full-time quarters at another college/ university which allow the student to achieve the SAP standards. Keep in mind that credits taken elsewhere will not resolve the Cumulative GPA component of SAP, except under certain conditions, but may be used to resolve the Completion Rate requirement. Courses taken must be chosen in consultation with the Registrar. Simply sitting out of school for a semester or two will not restore eligibility for a student who has lost eligibility to receive financial aid funding due to not meeting SAP Standards. A student who has been suspended from Illinois College by the Academic Affairs Office but is subsequently given permission to re-enroll is not automatically eligible to receive financial aid funding. Readmission decisions are separate from funding decisions.

Other than when a student is placed on financial aid warning or probation or has agreed to an academic plan as outlined above, he or she can regain eligibility only by taking action that brings him or her into compliance with satisfactory progress standards. However, neither paying for classes with the student's own funds nor simply sitting out for a term affects a student's academic progress standing. It is necessary to make changes to the GPA or Completion Rate that achieve the SAP standards to reestablish aid eligibility.

### **SAP APPEAL PROCESS**

A student who fails to meet the Satisfactory Academic Progress Standards has the right to appeal the suspension of their financial aid funding. The appeal cannot be based upon the student's need for assistance or student's lack of knowledge that his or her funding was in jeopardy. Appeals must be based on some type of extenuating circumstance (death, illness, accident, natural disaster, activation into military service, previously undiagnosed learning disability, etc.) that impacted negatively upon student's ability to meet the required standards and based on what has changed in the student's situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. The SAP Appeal process is a two-part process. Submitting an appeal does not guarantee approval. The appeal process is a request for an exception to the SAP Policy. Not all circumstances will warrant an exception to the SAP Policy. The student must submit a Satisfactory Academic Progress Appeal to the Academic Affairs Office including a detailed statement explaining the extenuating circumstance(s) along with third party documentation (doctor's statement, death certificate, police report, activation papers, etc.) verifying his or her claim. In addition, the appeal must address what has changed in the student's situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. The appeal will be reviewed and a determination of whether or not the appeal has merit will be made. Appeals submitted without all required documents will be considered incomplete and denied due to lack of sufficient evidence.

Keep in mind that due to the limited amount of time between semesters, a complete review of all financial aid recipients' SAP standards may not be possible before financial aid funds are credited to the student account or bills are due; therefore, a student who is subsequently determined to be ineligible under the SAP Standards will have their funds returned to the appropriate federal and/or state agency and the student will be billed for the amount owed to the college.

### **NOTIFICATION**

A student will be notified of decisions regarding their Satisfactory Academic Progress through his or her Illinois College email.

### **RE-ADMISSION WITHOUT FINANCIAL AID**

At the discretion of the Office of Academic Affairs, a student may appeal for re-admission to the college without financial aid.

### **TRANSFER STUDENTS**

A transfer student who enrolls at Illinois College with 24 credits or more must meet the standards listed above with the exception of their first semester at Illinois College as a full-time student. For this first semester, the standard for good academic standing is a GPA of 1.7 or above, the standard for being placed on SAP warning is 1.69 or less. Fifteen hours of transfer work count as one semester for calculating the number of semesters. The grades earned on transfer work do not count toward the grade point average at Illinois College.

## Completing Out-of-Residence

In completing their graduation requirements, students are required to take at least 32 hours, including 24 of their final 32 semester hours, at Illinois College. For sufficient cause, students may appeal this policy through written petitions in the Educational Policies Appeal form on Connect2.

Seniors will ordinarily not be permitted to take more than their last eight credit hours out-of-residence. Students granted permission to complete graduation requirements out-of-residence must normally do so within one calendar year after the end of the last semester in residence. Students completing out-of-residence during the second semester of an academic year must have their work completed and the grade recorded in the institution's records office at least one week prior to Illinois College's commencement date in order to be considered for graduation that academic year. Failure to do so may result in their graduation being held over to the following academic period. This policy does not apply to students who are enrolled in a program established by an articulation agreement (3-1, 3-2 programs) with another college or university, or to students who are enrolled at Illinois College while studying off-campus.

## Class Registration

Illinois College has an open add-drop period of five class days at the beginning of each semester to allow students to make any necessary adjustments to their schedules. During this period, schedule changes may be made using the online system through Connect2. After the fifth class day for on-campus students, all enrollment changes must be made using the paper add-drop form which is submitted in person to the Office of the Registrar. The forms are available on Connect2 and in the Office of the Registrar.

With advisor approval, students may add courses to their schedule through the fifth class day of the semester without the instructor's approval. For on-campus students, adding a course after the fifth class day and prior to the end of the tenth class day of the semester is permissible if the course's instructor and the student's advisor sign a paper add form. Students will not be penalized for any absences that occurred prior to their enrollment in the course. They also will be allowed to complete any missed homework, quizzes, or projects, or any substitute work that the faculty member agrees to accept, from that period. However, should they choose not to make up the work, they will receive zeros or failing grades on that work.

Students who withdraw from a course prior to the end of the tenth day (or fifth day for online students) can remove the course from their schedule without a "W" appearing on their transcript. **It is the student's responsibility to ensure their enrollment is correctly listed on Connect2 by 4:30 p.m. on the tenth day (or fifth day for online) of classes.** Illinois College reserves the right to modify this policy as needed. Students will be notified of any changes via their campus email.

Note: For any changes to these dates, see the College's website.

## Withdrawals

In courses in which a grade has not already been filed, on-campus students may withdraw from a full-term course until Monday of the tenth week of classes with a grade of 'W'. If a student withdraws from a repeated course, the 'W' does not replace a grade in the previous course. See [Satisfactory Academic Progress](#) for the impact of withdrawals.

For online courses, Illinois College has an open add-drop period of five business days at the beginning of each term to allow students to make any necessary adjustments to their schedules. Students who withdraw from a course prior to the end of the fifth business day of a term can remove the course from their schedule without a "W" appearing on their transcript. Students can withdraw from a course with a "W" appearing on their transcript until 4:30 p.m. on the end of the last business day of the fifth week in the term. After the fifth week of classes, students must accept a grade for the course or petition the Office of Academic Affairs for an exception.

On-campus students intending to withdraw from the college must report their intent to withdraw to the Office of Academic Affairs on the second floor of Tanner Hall. Students who withdraw from the College after the tenth day of classes and before the Monday of the tenth week of classes will receive a grade of 'W' (withdraw) in all courses for which a grade has not already been filed. Students withdrawing from the College prior to the seventh week of classes will receive a partial refund of tuition as stipulated on page 215. Students who withdraw from the College must receive permission to return from the Provost before re-enrolling.

Online students intending to withdraw from the college must report their intent to withdraw to their Online Advisor and the Office of Academic Affairs. Students withdrawing from the College prior to the sixth day of classes will receive a 100% refund of tuition and fees. Students who withdraw after the fifth day of classes and prior to the fifth week of classes will receive a partial refund of tuition as stipulated by the chart provided by Student Financial Services.

Note: For any changes to these dates, see the College's website.

## Credit/No Credit Registration

Certain courses have been approved for Credit/No Credit registration by the departments or programs concerned. Students may enroll in one such approved course, outside their major, each semester instead of registering for the normal letter grade. Students enrolled on a Credit/ No Credit basis must fulfill all course requirements including attendance, assignments, classroom participation, papers and examinations. Credit is given if the semester grade is D or above. If the semester grade is F, it is recorded as NC and is included in hours attempted but not hours completed. Credit/No Credit registration must be completed in the Office of the Registrar by the tenth day of classes and may not be reversed thereafter. Credit/No Credit courses count as hours attempted. An exception was made for courses taken in spring 2020 due to the COVID-19 pandemic and students could request CR/NC grading late in the semester and CR was applied to C- and higher grades.

## Repeat Courses

During the term in which the course is being repeated, credit hours earned in the first attempt will still be in the student's total hours. The student must remember that additional hours will not accrue for courses that previously earned credit hours. When a student repeats a course, the previous credit and grade are canceled upon completion of the subsequent attempt with the more recent grade becoming the grade of record. The earlier attempt remains on the transcript with an asterisk or parentheses around the grade to show that the course has been repeated. Subsequent attempts are marked with an 'R' for repeat. Improving a course grade of F will affect both grade point average and hours counted toward graduation, whereas improving a grade of D or above will affect grade point average only. Repeated courses count as additional hours attempted.

## Incomplete Grades

In consultation with the Dean of Student Success, an instructor may award the grade of Incomplete (I) when extenuating circumstances make successful completion of course requirements impossible. A grade of incomplete must be made up prior to the 10th day of the subsequent semester (census date) at which time the grade defaults to an 'F' unless a Course Completion Contract is filed with the Provost specifying an alternative

timetable and default grade. For students taking courses online, those in the A subterm have until the end of the semester to complete the course requirements; students taking courses in the B subterm have until the 5th day of the subsequent semester (census date) to complete the course requirements. If a student, on campus or online, has incomplete course work, all federal and state financial aid, including loans, cannot be disbursed until all incomplete work has been completed. If a student has not made satisfactory academic progress (SAP) by the census date and is placed on SAP suspension, the student is not eligible for any financial aid funding and will be responsible for all charges incurred.

## Summer Study on an Individual Basis and Internships

With faculty supervision, students may register for credit for an independent study or participate in college-approved internships during the summer. Internships for academic credit must include summer assignments, opportunities for reflection on the activities of the internship, and a culminating project. Approval by a faculty supervisor and the Office of Career Readiness is required. The internship learning contract, available from Career Readiness, is required. See [Internships](#) for more information.

## Transfer Credits

In most cases, Illinois College accepts transfer credits from regionally accredited institutions of higher education for coursework equivalent to coursework offered at Illinois College. In general, undergraduate academic coursework with a grade of 'C-' or better is transferrable to Illinois College while vocational and graduate course work is not because Illinois College does not offer work in these areas. No credit is given for any coursework for which the student received a grade below a 'C-' or a credit/no credit grade. An exception will be made and CR grades will be accepted for courses taken in spring 2020 due to the COVID-19 pandemic. Official transcripts from an accredited college are required before transfer credit can be accepted and recorded on the student record. Copies issued to the student, even sealed copies, are not accepted as official. Transfer credits are evaluated by the Office of the Registrar in consultation with the relevant academic departments. Application of the coursework within each major is determined by that academic program. Acceptance of transfer courses for credit does not automatically guarantee that those courses will substitute for particular Illinois College courses in meeting general education requirements or within majors or minors. Transfer courses normally receive the semester hour equivalent of the credit value of the institution where the courses were taken, whether higher or lower than the equivalent Illinois College course. The grades earned on transfer work do not count toward the grade point average at Illinois College.

Illinois College accepts credits earned by dual enrollment, provided the credits are presented on the transcript of an accredited institution of higher education. Illinois College also accepts Advanced Placement, International Baccalaureate, CLEP and other work based on testing, based on its evaluation of the test scores. In no case does Illinois College allow double-dipping (e.g., credit for both the AP test results and a dual-credit high school course in the same area would not be allowed). Illinois College also accepts military education credits which meet the same equivalence standards as other transfer work.

No more than 88 hours of transfer work from accredited two-year colleges or four-year institutions may be counted toward an Illinois College degree. Students entering with an Associate of Applied Science degree from institutions with an approved articulation agreement on file with Illinois College will transfer a minimum of 60 semester credit hours. Any credit earned beyond the 60 semester credit hours will be reviewed on a case-by-case basis for transfer. Students must earn at least 32 semester hours of academic credit at Illinois College, with 24 of the last 32 completed with Illinois College.

For students already enrolled at the College, the Transfer Credit Approval form for pre-approval of courses to be taken out of residence is available from the Office of the Registrar, the Illinois College website and Connect2 and is highly recommended for all transfer work. Applicability for general education or major/minor credit should be documented by completion of this pre-approval form.

## Policies for Transfer Students Seeking to Satisfy BLUEprint Requirements

1. Students may transfer approved courses into Illinois College to substitute for BLUEprint (General Education) courses. In most cases, departments will collaborate with the Office of the Registrar to approve courses from other institutions of higher learning to meet the standards of various BLUEprint requirements. In cases for which there is no appropriate department or program to approve such a course, students may petition for approval by submitting the Educational Policies Appeal (EPA) form.
2. Students who transfer to Illinois College with less than 15 credits must take the First-Year Seminar (FYS).
3. Students who have earned an associate's degree prior to initial matriculation at Illinois College complete the BLUEprint with the following modifications:
  1. Exemption of the First-Year Seminar
  2. Substitution of a non-studio arts class for the Creative Expressions Studio requirement
  3. Substitution of a second Global Awareness course or a second U.S. Diversity BLUEprint course for the Modern Language BLUEprint requirement

For transfer students who have not earned an associate's degree prior to initial enrollment at Illinois College, similar substitutions may be made on a case by case basis.

### **GENERAL EDUCATION AND TRANSFER POLICIES FOR ONLINE DEGREE PROGRAMS**

Illinois College welcomes students into its fully online programs, and the faculty have approved several substitutions to the general education requirements to acknowledge the different circumstances of this mode of study.

Students in the fully online programs who possess an associate degree or at least one year of work experience relevant to their area of academic interest are exempt from the convocation requirement. Students with transfer credits but no degree who possess at least one year of work experience relevant to their area of academic interest are exempt from the first-year seminar or transfer seminar requirement, can substitute a Science in Society non-lab course for the lab requirement, and can substitute an additional Global Awareness course for the language requirement.

## **Student Conduct Rights and Responsibilities**

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An academic community can only function if the rights and responsibilities of all its members are recognized. Illinois College requires that students be familiar with stated College policies and procedures as printed in the Student Handbook (Illinois College Blue Book <https://www.ic.edu/studenthandbook>), which also includes the Code of Student Conduct, disciplinary process and appeal information.

Students who violate Illinois College policies may be subject to warning, probation, deferred suspension, suspension or dismissal. A student who has been dismissed for non-academic reasons and wishes to return must apply in writing to the Provost. The Provost in consultation with the Dean of Students will then make a determination on readmission. If the student's request for readmission is denied, the student may submit an appeal letter. The appeal letter should include evidence of new and substantive information or why they believe they were denied due process on their request to be readmitted.

## Class Attendance

Class attendance requirements are determined by the instructor. When an absence is justified, a student may be permitted to make up missed assignments, but in no instance is a student excused from fulfilling regular course requirements. Excessive absence may result in a reduction of the student's grade or the college dropping the student from the course with the grade of 'W' or 'F.'

## Confidentiality of Records and Release of Information

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), Illinois College is prohibited from providing certain information from student records to a third party, such as information on grades, billing, tuition and fees assessment, financial aid (including scholarships, grants, work-study or loan amounts) and other student record information except under certain conditions. This restriction applies, but is not limited, to parents, spouse, or a sponsor. A student may grant Illinois College permission to release information about his/her student records to a third party by submitting the Set Permissions for Access to Information on Connect2. FERPA allows the college to release directory information, which Illinois College designates as name, address, telephone number, e-mail address, picture, major field of study, grade level, enrollment status, dates of attendance, participation in officially recognized activities, degrees, and honors/awards. Students may elect to limit the release of directory information when completing their Personal Information Updates each semester.

Complete information on procedures to allow or block release of information and student access to personal files is included in the Student Handbook (Illinois College Blue Book), which is available on the college web page.

## Responsibility for Off-Campus Activities

From time to time, students at Illinois College participate in activities which take them off the campus. In all cases, students must follow the directives of faculty or staff leading the activity and represent publicly the values of Illinois College. In most instances, such as field trips, athletic contests or music performances, these off-campus trips are short in duration. Students are expected to sign a release of liability in order to participate in these programs each term. More extended trips such as travel abroad will have specific releases of liability to be signed by parents and students as a condition of participation. Off-campus activities undertaken outside the programs of the College are at the individual liability of the student.

## Cellular Phone Policy

Illinois College aims to provide an optimum environment for teaching and learning. To this end, we encourage all members of the community to be considerate in their use of cell phones and other electronic communications devices. No conversation on a cell phone should take place when a class or meeting or other public event (such as convocation or concert) is in progress. In general, all electronic devices should be turned off inside academic buildings. When it is necessary to leave such devices turned on, all members of the Illinois College community should endeavor to receive only non-audible signals. When receiving a phone call on a cell phone, conversations should in all cases be carried on away from other individuals.



## Appeal Procedure

While Illinois College operates according to specific policies established by the faculty and administration, the appeal procedure allows for the orderly suspension or change of policy for cause, or in case of extenuating circumstances. Students may appeal an academic action or seek the change or suspension of an academic policy through written petitions in the Educational Policies Appeal form on Connect2. Disciplinary actions may be appealed to the Dean of Students.

Appeals related to the Teacher Preparation Program may be directed to the Teacher Preparation Committee. Students have the right to advice from the College community before and during all such proceedings. Detailed information on such things as disciplinary policies and appeal processes is in the Student Handbook (Blue Book).

## Student Services

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The Dean of Students works with students, faculty, and staff to provide a campus community rich in learning experiences outside the classroom. These experiences support friendships, build character, and encourage excellence in all facets of a student's life. The Dean of Students advises Student Senate and is the person to notify if you will miss classes due to illness, family emergency, etc.

## Career Readiness & Experiential Learning

The Office of Career Readiness & Experiential Learning prepares students to make informed and purposeful career choices throughout their lives. Students are encouraged to participate in a full schedule of events that complement their academic program, such as campus employment, career exploration, graduate school preparation, internships, international experience, research, and life skills development. Specific topics such as resumés, job search and interview skills are covered one-on-one as well as in scheduled workshops. The office facilitates transportation for students to attend career and graduate school fairs in the fall and spring. Illinois College is a member of the College Career Consortium of Illinois and provides a multitude of opportunities for students in their job search.

Global Programming, Community-Engaged Learning and Experiential Learning programming are critical programmatic areas within Career Readiness & Experiential learning. Dedicated staff provide one-on-one support and lead programming efforts in these areas.

## Chesley Health & Wellness

Chesley Health & Wellness is located in Lincoln Hall and provides medical and counseling support for students. Illinois College also contracts with area providers for psychiatric and additional psychotherapy services. All services provided by Chesley Health & Wellness are strictly confidential and free to students.

Completed and updated medical records must be on file in the Office of Health Services. Any first-year student who is not in compliance on the 10th day of the semester will be assessed a non-refundable \$25 fee. Students not in compliance at the completion of that semester will be denied the privilege of registering for classes for subsequent semesters. In the majority of cases, a medical form only needs to be filed once and it will be acceptable for the duration of the student's enrollment at Illinois College.

## Public Safety

Campus safety and security procedures are coordinated by the Office of Public Safety, consisting of an Executive Director and five full-time officers. The officers are non-sworn officers but utilize citizen's arrest authority on the rare occasion when a situation requires an immediate detention.

Public Safety officers currently conduct foot and vehicle patrols of the campus 24 hours a day when school is in session. The officers enforce all regulations and laws on campus of both the College and the state of Illinois. The College has a good working relationship with the Jacksonville Police Department, who assist with incidents that may occur on or near campus. Illinois College enforces regulations concerning underage drinking, the use of controlled substances and weapons. For a copy of the annual crime report contact the Office of Public Safety or visit the following web link: <https://www.ic.edu/safety-report>.

## Religious & Spiritual Life

Illinois College nurtures the religious and spiritual lives of all its students, helping them draw deeply from their own religious and spiritual traditions as they make a positive difference in our diverse and pluralistic world. Founded out of the Presbyterian and Congregationalist Churches, IC remains connected to this socially-engaged mode of the Christian faith while extending its support to students from any or no particular religious tradition. Multiple student organizations meet throughout the week to allow students to grow in their faith practices and support each other.

## Residential Life

The responsibility and purpose of the Office of Residential Life is to create living-learning environments in the residence halls that complement and supplement the academic mission of Illinois College. Residential life strives to develop ethical environments conducive to excellence, openness and mutual dignity. Through partnership with others, residential life provides quality programs, services and facilities for those we serve in a caring, responsible and cost-effective manner trusting that our best efforts can always be improved.

The Illinois College Residential Life program provides on-campus housing for about 900 students. Students can choose from several living options including single-gender housing, coed housing, traditional residence halls, suite-style residence halls, apartments and houses. Additional information on student on-campus housing can be obtained in this catalog, in the Illinois College Student Handbook and by contacting the Office of Residential Life.

## Student Engagement, Inclusion, and Belonging

The Center for Student Engagement, Inclusion, and Belonging (CSEIB), located on the first and second floors of Caine Student Center, compliments academic programs by allowing to students to engage a variety of programs, activities, and leadership opportunities. The CSEIB supports the success of students by providing a space to find community and implementing inclusive initiatives that encourage all students to engage on campus.

Over 60 student organizations, from community service, identity-based, sport and spirit clubs to historic literary societies, invite every student to get involved. The CSEIB serves as a resource for organization leaders through advising, leadership development programs and organizational support services. It also supports students from underrepresented backgrounds to find a community and a voice on campus.

The amount of energy - both physical and psychological - that students expend at their institution has been shown to positively affect their development during college. Find out how to round out your education journey and get involved here: <https://www.ic.edu/student-engagement>.

## Student Employment

Many students at Illinois College work part-time on campus for up to 10 hours per week. The College employs students in departments on campus including the library, dining hall, academic departments, administrative offices, recreation center and in buildings and facilities management. Students may also hold part-time jobs in the community. Students interested in working on campus should attend the on-campus job expo during the first week of school and follow up with the Director of Student Employment in the Human Resource Office. It is important to keep in mind, however, that a normal schedule of college classes, along with the preparation that is necessary outside of a class, is itself a full-time activity. Students employed on campus are paid once a month. Contact Sarah Kaisner at [Sarah.Kaisner@ic.edu](mailto:Sarah.Kaisner@ic.edu) or the Office of Human Resources for more information.

## Facilities

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### **Alumni House**

The Alumni House contains the Office of Development and Alumni Relations.

### **Barnes House (1901)**

Barnes House, home of the College president, was a gift of Clifford W. Barnes, fifth president of the College, and Mrs. Barnes. Receptions and informal gatherings of students, faculty, and trustees are held in the house.

### **Baxter Hall (1929; remodeled 2005)**

Baxter Hall contains the Office of Student Financial Services, classrooms, a computer lab, the mailroom, College Avenue sub shop, and a faculty lounge. The lower level contains classrooms and serves as a meeting place for one of the men's literary societies. The upper level contains guest apartments. The building was given to the College by Dr. George E. Baxter, class of 1896, and Mrs. Baxter.

### **Becker Center for Teacher Education (2022)**

The Becker Center for Teacher Education allows houses the Department of Education and Teacher Preparation. The Center provides a collaborative space in which future educators will be able to gain valuable theoretical and hands-on experience. The newly renovated space includes a classroom, faculty offices and indoor and outdoor spaces for student engagement. The Office of Institutional Research is also located in the Becker Center.

### **Beecher Hall (1829; renovated 1991)**

Beecher Hall serves as a meeting place for two of the men's literary societies. Named for Edward Beecher, founding president of the College, it was the first college building erected in the state of Illinois. At various times in the College's history, it has housed classrooms, a dormitory, the chapel, the library, a chemistry laboratory and the first medical school in Illinois (1843-1848).

### **Bruner Fitness and Recreation Center (2003)**

The Bruner Fitness and Recreation Center is a comprehensive 150,000 square foot sports complex with a performance arena, natatorium and field house, with areas devoted to wellness, fitness and recreation. The building has direct access to England Field. Offices for the Athletic Department are located here.

### **Caine Student Center (1967)**

Named in honor of Dr. L. Vernon Caine, tenth president of the College, Caine Student Center includes a fireplace lounge, the Center for Student Engagement, Inclusion, and Belonging, the Office of Residential Life, the IC Store, eSports Meraki Gaming Center, and several student organization offices.

### **Center for Global Studies (2018)**

Illinois College's Center for Global Studies serves as the campus hub for international and intercultural learning. The newly renovated space opened in August 2018 and is home to faculty teaching world languages, cultures and international studies.

### **Crispin Science Hall (1963; renovated 2023)**

Crispin houses IC's new hub of science and technology featuring eight state-of-the-art labs, six modern classrooms, and space to house five academic programs— computer science, engineering, mathematics, physics, and psychology and neuroscience.

### **Cummings Dining Hall (1986)**

This wing of the Caine Student Center is named in honor of Lew and Mary Cummings, members of the class of 1924. It provides seating for more than 400 persons and hosts many special functions.

### **The Dr. Friedrich and Alice Engelbach Biology Station (1983)**

Seven and one-half wooded acres about seven miles northwest of Jacksonville were presented to the College by Mrs. Engelbach and her family and are used by faculty and students to study plant and animal life in their natural habitat.

### **Kirby Learning Center (1992)**

The Kirby Learning Center contains classrooms, seminar rooms and faculty offices for accounting, agribusiness management, business administration, economics, finance, history, political science, philosophy, and religion. Special facilities include a 100- seat lecture hall. The building's name commemorates Harry N. Kirby, class of 1897 and a former member of the Board of Trustees.

### **Abraham Lincoln Hall (2006)**

In addition to being a residence hall, Lincoln Hall serves as a hub of offices that provide services for students. The Office of Career Readiness & Experiential Learning, Center for Academic Excellence, Chesley Health & Wellness Center, Office of Diversity, Inclusion and Belonging, and the Campus Writing Center are located on the main floor.

### **McGaw Fine Arts Center (1980)**

A generous gift from Mary and Foster McGaw made possible McGaw Fine Arts Center which houses the Departments of Art, Music, and Theatre. Arranged around the Sibert Theatre are the Woodcock Art Gallery, studios, music practice rooms, a rehearsal room, and classrooms.

### **C. Reed Parker Science Building (2002)**

A 44,000 square foot science center, Parker Science Building is named for Mr. C. Reed Parker, long-time chair of the Illinois College Board of Trustees and generous benefactor of the College. The facility provides laboratories, seminar rooms, classrooms, offices and study lounges for biology, chemistry, and nursing as well as a Learning Center serving the entire campus.

### **Rammelkamp Chapel (1962)**

The chapel, named for the sixth president of the College, Dr. Charles Henry Rammelkamp, is a multipurpose building with a seating capacity of about 800. It houses the Hart Sesquicentennial Organ, a 3-manual mechanical action Holtkamp organ of thirty-nine ranks. There are classrooms on the lower level.

### **David A. Smith House (1854)**

The David A. Smith House, built by an early trustee, is home of the three women's literary societies. The parlors of Smith House are available to college women and the faculty for social activities.

### **Schewe Library (1976)**

The library, named in honor of Karl and Louise Schewe, contains 125,000+ books and subscribes to 25,000+ online journals. Schewe Library is a member of CARLI, the statewide circulation system for 132 libraries, which provides borrowing privileges to over 100 million books, music scores, audio-visual material and many other formats. The Khalaf Al Habtoor Archives is housed in the library and contains material on Abraham Lincoln, American Civil War, Findley papers, and the history of Illinois College.

### **Sturtevant Hall (1857; remodeled 1993)**

Sturtevant Hall is named for Julian Sturtevant, second president of the College. It contains offices for the English and sociology departments.

### **Tanner Memorial Hall (1929; remodeled 1977)**

Tanner Hall houses the Office of the President, the Offices of Academic Affairs, Admission, Business Affairs, Campus Events, Marketing and Communication, and the Registrar. The building was named for Edward Allen Tanner, a graduate in the class of 1857 and third president of the College.

### **Whipple Hall (1882; renovated 2010)**

Whipple Hall, originally the preparatory department for Illinois College, began in a building on the Jacksonville town square named for Dr. Samuel Whipple, a leading abolitionist who had provided the original funding. Among the more distinguished alumni of Whipple Academy was William Jennings Bryan, who took his first course in oratory there before enrolling in the College. The current building was built in 1882 and housed the Academy until 1920. Since that time, it has provided space for classrooms, the bookstore, and literary societies. Whipple Hall now serves as the home for the Khalaf Al Habtoor Leadership Library, the Paul Findley Congressional Office Museum, the Illinois College Congressional Hall of Fame, and the Department of Communication and Rhetorical Studies.

**Khalaf Al Habtoor Leadership Library** supports the programming of the Khalaf Al Habtoor Leadership Center. The Center was established in 2011 by Dr. Khalaf Al Habtoor, a native of Dubai, UAE, and the Chairman of the Al Habtoor Group of Companies, an international business conglomerate. The Library also features artifacts from Abraham Lincoln and Edward Beecher.

**Paul Findley Congressional Office Museum** examines the career of Paul Findley, a 1943 Phi Beta Kappa graduate of Illinois College, who represented the 20th Illinois Congressional District in the U.S. House of

Representatives from 1961 to 1983. Reflecting Findley's political career, his interest in Abraham Lincoln, and in his involvement in the quest for universal human rights, the museum includes artifacts such as Lincoln's 1837 law office sofa, campaign memorabilia, and items from seven U.S. presidents and several international leaders.

**Illinois College Congressional Hall of Fame** honors the twenty-one alumni who have served in the U.S. House and Senate from 1851 to the present. The most prominent honoree is William Jennings Bryan, class of 1881, who was a Representative, Secretary of State, and a three-time candidate for the presidency.

## Residential Facilities

**Crampton Hall (1873; remodeled 2011)** accommodates 42 men and women in air-conditioned rooms and is named for Rufus C. Crampton, former professor (1853-88) and acting president (1876-82).

**College Avenue Apartments (purchased in 2004)**, apartments for up to 57 residents provide kitchen and optional meal plans.

**Ellis Hall (1957)**, with accommodations for 111 men and women in air-conditioned rooms, is named in honor of a College founder, Reverend John M. Ellis and his wife, Frances.

**Fayerweather House (1852)**, a campus landmark named for Elizabeth Fayerweather Sturtevant, wife of the second president of the College, has been used in recent years as a residence hall housing 15 students in air-conditioned rooms.

**Gardner Hall (1954)** accommodates 114 men and is named in memory of Judge William Gardner (A.B. 1884, A.M. 1887, Litt.D. 1943). Gardner Hall went through a major renovation during the 2011-2012 school year and is fully air-conditioned. The Office of Public Safety is located on the lower level.

**Greene Hall (1995)** is a coeducational hall accommodating 78 students in suite-style, air-conditioned units.

**Abraham Lincoln Hall (2006)** is a coeducational hall accommodating 200 students in air-conditioned suite-style rooms. The Office of Career Readiness & Experiential Learning, Center for Academic Excellence, Chesley Health & Wellness Center, Disability Resources Office, and the Campus Writing Center are located on the main floor.

**Mundinger Hall (1992)**, a coeducational residence hall named in honor of Donald C. Mundinger, eleventh president of the College, houses 64 students in air-conditioned rooms.

**Pixley Hall (1966)** accommodates 98 women in air-conditioned rooms and is named for A. Boyd Pixley and Ruth Badger Pixley, class of 1918, who were composer and author respectively of the "Illinois College Alma Mater."

**Turner Hall (1965)** is a coeducational hall for roughly 80 students in a mix of double and single occupancy air-conditioned rooms, named for two brothers: Asa Turner, a member of the College's founding "Yale Band," and Jonathan Baldwin Turner, early faculty member and "father of the Land Grant College Act of 1862" that opened the possibility of a college education to many Americans.

Campus houses are also available. There are several houses that can accommodate anywhere from 4 to 8 students depending on the house. These houses offer students more independence while still providing the conveniences of living in campus housing.

## Athletic Fields

The athletic fields include Green Athletic Field, the Ware Family Track, Joe Brooks Baseball Field, Jessica Kamp Softball Field, a soccer field and intramural fields. There are six tennis courts located in the Bellatti Tennis Complex.

## Admission

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Office of Admission  
Illinois College  
1101 West College Avenue  
Jacksonville, Illinois 62650

217.245.3030  
Fax: 217.245.3034  
Tollfree: 866.464.526

E-mail: [admission@ic.edu](mailto:admission@ic.edu)  
web: [www.ic.edu](http://www.ic.edu)

## Admission to Illinois College

Illinois College welcomes applications from students who are seeking a challenging liberal arts education. Applicants entering as first-year or as transfers must present evidence that they are prepared to pursue excellence in their academic and co-curricular endeavors at the College. Recognizing that each individual student brings their own gifts and talents, the admissions process is personalized from the initial contact the student has with the college to their matriculation at the College.

The Admission Committee reviews the applicant's academic record, extracurricular activities, recommendations and essay or writing sample for evidence of academic and intellectual integrity, the ability to communicate effectively and the ability to foster tolerance and respect for fellow members of the Illinois College family and the community. The admissions process is selective, with only those students with a strong likelihood of success being offered admission.

## Suggested Course Preparation for First-time, First-Year Applicants

Work completed at the high school level forms the foundation of work to be done at Illinois College. Students are expected to have taken a solid college preparatory course load, including a minimum of four years of English/language arts, three years of mathematics (including Algebra 1 & 2 and Geometry), two years of lab science courses and two years of social sciences (one of which must be U.S. History). In addition to these courses, Illinois College expects that students will have taken at least two years of a foreign language as well as strong academic electives whenever possible. Candidates should have a minimum of 16 academic units. Particular attention is paid to a student's course selection with the expectation that students who wish to attend a selective liberal arts college will have challenged themselves with the most demanding set of courses possible.

## First-Year Application Procedures

Illinois College offers multiple ways to apply for admission. Illinois College's online application is available at [www.ic.edu/apply](http://www.ic.edu/apply). Additionally, Illinois College is a member of the Common Application and accepts the Common Application for first-year, transfer and international students. The Common Application is accepted at more than 700 colleges and universities across the nation. No application fee is required with any application type and all applications are treated equally in the review process.

A complete application to Illinois College includes:

- Submit a college essay/writing sample (required).
- Submit an official transcript of all high school and/or college work completed (required).
- Submit the Secondary School Report Form completed

## Standardized Test Scores

In 2009, the faculty of Illinois College approved a resolution to make the submission of standardized test scores optional for first-year students graduating from a public/private high school. Students who are home-schooled or students applying as international students are required to submit the results of the ACT, SAT Reasoning Test, TOEFL or IELTS for proof of English proficiency.

Students who believe their standardized test scores strengthen their application are encouraged to submit them. Students who elect not to submit standardized test scores will not be penalized in any way. The admissions process at Illinois College is comprehensive, which means that all information and accomplishments in a student's application are evaluated. Students who elect not to submit standardized test scores and whose high school record falls below the median of the class most recently admitted may be asked to submit additional information or interview with an admission counselor or a representative of the College.

While test scores will not be used to determine admission, all students who choose to enroll at Illinois College will be required to submit test scores prior to enrollment to assist in appropriate course placement and scheduling.

## Personal Interviews and Campus Visits

The Admission Committee at Illinois College strongly encourages all students applying for admission to visit campus and meet with a member of the admission staff. Personal interviews are an opportunity for the candidate to provide additional information that would be helpful to the Admission Committee and to gain important information about the college. Individual appointments may be arranged by contacting the Office of Admission at 217.245.3000. In addition to the personal interview, students may schedule a campus tour, visit classes or meet with faculty members and/or coaches.

## Admission Notification

Illinois College operates a modified rolling admission process. Students may begin to submit their applications in the summer prior to their senior year in high school. Files will be reviewed beginning in August with decisions beginning in mid-September. From that date, decisions are mailed weekly.



Candidates who wish to be considered for the Illinois College Trustee Scholarship Program or IC Scholars must have a complete application on file in the Admissions Office by December 1 to be considered.

Students who wish to be considered for other merit scholarships offered by Illinois College should have a complete application on file by March 1. Merit scholarships are awarded on the basis of a student's overall academic performance, standardized testing results, and personal involvement in both school and community.

## Enrollment Deposits

All admitted students are asked to submit an enrollment deposit submitted/postmarked on or before May 1 (the National Candidate Reply Date) to hold their seat in the class. Deposits date stamped after May 1 will be accepted by the College as space is available. Enrollment deposits are applied to tuition charges for the first semester. Enrollment deposits are refundable up until May 1 if the request is made in writing and received by the Office of Admissions by May 1.

## Final Transcripts

Enrolling students must submit an official record indicating the date of graduation from a secondary school approved by a state or regional accrediting agency prior to the first day of class. Illinois College accepts credits earned by dual enrollment, provided the credits are presented on the transcript of an accredited institution of higher education. In no case does Illinois College allow double-dipping (e.g., credit for both the AP test results and a dual-credit high school course in the same area would not be allowed.) Students who have not submitted final transcripts to the College will not be allowed to register for second semester.

## Online Programs

Illinois College welcomes candidates who seek to enroll in its fully online courses and fully online programs. New applicants who wish to learn more about online courses or programs should visit <https://online.ic.edu> or call 217.245.3000. Current students on campus who are interested in enrolling in the online summer courses should contact the Registrar's Office.

## Home-Schooled Students

Illinois College welcomes candidates who have received a home study-based education. As is the case with all applications to Illinois College, home-schooled candidates will be considered on an individual basis to determine an appropriate admission decision. A candidate may be evaluated for admission on the basis of six semesters of high school level course work.

In addition to the application materials previously listed, home-schooled students are expected to present the following:

- Official copy of the academic record indicating the grade point average, a summary of all courses taught by the home school (curriculum list, biography), the title of each course, the grade received and the name of the instructor (if that person is different than the registered home school instructor).
- Official transcripts received through any correspondence school or regional organization that provides this service for home schools (should list courses completed, grades and the accreditation status of the school or organization).

- The secondary school report form completed by your instructor.
- Application essay or personal writing sample.
- Results from either the ACT or the SAT Reasoning Test. Official scores are preferred, but students may submit a copy of their official score report.

If the candidate has been registered with the home school state's department of education, the registration number and name of the home-schooled education registered should be indicated on all documents.

The following items may be requested: official results of the SAT II Subject tests in English and mathematics, plus one additional subject test in either the social sciences or natural sciences. An on-campus interview is strongly recommended and may be required

## International Students

Illinois College welcomes the interest of international students who desire to study on our campus. To be considered for admission the following items must be submitted:

- All candidates for admission to Illinois College must submit an application for admission.
- An official certified copy of all secondary school work translated into English with all courses/grades listed (an explanation of the grading system should accompany your academic record).
- Secondary school report and essay or personal writing sample.
- Students who are non-native English speakers must submit evidence of proficiency in the English Language by submitting PTE, GTEC, TOEFL, IELTS, ITEP, Duolingo, ACT or SAT scores. A complete listing of acceptable test scores may be found at [www.ic.edu/international/admissionrequirements](http://www.ic.edu/international/admissionrequirements).

While the Admission Committee may find a student qualified for admission, the I-20 cannot be sent to students until they have assured the college that they have the necessary funds to finance their education at Illinois College. The I-20 will be sent when international students have submitted the "Illinois College Financial Questionnaire" and a copy of their bank statement. A completed health information form is required by the Illinois College Office of Health Services. International students are required to purchase health insurance through Illinois College (approximate cost \$2,200 for 12 months of coverage).

## Advanced Placement

Illinois College grants advanced placement with appropriate academic credit for scores of 4 or 5 on Advanced Placement (AP) Examinations administered by the College Entrance Examination Board (CEEB). Many AP examinations scores of 3 will also qualify for credit. Applicants should request that their scores be reported to the Provost. Illinois College does not allow double-dipping (e.g., credit for both the AP test results and a dual credit high school course in the same area would not be allowed.)

Illinois College grants academic credit for College Level examinations (CLEP) prepared by the College Board provided they are passed with a score of 50 or above. Evaluations are made by the Provost.

Illinois College grants academic credit for International Baccalaureate higher-level examinations. Evaluations are made by the Provost.

## Transfer Admission

**The Specific Minimum Requirements for Transfers Include:**

- Graduation from an accredited four-year high school or the equivalent with at least fifteen (15) hours of credit.
- Verification of good academic standing at the institution from which the applicant wishes to transfer.
- A minimum 2.5 for their most recent full-time semester of college level coursework and a minimum cumulative 2.0 G.P.A. for all college level coursework attempted.
- A minimum of 24 transferable credits completed. If 24 credits have not been completed at the time the candidate submits their application, the student's high school record will also be evaluated.

### **Transfer Application Procedure**

All candidates interested in transferring to Illinois College are encouraged to submit either the Illinois College admission application or the Common Application. Both can be submitted electronically. No application fee is required.

To complete the application, transfer students should also submit:

- An official final high school transcript showing date of graduation.
- Official college transcripts for all course work attempted.

While not required, on-campus interviews are strongly encouraged.

### **Evaluation of Transfer Credit**

In most cases, credit is awarded for courses taken at regionally accredited institutions which have content similar to courses offered at Illinois College. No credit is given for any coursework for which the student received a grade below a 'C-', or a credit/no credit grade. An exception will be made and CR grades will be accepted for courses taken in spring 2020 due to the COVID-19 pandemic. Final evaluation of transfer credits resides with the Office of the Registrar and the Provost. (See Transfer Credits pages 198.) Transfer students must request that an official final transcript be sent directly to Illinois College prior to starting classes.

### **Transferology**

Illinois College subscribes to Transferology, a nation-wide network designed to help students explore their college transfer options. At no cost, students can learn how courses they have taken will transfer to Illinois College by adding coursework to Transferology. Illinois College has articulated courses from many of our surrounding community colleges as well as various other schools when requested by students. A link to Transferology is located on the College web page.

## **Health and Immunization Records**

A completed health information form and up-to-date immunization record is required by the Illinois College Health Services Office prior to enrollment for all students.

## **Visiting Students**

Students who do not intend to seek a degree from Illinois College may enroll for coursework on a semester-by-semester basis. Visiting students must provide evidence of a bachelor's degree or good academic standing at their home institution. A special visiting student application may be obtained in the Office of Admission. Visiting students who eventually decide to enroll at the College full-time must follow standard admission procedures. Visiting students are not eligible for financial aid.

## Applicants with a GED

First-year applicants who did not complete their high school education in the traditional manner and who have achieved a passing score on the GED are welcome to apply to Illinois College. A copy of the official GED score report with a score of at least 600 on each of the five GED tests is required. Students who will be applying with a GED are asked to contact the Office of Admission to discuss their candidacy.

## Returning Students

Students who leave the College, whether by choice, withdrawal, dismissal or otherwise, require the permission from the Office of Academic Affairs to return. See the appropriate areas of this catalog for relevant policies and details.

## Finish in 4

Illinois College's Finish in 4 program is designed for first-time, first-year students. While most IC students graduate in four years on their own, this voluntary program provides additional guarantees that participants will graduate with their bachelor's degree from Illinois College in four years. Registered participants are responsible for following all of the prescribed actions set forth in the student participation agreement form to remain eligible for the Finish in 4 Program. Then, if Illinois College does not fulfill its part of the agreement, the cost of the remaining required courses at Illinois College (up to a full-time semester of credits) will be paid by the College. Students who voluntarily choose to participate in this program need to sign and submit the student participation agreement form prior to the first day of classes. This is just one of many ways Illinois College will ensure our students Graduate READY.

## Expenses

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Office of Student Financial Services  
Illinois College  
1101 West College Avenue Jacksonville, IL 62650

217.245.3035 Fax: 217.245.3274  
Toll free: 866.464.5265  
E-mail: [sfs@ic.edu](mailto:sfs@ic.edu)  
web: [www.ic.edu](http://www.ic.edu)

## Room and Board

The College maintains residence halls for students, and all room assignments are made without regard to race, religion, disability, or national origin. Students must enroll for a minimum of twelve hours per semester (full-time status) to be eligible to live in the residence halls. A limited number of single rooms are available.

At the beginning of the academic year, all first-year, sophomores and juniors that have not successfully completed 88 credit hours or have not lived on campus for at least six semesters, are required to live on campus. Room reservations at the opening of the academic year are for both semesters. Students are obligated to keep the commitment for room and board arrangements for the second semester unless not

enrolling for the second semester or unless the Executive Director of Residential Life gives written permission for canceling the room reservation. Residence halls will be closed during extended vacations and after commencement.

Automatic washers and dryers are available in the residence halls. Students are required to furnish bed linens, blankets, towels, lamps, pillow, wastebasket, and mattress cover.

## Payment of Semester Charges

Payment of tuition, room and board, and other charges is due by August 5 for the fall semester, January 5 for the spring semester and May 5 for the summer semester.

Deferred payment options are available through Nelnet. Visit their website, call 800.609.8056 or <https://mycollegepaymentplan.com/ic/>.

Illinois College is committed to helping students understand the best solution for financing their college education. This financial responsibility should be taken seriously, and our Office of Student Financial Services will be able to discuss financial aid and student loan options.

## Refunds

Refunds of tuition are made upon the following basis if withdrawal has been approved by the Provost and the Vice President for Business Affairs:

### ON CAMPUS CLASSES

On or before the first day of class 100% percent refund

Weeks 1 and 2	75% percent refund
Weeks 3 and 4	50% percent refund
Weeks 5 and 6	25% percent refund
After week 6	0% percent refund

### ONLINE CLASSES

Before the sixth day of class	100% percent refund
After the fifth day of class	0% percent refund

Board will be pro-rated based on the official date of withdrawal. Room rent is non-refundable. Fees are non-refundable. Federal financial aid will be calculated based on the U.S. Department of Education regulations. Institutional financial aid will be pro-rated in conjunction with tuition. The refunds will be mailed to the billing address.

If a student leaves the College at any time after entrance without the approval of the Provost and the Vice President for Business Affairs, or because of suspension or dismissal, no tuition is refunded.

A student's federal financial aid eligibility (including Federal Pell Grant, SEOG, Direct Loans: Stafford and PLUS) is recalculated if the student withdraws, drops out, is dismissed or takes a leave of absence prior to completing 60 percent of a semester. The amount of the Title IV Aid earned by the student is based on the percent of earned aid using the following formula: 'percent earned' equals the number of days completed up to the 'withdrawal date' divided by total days in the period of enrollment. The 'withdrawal date' is defined as the

actual date the student began the College's withdrawal process, the student's last date of recorded attendance or the midpoint of the semester for a student who leaves without notifying the College. Federal financial aid is then returned to the federal government based on the percent of the unearned aid using the following formula: The aid to be returned equals 100 percent minus the 'percent earned' (see above), times the amount of aid disbursed toward institutional charges. When the student owes funds to the College due to federal aid being returned, the student should contact the Office of Student Financial Services to make payment arrangements for the balance.

Students who pay tuition on an installment basis through Tuition Management and who withdraw before the account is paid in full are not relieved from payment of the amount due but will be credited according to the previous table.

Notwithstanding the provisions of the College's refund policies, if any disciplinary action results in the suspension or expulsion of a student from the College, housing or any activity, the College may not refund the student's tuition, fees or room and board charges.

## Delinquent Bills

Students who have not met their financial obligations to Illinois College will be refused diplomas, reports of grades, and readmission for future semesters. He or she could also be denied the privilege of participating in commencement activities. There is a \$30 late fee applied to all student accounts that are past due over 30 days.

Students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Chapter 33) or Vocational Rehabilitation and Employment (Chapter 31) benefits, while their payment from the U.S. Department of Veteran Affairs is pending to the College, will not be: prevented from enrolling, assessed a late penalty fee, required to secure alternative or additional funding or denied access to any resources available to other students who have satisfied their tuition and fee bill to the College.

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

## IC Store

Supplies and clothing are sold in the IC Store located in the Caine Student Center, or shop online at <https://www.ic.edu/icstore>.

## Textbooks

Illinois College leases textbooks for full-time, degree-seeking on-campus students with the cost included in tuition. Students pick up their books at the designated location at the beginning of the semester and return them as designated at the end of the semester. When classes are being held on campus, students should return their books to the designated location before they leave campus. When students are away from campus at the end of the term, they should ship them using the prepaid shipping label in their book account. Students are charged replacement costs for books that are not returned by the stated deadlines.

# Financial Aid

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Office of Student Financial Service  
Illinois College  
1101 West College Avenue  
Jacksonville, IL 62650  
FAFSA code: 001688  
217.245.3035 Fax: 217.245.3274 Toll free: 866.464.5265  
Email: [sfs@ic.edu](mailto:sfs@ic.edu)  
web: [www.ic.edu](http://www.ic.edu)

Illinois College offers a wide variety of need-based and merit-based programs. Need-based aid is awarded based on the premise that the primary responsibility of paying for college lies with the student and his or her parents. Aid is intended to help fill the gap between the cost of the education and the family's ability to pay.

Eligibility for need-based financial aid is determined from the Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed online at [www.fafsa.gov](http://www.fafsa.gov). The Illinois College school code is 001688. Students should file by October 31 in order to receive full consideration for all federal, state and institutional programs. Illinois College does not provide any institutional aid for part-time enrollment, for summer school or for students that have earned a baccalaureate degree.

Financial aid packages are prepared for students based on their demonstrated eligibility and individual circumstances. Awards may include grants, scholarships, loans and/or work-study opportunities. Eligibility for need-based aid is evaluated every year by completing a new FAFSA. Award amounts may increase or decrease as the family's financial situation changes.

# Faculty

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*Dates indicate the years of appointment to the Faculty and to the present rank.*

## Professors

JENNY BARKER-DEVINE, Professor of History (2008, 2020) B.A., University of Central Missouri; M.A., Ph.D., Iowa State University. (Sabbatical Leave – Fall 2023)

DEVIN BRYSON, Professor of Global Studies (French) (2011, 2023) B.A., University of Utah-Salt Lake City; M.A., Ph.D., University of Pennsylvania.

BETH W. CAPO, Professor of English, Edward Capps Professor of Humanities (2003, 2014) B.A., Denison University; M.A., Ph.D., Pennsylvania State University. (Sabbatical Leave - Fall 2023)

NICHOLAS P. CAPO, Professor of English (2003, 2016) B.A., M.F.A., Pennsylvania State University.

LAURA COREY, Dean of Faculty and Instructional Excellence and Professor of Biology (2009, 2020) B.A., Grinnell College; Ph.D., Harvard University.

KELLY A. DAGAN, Professor of Sociology (2001, 2015) B.A., Hiram College; M.A., Ph.D., Kent State University.

ADRIENNE HACKER DANIELS, A. Boyd Pixley Professor of Humanities and Professor of Communication and Rhetorical Studies (2000, 2010) B.A., Brooklyn College; M.A., Northwestern University, Ph.D., University of Wisconsin-Madison.

BERND K. ESTABROOK, Professor of Global Studies (German) (1994, 2006) B.A., Whitman College; M.A., Ph.D., University of California-Berkeley.

BARBARA A. FARLEY, President of the College and Professor of Business Administration (2013, 2013) B.A., College of Saint Benedict; M.B.A., Ph.D., Carlson School of Management, University of Minnesota.

JEFF GALLE, Professor of Agribusiness Management (2020) A.S., Black Hawk College; B.S., Western Illinois University; M.S., Southern Illinois University; Ph.D., University of Illinois.

STEVEN M. GARDNER, Francis McReynolds Smith Professor of International Understanding and Professor of Global Studies (Spanish) (2001, 2013) B.A., Alma College; M.A., University of Delaware-Newark; Ph.D., University of Illinois at Urbana-Champaign.

PATRICIA L. KIIHNE, Professor of Mathematics (1999, 2012) B.S., University of Nebraska- Lincoln; M.S., University of Nebraska-Omaha; Ph.D., University of Tennessee.

ROBERT C. KUNATH, William and Charlotte Gardner Professor of History (1994, 2006) B.A., University of Chicago; M.A., Ph.D., Stanford University.

MARGARET A. MAREK, Professor of Global Studies (Spanish) (2003, 2020) B.A., St. Olaf College; M.A., Ph.D., Pennsylvania State University.

JAMES P. MARSHALL, Hitchcock Professor of Mathematics (1993, 2005) B.A., Grand Valley State College; M.A., Ph.D., University of Wisconsin-Madison.

MARY K. MARSHALL, Professor of Mathematics (1995, 2008) B.A., St. Olaf College; Ph.D., University of Wisconsin-Madison.

TODD D. OBERG, Professor of Mathematics (1999, 2012) B.A., Luther College; M.S., University of Iowa; Ph.D., University of Montana.

CATHARINE E. O'CONNELL, Professor of English (2016, 2016) B.A., Amherst College; M.A., Ph.D., University of Michigan-Ann Arbor.

ZVI PASMAN, Professor of Chemistry (2003, 2015) B.S., Ph.D., Duke University.

ADAM L. PORTER, Scarborough Professor of Religion (2000, 2012) B.A., Oberlin College; M.T.S., Harvard Divinity School; Ph.D., Duke University.

ELIZABETH A. RELLINGER ZETTLER, Professor of Psychology (1993, 2005) B.S., Loyola University of Chicago; M.A., Ph.D., University of Notre Dame.

NANCY TAYLOR PORTER, Professor of Theatre (2004, 2017) B.A., Guilford College; M.A., University of Louisville; Ph.D., Tufts University.

WINSTON R. WELLS, Findley Family Professor of International Affairs and Professor of Political Science (1998, 2016) B.A., Northwestern University; M.A., Ph.D., University of California-Los Angeles.

LAWRENCE W. ZETTLER, Hitchcock Professor of Biology (1996, 2007) A.A., Santa Fe Community College; B.S., University of Florida; Ph.D., Clemson University.



## Associate Professors

BRYAN ARNOLD, Associate Professor of Biology (2013, 2019) B.S., Ohio University; M.S., John Carroll University; Ph.D., University of Maryland.

JEFFREY E. CHAMBERLAIN, Associate Professor of Physics (2000, 2003) B.S., Northeast Missouri State University; Ph.D., University of Missouri-Columbia.

BRENT CHANDLER, Associate Professor of Chemistry (2012, 2019) B.S., University of Illinois at Urbana-Champaign; Ph.D., Princeton University.

CYNTHIA A. COCHRAN, Associate Professor of English (1997, 2001) A.B., M.S., University of Illinois at Urbana-Champaign; Ph.D., Carnegie Mellon University.

DIANA GRULLÓN-GARCÍA, Associate Professor of Global Studies-Spanish (2015, 2021) B.A., University of Puerto Rico; M.A., Ph.D., Florida International University.

PAUL HAMILTON '09, Associate Professor of Biology (2016, 2022). B.S., Illinois College; Ph.D. University of Illinois at Urbana-Champaign. (Sabbatical Leave - Fall 2023)

ADAM JONES, Director of Debate and Associate Professor of Communication and Rhetorical Studies (2008, 2011) B.A., M.S., Illinois State University; Ph.D., University of Nebraska- Lincoln.

MIRANDA KARBAN, Associate Professor of Biology (2016, 2022) B.A. Illinois Wesleyan University; M.S., Illinois State University; Ph.D., University of Iowa. (Sabbatical Leave - Spring 2024)

JOHN A. LAUMAKIS, Associate Professor of Philosophy (2004, 2010) B.A., Lehigh University; Ph.D., Marquette University.

ALEX MOORE, Associate Professor of Psychology (2019, 2019) B.A., Southern Illinois University Edwardsville; M.A., Ph.D., University of Nevada Las Vegas.

JOCELYN LANORIO, Associate Professor of Chemistry (2017, 2022) B.S. University of the Philippines; M.S., Michigan State University; Ph.D., University of Nevada, Reno.

CHRISTOPHER OLDENBURG, Associate Professor of Communication and Rhetorical Studies (2010, 2016) B.A., M.A., University of Dayton; Ph.D., University of Memphis.

CHARLES A. RIGGS, Visiting Associate Professor of Engineering (2023) B.S., Central Missouri State University; Ph.D., University of Missouri-Columbia.

CHRISTIAN SECRIST, Director of Bands and Associate Professor of Music (2014, 2019) B.M.Ed., University of Mount Union; M.M., Cleveland State University; D.M.A., Ohio State University.

TAKAKO SOMA, Associate Professor of Computer Science (2005, 2011) B.S., M.S., Texas A&M University; Ph.D., University of Iowa.

CLAYTON F. SPENCER, Associate Professor of Chemistry (1996, 2002) B.S., Rhodes College; M.S., Ph.D., Cornell University.

CRAIG STEENERSON, Associate Professor of Theatre (2008, 2011) B.A., Cal State University; M.F.A., Utah State University.

LISA J. UDEL, Associate Professor of English (2002, 2007) B.A., University of Michigan; M.A., Indiana University; Ph.D., University of Cincinnati. (Sabbatical Leave - Spring 2024)

DANE WENDELL, Associate Professor of Political Science (2017, 2023) B.A., Rhodes College; M.A. Loyola University; Ph.D., Loyola University.

## Assistant Professors

PRASANNA ACHARYA, Assistant Professor of Biology-Kinesiology (2020, 2020) B.E., Bapuji Institute of Engineering & Technology, India; M.Tech., Motilal Nehru National Institute of Technology, India; Ph.D., Louisiana State University, Baton Rouge.

EMILY ADAMS, Part-time Assistant Professor of World Languages and Cultures (French) (2012, 2016) B.A., Tulane University; M.A., Ph.D., University of Pennsylvania.

ANGELA BENTLEY, Director of Nursing and Assistant Professor of Nursing (2023) A.A. Springfield College in Illinois; B.S.N., M.S.N, University of Illinois at Chicago; Ph.D., Medical University of South Carolina.

PAMELA BROWN, MSN Program Coordinator and Assistant Professor of Nursing (2018, 2018) B.S.N., Quincy College; M.S., Southern Illinois University Edwardsville; Ph.D., Wayne State University.

ALLISON BURRUS, Assistant Professor of Business (2019, 2020) B.S., Eastern Illinois University; M.B.A, University of Illinois at Springfield; M.A., University of Missouri, St. Louis; Ph.D., University of Missouri-St. Louis.

CARRIE CARLS, Assistant Professor of Nursing (2023) B.S.N., MacMurray College; M.S.N., Benedictine University; D.N.P., Southern Illinois University.

BARBARA CHUMLEY, Assistant Professor of Nursing (2020, 2020) B.S.N., MacMurray College; M.S.N., Western Governors University.

AASNE DANIELS, Assistant Professor of Theatre (2013, 2013) B.A., Minnesota State University Moorhead; M.F.A., Northern Illinois University.

NICHOL DELGIORNO '97, College Organist and Assistant Professor in Music (2019, 2019) B.A., Illinois College; M.M., University of Iowa; D.M.A., University of Illinois.

KARA DORRIS, Assistant Professor of English (2018, 2018) B.A., M.A., University of North Texas; M.F.A., New Mexico State University; Ph.D., University of North Texas.

GWENDOLYN GILLSON, Assistant Professor of Asian Studies (2019, 2019) B.A., Gustavus Adolphus College; M.L.I.S., University of Oklahoma; M.A., Ph.D., University of Iowa.

MICHAEL HARDEN, Assistant Professor of Business (2018, 2018) B.B.A, Robert Morris University; M.S., Benedictine University.

MCKENNA JACQUEMET, Research Services and Information Literacy Librarian (2023) B.A., Hendrix College; M.L.I.S., University of Iowa.

JAIME KLEIN, Assistant Professor of Education (1992, 2017) B.S., M.Ed., University of Wisconsin; Ed.D., Saint Louis University.

GWENDOLYN KNAPP, Assistant Professor of Biology (2020, 2020) B.S., Purdue University; Ph.D., Texas A&M University.

KHARA KOFFEL, Part-time Assistant Professor in Art & Design (2022) B.A., Juniata College; M.A., M.F.A., University of Alabama, Tuscaloosa.

TRACEY KREIPE, Assistant Professor of Nursing (2023) B.S.N., University of South Carolina; M.P.A., University of Illinois Springfield., D.N.P., Southern Illinois University—Edwardsville.

JOSIAH KUNZ '12, Assistant Professor of Physics (2020, 2020) B.S., Illinois College; Ph.D., Illinois Institute of Technology.

SAM LEVEY, Assistant Professor of Economics (2023) B.A., University of Southern California; M.A., University of Missouri-Kansas City.

MARIE LINDSEY, Assistant Professor of Nursing (online), B.A., Ohio University; A.A.S., Morton College; M.S., Rush University; Ph.D., The University of Illinois at Chicago.

MARILYN MARKEL, Assistant Professor of Business (2022) B.S., Ferris State University; Ph.D., Western Michigan University.

JERICHO MCELROY, Assistant Professor of Sociology and Criminal Justice (2022) B.A., M.S., Arkansas Tech University; Ph.D., Oklahoma State University.

LORETTA MCKENZIE, Visiting Assistant Professor of Psychology (2010, 2010) B.S., M.S., Illinois State University; Ph.D., Adler School of Professional Psychology.

KATELYN PATTILLO '14, Assistant Professor of Art (2018, 2023) B.S., Illinois College; M.F.A., Indiana University.

CLARISSA RICHARDSON '09, Assistant Professor of Psychology (2021) B.S., Illinois College; Ph.D., University of Florida.

RYAN ROBERTS, Director of Schewe Library and Assistant Professor (2022) B.S., Indiana State University; M.L.I.S., Indiana University, Indianapolis.

AMY S. SCHWIDERSKI, Associate Provost, Student Success Director, Center for Academic Excellence (2019, 2019) B.A., Illinois College; M.S.Ed., Western Illinois University; Ed.D., Saint Louis University.

JACLYN TABOR, Assistant Professor of Sociology (2019, 2020) B.A., Purdue University; M.A., Indiana University; Ph.D., Sociology, Indiana University.

JENNIFER TYGRET, Assistant Professor of Education (online) B.A., Truman State University; M.A., Ph.D., University of Colorado Springs.

DAVID WALTER, Assistant Professor of Criminal Justice (2017, 2017) B.A., Southern Illinois University; J.D., Southern Illinois University School of Law.

EMILY WRIGHT '01, Assistant Professor of Accounting (2022) B.A., Illinois College; M.B.A., Webster University.

MIZUKI WYANT, Assistant Professor of Communication and Rhetorical Studies (2022) B.A., Sapporo University, Sapporo, Japan; M.A., Ball State University; Ph.D., University of Oklahoma.

RISA YAMANAKA, Part-time Assistant Professor of Japanese (2023) B.A., Kanazawa University; M.A., J.F. Oberlin Graduate School in Tokyo.

BRITTNEY YANCY, Assistant Professor of History and African American Studies (2022) B.A., Hampton University; M.A., Ph.D., University of Connecticut.

YU-HUA YEH, Assistant Professor of Psychology (2023) B.S., National Taiwan University; M.S., Chang Gung University; Ph.D., Washington University St. Louis.

## Instructors

ANGELA GONZALES BALFE, Instructor in Criminal Justice (2020) A.G.S., Central Texas College; B.S., Athens State University; M.S., University of South Dakota.

JEREMY BRIGGS '04, Part-time Instructor in Business (online) (2021) B.S., Illinois College; M.B.A., University of Illinois at Springfield.

TYLER S. CARPENTER, Instructor in Music (2020) B.M.E., South Dakota State University; M.M., University of Akron.

ISAMAR CHAVEZ-RODRIGUEZ, Instructor in Education (2023) B.S., M.S., Western Illinois University.

T.J. DEVINE, Instructor in Economics, Accounting and Finance (2009) B.S., University of Central Missouri.

MALLORY FAIRLESS '06, Part-time Instructor in Business (online) B.S., Illinois College; M.S.A., Loyola University.

APRIL HOWARD, Part-time Instructor in Nursing (2023) B.S.N., MacMurray College; M.S.N., Western Governors State University.

ZHENG HUANG, Instructor in Computer Science (2019) B.S., University of Minnesota; M.S., North Dakota University.

JORDAN JARZEN, Instructor in Nursing (2023) B.S.N., Saint Louis University; M.S.N., Maryville University.

SUZANNE KELL, Instructor in Education (2019) B.S., Eastern Illinois University; M.S., Walden University.

ROB KILLAM, Applied Music Instructor-Bass; A.M., Lincoln Land Community College; B.A., MacMurray College.

MEREDITH KUNZ, Instructor in Education (2023) B.S., North Park University; M.S., Indiana University.

ERIC MCCLAREY, Instructor in Physical Education and Health (2018) B.S., M.S., University of Illinois at Urbana-Champaign.

PATRICK MCKELVEY, Instructor in Sports Management (2023) B.S., University of Missouri-Columbia; M.S., University of Memphis.

SHAWNA MERRILL, Debate Coach and Instructor in Communication and Rhetorical Studies (2018) B.S., M.A., Missouri State University.

WILLIAM MITCHELL, Applied Music Instructor (2019) B.A., Eastern Illinois University; M.M., University of Nebraska.

BRANDON MYLES, Part-time Instructor in Business (online) (2022) B.S. Robert Morris University; M.Ed., Xavier University.

STEPHANIE MYRE, Applied Music Instructor-Voice (2018) B.A., DePaul University; M.M.E., Boston University College of Fine Arts.

THERESA K. O'HARE, Applied Music Instructor – Flute (2021) B.M., Western Illinois University; M.M., University of Illinois.

SUSAN E. PHILLIPS, Applied Music Instructor-Cello; M.M., University of Michigan.

CHERYL POPE, Part-time Instructor in Nursing (2023) B.S.N., M.S.N., Benedictine University.

JAFAR QUTOB '13, Part-time Instructor in Accounting (online) (2023) B.S., Illinois College; M.B.A., Eastern Illinois University.

ANN O'SULLIVAN, Instructor in Nursing (2019) B.S., M.S.N., Northern Illinois University.

NELSON RUIZ, Applied Music Instructor-French Horn; B.A., Rollins College; M.M., Illinois State University.

MATTHEW S. SCHULTZ, Instructor in English (2016) B.A., M.A., University of Michigan.

SARAH SEELY, Clinical Coordinator for Alcohol and Other Drug Counseling Program (2023) B.A., M.S., University of Illinois Springfield.

SUZANNE SEGREDO, Applied Music Instructor – Bassoon (2021) B.M., University of Illinois School of Music; M.M., Northwestern University Bienen School of Music; D.M.A., University of Illinois School of Music.

JASON SEXTON, Instructor in Business (2023) A.S. Lincoln Land Community College; B.S., University of Illinois—Springfield; M.B.A., Benedictine University.

ERIN STUDER, Instructor in Education (2022) B.S., Illinois State University; M.S., Walden University.

SANDRA SWEATMAN '89, Instructor in Education (2023) B.A. Illinois College; M.A. Olivet Nazarene University.

ANGELA VALUCK '08, Title IX Coordinator and Part-time Instructor in Business (online), B.A. Illinois College; M.Ed. University of Illinois at Urbana-Champaign.

DEBRA VEACH, Part-time Instructor in Nursing (2023) B.S.N, M.S.N., Benedictine University.

ALEX WOLFE, Instructor in Kinesiology (2022) B.S., M.S., Illinois State University

SHAWN WOODS, Instructor in Kinesiology (2023) B.S., Culver-Stockton College, M.B.L., William Penn University.

## Emeriti Faculty

GARRETT N. ALLMAN, Associate Professor of Music (1981, 2018) B.M., Pacific Lutheran University; M.M., New England Conservatory of Music; D.M.A., University of Iowa.

DOUGLASS T. BOLLING, Professor of English (1979, 2003) B.A., The College of William and Mary; M.A., Ph.D., University of Iowa.

JANET E. BUHRMANN, Associate Professor of Sociology (2004, 2018) B.A., University of Texas, San Antonio; Ph.D., University of Colorado.

ELAINE S. CHAPMAN, Hitchcock Professor of Biology (1985, 2016) B.A., Millikin University; Ph.D., University of Iowa.

WILBUR S. CHIEN, Professor of Economics and Business Administration (1960, 1986) B.S., University of Nanking; M.S., University of Wisconsin; Ph.D., Ohio State University.

KAREN E. DEAN, Ruth Badger Pixley Professor of the Social Sciences and Professor of Political Science (1984, 2017) B.A., M.A., Ph.D., Kent State University.

JAMES E. DAVIS, Scholar in Residence, William and Charlotte Gardner Professor of History/ Professor of Geography (1971, 2009) A.B., M.A., Wayne State University; Ph.D., University of Michigan.

JOHN DREA, Professor of Business Administration (2014, 2023) B.A., Illinois College; M.B.A., University of Notre Dame; D.B.A., Southern Illinois University Carbondale.

KENT D. ELWOOD, Professor of Psychology (1975, 2018) B.A., Ph.D., Northwestern University.

JOHN W. FRITSCHKE, Professor of Education (1989, 2015) B.A., Concordia College; M.A., University of Illinois at Springfield; Ed.D., Illinois State University.

RICHARD T. FRY, Findley Family Professor of International Affairs (History and Political Science) College (1967, 2008) B.A., Grinnell College; M.A., Ph.D., University of Minnesota.

MARTIN H. GALLAS, Associate Professor of Library Science /Library Director (1986, 1993) A.B., M.S.L.S., University of Illinois at Urbana-Champaign.

RICHARD A. GRABER, Professor of Education (1971, 1999) A.B., Tabor College; M.S., Kansas State Teachers College; Ed.D., Oklahoma State University.

GARY GRAMS, Associate Professor of Chemistry (2002, 2006) B.S., Valparaiso University; Ph.D., Northwestern University.

NAOMI E. HAHN, A. Boyd Pixley Professor of Humanities and Professor of English (1982, 2018) B.A., Augustana College; M.A., Ph.D., Purdue University.

STEVE HOCHSTADT, Professor of History (2006, 2016) B.A., Ph.D., Brown University.

ROYCE P. JONES, Edward Capps Professor of Humanities/Professor of Philosophy (1974, 2006) B.A., M.A., Texas Christian University; B.D., Duke University; Ph.D., University of Oklahoma.

NAUSSER S. JAMALI, Associate Professor of Accounting (1982, 2020) B.S., Karaj College, Iran; M.Acc., Western Illinois University.

KEVIN C. KLEIN, Professor of Economics (1986, 2023) A.A.S., Illinois Central College; B.S., M.S., D.A., Illinois State University.

ROBERT C. KOEPP, Frances McReynolds Smith Professor of International Understanding and Professor of English (1982, 2015) B.A., St. Olaf College; M.A., Ph.D., University of Wisconsin- Madison.

TIMOTHY KRAMER, Edward Capps Professor of Humanities and Professor of Music (2010, 2020) B.M., Pacific Lutheran University; M.M., University of Michigan; a Fulbright Certificate from Hochschule für Musik, Detmold, Germany; D.M.A., University of Michigan.

GEORGE J. MANN, Associate Professor of Physics (1965, 2000) B.S., Arkansas State College; M.S., University of Mississippi.

WENDY McCARTY, Associate Professor of Education (1993, 2015) B.S., University of Texas- El Paso; M.Ed., University of Alaska; M.Ed., University of Washington; Ed.D., Harvard University.

BRUCE D. McCOY, Associate Professor of Art (1985, 2014) A.F.A., Florissant Valley Community College; B.F.A., University of Illinois; M.F.A., Southern Illinois University Edwardsville.

WILLIAM S. MCKINLEY, Professor of Mathematics (1987, 1999) B.S., M.S., Western Illinois University; Ed.D., University of Northern Colorado.

MARJORIE B. MEIER, Professor of Management and Organizational Leadership (1980, 2016) B.S., M.B.A., University of Illinois at Urbana-Champaign; D.P.A., University of Illinois at Springfield.

FREDERICK PILCHER, Associate Professor of Physics (1962, 2005) B.S., Washburn University; M.S., University of Kansas.

JAMES D. PROFFITT '70, Assistant Professor of Business Administration (2002, 2018) B.A., Illinois College; M.S., United States Naval Postgraduate School (CA).

JOHN S. RUSH, Associate Professor of Accounting (1998, 2022) B.S., M.Acc., Western Illinois University.

ALVIN J. SCHMIDT, Professor of Sociology (1989, 1999) B.A., Valparaiso University; B.D., Concordia Seminary; M.A., Ph.D., University of Nebraska-Lincoln.

WILLIAM G. SHAFFER, Professor of Modern Languages (French and Spanish) (1989, 2001) B.A., Grove City College; M.A., Ph.D., Case Western Reserve University.

ALMUT SPALDING, Professor of World Languages and Cultures (German) and Director of Global Programming (2002, 2020) Vor-Diplom, Ruprecht-Karls-Universität Heidelberg, Germany; M.Div., McCormick Theological Seminary; M.A., University of Iowa; M.A., Ph.D., University of Illinois at Urbana-Champaign.

PAUL S. SPALDING, Joel Scarborough Professor of Religion (1988, 2018) B.A., University of Wisconsin; M.A., M.Div., Yale University; Ph.D., University of Iowa.

JAMES T. STREIB, Professor of Computer Science (1996, 2018) B.A., Michigan State University; M.S., Central Michigan University; Ed.D., University of Memphis.

ELIZABETH H. TOBIN, Provost and Dean of the College and Professor of History (2006, 2016) B.A., Swarthmore College; Ph.D., Princeton University.

DONALD R. TRACEY, Gardner Professor of History (1972, 1994) B.A., M.A., Ph.D., University of Maryland.

JEREMY TURNER '95, Professor of Psychology (2006, 2023) B.A., Illinois College; M.A., Ph.D., Northern Illinois University.

RUDOLF J. ZUIDERVELD, Professor of Music and College Organist (1980, 2009) A.B., Calvin College; M.M., University of Michigan; D.M.A., University of Iowa.

## Administration

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### Presidents of the College

The Reverend Edward Beecher, D.D.	1830-1844
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The Reverend Julian M. Sturtevant, D.D., LL.D.	1844-1876
The Reverend Edward A. Tanner, D.D.	1882-1892
John E. Bradley, Ph.D., LL.D.	1892-1899
The Reverend Clifford Webster Barnes, A.M., LL.D.	1900-1905
Charles H. Rammelkamp, Ph.D., LL.D., Litt.D.	1905-1932
Harold C. Jaquith, A.M., LL.D.	1933-1937
Harris Gary Hudson, Ph.D., LL.D., Litt.D.	1937-1953
William K. Selden, A.B., LL.D.	1953-1955
L. Vernon Caine, B.S., M.A., LL.D., LL.D., Litt.D.	1956-1973
Donald C. Munding, Ph.D., LL.D., D.H., Doctorate, L.H.D.	1973-1993
Richard A. Pfau, A.B., M.A., Ph.D.	1993-2002
Axel D. Steuer, A.B., M.A., S.T.B., Ph.D., L.H.D.	2003-2013
Barbara A. Farley, B.A., M.B.A., Ph.D.	2013-

## Office of the President

President of the College	Barbara A. Farley
Executive Assistant to the President	Rebecca Houston
Director of Athletics	Meghan Roman
Director of Sports Information	TBD
Assistant Sports Information Director	Kyle Jones
Associate Director of Athletics / Head Men's Basketball Coach	Steve Schweer
Assistant Director of Athletics	Abby Vorreyer
Head Athletic Trainer	Terry J. Geirnaeirt
Assistant Athletic Trainer	Shawn Woods Jr.
Assistant Athletic Trainer	Sydney Stevelnick
Head Strength and Conditioning Coach	Jordan Bowman
Head Baseball Coach	Jacob Waddle
Assistant Baseball Coach	Matthew White
Assistant Baseball Coach	Zach Hatton
Assistant Men's Basketball Coach	Jay Rowell
Head Women's Basketball Coach	Jennifer McCormick
Assistant Women's Basketball Coach	Rhys Pepino
Head Cheer Coach	Mckenzie Moore
Head Dance Coach and Director of Spirit Teams	Samantha Laster
Head Clay Target Coach	Bruce Shafer
Assistant Clay Target Coach	Jericho McElroy
Assistant Clay Target Coach	David Walter
Head Cross Country Coach	Anthony Flores
Head Esports Coach	David Seering
Head Football Coach	Ray DeFrisco
Associate Head Football Coach	Craig Neece
Assistant Football Coaches	Riley Reid Drew Chance Peyton Allen



	Kyle Lane Michael Salerno Adam Frey Jaylin Swan
Head Men's and Women's Golf Coach	Josh Edison
Head Men's Soccer Coach	Evan Philpott
Assistant Men's Soccer Coach	John Antoine
Head Women's Soccer Coach	Hunter Gray
Assistant Women's Soccer Coach	Sydney Barrow
Head Softball Coach	Leslie Messina
Assistant Softball Coach	Payton Cloe
Head Track and Field Coach	Dirk Doehring
Assistant Track and Field Coach	Maxwell Schweitzer
Head Women's Volleyball Coach	Alicia Wood
Assistant Women's Volleyball Coach	Alexis Chambers
Head Men's and Women's Swim Coach	Christopher Sykes
Assistant Swim Coach	Lance Bergmann
Head Men's and Women's Tennis Coach	Scott Weakley

## Office of Academic Affairs

Provost and Dean of the College	Catharine O'Connell
Executive Assistant to the Provost	Elise Meyer
Administrative Coordinator of Student Success	Jennifer Claussen
Dean of Faculty/Professor of Biology	Laura Corey
Dean of Students	Jessica Edonick
Executive Director for Institutional Research	Robert A. Sweatman
Director of Grants	Jenny Chandler
Registrar and Assistant Dean	Helen Cole Kuhn
Associate Registrar and Coordinator of Online Learning	Kelly McCormick
Assistant Registrar and Technology Manager	Dixie Freehill
Assistant Registrar	Lena Reed
Academic Support Staff	Joanne Leeds
Academic Support Staff	Julie Samaras
Academic Support Staff	Nick Wyant
Administrative Assistant for Nursing	Danielle Heneisen
Library Director	Ryan Roberts
Information Literacy Specialist	Jaeda Calaway
Research Services Librarian and Information Literacy Librarian	McKenna Jacquement
Technical Services Manager	Adam Enz
Access Services Manager	Emma Norris
Archivist and Curator of the Paul Findley Congressional Museum	Elizabeth Ray
Associate Provost for Student Success and Director of the Center for Academic Excellence	Amy Schwiderski
Director TRIO Student Support Services	Olivia Raya
Director of Academic Support	Sarah Scheufele

TRIO Operations Manager	Marsha Mayner
Administrative Assistant for the Center of Academic Excellence	Missy Naeve
Disability Services Coordinator	TBD
TRIO Academic Coach and Coordinator for Student Engagement	TBD
TRIO Academic Coach	Brooke Rhoades
Academic Coach	Amanda Dober
Academic Coach - Nursing	Tasha Bartlett
Title III Operations Manager	Kathy Simmons
Student Success Coach	Terrance "T.J." Lockett
Director of Nursing	Angela Bentley
Online Nursing Program Coordinator	Pamela Brown
Nursing Skills and Simulation Lab Coordinator	Karlie Randall
Director of Diversity, Inclusion, and Belonging	Cameron Sweatman
Associate Directory of Diversity, Inclusion, and Belonging	Kierstyn Worthem
Program Coordinator of Diversity, Inclusion, and Belonging	Alessandra Rider
Title IX Coordinator	Angela Valuck
Director of Global Programming	Rebecca Spencer
Director of the Drumline	Tyler Carpenter
Head Debate and Speech Coach	Shawna Merrill
Placements Coordinator and Instructor of Education	Erin Studer
Clinical Coordinator for the Alcohol and Other Disorders Counseling Program	Sarah Seely
Administrative Specialist for the Teacher Preparation Program	Camille MAbly
Laboratory Manager	Andrew L. Stice
Coordinator of Online Business Programs	Kevin Klein
Chief Information Officer	Patrick Brown
Assistant Chief Information Officer	Marc Benner
Associate Director of Administrative IT Solutions/Database Administrator	Quinton Miller
Administrative Systems/Web Development Specialist	Tonia Berry
IT Support Specialist	Joe Mendala
IT Office Manager	Jennifer Phebus
Faculty Support and Educational Technology Specialist	Jeremy Hommowun
Manager of End User Security and Support	Kelsi Simmert
Director of Student Engagement and Belonging	Kayla Ward
Program Coordinator for Student Services	Rebecca Leatherwood
Program Coordinator of Student Engagement and Belonging	Emma Lantz
Executive Director of Residential Life and Campus Safety	Dennis Schumacher
Assistant Director of Residential Life	TBD
Administrative Assistant in Residential Life	Paula Haley
Senior Public Safety Officer	Mark Lawson
Public Safety Officer and Shift Supervisor	Mark McAuliffe
Public Safety Officer	Matt Courty
Public Safety Officer	Brad Petefish
Public Safety Officer	Chris Prewitt
Executive Director of Career Readiness and Experiential Learning	Kelly Pool

Director of Career Counseling and Internship Development	Susie Drake
Director of Civic Engagement and Public Service Pathways	Ryan Flynn
Assistant Director of Career and Leadership Development	Jessamy Hintz
Administrative Assistant for Career Readiness and Experiential Learning	Shannon Killday
Director of Student Health and Wellbeing	Leah Hamilton
Mental Health Counselor	Nicole Crockett
Mental Health Counselor	LaNise Kirk
College Health Nurse	Keri Hayes
Health Services Manager	Sherry Clayton

## Office of Advancement and Alumni Engagement

Vice President of External Relations	Stephanie Chipman
Executive Director of Development and Alumni Relations	Katie Carls
Office Manager and Welcome Coordinator	Darlene Beck
Advancement Associate	Kayleigh Blaney
Operations Manager - Fundraising and Development	Andrew Blue
Operations Manager - Prospect Development	Eric Sustaita
Advancement Associate	Jesse Claussen
Director of Business Development	Forrest Gross
Director of Annual Programs and Advancement Communication	Amy Rourke Jones
Director of Alumni and Family Engagement	Katlyn Puclik-Baker
Gift Processor	Pam Ruyle

## Office of Enrollment and College Marketing

Vice President of External Relations	Stephanie Chipman
Associate Vice President of Enrollment Management	Evan Wilson
Senior Associate Director of Admission and Transfer Coordinator	Richard L. Bystry
Director of Recruitment and Outreach	Sara-Jean Gilbert
Chicago Regional Representative	Yesenia Abreu
Project Manager	Kristen Reed
Enrollment Operations Coordinator	Beth Kaufmann
Admission Counselor - Specialized Initiatives	Louis Guene
Guest Experience Coordinator	Sydney Koehler
Associate Director of Admission	Katie Kuznia
Associate Director of Admission (Nursing)	Michaela Morrison
Assistant Director of Admission	Joe Legendre
Admission Counselor	TBD
Admission Counselor	Jayden Kasai
Director of Divisional Technology and Operations	Michael Bendorf
Director of Specialized Admission Initiatives	Sarah Wayne
Director of Campus Events	Kirsten Henderson
Events and Project Manager	Kaitlyn Weidhuner
IC Store Manager	Ashley Sieving

Director of Student Financial Services	Rebecca S. Birdsell
Student Financial Services Coordinator and Technology Manager	Dustin Leifheit
Student Financial Services Counselor	Audrey Gibson
Student Financial Services Counselor	Laura Doss
Coordinator of Financial Aid	Jen Neff
Financial Aid Counselor	Pamela Harpole
Director of Marketing and Communication	Bryan Leonard
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Emma Jane Chapman  
Kyle J. Corley  
Senaf D. Fayissa  
Myles David Genrich  
Colin Thomas Gwillim  
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Kendra Lynn Ostermeier  
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Ragen Elizabeth Myers

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Kendall Clayton  
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Gina Rae Lynn Taylor  
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Will Cameron Boyd  
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Isaac S Riddle  
Madison Marie Ruiz  
Matthew R Schultz  
McKenna Kay Servis  
Hunter Max Stockton  
Nicholas Roger Thurston  
Chloe Gabriel Vacca  
Madisyn B Webster  
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# Campus Map

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Visit [ic.edu/about/visitcampus](http://ic.edu/about/visitcampus) for the most up to date campus map.

# Programs

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## Accounting

**Assistant Professor Emily Wright**

**Instructor Jason Sexton**

**Part-time Instructor Mallory Fairless**

**Part-time Instructor Jafar Qutob**

Students who enjoy problem solving and decision-making will find the accounting major a challenging but rewarding discipline of study. While learning content, students will improve their analysis and evaluation skills to be prepared for life beyond Illinois College.

Students seeking to complete more than one major in the Business Department must complete a minimum of 24 additional hours of new content beyond the first major.

Each minor in the Business Department requires a minimum of 16 additional hours of new content beyond the requirements of declared majors in the department.

### Accounting

#### Major

All students majoring in accounting are encouraged to take leadership roles in campus organizations and to consider a double major or minor in another discipline within the college.

A major in Accounting shall consist of 42 credit hours as follows:

#### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
EC 105	Principles of Economics	4.0
	<b>EC 245 or MA 123</b>	<b>4.0</b>
EC 245	Statistics	4.0
MA 123	Elementary Statistics	4.0
AC 231	Principles of Accounting	4.0
MG 315	Business Ethics	4.0
AC 325	Intermediate Financial Accounting I	4.0
AC 326	Intermediate Financial Accounting II	4.0
	<b>AC 463/464 or IC 421</b>	<b>1.0-4.0</b>
AC 463	Internship in Accounting	1.0-4.0
AC 464	Internship in Accounting	1.0-4.0
IC 421	Graduate READY: Career Strategies	2.0
AC 485	Senior Seminar	4.0

Three Courses chosen from the following:

Item #	Title	Credits
AC 320	Accounting, Taxation, & Finance in Agriculture	4.0
AG 320	Accounting, Taxation, & Finance in Agriculture	4.0
AC 321	Accounting Information Systems	4.0
AC 323	Intermediate Cost Accounting	4.0
AC 329	Tax Accounting	4.0
AC 433	Auditing	4.0
	<b>Total Credits</b>	<b>42</b>

## Accounting

### Minor

A minor in accounting shall consist of 20 credit hours as follows:

### Required Courses

Item #	Title	Credits
	<b>EC 245 or MA 123</b>	<b>4.0</b>
EC 245	Statistics	4.0
MA 123	Elementary Statistics	4.0
AC 231	Principles of Accounting	4.0

Three other courses chosen from the following:

Item #	Title	Credits
AG 320	Accounting, Taxation, & Finance in Agriculture	4.0
AC 320	Accounting, Taxation, & Finance in Agriculture	4.0
AC 321	Accounting Information Systems	4.0
AC 323	Intermediate Cost Accounting	4.0
AC 325	Intermediate Financial Accounting I	4.0
AC 326	Intermediate Financial Accounting II	4.0
AC 329	Tax Accounting	4.0
AC 433	Auditing	4.0
	<b>Total Credits</b>	<b>20</b>

## Accounting Course Descriptions

### **AC 207 : Volunteer Income Tax Assistance (VITA)**

A study of basic income tax preparation and tax preparation software. Students will prepare tax returns for those with incomes of \$60,000 or less in the local area. All work is supervised in person by a faculty member. May be repeated for a maximum of 4 hours.

**Credits** 2.0

#### **Prerequisites**

Consent of the Instructor

**AC 231 : Principles of Accounting**

Fundamental financial and managerial accounting concepts used in decision making. Emphasis is on operating, investing, and financing activities and planning, controlling, and evaluating performance.

**Credits** 4.0

**AC 320 : Accounting, Taxation, & Finance in Agriculture**

The learning objectives of this course are to (1) understand source documents and the usefulness of recordkeeping. (2) Understand ag accounting using the Farm Financial Standards Council guidelines. (3) Understand taxation for both Federal and Illinois. (4) Understand accounting, taxation, and legal implications related to type of business entity. (5) Understand and analyze financial statements using benchmark ratios; horizontal, vertical, and per acre analysis. (6) Understand financial markets and institutions in agriculture. (7) Understand sources and costs of capital. (8) Understand risk management and insurance needs.

**Credits** 4.0

**Prerequisites**

[AG 211](#) or equivalent, [AC 231](#), and [EC 105](#)

**AC 321 : Accounting Information Systems**

Study of Accounting Information Systems (AIS) internal control, the system development cycle, relational data structure, and e-commerce solutions. Learning application of AIS in the business environment by using an integrated accounting package, building flowcharting skills, and choosing and implementing a computerized accounting system. Also, discussion of Enterprise Resource Planning (ERP) and the valuation of Information Technology (IT) resources.

**Credits** 4.0

**Prerequisite Courses**

[AC 231: Principles of Accounting](#)

**AC 323 : Intermediate Cost Accounting**

Use of costs for planning, controlling and decision making with emphasis on standard costs, flexible budgets, cost behavior, direct costing, relevant costs, responsibility accounting and cost analysis for control and motivation.

**Credits** 4.0

**Prerequisite Courses**

[AC 231: Principles of Accounting](#)

**AC 325 : Intermediate Financial Accounting I**

In depth study of the accounting process and financial statements preparation. Analysis of balance sheet elements relating to income determination through conceptual discussion and procedural presentation.

**Credits** 4.0

**Prerequisite Courses**

[AC 231: Principles of Accounting](#)

**AC 326 : Intermediate Financial Accounting II**

Discusses in depth the traditional financial accounting topics as well as the recent developments in accounting valuation and reporting. Special topics are EPS, accounting for deferred income taxes, leases, pensions, changes/errors preparation of the statement of cash-flows, and financial analysis.

**Credits** 4.0

**Prerequisite Courses**

[AC 325: Intermediate Financial Accounting I](#)

**AC 329 : Tax Accounting**

The federal income tax principles and applications with primary emphasis upon personal income taxes.

**Credits** 4.0

**Prerequisite Courses**

[AC 231: Principles of Accounting](#)

**Prerequisites**

Declared Accounting Major or Consent of the Instructor

**AC 433 : Auditing**

A study of the external principles, procedures and techniques used by auditors in verification of the financial statements of the business enterprise.

**Credits** 4.0

**Prerequisite Courses**

[AC 325: Intermediate Financial Accounting I](#)

**AC 461 : Independent Study in Accounting**

**Credits** 1.0-4.0

**AC 462 : Independent Study in Accounting**

**Credits** 1.0-4.0

**AC 463 : Internship in Accounting**

A practical application of theoretical skills in actual job-related situations. Open to Junior and Senior majors. May be repeated for a maximum of 6 hours.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the Instructor

**AC 464 : Internship in Accounting**

A practical application of theoretical skills in actual job-related situations. Open to Junior and Senior majors.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the Instructor

**AC 465 : Independent Research in Accounting**

**Credits** 1.0-4.0

**AC 466 : Independent Research in Accounting**

**Credits** 1.0-4.0

**AC 485 : Senior Seminar**

As an interdisciplinary capstone course, students will analyze and evaluate financial information with respect to profitability, corporate risk management, and proper financial reporting.

**Credits** 4.0

**Prerequisites**

Senior Standing, Declared Accounting or Finance Major Only

**Notes**

(See FI 485.)



# African American Studies

African American Studies offers an interdisciplinary approach to the varied social, economic, political, literary, artistic, and cultural aspects of the African American experience. This minor is open to all students and can be tailored to meet a student's intellectual and professional goals. These courses benefit anyone wishing to incorporate concepts of diversity, equity, and inclusion into their major areas of study.

Because this is an interdisciplinary minor, only two courses from one discipline will count toward a minor in that field. For example, a student minoring in both African American Studies and History could take four history courses for African American Studies, but only two would count toward a History minor.

## African American Studies

### Minor

African American Studies offers an interdisciplinary approach to the varied social, economic, political, literary, artistic, and cultural aspects of the African American experience. This minor is open to all students and can be tailored to meet a student's intellectual and professional goals. These courses benefit anyone wishing to incorporate concepts of diversity, equity, and inclusion into their major areas of study.

Because this is an interdisciplinary minor, only two courses from one discipline will count toward a minor in that field. For example, a student minoring in both African American Studies and History could take four history courses for African American Studies, but only two would count toward a History minor.

### Required Course

Item #	Title	Credits
AF 176	Introduction to African American Studies	4.0

### Five electives from this list:

(One must be either HI 211 or HI 212):

Item #	Title	Credits
EN 373	African-American Literature	4.0
GB 230	The Caribbean and the African Diaspora	4.0
HI 211	The African American Experience I	4.0
HI 212	The African American Experience II	4.0
HI 313	Rethinking American Enslavement	4.0
HI 341	Social Movements in U.S. History	4.0
SO 202	Race and Ethnicity	4.0
	<b>Total Credits</b>	<b>24</b>

# African American Studies Course Descriptions

## **AF 176 : Introduction to African American Studies**

This course is an introductory survey of African American Studies. Readings will include works of fiction, non-fiction, drama, and verse, from Phyllis Wheatley (b 1735) to D-Knowledge (b 1970); various forms of oral expression and music, from speeches of Sojourner Truth and Malcolm X, from spirituals to hip-hop; and artists from Jacob Lawrence to Kara Walker, and cultural critics/ intellectuals W.E.B. Du Bois, Henry Louis Gates, Jr., bell hooks, and Cornell West. Discussions will include overlapping theoretical, artistic, and historical issues: questions of assimilation, the Middle Passage, Slave Narratives, the Abolition Movement, the Harlem Renaissance, the Civil Rights movement, Black Nationalism, Womanism, the “Sundown Towns” of Illinois, writing as witness, and political resistance, among others.

**Credits** 4.0

# Agribusiness Management

**Professor Jeff Galle**

**Assistant Professor Tim Finlay**

**Instructor T.J. Devine**

## Agribusiness Management

Major

The Agribusiness Management major is designed for students to use for the advancement of business fundamentals that improve the agricultural industry and farm production. Agricultural business management, also called agribusiness management, applies business theories and practices to the agricultural industry to lower costs, boost profits and ensure that farm or food products are grown and distributed effectively.

With an education in agribusiness management, students could work in government, education, natural resources management, energy or biofuels companies, and firms selling food products, farm machinery, seed, livestock feed and pesticides. Other jobs students might pursue include loan officer, agribusiness consultant, agriculture inspector, farming program manager, compliance analyst, production supervisor, sales associate and lobbyist.

As an Agribusiness Management major, students will learn to apply business fundamentals, such as marketing, management, and accounting, to areas like food systems, biotechnology and natural resources management. Students will study courses in agricultural marketplaces, economics, pricing, federal farm policy, sales, computers, soil conservation, plant and animal science, ethics, and entrepreneurship.

Students seeking to complete more than one major in the Business Department must complete a minimum of 24 additional hours of new content beyond the first major.

Each minor in the Business Department requires a minimum of 16 additional hours of new content beyond the requirements of declared majors in the department.

An Agribusiness Management major consists of 42 credit hours. The courses required are:

### Business Core

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
AC 231	Principles of Accounting	4.0
EC 105	Principles of Economics	4.0
CO 210	Business Communication	4.0
	<b>One of the following ethics courses:</b>	<b>4.0</b>
CO 315	Communication Ethics	4.0
PH 216	Computer Ethics	4.0
MG 315	Business Ethics	4.0

## Agribusiness Core

Item #	Title	Credits
AG 111	Emerging Issues in Ag & Natural Resources	4.0
AG 211	Introduction to Agribusiness	4.0
AC 320	Accounting, Taxation, & Finance in Agriculture	4.0
AG 321	Agricultural Marketing	4.0
AG 463	Internship in Agribusiness	1.0-4.0
AG 491	Agribusiness Management Senior Capstone	4.0
	<b>AG/EC 331 or AG 340</b>	<b>4.0</b>
AG 331	Agricultural Economics	4.0
EC 331	Agricultural Economics	4.0
AG 340	Farm Management	4.0
	<b>Total Credits</b>	<b>42</b>

## Agribusiness Management

Minor

Students are encouraged to complete a double major or minor in a related area.

A minor in Agribusiness consists of 20 hours as follows:

### Required Courses

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AG 111	Emerging Issues in Ag & Natural Resources	4.0
AG 211	Introduction to Agribusiness	4.0
	<b>AG/AC 320 or AG 321</b>	<b>4.0</b>
AG 320	Accounting, Taxation, & Finance in Agriculture	4.0
AC 320	Accounting, Taxation, & Finance in Agriculture	4.0
AG 321	Agricultural Marketing	4.0

One additional course selected from the following :

Item #	Title	Credits
AG 320	Accounting, Taxation, & Finance in Agriculture	4.0
AG 321	Agricultural Marketing	4.0
AG 340	Farm Management	4.0
EC 331	Agricultural Economics	4.0
	<b>Total Credits</b>	<b>20</b>

# Agribusiness Management Course Descriptions

## **AG 111 : Emerging Issues in Ag & Natural Resources**

Survey of emerging issues in the food and agricultural industry, including: 1) geography of food production and consumption; 2) human agricultural and natural resource relations; 3) agriculture in the United States and abroad; 4) modern agribusiness; 5) food, agriculture, and natural resources policy; 6) ethical and legal implications; and 7) role and impact of science and technology.

**Credits** 4.0

## **AG 202 : Horticulture, Plant & Soil Science**

This laboratory course provides the science of growing horticultural and plant species including their binomial systems, species development, plant genetics, and how plants and soils impact the environment in which we live. Emphasis is on growth and development of plant species, management practices as well as environmental factors impacting plant growth. The course will also emphasize soil science, soil genesis, pedology, and soil fertility so students may gain a deep understanding of the importance of soils and how soils and plants share an essential relationship.

**Credits** 4.0

## **AG 203 : Agricultural Animal Science**

This laboratory course provides the science of agricultural animals including cattle, swine, horses, goats, sheep, poultry, equine, and dairy. Anatomy and physiology of each animal species is studied extensively as well as growth and development from birth to adulthood. The course will also emphasize how to successfully manage livestock animals so that sound decision-making skills may be made within in each animal system.

**Credits** 4.0

## **AG 211 : Introduction to Agribusiness**

The role of agricultural business in the economy. Introductory economic and business principles and their application to the solution of agricultural problems.

**Credits** 4.0

### **Corequisites**

[EC 105](#) or equivalent

## **AG 320 : Accounting, Taxation, & Finance in Agriculture**

(See [AC 320](#).)

**Credits** 4.0

## **AG 321 : Agricultural Marketing**

Marketing concepts, techniques, and management of the U.S. marketing system from agricultural production, agribusiness, and traditional business perspectives.

**Credits** 4.0

### **Prerequisites**

[AG 211](#) or equivalent

## **AG 331 : Agricultural Economics**

An introduction to the principles of economics including production principles; production costs, supply and revenue; profit maximization; consumption and demand; price elasticity; market price determination; and competitive versus noncompetitive market models. These principles are applied to agriculture and the role of agriculture in the United States and world economies. Other topics include a survey of the world food situation; natural, human and capital resources; commodity product marketing; and agricultural problems and policies. (See EC 331.)

**Credits** 4.0

### **Prerequisites**

[EC 105](#) or equivalent

**AG 340 : Farm Management**

Economic principles are applied to the management of farms using budgeting system analysis record analysis, financial management, and lease analysis. Students develop expertise in evaluating and making decisions like those faced by farm operators and managers.

**Credits** 4.0

**Prerequisites**

[AG 211](#) or equivalent and [EC 105](#)

**AG 461 : Independent Study in Agribusiness Management**

Advanced independent study in the field of agribusiness management or marketing. Open to senior majors seeking advanced study in their areas of specialization. May be repeated with different subject matter for a maximum of 6 hours

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor

**AG 462 : Independent Study in Agribusiness Management**

Advanced independent study in the field of agribusiness management or marketing. Open to senior majors seeking advanced study in their areas of specialization. May be repeated with different subject matter for a maximum of 6 hours

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor

**AG 463 : Internship in Agribusiness**

A practical application of theoretical skills in actual job-related situations May be repeated for a maximum of 6 hours. Open to sophomore junior and senior majors.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the Instructor

**AG 464 : Internship in Agribusiness**

A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to sophomore junior and senior majors.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor

**AG 491 : Agribusiness Management Senior Capstone**

This course will serve as the capstone course for all senior-level students majoring in Agribusiness Management. In addition, a strong emphasis will be placed on undergraduate research. Specifically, students will be asked to research relevant agribusiness topics from either the social scientific or humanistic perspectives during the semester and formally present their scholarly findings. As part of the capstone experience in this course, students will be asked to synthesize their previous coursework and critically reflect on their experiences in the Agribusiness Management program.

**Credits** 4.0

**Prerequisites**

Senior Standing or Consent of the Instructor

# Art and Design in Visual Studies

**Assistant Professor Katelyn Pattillo**

**Part-time Assistant Professor Khara Koffel**

**Part-time Instructor Molly Koehn**

The courses in the Department of Art and Design in Visual Studies foster a development of techniques and theories in the visual arts through a rigorous curriculum focused on problem-solving, creativity, and critical thinking. Students will gain the ability to communicate conceptual ideas both visually and verbally to a diverse audience in a contemporary context. This context is understood through research/investigation, analysis of lived experience, and in-class discussions/presentations, which collectively result in an appreciation of art history and technology.

A major as well as a minor in Art and Design in Visual Studies are offered. As part of the Communication Arts Department, the Art major is inherently interdisciplinary and prepares students for research in related fields. In addition, students may pursue an Individualized Studies major, which can focus on Art but also encompass creative uses of media such as photography, film/video, sound, music, sculpture, performance, and theatre.

## Art and Design in Visual Studies

Major

Consists of 7 required courses and 2 electives (36 earned credits) and must include the following courses:

### Core Courses:

Item #	Title	Credits
AR 100	Two-dimensional Aesthetics	4.0
AR 131	Visual Perceptions through Drawing	4.0
AR 204	Visual Communication	4.0
	<b>AR 342: Medium Development, Experimentation, and Innovation (taken twice)</b>	<b>8.0</b>

### AR 342: Medium Development, Experimentation, and Innovation (taken twice)

AR 342	Medium Development, Experimentation, and Innovation	4.0
AR 346	Theories and Philosophies in Contemporary Art and Culture	4.0
	<b>AR 402 or IS 485</b>	<b>4.0</b>

### Senior Seminar or A Liberal Arts Survival Guide

AR 402	Senior Seminar	4.0
IS 485	A Liberal Arts Survival Guide	4.0

## Elective courses

One course from the following category:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
AR 123	Spatial Understanding in 3-D Design	4.0
AR 225	Teaching Fine Arts in the Elementary Schools	4.0
AR 251	Maker Space	4.0
AR 344	Motion Graphics and Animation	4.0
AR 361	New Media	4.0

One course from the following category:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CO 214	Advertising and Public Relations	4.0
HI 140	The Sixties in America	4.0
HI 277	Public History	4.0
HI 379	Digital History	4.0
TH 190	From Comic Books to Blockbusters	4.0
TH 231	Stagecrafts	4.0
TH 352	Theatre on the Edge	4.0
<b>Total Credits</b>		<b>36</b>

## Art and Design in Visual Studies

Minor

A minor in Art and Design in Visual Studies consists of 3 required courses and 2 electives (20 earned credits) in art and/or art history. A minor must include the following courses:

### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
AR 100	Two-dimensional Aesthetics	4.0
AR 131	Visual Perceptions through Drawing	4.0
AR 346	Theories and Philosophies in Contemporary Art and Culture	4.0

### Electives

The remaining 8 hours in electives can be drawn from any departmental offering.

<b>Total Credits</b>		<b>20</b>
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## Fine Arts

Minor



The Fine Arts minor shall consist of 20 credit hours with these requirements:

1. Students must successfully complete, with a minimum grade of 'C' in all courses, at least 8 credit hours in two of the fine arts areas chosen from Art, Music, and Theatre. Students may take courses in all three areas.
2. Within the 8-credit hour minimum requirement in each discipline, at least four credit hours must be completed as an academic class.
3. If the student chooses the area of theatre, the 8-hour minimum can be split between academic and application classes or practicums. For example, in theatre this could be one 4-credit hour class and four credit hours of performance experience.
4. If the student chooses the area of music, the 8-hour minimum must include at least one music theory or music history class. The remaining four credit hours may include another theory or history course or application courses such as ensembles participation or private music lessons.
5. If the student chooses the area of art, the minimum may include any art class.

<b>Total Credits</b>	<b>20</b>
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## Fine Arts Administration

Minor

### **Professor Nancy Taylor Porter, Coordinator (Theatre)**

The Fine Arts Administration minor is open ONLY to students majoring or minoring in Art, Music, and Theatre or minoring in Fine Arts. It is intended to create a related or alternative career path for students in the arts, preparing them for an entry-level administrative position at an arts organization. Conversely, it helps give them the skills to build their own company or studio if that is their goal. During their senior year, students will register for an internship, which may either be focused on a particular field or be designed to include experiences from multiple arts arenas. It can be taken as a one-credit course in both semesters or as a two-credit course in a single semester.

The Fine Arts Administration minor consists of 18 hours:

### Course Requirements

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
AC 231	Principles of Accounting	4.0
EC 265	Economics of Entrepreneurship	4.0
MG 364	Management	4.0
MG 354	Marketing	4.0

### Practicum Requirements

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	<b>Fine Arts Administration Internship</b>	<b>2.0</b>
	<b>Total Credits</b>	<b>18</b>

# Art and Design in Visual Studies Course Descriptions

## **AR 100 : Two-dimensional Aesthetics**

An introductory course that introduces the core concepts of visual design theory and aesthetics, using elements and principles of design in the creative process. Strategies in visual design are explored through examples, exercises, critiques, and creative projects. Additional fee may apply.

**Credits** 4.0

### **Prerequisites**

No prerequisite

## **AR 123 : Spatial Understanding in 3-D Design**

An introductory course in basic 3D design through projects and exercises in line, plane, volume, space, and texture in three-dimensional form. Students are introduced to simple construction methods using a variety of materials and tools with an emphasis on craftsmanship, problem solving, and ideation in a three-dimensional construct. Additional fee may apply.

**Credits** 4.0

### **Prerequisites**

No prerequisite

## **AR 131 : Visual Perceptions through Drawing**

An introductory course that explores basic drawing methods, media, and concepts. Emphasizes drawing from observation with development of proportion, accuracy, value, implied shape, composition, line, edge development, volumetric analysis of form, light, and perspective. Use of wide range of techniques, materials, and subject matter. Additional fee may apply.

**Credits** 4.0

### **Prerequisites**

No prerequisite

## **AR 204 : Visual Communication**

Basic graphic design concepts and software with an emphasis on typography, visual hierarchy, and grid layouts. Students will gain a working knowledge of Adobe software used to create and manipulate vector graphics and bitmap images. Additional fee may apply.

**Credits** 4.0

### **Prerequisites**

No Prerequisite

## **AR 225 : Teaching Fine Arts in the Elementary Schools**

This course is a synthesis of the principles of fine arts (visual arts, drama, and music) teaching and learning at the elementary school level. Emphasis is placed on the integration of creative processes (visual arts, drama, and music) in the elementary school curriculum and instruction, on the teacher as problem-solver and creative artist, and on the creation of classroom structures that accommodate individualization of instruction and creative problem solving in children. Studio projects will supplement lectures. (See ED 225.)

**Credits** 4.0

## **AR 251 : Maker Space**

A studio course on concepts and creative techniques used in classic and contemporary methods of deconstruction of materials. Methods involve 2D and 3D making. This course will revolve around the development of basic skills and understanding of drawing, painting, fiber, plaster, wood, and metal projects. We will focus on safety, craftsmanship, and creating fluid transitions between concept, execution, context, and intention. This would be a Creative Expressions Studio course designed primarily for majors and minors but open to other students.

**Credits** 4.0

**AR 342 : Medium Development, Experimentation, and Innovation**

Continued exploration of various media. Students work with original ideas and methods to reinforce independence, enthusiasm, and personal creativity. May be taken twice with different prompts. Additional fee may apply.

**Credits** 4.0

**AR 344 : Motion Graphics and Animation**

Digital media arts course covering topics and skills in 2D animation, motion graphics, video editing, composing, and visual effects. Project-based studio art course focusing on broadening the range of digital imaging through the integration of multi-media elements including animation, video, and sound. The primary software for the course will be Adobe After Effects with projects also covering Premiere, Illustrator, and Photoshop. Additional fee may apply.

**Credits** 4.0

**Prerequisite Courses**

[AR 204: Visual Communication](#)

**AR 346 : Theories and Philosophies in Contemporary Art and Culture**

A survey of contemporary art from mid-20th century to present. Examination of the broader social, cultural, aesthetic, and theoretical developments in which contemporary art was produced, presented and interpreted. Focus on feminism, gender identity, and post-modernism in a global context.

**Credits** 4.0

**Prerequisites**

No prerequisite

**AR 361 : New Media**

A studio course focused on a range of topics that include materiality, interactivity, time, social media, and exploring forms and technologies identified as new or emerging. Through practice research, discussion, and lecture, this course introduces students to the changing new media landscape that is transforming the way we think about the intersection of disciplines, including art, technology, humanities, and social sciences. This is an upper-level course designed for majors and minors.

**Credits** 4.0

**AR 402 : Senior Seminar**

Independent work in a specialized area of study intended to result in a senior exhibition, a thesis paper, or an internship.

**Credits** 4.0

**Prerequisites**

senior art major standing and consent of the department

**AR 461 : Independent Study in Art**

Advanced studio course in a specific area beyond listed course offerings.

**Credits** 1.0-4.0

**Prerequisites**

consent of the instructor

**AR 462 : Independent Study in Art**

Advanced studio course in a specific area beyond listed course offerings.

**Credits** 1.0-4.0

**Prerequisites**

consent of the instructor

**AR 463 : Internship in Art**

A practical application of skills in an art related job experience

**Credits** 1.0-4.0

**Prerequisites**

consent of the department chair

**AR 464 : Internship in Art**

A practical application of skills in an art related job experience

**Credits** 1.0-4.0

**Prerequisites**

consent of the department chair

**AR 465 : Independent Research in Art**

**Credits** 1.0-4.0

**AR 466 : Independent Research in Art**

**Credits** 1.0-4.0

# Behavioral Health

**Assistant Professor Clarissa Richardson, Coordinator (Psychology)**

**Instructor Sarah Seely**

A major in Behavioral Health prepares students for entering a helping profession (e.g., drug and alcohol counselor) or advanced training program (i.e., master's program) in counseling, social work, marriage and family therapy, etc. Students will learn basic counseling and crisis intervention skills and theory, including their research foundations and cultural considerations.

A major in Behavioral Health without an AOD Counseling Concentration shall consist of 40 credits. A major in Behavioral Health with an AOD Counseling Concentration shall consist of 48 credit hours.

## Behavioral Health

Major

### Core Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PS 101	Introduction to Psychology	4.0
PS 255	Introduction to Counseling	4.0
PS 346	Abnormal Psychology	4.0
PS 355	Crisis Intervention & Counseling	4.0
SO 101	Introduction to Sociology	4.0
SO 218	Social Problems	4.0

Beyond the core courses, a student without an AOD Counseling Concentration will take PS 261 Neuropharmacology: Drugs and Behavior and will choose to take either the Psychology or Sociology methods sequence and respective capstone requirement.

### Psychology Sequence

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PS 243	Introduction to Research Methods and Statistics	4.0
PS 244	Advanced Research Methods and Statistics	4.0
PS 401	Seminar	4.0

### Sociology Sequence

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
SO 210	Social Statistics	4.0
SO 286	Introduction to Social Science Methods	4.0
SO 384	Data Collection and Analysis	4.0

## Alcohol and Other Drug (AOD) Counseling Concentration

An AOD Counseling Concentration is available for Behavioral Health majors and includes the following substitutions:

- [PS 356](#) Intro to Addictive Disorders and [PS 357](#) Assessment & Treatment for Addiction for [PS 261](#) Neuropharmacology: Drugs and Behavior.
- [PS 455](#) AOD Practicum I and [PS 456](#) AOD Practicum II for the capstone ([PS 401](#) or [SO 384](#)).

Students pursuing the AOD Counseling Concentration will still take either [PS 243](#) & [PS 244](#) or [SO 210](#) & [SO 286](#).

*Students majoring in Behavioral Health may double major in Sociology of Psychology; however, there must be a minimum of 24 credits of non-duplicated coursework for each major. Students may pursue a minor in Sociology or Psychology with a maximum of 8 credits double counting for the major and minor.*

*At least 50% of overall requirements for the major in Behavioral Health must be taken at Illinois College.*

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**Total Credits**

**48**

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## Addiction Studies

Minor

***Assistant Professor Clarissa Richardson, Coordinator (Psychology)***

***Instructor Sarah Seely***

The Addictions Studies Minor is only open to students not majoring in Psychology or Behavioral Health. It is intended to educate students about addictive disorders and how to identify, understand, and support individuals who struggle with drug or alcohol challenges or who are in treatment or recovery. Topics will include historical perspectives of alcohol and other drug treatment, pharmacology of drugs, signs and symptoms associated with different classifications of drugs, substance use disorder treatment approaches, and cultural considerations in working with individuals who struggle with drug or alcohol challenges. Students interested in pursuing the Certified Alcohol and Drug Counselor (CADC) credential should consult with an advisor.

The Addiction Studies minor consists of 24 hours:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PS 101	Introduction to Psychology	4.0
PS 255	Introduction to Counseling	4.0
PS 346	Abnormal Psychology	4.0
PS 355	Crisis Intervention & Counseling	4.0
PS 356	Intro to Addictive Disorders	4.0
PS 357	Assessment & Treatment of Addiction	4.0
	<b>Total Credits</b>	<b>24</b>

# Biology

**Professor Laura Corey**

**Professor Lawrence W. Zettler**

**Associate Professor Bryan Arnold**

**Associate Professor Miranda Karban**

**Associate Professor Paul Hamilton**

**Assistant Professor Prasanna Acharya**

**Assistant Professor Gwendolyn Knapp**

**Edith Sternberg, Adjunct instructor, Starhill Arboretum**

**Guy Sternberg, Adjunct instructor, Starhill Arboretum**

The courses in the Department of Biology are designed to give students an understanding of modern biology as part of a liberal arts education and to prepare students for both employment and graduate/professional study in the discipline. Courses in biology utilize state-of-the-art equipment in Parker Science Building, as well as a climate-controlled greenhouse and a museum containing plant and animal specimens. The Engelbach Biology Station and the Starhill Arboretum are important supplements to the department for field work by faculty and students. Regular spring break trips to coral reefs in the Florida Keys, the rainforests in Costa Rica, and the coastlines of Cuba are also available to provide students with additional learning opportunities.

A major in Biology requires 32 credit hours in Biology courses plus 20 hours in designated tool courses. Several concentrations are available through the Department of Biology. These include Biology/Ecology, Biology/Physiology, 3-2 Biology/Occupational Therapy, and 3-1 Biology/Medical Technology, and Secondary Science. Also, Illinois College has a nursing program as well as affiliation agreements with other schools for students interested in nursing. For additional information on each of these schools, contact the Nursing Department.

No courses in which a student earns a final grade below a C- will be counted as meeting major or minor requirements.

## Biology with Clinical Laboratory Science

3-1

Clinical Laboratory Science is an excellent career option for students with strong laboratory skills who do not wish to pursue lengthy graduate study. Clinical Laboratory Science professionals play a critical role in health care although they may rarely have direct patient contact.

Students who wish to pursue a career in clinical laboratory science (medical technology) may complete the prerequisite courses at Illinois College in three years and apply for admission to the OSF Healthcare St. Francis Medical Center for the professional year. After successful completion of the fourth year of study at OSF, students will earn a Bachelor of Science degree in Biology with a concentration in Physiology and a certificate in clinical laboratory science/medical laboratory technician from OSF. To earn a B.S. in Health Sciences after successful completion of the professional year, students must also complete two psychology courses at Illinois College: PS 101 Intro to Psychology and either PS 276 Lifespan and Development or PS 346 Abnormal Psychology.

To be eligible for the professional year, students must complete the following at Illinois College:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BI 110	Biological Investigation	4.0
BI 207	Molecular Genetics	4.0
BI 215	Medical Terminology	2.0
BI 310	Immunology	4.0
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
BI 345	Principles of Microbiology	4.0
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
MA 123	Elementary Statistics	4.0
MA 133	Precalculus	4.0

Students must complete an additional two courses in chemistry chosen from the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CH 211	Quantitative Analysis	4.0
CH 304	Organic Chemistry II	4.0
CH 309	Biochemistry I	4.0



## Additional Requirements

PY 201 College Physics I is strongly suggested but not required for admission to the professional year.

Students who chose to complete the B.S. in Biology with a concentration in Physiology during a fourth year at Illinois College must complete BI 238 Evolution and Ecology, one quantitative elective (see list under the biology major) and also complete a capstone course in Biology (BI 401 and BI 402, HS 402, or BI 404).

Students who chose to complete the B.S. in Health Sciences during a fourth year at Illinois College must complete HS 402 Health Sciences Senior Seminar or the Interdisciplinary Capstone IS 485: A Liberal Arts Survival Guide and a social science/humanities elective from the list in [Health Science](#), in addition to the two psychology courses mentioned above.

Students complete at least 90 credit hours at Illinois College. They will transfer back credits from OSF to reach the 120-credit minimum for graduation (at most 30 credits back from OSF).

Courses taken at OSF will be:

- CLS 410 Clinical Chemistry I
- CLS 412 Clinical Chemistry II
- CLS 420 Clinical Hematology
- CLS 430 Clinical Hematosis
- CLS 440 Clinical Immunohematology
- CLS 450 Clinical Immunology
- CLS 460 Clinical Microbiology I
- CLS 462 Clinical Microbiology II
- CLS 470 Selected Topics in CLS
- CLS 480 Management and Education

Courses will transfer back to cover senior capstone in biology or health sciences, an additional elective, and for completion of credits to graduate.

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**Total Credits**

**50**

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## Biology with Occupational Therapy

3-2

Illinois College has been affiliated with the Program in Occupational Therapy at Washington University School of Medicine in St. Louis, Mo. since 1986. Students may complete three years of prescribed study at Illinois College and then complete either the M.S. program (two years of study) or the new clinical doctorate program (3 years of study) at Washington University. After the first year of professional study, the student will receive the B.S. in Biology from Illinois College and graduate with the rest of the senior class.

## Required Courses

Illinois College students who are interested in the 3-2 or 3-3 Biology/Occupational Therapy program must fulfill most of the requirements for the Biology major, including the following:

\*Other prerequisite courses for entry into the Washington University Program in Occupational Therapy include PS 275 or 276, PS 346, an additional social science course, and MA 123.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BI 110	Biological Investigation	4.0
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
BI 345	Principles of Microbiology	4.0
CH 110	General Chemistry	4.0
CH 211	Quantitative Analysis	4.0
MA 133	Precalculus	4.0
	<b>PS 275 or PS 276</b>	<b>4.0</b>

## Child Development or Lifespan Development

PS 275	Child Development	4.0
PS 276	Lifespan Development	4.0
PS 346	Abnormal Psychology	4.0
MA 123	Elementary Statistics	4.0
	<b>Social Science Elective</b>	<b>4.0</b>
EC 105	Principles of Economics	4.0
GW 101	Introduction to Gender and Women's Studies	4.0
GW 102	Introduction to Gender and Men's Studies	4.0
HI 101	United States History to 1877	4.0
HI 102	United States History since 1877	4.0
PO 101	U.S. Federal Government	4.0
PS 101	Introduction to Psychology	4.0
SO 101	Introduction to Sociology	4.0

## Notes:

Students may also opt to complete the Biology major in a fourth year by enrolling in BI 207 (Molecular Genetics); BI 238 (Ecology and Evolution); CH 203 (Organic Chemistry I); BI 401, 402 (Research and Analysis I, II) or HS 402, and completing two quantitative electives. Students with a bachelor's degree may apply to any occupational therapy program in the U.S. For further information, contact the Biology department chair or pre-health professions advisor.

Item #	Title	Credits
BI 207	Molecular Genetics	4.0
BI 238	Ecology and Evolution	4.0
CH 203	Organic Chemistry I	4.0
	<b>BI 401 &amp; BI 402 or HS 402</b>	<b>4.0</b>
	<b>Quantitative Electives</b>	<b>8.0</b>
CS 160	Introduction to Computer Science	4.0
CS 170	Introduction to Data Structures	4.0
MA 201	Discrete Mathematics	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
	<b>Total Credits</b>	<b>44</b>

## Gender and Women's Studies Certificate in Biology Certificate

Students may complete coursework and an experiential learning component that focuses on the role of gender in their primary area of study of Biology, Criminal Justice, or Health Sciences. Students who wish to pursue the certificate should contact the Gender and Women's Studies coordinator and consult with the instructor in the course from their field of study. The following is required:

Two of the following courses:

Item #	Title	Credits
GW 101	Introduction to Gender and Women's Studies	4.0
GW 102	Introduction to Gender and Men's Studies	4.0
GW 110	Gender and Social Justice	4.0

## BI 207

Students must complete the prerequisite course(s) to enroll in BI 207. Students would choose a gender-related topic for the major literature review project in BI 207.

Item #	Title	Credits
BI 207	Molecular Genetics	4.0

## Internship or Research Experience

An internship or research experience (2-4 credits) that allows students to gain experience in their discipline, with the academic component having students apply Gender Studies' texts, topics, and theories to their practical work.

## Biochemistry

### Major

Biochemists investigate the chemical reactions and mechanisms that govern and regulate life. Biochemistry, therefore, combines the broad perspectives of biology and chemistry and uses diverse approaches to examine the chemistry of living things. The curriculum includes courses in chemistry and biology and provides students with expertise at the interface of these disciplines. The mastery of fundamentals in biology and chemistry permits students to seamlessly integrate ideas from both areas of science and approach problems from an interdisciplinary perspective.

The biochemistry curriculum incorporates class instruction with significant laboratory work, including experimental approaches in protein and nucleic acid chemistry, cell biology, biophysics, and molecular biology. Independent research is encouraged, and research opportunities are provided. The Biochemistry major is administered jointly by the Biology and Chemistry Departments (see the Biology and Chemistry Departments mission statements). Students majoring in Biochemistry are considered to be a part of both departments.

The Biochemistry major consists of eleven courses (40 credit hours), three electives (12 credit hours), and two corequisites (8 credit hours). The major is designed to allow students the flexibility to pursue individual interests as they prepare for their post-college careers.

\*Students majoring in Biology and Biochemistry may only count BI 110, 207, and 307 towards both majors. Students majoring in Chemistry and Biochemistry may only count CH 110, 203, 304, and 211 towards both majors. Students majoring in Biology, Chemistry, and Biochemistry may only count BI 110, 207, 307, CH 110, 203, 304, and 211 towards the three majors. Due to significant course overlap, students majoring in Biochemistry are ineligible for a minor in either Biology or Chemistry.

### Core Courses

Item #	Title	Credits
BI 110	Biological Investigation	4.0
BI 207	Molecular Genetics	4.0
BI 307	Cell and Molecular Biology	4.0
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
CH 304	Organic Chemistry II	4.0
CH 309	Biochemistry I	4.0
CH 410	Biochemistry II	4.0
CH 441	Senior Seminar I	2.0
CH 442	Senior Seminar II	2.0

## Electives

At least three selected from:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BI 306	Developmental Biology	4.0
BI 310	Immunology	4.0
BI 311	Virology	4.0
BI 345	Principles of Microbiology	4.0
CH 231	Inorganic Chemistry	4.0
CH 327	Medicinal Chemistry	4.0
CH 332	Advanced Inorganic Chemistry	4.0

## Required Corequisites

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
	<b>Total Credits</b>	<b>60</b>

## Biology

### Major

The introductory Biology program for majors (BI 110) serves as a solid preparation for more advanced study and is a prerequisite for any advanced courses. The second tier of the Biology program includes required courses of Molecular Genetics (BI 207) and Ecology and Evolution (BI 238).

## Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BI 110	Biological Investigation	4.0
BI 207	Molecular Genetics	4.0
BI 238	Ecology and Evolution	4.0

## Other Requirements

Students must also complete a minimum of four Biology courses number 200 or higher, including at least one from each of the following categories:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
<b>Cellular and Molecular Biology</b>		<b>4.0</b>
BI 306	Developmental Biology	4.0
BI 307	Cell and Molecular Biology	4.0
BI 310	Immunology	4.0
BI 311	Virology	4.0
BI 345	Principles of Microbiology	4.0
<b>Organismal Biology</b>		<b>4.0</b>
BI 201	Botany	4.0
BI 206	Vertebrate Zoology	4.0
BI 318	Algae and Fungi	4.0
BI 342	Parasitology	4.0
BI 350	Entomology	4.0
<b>Systems Biology</b>		<b>4.0</b>
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
BI 325	Tropical Ecology	4.0
BI 326	Marine Biology	4.0
BI 332	Aquatic Biology	4.0

## Capstone

In the senior year, all majors complete the program by enrolling in one of the capstone options offered in Biology:

- The two-semester sequence of Research and Analysis I (BI 401) and II (BI 402),
- HS 402 for students interested in the Health Sciences or who need a one semester capstone experience, or
- BI 404 for students who have conducted research with faculty in Biology

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BI 401	Research and Analysis I	2.0
BI 402	Research and Analysis II	2.0
HS 402	Senior Seminar	4.0
BI 404	Research Experience Capstone	3.0-4.0

## Tool Courses

Students should complete as many of the following tool courses as possible before enrolling in 200- 300 level courses. Math: MA 133 is required for CH 110; A course in statistics (e.g. MA 123 or PS 243) is highly recommended.

Three chemistry courses from the following list are required for the major:

Item #	Title	Credits
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
CH 231	Inorganic Chemistry	4.0
CH 304	Organic Chemistry II	4.0
CH 309	Biochemistry I	4.0

Additionally, students must take two quantitative electives from the following list:

Item #	Title	Credits
CS 160	Introduction to Computer Science	4.0
CS 170	Introduction to Data Structures	4.0
MA 201	Discrete Mathematics	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
	<b>PY 181 or PY 201</b>	<b>4.0</b>

## General Physics I or College Physics I

PY 181	General Physics I	4.0
PY 201	College Physics I	4.0
	<b>PY 182 or PY 202</b>	<b>4.0</b>

## General Physics II or College Physics II

PY 182	General Physics II	4.0
PY 202	College Physics II	4.0
	<b>Total Credits</b>	<b>52</b>

## Biology with Ecology Concentration

### Major

The ecology concentration within the biology major is intended for students interested in conservation biology, ecology, or environmental biology. To complete the biology major with a concentration in ecology, students take the three required Biology core courses (BI 110, BI 207, and BI 238), complete a biology capstone course (BI 401 and BI 402, or BI 404) in their final year, and choose a total of four electives from two categories:

### Required Courses

Item #	Title	Credits
BI 110	Biological Investigation	4.0
BI 207	Molecular Genetics	4.0
BI 238	Ecology and Evolution	4.0

## Capstone

Complete a biology capstone course in their final year (BI 401 and BI 402, or BI 404).

Item #	Title	Credits
BI 401	Research and Analysis I	2.0
BI 402	Research and Analysis II	2.0
BI 404	Research Experience Capstone	3.0-4.0

## Electives

Choose a total of four electives from two categories:

Item #	Title	Credits
<b>Two Organismal Biology Courses from this list:</b>		<b>8.0</b>

### Two Organismal Biology Courses from this list:

BI 201	Botany	4.0
BI 206	Vertebrate Zoology	4.0
BI 318	Algae and Fungi	4.0
BI 342	Parasitology	4.0
BI 350	Entomology	4.0

<b>Two Ecology Courses from this list:</b>		<b>8.0</b>
BI 325	Tropical Ecology	4.0
BI 326	Marine Biology	4.0
BI 328	Animal Behavior	4.0
BI 332	Aquatic Biology	4.0

## Tool Courses

Student majoring in biology with an ecology concentration must also take the required tool courses in Chemistry.

Three courses chosen from the following:

Item #	Title	Credits
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
CH 231	Inorganic Chemistry	4.0
CH 304	Organic Chemistry II	4.0
CH 309	Biochemistry I	4.0



Two quantitative electives from the following list:

Item #	Title	Credits
CS 160	Introduction to Computer Science	4.0
CS 170	Introduction to Data Structures	4.0
MA 201	Discrete Mathematics	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
<b>PY 181 or PY 201</b>		<b>4.0</b>

### General Physics I or College Physics I

PY 181	General Physics I	4.0
PY 201	College Physics I	4.0
<b>PY 182 or PY 202</b>		<b>4.0</b>

### General Physics II or College Physics II

PY 182	General Physics II	4.0
PY 202	College Physics II	4.0

A course in statistics (e.g., MA 123 or PS 243) is strongly recommended; MA 133 is a prerequisite for CH 110 but is not required for the major.

<b>Total Credits</b>	<b>52</b>
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## Biology with Physiology Concentration

Major

The physiology concentration within the biology major is intended for students interested in applications of biological concepts to human health.

### Biology Core Courses

Item #	Title	Credits
BI 110	Biological Investigation	4.0
BI 207	Molecular Genetics	4.0
BI 238	Ecology and Evolution	4.0
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0

### Capstone

Student must complete a biology capstone in their final year (BI 401 and BI 402, HS 402, or BI404).

Item #	Title	Credits
BI 401	Research and Analysis I	2.0
BI 402	Research and Analysis II	2.0
HS 402	Senior Seminar	4.0
BI 404	Research Experience Capstone	3.0-4.0

## Physiology Concentration

Additionally, students in the Physiology concentration of the biology major must complete a total of four semesters of Chemistry and quantitative elective courses, including at least one semester of each.

The chemistry courses available are:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
CH 231	Inorganic Chemistry	4.0
CH 304	Organic Chemistry II	4.0
CH 309	Biochemistry I	4.0

The quantitative electives available are:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CS 160	Introduction to Computer Science	4.0
CS 170	Introduction to Data Structures	4.0
MA 201	Discrete Mathematics	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
	<b>PY 181 or PY 201</b>	<b>4.0</b>

### General Physics I or College Physics I

PY 181	General Physics I	4.0
PY 201	College Physics I	4.0
	<b>PY 182 or PY 202</b>	<b>4.0</b>

### General Physics II or College Physics II

PY 182	General Physics II	4.0
PY 202	College Physics II	4.0

## Biology Electives

Additionally, students in the Physiology concentration choose two Biology electives from the following list:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BI 306	Developmental Biology	4.0
BI 307	Cell and Molecular Biology	4.0
BI 310	Immunology	4.0
BI 311	Virology	4.0
BI 342	Parasitology	4.0
BI 345	Principles of Microbiology	4.0
KI 340	Exercise Physiology	4.0

## Notes

Students completing the Physiology Concentration may also find KI 225 Nutrition helpful. Students preparing for specific graduate health professions training should consult the target programs and their advisors to select additional coursework as necessary.

## Biology with Secondary Science Concentration

### Major

A Secondary Science Concentration within the Biology major is intended for students who are planning to become high school biology teachers. Students completing this major are required to be double majors in Education, and actively pursue teaching licensure. See Education for details on requirements for the Education major and licensure.

A student majoring in Biology with Secondary Science Education completes 52 credit hours:

### Required Courses

Item #	Title	Credits
BI 110	Biological Investigation	4.0
BI 207	Molecular Genetics	4.0
BI 238	Ecology and Evolution	4.0

### Choose One Organismal Biology Courses from this list:

Item #	Title	Credits
BI 201	Botany	4.0
BI 206	Vertebrate Zoology	4.0
BI 318	Algae and Fungi	4.0
BI 342	Parasitology	4.0
BI 350	Entomology	4.0

### Choose One Cellular and Molecular Biology Course from this list:

Item #	Title	Credits
BI 306	Developmental Biology	4.0
BI 307	Cell and Molecular Biology	4.0
BI 310	Immunology	4.0
BI 311	Virology	4.0
BI 345	Principles of Microbiology	4.0

### Choose One Biology Systems Course from this list:

Item #	Title	Credits
BI 107	Human Biology	4.0
BI 315	Anatomy and Physiology I	4.0
BI 324	Ecological Interactions	4.0
BI 325	Tropical Ecology	4.0
BI 326	Marine Biology	4.0
BI 332	Aquatic Biology	4.0

## Required Supporting STEM courses:

Item #	Title	Credits
	<b>MA 133 Precalculus or higher</b>	<b>4.0</b>

### Precalculus or higher

CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
EV 105	Earth's Physical Systems	4.0
	<b>PY 181 or PY 201</b>	<b>4.0</b>

### General Physics I or College Physics I

PY 181	General Physics I	4.0
PY 201	College Physics I	4.0
	<b>One Additional Elective:</b>	<b>4.0</b>

Any 200-level or higher Biology, Chemistry, or Physics course

### Capstone

In order to earn this major, a student must successfully complete [ED 434](#) during the semester of student teaching as the capstone experience. This requires admission to Student Teaching.

Item #	Title	Credits
ED 434	Teacher Professionalism	4.0

### Recommended Courses

Adolescent Psychology is highly recommended. If schedule permits, additional coursework in Biology, Chemistry, Physics, Math, or Computer Science is encouraged.

Item #	Title	Credits
PS 312	Adolescent Psychology	4.0
	<b>Total Credits</b>	<b>52</b>

## Biology

### Minor

#### Required Courses

A minor in Biology can be met by taking BI 110, CH 110, and sixteen hours of Biology courses numbered 200 and above.

Item #	Title	Credits
BI 110	Biological Investigation	4.0
CH 110	General Chemistry	4.0
	<b>Biology courses numbered 200 and above</b>	<b>16.0</b>

Students majoring in Nursing, Health Sciences, Kinesiology and Exercise Science, and Environmental Studies and Wildlife Management can earn a minor in Biology by taking BI 110, CH 110, and two additional electives (i.e., 8 hours) in Biology (numbered 200 and above) beyond the requirements for the specific major

## Molecular Biology

### Minor

A molecular biology minor will provide students with a path to gain a better understanding of the principles of the molecular processes occurring within cells, without pursuing the Biochemistry major. It will also provide an easy way to demonstrate this specialization with future graduate programs and employers. This minor, requiring 24 credits, would pair well with several majors on campus, such as Psychology (e.g., students completing the Neuroscience concentration), Physics (e.g., students interested in biological engineering), Chemistry (e.g., students interested in working in the pharmaceutical industry), and Agribusiness (e.g., students interested in GMO development). Certainly, other majors could also complement the Molecular Biology minor.

### Core Courses:

[MA 133](#) (Precalculus) is a corequisite for [CH 110](#).

Item #	Title	Credits
BI 110	Biological Investigation	4.0
BI 207	Molecular Genetics	4.0
BI 307	Cell and Molecular Biology	4.0
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0

### Electives

One selected from:

Item #	Title	Credits
BI 306	Developmental Biology	4.0
BI 310	Immunology	4.0
BI 311	Virology	4.0
<b>Total Credits</b>		<b>24</b>

## Biology Course Descriptions

### BI 107 : Human Biology

Fundamental concepts of normal human anatomy and physiology, including basic cell biology, examination of organ systems, experimental design, and scientific writing. One 2-hour laboratory per week. Does not count towards the biology major.

**Credits** 4.0

### Semester Offered

Offered fall semesters

**BI 109 : Plants & Society**

A presentation of the relationships between plants and people with strong emphasis on the economic aspects and implications of plants and fungi. One 2-hour laboratory per week. Does not count towards the biology major.

**Credits** 4.0

**Semester Offered**

Offered alternate fall semesters

**BI 110 : Biological Investigation**

This course is an introduction to the nature of biological inquiry. Major concepts of biological science and modes of experimentation are introduced through an exploration of a variety of topics selected by the instructor. This course is designed for first- and second-year students interested in pursuing a major or minor in biology or biochemistry and is required for all subsequent biology courses. One two-hour laboratory period per week.

**Credits** 4.0

**Semester Offered**

Offered every semester

**BI 191 : Forensic Anthropology**

This course examines the field of forensic anthropology through an applied, scientific approach. Covered topics include an overview of human osteology, examination of trauma and postmortem processes affecting the human body, discussion of ethical issues pertinent to the field of forensic anthropology, and techniques of estimating sex, age-at-death, ancestry, and stature from human skeletal remains. (For online programs only.)

**Credits** 4.0

**BI 192 : Forensic Science**

An introduction to forensic science and crime scene investigation through a realistic, applied approach. Methods used in a number of forensic fields will be covered, including forensic anthropology and odontology, pathology, forensic genetics, forensic chemistry and toxicology, forensic facial reconstruction, and forensic entomology. One 2-hour laboratory session per week.

**Credits** 4.0

**BI 201 : Botany**

A detailed study of the plant kingdom with an emphasis on diversity, identification of the local flora, and collecting/preparing herbarium specimens. One 2-hour laboratory period per week.

**Credits** 4.0

**Prerequisites**

[BI 110](#) or consent of instructor

**Semester Offered**

Offered alternate fall semesters

**BI 206 : Vertebrate Zoology**

A detailed study of the vertebrates (especially those in the Midwest) emphasizing the diversity, identification, comparative physiology and anatomy, ecology, and human impact on their populations. One 2-hour laboratory per week.

**Credits** 4.0

**Prerequisite Courses**

[BI 110: Biological Investigation](#)

**Semester Offered**

Offered alternate fall semesters

**BI 207 : Molecular Genetics**

The molecular principles of heredity and variation in living organisms. One 3-hour laboratory period per week. Required for the biology major.

**Credits** 4.0

**Prerequisite Courses**

[BI 110: Biological Investigation](#)

**Corequisites**

[CH 110](#)

**Semester Offered**

Offered fall semesters

**BI 215 : Medical Terminology**

An introduction to medical terminology commonly used in a wide variety of health professions. Special emphasis is placed on learning the prefixes, suffixes, and combining forms used to generate informative terms that are commonly encountered in health professions or anatomy and physiology.

**Credits** 2.0

**Prerequisites**

[BI 107](#), [BI 110](#) or consent of the instructor

**Semester Offered**

Offered every semester

**BI 238 : Ecology and Evolution**

An introduction to the theoretical and practical concepts of ecology and evolution. Topics include application of the principles of genetics to populations, phylogenetics, history of evolutionary thought from Darwin to the Modern Synthesis, origins of life on Earth, and speciation. One 2-hour laboratory period per week.

**Credits** 4.0

**Prerequisite Courses**

[BI 110: Biological Investigation](#)

**Semester Offered**

Offered spring semesters

**BI 245 : Microbiology**

Introduction to the core concepts and basic principles of microbiology, examining microorganisms and how they interact with humans. Survey of the physiology structure, metabolism, diversity, and genetics of microorganisms. Correlated laboratory investigations. One 2-hour lab period per week.

**Credits** 4.0

**Prerequisite Courses**

[BI 107: Human Biology](#)

**Corequisites**

[CH 103](#) or consent of instructor

**Semester Offered**

Offered fall semesters

**BI 306 : Developmental Biology**

Consideration of the concepts of development in biological systems; developmental processes, events of embryogenesis, and mechanisms of development in animal systems. One 2-hour laboratory period per week.

**Credits** 4.0

**Prerequisites**

[BI 207](#), or consent of the instructor

**Semester Offered**

Offered alternate fall semesters

**BI 307 : Cell and Molecular Biology**

A detailed investigation of the structure, physiology and biochemistry of eukaryotic cells and their organelles. One 3-hour lab period per week.

**Credits** 4.0

**Prerequisites**

[BI 207](#) and [CH 203](#)

**Semester Offered**

Offered alternate spring semesters

**BI 310 : Immunology**

Study of the vertebrate immune system, including the principles of cellular and humoral defense mechanisms, and reviews of current research in the field.

**Credits** 4.0

**Prerequisites**

[BI 207](#) or consent of instructor

**Semester Offered**

Offered alternate spring semesters

**BI 311 : Virology**

An exploration of the viruses that infect all three domains of life, with a focus on the molecular biology and genomic diversity of pathogens that threaten human life and economic activity. Topics to be considered include long-studied pathogens such as poliovirus, variola (smallpox), and tobacco mosaic virus, as well as emerging or re-emerging agents such as hepatitis C and D, prions, and viroids. Discussions of the primary literature will be used to examine recent scientific and clinical developments.

**Credits** 4.0

**Prerequisite Courses**

[BI 207: Molecular Genetics](#)

**Semester Offered**

Offered alternate years

**BI 315 : Anatomy and Physiology I**

An exploration of the fundamental concepts of anatomy, histology, and physiology with consideration of integumentary, skeletal, muscular, and nervous systems. One 2-hour laboratory per week.

**Credits** 4.0

**Prerequisites**

[BI 110](#) or [BI 107](#)

**Corequisites**

[CH 103](#) or [CH 110](#)

**Semester Offered**

Offered fall semesters

**BI 316 : Anatomy and Physiology II**

Emphasis on human anatomy, histology, and physiology with consideration of endocrine, digestive, respiratory, cardiovascular, urinary, and reproductive systems. One 2-hour laboratory per week.

**Credits** 4.0

**Prerequisite Courses**

[BI 315: Anatomy and Physiology I](#)

**Semester Offered**

Offered spring semesters



**BI 318 : Algae and Fungi**

A detailed study of fungi and autotrophic protists (algae) with an emphasis on diversity, identification of microscopic algae, seaweeds and mushrooms. One 2-hour laboratory period per week.

**Credits** 4.0

**Prerequisites**

[BI 110](#) or consent of instructor

**Semester Offered**

Offered alternate years

**BI 324 : Ecological Interactions**

Principles of ecology, illustrated by lecture and by the investigation of selected types of habitats.

**Credits** 4.0

**Prerequisite Courses**

[BI 110: Biological Investigation](#)

**Semester Offered**

Offered alternate years

**BI 325 : Tropical Ecology**

An introduction to the composition, structure, and function of tropical rainforests. Laboratory, held during spring break in Costa Rica or Cuba, will emphasize biological diversity. Three lecture hours per week.

**Credits** 4.0

**Prerequisites**

[BI 110](#) and consent of instructor

**Semester Offered**

Offered alternate springs semesters

**BI 326 : Marine Biology**

An introduction to the study of the plants, animals, and other organisms that live in the ocean. Lecture topics include the principles of marine science, life forms in the marine environment, the structure and function of marine ecosystems, and the role of humans on the sea. Laboratory held during spring break in the Florida Keys.

**Credits** 4.0

**Prerequisites**

[BI 110](#) and consent of instructor

**Semester Offered**

Offered alternate springs semesters

**BI 328 : Animal Behavior**

The behavior of animals as revealed by the ethological approach. Orientation, learning, social behavior, migration, and agonistic behavior. One 2-hour laboratory period per week.

**Credits** 4.0

**Prerequisites**

[BI 110](#) or consent of instructor

**Semester Offered**

Offered alternate fall semesters

**Notes**

(See PS 328.)

**BI 332 : Aquatic Biology**

Field course covering biological, physicochemical and geological attributes of both lotic (flowing) and lentic (still) freshwater habitats. Emphasis on aquatic entomology, field data collection techniques, data analysis and critical reading of the primary literature in aquatic biology. One 2-hour laboratory period per week with trips to local aquatic habitats.

**Credits** 4.0

**Prerequisite Courses**

[BI 110: Biological Investigation](#)

**Semester Offered**

Offered alternate spring semesters

**BI 342 : Parasitology**

A detailed study of eukaryotic parasites (protozoa, helminths, and medically relevant arthropods) that afflict animals and humans with an emphasis on life cycles, treatment and control, and the impact on human and animal lives.

**Credits** 4.0

**Prerequisites**

[BI 110](#) or [BI 107](#) or consent of the instructor

**Semester Offered**

Offered alternate years

**BI 345 : Principles of Microbiology**

Students will develop a working understanding of the structure, growth, nutrition, metabolism, genetics, diversity, and ecology of prokaryotes, and become familiar with medical, agricultural and some other applied aspects of the field of microbiology. One 2-hour lab period per week. [BI 110](#), [CH 110](#) (or concurrent enrollment) and [BI 207](#), consent of instructor

**Credits** 4.0

**BI 350 : Entomology**

A study of the terrestrial members of the Phylum Arthropoda, with emphasis on insects and their identification. One 2-hour laboratory period per week. Labs will emphasize field collection and preservation of insects.

**Credits** 4.0

**Prerequisites**

[BI 110](#) or consent of instructor

**Semester Offered**

Offered alternate years

**BI 401 : Research and Analysis I**

Discussion of biological topics with emphasis on critical analysis of data and research articles. Required for the major.

**Credits** 2.0

**Prerequisites**

[BI 110](#) and junior status

**Semester Offered**

Offered fall semesters

**BI 402 : Research and Analysis II**

Presentation of a biological topic by a student based on library and/or laboratory research carried out at IC. Required for the major.

**Credits** 2.0

**Prerequisite Courses**

[BI 401: Research and Analysis I](#)

**Semester Offered**

Offered spring semesters

**BI 404 : Research Experience Capstone**

This course serves as the capstone experience for students in the biology, health sciences, kinesiology and exercise science, or environmental studies in wildlife management program who are involved in student faculty research projects. The objective of this course is to provide students an opportunity to analyze and synthesize the data collected during their research experience and a means to present their work in both oral and written form.

**Credits** 3.0-4.0

**Prerequisites**

completion of at least one hour of student faculty research ([BI 465/466](#)) and consent of instructor

**BI 461 : Independent Study in Biology**

**Credits** 1.0-4.0

**BI 462 : Independent Study in Biology**

**Credits** 1.0-4.0

**BI 463 : Internship in Biology**

Students serve as interns for a total of not less than 40-160 hours.

**Credits** 1.0-4.0

**Prerequisites**

Sophomore standing, a B average, and consent of the instructor

**BI 464 : Internship in Biology**

Students serve as interns for a total of not less than 40-160 hours.

**Credits** 1.0-4.0

**Prerequisites**

Sophomore standing, a B average, and consent of the instructor

**BI 465 : Independent Research in Biology**

**Credits** 1.0-4.0

**BI 466 : Independent Research in Biology**

**Credits** 1.0-4.0

# Business Administration

***Professor Jeff Galle***

***Assistant Professor Allison Burrus***

***Assistant Professor Tim Finlay***

***Assistant Professor Michael Harden***

***Assistant Professor Sam Levey***

***Assistant Professor Marilyn Markel***

***Assistant Professor David Walter***

***Assistant Professor Emily Wright***

***Instructor T.J. Devine***

***Instructor Patrick McKelvey***

***Instructor Jason Sexton***

***Part-time Instructor Jeremy Briggs***

***Part-time Instructor Elizabeth Lahey***

***Part-time Instructor Brandon Myles***

***Part-time Instructor Jafar Qutob***

***Part-time Instructor Angela Valuck***

A major or minor in the interdisciplinary program of Business Administration enables the student to begin any career that requires fundamental knowledge of the principles of management and the qualities of leadership. Students are equipped with the knowledge required to create value in public or private entities and to manage in a global environment.

Students seeking to complete more than one major in the Business Department must complete a minimum of 24 additional hours of new content beyond the first major.

Each minor in the Business Department requires a minimum of 16 additional hours of new content beyond the requirements of declared majors in the department.

## Business Administration

### Major

A major in the interdisciplinary program of Business Administration enables the student to begin any career that requires fundamental knowledge of the principles of management and the qualities of leadership. Students are equipped with the knowledge required to create value in public or private entities and to manage in a global environment.

A major in Business Administration shall consist of 46 credit hours.

Students seeking to complete more than one major in the Business Department must complete a minimum of 24 additional hours of new content beyond the first major.

Each minor in the Business Department requires a minimum of 16 additional hours of new content beyond the requirements of declared majors in the department.

## Core Courses

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
CO 210	Business Communication	4.0
MG 491	Senior Capstone	4.0
	<b>CO 315, MG 315, or PH 315</b>	<b>4.0</b>
MG 315	Business Ethics	4.0
PH 315	Business Ethics	4.0
CO 315	Communication Ethics	4.0
	<b>MG 463/464, IS 302, or IC 421</b>	<b>2.0</b>
MG 463	Internship in Management	1.0-4.0
MG 464	Internship in Management	1.0-4.0
IS 302	Summer Internship	1.0-4.0
IC 421	Graduate READY: Career Strategies	2.0

## Business Administration

Item #	Title	Credits
MG 364	Management	4.0
MG 354	Marketing	4.0
FI 352	Financial Management (Corporate Finance)	4.0
	<b>12 semester hours from 300- or 400-level courses in AC, AG, EC, FI, or MG. Student may also select MG 237 .</b>	<b>12.0</b>

AC 321 and MG 355 will not count toward the Business Administration major.

<b>Total Credits</b>	<b>46</b>
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## Human Resource Management

### Major

Through completion of the Human Resource Management major requirements, students will develop professional knowledge and general critical thinking and problem-solving skills to manage the intricate regulatory and human components present in organizations. By studying aspects of human behavior, labor relations, and cultural impacts on business organizations, students will be prepared for various positions within a Human Resource department and generally equipped to manage people in a variety of settings. In addition, the Human Resource Management major is aligned with the Society for Human Resources Management, which provides students with unique eligibility to take the SHRM certification exam.

A major in Human Resource Management shall consist of 46 credit hours.

Students seeking to complete more than one major in the Business Department must complete a minimum of 24 additional hours of new content beyond the first major.

Each minor in the Business Department requires a minimum of 16 additional hours of new content beyond the requirements of declared majors in the department.

## Core Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
AC 231	Principles of Accounting	4.0
CO 210	Business Communication	4.0
EC 105	Principles of Economics	4.0
	<b>CO 315, MG 315, or PH 315</b>	<b>4.0</b>
MG 315	Business Ethics	4.0
PH 315	Business Ethics	4.0
CO 315	Communication Ethics	4.0
MG 491	Senior Capstone	4.0
	<b>MG 463/464, IS 302, or IC 421</b>	<b>2.0</b>
MG 463	Internship in Management	1.0-4.0
MG 464	Internship in Management	1.0-4.0
IS 302	Summer Internship	1.0-4.0
IC 421	Graduate READY: Career Strategies	2.0

## Human Resource Management Courses:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CO 330	Developing Talent and Intercultural Competence	4.0
MG 237	Organizational Behavior	4.0
MG 357	Business Law	4.0
MG 359	Human Resource Management	4.0
MG 360	Talent Acquisition and Retention	4.0
MG 362	Rewarding Employees	4.0
	<b>Total Credits</b>	<b>46</b>

## Management

### Major

The Management Major allows students to prepare for a wide variety of career paths. The core principles of management can be found in most organizations including large & small companies, non-profit organizations, schools, government organizations and in entrepreneurial ventures.

These principles involve developing plans, organizing resources, leading people, and evaluating results. Students will develop interpersonal, critical thinking, and analytical skills while they seek out ways to achieve business objectives through case study analysis and business simulations.

Students seeking to complete more than one major in the Business Department must complete a minimum of 24 additional hours of new content beyond the first major.

Each minor in the Business Department requires a minimum of 16 additional hours of new content beyond the requirements of declared majors in the department.

## Core Courses:

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
CO 210	Business Communication	4.0
	<b>CO 315, MG 315, or PH 315</b>	<b>4.0</b>
MG 315	Business Ethics	4.0
PH 315	Business Ethics	4.0
CO 315	Communication Ethics	4.0
MG 491	Senior Capstone	4.0
	<b>MG 463/464, IS 302, or IC 421</b>	<b>2.0</b>
MG 463	Internship in Management	1.0-4.0
MG 464	Internship in Management	1.0-4.0
IS 302	Summer Internship	1.0-4.0
IC 421	Graduate READY: Career Strategies	2.0

## Management Courses:

Item #	Title	Credits
MG 120	Computer Information Systems	4.0
MG 357	Business Law	4.0
MG 364	Management	4.0
MG 485	Strategic Management	4.0

And two of the following:

Item #	Title	Credits
MG 237	Organizational Behavior	4.0
MG 359	Human Resource Management	4.0
MG 366	Event and Facilities Management	4.0
MG 425	Management Information Systems	4.0
MG 426	Operations Management	4.0
	<b>Total Credits</b>	<b>46</b>

## Marketing

### Major

The Marketing major prepares students for a broad range of careers that fall underneath the umbrella of marketing. At the heart of the discipline is learning how to understand what potential buyers want and developing creative solutions to help buyers meet their needs. Students will develop of specific marketing skills related to promotion, sales, social media, supply chain management, and other marketing areas, as well as the broader issue of incorporating these into marketing strategy. The program culminates with the opportunity to work with a company on a semester-long project to solve a marketing problem.

A major in Marketing shall consist of 46 credit hours.

Students seeking to complete more than one major in the Business Department must complete a minimum of 24 additional hours of new content beyond the first major.

Each minor in the Business Department requires a minimum of 16 additional hours of new content beyond the requirements of declared majors in the department.

### Core Courses

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
CO 210	Business Communication	4.0
MG 491	Senior Capstone	4.0
	<b>CO 315, MG 315, or PH 315</b>	<b>4.0</b>
MG 315	Business Ethics	4.0
PH 315	Business Ethics	4.0
CO 315	Communication Ethics	4.0
	<b>MG 463/464, IS 302, or IC 421</b>	<b>2.0</b>
MG 463	Internship in Management	1.0-4.0
MG 464	Internship in Management	1.0-4.0
IS 302	Summer Internship	1.0-4.0
IC 421	Graduate READY: Career Strategies	2.0

### Marketing Concentration

Item #	Title	Credits
MG 120	Computer Information Systems	4.0
	<b>MG 350 or MG 356</b>	<b>4.0</b>

### MG 350 or MG 356

MG 350	Consumer Behavior	4.0
MG 356	Integrated Marketing Communications	4.0
MG 354	Marketing	4.0
MG 454	Marketing Management	4.0

Two of the following:

Item #	Title	Credits
AG 321	Agricultural Marketing	4.0
CO 214	Advertising and Public Relations	4.0
CO 325	Public Relations in Practice	4.0
MG 350	Consumer Behavior	4.0
MG 356	Integrated Marketing Communications	4.0
MG 366	Event and Facilities Management	4.0
	<b>Total Credits</b>	<b>46</b>

### Sports Management

#### Major

The Sports Management major prepares students for a variety of career paths connected to professional and collegiate sports, as well as the organizations that surround pro/college sports. Problem solving, data analysis, hard work, and creativity are critical skills emphasized within the major.



Students seeking to complete more than one major in the Business Department must complete a minimum of 24 additional hours of new content beyond the first major.

Each minor in the Business Department requires a minimum of 16 additional hours of new content beyond the requirements of declared majors in the department.

### Core Courses

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
CO 210	Business Communication	4.0
	<b>CO 315, MG 315, or PH 315</b>	<b>4.0</b>
MG 315	Business Ethics	4.0
PH 315	Business Ethics	4.0
CO 315	Communication Ethics	4.0
	<b>MG 463/464, IS 302, or IC 421</b>	<b>2.0</b>
MG 463	Internship in Management	1.0-4.0
MG 464	Internship in Management	1.0-4.0
IS 302	Summer Internship	1.0-4.0
IC 421	Graduate READY: Career Strategies	2.0
MG 491	Senior Capstone	4.0

### Sports Management

Item #	Title	Credits
MG 280	The Business of Sport	4.0
MG 355	Sports Promotion	4.0

Two of the following:

Item #	Title	Credits
MG 305	Athletic Administration	4.0
MG 366	Event and Facilities Management	4.0
MG 410	Fitness Management	4.0

Two of the following (or additional internship hours):

Item #	Title	Credits
MG 354	Marketing	4.0
MG 364	Management	4.0
KI 214	Teaching Physical Activities	3.0
	<b>Total Credits</b>	<b>46</b>

### Business Administration

Minor

The minor in Business Administration consists of 20 credit hours from the following courses:

## Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
AC 231	Principles of Accounting	4.0
EC 105	Principles of Economics	4.0
MG 354	Marketing	4.0
MG 364	Management	4.0
FI 352	Financial Management (Corporate Finance)	4.0
	<b>Total Credits</b>	<b>20</b>

## Human Resource Management

Minor

### Required Course

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MG 359	Human Resource Management	4.0

### Four of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MG 237	Organizational Behavior	4.0
MG 357	Business Law	4.0
MG 360	Talent Acquisition and Retention	4.0
MG 362	Rewarding Employees	4.0
	<b>CO 330 or CO 353</b>	<b>4.0</b>

## CO 330 or CO 353

Choose between one of the following:

CO 330	Developing Talent and Intercultural Competence	4.0
CO 353	Communication and Leadership in Teams	4.0
	<b>Total Credits</b>	<b>20</b>

## Management

Minor

### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MG 357	Business Law	4.0
MG 364	Management	4.0
MG 485	Strategic Management	4.0

Two of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MG 237	Organizational Behavior	4.0
MG 359	Human Resource Management	4.0
MG 366	Event and Facilities Management	4.0
MG 425	Management Information Systems	4.0
MG 426	Operations Management	4.0
	<b>Total Credits</b>	<b>20</b>

## Marketing

Minor

### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MG 354	Marketing	4.0
MG 454	Marketing Management	4.0

Three of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
AG 321	Agricultural Marketing	4.0
CO 214	Advertising and Public Relations	4.0
CO 325	Public Relations in Practice	4.0
MG 350	Consumer Behavior	4.0
MG 356	Integrated Marketing Communications	4.0
MG 366	Event and Facilities Management	4.0
	<b>Total Credits</b>	<b>20</b>

## Sport Management

Minor

### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MG 280	The Business of Sport	4.0
MG 355	Sports Promotion	4.0

Three of the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
KI 214	Teaching Physical Activities	3.0
MG 305	Athletic Administration	4.0
MG 366	Event and Facilities Management	4.0
MG 410	Fitness Management	4.0
	<b>Total Credits</b>	<b>20</b>

# Business Administration Course Descriptions

## **MG 100 : Introduction to Business Administration**

An overview of the functions of business administration, including the interrelationships of accounting, finance, organization, management, law, and marketing. The course seeks to orient students to business and organizational practices. Does not count towards any major in the Business Administration Department. Not open to students who have taken EC 105, [AC 231](#), or any 200-level MG course.

**Credits** 4.0

## **MG 120 : Computer Information Systems**

An introduction to application software used in problem solving including advanced features of spreadsheets, introduction to databases, and project management tools. Includes in-class laboratory work.

**Credits** 4.0

## **MG 237 : Organizational Behavior**

This course focuses on the examination of research and theory as it relates to the organization and the organizational environment as a social system. Within this context, the course explores factors that influence the way members of an organization behave. Topics include individual and cultural differences, perceptions, attitudes, emotions, motivation, learning and reinforcement, managing diversity, decision-making, relationship management, performance, group/team relationships, leadership, conflict and negotiations, strategy, and organizational change management.

**Credits** 4.0

## **MG 253 : Diversity and Inclusion in the Workplace**

Shifting demographics contribute to a workplace that continues to grow more diverse over time. Individuals in the workplace will constantly interact with peers, managers, and customers with very different backgrounds and experiences. When managed successfully, these differences can be a powerful tool that broadens perspectives and creates organizational advantage. Alternatively, when these differences are misunderstood or mismanaged, it can lead to challenges with employee well-being and organizational goals. This course is designed to encourage students to think critically about a variety of topics relevant to diversity in the workplace. We will consider cultural and psychological processes that influence how people interact with one another. Students will think critically on topics such as identity, relationships across difference and bias, and equality of opportunity in organizations. Students will utilize theory and empirical research to assess the management of diversity and inclusion in the workplace.

**Credits** 4.0

## **MG 280 : The Business of Sport**

An overview of the business aspects of professional and amateur sports. Topics covered include league structure and operation, sports marketing, pricing, media, agents and contracts.

**Credits** 4.0

### **Prerequisites**

Sophomore standing. [AC 231](#) would be beneficial but not required

## **MG 305 : Athletic Administration**

This course emphasizes the aims, objectives and problems involved in managing athletics and a physical education curriculum. Students study and analyze the strategic planning process in athletic departments. Assignments require real-life applications relevant to field settings.

**Credits** 4.0

## **MG 315 : Business Ethics**

Consideration of the problem of determining the rules which should govern the relationship between industry and government, a company and its customers, and management and employees. (See PH 315.)

**Credits** 4.0

**MG 350 : Consumer Behavior**

Studies the factors affecting consumer behavior of individuals and organizations; provides an overview of explanations of consumption; and surveys consumer decision-making processes and their implications for marketing strategy. (See PS 350.)

**Credits** 4.0

**MG 354 : Marketing**

Emphasizes the concepts of planning, organizing, controlling and decision making as they are applied to management of the marketing function. Attention is given to the marketing environment, consumer behavior, marketing research, product management, distribution promotion and pricing policies. May not be taken for credit if a student has earned credit for [AG 321](#).

**Credits** 4.0

**Prerequisites**

Sophomore Standing

**MG 355 : Sports Promotion**

An examination of the field of promotion, with a focus and applications into the sports industry. Topics covered include advertising, sales promotion, ticketing, sponsorships, and social media.

**Credits** 4.0

**Prerequisites**

[MG 280](#) recommended

**MG 356 : Integrated Marketing Communications**

This course examines how to integrate all of the available marketing communication tools into one clear voice that breaks through today's communication clutter. Students will study and create various forms of communication materials that are used in the promotions mix. These items will include advertisements for print media, radio, television, social media, websites, and YouTube. In addition, product demonstrations, sales promotions, personal selling, and public relations will be examined. Students will gain understanding of how to coordinate these elements to achieve an organization's objectives.

**Credits** 4.0

**MG 357 : Business Law**

This course is designed to provide students with a general overview and introduction to the American legal system, both procedural and substantive, with an emphasis on civil law. Topics include: the courts, trial procedure, torts, personal property, real property, insurance, contracts, and contemporary issues.

**Credits** 4.0

**MG 359 : Human Resource Management**

Study of concepts and methods used by the HRM unit in building and maintaining an effective work force in profit and nonprofit organizations. Topics include recruitment, selection, training, wage and salary administration, job design and EEOC.

**Credits** 4.0

**MG 360 : Talent Acquisition and Retention**

Overview of the basic principles and techniques of staffing the workplace. Introduction of basic and intermediate level theories and strategies utilized in staffing, planning, recruiting, and selection. Topics covered include job analysis, recruitment, selection, and performance assessment.

**Credits** 4.0

**Prerequisite Courses**

[MG 359: Human Resource Management](#)

**MG 362 : Rewarding Employees**

Overview of the theoretical frameworks and practices pertaining to rewarding human resources in organizations. The course will introduce students to the Total Rewards approach and aid in the understanding of tangible and intangible aspects of compensation.

**Credits** 4.0

**MG 364 : Management**

The study of the managerial process in an organizational setting with emphasis on decision making, planning, organizing, and controlling; including discussion of motivation, leadership, communication and group dynamics in an organizational context.

**Credits** 4.0

**Prerequisites**

Sophomore standing

**MG 366 : Event and Facilities Management**

This course studies the guidelines and principles of managing sport and recreation events with hands-on application in how to administer, organize, direct personnel, fundraise, market, and carry out an event. Additionally, this course will focus on information and knowledge in the area of operation and management of athletic and recreational facilities. Topics include critical/crisis planning techniques, negotiations, funding, facility design, operation, and maintenance.

**Credits** 4.0

**MG 371 : International Business**

An understanding of international business is important in today's global economy. This course explores the application of core business concepts in a global context. Topics include culture, political and economic systems, marketing, and global operations.

**Credits** 4.0

**MG 374 : Professional Sales**

A course in the principles of business-to-business sales that is intended for marketing, sports management, and other business majors. The emphasis is on a holistic approach to sales by emphasizing skill development in areas such as listening, negotiation, questioning, and problem solving.

**Credits** 4.0

**Prerequisite Courses**

[MG 354: Marketing](#)

**MG 410 : Fitness Management**

An application of business principles to the health/fitness/recreation area, with an emphasis on starting and running a successful fitness business. Students will be introduced to various types of fitness opportunities, including health and fitness clubs, athletic training facilities, indoor and outdoor recreation, and online/virtual fitness. Topics include legal/financial/budgeting issues, creating high value customer experiences, staffing/training, organizational structure. The emphasis is NOT on training but on how to run a fitness-related business.

**Credits** 4.0

**Prerequisites**

[AC 231](#) and [MG 364](#)

**MG 425 : Management Information Systems**

Introduction to the management of information within an organization: planning, organizing, and controlling of effective information and accounting systems. Topics include analysis of available hardware and software, data base management systems, and development and management of an information system.

**Credits** 4.0

**Prerequisites**

Junior standing

**MG 426 : Operations Management**

Introduction to production and operation management including: forecasting, capacity and material planning, inventory control, production and shop scheduling, quality control, work management, special techniques including PERT, linear programming, MRP, EOQ, and the design and location of facilities. Open to junior and senior majors.

**Credits** 4.0

**MG 454 : Marketing Management**

Marketing Management integrates the study of methods and models for marketing decisionmaking; emphasizes the application of analytical tools and behavioral and quantitative models to marketing decision-making. It is an expansion of the study and application of the marketing mix, SWOT analysis, consumer behavior and research.

**Credits** 4.0

**Prerequisite Courses**

[MG 354: Marketing](#)

**MG 461 : Independent Study in Management**

Advanced independent study in the field of management or marketing. Open to senior majors seeking advanced study in their areas of specialization. May be repeated with different subject matter for a maximum of 6 hours.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor

**MG 462 : Independent Study in Management**

Advanced independent study in the field of management or marketing. Open to senior majors seeking advanced study in their areas of specialization. May be repeated with different subject matter for a maximum of 6 hours.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor

**MG 463 : Internship in Management**

A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to junior and senior majors.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor

**MG 464 : Internship in Management**

A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to junior and senior majors.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor

**MG 465 : Independent Research in Management****Credits** 1.0-4.0**MG 466 : Independent Research in Management****Credits** 1.0-4.0**MG 485 : Strategic Management**

This senior-level course focuses on formulating and executing competitive business strategies. Students will integrate and apply management, marketing, finance, and operations concepts to develop solutions to complex business challenges. Case study analysis and a business simulation will be used.

**Credits** 4.0**MG 491 : Senior Capstone**

The capstone seminar for the business major, MG 491 integrates and applies concepts from management, accounting, economics, and related fields, with a focus on developing and applying skills for problem solving and leadership in an organizational environment. A semester-long project in which students study a real-world problem and develop solutions is required.

**Credits** 4.0**Prerequisites**[AC 231](#), [EC 105](#), and Senior standing



# Chemistry

***Professor Zvi Pasma***

***Associate Professor Brent Chandler***

***Associate Professor Clayton F. Spencer***

***Associate Professor Jocelyn Lanorio***

Chemistry affects all phases of our modern lives, from the clothes we wear, to the cars we drive, to the food we eat, to the houses in which we live. With substantial overlap between both the disciplines of biology and physics, chemistry is often called the “central science,” and a grounding in chemistry is beneficial for all science majors. The Department of Chemistry is committed to educating liberal arts students to think critically and independently and to communicate ideas effectively. It is the mission of the department to prepare students who wish to pursue:

- Their intellectual curiosity about the nature of the physical world and the underlying chemical principles that govern it.
- Admission to graduate programs in chemistry and related fields.
- Admission to professional programs in healthcare and engineering.
- Employment or service in areas such as education, business, industry, and government where a chemical and technical background is essential.

## Biochemistry

Major

Biochemists investigate the chemical reactions and mechanisms that govern and regulate life. Biochemistry, therefore, combines the broad perspectives of biology and chemistry and uses diverse approaches to examine the chemistry of living things. The curriculum includes courses in chemistry and biology and provides students with expertise at the interface of these disciplines. The mastery of fundamentals in biology and chemistry permits students to seamlessly integrate ideas from both areas of science and approach problems from an interdisciplinary perspective.

The biochemistry curriculum incorporates class instruction with significant laboratory work, including experimental approaches in protein and nucleic acid chemistry, cell biology, biophysics, and molecular biology. Independent research is encouraged, and research opportunities are provided. The Biochemistry major is administered jointly by the Biology and Chemistry Departments (see the Biology and Chemistry Departments mission statements). Students majoring in Biochemistry are considered to be a part of both departments.

The Biochemistry major consists of eleven courses (40 credit hours), three electives (12 credit hours), and two corequisites (8 credit hours). The major is designed to allow students the flexibility to pursue individual interests as they prepare for their post-college careers.

\*Students majoring in Biology and Biochemistry may only count BI 110, 207, and 307 towards both majors. Students majoring in Chemistry and Biochemistry may only count CH 110, 203, 304, and 211 towards both majors. Students majoring in Biology, Chemistry, and Biochemistry may only count BI 110, 207, 307, CH 110, 203, 304, and 211 towards the three majors. Due to significant course overlap, students majoring in Biochemistry are ineligible for a minor in either Biology or Chemistry.

## Core Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BI 110	Biological Investigation	4.0
BI 207	Molecular Genetics	4.0
BI 307	Cell and Molecular Biology	4.0
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
CH 304	Organic Chemistry II	4.0
CH 309	Biochemistry I	4.0
CH 410	Biochemistry II	4.0
CH 441	Senior Seminar I	2.0
CH 442	Senior Seminar II	2.0

## Electives

At least three selected from:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BI 306	Developmental Biology	4.0
BI 310	Immunology	4.0
BI 311	Virology	4.0
BI 345	Principles of Microbiology	4.0
CH 231	Inorganic Chemistry	4.0
CH 327	Medicinal Chemistry	4.0
CH 332	Advanced Inorganic Chemistry	4.0

## Required Corequisites

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
	<b>Total Credits</b>	<b>60</b>

## Chemistry

### Major

A major in chemistry consists of coursework distributed as follows:

### Core Courses

All required:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
CH 231	Inorganic Chemistry	4.0

## Scientific Breadth Courses

Select two:

Item #	Title	Credits
BI 110	Biological Investigation	4.0
CS 160	Introduction to Computer Science	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0

## Advanced Courses

Select three:

Item #	Title	Credits
CH 304	Organic Chemistry II	4.0
CH 309	Biochemistry I	4.0
CH 312	Instrumental Methods of Analysis	4.0
CH 323	Thermodynamics	4.0
CH 327	Medicinal Chemistry	4.0
CH 332	Advanced Inorganic Chemistry	4.0
CH 365	Quantum Theory & Spectroscopy	4.0
CH 410	Biochemistry II	4.0
CH 461	Independent Study in Chemistry	1.0-4.0
CH 465	Independent Research in Chemistry	1.0-4.0

## Capstone

Both required:

Item #	Title	Credits
CH 441	Senior Seminar I	2.0
CH 442	Senior Seminar II	2.0

Students may elect to concentrate in a particular sub-field as follows:

### Analytical Chemistry

Item #	Title	Credits
CH 211	Quantitative Analysis	4.0
CH 312	Instrumental Methods of Analysis	4.0

### Biochemistry:

Item #	Title	Credits
CH 309	Biochemistry I	4.0
CH 410	Biochemistry II	4.0
BI 110	Biological Investigation	4.0
BI 307	Cell and Molecular Biology	4.0

### Inorganic Chemistry

Item #	Title	Credits
CH 231	Inorganic Chemistry	4.0
CH 304	Organic Chemistry II	4.0
CH 332	Advanced Inorganic Chemistry	4.0

## Physical Chemistry:

Item #	Title	Credits
CH 323	Thermodynamics	4.0
CH 365	Quantum Theory & Spectroscopy	4.0
CH 312	Instrumental Methods of Analysis	4.0

## Medicinal Chemistry

Item #	Title	Credits
CH 304	Organic Chemistry II	4.0
CH 327	Medicinal Chemistry	4.0

## Pursuit of Graduate Chemistry

Students intending to pursue admission to graduate programs in chemistry or related fields are encouraged to complete the following coursework as described by the American Chemical Society (ACS):

Item #	Title	Credits
CH 110	General Chemistry	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
MA 233	Calculus III	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
CH 231	Inorganic Chemistry	4.0
CH 323	Thermodynamics	4.0
CH 309	Biochemistry I	4.0
CH 304	Organic Chemistry II	4.0
CH 312	Instrumental Methods of Analysis	4.0
CH 332	Advanced Inorganic Chemistry	4.0
CH 365	Quantum Theory & Spectroscopy	4.0
	<b>Total Credits</b>	<b>40</b>

## Chemistry

### Minor

### Required Courses

A chemistry minor consists of CH 110 and four additional chemistry courses at the 200-level or above.

Item #	Title	Credits
CH 110	General Chemistry	4.0
	<b>Four additional chemistry courses at the 200-level or above</b>	<b>16.0</b>
	<b>Total Credits</b>	<b>20</b>

# Chemistry Course Descriptions

## **CH 103 : General, Organic, & Biological Chemistry**

This introductory course to the chemical sciences is designed to demonstrate how chemistry affects our lives and communities. The course emphasizes critical thinking and problem-solving development, which allow students to understand, evaluate, and respond to societal issues. Students will study key chemical concepts and principles from the perspectives of organic and biological chemistry. The course satisfies the Science Society with lab general education category but may not be used as a prerequisite for advanced courses in the Department. Four class hours and one two-hours laboratory per week.

**Credits** 4.0

## **CH 110 : General Chemistry**

Chemistry is the study of the material world. It is essential to the understanding of a wide range of scientific disciplines and is applicable to diverse career interests. Intended primarily for students majoring in the natural sciences, this course introduces the principles of chemistry. Major themes include the microscopic structure of matter and the role of energy, stability, and entropy as drivers of chemical change. Topics include: atomic structure, periodicity, chemical bonding, molecular structure and geometry, inorganic reaction classes, stoichiometry, thermochemistry, kinetic theory of gases and liquids, and intermolecular forces. Laboratory work will provide practice in basic measurements, liquid handling, experimental design, application of scientific method, and data processing and interpretation. Three class hours and one three-hour laboratory period per week.

**Credits** 4.0

### **Corequisites**

[MA 133](#) (or placement into a higher level mathematics course)

### **Semester Offered**

Offered every semester

### **Notes**

CH 110 is a prerequisite to all chemistry courses above the 100-level.

## **CH 203 : Organic Chemistry I**

Organic chemistry focuses on the chemistry of carbon compounds and provides a basis for understanding much of the chemistry of the biological world around us. Lectures will focus on the properties of organic compounds, on the reactions of functional groups and reaction mechanisms. You will develop the critical thinking skills and knowledge necessary to understand, evaluate, and respond to major events, reports, and ideas using the key concepts and principles associated with organic chemistry. In the lab you will synthesize and analyze organic compounds with known molecular structure using fundamental laboratory techniques and report your experimental results. Three class hours and one three-hour laboratory period per week.

**Credits** 4.0

### **Prerequisites**

[CH 110](#). [CH 203](#) with a 'C' grade or better is a prerequisite to [CH 304](#)

### **Semester Offered**

Offered every year

## **CH 211 : Quantitative Analysis**

Volumetric and gravimetric analysis. Introduction to instrumental analysis. Three class hours and one three-hour laboratory period per week.

**Credits** 4.0

### **Prerequisite Courses**

[CH 110: General Chemistry](#)

### **Semester Offered**

Offered every spring

**CH 231 : Inorganic Chemistry**

This course will teach students about the field of Inorganic Chemistry which addresses some of the most pressing challenges of our time. Whether the problem involves making new materials to harness solar energy, drawing inspiration from nature to convert methane to methanol, or developing metal-based pharmaceuticals and catalysts, inorganic chemistry is fundamental to the solutions. This course is designed to introduce students to the fundamental principles of inorganic chemistry and expands upon what is learned in general chemistry by providing new ways of understanding electronic structure, bonding, and reactivity. In this course we will explore the entire periodic table (even carbon - as long as it's bound to a metal!). We will start by discussing about the properties of the nucleus, the origin of atoms and how they bond, and then apply our bonding models to transition metal chemistry. Additionally, we will devote class time to examining current research in order to learn what the big questions are in inorganic chemistry and what motivates leading researchers in this field. Three class hours and one three-hour laboratory period per week.

**Credits** 4.0

**Prerequisite Courses**

[CH 110: General Chemistry](#)

**Semester Offered**

Offered every fall

**CH 304 : Organic Chemistry II**

Organic chemistry focuses on the chemistry of carbon compounds and provides a basis for understanding much of the chemistry of the biological world around us. Lectures will focus on the properties of organic compounds, on the reactions of functional groups and reaction mechanisms. You will develop the critical thinking skills and knowledge necessary to understand, evaluate, and respond to major events, reports, and ideas using the key concepts and principles associated with organic chemistry. In the lab you will synthesize and analyze organic compounds with known molecular structure using fundamental laboratory techniques and report your experimental results. Three class hours and one three-hour laboratory period per week.

**Credits** 4.0

**Prerequisites**

[CH 110](#), [CH 203](#) with a 'C' grade or better is a prerequisite to [CH 304](#)

**Semester Offered**

Offered every year

**CH 309 : Biochemistry I**

The morphological diversity of living things is fantastic. Nevertheless, many living systems are confined to aqueous environments, constant pressure and salt conditions, and little if any internal temperature fluctuations. Within these chemical restrictions all organisms must carry out chemical reactions that result in the sustenance and proliferation of life. In this course we will discuss the chemical reactions that often are shared among a vast number of organisms. We will start with an outline of the basic chemical environment of the cell and then describe the three-dimensional structures of proteins. We will consider how representative protein structures are assembled and how they perform their respective functions. Through the combined use of kinetic, structural, and genetic approaches, we will examine how enzymes carry out catalysis of chemical reactions within living systems. Three class hours and one three-hour lab per week.

**Credits** 4.0

**Prerequisites**

BI110, [CH 203](#)

**Semester Offered**

Offered every fall

**CH 312 : Instrumental Methods of Analysis**

Course presents a survey of the principles and applications of modern chemical instrumentation. Three class hours and one three-hour laboratory periods per week.

**Credits** 4.0

**Prerequisite Courses**

[CH 211: Quantitative Analysis](#)

**Semester Offered**

Offered alternate years

**CH 323 : Thermodynamics**

**Credits** 4.0

**Notes**

(See PY 323.)

**CH 327 : Medicinal Chemistry**

This is a survey course designed to explore the design, development, and action of drugs. Concepts of biology, biochemistry, pharmacy, physiology, organic chemistry, pharmacology, etc. will be discussed with an emphasis on relating the chemical structure of a drug to its biological function. We will see how drugs are discovered and developed; how they get to their site of action; what happens when they reach the site of action; how the body gets rid of them, and what a medicinal chemist can do to avoid having the body eliminate them before they have produced their desired effect. The approaches discussed are those used in the pharmaceutical industry and elsewhere for the discovery of new drugs.

**Credits** 4.0

**Prerequisite Courses**

[CH 203: Organic Chemistry I](#)

**Semester Offered**

Offered alternate spring semesters

**CH 332 : Advanced Inorganic Chemistry**

This course presents an overview of the physical/theoretical aspects relating to transition metal and main group chemistry, with emphasis on bonding, structure, thermodynamics, kinetics and mechanisms, and periodic relationships. Atomic structure, theories of bonding, symmetry, molecular shapes (point groups), crystal geometries, acid-base theories, survey of familiar elements, solid-state materials, nomenclature, crystal field theory, molecular orbital theory, isomerism, geometries, magnetic and optical phenomena, spectra, Tanabe-Sugano diagrams, synthetic methods, boron hydrides, organometallic compounds, cage structures, clusters, lanthanides, actinides. Three class hours and one three-hour laboratory periods per week.

**Credits** 4.0

**Prerequisite Courses**

[CH 203: Organic Chemistry I](#)

**Semester Offered**

Offered alternate years

**CH 365 : Quantum Theory & Spectroscopy**

Introduces chemistry and physics students to principles of quantum theory with applications to material and chemical systems and spectroscopy. Topics include development of quantum theory, fundamental postulates, quantum theory of simple systems, quantum theory of molecules and extended systems, application of quantum theory to spectroscopy of atoms, molecules, and extended systems. Appropriate as an introduction to quantum theory for students of physics or as a physical chemical treatment for students of chemistry. Cross-listed between physics and chemistry.

**Credits** 4.0

**Prerequisites**

PY226, [MA 223](#), and [CH 110](#)

**Semester Offered**

Offered alternate fall semesters

**Notes**

(See PY 365.)

**CH 410 : Biochemistry II**

This course is a direct continuation of [CH 309](#). We will continue investigating how protein and nucleic acid structures are suited for their function and concentrate on the regulation of catalyzed reactions. To demonstrate these principles, we will discuss representative allosteric regulatory systems, carbohydrate metabolism, chemical information transfer and utilization, and the regulation of these processes. Three class hours and one three-hour lab per week.

**Credits** 4.0

**Prerequisite Courses**

[CH 309: Biochemistry I](#)

**Semester Offered**

Offered every spring

**CH 441 : Senior Seminar I**

Introduction to topics at the "cutting-edge" of chemical research as presented in the chemical literature and departmental seminars. Course introduces strategies for researching the chemical literature and for preparing formal seminars, posters, and manuscripts (including reviews, research articles, and research proposals). Course culminates in the research and formal presentation of a contemporary topic of interest.

**Credits** 2.0

**Prerequisites**

24 semester hours in chemistry and senior standing

**Semester Offered**

Offered every year

**CH 442 : Senior Seminar II**

Introduction to topics at the "cutting-edge" of chemical research as presented in the chemical literature and departmental seminars. Course introduces strategies for researching the chemical literature and for preparing formal seminars, posters, and manuscripts (including reviews, research articles, and research proposals). Course culminates in the research and formal presentation of a contemporary topic of interest.

**Credits** 2.0

**Prerequisites**

24 semester hours in chemistry and senior standing

**Semester Offered**

Offered every year

**CH 461 : Independent Study in Chemistry**

**Credits** 1.0-4.0



**CH 462 : Independent Study in Chemistry****Credits** 1.0-4.0**CH 463 : Internship in Chemistry**

Students spend the summer or an academic semester as an intern or research assistant in government, academic or industrial settings learning to apply chemistry to real-world problems. Students will be required to complete a final project (determined through consultation with the department) that serves to demonstrate the educational value of the experience.

**Credits** 1.0-4.0**Prerequisites**

Approval of the department and on-site supervisor

**CH 464 : Internship in Chemistry**

Students spend the summer or an academic semester as an intern or research assistant in government, academic or industrial settings learning to apply chemistry to real-world problems. Students will be required to complete a final project (determined through consultation with the department) that serves to demonstrate the educational value of the experience.

**Credits** 1.0-4.0**Prerequisites**

Approval of the department and on-site supervisor

**CH 465 : Independent Research in Chemistry**

Research on relevant topics.

**Credits** 1.0-4.0**Prerequisites**

Consent of the instructor

**CH 466 : Independent Research in Chemistry**

Research on relevant topics.

**Credits** 1.0-4.0**Prerequisites**

Consent of the instructor

# Communication and Rhetorical Studies

**Professor Adrienne E. Hacker Daniels**

**Associate Professor Adam C. Jones**

**Associate Professor Christopher J. Oldenburg**

**Assistant Professor Mizuki Wyant**

**Instructor Shawna Merrill**

The mission of the Communication and Rhetorical Studies Program is to cultivate in students theoretically grounded and highly developed competencies in the production, delivery, and criticism of diverse forms of human communication. It is the expectation of the department that students will use their communication expertise ethically in the pursuit of both personal growth and professional advancement as well as in the fulfillment of their duties as responsible citizens and community leaders.

Studies in Communication and Rhetorical Studies are the heir of a long and honored tradition. Since its inception in ancient Greece, the art of rhetoric (effective discourse) has consistently been recognized as a pillar of humane learning and assigned a foundational role within the liberal arts. Contemporary studies of communication and rhetoric focus on the construction, evaluation and use of communication theories, the criticism of communication practices, and the refinement of skills necessary for communicating effectively in a technology-permeated, multicultural world.

While the heart of the field's self-understanding remains the humanistic rhetorical tradition, its broader contours also seek to integrate methodologies from the social sciences as well as to extend its collective insights into the application and criticism of diverse communication media.

Education in the rhetorical tradition and its intrinsically adaptive dynamics thus constitutes the conceptual core of the curriculum which integrates theory and practice and combines work in the classroom with co-curricular activities. Majors also learn to advance their understanding of communication processes through the use of empirical research methods as well as have an opportunity to develop communication expertise for a variety of contexts (interpersonal, professional, organizational, small group, and intercultural).

## Communication and Rhetorical Studies

Major

A major in Communication and Rhetorical Studies requires the completion of 44 hours of credit beyond CO 101.

### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CO 204	Communication Theory	4.0
CO 220	The Rhetorical Tradition	4.0
CO 240	Introduction to Mass Communication	4.0
CO 260	Communication Research & Methods	4.0
CO 314	Freedom of Expression	4.0
CO 315	Communication Ethics	4.0
CO 415	Senior Seminar in Communication	4.0

## Electives

In addition, at least 16 semester hours of CO electives must be completed. At least 8 of these hours must be at the 300-level or above and no more than 4 semester hours of CO 463/464 Internship may be applied to the major. Courses in the major must be selected in consultation with a departmental advisor.

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**Total Credits**

**44**

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## Organizational & Strategic Communication

### Major

The Organizational and Strategic Communication major is designed for students who are interested in the communication and relationship component of organizations and have a desire to learn how to communicate strategic messages to fulfill an organization's mission. Students in this major study communication across organizational and business settings, gaining an understanding of how communication is integral to the effective management of people and behaviors in an organizational context. Students will learn how to communicate clear messages in organizations, including through social media. They will gain a foundation of communication theory and practices that will help them interact with, lead, and manage individuals in the organizational process. In addition, a significant component of this major are the interdisciplinary connections made to the disciplines of Art & Design in Visual Studies, English, and Business. Specifically, students majoring in Organizational and Strategic Communication will be required to take courses in either graphic design, digital art (including digital technology and new media), and/or professional writing as well as a course in the content area of marketing, all of which are important for students to understand as they enter today's professional environment.

With an Organizational and Strategic Communication major, students could work in corporations as sales representatives, advertising account executives, communication coaches/ specialists/analysts, human resources, social media managers, event coordinators, trainers, project managers, and recruiters, just to name a few. Similarly, they can find careers in higher education, training and development, public relations, or political communication.

A major in Organizational and Strategic Communication requires the completion of 44 hours of credit beyond CO 101.

## Communication & Rhetorical Studies Core Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CO 204	Communication Theory	4.0
CO 230	Organizational Communication	4.0
CO 315	Communication Ethics	4.0

## Organizational and Strategic Communication Courses

Choose two from the following courses:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CO 235	Strategic Communication and Social Media	4.0
CO 330	Developing Talent and Intercultural Competence	4.0
CO 353	Communication and Leadership in Teams	4.0

## Public Relations Course

Choose one of the following:

Item #	Title	Credits
CO 214	Advertising and Public Relations	4.0
CO 325	Public Relations in Practice	4.0

## Marketing Course

Choose one from the following:

Item #	Title	Credits
MG 354	Marketing	4.0
MG 356	Integrated Marketing Communications	4.0

## Professional Writing and Digital Media Courses

Choose two from the following:

Item #	Title	Credits
EN 280	Editing and the English Language	4.0
EN 380	Writing for Publication	4.0
AR 204	Visual Communication	4.0
AR 361	New Media	4.0

## Communication & Rhetorical Studies Elective Course

Organizational and Strategic Communication majors are required to complete one additional 4-credit hour course at either the 200-level or 300-level that is either a Communication & Rhetorical Studies course or any elective course listed in the Organizational & Strategic Communication major; a 4-credit hour internship may count for this elective requirement.

## Senior Seminar Course

Double majors in Business may substitute MG 491 – Senior Capstone, taking note of the limit on double counting\*

\*Students pursuing a double major may double count no more than a maximum of 16 credit hours; students may double count no more than 8 credits toward a major and a minor or two minors.

Item #	Title	Credits
CO 415	Senior Seminar in Communication	4.0
<b>Total Credits</b>		<b>44</b>

## Communication and Rhetorical Studies

Minor

A minor in Communication and Rhetorical Studies requires the completion of 24 semester hours of credit beyond CO 101.

## Required Courses

Item #	Title	Credits
CO 204	Communication Theory	4.0
CO 220	The Rhetorical Tradition	4.0
CO 240	Introduction to Mass Communication	4.0

## CO Electives

In addition, at least 12 semester hours of CO electives must be completed. At least 8 of these elective hours must be at the 300-level or above and no more than 4 semester hours of CO 463/464 Internship may be applied to the minor.

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**Total Credits**

**24**

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# Communication and Rhetorical Studies Course

## Descriptions

### **CO 101 : Speech Fundamentals**

An introduction to the various types of speech. Required except for those students whose background and competence in speech qualifies them for departmental approval for substituting an advanced course.

**Credits** 4.0

### **CO 204 : Communication Theory**

This course allows students to understand both the humanistic and social scientific theories in communication. Areas of inquiry include the ethical implications of individual theories, the development of knowledge and appreciation of theory building in the communication discipline, the ability to discern roles that communication theories play in our daily lives, and the examination and testing of communication theories using different methodological approaches. This course is a foundational requirement for all students majoring or minoring in Communication and Rhetorical Studies.

**Credits** 4.0

### **Prerequisites**

[CO 101](#) or consent of instructor

### **CO 210 : Business Communication**

This course is designed to enhance one's understanding of the skills, principles and contexts of communication in business and organizational settings. Oral presentations and written assignments are utilized to evaluate competencies in verbal and nonverbal communication efforts. A framework of strategic communication is introduced for the planning and implementation of various interpersonal and presentational principles and skills along with an examination of important theories of organizational communication.

**Credits** 4.0

### **CO 214 : Advertising and Public Relations**

This course is designed to provide the student with an understanding of the advertising industry's "identity," an identity which has mirrored - as well as participated in the creation of - a uniquely American identity. Significant historical, cultural, gender, aesthetic, ethical, legal, and rhetorical perspectives are examined. Public relations will be examined in theory and practice as it intersects with advertising theories and practices in their roles within a mass media framework.

**Credits** 4.0

**CO 220 : The Rhetorical Tradition**

A survey of major trends in the development of rhetorical theory from Homer to the present. Special attention is given to comparing and contrasting different theories of rhetoric, the implications of these theories primarily for oral communication and its consequences, and the ways these theories are adapted to a variety of philosophical, social and political contexts. This course is a foundational requirement for all students majoring or minoring in Communication and Rhetorical Studies.

**Credits** 4.0

**CO 224 : Rhetorical Criticism**

A quasi-chronological examination of the variety of methods used by rhetorical critics in analyzing the suatory dimensions of public civic texts. The issues and circumstances that have generated these methods will be considered as well. Students develop a familiarity with the tools, purposes and problems faced by rhetorical critics and an ability to produce rudimentary rhetorical criticism.

**Credits** 4.0

**CO 225 : Interpersonal Communication**

This course explores the motivations, characteristics, and consequences of interpersonal communication. Over the semester, students will learn the various theories, models, and vocabulary of the interpersonal communication field. Attention is paid to topics such as self-concept, perception, and disclosure as well as uncertainty, affection, maintenance, and conflict across a variety of relational contexts. Students reflect on and improve their own interpersonal skills while learning to apply various interpersonal communication theories toward the end of developing more positive relationships in their personal and professional lives.

**Credits** 4.0

**CO 226 : Intercultural Communication**

This course explores the synergy between communication and culture. Specifically, students investigate various value orientations and verbal and nonverbal behaviors that occur in several cultural contexts, such as within the religious, business and health contexts. A variety of intercultural communication issues are explored including cultural identity, disability, sexual orientation, ethnocentrism and stereotypes. Emphasis within all assignments is placed on the importance of developing intercultural communication competence in all contexts.

**Credits** 4.0

**CO 230 : Organizational Communication**

This course is broadly designed to explore communication processes and problems that occur within the organizational context. To accomplish this, students will be exposed to the managerial and communicative theories pertaining to organizations and relevant research covering a host of topics. Specifically, this course will examine organizational culture (and how to adapt one's communication successfully one's culture), communication in the superior-subordinate relationship, impact of organizational structure on communication, and techniques for assessing and improving organization and individual communication effectiveness.

**Credits** 4.0

**CO 235 : Strategic Communication and Social Media**

This course examines how recent advances in information technology and online social networking provide opportunities as well as challenges for those who practice and research strategic communication. Issues covered in this course will include ways that various organizations (corporate, governmental, and non-profit) strategically identify key audiences, effectively create and share social media content, evaluate social media-based strategic communication initiatives, and use social media to improve their image and brand. Students will also learn about the significant changes in strategic communication approaches brought about by the networked information society. This course combines theoretical and hands-on approaches to these issues. Additionally, in conjunction with the theoretical understandings of social media, students will study and use different social media applications throughout the course.

**Credits** 4.0

**CO 240 : Introduction to Mass Communication**

An introduction to the theory and practice of mass communication, with historical and critical examination of print media (books, magazines, and newspapers), electronic media (television, radio, and recordings), film, and the internet. Related topics covered include media research, mass media effects, mass media and society, mass media and government, mass media ethics, and mass media law.

**Credits** 4.0

**CO 252 : Competitive Debate and Speech**

Participation and competition in intercollegiate policy debate. This course may be repeated; however, no more than 4 semester hours of CO 252 may be applied to the major or minor. Permission of instructor required.

**Credits** 0.5

**CO 260 : Communication Research & Methods**

This course introduces students to the conceptual and methodological paradigms utilized in pursuing communication research. Operating primarily from a social science perspective, students will learn how to generate important research questions and hypotheses pertaining to human communication, how to design and carry out research projects, and how to do competent research within the communication discipline. Students are introduced to a variety of research paradigms as well as quantitative and qualitative approaches to communication research and the appropriate methodological approaches within each purview.

**Credits** 4.0

**CO 311 : Argumentation & Debate**

An introduction to both the mechanics of academic debate and principles of argumentation that can be applied to other methods of decision-making in which people weigh reasons pro and con. Students apply these insights to the analysis of arguments in the public sphere and participation in oral debate.

**Credits** 4.0

**CO 314 : Freedom of Expression**

This course examines the verbal and nonverbal communication tenets of the freedom of speech clause of the first amendment of the Constitution. The history of the first amendment will be traced, including careful analysis of Supreme Court decisions. Topics covered include political heresy, defamation, obscenity, commercial speech, and technology.

**Credits** 4.0

**Prerequisites**

junior standing or consent of the instructor

**CO 315 : Communication Ethics**

This course examines the ethical issues surrounding the role of verbal and nonverbal communication in distinguishing human participation in society. Students are asked to think critically about the range of issues germane to communication from a variety of normative perspectives.

**Credits** 4.0

**Prerequisites**

junior standing or consent of the instructor

**CO 324 : American Public Address**

A history and critical appraisal of the rhetors, movements and rhetoric from the First Great Awakening to the present. Analysis and discussion of specific rhetorical episodes are designed to nurture the student's understanding of the exigencies and constraints that confront public advocates as well as to illustrate the relationship between rhetorical practice and American public culture.

**Credits** 4.0

**CO 325 : Public Relations in Practice**

Public Relations (PR) helps to establish and maintain mutual lines of communication, understanding, acceptance, cooperation, and mutually beneficial relationships between organizations or public personalities and their various publics. Among the topics this course will cover are the social function of public relations, its diverse forms (e.g. media and community relations, the management function of public relations, and the role of the practitioner in crisis communication). The students will also develop their skills in public relations by creating publicity products, such as press releases, feature stories, brochures, posters/flyers, photo essays, and speeches.

**Credits** 4.0

**CO 330 : Developing Talent and Intercultural Competence**

Training employees in today's increasingly diverse world requires a great deal of knowledge. This course will discuss intercultural competence in global organizations. Then, building upon that foundation, the course will discuss how to train and develop employees, giving perspective to working in different world cultures. Major topics include the ADDIE training model, training methods, and intercultural communication in the workplace.

**Credits** 4.0

**CO 336 : Rhetoric of Women's Discourse**

This course examines women's "voices" through a myriad of modalities and genres in order to understand the themes of women's discourse for the achievement of empowerment and enfranchisement in a society whose "order" has been at odds with such goals. Areas of inquiry include the relationship between public and private communication as understood through the prism of gender, polemical issues such as reproduction and pornography, and the meaning of the literary and visual arts in pursuit of a feminist rhetoric.

**Credits** 4.0

**CO 353 : Communication and Leadership in Teams**

This course explores how communicating in small groups and teams is a significant part of the human experience. In this course, students will examine how the behavior of groups, leaders, and followers is inherently communicative. Specifically, students will study small group communication theory, research, and practice from several different perspectives, focusing on how individual and group behavior "emerges" from group communication and interaction. In addition, students enrolled in this course will participate in small groups on a semester-long service-learning project connected to local community non-profit or charitable organizations.

**Credits** 4.0



**CO 381 : Health Communication**

People who face illness or who try to maintain or achieve good health experience a number of challenges, such as decisions about treatments, coping with large volumes of medical information, and responding to changes in their identities as a consequence of illness. Managing those challenges can be helped or hindered by communication with others (e.g. family, friends, and healthcare providers). Both theoretical and practical in nature, this course will help students understand the impact of communication in a health context. Among the topics that will be addressed are: health and identity, patient-practitioner communication, cultural perceptions of health, healthcare policies, health communication campaigns, and health images in the media. (See NU 381.)

**Credits** 4.0

**CO 388 : Special Topics in Communication Studies**

Topics vary by semester. Study of some selected period or genre of public discourse, some significant social movement or some major issue or individual within the field of rhetoric and communication theory.

**Credits** 4.0

**CO 415 : Senior Seminar in Communication**

This course will serve as the capstone course for all Senior-level students majoring in Communication and Rhetorical Studies. In addition, a strong emphasis will be placed on undergraduate research. Specifically, students will be asked to research relevant communication topics from either the social scientific or humanistic perspectives during the semester and formally present their scholarly findings. As part of the capstone experience in this course, students will also be asked to synthesize their previous coursework and critically reflect on their experiences in the Communication and Rhetorical Studies program.

**Credits** 4.0

**Prerequisites**

Senior standing or consent of the instructor

**CO 461 : Independent Study in Communications**

Advanced study in some aspect of the communications field.

**Credits** 1.0-4.0

**Prerequisites**

Consent of faculty supervisor

**CO 462 : Independent Study in Communications**

Advanced study in some aspect of the communications field.

**Credits** 1.0-4.0

**Prerequisites**

Consent of faculty supervisor

**CO 463 : Internship in Communications**

An internship in some aspect of the communication field.

**Credits** 1.0-4.0

**Prerequisites**

Consent of faculty supervisor

**CO 464 : Internship in Communications**

An internship in some aspect of the communication field.

**Credits** 1.0-4.0

**Prerequisites**

Consent of faculty supervisor

**CO 465 : Independent Research in Communications**

**Credits** 1.0-4.0

**CO 466 : Independent Research in Communications****Credits** 1.0-4.0**CO 520 : Leadership and Instructional Communication**

The overall focus of this course is to help students explore the various leadership and instructional communication skills and knowledge that are foundational for effective learning to occur across any and all educational settings. Specifically, students will learn about the founding perspectives of leadership and instructional communication scholarship, examine the different contexts of leadership and instructional communication research (e.g., leadership styles, teacher effectiveness, instructional strategies, teacher immediacy and credibility behaviors, etc.), and then apply the lessons learned in this course to the nursing educational setting. After completion of this course, students going into nursing leadership or educator roles will leave with a broad, interdisciplinary set of leadership and communication skills and knowledge that will help them be more clear, interesting, and engaging instructors. This, in turn, will ultimately help produce an even better “next generation” of nurses in the future.

**Credits** 4.0**Prerequisites**

MSN Student

# Computer Science

**Associate Professor Takako Soma**  
**Instructor Zheng Huang**

The Department of Computer Science offers both a major and minor in Computer Science. The primary focus of the major in Computer Science is for students to learn a solid practical foundation in software development (algorithm development and programming). Students also learn the fundamentals of theory and hardware, and how both relate to software. Students further have the opportunity to learn various advanced topics by taking elective courses in computer science. Students are carefully advised by faculty members of the department. The major in computer science helps to prepare students for a career in the field and/or further study in a graduate program. The ACM curriculum recommendations are used as guidelines to create the computer science curriculum.

A student must earn a grade of 'C-' (1.67) or better in all classes for a major or minor in Computer Science with an average of 'C' (2.00) or above in computer science and 'C' or above in MA 201.

Prerequisites for Computer Science courses must be completed with a grade of 'C-' or above.

## Computer Science

### Major

A major in Computer Science consists of a minimum of 44 semester hours (eleven courses). [Depending on mathematical preparation, the student may need to take up to an additional 8 hours (two courses) of mathematics.]

### Computer Science Core Courses

Item #	Title	Credits
CS 160	Introduction to Computer Science	4.0
CS 170	Introduction to Data Structures	4.0
CS 260	Data Structures and Algorithms	4.0
CS 270	Software Development	4.0
CS 280	Computer Organization and Architecture	4.0
CS 360	Theory of Computation	4.0
	<b>CS 485 or IS 485</b>	<b>4.0</b>

### Electives

A minimum of 12 semester hours (three courses) of electives from:

\*(two of the three courses must be 300- or 400-level)

Item #	Title	Credits
CS 250	Programming Practicum	1.0-4.0
CS 310	Human Computer Interaction	4.0
CS 350	Concepts of Programming Languages	4.0
CS 380	Operating Systems	4.0
CS 410	Computer Networking	4.0
CS 420	Artificial Intelligence and Expert Systems	4.0
CS 460	Theory of Database Systems	4.0

## Tool Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MA 201	Discrete Mathematics	4.0

If a student does not place out of MA 133, then the student may need to take 4 to 8 additional credit hours (one or two courses) from MA 103 and MA 133. Students interested in attending graduate school are encouraged to take additional courses in mathematics in consultation with their advisor.

As part of the ongoing assessment process of the program, all majors must take the Major Field Achievement test in Computer Science during his/her last spring semester prior to graduation.

<b>Total Credits</b>	<b>44</b>
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## Computer Science

### Minor

A minor in Computer Science consists of 24 credit hours (six courses). [Depending on mathematical preparation, the student may need to take up to an additional 8 hours (two courses) of mathematics.]

### Computer Science Core Courses

20 semester hours (five courses) from computer science including:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CS 160	Introduction to Computer Science	4.0
CS 170	Introduction to Data Structures	4.0
CS 260	Data Structures and Algorithms	4.0
CS 270	Software Development	4.0

### Elective

A minimum of one elective course (4 hours) from the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CS 250	Programming Practicum	1.0-4.0
CS 280	Computer Organization and Architecture	4.0
CS 310	Human Computer Interaction	4.0
CS 350	Concepts of Programming Languages	4.0
CS 360	Theory of Computation	4.0
CS 380	Operating Systems	4.0
CS 410	Computer Networking	4.0
CS 420	Artificial Intelligence and Expert Systems	4.0
CS 440	Computer Graphics Programming	4.0
CS 460	Theory of Database Systems	4.0
CS 485	Senior Seminar	4.0

### Other Requirements

MA 201 as a tool for the minor.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MA 201	Discrete Mathematics	4.0

If a student does not place into MA 201, then the student may need to take 4 to 8 additional credit hours (one or two courses) from MA 103 and MA 133.

## Computer Science Course Descriptions

### **CS 115 : Computational Thinking for Problem Solving**

Having computational thinking skills, not just digital literacy or IT skills, is important. It is a problem-solving process that includes decomposition, abstraction, pattern recognition, and algorithms. This class introduces students to the elements of computational thinking which will improve real-life problem-solving skills. Students will also learn simple coding using a visual programming language. The class includes in-class laboratory work.

**Credits** 4.0

### **CS 125 : Introduction to Web Design**

This course offers fundamental concepts of web design, including learning the basic web design using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). Additionally, students would learn to use drag and drop website builder to rapidly develop their websites without any previous experience.

**Credits** 4.0

### **CS 160 : Introduction to Computer Science**

An introduction to the fundamental concepts of computer science. Topics include I/O, control structures, arrays, and structured programming techniques. This course, along with CS 170, is the basis for the rest of the computer science curriculum. A programming language will be introduced.

**Credits** 4.0

#### **Corequisites**

[MA 133](#) or equivalent

#### **Semester Offered**

Offered fall semesters

### **CS 170 : Introduction to Data Structures**

A continuation of [CS 160](#). An introduction to basic data structures such as stacks, queues, linked lists, and expression trees all with an emphasis on object-oriented programming. Searching, sorting, elementary algorithm analysis, and recursion will be introduced.

**Credits** 4.0

#### **Prerequisite Courses**

[CS 160: Introduction to Computer Science](#)

#### **Semester Offered**

Offered spring semesters

### **CS 250 : Programming Practicum**

Fundamental syntactic and stylistic techniques of an individual programming language such as assembly languages, FORTRAN, Ada, Prolog, LISP, C, C++, C#, and others. Maybe repeated for credit with different languages.

**Credits** 1.0-4.0

#### **Prerequisites**

[CS 160](#) and permission of the instructor

**CS 260 : Data Structures and Algorithms**

Algorithms and data structures for sorting, searching, trees, and graph algorithms. Algorithms and data structures associated with file processing, such as hashing, indexing, and B-trees, along with a continued examination of algorithm analysis.

**Credits** 4.0

**Prerequisites**

[CS 170](#) and [MA 201](#)

**Semester Offered**

Offered fall semesters

**CS 270 : Software Development**

This course gives students experience gathering requirements, designing, implementing, testing, debugging, and other aspects of medium-sized software projects.

**Credits** 4.0

**Co-Requisite Courses**

[CS 260: Data Structures and Algorithms](#)

**Semester Offered**

Offered spring semesters

**CS 280 : Computer Organization and Architecture**

Introduction to computer systems, organization, and architecture. Topics include representation of data, instructions sets, addressing modes, digital logic, logic circuits, logic devices, memory, register transfer, and alternative architectures.

**Credits** 4.0

**Prerequisite Courses**

[CS 170: Introduction to Data Structures](#)

**Semester Offered**

Offered spring semesters

**CS 310 : Human Computer Interaction**

An introduction to Human-Computer Interaction. In this course, students would explore the design, evaluation, and implementation of interactive computing systems for human use, and understand how evolving technologies can be designed to be intuitive, effective, and compelling for users.

**Credits** 4.0

**Prerequisites**

[CS 170](#) or consent of the instructor

**CS 350 : Concepts of Programming Languages**

History of programming languages. Organizational issues: data and control structures; run-time behavior of programs. Lexical and syntactic specification and analysis. Examination of procedural, object-oriented, functional, and logic programming languages.

**Credits** 4.0

**Co-Requisite Courses**

[CS 260: Data Structures and Algorithms](#)

**CS 360 : Theory of Computation**

A study of the theoretical aspects of computer science in relation to programming languages. Topics includes regular languages, context-free languages, the Church-Turing thesis, decidability and reducibility.

**Credits** 4.0

**Corequisites**

[CS 260](#) and [MA 201](#)

**Semester Offered**

Offered spring semesters

**CS 380 : Operating Systems**

Introduction to operating system concepts including process, device, and memory management. Other topics include the history of operating systems and security.

**Credits** 4.0

**Co-Requisite Courses**

[CS 260: Data Structures and Algorithms](#)

**Semester Offered**

Offered spring semesters

**CS 410 : Computer Networking**

Topics include basic hardware, software and architectural components for computer communications, computer networks, switching, routing, protocols and security. Topics involving interfacing operating systems and networks are covered. Students will get hands-on experience with local area networks.

**Credits** 4.0

**Corequisites**

[CS 260](#) and [MA 201](#)

**CS 420 : Artificial Intelligence and Expert Systems**

Introduction to artificial Intelligence and expert systems concepts. Topics include knowledge representation, search algorithms, reasoning, and shells. Programming in an AI language such as LISP and/or PROLOG.

**Credits** 4.0

**Prerequisite Courses**

[CS 260: Data Structures and Algorithms](#)

**CS 440 : Computer Graphics Programming**

An introduction to computer graphics programming. Topics include lines, curves, windows, clipping, two- and three-dimensional transformations, projections, and hidden line removal.

**Credits** 4.0

**Prerequisites**

[CS 260](#) and [MA 201](#)

**CS 460 : Theory of Database Systems**

File structures and access methods. Database modeling, design and user interface. Emphasis on relational database models. Information storage and retrieval, query languages, and high-level language interface with database systems. The students develop a nontrivial database system using a language designed for databases.

**Credits** 4.0

**Co-Requisite Courses**

[CS 260: Data Structures and Algorithms](#)

**CS 461 : Independent Study in Computer Science**

Course of study to be arranged with a computer science faculty member with the approval of the department. A plan of study must be written before approval will be given.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor

**CS 462 : Independent Study in Computer Science**

Course of study to be arranged with a computer science faculty member with the approval of the department. A plan of study must be written before approval will be given.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor

**CS 463 : Internship in Computer Science**

Work experience in the computer environment of a business, financial institution, government agency, or National Laboratory, such as Argonne, Oak Ridge, etc. This work experience must advance the student's knowledge of computing.

**Credits** 1.0-4.0

**Prerequisites**

Overall GPA 2.75, consent of department chair

**Semester Offered**

Offered on a credit/fail basis

**Notes**

May be repeated with a different firm or agency for a maximum of 8 credit hours. Complete guidelines for a computer science internship may be obtained from the department chair.

**CS 464 : Internship in Computer Science**

Work experience in the computer environment of a business, financial institution, government agency, or National Laboratory, such as Argonne, Oak Ridge, etc. This work experience must advance the student's knowledge of computing.

**Credits** 1.0-4.0

**Prerequisites**

Overall GPA 2.75, consent of department chair

**Notes**

May be repeated with a different firm or agency for a maximum of 8 credit hours. Complete guidelines for a computer science internship may be obtained from the department chair.

**CS 465 : Independent Research in Computer Science**

Independent research to be arranged with a computer science faculty member with the approval of the department. A plan of study must be written before approval will be given.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor

**CS 466 : Independent Research in Computer Science**

Independent research to be arranged with a computer science faculty member with the approval of the department. A plan of study must be written before approval will be given.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor

**CS 485 : Senior Seminar**

Senior capstone course for majors in Computer Science. Topics include software design and research. Students design and implement a large software project, write a research paper, and make a presentation to the class. Also, all students take a Major Field Achievement test.

**Credits** 4.0

**Prerequisites**

[CS 260](#) and last spring semester as a major in Computer Science

**Semester Offered**

Offered spring semesters



# Criminal Justice

**Professor Kelly A. Dagan**

**Assistant Professor Jericho McElroy**

**Assistant Professor Jaclyn Tabor**

**Assistant Professor David Walter**

**Instructor Angela Gonzales Balfe**

The Criminal Justice Major at Illinois College is housed in the Department of Sociology and is rooted in the liberal arts and the sociological perspective. At Illinois College, a major in Criminal Justice is dedicated to developing students' knowledge of the breadth, depth, and complexities of the criminal justice system. Through our courses, experiential learning, and faculty advising, 1) we ask students to examine the impact of larger cultural values and social dynamics on the operation of this social institution, paying particular attention to issues of stratification, and 2) we prepare students to pursue various criminal justice careers. In addition, we encourage students to recognize the ways in which various academic disciplines usefully illuminate issues in criminal justice.

Students must earn a 'C-' or better in each course to be counted toward the major or minor. All prerequisite courses must be completed with a C or better. Courses in the Criminal Justice major can share only three courses with a Sociology major. Courses in the Criminal Justice minor can share one course with a Sociology minor.

Note: CJ 160 is a prerequisite for CJ 210 and CJ 215. CJ 160 or SO 101 is a prerequisite for SO 286, SO 341, and SO 343. Status as a sophomore or above is a prerequisite for CJ 220, CJ 310, and PO 379.

## Gender and Women's Studies Certificate in Criminal Justice Certificate

Students may complete coursework and an experiential learning component that focuses on the role of gender in their primary area of study of Biology, Criminal Justice, or Health Sciences. Students who wish to pursue the certificate should contact the Gender and Women's Studies coordinator and consult with the instructor in the course from their field of study. The following is required:

Two of the following courses:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GW 101	Introduction to Gender and Women's Studies	4.0
GW 102	Introduction to Gender and Men's Studies	4.0
GW 110	Gender and Social Justice	4.0

Mandatory Theory Course:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
SO 341	Criminology	4.0

## Internship or Research Experience

An internship or research experience (2-4 credits) that allows students to gain experience in their discipline, with the academic component having students apply Gender Studies' texts, topics, and theories to their practical work.

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**Total Credits**

**14-16**

## Criminal Justice

### Major

A major in Criminal Justice consists of a minimum of 46 required semester hours, 36 required hours and 8 hours of electives. These hours are as follows:

#### Mandatory Sociology Department Courses

Item #	Title	Credits
CJ 160	Introduction to Criminal Justice	4.0
CJ 201	Criminal Justice Administration and Leadership	4.0
CJ 210	Issues in Policing	4.0
CJ 310	Criminal Law and Procedure	4.0
CJ 463	Internship in Criminal Justice	1.0-4.0
PO 379	Constitutional Law	4.0
SO 286	Introduction to Social Science Methods	4.0
SO 341	Criminology	4.0
SO 343	Prisons and Institutions of Social Control	4.0
SO 384	Data Collection and Analysis	4.0
	<b>CJ 215 or CJ 220</b>	<b>4.0</b>
	<b>SO 202, SO 206, SO 207, or SO 218</b>	<b>4.0</b>

#### Mandatory Interdisciplinary Course

Item #	Title	Credits
PO 379	Constitutional Law	4.0

### Electives

One elective diversity course from the following list:

Item #	Title	Credits
SO 202	Race and Ethnicity	4.0
SO 206	Social Stratification	4.0
SO 207	Gender and Sexuality	4.0

One elective course from the following list (or another course approved by the Department Chair):

Item #	Title	Credits
CJ 215	Criminal Investigations	4.0
CJ 220	Victimology	4.0
CJ 463	Internship in Criminal Justice	1.0-4.0
CJ 464	Internship in Criminal Justice	1.0-4.0
CO 226	Intercultural Communication	4.0
IS 302	Summer Internship	1.0-4.0
SO 218	Social Problems	4.0
	<b>Total Credits</b>	<b>57-60</b>

## Criminal Justice

### Minor

A minor in Criminal Justice consists of a minimum of 20 hours and must include the following courses:

### Mandatory Sociology Department Courses

Item #	Title	Credits
CJ 160	Introduction to Criminal Justice	4.0
CJ 210	Issues in Policing	4.0
SO 341	Criminology	4.0

### Electives

One elective Sociology Department course from the following list:

Item #	Title	Credits
CJ 215	Criminal Investigations	4.0
CJ 220	Victimology	4.0
CJ 310	Criminal Law and Procedure	4.0
CJ 463	Internship in Criminal Justice	1.0-4.0
CJ 464	Internship in Criminal Justice	1.0-4.0
IS 302	Summer Internship	1.0-4.0
SO 286	Introduction to Social Science Methods	4.0
SO 343	Prisons and Institutions of Social Control	4.0
SO 384	Data Collection and Analysis	4.0

One elective diversity course from the following list:

Item #	Title	Credits
SO 202	Race and Ethnicity	4.0
SO 206	Social Stratification	4.0
SO 207	Gender and Sexuality	4.0
	<b>Total Credits</b>	<b>20</b>

## Criminal Justice Course Descriptions

### **CJ 160 : Introduction to Criminal Justice**

An introduction to the evolution of the system of criminal justice in the United States; differing approaches to law enforcement, the process of criminal justice from intake to dismissal through its main agencies: police, courts, corrections, probation, and parole. Current ethical issues, experiments, and reforms in criminal justice, as well as planning for a career in criminal justice are covered.

**Credits** 4.0

### **CJ 201 : Criminal Justice Administration and Leadership**

This course is designed to provide the student with a solid foundation in understanding criminal justice agencies. It will provide the student with the tools and knowledge they will need in order to build an understanding of what, how, and to what end management is conceived and implemented in criminal justice agencies. In doing so, this course will present a general descriptive and theoretical overview of agencies and their components (structures, processes, and behaviors). The readings and discussions will focus primarily on equipping students with the skills, knowledge, and solid understanding they need to effectively deal with the challenges they will face in their own criminal justice careers. Key topics as civil liability, political power, ethics and budgeting will be covered.

**Credits** 4.0

**CJ 210 : Issues in Policing**

Study and practice of policing in a free society. Included are crime prevention and detection, patrol tactics, criminal and traffic enforcement, accident investigation, arrest and apprehension procedures, trial court testimony, and an emphasis on ethical issues in police work. This course is designed to give the student an understanding of the importance that each of the above components have on the success of a police agency.

**Credits** 4.0

**CJ 215 : Criminal Investigations**

This course design is to introduce students to the unique aspects of criminal investigations. Students will explore the investigative theory, the collection and preservation of evidence, concepts of interviewing and interrogation, the use of forensic sciences, and trial preparation. The course focus is investigative techniques employed, how to gather information, and applying legal concepts to solving crime. The course will examine concepts and methods of investigation of major index crimes.

**Credits** 4.0

**CJ 220 : Victimology**

This course focuses upon crime and the justice system from the victims' perspective. Students will study and gain an understanding of the legal, social, psychological, and economic perspectives, approaches, and consequences of victimization from an individual, institutional, and legal point of view. The course will examine the levels, dynamics, and major correlates and consequences of primary and secondary criminal victimization, and the appropriateness of a variety of formal and informal responses aimed at preventing and/or remedying them. Emphasis throughout the course will be upon developing students' skill at systematically clarifying the definition of those problems and proposed or existing responses as well as understanding and applying criteria and methods by which alternative responses might be evaluated.

**Credits** 4.0

**Prerequisites**

sophomore standing or above

**CJ 310 : Criminal Law and Procedure**

This course introduces students to substantive criminal law and criminal procedure. Students will develop skills in legal analysis and learn the elements and defenses associated with criminal offenses. The course examines criminal statute<sup>^</sup> the common law, legal terminology, defenses, court procedures, the trial process, evidence, sentencing, appeal, probation, jail, prison, parole, civil commitment, and current events. Extensive reading, analysis, classroom participation, and writing is required.

**Credits** 4.0

**Prerequisites**

sophomore standing or above

**CJ 461 : Independent Study Criminal Justice**

**Credits** 1.0-4.0

**CJ 462 : Independent Study Criminal Justice**

**Credits** 1.0-4.0

**CJ 463 : Internship in Criminal Justice**

**Credits** 1.0-4.0

**CJ 464 : Internship in Criminal Justice**

**Credits** 1.0-4.0

# Economics

**Assistant Professor Sam Levey**

**Assistant Professor Marilyn Markel**

**Instructor T. J. Devine**

The courses in this discipline are intended to give an understanding of the nature, operation, and problems of the economy and modern business. They are designed to meet the needs of all students desiring a broader understanding of the economic aspects of their surroundings as well as for students planning careers in many aspects of business. The offerings of the discipline also provide pre-professional training leading to graduate study in economics, finance, management, public administration and law.

Each major in the Business Department will require a minimum of 24 additional hours of new content.

Each minor in the Business Department will require a minimum of 16 additional hours of new content.

## Economics

### Major

In addition to completing an economics major, students are encouraged to complete a double major or minor in related areas.

### Required Courses

Item #	Title	Credits
EC 105	Principles of Economics	4.0
	<b>EC 245 or MA 123</b>	<b>4.0</b>
EC 245	Statistics	4.0
MA 123	Elementary Statistics	4.0
EC 255	Quantitative Methods in Economics	4.0
EC 312	Intermediate Microeconomics	4.0
EC 318	Intermediate Macroeconomics	4.0
	<b>EC 463/464 or IC 421</b>	<b>2.0</b>
EC 463	Internship in Economics	1.0-4.0
EC 464	Internship in Economics	1.0-4.0
IC 421	Graduate READY: Career Strategies	2.0
EC 485	Senior Seminar	4.0

Four courses chosen from the following:

Item #	Title	Credits
EC 265	Economics of Entrepreneurship	4.0
EC 321	Economics of Inequality	4.0
EC 331	Agricultural Economics	4.0
EC 344	Development Economics	4.0
EC 362	Labor Economics	4.0
EC 372	Environmental Economics	4.0
	<b>Total Credits</b>	<b>42</b>

## Economics

### Minor

#### Required Courses

Item #	Title	Credits
	<b>EC 245 or MA 123</b>	<b>4.0</b>
EC 245	Statistics	4.0
MA 123	Elementary Statistics	4.0
EC 105	Principles of Economics	4.0

#### Three Courses chosen from the following:

Item #	Title	Credits
EC 265	Economics of Entrepreneurship	4.0
EC 312	Intermediate Microeconomics	4.0
EC 318	Intermediate Macroeconomics	4.0
EC 321	Economics of Inequality	4.0
EC 331	Agricultural Economics	4.0
EC 344	Development Economics	4.0
EC 362	Labor Economics	4.0
EC 372	Environmental Economics	4.0
	<b>Total Credits</b>	<b>20</b>

## Entrepreneurship

### Minor

Many students who have primary majors other than Accounting, Economics, Finance, or Business will enter their professional careers working with for-profit and non-profit organizations. In addition, many students may find their career paths leading toward Entrepreneurship as they begin their own business in many of the areas traditionally served by the liberal arts majors. Specifically, academic areas such as Art, Theatre, Music, English, Pre-med, Pre-law, Pre-vet, and others would potentially benefit from this minor because students majoring in these disciplines are likely to begin their own business or practice.

This minor is designed for all students wanting to explore creative problem solving within for-profit and non-profit organizations. (This minor is NOT open to Accounting, Agribusiness Management, Business Administration, Economics, Finance, Human Resource Management, Management, Marketing, or Sports Management majors.)

#### Required Courses

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
EC 265	Economics of Entrepreneurship	4.0
	<b>FI 352 or MG 354 or MG 359 or MG 364</b>	<b>4.0</b>
FI 352	Financial Management (Corporate Finance)	4.0
MG 354	Marketing	4.0
MG 359	Human Resource Management	4.0
MG 364	Management	4.0

## Electives

Item #	Title	Credits
	One approved elective course in Accounting, Economics, Finance, or Management	4.0
	<b>Total Credits</b>	<b>20</b>

## Economics Course Descriptions

### **EC 105 : Principles of Economics**

This course is a one-semester combination of both micro- and macro-economics. In this course, students are introduced to analysis of supply and demand, national income theory, the banking system, fiscal and monetary policy and the corresponding usage for economic stabilization, theory of the consumer, theory of the firm, and other selected microeconomic topics.

**Credits** 4.0

### **EC 245 : Statistics**

An introduction to the use of statistics. Topics include summary statistics, introduction to probability estimation, hypothesis testing, regression analysis, time series and non-parametric statistics.

**Credits** 4.0

#### **Prerequisites**

[EC 105](#) or equivalent

### **EC 255 : Quantitative Methods in Economics**

Fundamentals of business calculus paired with linear statistical modeling. Topics will include differentiation, integration, constrained optimization, multiple regression analysis, OLS, multicollinearity, and heteroskedasticity.

**Credits** 4.0

#### **Prerequisites**

[EC 245](#) or [MA 123](#)

### **EC 265 : Economics of Entrepreneurship**

This course will apply insights from economic theory to the practice of starting a new business or expanding a current business. The course will combine elements of strategy, marketing, and entrepreneurial finance courses as typically faced by all businesses. Local entrepreneurs will provide guest lectures on their entrepreneurial experiences and advice. Open to all majors. Will count as an elective in the economics major.

**Credits** 4.0

### **EC 312 : Intermediate Microeconomics**

Theories of consumer behavior, business firms, pricing in different market structures, input markets and welfare economics are discussed at the intermediate level.

**Credits** 4.0

#### **Prerequisites**

[EC 105](#) or equivalent

### **EC 318 : Intermediate Macroeconomics**

Theories of national income determination, price level and economic growth and their application to public policy.

**Credits** 4.0

#### **Prerequisites**

[EC 105](#) or equivalent

**EC 321 : Economics of Inequality**

This course is an overview of the differences and discrimination associated with race, ethnicity, gender, sexual orientation, citizenship status, the nation of birth, other identities, and their intersections, specifically related to economic outcomes. We will focus on the sources of economic inequality and the resulting differences in outcomes such as wages, wealth, consumption, entrepreneurship, incarceration, and health. We will study theories of discrimination, applied empirical work testing those theories, and policies intended to mitigate these group differences.

**Credits** 4.0

**Prerequisites**

[EC 105](#) or equivalent

**EC 331 : Agricultural Economics**

An introduction to the principles of economics including production principles; production costs, supply and revenue; profit maximization; consumption and demand; price elasticity; market price determination; and competitive versus noncompetitive market models. These principles are applied to agriculture and the role of agriculture in the United States and world economies. Other topics include a survey of the world food situation; natural, human and capital resources; commodity product marketing; and agricultural problems and policies.

**Credits** 4.0

**Prerequisites**

[EC 105](#) or equivalent

**Notes**

(See [AG 331](#).)

**EC 344 : Development Economics**

This course is an introduction to the theory of economic development. Why have some parts of the world developed economically while other parts of the world have remained underdeveloped? The purpose of this class is to develop a deeper understanding of the social, political, and economic conditions necessary to promote economic development.

**Credits** 4.0

**Prerequisites**

[EC 105](#) or equivalent

**EC 362 : Labor Economics**

This course analyzes the economic theories related to the labor market and the problems workers face. Topics include labor supply and demand, wage determination, the impact of unions and collective bargaining, discrimination, earnings differentials, labor force participation, and unemployment.

**Credits** 4.0

**Prerequisites**

[EC 105](#) or equivalent

**EC 372 : Environmental Economics**

A theoretical analysis of environmental pollution generation and of suggestions for corrective policies. Emphasis is on resource allocation and the welfare and income distributional implications of public policy decisions.

**Credits** 4.0

**Prerequisites**

[EC 105](#) or equivalent



**EC 461 : Independent Study in Economics**

An individual reading or project course for advanced qualified students under the direction of a member of the department, on a subject mutually satisfactory to student and instructor. May be repeated with different subject matter for a maximum of 6 hours.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the Instructor

**EC 462 : Independent Study in Economics**

An individual reading or project course for advanced qualified students under the direction of a member of the department, on a subject mutually satisfactory to student and instructor. May be repeated with different subject matter for a maximum of 6 hours.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the Instructor

**EC 463 : Internship in Economics**

A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to junior and senior majors

**Credits** 1.0-4.0

**Prerequisites**

Consent of the Instructor

**EC 464 : Internship in Economics**

A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to junior and senior majors

**Credits** 1.0-4.0

**Prerequisites**

Consent of the Instructor

**EC 465 : Independent Research in Economics**

**Credits** 1.0-4.0

**EC 466 : Independent Research in Economics**

**Credits** 1.0-4.0

**EC 485 : Senior Seminar**

Seminar devoted to special topics of themes, with individual research by participants. This seminar is designed to make connections between overarching themes in the various journal of Economic Literature (JEL) subject classifications. This is a required senior experience and is open only to economics majors.

**Credits** 4.0

# Education

***Professor Todd D. Oberg***

***Assistant Professor Jaime Klein – Director of Teacher Preparation***

***Assistant Professor Jennifer Tygret***

***Instructor Isamar Chavez-Rodriguez***

***Instructor Suzanne Kell***

***Instructor Eric McClarey***

***Instructor Erin Studer***

***Part-time Instructor Bridget English***

***Part-Time Instructor Randy Krepel***

***Part-time Instructor Meredith Kunz***

***Part-time Instructor Sandra Sweatman***

Students wishing to become teachers take courses in the Department of Education along with courses in the content area(s) in which they plan to teach. Most education courses include an experiential learning component so that students have many opportunities to work with K-12 students in order to become excellent teachers. Students interested in earning a teaching license should contact the Department of Education as soon as possible to construct a four-year plan.

Anyone interested in entering the Teacher Preparation Program should register for ED 101 during their first year or as soon as possible thereafter. This course will introduce prospective candidates to the requirements for entering and completing a licensure program and to the dispositions, skills, and competencies necessary for successful completion of an Illinois College teaching licensure program. ED 289 should be taken in the second semester of the sophomore year and includes application into the Teacher Preparation Program.

All courses that count toward teaching licensure must be completed with a grade of "C -" or above. A GPA of 2.75 or better must be earned to be admitted into the Teacher Preparation Program and must be retained throughout completion of the program.

## **Online Post Baccalaureate Licensure**

Anyone who already holds a bachelor's degree and wishes to earn a teaching license can enroll in the online licensure program. All candidates in this program are to have completed a degree and, pending transcript analysis, can finish their licensure program in 15 months for secondary and from 15-18 months for elementary. Please consult the college website for more information.

## **Candidates Seeking Additional Teaching License Endorsement**

After earning their initial teaching license, any educator may add subsequent endorsements in other content areas or grade bands. Most subsequent teaching endorsements require 18 credit hours in the specific subject area, along with passing the applicable content area test. Some endorsements require a specific distribution of coursework, including particular teaching methods courses. All candidates seeking to add additional content area or grade band endorsements should speak with Illinois College's Licensure Officer.

## **Online Reading Teacher Endorsement**

The K-12 Reading Teacher Endorsement is designed to be added to an existing Professional Educator License (PEL) at any level. Reading teachers are generally responsible for working with students who would benefit from additional reading instruction and assessing students to determine their reading needs and strengths. These professionals collaborate with reading specialists and other professionals to improve instruction and to modify the physical and social environments as needed to meet the needs of all readers.

## Online English as a Second Language Endorsement

The English as a Second Language (ESL) Endorsement is designed to be added to an existing Professional Educator License (PEL). According to the [Illinois State Board of Education](#), this endorsement may be added to the Early Childhood, Elementary, Middle-grade, High school level, and Special Certificates (PreK to Grade 12).

A teacher with an ESL PreK to Grade 12 (PK-12) endorsement is qualified to teach ESL classes within the grade range of their PEL. ESL teachers are generally responsible for working with English language learners who would benefit from additional ESL instruction as well as assessing students to determine their ESL needs and strengths.

## Education Major Courses and Professional Education Courses

Students enrolled in education courses should expect additional costs due to professional memberships, licensure requirements, and/or transportation.

## Online English as a Second Language Endorsement Certificate

Many Illinois licensed teachers will have completed these courses during their initial licensure program. Substitutions will be made as approved by the IC Education Department. Anyone transferring in the equivalent of any of these courses for fewer than 3 credits may add a practicum independent study in any fall or spring semester to get to a total of 18 credit hours.

### Required Courses

Item #	Title	Credits
ED 450	Linguistics for ESL Learners	3.0
ED 451	Theoretical Foundations: Second Language Acquisition	3.0
ED 452	Assessment and Evaluation in ESL Education	3.0
ED 453	Second Language Acquisition & Materials	3.0
ED 454	Culturally and Linguistically Responsive Teaching in ESL Classroom	3.0
ED 474	Foundations in Writing	3.0
	<b>Total Credits</b>	<b>18</b>

## Online Reading Teacher Endorsement Certificate

## Required Courses

Many Illinois licensed teachers will have completed these courses during their initial licensure program. Substitutions will be made as approved by the IC Education Department. Anyone transferring in the equivalent of any of these courses for fewer than 4 credits may add a practicum independent study in any fall or spring semester to get to a total of 18 credit hours.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ED 470	Foundations in Reading	3.0
ED 471	Reading Skills and Strategies in the Content Area	3.0
ED 472	Assessment and Diagnosis of Reading Problems	3.0
ED 473	Developmental and Remedial Instruction, Materials and Support	3.0
ED 474	Foundations in Writing	3.0
ED 475	Literature for Children and Adolescents	3.0
<b>Total Credits</b>		<b>18</b>

## Education with Elementary Licensure

### Major

Students wishing to earn a teaching license in one of our State of Illinois approved programs and/ or major in Education must complete the following concentrations. ED 434 in the student teaching semester serves as the capstone for the education major. Anyone completing the education major without licensure will be required to complete an alternate capstone.

Elementary Licensure requires specific content area coursework in disciplines outside of the Education Department. Students should consult the Education Department for the current list of these courses. Many of these courses fulfill the BLUEprint general education requirements.

## Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 217	Wellness and Movement in the Elementary Classroom	2.0
ED 267	Foundational Literacy	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 330	Teaching Language Arts and Literacy in the Elementary Schools	3.0
ED 340	Teaching Social Science in the Elementary Schools	3.0
ED 342	Teaching Science in the Elementary Schools	3.0
ED 343	Teaching Math in the Elementary Schools	3.0
ED 375	Children's Literature Throughout the Disciplines	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
ED 431	Organizing Content Knowledge for Student Learning	4.0
ED 432	Creating a Classroom Environment for Student Learning	4.0
ED 433	Teaching for Student Learning	4.0
ED 434	Teacher Professionalism	4.0
PS 275	Child Development	4.0
<b>Total Credits</b>		<b>58</b>

## Education with Middle Grades Licensure

Major

### MIDDLE GRADES EDUCATION (5-8) IN MATH, LANGUAGE ARTS, SCIENCE, OR SOCIAL SCIENCE

Middle Grades Licensure requires specific content area courses in the candidate's chosen teaching area. Students should consult the Education Department for the current list of these courses.

## Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 335	Disciplinary Literacy in the Content Areas	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
<b>Appropriate Content Area Methods Course</b>		<b>3.0</b>
ED 322	Teaching English in the Middle and Secondary Schools	3.0
ED 323	Teaching Mathematics in the Middle and Secondary Schools	3.0
ED 324	Teaching Science in the Middle and Secondary Schools	3.0
ED 325	Teaching Social Science in the Middle and Secondary Schools	3.0
ED 366	Teaching Math in the Middle Grades	3.0
<b>Additional Requirements for Teaching Licensure</b>		<b>20.0</b>
<b>Total Credits</b>		<b>44</b>

Education with Physical Education or Foreign Language - Spanish Licensure  
Major

**PHYSICAL EDUCATION (PK-12) OR FOREIGN LANGUAGE – SPANISH EDUCATION (K-12)\***

Completion of the appropriate content major (Kinesiology and Exercise Science - Physical Education concentration or Global Studies - Spanish concentration) is also required for licensure. A specific distribution of courses within the content major may be required. Students should work closely with their advisors in both departments to ensure all requirements are fulfilled.

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 335	Disciplinary Literacy in the Content Areas	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
<b>Appropriate Content Area Methods Courses (PE &amp; Spanish)</b>		
KI 326	Teaching K-12 Physical Education	3.0
ED 320	Teaching K-12 Foreign Language	3.0
<b>Additional Requirements for Teaching Licensure</b>		<b>20.0</b>
<b>*ED 305 is only required for Language teachers, not required for P.E.</b>		
<b>Total Credits</b>		<b>44</b>

Education with Secondary Science-Biology, English, Math, or Social Studies-History  
Licensure  
Major

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 335	Disciplinary Literacy in the Content Areas	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
<b>Appropriate Content Area Methods Course</b>		<b>3.0</b>
ED 322	Teaching English in the Middle and Secondary Schools	3.0
ED 323	Teaching Mathematics in the Middle and Secondary Schools	3.0
ED 324	Teaching Science in the Middle and Secondary Schools	3.0
ED 325	Teaching Social Science in the Middle and Secondary Schools	3.0
ED 366	Teaching Math in the Middle Grades	3.0

## Other Requirements

Completion of the appropriate content major (Biology, English, Math or History) is also required for licensure. A specific distribution of courses within the content major may be required. Students should work closely with their advisors in both departments to ensure all requirements are fulfilled.

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**Total Credits**

**24**

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## Education

### Minor

A minor in Education consists of a minimum of 18 credit hours, with a grade of "C" or better in each course, from the following list of courses.

### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0

### Elective:

Students must take at least two additional 200- or 300-level approved elective (from areas such as, but not limited to, ED, KI, MG, PS, or SO). The elective course should be chosen in consultation with the Education Department and is intended to best serve the individual student and their professional interests.

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**Total Credits**

**18**

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## Education Course Descriptions

### **ED 101 : Introduction to Education**

This beginning level education course offers students philosophical, historical, and current views of teaching and education and encourages students to think more deeply about what teaching is, what teachers do, and whether teaching is an appropriate career choice for them. Through readings, class discussions, educational research, and field work in a K-12 classroom, students will reflect upon and articulate their own beliefs and values about teaching, learning, and schooling.

**Credits** 3.0

### **Prerequisites**

No prerequisite

**ED 203 : Multicultural Issues and Social Justice in Education**

This course explores different cultural and identity issues (such as socioeconomic status, gender, language, religion, sexual orientation, race ethnicity, age, and exceptionalities), and examines their influence on the teaching in today's classrooms. Participants will examine and develop culturally appropriate and responsive teaching techniques and skills to differentiate instruction and support the academic and social achievement of students from multiple identity groups. Participants will also become aware of their own social identities and how those identities inform their personal values, beliefs, and norms.

**Credits** 3.0

**Prerequisites**

No prerequisite

**ED 217 : Wellness and Movement in the Elementary Classroom**

This course is designed to help the Elementary Education Teacher better understand and utilize brain research focusing on the relationship between movement and student's academic performance. Course content will emphasize the importance of health, dance and physical education and provide techniques to incorporate them within the elementary classroom.

**Credits** 2.0

**ED 267 : Foundational Literacy**

Reading research over the last 20 years has identified the critical skills that students must acquire very early in reading development to ensure success in the later years and that may need to be reinforced in later years. These skills are in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. The development of these skills is critical to getting a good start in reading and to flourishing in reading throughout the years. As a result, this course will lay the foundation in each of these five pillars of reading instruction so that teacher candidates understand the theory, research, and practice in order to empower themselves as true teachers of reading to children of all ages. Attention will be paid to foundational literacy as it occurs in multi-lingual households, in households where English is not spoken, and for children with special needs or talents. This course is part of the Elementary Education Program and should be completed prior to admission to the Teacher Preparation Program.

**Credits** 3.0

**Prerequisites**

No prerequisite

**ED 276 : Geography through Literature**

This course provides an introductory overview of physical geography across regions. The academic discipline of geography features a rich heritage of investigating the relationship between people and the natural environment. Students will learn how geographers study the physical environment and the interconnected linkages between physical and human systems. Through gaining a deeper understanding of the physical processes that influence our planet, students will recognize how and why physical and human phenomena vary from place to place.

**Credits** 3.0

**Prerequisites**

No prerequisites



**ED 289 : Foundations of Curriculum and Instruction**

This course is part one of two courses in Curriculum, Instruction, and Assessment. Through both college classroom and field-based experiences, teacher candidates will begin looking at and practicing planning quality instruction by: a) setting strong, challenging, but achievable objectives based on Common Core standards and other state standards b) choosing, developing, and using teaching activities that are engaging, relevant, and designed to help the student successfully meet the intended objective; c) using assessment for learning that guides instruction for all students, and d) exploring the ideas of curriculum and instructional design, as well as research based best practice. At the end of this course, students will apply for admission to the teacher preparation program which is required for most 300-level education coursework.

**Credits** 3.0

**Prerequisites**

[ED 101](#) or permission of instructor

**ED 305 : Teaching Diverse Learners**

This course addresses two primary goals: 1) to examine and develop the skills regarding instruction, assessment, and adaptations necessary to teach diverse learners. 2) to learn what important issues are most relevant to instruction of diverse learners and how best to acquire proficiency in those areas. To this end, the course focuses on topics such as recent law and policy changes, cultural issues relevant to immigration, the process of acquiring a second language and the impact of that process on students' academic and social well-being, definitions of second-language acquisition, language difference and disability, and accommodations and modifications for students with special education needs or those in the process of second-language acquisition. Additionally, the course will explore strategies to improve achievement of diverse learners in specific content areas.

**Credits** 3.0

**Prerequisites**

[ED 101](#) and [ED 203](#) or permission of instructor

**ED 320 : Teaching K-12 Foreign Language**

This course is generally met through participation in the Tandem Education Semester in Madrid, Spain, where teacher candidates will take the "Teaching Methodology for Teachers of Spanish and Bilingual Educators" course, along with appropriate Spanish language courses.

**Credits** 3.0

**ED 322 : Teaching English in the Middle and Secondary Schools**

This course is a study of the specific skills and techniques utilized by middle grades and secondary teachers of English.

**Credits** 3.0

**Prerequisites**

Admission to the Program

**ED 323 : Teaching Mathematics in the Middle and Secondary Schools**

This course is a study of the specific skills and techniques utilized by both junior high and senior high school teachers of mathematics.

**Credits** 3.0

**Prerequisites**

Admission to the Program

**ED 324 : Teaching Science in the Middle and Secondary Schools**

This course is a study of the specific skills and techniques utilized by middle grades and secondary teachers of science.

**Credits** 3.0

**Prerequisites**

Admission to the Program

**ED 325 : Teaching Social Science in the Middle and Secondary Schools**

This course explores the specific skills and techniques utilized by middle grades and secondary teachers of social studies.

**Credits** 3.0

**Prerequisites**

Admission to the Program

**ED 330 : Teaching Language Arts and Literacy in the Elementary Schools**

In this literacy course, prospective educators acquire necessary skills for teaching English Language Arts at the elementary level. Emphasis is placed on the interrelatedness of reading, writing, speaking, and listening as guided by our Common Core State Standards. This methods course integrates models such as co-teaching for differentiation of skill levels within the literacy classroom. This course includes assignments on lesson planning, utilizing assessment in order to drive instruction, and reflecting upon instructor efficacy.

**Credits** 3.0

**Prerequisites**

[ED 267](#) and admission to the Program

**ED 335 : Disciplinary Literacy in the Content Areas**

A study of the disciplinary literacy with an emphasis on understanding the academic language of subject matter across the curriculum. Teacher candidates will study the interrelatedness of reading, writing, speaking and listening, and will develop the ability to use these processes to help students learn subject matter in different content areas. Candidates will explore effective ways of creating active learning environments and strategies to support learning in knowing how, when, and why to use all modes of language to learn with texts. This course is part of the Secondary and K-12 Education Programs.

**Credits** 3.0

**Prerequisites**

[ED 101](#) or permission of instructor

**ED 340 : Teaching Social Science in the Elementary Schools**

This course explores various theories and practices designed to teach social science to diverse learners in the elementary classroom in general and specifically through disciplinary literacy. Students will learn to create engaging instruction, encompassing the five strands of social science, by utilizing practices and resources such as case studies and primary sources while implementing Common Core standards. Special focus will be placed on using technology to enhance learning in the social sciences.

**Credits** 3.0

**Prerequisites**

Admission to the Program

**ED 342 : Teaching Science in the Elementary Schools**

A study of current theory, research, and best practices in the learning and teaching of science for all elementary school children, with a focus on student-centered inquiry and science and engineering practices. The course includes unit and lesson planning, assessment, task selection, design, and evaluation.

**Credits** 3.0

**Prerequisites**

Admission to the Program

**ED 343 : Teaching Math in the Elementary Schools**

This course is a study of the specific theories, practices and resources utilized by elementary school teachers to create effective and engaging learning environments for the study of mathematics. A particular focus will be on the Common Core State Standards, the eight Mathematical Practices, use of literacy and meeting the mathematical needs of English Language Learners. Candidates will learn to write lesson and unit plans, to analyze student work, to provide effective feedback and to use technology to enhance learning.

**Credits** 3.0

**Prerequisites**

[MA 128](#) and admission to the Program

**ED 360 : Teaching Disciplinary Literacy**

In this literacy course, prospective educators acquire necessary skills for helping students successfully navigate through texts with strategies that apply to many content areas. Emphasis is placed on the interrelatedness of reading, writing, talking, and listening and the ability to use generalized processes to learn subject matter across the curriculum. Candidates will explore effective ways to create active learning environments in which learners know how, when, and why to use all modes of language to learn with texts. This course is part of the Elementary Education Program.

**Credits** 3.0

**Prerequisites**

Admission to the program

**ED 366 : Teaching Math in the Middle Grades**

This course is a study of the specific theories, practices, and resources utilized by middle grade teachers to create effective and engaging learning environments for the study of mathematics. A particular focus will be on the IL Learning Standards (Common Core State Standards), the eight Mathematical Practices, use of literacy and academic language, and meeting the mathematical needs of diverse adolescent learners. Candidates will learn about the ideal middle school, to write (integrated) lesson and unit plans, to analyze student work, to provide effective feedback, and to use technology to enhance learning.

**Credits** 3.0

**Prerequisites**

Admission to the Program

**ED 375 : Children's Literature Throughout the Disciplines**

This course will provide students with the opportunity to read, discuss and analyze past and present children's literature. Participants will focus on using children's literature that represents a wide range of genres and diverse cultures to develop and implement instructional activities aligned with the Illinois Professional Teaching Standards in the areas of language arts, social studies, science, and math. Registration: Junior Education majors.

**Credits** 3.0

**Prerequisites**

Admission to the program.

**ED 385 : Creating and Managing Classroom Environments**

This course will explore research, theory, and best practices related to effective classroom management. Topics will include establishing an environment for learning, organizing and managing instruction, coping with the challenges, and developing relationships with students, staff, and parents. This course includes an off-campus field experience in a classroom for 36-50 clock hours.

**Credits** 3.0

**Prerequisites**

Admission to the Program

**ED 389 : Assessment: Becoming a Data-Informed Teacher**

This course is an advanced course in Curriculum, Instruction, and Assessment focusing most specifically on curriculum and the application of assessment. In the context of their field placement, students will complete a full cycle of assessment, including formative assessment, summative assessment and feedback. Students will devise a variety of assessments in their teaching area.

**Credits** 3.0

**Prerequisites**

Admission to the Program and [ED 289](#)

**ED 431 : Organizing Content Knowledge for Student Learning**

This student teaching course focuses on how teachers use their understanding of the community, the school, the students and subject matter to decide on learning goals, to design or select appropriate activities and instructional materials, to sequence instruction in ways that will help students to meet short- and long-term goals, and to design or select informative evaluation strategies.

**Credits** 4.0

**Prerequisites**

Admission to Student Teaching

**ED 432 : Creating a Classroom Environment for Student Learning**

This student teaching course addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges and the issues of establishing and maintaining constructive standards for behavior in the classroom. It enables candidates to consider all environmental factors that impact student learning, ranging from the physical setting to the subgroups and learning needs of individual students.

**Credits** 4.0

**Prerequisites**

Admission to Student Teaching

**ED 433 : Teaching for Student Learning**

This student teaching course focuses on the act of teaching and its overall goal: helping students to learn. Candidates are expected to make learning goals and instructional procedures clear to students, encourage students to extend their thinking, monitor students' understanding of content through various forms of assessments, design and implement effective instruction, and use time effectively.

**Credits** 4.0

**Prerequisites**

Admission to Student Teaching

**ED 434 : Teacher Professionalism**

In this student teaching course, candidates are assessed on their abilities to reflect on and analyze the extent to which learning goals were met, their demonstration of a sense of efficacy, their professional relationships with colleagues, their communication with parents, and their ability to develop plans for self-improvement. Participation in weekly seminars augments these skills. This student teaching course serves as the Senior Capstone for education majors seeking licensure.

**Credits** 4.0

**Prerequisites**

Admission to Student Teaching

**ED 441 : Problems and Solutions in Education**

This course serves as an alternative Senior Capstone for education majors who choose not to seek licensure, and therefore choose not to complete student teaching. In the course, students develop a proposal to address a problem in education.

**Credits** 4.0

**ED 442 : Math for Elementary Teachers**

This foundational course focuses on learning mathematics in the elementary classroom. Content explored in this class includes algebraic thinking, numeration, theory of whole numbers, integers, rational numbers, and real numbers. It also includes operations of arithmetic, elementary number theory, proportional reasoning, elementary data analysis, and basic concepts of geometry. This course is a prerequisite for ED 444 Math Methods of Elementary Teachers. This course is part of the post-baccalaureate online licensure program.

**Credits** 3.0

**ED 443 : Integrated Curriculum & Instruction**

This course will focus on instruction with the acknowledgement of how instruction is influenced by both the curriculum (and thus the global world in which we live) and continuous and on-going assessment. Grounded in research and theory, teacher candidates will begin practicing the process of planning quality instruction. Particular focus will be on integrating curriculum, specifically the areas of fine arts, PE, and Health with core content areas. This course is a prerequisite for ED 447 Disciplinary Literacy Methods for Elementary Teachers, ED 444 Math Literacy and Methods for Elementary Teachers, and ED 446 Disciplinary Literacy and Secondary Methods. This course is part of the post-baccalaureate online licensure program.

**Credits** 4.0

**ED 444 : Math Literacy and Methods**

This course is the study of specific theories, practices, and resources used by successful teachers to create engaging learning environments for the study of mathematics. Candidates will learn to write effective lesson and unit plans, analyze student work, provide meaningful feedback and use technology to enhance learning. Prerequisites: ED 442 Math for Elementary School Teachers and ED 443 Integrated Curriculum and Instruction. This course is part of the post-baccalaureate online licensure program.

**Credits** 3.0

**ED 445 : Creating an Environment for Learning**

In this course, students will explore research, theory, and best practices related to effective classroom management and assessments. Topics will include establishing an environment for learning, organizing and managing instruction, developing assessments and using results to design effective instruction for all students, coping with daily challenges, and developing relationships with students, staff, and parents. This course is part of the post-baccalaureate online licensure program.

**Credits** 4.0

**ED 446 : Disciplinary Literacy & Methods for Secondary Education**

In this course, teachers will acquire the pedagogical skills necessary for teaching a wide range of literacy methods in English language arts, math, social studies, and science curriculum at the secondary level. Teachers will be taught effective, research-based instruction generally and within each content area. Specific topics will include the creation of cohesive lessons based on state standards, the development of appropriate assessments for learning, and learning design. This course is part of the post-baccalaureate online licensure program.

**Credits** 4.0

**Prerequisite Courses**

[ED 443: Integrated Curriculum & Instruction](#)

**ED 447 : Disciplinary Literacy for Math, English Language, & Social Science**

In this course, teachers will explore and analyze research-based practices for teaching social studies, science, and English Language Arts, as well as ways to engage students in disciplinary literacy for each content area. Teachers will acquire the pedagogical skills necessary for teaching a wide range of literacy methods in the content areas, as well as assessment and instruction of foundational reading skills, strategies to develop reading and comprehension of narrative and informational text to build discipline-specific knowledge, methods of differentiating instruction for all learners, and selection of appropriate instructional materials. This course is part of the post-baccalaureate online licensure program.

**Credits** 4.0

**Prerequisite Courses**

[ED 443: Integrated Curriculum & Instruction](#)

[ED 470: Foundations in Reading](#)

**ED 448 : Student Teaching & Assessment**

This 8-week instruction includes both a full-time teaching presence in a relevant K-12 classroom. Course material which will focus on the Teaching Code of Ethics and the creation and analysis of effective assessments. This course is part of the post-baccalaureate online licensure program.

**Credits** 4.0

**ED 450 : Linguistics for ESL Learners**

This course will examine and analyze the fundamental concepts of linguistics and connect this information to routine work in the ESL classroom. Students will study linguistics including phonology, orthography, morphology, and syntax, as well as the implications of all of these topics for teaching all students, including ESL learners. Over the course of the semester, students will be provided with readings, videos, and podcasts that complement the information in the textbook, and assists students in developing a solid understanding of the intricacies of studying and teaching language. Through engagement in online whole-class discussions, group, and individual assignments, students will be able to use their understanding of essential linguistic principles to inform instruction and assessment at all levels. This course will include a 15-hour ESL Practicum.

**Credits** 3.0

**ED 451 : Theoretical Foundations: Second Language Acquisition**

This course will give students of all levels an understanding of the main linguistic theories; first and second acquisition; cognitive, affective, and cultural factors in teaching ESL learners. This course will discuss how theoretical foundations of second language acquisition can be applied to their work in the ESL classroom. Major discussion topics in this course include language acquisition theories, language policy, models of ESL education, as well as information regarding the teaching of academic language to native English speakers and English language learners. This course will include a 10-hour ESL Practicum.

**Credits** 3.0

**ED 452 : Assessment and Evaluation in ESL Education**

This course will focus on the assessment of ESL learners with an emphasis on alternative assessments. The course will examine key concepts and issues of assessment, principles of language assessment including reliability, validity, authenticity, etc.; different purposes of assessment such as English learner identification, placement, diagnostic, and reclassification; different types of assessment (standards-based assessment, classroom-based assessment, standardized testing including norm-referenced and criterion-referenced standardized testing, alternative assessment such as dynamic assessment); steps in designing classroom-based or standardized language assessments; assessment of oral language (listening, speaking) and literacy (reading, writing), and language of content areas; use of technology in assessment; assessment of special populations such as young dual language learners and children with learning disabilities, analysis, interpretation, and reporting of assessment results. This course will include a 30-hour ESL Practicum.

**Credits** 3.0

**ED 453 : Second Language Acquisition & Materials**

This course will provide methodologies and techniques for teaching ESL learners, evaluation of ESL materials for various levels and instructional goals. This course will discuss second language methodology theoretical bases, approaches, strategies, materials, and techniques needed for effective teaching in ESL classrooms. Students will explore different pedagogical issues that relate to various ESL teaching strategies. They will have the opportunity to understand how language learning impacts content area learning and vice versa. Students will also have opportunities to reflect on teaching practices and how they impact ESL learners. Accordingly, students will learn to develop lessons and materials to put ESL theory and methods into practice, tailored to meet the needs of individual English language learners. This course will include a 30-hour ESL Practicum.

**Credits** 3.0

**Prerequisite Courses**

[ED 451: Theoretical Foundations: Second Language Acquisition](#)

**ED 454 : Culturally and Linguistically Responsive Teaching in ESL Classroom**

This course prepares ESL teacher candidates to engage in culturally and linguistically responsive research-based practices to support diverse learners in PreK-12 classrooms. This course examines the relationships between language, culture, and cultural awareness in the learning and teaching of ESL. This course also explores many ways in which school teachers may build the capacities for cultural and linguistic diversity in the classroom. Emphasizes readiness for mutually accommodative professional practices with culturally and linguistically diverse learners and families. This course includes a 15-hour ESL Practicum

**Credits** 3.0

**ED 461 : Independent Study in Education**

This course is an independent study in the field of education, as approved by the Department of Education chair.

**Credits** 1.0-4.0

**ED 462 : Independent Study in Education**

This course is an independent study in the field of education, as approved by the Department of Education chair.

**Credits** 1.0-4.0

**ED 463 : Internship in Education**

This course is an internship in the field of education, as approved by the Department of Education chair.

**Credits** 1.0-4.0

**ED 464 : Internship in Education**

This course is an internship in the field of education, as approved by the Department of Education chair.

**Credits** 1.0-4.0

**ED 465 : Independent Research in Education**

This course is independent research in the field of education, as approved by the Department of Education chair.

**Credits** 1.0-4.0

**ED 466 : Independent Research in Education**

This course is independent research in the field of education, as approved by the Department of Education chair.

**Credits** 1.0-4.0

**ED 470 : Foundations in Reading**

This course will lay the foundation in each of the five pillars of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension) so that teachers understand the theory, research, and practices needed to empower themselves as teachers of reading. Attention will be paid to foundational literacy development as it pertains to the needs of diverse learners. This course includes an 8-10-hour Reading Practicum.

**Credits** 3.0

**ED 471 : Reading Skills and Strategies in the Content Area**

In this course, students will acquire the necessary skills for helping students successfully navigate through texts with strategies that apply to many content areas. Specifically, students will learn about, develop, and apply teaching methods for reading, writing, speaking, and listening that are relevant to multiple content areas, including academic vocabulary common to various content areas. This course includes an 8-10-hour Reading Practicum.

**Credits** 3.0

**ED 472 : Assessment and Diagnosis of Reading Problems**

This course will introduce teachers to the various types and causes of reading difficulty. Teachers will learn how to administer and interpret literacy assessments and use other diagnostic techniques with diverse populations. The information teachers obtain will assist in their identification of students' areas of reading difficulty and guide their instructional recommendations. This course includes an 8-10-hour Reading Practicum.

**Credits** 3.0

**Prerequisite Courses**

[ED 470: Foundations in Reading](#)

**ED 473 : Developmental and Remedial Instruction, Materials and Support**

This course builds on knowledge gained in [ED 472](#) as students learn to use diagnostic information as a basis for planning remedial instruction in reading. Prospective and licensed teachers will be introduced to various practices, procedures and materials which are useful for remediation of reading problems. This course includes an 8-10-hour Reading Practicum.

**Credits** 3.0

**Prerequisite Courses**

[ED 472: Assessment and Diagnosis of Reading Problems](#)

**ED 474 : Foundations in Writing**

This course focuses on writing as a method of communication and a resource for learning in K-12 classrooms. Through readings, activities, and assignments, the course will develop teachers' knowledge, skills, and dispositions about writing processes, writing genres, the reading-writing connection, and students' writing development in the content areas. This course will also focus on the relationships between research, theory, and practice in teaching writing for all students.

**Credits** 3.0

**ED 475 : Literature for Children and Adolescents**

This course will examine the scope and nature of literature written specifically for children and adolescents. It will examine a variety of genres as well as include literature representing a range of diversities including ethnicities, culture, ability, gender, and sexual orientation. Emphasis will be on the identification, selection, and evaluation of high-quality literature as appropriate for children's developmental level and interest.

**Credits** 3.0



# Engineering

**Associate Professor Jeffrey Chamberlain**

**Assistant Professor Josiah Kunz**

**Part-time Assistant Professor Charles Riggs**

The engineering program at Illinois College prepares students to serve and solve problems both locally and globally. Training in engineering is intense and rigorous. Students will improve academically via critical thinking, quantitative reasoning, laboratory practices, and design and analysis. Engineering students will also learn how to work collaboratively, provide documentation, analyze systems, and ethically reason. With this robust foundation, students will be prepared to go directly into industry or continue their education at a post-graduate institution.

## Dual Degree Engineering

### Dual Degree Program

Dual degree engineering is offered through cooperative agreements with larger universities. Other names for this type of program include pre-engineering programs and 3-2 engineering (reflects the number of years spent at each institution). Dual degree refers to the fact that the student will receive degrees from two institutions. Students typically spend three years at Illinois College taking courses in physics, math, computer science and chemistry along with courses in the humanities, social sciences, and arts. Two years are then spent at the partner university concentrating on a specific engineering discipline. Upon completion of the program, the student receives a Bachelor of Science degree in physics with engineering from Illinois College and a Bachelor of Science Engineering from the partner university.

## Major Requirements:

### Mathematics

Item #	Title	Credits
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
MA 233	Calculus III	4.0
MA 332	Introduction to Differential Equations	4.0

### Physics

Item #	Title	Credits
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
<b>16 additional hours at the 300-level</b>		<b>16.0</b>

### Other Science

Item #	Title	Credits
<b>Three courses chosen from the major requirements from chemistry, biology, or computer science</b>		<b>12.0</b>
CH 110	General Chemistry	4.0
CS 160	Introduction to Computer Science	4.0
CS 170	Introduction to Data Structures	4.0

## Additional Requirements

The completion of the graduation application and degree audit with the Illinois College Office of the Registrar prior to leaving campus to attend the transfer institution

Prerequisites to these courses must be completed with a grade of 'C' or above. To be approved for graduation from Illinois College, the student must have:

- Senior standing (88 credit hours)
- The completion of a degree program in mechanical, civil, electrical, or a related discipline at an approved institution
- Fulfillment of the general education requirements for both Illinois College and the transfer institution

Note that a student who elects not to continue the dual degree program will need to complete all BLUEprint requirements for graduation from Illinois College. See [BLUEprint](#) for additional information. Faculty approval to be in a 3-2 program is given if a 2.75 average (on a 4.0 scale) is achieved in courses in Division II (Biology, Chemistry, Computer Science, Mathematics, and Physics). Students are strongly encouraged to work closely with their advisors to verify that the general education requirements of the engineering institution are also fulfilled by their Illinois College studies.

Since students participating in the 3-2 Program in Engineering receive degrees from both Illinois College and the college or university at which they complete their degree, these students need to fulfill the general education requirements of both. In acknowledgement of the curricular constraints posed by this situation, the following accommodations will be made. They will be allowed only for those students in the 3-2 Program in Engineering who successfully complete the engineering program at the institution to which they transfer.

1. Students in the 3-2 Program in Engineering whose level of language participation necessitates their enrollment in a world language course at the 101 level will have successfully completed the world language requirement upon completion of this course.
2. Since participants in the 3-2 Program in Engineering attend Illinois College for only three years, they are not required to have a senior capstone course or experience.

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**Total Credits**

**52**

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## Engineering Major

A major in engineering consists of 80 credit hours with a grade of 'C-' or better in the required majors courses. This may be achieved by taking the core engineering requirements along with a selected concentration. Moreover, students whose level of language participation necessitates their enrollment in a world language course at the 101 level will have successfully completed the world language requirement upon completion of this course.

## Core Engineering Courses

Item #	Title	Credits
CH 110	General Chemistry	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
MA 233	Calculus III	4.0
MA 332	Introduction to Differential Equations	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
	<b>One Math or Chemistry Elective from List</b>	<b>4.0</b>

## One Math or Chemistry Elective from List

Choose one:

MA 123	Elementary Statistics	4.0
MA 323	Introduction to Linear Algebra	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
CH 231	Inorganic Chemistry	4.0

## Engineering Concentration

Item #	Title	Credits
EG 141	Survey of Programming Tools	4.0
EG 150	Community Systems Engineering	4.0
EG 301	Circuits	4.0
EG 304	Materials Science	4.0
EG 321	Analytical Mechanics: Statics	4.0
EG 322	Analytical Mechanics: Dynamics	4.0
EG 323	Thermodynamics	4.0
EG 341	Computational Analysis	4.0
EG 423	Fluid Dynamics	4.0
EG 433	Heat and Mass Transfer	4.0
EG 495	Senior Seminar I	2.0
EG 496	Senior Seminar II	2.0
	<b>EG Electives - EG 463, EG 465, or EG 490 (Choose Two)</b>	<b>8.0</b>
	<b>Total Credits</b>	<b>84</b>

## Engineering

### Minor

A minor in Engineering requires the completion of a total of 24 semester hours:

Item #	Title	Credits
	<b>1 Engineering course at the 300-level</b>	<b>4.0</b>
	<b>2 Engineering courses at any level</b>	<b>8.0</b>
MA 213	Calculus I	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
	<b>Total Credits</b>	<b>24</b>

# Engineering Course Descriptions

## **EG 141 : Survey of Programming Tools**

An introduction to programming without the expectation of prior experience. Emphasis on learning the language of choice, solving problems, visualizing data via simple plots, and using modern tools. Weekly lab involves hardware. No prerequisites.

**Credits** 4.0

## **EG 150 : Community Systems Engineering**

Engineering as it relates to the immediate community around us. Theoretical work includes systems risk analysis, project planning, and engineering economics, but also highlights ethical implications inherent in the decisions made by engineers as they design products ranging from automobiles to healthcare devices to software to appliances for communities. Concretely, students will complete a project designed to make a positive impact in the community. No prerequisites.

**Credits** 4.0

## **EG 301 : Circuits**

See [PY 301](#)

**Credits** 4.0

## **EG 304 : Materials Science**

See [PY 304](#)

**Credits** 4.0

## **EG 321 : Analytical Mechanics: Statics**

See [PY 321](#)

**Credits** 4.0

## **EG 322 : Analytical Mechanics: Dynamics**

See [PY 322](#)

**Credits** 4.0

## **EG 323 : Thermodynamics**

See [PY 323](#)

**Credits** 4.0

### **Notes**

Cross-listed course pending

## **EG 341 : Computational Analysis**

Uses software to analyze and solve practical engineering problems. These problems may be unique to this course (such as air resistance) or come from other courses (e.g., heatmapping internal forces in frames). Includes: a review of the software basics, analysis of data from source files (e.g., text files or CSVs), advanced plotting (e.g., dual axis charts; animated plots), and methods of solving differential equations (e.g., Euler method, solving Laplacian equations, or imported packages).

**Credits** 4.0

### **Prerequisite Courses**

[CS 160: Introduction to Computer Science](#)

### **Prerequisites**

or Proficiency in a coding language; [MA 223](#); [PY 202](#)

**EG 423 : Fluid Dynamics**

Studies fluid flow, including conservation rules; integral and differential analysis methods; laminar and turbulent flow; and channel flow configurations.

**Credits** 4.0

**Co-Requisite Courses**

[EG 323: Thermodynamics](#)

[MA 332: Introduction to Differential Equations](#)

**EG 433 : Heat and Mass Transfer**

Introduction to advanced conduction, convection, and radiation models, as well as studies in mass transfer. A special focus is placed on applying these models (for example, in cooling electronics, building thermal management, or the industrial refrigeration of foods).

**Credits** 4.0

**Prerequisite Courses**

[EG 423: Fluid Dynamics](#)

**EG 463 : Internship in Engineering**

**Credits** 1.0-4.0

**EG 465 : Engineering Research**

**Credits** 1.0-4.0

**EG 490 : FE Exam Preparation**

In order to become a U.S. licensed professional engineer, one must first pass the NCEES Fundamentals of Engineering (FE) exam. This course prepares students to pass this exam by going over the extended list of topics. This course is strongly encouraged for students going into the industry.

**Prerequisites**

Senior Standing; Engineering major.

**EG 495 : Senior Seminar I**

The first of a two-course sequence, Senior Seminar I is the culmination of the engineering education experience at Illinois College. During this course, the instructor will introduce students to the selected, real-world problem and may form students into teams. Class time may be used for lecture on a specialized topic, project selection, documentation, literature reviews, hands-on experiences with the project, or visits to the site of interest.

**Credits** 2.0

**EG 496 : Senior Seminar II**

A continuation of Senior Seminar I, this class focuses on the execution and documentation of the project started the semester before.

**Credits** 2.0

# English

*Professor Beth W. Capo*

*Professor Nicholas P. Capo*

*Professor Catharine O'Connell*

*Associate Professor Cynthia A. Cochran*

*Associate Professor Lisa J. Udel*

*Assistant Professor Kara Dorris*

*Instructor Matthew Schultz*

## Why Should You Study English at Illinois College?

"A major strength is the diversity of experience in the faculty; someone was always able to help me. Post-graduate and job-search advice was very strategic and useful. (I still employ some of the tips and resources today!)" – Claire Brakel Packer, '08

**OUR GLOBAL VISION.** Our students and faculty come to the English Department because they love to read and write. We explore the literary output of humanity throughout its history, and we endeavor to add to it. We understand that the study and creation of literature allows us to learn not only about ourselves but also about people from our culture and other global cultures. Our faculty members invite our students, both in their thoughts and through their actions, to travel beyond the walls of our classrooms, and many students write for off-campus publications, volunteer at local organizations, or study abroad (most recently to England, Japan, Ecuador, Ireland, Argentina, and Spain).

**OUR CURRICULUM.** The English curriculum reflects our belief that students should explore many areas of literary activity but also should fully understand the professional possibilities opened to them by the English major and minor. In addition to concentrations in literature and writing, we have designed an editing and publishing concentration and a minor in professional writing. The department's English Studies course provides students with an overview of the profession and a concentrated exposure to the particular specializations of professors. The curriculum also includes a capstone senior-seminar course that allows students to complete a major, individualized research project. Of course, we want our graduates to be fully prepared for graduate study or employment in a career track, but we also want them to understand that a life without exposure to the beauty and pleasures of the written word truly is a life lived in quiet desperation. We believe in the centrality of literature within the world's civilizations. We are readers and writers, students and creators of literature, and this work enables us to live meaningful lives.

**OUR FACULTY.** Our faculty members possess deep knowledge of their specializations and enthusiasm regarding their privilege of sharing the world's literature with the next generation of English scholars and writers. These specializations range from the common and very important (American literature, British literature, multicultural literatures of the Americas, creative writing, rhetoric and composition) to the unexpected but equally important (Japanese literature, the literature of war, speculative and popular fiction, film, nature and travel writing). Our faculty members have traveled the world, and several have lived and taught abroad.

**OUR ALUMNI.** Our alumni include professors, writers, lawyers, teachers, editors, librarians, scientists, content managers, marketing specialists, game designers, grant writers, artists, and police officers, and we are proud of the accomplishments of all of them. Within our department's hallways, students encounter lists of jobs our alumni currently hold and advanced degrees that they have earned. We maintain close contacts with many alumni who have experienced high levels of success in their chosen career paths, and many young alumni accept our invitations to return to campus to share their advice and perspectives with current students. A good

number of alumni share the faculty's delight with travel and exploring the world, with some even gaining valuable global experience as Peace Corps participants, and they maintain the friendships with peers that they formed while studying at Illinois College.

### Honors in English

Students with a minimum 3.5 grade point average in English and a minimum 3.0 GPA overall can apply for Honors in English, working independently to complete an honors thesis over the final two semesters of enrollment. (For further details, see the course description below for English 410: English Honors Thesis.)

## English

### Major

English majors choose to concentrate in literature or creative writing and editing. Students who wish to pursue more than one concentration should meeting with the department chair. The major consists of a minimum of forty (40) semester hours of course work within the department with a grade point average of 'C' (2.0) or above, exclusive of EN 104: Writing Foundations or EN 121: Writing. All majors in English must complete satisfactorily the Senior Seminar, the department's capstone course.

### Literature Concentration Required Courses

Item #	Title	Credits
EN 201	English Studies	4.0
	<b>Four literature courses at the 300-level (one may be an independent study)</b>	<b>16.0</b>
	<b>Four electives, with at least one 100/200- level literature course and three other EN courses</b>	<b>16.0</b>
	<b>EN 430 or IS 485</b>	<b>4.0</b>

### Major, with creative writing and editing concentration

Item #	Title	Credits
AR 204	Visual Communication	4.0
EN 181	Introduction to Creative Writing	4.0
EN 208	Persuasive Writing	4.0
EN 280	Editing and the English Language	4.0
	<b>Choose Two: EN 304, EN 305, or EN 309</b>	<b>8.0</b>
	<b>Three literature courses (One must be at the 300-level and one can be EN 463 or EN 464)</b>	<b>12.0</b>
	<b>EN 430 or IS 485</b>	<b>4.0</b>
	<b>Total Credits</b>	<b>40</b>

## English

### Minor

### Required Courses

Five English courses, with at least two at the 300-level.

<b>Total Credits</b>	<b>20</b>
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## English Teaching Licensure

### Teaching Licensure

English students interested in earning a teaching license should plan to double major in English and education and student teach their final semester. These students should enroll in ED 101 their first semester or as soon as possible thereafter and work closely with their advisors in both departments to ensure all State of Illinois requirements for licensure are met.

## English Course Descriptions

### **EN 104 : Writing Foundations**

This course reviews basic strategies for forming good college-level sentences (including good thesis statements), paragraphs and essays. Students also learn to plan and edit their writing. Students will review rules of grammar, mechanics, vocabulary usage, and punctuation and apply them to short essays. The work will be tailored to individual needs: the course has a lab studio component to help practice skills, and students will work with the instructor as well as writing center peer consultants. This course does not fulfill the all-college general education requirement in writing (this requirement can be met by taking EN 121, 205, or 208) or count toward the English major or minor.

**Credits** 4.0

#### **Prerequisites**

No prerequisite

### **EN 121 : Writing**

A writing course designed to enable the student through practice and revision to demonstrate an acceptable standard of written expression. Focus upon description, exposition, and argumentation. Critical reading and thinking are also stressed. Course requirements include completion of a research paper. Course theme varies. This course does not count toward the English major or minor. Students should also enroll in IC 102 (1).

**Credits** 4.0

### **EN 123 : Monsters and Myth in the British Literary Tradition**

This course is designed for majors and non-majors and will survey British literature from the Medieval period through the long eighteenth century. Special attention will be paid to monsters and myths across these literary periods. The course will attend to the global scope of the literature, to its cultural context, and to the persistence of "othering" across periods and genres. This is an introductory course appropriate for first-year students.

**Credits** 4.0

### **EN 124 : Literary DNA: Investigating the Gothic**

This course is designed for majors and non-majors and will survey British literature from the nineteenth century through the post-modern period. By reading poetry and prose, special attention will be paid to one or more specific literary traditions. Within these traditions, the course will explore specific genres and themes such as the gothic, feminism, fairy tales, and disability. By reading texts throughout the time period, the course will explore how British traditions influenced the writers who came after. This is an introductory course appropriate for first-year students.

**Credits** 4.0



**EN 131 : American Literature 17th-19th C.: Witch Hunts to the White City**

This is an introduction to American Literature from its beginnings until the 1890s. It goes beyond just books by looking at the fascinating places, people, and periods that produced the texts, in addition to sampling the many types of writing that have helped Americans tell their stories, from bloody captivity narratives on the frontier to haunting gas-lit ghost stories in the city. Themes might include "The Devil in the 'Howling Wilderness'", "Revolution: Reason Armed", "American Renaissance: The Transparent Eyeball", "Conditions of the Working Class", "Women Write the Weird", and "Black in the White City: Chicago's Columbian Exposition." This is an introductory course appropriate for first-year students.

**Credits** 4.0

**EN 132 : American Literature: Between the Living and Dead**

Think you know American Literature? Would you dare to read a blood-spattered Robert Frost poem about a farm boy fatally cutting his hand off with a noisy buzz saw, in "Out, Out-", or will you stay with Frost's quiet and lovely "Stopping by Woods on a Snowy Evening"? How about braving a classic American horror story, "The Damned Thing", featuring an invisible predator, set in a late 19th-century version of a CSI morgue, and written by a traumatized Civil War veteran--who wrote with a real human skull on his desk. Do you have a taste for the gothic, sympathy for outsiders, or an urge to follow clues and dig up underground history? Take this course, if you do! Starting with our own backyard ghost tour, for example, we will visit a small-town cemetery whose undead creep out to speak their lives in poetry, near the Spoon River in Illinois. Generally, we will try to understand both the fears and desires imagined by literature, and we will do so by placing each text in the context of its place in time. The 20th century is what connects us, the generations of the living, with the dead of the past and the American tradition as a whole. Possible themes include violence, war, trauma, (im) migration, and their impact on the values that span the twentieth and twenty-first centuries. This is an introductory course appropriate for first-year students.

**Credits** 4.0

**EN 145 : Literature and Science**

This course focuses on how works of literature depict science and scientists. In 1959, scientist and novelist C.P. Snow declared that there were two cultures, the literary and the scientific, and that this divide prevented us from finding solutions to important problems. Scientists have written literature, and writers have written about science in ways that influence how society understands science and its achievements. The course may be themed around literature and medicine, climate change and the environment, technology and science fiction, or other topics bridging the "two cultures." This is an introductory course appropriate for first-year students.

**Credits** 4.0

**EN 171 : Global Literatures**

Consideration of varying themes as they appear in texts from diverse cultures around the world. Genres of fiction, autobiography, graphic novel, and film included. This is an introductory course appropriate for first-year students.

**Credits** 4.0

**EN 172 : Multicultural Literature of the Americas**

Focus on literatures and cultures of the Americas with special consideration of the formation of cultural and individual identity in a variety of texts. Topics include the Culture of War, immigration and assimilation, cross-cultural contact, Sundown towns in the Midwest, among others. Genres of fiction, memoir, graphic novel, and film included. This is an introductory course appropriate for first-year students.

**Credits** 4.0

**EN 173 : Literature of the Middle East and North Africa**

This course is an introductory survey of contemporary literatures of the Middle East and North Africa (MENA). We will read works of fiction, non-fiction, and verse; we will view films, video, and art; and we will listen to music keeping in mind the cultural and historical contexts influencing the production of these texts. We will consider questions of national identity; the dialectic between gender, politics, and religion; and anti-colonial movements and the West, among others. This is an introductory course appropriate for first-year students.

**Credits** 4.0

**EN 180 : LOL: Concepts of Comedy**

An exploration of various forms of 'literature of laughter' - from humor to satire, from comedy to the Absurd - focusing on the uses and effects of comic genres and techniques to express what it is to be human. This is an introductory course appropriate for first-year students.

**Credits** 4.0

**EN 181 : Introduction to Creative Writing**

A workshop for students interested in exploring the various forms of creative writing including fiction, creative nonfiction, and/or poetry. Students and instructor work closely together to evaluate the individual and class writing projects in an informal setting. This is an introductory course appropriate for first-year students.

**Credits** 4.0

**EN 182 : Journalistic Writing**

A study of newspapers and the techniques of news gathering and news writing; writing and criticism of news stories. This is an introductory course appropriate for first-year students.

**Credits** 4.0

**EN 201 : English Studies**

English Studies is a course for students who love to read and write. It serves as an overview of how scholars and writers study and produce language and literature. In this course, students learn not only basic skills like critical reading or literary explication but also the distinctions and connections among the various strands of the professional discipline, such as literary criticism or creative writing. This course is appropriate for both majors and non-majors.

**Credits** 4.0

**EN 208 : Persuasive Writing**

The study and practice of writing persuasively and logically.

**Credits** 4.0

**EN 226 : Scriptwriting**

(See [TH 226](#))

**Credits** 4.0

**EN 230 : Young Adult Literature**

What is "YA" literature? Should it only be read by Young Adults? How does it fit into literary studies and into popular culture? What can fiction do for Young Adult (or adult) readers? Can it make readers more aware of global diversity and world events? In this course we will read and analyze works of YA fiction and discuss genre, theme, representation, and interpretation. This is an introductory course appropriate for first-year students.

**Credits** 4.0

**EN 236 : Narrative in Fiction and Film**

Students will read literature and watch movies for how meaning is made both visually and textually. They will analyze stories using basic critical concepts from literary and film studies, such as genre conventions or editing techniques. Special attention will be paid to works with social, global, and philosophical implications. For example, semester organizing themes have included the suffering and sacrifice of children, workplace satire, women and true crime, and the graveyard. This is an introductory course appropriate for first-year students.

**Credits** 4.0

**EN 245 : From Middle-Earth to Outer Space**

A reading of major works of fantasy and science fiction. Emphasis on the works of British authors, such as J.R.R. Tolkien, C.S. Lewis, and J.K. Rowling. This is an introductory course appropriate for first-year students.

**Credits** 4.0

**EN 250 : Introduction to Literature: Special Topics**

A course with a topical approach to literary study. The particular topic for a given offering of this course will be indicated in the semester's course schedule. The courses are introductory and appropriate for first-year students.

**Credits** 4.0

**EN 251 : Lit Goes Pop! (Culture)**

This course will provide the opportunity to study literature in its historical, social, and popular contexts "then" and "now." In addition to studying the original literary work, you will also examine a variety of its adaptations, including literary, film, theatrical, and graphic novel adaptations. This is an introductory course appropriate for first-year students.

**EN 280 : Editing and the English Language**

Wherever there are words, there are writers, and jobs for writers. The Internet has created a staggering array of new platforms through which writers seek to reach readers. This course will offer students the opportunity to study these new writing landscapes, to participate and publish their thinking and writing, and to learn how to protect against the various hazards of such activity. This is an introductory course appropriate for first-year students.

**Credits** 4.0

**EN 281 : Professional Writing**

This course studies the types of professional writing, with particular attention to factual, analytical and evaluative, and proposal arguments. Topic selection within the assignment sequence is flexible to allow students to shape more focused study into the themes and conventions of business writing, journalism, science and technical writing, writing for the Internet and social media, and writing about health and medicine.

**Credits** 4.0

**EN 305 : Advanced Writing: Poetry**

A course in poetry writing for advanced students.

**Credits** 4.0

**Prerequisites**

EN 181 or consent of the instructor

**Notes**

May be repeated for a maximum of eight (8) hours.

**EN 309 : Advanced Writing: Creative Nonfiction**

A workshop focused on the study and production of the four major genres of contemporary creative nonfiction: the profile, the general-interest article, popular criticism, and the personal or programmatic informal essay.

**Credits** 4.0

**Prerequisites**

EN 181,182, 208, or consent of the instructor

**Notes**

May be repeated for a maximum of eight (8) hours.

**EN 326 : Studies in the Renaissance**

A study of the major works of British and Continental literature written during the sixteenth and seventeenth centuries, including the dramatic works of Shakespeare.

**Credits** 4.0

**EN 331 : Mapping the English Novel**

This course will examine place and space in the English novel, utilizing digital tools like GIS and story mapping to explore the effects of physical, imagined, and hybrid locations on identity. Some examples may include: Aphra Behn's *Oroonoko and Surinam*, Jane Austen's *Northanger Abbey and Bath*, Charles Dickens's *Bleak House and London*, Joseph Conrad's *Lord Jim and the fictional Island of Patusan*, E.M. Forster's *A Room with a View and Florence*, and Monica Ali's *Brick Lane and Bangladeshi London*.

**Credits** 4.0

**EN 339 : Studies in Global Literature**

Consideration of a genre, period, or theme in transnational literatures, such as European, Japanese, or Russian (in translation). The specific topic will be announced in the course listing and schedule of classes for the semester

**Credits** 4.0

**EN 342 : Studies in the Global Long Eighteenth Century**

This course will be devoted to the study of British literature of the long eighteenth century from a globally situated perspective. Special attention will be paid to the interrogation of Enlightenment exploration culture and to the objects and texts collected and circulated across continents by women and Indigenous persons.

**EN 351 : Romantic Movement**

In addition to examining major writers of the Romantic period in England, from the 1770's-1830's, this course will emphasize the role of material and global culture in the formation of the Romantic imagination. Through the study of material objects-collections brought back from global voyages, scrapbooks, letters, journals, women's collections of objects and ephemera--we will access voices from this period often left out of the Romantic canon. Moving beyond Keats, Shelley, Wordsworth, Coleridge and Byron, we will explore this period from multiple perspectives that account for the diverse experiences of people from a variety of social, gender, and racial and ethnic backgrounds, both in Europe and beyond. Special attention will be paid to Romantic writers outside of Europe and to female Romantic authors like Helen Maria Williams, Charlotte Smith, Felicia Hemans, and Jane Austen, as well as to women who contributed to the cultural and literary life of the period through their experiences and collections.

**Credits** 4.0

**EN 354 : Major American Writers**

Evolution of American literature from Poe onward to Transcendentalism, Realism, and Naturalism. Focus on such figures as Emerson, Thoreau, Hawthorne, Twain, James, and Dreiser.

**Credits** 4.0

**EN 355 : American Women Writers**

Focus on the accomplishments, conditions and contributions of American women writers from the seventeenth century to the present. Readings will cover works of fiction, poetry and drama by writers such as Bradstreet, Dickinson, Sedgwick, Stowe, Wharton, Cather, Stein, Hurston and Morrison.

**Credits** 4.0

**EN 356 : Native American Literature**

An exploration of Native American literatures, primarily of the twentieth and twenty-first centuries. Issues of "writing as witness/" identity and assimilation, oral and written storytelling, Red Power and Indigenist movements studied. Includes contemporary writers such as James Welch, Leslie Marmon Silko, LeAnne Howe, and Sherman Alexie. Several films and attendance at local pow wow.

**Credits** 4.0

**EN 357 : Modern American Literature**

Developments in American literature from the early twentieth century to the '60s. Readings will cover major works of fiction, poetry and drama.

**Credits** 4.0

**EN 358 : Women Writers: Global Voices/World Visions**

A critical investigation of representative works by major women writers that reflect the social, philosophical, literary, and aesthetic standards of women's literature worldwide from the late 19th century to the present. Readings will cover fiction, non-fiction, poetry, and drama by writers such as Anna Akhmatova, Buchi Emecheta, Simone de Beauvoir, Nadine Gordimer, Arundhati Roy, Christa Wolf, and Virginia Woolf, among others.

**Credits** 4.0

**EN 359 : Japanese and American Modernism**

Examination of literary Modernism as it manifests in America and in Japan. Specifically, we will examine how literature in both countries embodied and expressed the many cultural changes both societies underwent in the years between World Wars. Key themes include alienation, mass culture, urbanization, cosmopolitanism, race, gender, class, and the politics of experimental form and style.

**Credits** 4.0

**EN 368 : Contemporary American Literature**

A study of American literature - fiction, poetry, and drama - from the '60s to the present.

**Credits** 4.0

**EN 373 : African-American Literature**

Focus on African-American literature from the period of slavery to the present. Consideration of writers such as Frederick Douglass, Harriet Jacobs, W.E.B. DuBois, Zora Neale Hurston, Ralph Ellison, Toni Morrison, and Octavia Butler. Consideration of such artistic forms of music (Blues, Spiritual, Jazz, Hip Hop), genres as the vernacular, the slave narrative, video representation, and speculative fiction.

**Credits** 4.0

**EN 380 : Writing for Publication**

This course covers the basic procedures of editing and publishing texts. It will use the Chicago Manual of Style as a primary textbook, and it will enable students to acquire the knowledge, skills, and aptitudes necessary to work effectively as an editorial assistant, editor, new-media writer, or professional writer.

**Credits** 4.0

**Prerequisites**

One 200-level writing course or instructor's permission to work intensively in a special area of interest. May be repeated with consent of instructor.

**EN 388 : Literary Explorations**

Topic, area, or authors chosen by the instructor. This course provides the opportunity for the instructor and students to work intensively in a special area of interest. May be repeated with consent of instructor.

**Credits** 4.0

**EN 410 : English Honors Thesis**

Open to English majors entering the second semester of their junior year. Students with a minimum 3.5 GPA in their English courses and a minimum 3.0 GPA overall can apply to enroll in English 410 by writing a proposal specifying the original project to be undertaken and indicating, via signature, the agreement of a supervising faculty member. This proposal should be submitted to the department chair no later than the end of the junior year. A second faculty reader will be selected in consultation with the primary supervisor and the department chair. This project is to be pursued over two semesters (2 credits per semester) and will be beyond the 40-credit minimum required for the major. Students will conduct a sustained project culminating in an article-length essay or new creative work of approximately 20-30 pages that engages with relevant literary scholarship while aiming for an original contribution to the topic. Students will also give a public presentation of their work at the end of the spring semester

**Credits** 1.0-4.0

**EN 430 : Senior Seminar**

A seminar bringing together all senior majors and department faculty in literary study designed to synthesize learning within the discipline, requiring comprehensive proficiency in literary techniques and critical concepts treated throughout the major and culminating in a major project.

**Credits** 4.0

**Prerequisites**

senior standing and students must complete two 300-level literature courses before enrolling

**Semester Offered**

Offered fall semesters

**EN 461 : Independent Study in English**

Independent Study in Language and Literature: A tutorial course providing intensive study of authors or areas of mutual interest to the instructor and students. Instructor permission required. May be repeated.

**Credits** 1.0-4.0

**EN 462 : Independent Study in English**

Independent Study in Language and Literature: A tutorial course providing intensive study of authors or areas of mutual interest to the instructor and students. Instructor permission required. May be repeated.

**Credits** 1.0-4.0

**EN 463 : Internship in English**

A work-study internship in public relations, journalism, technical or professional writing, or publishing. Permission of instructor and department chair required. May be repeated for a maximum of 8 hours.

**Credits** 1.0-4.0

**EN 464 : Internship in English**

A work-study internship in public relations, journalism, technical or professional writing, or publishing. Permission of instructor and department chair required. May be repeated for a maximum of 8 hours.

**Credits** 1.0-4.0

**EN 465 : Independent Research in English**

**Credits** 1.0-4.0

**EN 466 : Independent Research in English**

**Credits** 1.0-4.0

# Environmental Studies and Wildlife Management

*Administered by the Biology Department*

*Professor Lawrence W. Zettler*

*Associate Professor Bryan Arnold - Biology, Coordinator*

*Part-time Instructor Ray Geroff*

The Environmental Studies and Wildlife Management program at Illinois College is an interdisciplinary program combining strong preparation in biology and wildlife management with environmental policy allowing students to develop an interdisciplinary understanding of environmental issues that support personal and professional development, ethical leadership, and service. It is intended to prepare students for careers in ecological conservation and/or wildlife management that do not require formal postgraduate education. Students considering pursuing a graduate degree in wildlife management or conservation biology should strongly consider double majoring in biology. All students completing a major in Environmental Studies and Wildlife Management will complete this program with 48 credits (10 core courses plus two interdisciplinary courses).

## Environmental Studies and Wildlife Management

Major

Students who wish to double major in Environmental Studies and Wildlife Management and another major may count no more than 12 credit hours toward both majors.

### Core Classes

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
EV 105	Earth's Physical Systems	4.0
EV 310	Environmental Policy	4.0
EV 344	Principles of Wildlife Management	4.0
CH 110	General Chemistry	4.0
BI 110	Biological Investigation	4.0
	<b>BI 201 or BI 318</b>	<b>4.0</b>

### Botany or Algae and Fungi

#### **BI 201 or BI 318**

BI 206	Vertebrate Zoology	4.0
BI 350	Entomology	4.0

### One course with an Ecological/Systems Focus from:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BI 325	Tropical Ecology	4.0
BI 326	Marine Biology	4.0
BI 328	Animal Behavior	4.0
BI 332	Aquatic Biology	4.0

## Capstone Course - Choose One

As seniors, all students will complete either an internship or research experience culminating in both written and public verbal presentations of the experience.

Item #	Title	Credits
EV 485	Environmental Studies Capstone	3.0-4.0
BI 404	Research Experience Capstone	3.0-4.0

## Policy Track

Pick one of the following 2-course tracks:

Item #	Title	Credits
<b>Track 1</b>		<b>8.0</b>
EC 105	Principles of Economics	4.0
EC 372	Environmental Economics	4.0
<b>Track 2</b>		<b>8.0</b>
CJ 160	Introduction to Criminal Justice	4.0
CJ 210	Issues in Policing	4.0
<b>Track 3</b>		<b>8.0</b>
SO 101	Introduction to Sociology	4.0
SO 218	Social Problems	4.0
<b>Total Credits</b>		<b>48</b>

## Environmental Studies and Wildlife Management

Minor

### Required Courses

Students choosing a minor in environmental studies need not complete the capstone experience.

Item #	Title	Credits
EV 105	Earth's Physical Systems	4.0
EV 310	Environmental Policy	4.0
EV 344	Principles of Wildlife Management	4.0
<b>Additional 12 hours from the major core courses listed</b>		<b>12.0</b>
<b>Total Credits</b>		<b>24</b>



# Environmental Studies and Wildlife Management Course Descriptions

## **EV 105 : Earth's Physical Systems**

The goal of this course is to understand the dynamic natural systems that operate in Earth's environments. Emphasis is placed on processes that form and transform the surface of the planet. Factors that impact human activities are stressed. Topics include earth-sun relationships, weather, classification of climate, composition and structure of the solid earth, soil formation, groundwater, streams, glaciers and coastal processes. One two-hour lab each week.

**Credits** 4.0

### **Semester Offered**

Offered fall semesters

## **EV 310 : Environmental Policy**

This course provides an introduction to environmental policy with an applied approach focusing on how policies like the endangered species act, the clean water act etc. correspond with the work of practicing field biologists, wildlife managers, land managers, and natural resource professionals. The course will consider the roles of government (local, state, and federal), private stakeholders, and the community in environmental policymaking and governance with an emphasis on the intersection of nature and society.

**Credits** 4.0

### **Semester Offered**

Offered alternate spring semesters

## **EV 344 : Principles of Wildlife Management**

Wildlife management and other natural resource fields are both arts and sciences that deal with complex interactions in the environment. Wildlife "science" is based on scientific principles, which will be covered in this course. Techniques of managing wildlife, managing nature preserves and problems of managing large refuges will be included. Topics include evaluating and determining habitat requirements and management techniques for a number of bird and mammal species. Several field trips to local US fish and wildlife areas are required as part of the course.

**Credits** 4.0

### **Semester Offered**

Offered alternate fall semesters

## **EV 461 : Independent Study Environmental Studies**

**Credits** 1.0-4.0

## **EV 462 : Independent Study Environmental Studies**

**Credits** 1.0-4.0

## **EV 463 : Internship in Environmental Studies**

Students serve as interns in private or public organizations which oversee, study, or manage environmental resources. Internships may involve public issues, scientific research, or have business applications. For horticulture, students will work at a local landscape company, learning all aspects of horticulture. Topics covered will include plant cultivation, plant diseases, and small business management techniques. Students must have junior standing and permission of the Academic Dean or EV coordinator to enroll.

**Credits** 1.0-4.0

**EV 464 : Internship in Environmental Studies**

Students serve as interns in private or public organizations which oversee, study, or manage environmental resources. Internships may involve public issues, scientific research, or have business applications. For horticulture, students will work at a local landscape company, learning all aspects of horticulture. Topics covered will include plant cultivation, plant diseases, and small business management techniques. Students must have junior standing and permission of the Academic Dean or EV coordinator to enroll.

**Credits** 1.0-4.0

**EV 465 : Independent Research in Environmental Studies**

**Credits** 1.0-4.0

**EV 466 : Independent Research in Environmental Studies**

**Credits** 1.0-4.0

**EV 485 : Environmental Studies Capstone**

This course serves as the capstone experience for seniors in the Environmental Studies and Wildlife Management major. It may include an internship and/or independent research experience or may follow successful completion of an internship ([EV 463](#) and/or [EV 464](#)) and/or independent research ([EV 465](#) and/or [EV 466](#)). A capstone internship or independent study must be completed during, or the summer prior to, the senior year.

**Credits** 3.0-4.0

**Prerequisites**

Consent of instructor

# Finance

**Assistant Professor Tim Finlay**

**Assistant Professor Michael Harden**

**Assistant Professor Sam Levey**

**Instructor T.J. Devine**

The courses in this discipline are intended to give an understanding of the nature, operation, and financial issues faced by modern organizations including for profit and not-for-profit businesses and governments. The offerings of this discipline also provide pre-professional training leading to graduate study in finance, management, public administration, and law.

Students seeking to complete more than one major in the Business Department must complete a minimum of 24 additional hours of new content beyond the first major.

Each minor in the Business Department requires a minimum of 16 additional hours of new content beyond the requirements of declared majors in the department.

## Finance

Major

Students are encouraged to complete a double major or minor in a related area.

### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
AC 231	Principles of Accounting	4.0
EC 105	Principles of Economics	4.0
	<b>EC 245 or MA 123</b>	<b>4.0</b>
EC 245	Statistics	4.0
MA 123	Elementary Statistics	4.0
EC 255	Quantitative Methods in Economics	4.0
FI 352	Financial Management (Corporate Finance)	4.0
FI 353	Investments	4.0
	<b>FI 463/464 or IC 421</b>	<b>2.0</b>
FI 463	Internship in Finance	1.0-4.0
FI 464	Internship in Finance	1.0-4.0
IC 421	Graduate READY: Career Strategies	2.0
FI 485	Senior Seminar	4.0

### Other requirements

Three other courses chosen from the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
AG 320	Accounting, Taxation, & Finance in Agriculture	4.0
FI 355	Financial Institutions Management	4.0
FI 357	International Finance	4.0
FI 362	Corporate Risk Management	4.0
	<b>Total Credits</b>	<b>42</b>

Finance  
Minor

Required Course

Item #	Title	Credits
AC 231	Principles of Accounting	4.0

Four additional courses chosen from:

Item #	Title	Credits
AG 320	Accounting, Taxation, & Finance in Agriculture	4.0
FI 352	Financial Management (Corporate Finance)	4.0
FI 353	Investments	4.0
FI 355	Financial Institutions Management	4.0
FI 357	International Finance	4.0
FI 362	Corporate Risk Management	4.0
<b>Total Credits</b>		<b>20</b>

## Finance Course Descriptions

### **FI 352 : Financial Management (Corporate Finance)**

Study of the financial management of the typical corporation. Topics include stock valuation, risk analysis, capital structure, dividend policy and capital budgeting. Current developments such as mergers and acquisitions, new securities, and small business finance are also studied.

**Credits** 4.0

#### **Prerequisites**

[AC 231](#) and [EC 105](#)

### **FI 353 : Investments**

An understanding of the mechanics of the securities market, the investment media, security selection and analysis, and the formulation of investment policy for individuals.

**Credits** 4.0

#### **Prerequisite Courses**

[FI 352: Financial Management \(Corporate Finance\)](#)

### **FI 355 : Financial Institutions Management**

Comprehensive survey of the role of each of the major financial institutions in our economy. The emphasis of the course is on the management of these institutions.

**Credits** 4.0

#### **Prerequisites**

[EC 105](#) and [AC 231](#)

### **FI 357 : International Finance**

Theories and practical aspects of international finance. Topics analyzed include international payments mechanism, exchange market operations, international capital movements, risk evaluation and protection, capital budgeting, and international financial institutions.

**Credits** 4.0

#### **Prerequisite Courses**

[EC 105: Principles of Economics](#)

**FI 362 : Corporate Risk Management**

This course examines the scientific approach to the problem of dealing with the risks that companies face today. Students will learn to develop comprehensive risk management plans incorporating identification, control, and financing of all corporate.

**Credits** 4.0

**Prerequisite Courses**

[EC 245: Statistics](#)

**FI 406 : Investment Practicum**

This course is designed to teach students how to invest their money wisely and to familiarize students with the different available investment instruments. Students in this course participate in the Illinois College Warren Billhartz Student Investment Organization. Through this organization, students gain firsthand experience, using real-world money and investments, with the effects markets have on investment portfolios. All final investment decisions are made by the participating students with the guidance of economics/business faculty and investment professionals. This course is open to students of all majors at Illinois College.

**Credits** 1.0-6.0

**FI 461 : Independent Study in Finance**

**Credits** 1.0-4.0

**FI 462 : Independent Study in Finance**

**Credits** 1.0-4.0

**FI 463 : Internship in Finance**

A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to junior and senior majors.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the department chair

**FI 464 : Internship in Finance**

A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to junior and senior majors.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the department chair

**FI 465 : Independent Study in Finance**

**Credits** 1.0-4.0

**FI 466 : Independent Study in Finance**

**Credits** 1.0-4.0

**FI 485 : Senior Seminar**

As an interdisciplinary capstone course, students will analyze and evaluate financial information with respect to profitability, corporate risk management, and proper financial reporting.

**Credits** 4.0

**Prerequisites**

Senior standing, declared Accounting or Finance Major only

**Notes**

(See [AC 485](#).)

# French

## French Course Descriptions

### **FR 101 : French for Global Citizens I**

Students learn basic sentence structures and vocabulary in French language and are introduced to the culture of the French and Francophone people. Students also acquire the language skills and cultural knowledge to travel on their own to the countries where French is spoken.

**Credits** 4.0

### **FR 102 : French for Global Citizens II**

This course is designed for students who have taken FR101 or have had some French language instruction in high school, building upon what they have already learned. Students learn basic sentence structures and vocabulary in French language and are introduced to the culture of the French and Francophone people. They also acquire the language skills and cultural knowledge to travel on their own to the countries where French is spoken.

**Credits** 4.0

#### **Prerequisites**

[FR 101](#) or equivalent or consent of the instructor

### **FR 203 : French for the Professions**

Students review the fundamentals of French language and become acquainted with basic vocabulary related to array of professions. Students become familiar with the role that language and cultural knowledge play in the professions.

**Credits** 4.0

#### **Prerequisites**

[FR 102](#) or placement test or consent of the instructor

### **FR 301 : French Conversation through Film**

In this course, the focus is on developing speaking fluency. Students will explore topics in Francophone and French cultures and societies through the medium of film; and discuss historical and current issues raised in classical and contemporary Francophone and French cinema. Language skill activities draw upon cultural perspectives and personal needs.

**Credits** 4.0

#### **Prerequisites**

[FR 102](#) or consent of the instructor

# Gender and Women's Studies

**Associate Professor Lisa J. Udel - Coordinator (English)**

## Gender and Women's Studies Certificate in Biology Certificate

Students may complete coursework and an experiential learning component that focuses on the role of gender in their primary area of study of Biology, Criminal Justice, or Health Sciences. Students who wish to pursue the certificate should contact the Gender and Women's Studies coordinator and consult with the instructor in the course from their field of study. The following is required:

Two of the following courses:

Item #	Title	Credits
GW 101	Introduction to Gender and Women's Studies	4.0
GW 102	Introduction to Gender and Men's Studies	4.0
GW 110	Gender and Social Justice	4.0

### BI 207

Students must complete the prerequisite course(s) to enroll in BI 207. Students would choose a gender-related topic for the major literature review project in BI 207.

Item #	Title	Credits
BI 207	Molecular Genetics	4.0

### Internship or Research Experience

An internship or research experience (2-4 credits) that allows students to gain experience in their discipline, with the academic component having students apply Gender Studies' texts, topics, and theories to their practical work.

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<b>Total Credits</b>	<b>14-16</b>
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## Gender and Women's Studies Certificate in Criminal Justice Certificate

Students may complete coursework and an experiential learning component that focuses on the role of gender in their primary area of study of Biology, Criminal Justice, or Health Sciences. Students who wish to pursue the certificate should contact the Gender and Women's Studies coordinator and consult with the instructor in the course from their field of study. The following is required:

Two of the following courses:

Item #	Title	Credits
GW 101	Introduction to Gender and Women's Studies	4.0
GW 102	Introduction to Gender and Men's Studies	4.0
GW 110	Gender and Social Justice	4.0

### Mandatory Theory Course:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
SO 341	Criminology	4.0

### Internship or Research Experience

An internship or research experience (2-4 credits) that allows students to gain experience in their discipline, with the academic component having students apply Gender Studies' texts, topics, and theories to their practical work.

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<b>Total Credits</b>	<b>14-16</b>
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### Gender and Women's Studies Certificate in Health Sciences

#### Certificate

Students may complete coursework and an experiential learning component that focuses on the role of gender in their primary area of study of Biology, Criminal Justice, or Health Sciences. Students who wish to pursue the certificate should contact the Gender and Women's Studies coordinator and consult with the instructor in the course from their field of study. The following is required:

#### Two of the following courses:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GW 101	Introduction to Gender and Women's Studies	4.0
GW 102	Introduction to Gender and Men's Studies	4.0
GW 110	Gender and Social Justice	4.0

#### Required Course:

Students must complete the prerequisite course(s) to enroll in HS 402. Students would choose a gender-related topic for the proposal project in HS 402.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HS 402	Senior Seminar	4.0

### Internship or Research Experience

An internship or research experience (2-4 credits) that allows students to gain experience in their discipline, with the academic component having students apply Gender Studies' texts, topics, and theories to their practical work.

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<b>Total Credits</b>	<b>14-16</b>
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### Gender and Women's Studies

#### Minor

A student minoring in Gender and Women's Studies must complete a minimum of 20 hours from the following courses:



## Core

Students become familiar with the history, terms, and concepts essential in the field of Gender and Women's Studies, and begin to connect theory and practice:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GW 101	Introduction to Gender and Women's Studies	4.0
GW 102	Introduction to Gender and Men's Studies	4.0
GW 110	Gender and Social Justice	4.0

## Electives

Two courses total from two disciplines, with at least one at the 300-level or above. EN 250, 354, 357, 368 373, MA 125, SO 218 count only with special arrangement with the professor. Contact the program coordinator for a full and updated list of courses.

1. A student may decide to add a concentration to the minor by selecting two elective courses (from two disciplines, with at least one at the 300-level or above) from one of the following concentrations:
2. If no minor concentration is desired, the two elective courses (from two disciplines, with at least one at the 300-level or above) may be chosen from any of the concentrations below. Contact the program coordinator for a full and updated list of courses.

Item #	Title	Credits
<b>Human Rights</b>		<b>4.0</b>
CO 336	Rhetoric of Women's Discourse	4.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
EN 354	Major American Writers	4.0
EN 356	Native American Literature	4.0
EN 358	Women Writers: Global Voices/World Visions	4.0
EN 368	Contemporary American Literature	4.0
EN 373	African-American Literature	4.0
HI 231	Women in U.S. History	4.0
HI 234	Sex, Science and the Female Body	4.0
MA 125	Elementary Statistics & Gender	4.0
SO 338	Childhood and Adolescence	4.0
<b>Human Relations</b>		<b>4.0</b>
CO 214	Advertising and Public Relations	4.0
CO 336	Rhetoric of Women's Discourse	4.0
HI 231	Women in U.S. History	4.0
MG 253	Diversity and Inclusion in the Workplace	4.0
PS 312	Adolescent Psychology	4.0
SO 207	Gender and Sexuality	4.0
SO 224	Families and Society	4.0
SO 326	Modern Love	4.0
SO 337	Aging and the Life Course	4.0
<b>Global Issues</b>		<b>4.0</b>
EN 356	Native American Literature	4.0
EN 357	Modern American Literature	4.0
EN 358	Women Writers: Global Voices/World Visions	4.0
EN 359	Japanese and American Modernism	4.0
EN 368	Contemporary American Literature	4.0
EN 373	African-American Literature	4.0
HI 325	Love and War in Ancient Greece and Rome	4.0
HI 181	Gods, Monsters, and Sex in East Asia	4.0
<b>The Arts</b>		<b>4.0</b>

CO 336	Rhetoric of Women's Discourse	4.0
EN 250	Introduction to Literature: Special Topics	4.0
EN 354	Major American Writers	4.0
EN 355	American Women Writers	4.0
EN 356	Native American Literature	4.0
EN 357	Modern American Literature	4.0
EN 358	Women Writers: Global Voices/World Visions	4.0
EN 359	Japanese and American Modernism	4.0
EN 368	Contemporary American Literature	4.0
EN 373	African-American Literature	4.0
<b>Total Credits</b>		<b>20</b>

## Gender and Women's Studies Course Descriptions

### **GW 101 : Introduction to Gender and Women's Studies**

This course asks fundamental question such as: What is gender? What is sex? How do cultures construct gender and gender differences? How do gender, race, class, ethnicity, and sexuality interrelate in our society? The course encourages students to find links between their own lives and issues raised by scholars in the field. Readings, discussions and lectures cover material ranging from the humanities to the social sciences.

**Credits** 4.0

#### **Semester Offered**

Offered fall and some spring semesters

### **GW 102 : Introduction to Gender and Men's Studies**

This course asks fundamental questions such as: What is gender? What is sex? What is masculinity? How do cultures construct gender and gender differences in terms of various perceptions of masculinity? How do ideas of maleness, race, class, ethnicity, and sexuality interrelate in our society? The course encourages students to find links between their own lives and historic and political issues raised by scholars in women's studies. Readings, discussions, and lectures cover materials ranging from the humanities to the social sciences.

**Credits** 4.0

### **GW 110 : Gender and Social Justice**

Sexual assault. The gender pay gap. Female genital mutilation. Police brutality. Workplace discrimination. Economic inequality. These are just some of the examples of global social injustice that this course examines. Students will be introduced to feminist theories that help them better understand the causes of social injustice and possible solutions. This will include how feminist theories intersect with concepts of race, class, nationality, the environment, sexuality, etc. There will be a particular focus on putting theory into practice by doing activism work for social justice in students' own communities.

**Credits** 4.0

#### **Semester Offered**

Offered spring semesters

### **GW 461 : Independent Study in Gender and Women's Studies**

An opportunity for students to investigate a special topic of interest.

**Credits** 1.0-4.0

#### **Prerequisites**

Declared GW minor, consent of instructor and GW program chair

**GW 462 : Independent Study in Gender and Women's Studies**

An opportunity for students to investigate a special topic of interest.

**Credits** 1.0-4.0

**Prerequisites**

Declared GW minor, consent of instructor and GW program chair

**GW 463 : Internship in Gender and Women's Studies**

An opportunity for students to participate in experiential learning related to GW.

**Credits** 1.0-4.0

**Prerequisites**

Declared GW minor, consent of instructor and GW program chair

**GW 464 : Internship in Gender and Women's Studies**

An opportunity for students to participate in experiential learning related to GW.

**Credits** 1.0-4.0

**Prerequisites**

Declared GW minor, consent of instructor and GW program chair

**GW 465 : Independent Research in Gender and Women's Studies**

An opportunity for students to pursue advanced research in a field of interest in collaboration with a faculty supervisor.

**Credits** 1.0-4.0

**Prerequisites**

Declared GW minor, consent of instructor and GW program chair

**GW 466 : Independent Research in Gender and Women's Studies**

An opportunity for students to pursue advanced research in a field of interest in collaboration with a faculty supervisor.

**Credits** 1.0-4.0

**Prerequisites**

Declared GW minor, consent of instructor and GW program chair

# German

## German Course Descriptions

### **GE 101 : German for Global Citizens I**

Students learn basic sentence structures and vocabulary in another language and are introduced to the cultures of the people who speak German. They also acquire the language skills and cultural knowledge to travel on their own to the countries where German is spoken.

**Credits** 4.0

### **GE 102 : German for Global Citizens II**

The course is designed for students who have taken 101 or have had some language instruction in high school, building upon what they have already learned. Students learn basic sentence structures and vocabulary in German and are introduced to the cultures of the people who German. They also acquire the language skills and cultural knowledge to travel on their own to the countries where German is spoken.

**Credits** 4.0

#### **Prerequisites**

[GE 101](#) or equivalent or consent of instructor locally or abroad

#### **Notes**

Placements may be available through the department or may be arranged by students in consultation with the department. May be repeated for a maximum of 4 hours

# Global Studies

**Professor Bernd K. Estabrook (German)**

**Professor Steven M. Gardner (Spanish)**

**Professor Margaret A. Marek (Spanish)**

**Professor Winston R. Wells (Political Science)**

**Associate Professor Devin Bryson (French)**

**Associate Professor Diana Grullón-García (Spanish)**

**Assistant Professor Gwendolyn Gillson (Asian Studies)**

**Part-time Assistant Professor Emily Adams (French)**

**Part-time Instructor Risa Yamamaka**

The Global Studies major helps students develop an awareness of both the diversity and the interconnectedness of the world's peoples and their cultural, economic, linguistic, political, and religious systems. Students in Global Studies also acquire the knowledge and skills necessary to understand global problems and evaluate possible solutions.

Language learning is included among these skills. As students in Global Studies learn to speak, read, and write in a language other than English, they gain direct experience of foreign cultures that deepens their understanding of the world. In turn, this close engagement with different cultures encourages students to reexamine their own cultural experiences, applying the unique insights that each language offers across cultural boundaries.

Global Studies majors choose an area of concentration that corresponds to their interests and professional plans. The concentration provides students with in-depth cultural and social knowledge in a specific region of the world or a particular field in Global Studies. Students select from Asian Studies, Caribbean Studies, European Studies, International Relations, or Spanish.

The Global Studies major prepares students to interact professionally with a greater diversity of people, as they incorporate themselves into an increasingly globalized society. Students are encouraged to be interdisciplinary and study across various cultures and global issues, which prepares them for careers in international development, health, politics, and science, as well as professions in their local communities that require interaction with people of various cultural backgrounds.

Students must earn a 'C' (2.0) or better in each course to be applied to the major or minor.

The Department of Global Studies offers five minors: French, German, Global Studies, Japanese, and Spanish. A minor consists of 20 hours.

## Global Studies

Major

### Core Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GB 101	Introduction to Global Studies	4.0
GB 105	Languages and Their Place in the World	4.0

Choose one:

Item #	Title	Credits
EC 105	Principles of Economics	4.0
HI 112	World Civilization II	4.0
PO 150	World Politics	4.0
PO 180	Comparative Politics	4.0
RE 190	World Religions	4.0

## Language

Students who do not have previous language experience must take beginning level language courses (FR, JP, and SP 101, 102) before completing the language requirement in the major. Students who take a language placement exam and score at a level sufficient for placement in a course above third semester intermediate level will only be required to complete one language course; they may then complete the four additional hours through another course in their concentration. Choose one of the two options below:

- Two courses in French, Japanese, or Spanish at the third semester intermediate level (FR and SP 203; JP 111) and above.
- A combination of two or more languages for a total of 8 hours beyond the BLUEprint language requirement that aligns with students' concentration in the Global Studies major. This combination must be selected in consultation with a Global Studies advisor. For example, students concentrating in Caribbean Studies may study French and Spanish, while students concentrating in European Studies may study German and Spanish.

Choose language courses from the following list:

Item #	Title	Credits
FR 101	French for Global Citizens I	4.0
FR 102	French for Global Citizens II	4.0
FR 203	French for the Professions	4.0
FR 301	French Conversation through Film	4.0
JP 101	Japanese for Global Citizens 1	4.0
JP 102	Japanese for Global Citizens 2	4.0
JP 111	Japanese for Global Citizens 3	4.0
JP 112	Japanese for Global Citizens 4	4.0
SP 101	Spanish for Global Citizens I	4.0
SP 102	Spanish for Global Citizens II	4.0
SP 203	Spanish for the Professions	4.0
SP 210	Spanish for Heritage Speakers	4.0
SP 301	Spanish Conversation through Film	4.0
SP 302	Conversation and Composition	4.0

## Study Abroad or International Experience

Students are required to complete an international experience that allows them to place their coursework in a practical context. A semester study abroad program is the best opportunity for developing global, intercultural, and bilingual knowledge and skills, so this option is strongly encouraged.

Other possibilities include an international BreakAway, international research, and an international internship. Some domestic intercultural experiences might fulfill the requirement with the approval of a Global Studies advisor. Any experience is selected in consultation with an advisor. All credits earned through the experience may fulfill requirements for the major in consultation with students' advisor.

Concentration (16 hours) may be completed at IC and/or abroad with the approval of a Global Studies advisor:

### Asian Studies Concentration

Four courses from this list:

Item #	Title	Credits
GB 115	Rise from Ruins: Japan and Germany after 1945	4.0
HI 181	Gods, Monsters, and Sex in East Asia	4.0
HI 223	Japanese History and Religion	4.0
HI 224	China: History and Religion	4.0
PO 280	Authoritarianism and Democracy in China and Japan	4.0
PO 383	Third World Politics	4.0
RE 167	Cults and the End of the World	4.0
RE 173	Space, Place, and Religion	4.0
RE 207	Killing in the Name of God(s)	4.0
RE 214	Healing and Healthcare	4.0

### Caribbean Studies Concentration

Four courses from this list:

Item #	Title	Credits
BI 325	Tropical Ecology	4.0
GB 131	Introduction to Caribbean Studies	4.0
GB 230	The Caribbean and the African Diaspora	4.0
GB 231	Puerto Rican Culture & History	4.0
GB 235	Hispanic Caribbean Literature	4.0
GB 251	Torture in Spain and Latin America	4.0
HI 313	Rethinking American Enslavement	4.0
PO 383	Third World Politics	4.0



## European Studies Concentration

Four courses from this list:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GB 115	Rise from Ruins: Japan and Germany after 1945	4.0
GB 150	The Culture and History of Spain	4.0
GB 250	Introduction to Business in the E.U.	4.0
GB 251	Torture in Spain and Latin America	4.0
GB 255	Spain's Textual Heritage	4.0
GB 256	Cervantes and Don Quixote	4.0
HI 254	Ordinary People and War: Germany, 1900 to Present	4.0
HI 292	Modern Europe since 1789	
HI 358	The Holocaust	4.0

## International Relations Concentration

Four courses from this list:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
EC 344	Development Economics	4.0
EC 372	Environmental Economics	4.0
GB 250	Introduction to Business in the E.U.	4.0
PO 280	Authoritarianism and Democracy in China and Japan	4.0
PO 383	Third World Politics	4.0
PO 386	International Relations	4.0
PO 388	International Political Economy	4.0

## Spanish Concentration

Four courses from this list:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GB 131	Introduction to Caribbean Studies	4.0
GB 150	The Culture and History of Spain	4.0
GB 231	Puerto Rican Culture & History	4.0
GB 235	Hispanic Caribbean Literature	4.0
GB 251	Torture in Spain and Latin America	4.0
GB 255	Spain's Textual Heritage	4.0
GB 256	Cervantes and Don Quixote	4.0
SP 302	Conversation and Composition	4.0
SP 307	Intermediate Spanish Grammar	4.0
SP 310	Advanced Spanish for Professions	4.0
<b>Total Credits</b>		<b>36</b>

## French in Global Studies

Minor

## Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	<b>GB 101 or GB 105</b>	<b>4.0</b>
GB 101	Introduction to Global Studies	4.0
GB 105	Languages and Their Place in the World	4.0
	<b>Four courses at the second semester level or above (FR 102)</b>	<b>16.0</b>
	<b>Total Credits</b>	<b>20</b>

## German in Global Studies

Minor

### Required Courses:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	<b>GB 101 or GB 105</b>	<b>4.0</b>
GB 101	Introduction to Global Studies	4.0
GB 105	Languages and Their Place in the World	4.0
GE 101	German for Global Citizens I	4.0
GE 102	German for Global Citizens II	4.0

### Complete two of the following:

Students may complete coursework in German in these courses.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GB 115	Rise from Ruins: Japan and Germany after 1945	4.0
HI 254	Ordinary People and War: Germany, 1900 to Present	4.0
HI 358	The Holocaust	4.0
	<b>Total Credits</b>	<b>20</b>

## Global Studies

Minor

### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GB 101	Introduction to Global Studies	4.0
GB 105	Languages and Their Place in the World	4.0

### Choose one:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
EC 105	Principles of Economics	4.0
HI 112	World Civilization II	4.0
PO 150	World Politics	4.0
PO 180	Comparative Politics	4.0
RE 190	World Religions	4.0

Choose two in consultation with a Global Studies advisor:

Item #	Title	Credits
BI 325	Tropical Ecology	4.0
EC 344	Development Economics	4.0
EC 372	Environmental Economics	4.0
GB 115	Rise from Ruins: Japan and Germany after 1945	4.0
GB 131	Introduction to Caribbean Studies	4.0
GB 150	The Culture and History of Spain	4.0
GB 230	The Caribbean and the African Diaspora	4.0
GB 231	Puerto Rican Culture & History	4.0
GB 235	Hispanic Caribbean Literature	4.0
GB 250	Introduction to Business in the E.U.	4.0
GB 251	Torture in Spain and Latin America	4.0
GB 255	Spain's Textual Heritage	4.0
GB 256	Cervantes and Don Quixote	4.0
RE 181	Gods, Monsters, and Sex in East Asia	4.0
RE 223	Japanese History and Religion	4.0
RE 224	China: History and Religion	4.0
HI 254	Ordinary People and War: Germany, 1900 to Present	4.0
HI 292	Modern Europe since 1789	
HI 313	Rethinking American Enslavement	4.0
HI 358	The Holocaust	4.0
PO 280	Authoritarianism and Democracy in China and Japan	4.0
PO 383	Third World Politics	4.0
PO 386	International Relations	4.0
PO 388	International Political Economy	4.0
SP 310	Advanced Spanish for Professions	4.0
	<b>Total Credits</b>	<b>20</b>

## Japanese in Global Studies

Minor

### Required Courses

Item #	Title	Credits
	<b>GB 101 or GB 105</b>	<b>4.0</b>
GB 101	Introduction to Global Studies	4.0
GB 105	Languages and Their Place in the World	4.0
	<b>Four courses at the second semester level or above (JP 102)</b>	<b>16.0</b>
	<b>Total Credits</b>	<b>20</b>

## Spanish in Global Studies

Minor

## Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	<b>GB 101 or GB 105</b>	<b>4.0</b>
GB 101	Introduction to Global Studies	4.0
GB 105	Languages and Their Place in the World	4.0

Four courses at the second semester level or above (SP 102):

This includes the following courses:

\*Students may complete coursework in Spanish in these courses.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
GB 131	Introduction to Caribbean Studies	4.0
GB 150	The Culture and History of Spain	4.0
GB 231	Puerto Rican Culture & History	4.0
GB 235	Hispanic Caribbean Literature	4.0
GB 251	Torture in Spain and Latin America	4.0
GB 255	Spain's Textual Heritage	4.0
GB 256	Cervantes and Don Quixote	4.0
SP 203	Spanish for the Professions	4.0
SP 301	Spanish Conversation through Film	4.0
SP 302	Conversation and Composition	4.0
SP 307	Intermediate Spanish Grammar	4.0
SP 310	Advanced Spanish for Professions	4.0
	<b>Total Credits</b>	<b>20</b>

## Spanish Teaching License

### Teaching Licensure

Students wishing to earn a license to teach Spanish should double major in Education and in Global Studies, choosing the Spanish concentration of the Global Studies major. These students will consult closely with their advisors from both Departments to complete requirements for K-12 Licensure in Spanish. As part of fulfilling the Licensure requirements, students will participate in the Tandem Education Semester in Madrid, Spain, where they will take the "Teaching Methodology for Teachers of Spanish and Bilingual Educators" course, along with appropriate Spanish language courses.

## Global Studies Course Descriptions

### **GB 101 : Introduction to Global Studies**

An interdisciplinary course that examines humanitarian, economic, political, social, cultural, and ecological issues from a global perspective. Highlights the contributions that history, geography, anthropology, political science, economics, and other disciplines make to the field of Global Studies.

**Credits** 4.0

**GB 105 : Languages and Their Place in the World**

This core course will explore the essential role played by language in the liberal arts, in the professional world, and in international contexts. In addition, students will examine the complex, often undefined relationship between language and culture, as well as strategies for learning the components of speaking, listening, writing, and reading in a foreign language. We will investigate a variety of topics which are drawn from the fields of sociolinguistics, literary and cultural studies etc. The course will begin with a general overview of what constitutes language. We will examine the different proposed hypotheses which attempt to account for the nature of the relationship between language and culture. The remainder of the course will cover a variety of topics which explore language in its social context. Some questions that we will consider include: How is language used to create and maintain social institutions and rituals? How do we use language to create different personae? How is language used by people of different genders, ethnicities, and social classes? How are social and linguistic roles acquired by children?

**Credits** 4.0

**Prerequisites**

Open to all students; no specific language prerequisite

**GB 115 : Rise from Ruins: Japan and Germany after 1945**

This course focuses on the postwar reconstruction of the two primary Axis nations after their defeat by the Allies in the Second World War, examining how each nation has dealt with the political, social, ethical and cultural consequences of the war.

**Credits** 4.0

**GB 131 : Introduction to Caribbean Studies**

This course introduces students to the interdisciplinary field of Caribbean Studies, providing an understanding of the concepts that define the region within the framework of its society, history, and culture. Students will examine issues pertinent to the unique physical, political, environmental, and socio-economic challenges confronting the area. They will study literary, historical, and political primary and secondary sources, including various forms of art from Pan-Caribbean cultures, emphasizing the Francophone, Hispanophone, and Anglophone Caribbean and its diaspora. The course aims to develop critical thinking about the region in terms of its origin, geography, common historical experiences, cultural identities, the mixture, melange or mestizaje of diverse ethnic and racial groups, and its ongoing struggle for sovereignty and survival seen from the pre-colonial and colonial period to today's 21st-century natural/unnatural disasters.

**Credits** 4.0

**GB 150 : The Culture and History of Spain**

The Spanish world is studied in its historical and cultural context.

**Credits** 4.0

**GB 230 : The Caribbean and the African Diaspora**

The Caribbean has longstanding connections to the African continent through the African diaspora - the displacement of African peoples throughout the world. These connections began with the arrival of enslaved Africans in the Western hemisphere. Since that time, the Caribbean and Africa have shared much in terms of culture, languages, identities, race, social experiences, and political projects. This course will look at the historical development of the relationship between the two regions, giving students a better understanding of both the Caribbean and Africa, of the dispersal of Africans throughout the globe, and of the social and political importance of global exchanges between regions that have differences, but also similarities.

**Credits** 4.0

**GB 231 : Puerto Rican Culture & History**

This course introduces students to the social-political realities in Puerto Rico and its colonial relationship with the United States. September 20th, 2017, has marked a drastic change in the history and culture of the island. When Hurricane Maria struck the country, a more serious situation was unveiled. This course will focus on the colonial historical and economical context of Puerto Rico, including the debt crisis, the question of sovereignty, its infrastructure and the aftermath of the hurricanes of 2017. The course aims to give a concise view to the social, political, historical and cultural paradigms in which Puerto Rican Studies are based. This course includes a required service-learning component in Puerto Rico taking place during Spring Break.

**Credits** 4.0

**GB 235 : Hispanic Caribbean Literature**

This course examines the rhetoric of literary genres within the framework of Hispanic Caribbean intellectual history and culture. It focuses on the role of metaphors in the construction of Caribbean identity representations in essays, poetry, short stories, novels and plays from the 19th to the 21st centuries. Regarding the Hispanic Caribbean national interpretations, this course focuses on analyzing different manifestations, problems, origins, developments, and implications. In particular, students will study literature, history, politics, art, and music components from the cultures of Cuba, Dominican Republic and Puerto Rico. Taught in Spanish.

**Credits** 4.0

**GB 237 : Complexities of Cuba**

What do you know (or think you know) about tropical Cuba? Common associations in the U.S. include Castro, communism, Cold War, classic cars, and cigars. Close-by, yet closed off. This course unpacks these conceptions and introduces you to Cuba's social, political, historical, cultural, and artistic complexities. Listen to son Cubano, featuring a blend of indigenous, African, and Spanish instruments. Try ajiaco, a signature Cuban dish that combines Indigenous, African, and Spanish ingredients. Collaborate with students from the University of Pinar Del Rio and meet them in person when you travel to Cuban during Spring Break. Taught in English; prior study of Spanish not required.

**Credits** 4.0

**GB 250 : Introduction to Business in the E.U.**

This course is designed to introduce students to the structures and cultural practices typical of interactions with the contemporary EU – the European Union. The course will help the student develop familiarity with current European business/cultural vocabulary through selected readings, written assignments, video programs and interaction with other communications technologies. There will be special segments devoted to the traditions and cultural assumptions of European professionals, information on current economic developments in the European Union, and Germany's unique role in that union. Students will use the internet to research current economic information on particular companies, as well as investigate possibilities for future business internships in Europe.

**Credits** 4.0

**GB 251 : Torture in Spain and Latin America**

From the Inquisition to 20th Century dictatorships, in this course explores the role that torture has played in the history of Spain and Latin America. It examines the perspectives of both the torturers and the tortured through autobiographical accounts, official government documents, short stories, plays and novels.

**Credits** 4.0

**GB 255 : Spain's Textual Heritage**

Take on topics such as the multiple languages of Spain, race, family and gender roles, religion, and empire in texts both literary and non-literary (e.g., painting, architecture, music) from medieval and early modern Spain. What is their impact on the world today? Taught in English. Students in the "Spanish" concentration will complete assignments in Spanish.

**Credits** 4.0

**GB 256 : Cervantes and Don Quixote**

Have you heard term “quixotic” or the phrase “tilting at windmills”? Don Quixote has shaped cultural productions for more than 400 years (think: R2-D2 and C-3PO, the Lone Ranger, and so many others). In this course you will embark on a guided tour through (the English translation of) this bestselling book and learn to spot new iterations of the knight and his squire in the present-day, while you analyze their significance in early modern Spain. Taught in English. Students in the “Spanish” concentration will complete assignments in Spanish.

**Credits** 4.0

**GB 267 : Research Add-On Course in French, German, Japanese or Spanish**

Students enrolled in a course outside the Department of Global Studies that involves a major research project may earn credit for conducting research in French, German, Japanese or Spanish. The research should be related to a major paper and/or presentation in the other discipline. A student who wishes to conduct research for a project in another field using language sources will submit a credit request to both the professor of the research related course and to the Chair of the Department of Global Studies. The course level will be determined upon consultation with the language supervisor and the Chair of the Department of Global Studies.

**Credits** 1.0

**GB 270 : Serving 21st-Century Populations within the Health Professions**

This course focuses on meeting the needs of the increasingly diverse populations served by the U.S. healthcare system, with particular emphasis on the Hispanic and Francophone populations in the Jacksonville area. Basic medical Spanish and French will be studied, and students will build skills for conversational and written expression needed in health-related situations. The course will address both theoretical issues such as intercultural competency and barriers to healthcare access, as well as practical strategies for working successfully with diverse communities.

**Credits** 4.0

**Prerequisites**

[SP 101](#) or [FR 101](#)

**GB 367 : Research Add-On Course in French, German, Japanese or Spanish**

Students enrolled in a course outside the Department of Global Studies that involves a major research project may earn credit for conducting research in French, German, Japanese or Spanish. The research should be related to a major paper and/or presentation in the other discipline. A student who wishes to conduct research for a project in another field using language sources will submit a credit request to both the professor of the research related course and to the Chair of the Department of Global Studies. The course level will be determined upon consultation with the language supervisor and the Chair of the Department of Global Studies.

**Credits** 1.0

**GB 461 : Independent Study in Global Studies**

Independent reading or study in an area of particular interest to the student engaged in Global Studies. The specifics of each project, which may be interdisciplinary, are planned in consultation with the supervising professor(s). May be repeated with different content.

**Credits** 1.0-4.0

**GB 462 : Independent Study in Global Studies**

Independent reading or study in an area of particular interest to the student engaged in Global Studies. The specifics of each project, which may be interdisciplinary, are planned in consultation with the supervising professor(s). May be repeated with different content.

**Credits** 1.0-4.0

**GB 463 : Internship in Global Studies****Credits** 1.0-4.0**GB 464 : Internship in Global Studies****Credits** 1.0-4.0**GB 465 : Independent Research in Global Studies****Credits** 1.0-4.0**GB 466 : Independent Research in Global Studies****Credits** 1.0-4.0**GB 467 : Research Add-On Course in French, German, Japanese or Spanish**

Students enrolled in a course outside the Department of Global Studies that involves a major research project may earn credit for conducting research in French, German, Japanese or Spanish. The research should be related to a major paper and/or presentation in the other discipline. A student who wishes to conduct research for a project in another field using language sources will submit a credit request to both the professor of the research related course and to the Chair of the Department of Global Studies. The course level will be determined upon consultation with the language supervisor and the Chair of the Department of Global Studies.

**Credits** 1.0**GB 480 : Honors Thesis in Global Studies**

An honors thesis based on extensive research conducted abroad or at intercultural domestic sites, through authentic cultural documents, and, if appropriate, in foreign language(s). Students can take this course in the second semester of their senior year. The thesis will be defended orally (in English) at a public presentation open to the entire Illinois College community. The written thesis can be completed in English or in a second language, in consultation with the supervising professor(s).

**Credits** 2.0**Prerequisites**

Consent of the professor(s)

**SP 101 : Spanish for Global Citizens I**

Students learn basic sentence structure and vocabulary in Spanish and are introduced to the culture of the peoples who speak Spanish. They also acquire the language skills and cultural knowledge to travel on their own to the countries where Spanish is spoken.

**Credits** 4.0**SP 102 : Spanish for Global Citizens II**

The course is designed for students who have taken 101 or have had some language instruction in high school, building upon what they have already learned. Students learn basic sentence structures and vocabulary in Spanish and are introduced to the cultures of the people who speak Spanish. They also acquire the language skills and cultural knowledge to travel on their own to the countries where Spanish is spoken.

**Credits** 4.0**Prerequisites**[SP 101](#) or equivalent or consent of instructor**SP 105 : Reading in Spanish**

Selected reading for summer study.

**Credits** 1.0



**SP 203 : Spanish for the Professions**

Students review the fundamentals of Spanish and become acquainted with basic vocabulary related to an array of professions. Students become familiar with the role Spanish and cultural knowledge play in these professions.

**Credits** 4.0

**Prerequisites**

[SP 102](#) or equivalent or consent of instructor

**Notes**

(Not open to students who have taken SP 210.)

**SP 205 : Reading in Spanish**

Selected reading for summer study.

**Credits** 1.0

**SP 210 : Spanish for Heritage Speakers**

Heritage speakers of Spanish advance their proficiency for multiple contexts, including professional use. Students build vocabulary, acquire learning strategies, improve oral and written expression, with particular consideration to grammar, and orthography. Special emphasis on cultural topics about the Hispanic/Latino(a) community in the United States. (Not open to students who have taken [SP 203](#).)

**Credits** 4.0

**SP 301 : Spanish Conversation through Film**

Students develop conversation skills in Spanish and gain an understanding of the cultures and societies of the people who speak Spanish through discussing and writing about films.

**Credits** 4.0

**Prerequisites**

[SP 203](#), [SP 210](#) or equivalent or consent of instructor

**SP 302 : Conversation and Composition**

Students explore other cultures through readings video, and other media, and they practice Spanish through compositions and discussions

**Credits** 4.0

**Prerequisites**

[SP 301](#) or equivalent or consent of instructor

**SP 305 : Reading in Spanish**

Selected reading for summer study.

**Credits** 1.0

**SP 307 : Intermediate Spanish Grammar**

Advanced study of Spanish grammar and syntax—verbs.

**Credits** 4.0

**SP 310 : Advanced Spanish for Professions**

An introduction to Spanish business vocabulary, forms, economic matters and career possibilities. Comprehension and communication in many common business situations.

**Credits** 4.0

**Prerequisites**

[SP 203](#), [SP 210](#) or consent of instructor

# Health Care Management

## *Administered by the Business Department*

Through completion of the Health Care Management Program requirements, students will develop professional knowledge and general critical thinking and problem-solving skills to manage the intricate regulatory and human components present in health care organizations. By studying aspects of economics, accounting, finance, human behavior, health care law, and health care strategic management, students will be prepared for various management positions within a health care organization.

## Health Care Management

Major

A major in Health Care Management shall consist of 46 hours as follows:

(46 credit hours in major and minimum 7 hours in required prerequisite coursework) Minimum of 50% credit hours in major coursework must be taken at IC (24 credit hours)

### Human Health Prerequisites:

(Minimum 7 credit hours)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	<b>Health Science course</b>	<b>4.0</b>
	<b>PS 101 or SO 101</b>	<b>4.0</b>
BI 215	Medical Terminology	2.0

### Business Core

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
CO 381	Health Communication	4.0
MG 491	Senior Capstone	4.0
	<b>MG 463/MG 464</b>	<b>2.0</b>
MG 463	Internship in Management	1.0-4.0
MG 464	Internship in Management	1.0-4.0

### Health Care Management and Administration

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MG 120	Computer Information Systems	4.0
	<b>MG 237 or MG 359</b>	<b>4.0</b>
MG 364	Management	4.0
HM 352	Health Care Finance and Economics	4.0
HM 379	Health Care Law	4.0
HM 485	Health Care Strategic Management	4.0
	<b>Total Credits</b>	<b>49</b>

# Health Care Management Course Descriptions

## **HM 352 : Health Care Finance and Economics**

This course is an introduction to the study of the health care industry with focus on financial and economic considerations. Topics include understanding the structure of health care organizations, health insurance, health care financial management, and health care policy.

**Credits** 4.0

### **Prerequisites**

[EC 105](#) and [AC 231](#)

## **HM 379 : Health Care Law**

This course is designed to provide students with a general overview and introduction to the American legal system, both procedural and substantive, with an emphasis on civil law as it relates to healthcare professionals. Risk management, tort liability, criminal law, agency, contracts, ethics, civil procedure, privacy, end-of-life decisions, administrative regulation, and basic employment law are among the topics covered. Textbook readings are supplemented with online resources which include a sample professional liability complaint against a hospital, the videotaped deposition of a nurse, the videotaped closing argument in a medical malpractice case against four doctors, the Illinois civil jury instructions used in medical malpractice lawsuits and footage of an appellate argument. At the conclusion of each module, students are expected to apply their knowledge and problem-solving skills to answer questions based upon realistic scenarios, thereby bringing theory to life.

**Credits** 4.0

## **HM 485 : Health Care Strategic Management**

The study of management and leadership within health care organizations Focus on the elements of the U.& health care system and approaches to strategic planning, human resources management, and leadership within health care organizations.

**Credits** 4.0

### **Prerequisite Courses**

[MG 364: Management](#)

# Health Sciences

***Associate Professor Paul Hamilton***

***Assistant Professor Gwendolyn Knapp - Coordinator***

***Associate Professor Miranda Karban***

***Assistant Professor Prasanna Acharya***

***Instructor Alex Wolfe***

The Health Sciences program is administered by the Biology department.

The Health Sciences major offers students opportunities to explore coursework in a range of disciplines related to human health. A major in Health Sciences consists of the Health Sciences Core, four directed electives, one additional elective, the Health Sciences Senior Seminar, and requires a minimum of 49 credits. Health Sciences students will work with their academic advisors to select appropriate elective coursework. Depending on the career or graduate training plans of the student, additional courses may be necessary beyond the minimum required for the major. Students should plan to complete the three introductory science courses in their first two or three semesters.

A student wishing to double major in Health Sciences and another field may count no more than 12 credit hours in the major field towards both majors. A minor in health sciences is not offered; please see the Kinesiology and Exercise Science minor.

## Health Sciences with 2-2 Nursing

Bachelor of Science

### **ILLINOIS COLLEGE AND ST. JOHN'S SCHOOL OF NURSING**

Students pursuing a career in nursing may complete the prerequisite courses at Illinois College in two years and apply for admission to St. John's School of Nursing for an additional two years.

## End of First Two Semesters Checkpoint Requirements

At the end of their first two semesters, students wishing to continue in the program must have met the following checkpoint requirements:

- A. Complete the first-year program (Seminar, EN 121, and [CO 101](#)),
- B. Complete or test out of the mathematics course required for [CH 110 \(MA 133\)](#),
- C. Complete [BI 110](#) (or [BI 107](#)), [CH 110](#), and [PS 101](#),
- D. Complete one additional required course (e.g., [SO 101](#), [PO 101](#), or 102-level language),
- E. Complete all courses required for the program with a final grade of C or above,
- F. Overall GPA of 3.0,
- G. Develop a plan for completing the required additional coursework, including all BLUEprint requirements, in consultation with an advisor in the Biology Department or the Health Professions Advisor.
- H. Submit a personal statement outlining their current career plans.

## Requirements after Completion of Fourth Year

After successful completion of the fourth year of study at St. John's, students will earn a Bachelor of Science degree in Health Sciences from Illinois College and a Bachelor of Science in Nursing from St. John's.

Students must complete the following at Illinois College to be eligible to start the coursework at St. John's:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	<b>BI 110 or BI 107</b>	<b>4.0</b>
BI 110	Biological Investigation	4.0
BI 107	Human Biology	4.0
BI 215	Medical Terminology	2.0
BI 245	Microbiology	4.0
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
CH 110	General Chemistry	4.0
KI 225	Nutrition	4.0
MA 102	Statistics for Citizens	4.0
MA 133	Precalculus	4.0
PH 115	Introduction to Logic and Critical Thinking	4.0
PO 101	U.S. Federal Government	4.0
PS 101	Introduction to Psychology	4.0
PS 276	Lifespan Development	4.0
SO 101	Introduction to Sociology	4.0
	<b>Additional courses as needed to complete the BLUEprint general education program</b>	

Students who plan to participate in the 2-2 Program in Nursing with St. John's School of Nursing are transfer students who transfer out of Illinois College but still receive a degree from Illinois College. Because they receive degrees from both Illinois College and St. John's School of Nursing, these students need to fulfill the general education requirements of both. In acknowledgement of the curricular constraints posed by this situation, the following accommodations will be made. They will be allowed only for those students in the 2-2 Program in Nursing who successfully complete the nursing program at St. John's School of Nursing.

- Students in the 2-2 Program in Nursing will complete their Ethical & Responsible Actions course in their major at St. John's.
- Students in the 2-2 Program in Nursing will complete their major and other Information Literacy courses at St. John's.
- Since participants in the 2-2 Program in Nursing attend Illinois College for only two years, they will fulfill their senior capstone course or experience at St. John's School of Nursing and will be considered to have completed all embedded experiences that are expected to be part of the capstone course.

While attending Illinois College, specific courses are recommended to be taken at IC for other BLUEprint requirements that will also fulfill St. John's admission requirements. See the Illinois College Biology department chair for full requirements

Note: A student may need to take one or more summer courses to complete all Illinois College requirements before transferring to St. John's School of Nursing. Students who do not start their first year on this plan may choose to do the exchange as a 3-2 program.

Students who choose to complete the B.S. in Health Sciences during their third and fourth year at Illinois College must complete two additional directed electives, HS 402 Health Sciences Senior Seminar and a social science/humanities elective from the list on page 107.

Transfer and dual-credit courses may count towards completion of the program, but students must complete at least 32 credit hours at Illinois College to be eligible to transfer to St. John's School of Nursing. By the end of their second year, students will have completed at least 65 credits at Illinois College. After completion of the third and fourth year at St. John's, students will transfer back approximately 65 credits from St. John's.

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<b>Total Credits</b>	<b>54</b>
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## Gender and Women's Studies Certificate in Health Sciences Certificate

Students may complete coursework and an experiential learning component that focuses on the role of gender in their primary area of study of Biology, Criminal Justice, or Health Sciences. Students who wish to pursue the certificate should contact the Gender and Women's Studies coordinator and consult with the instructor in the course from their field of study. The following is required:

Two of the following courses:

Item #	Title	Credits
GW 101	Introduction to Gender and Women's Studies	4.0
GW 102	Introduction to Gender and Men's Studies	4.0
GW 110	Gender and Social Justice	4.0

### Required Course:

Students must complete the prerequisite course(s) to enroll in HS 402. Students would choose a gender-related topic for the proposal project in HS 402.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HS 402	Senior Seminar	4.0

### Internship or Research Experience

An internship or research experience (2-4 credits) that allows students to gain experience in their discipline, with the academic component having students apply Gender Studies' texts, topics, and theories to their practical work.

<b>Total Credits</b>		<b>14-16</b>
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### Health Sciences

#### Major

The Health Sciences major offers students opportunities to explore coursework in a range of disciplines related to human health. A major in Health Sciences consists of the Health Sciences Core, four directed electives, one additional elective, the Health Sciences Senior Seminar, and requires a minimum of 49 credits. Health Sciences students will work with their academic advisors to select appropriate elective coursework. Depending on the career or graduate training plans of the student, additional courses may be necessary beyond the minimum required for the major. Students should plan to complete the three introductory science courses in their first two or three semesters.

A student wishing to double major in Health Sciences and another field may count no more than 12 credit hours in the major field towards both majors.

## Health Sciences Core

[CH 110](#): Requires [MA 133](#) or equivalent.

Item #	Title	Credits
	<b>BI 110 or BI 107</b>	<b>4.0</b>
BI 110	Biological Investigation	4.0
BI 107	Human Biology	4.0
	<b>CH 103 or CH 110</b>	<b>4.0</b>

### CH 103 or CH 110

CH 103	General, Organic, & Biological Chemistry	4.0
CH 110	General Chemistry	4.0
PS 101	Introduction to Psychology	4.0
	<b>PS 276 or PS 346</b>	<b>4.0</b>

### PS 276 or PS 346

PS 276	Lifespan Development	4.0
PS 346	Abnormal Psychology	4.0
BI 215	Medical Terminology	2.0
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0

## Directed Electives

In consultation with their advisors, students choose four electives at or above the 200-level from at least two different disciplines from the following list:

Item #	Title	Credits
BI 207	Molecular Genetics	4.0
BI 245	Microbiology	4.0
BI 342	Parasitology	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
KI 225	Nutrition	4.0
KI 335	Personal Wellness and Fitness	4.0
KI 340	Exercise Physiology	4.0
KI 232	Motor Development	4.0
KI 308	Prevention and Care of Athletic Injuries	4.0
NU 254	Nursing Fundamentals I	4.0
PS 261	Neuropharmacology: Drugs and Behavior	4.0
PS 275	Child Development	4.0
PS 276	Lifespan Development	4.0
PS 312	Adolescent Psychology	4.0
PS 346	Abnormal Psychology	4.0
PY 181	General Physics I	4.0
PY 182	General Physics II	4.0



One additional social science/humanities elective selected from:

[SO 218](#), [SO 337](#): Requires [SO 101](#) Introduction to Sociology

Item #	Title	Credits
CO 226	Intercultural Communication	4.0
CO 381	Health Communication	4.0
EN 145	Literature and Science	4.0
HI 234	Sex, Science and the Female Body	4.0
PH 115	Introduction to Logic and Critical Thinking	4.0
SO 218	Social Problems	4.0
SO 337	Aging and the Life Course	4.0

## Capstone

Complete either HS 402 Senior Seminar or the Interdisciplinary Capstone IS 485: A Liberal Arts Survival Guide or BI 404 for students who have conducted research with a faculty member in biology. A student who is a double major and takes the associated capstone course for their second major may waive the requirement for a separate capstone for the health sciences major as long as they take an additional directed elective in Health Sciences (see list above).

Item #	Title	Credits
HS 402	Senior Seminar	4.0
IS 485	A Liberal Arts Survival Guide	4.0
BI 404	Research Experience Capstone	3.0-4.0
	<b>Total Credits</b>	<b>49</b>

## Health Sciences Course Descriptions

### HS 402 : Senior Seminar

The Health Sciences Senior Seminar features discussion of primary literature related to human health and disease with emphasis on critical analysis of data and research articles. The seminar requires completion of a presentation of a topic related to human health and disease based on published research, and a written literature review and research proposal.

**Credits** 4.0

# History

***Professor Jenny Barker-Devine***

***Professor Robert C. Kunath***

***Assistant Professor Gwendolyn Gillson***

***Assistant Professor Brittney Yancy***

History courses offer understanding of the development of civilization; appreciation of its varied social, economic, political, and cultural components and their historical interaction; and basic familiarity with historical methods and reasoning. These courses have vocational value for students preparing for the legal, ministerial, journalistic, library, and teaching professions and for others intending to enter governmental service.

Students must complete the major or minor in history with a grade point average of 2.0 or better for courses in the discipline. No courses in which a student earns below a "C-" will be counted as meeting major or minor course requirements.

## History

Major

### Required Courses

History majors must complete a minimum of 37 semester hours (nine courses and a 1-hour proseminar) in the discipline, including at least two and no more than three courses at the 100-level, HI 200, HI 300, and HI 485. Students will also complete at least one 300+ course in United States history and one 300+ course in non-U.S. history. It is expected that students will have attained junior standing before enrolling in 300-level courses. Majors are strongly encouraged to pursue internship opportunities and off-campus study. Some departmental funds may be available to support these activities.

### Concentration in Public History

Students may choose a concentration in Public History, which consists of three courses and an internship. The three courses will replace elective courses in the History major. Students with a particular interest in careers in historical administration are also encouraged to pursue a minor in Entrepreneurship, as skills in accounting and finance are essential in maintaining historic and cultural sites. The concentration requirements are three from the following: HI 276, HI 277, HI 279, and HI 379.

The concentration requirements are three from the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HI 276	Museum Studies	4.0
HI 277	Public History	4.0
HI 279	Archival Methods	4.0
HI 379	Digital History	4.0

### Honors

Honors in History can be earned by majors who have a minimum GPA of 3.5 in History and write an exceptional capstone research paper, as judged by the members of the department. Students who write an outstanding essay but whose GPA is below the threshold for honors will be awarded Capstone Essay with Distinction.

## History

Minor

## Required Courses

A minor may be earned in History by completing a minimum of five courses, including three courses at the 200-level or above.

## History Course Descriptions

### **HI 101 : United States History to 1877**

A survey of the social, economic, political, and constitutional development of the United States through the Reconstruction period.

**Credits** 4.0

### **HI 102 : United States History since 1877**

A continuation of 101 looking at developments since Reconstruction.

**Credits** 4.0

### **HI 111 : World Civilization I**

A survey of the development of world civilizations from antiquity to approximately 1500 A.D. Readings will include many historical documents.

**Credits** 4.0

#### **Semester Offered**

Offered fall semesters

### **HI 112 : World Civilization II**

A general survey of the development of world civilizations since approximately 1500 A.D., emphasizing the rise of Europe and the "West" to world power. Readings will include many historical documents.

**Credits** 4.0

#### **Semester Offered**

Offered spring semesters

### **HI 140 : The Sixties in America**

The 1960s represent a period of tremendous social, political, economic, and cultural transitions in U.S. History. We will study the historical events that unfolded during this decade, as well as their precedents and lasting effects on the modern United States. We will discuss the contentious issues Americans argued about during the 1960s, and perhaps argue about them again: Cold War, civil rights, Vietnam War, women's liberation, student movements, drugs. Through course readings, lectures, films, music, and web exhibits, students will learn to critically evaluate historical sources and arguments.

**Credits** 4.0

### **HI 181 : Gods, Monsters, and Sex in East Asia**

(See RE 181.)

**Credits** 4.0

**HI 185 : History of Ghosts & Monsters**

H.P. Lovecraft, now considered the greatest American writer of horror stories since Edgar Allan Poe, wrote in the 1930s that "The oldest and strongest emotion of mankind is fear, and the oldest and strongest kind of fear is the fear of the unknown." Ghost and monster stories therefore become historical sources that enable us to have a sense of what people in the past and in different cultures have fears, and that historical knowledge tells us important things about those societies. Students in HI 185 will read a variety of ghost and monster stories, using them as sources that reflect how past era and different cultures have drawn the boundaries of the known and the unknown, and what their fears were. The course will cover ghost and monster stories from ancient Mesopotamia, Japan, Latin America, and Europe and the United States. We will place the stories in the context of broader cultural and intellectual developments, especially common elements in folktales and the emergence of modern science and psychology. In doing so, we will see how ghosts and monster stories address basic social and cultural beliefs, from human mortality to social justice, and from evolution of the psychology of unconscious.

**Credits** 4.0

**HI 200 : History as High Adventure**

This proseminar introduces new and prospective History majors to the art of doing history, asking historical questions, and employing research methods. Readings and discussions will better equip students to succeed in 200- and 300-level history courses and will provide a strong foundation on which to prepare for their work on the capstone essay. The course is open to all interested students, but declared majors will have priority for registration and minors are encouraged to participate. HI 200 is required for all History majors.

**Credits** 1.0

**Semester Offered**

Offered fall semesters

**HI 211 : The African American Experience I**

This course examines the experiences of African Americans from 1619 to 1877/Reconstruction Era. This course presents African American history both as an integral part of American history, and as a unique subject of historical investigation.

**Credits** 4.0

**HI 212 : The African American Experience II**

This course examines the experiences of African Americans since the Reconstruction Era. This course presents African American history both as an integral part of American history, and as a unique subject of historical investigation.

**Credits** 4.0

**HI 223 : Japanese History and Religion**

Japanese history and religion are intimately intertwined; indeed, it is impossible to understand one without the other. This course is intended to assist you in understanding Japan in the context of its history and major religious traditions. It will cover the sweep of Japan's story from its archaeological and mythical beginnings to today. We will explore the development of its primary religious traditions, Buddhism and Shinto, as well as other religions such as Confucianism that play an important part in Japanese history and thought. Readings will include texts by Japanese and non-Japanese alike. No previous knowledge of Japan is assumed.

**Credits** 4.0

**Notes**

(See [RE 223](#).)

**HI 224 : China: History and Religion**

This course is intended to assist you in understanding contemporary China in the context of its history and major religions. It will cover the sweep of China's story from its beginnings to the 21st century. Traditions treated will include ancient beliefs and practices, Confucianism, Daoism, Buddhism, and modern political ideologies such as Maoism. Readings will include texts by Chinese and non-Chinese alike. No previous knowledge of China is assumed.

**Credits** 4.0

**Notes**

(See [RE 224](#).)

**HI 231 : Women in U.S. History**

From Pocahontas to Hillary Clinton, this broad survey provides an overview of women's intellectual, political, literary, and material contributions to American society, from the colonial period to the present. This course also offers an introduction to theories of race, class, and gender in historical inquiry.

**Credits** 4.0

**HI 234 : Sex, Science and the Female Body**

This course investigates intimate representations of women's bodies and social constructions of gender throughout American history, in fields such as education, entertainment, and medicine. Students will gain an understanding of how gendered identities and images evolve over time and play a significant role in ordering our society. Embedded within this course are overviews of theories related to gender, science and technology, embodiment, and cultural identities.

**Credits** 4.0

**HI 254 : Ordinary People and War: Germany, 1900 to Present**

Germany was at the center of the three most destructive wars in history: World War I, World War II, and the Cold War. This course will cover the history of Germany over those times as seen through the eyes of common people: German students on the front in World War I, a small German town experiencing the takeover by the Nazis from the late 1920s to the end of World War II, a sister and brother determined to resist the Nazis, and men and women in Communist East Germany betrayed to the secret police by their friends and even their spouses. We will also examine how Germany responded to its defeat and occupation, and how nationalist movements are rising again in Germany.

**Credits** 4.0

**HI 262 : Food and the Environment in US History**

In 1782, Thomas Jefferson wrote, "Those who labor in the earth are the chosen people of God," and declared that democracy could only thrive through the influence of farmers and small town folks. At that time, 90 percent of Americans lived on farms. Today that number stands as less than 2 percent. Yet Jefferson's ideas, and others like them, have had a tremendous influence on the history of the United States, even as it became an increasingly urban, industrial nation. This course explores the social and political aspects of rural America from the colonial period to the present, covering such topics as daily life in colonial America, the institution of slavery, Westward expansion, and the current decline of small towns across the country.

**Credits** 4.0

**HI 272 : Civil War and Reconstruction**

This course is designed to introduce students to the history of the American Civil War and its profound impact on the United States. It focuses on the period from the nullification crisis of 1830 through the end of Reconstruction in 1877 and takes as its central theme, an in-depth exploration of the concept of freedom for nineteenth-century Americans. To that end, we will discuss national debates concerning slavery, the politics of the 1850s, and the creation of Southern nationalism, paying particular attention to concepts of freedom and nationality. It also examines the military, economic, and social aspects of the war, the process of emancipation, and the role of African Americans in these events. Finally, this course concludes with an exploration into the Reconstruction era and its legacy for race and gender issues, as well as politics and economics.

**Credits** 4.0

**HI 276 : Museum Studies**

Why do we have museums? What do museums do? Are museums relevant or necessary in a digital world? This course will engage students with a foundation in the museum field, exploring the role of museums in society today by exploring their past and contemplating their future. Students will discover the behind-the-scenes of museums, gaining insight into current practices and debates from class discussions, visiting experts, hands-on class activities, and site visits. Students will gain an understanding of the range of skills and expertise needed in this varied career field by investigating the history and philosophy of museums; the social, economic, and political context that shapes museums; and the main operating functions of museums - collection and care of objects, exhibits, interpretation, education, and governance.

**Credits** 4.0

**HI 277 : Public History**

How is the past remembered? How do we get our ideas about history outside the traditional classroom? How do venues like museums shape how we understand past? Public history, or applied history, refers to history that you find in public spaces outside of the pages of academic journals and beyond college walls. We encounter examples of public history every day through exhibits, performances, walking tours, visits to historic sites, books, film, etc. This introductory course familiarizes students with examples of public history, with a focus on community engagement, unique hands-on experiences, and service hours with community partners. Through course readings, activities, guest speakers, and site visits, students learn how the study of history may be applied in public fields. Potential community partners include the Findley Congressional Office Museum, the Khalaf A1 Habtoor Archives at Illinois College, the Prairie Land Heritage Center, the Governor Duncan Mansion, the Heritage Cultural Center Museum, etc.

**Credits** 4.0

**HI 279 : Archival Methods**

This course takes students into the archives to explore both practical archival methodologies, as well as the ethical, political, and historical aspects of creating and maintaining archives in public and private institutions. In addition to completing course readings and discussions, students will work in the Khalaf A1 Habtoor Archives at Illinois Colleges, gaining hands on experience in accessions and assessment of archival materials, processing collections, appraising rare books, and providing patron access.

**Credits** 4.0

**HI 291 : Reason and Terror: The Enlightenment, the French Revolution, and the Birth of Modern Politics**

In the 1700s, writers and philosophers in Europe championed a new movement called the Enlightenment, dedicated to religious tolerance, individual liberty, and human rights. But the 1700s ended with the French Revolution, the Reign of Terror, and wars of unprecedented destructiveness. How did that happen? Is there a connection between Enlightenment and violence, reason and terror? History 291 seeks an answer by reading major Enlightenment writers and French Revolution documents to search for connections between the Enlightenment and the Revolution.

**Credits** 4.0

**HI 292 : Modern Europe since 1789**

Survey of modern European history from the French Revolution to the present, focusing especially on the theme of the tension between the rise of democracy and the development of repressive and totalitarian governments in the nineteenth and twentieth centuries. Special attention will be given to the French Revolution, the Industrial Revolution, the rise of movements seeking political, social, and legal equality for workers, minorities, and women, the rise and decline of Imperialism, and the rise of and resistance to Fascism, Nazism, and Soviet Communism. The readings and assignments will emphasize how cultural products (art, music, and literature) express the experiences of individual men and women in these turbulent centuries.

**HI 300 : Making History**

What do historians do? This course offers students an introduction to historiography — the history of historical writings and methods. Students will learn the major approaches to writing history since 1700, concentrating especially on the period since 1900, and students will apply their knowledge by developing a personal historical research project.

**Credits** 4.0

**Semester Offered**

Offered spring semesters

**HI 306 : The Gilded Age and Progressive Era**

This course will explore the last decades of the 19th century coined by Mark Twain as the Gilded Age. Rather than an age of prosperity and positive growth, Twain believed the period was besmirched with corruption and inequality—particularly enormous wealth for the few, and massive poverty for the vast majority of the American population. This class examines the social inequalities of this period by focusing on race, class, and gender.

**Credits** 4.0

**HI 313 : Rethinking American Enslavement**

Covers the history and development of slavery and the process of emancipation in the United States. Examines the economic, social, legal, political, and cultural characteristics of American slavery, how these evolved, and how the institution grew in the Atlantic world. The South became the primary location for the development of slavery in the U.S., although other states and colonies actively shaped the institution as well, and the history of slavery in the South followed a different trajectory from other societies in the Americas. Also explores the development of emancipation from the colonial period to the end of the Civil War, including self liberation, slave resistance, compensated emancipation, the anti-slavery and abolition movement, and colonization projects.

**Credits** 4.0

**HI 325 : Love and War in Ancient Greece and Rome**

The Greeks and Romans created models of politics, culture, and life that still influence societies. This course focuses on reading primary sources by Greek and Roman authors to understand their views of war and death, love and sex, men and women, and power and corruption. Among the readings are classics that have endured for more than 2,000 years, which range from the tragedy of Achilles facing death in Homer's Iliad, to the comedy of Greek women stopping a war with a sex strike in Aristophanes' Lysistrata, and to the epic of the founding of Rome and its human cost in Virgil's Aeneid.

**Credits** 4.0

**HI 341 : Social Movements in U.S. History**

An exploration of social movements throughout U.S. history. This course explores the roots of varied movements in economic, social, and political conditions, and the effects of reform efforts. Consult instructor for specific topic. Prior completion of [HI 101](#) or 102, or junior standing recommended.

**Credits** 4.0

**HI 358 : The Holocaust**

An introduction to Nazi Germany's systematic attempt to murder the Jews of Europe. Special focus on the mentality of the killers and issues of moral responsibility. Readings will include many documents from the period

**Credits** 4.0

**Prerequisites**

junior standing or consent of instructor

**Semester Offered**

Offered spring semesters

**HI 379 : Digital History**

This course explores the applications of digital tools to public history. Students will consider the ethical and methodological challenges of digital history, as well as the various tools of the trade, including databases, websites, crowdsourcing, text analysis, GIS, and digitization hardware. Integrated with the existing resources in Schewe Library, including the Digital Learning Center, the GIS Lab, and the Kahlaf A1 Habtoor Archives, students will complete hands-on projects that may include digitization projects, the creation of a website or mobile app, managing a collection on SharedShelf, or completing a research project using the GIS Lab.

**Credits** 4.0

**HI 420 : Seminar in History**

Seminar devoted to special topic or theme, with individual research by participants

**Credits** 4.0

**Prerequisites**

consent of the instructor

**Semester Offered**

Offered on demand

**HI 421 : Seminar in History**

Seminar devoted to special topic or theme, with individual research by participants

**Credits** 4.0

**Prerequisites**

consent of the instructor

**Semester Offered**

Offered on demand

**HI 461 : Independent Study in History**

Independent reading or study in an area of particular interest to the student.

**Credits** 1.0-4.0

**Prerequisites**

B average and consent of the instructor

**Semester Offered**

Offered as needed

**HI 462 : Independent Study in History**

Independent reading or study in an area of particular interest to the student.

**Credits** 1.0-4.0

**Prerequisites**

B average and consent of the instructor

**Semester Offered**

Offered as needed



**HI 463 : Internship in History**

Students serve as interns in such institutions as the Illinois State Museum in Springfield, Illinois, for approximately 120 hours and keep a journal of their work.

**Credits** 1.0-4.0

**HI 464 : Internship in History**

Students serve as interns in such institutions as the Illinois State Museum in Springfield, Illinois, for approximately 120 hours and keep a journal of their work.

**Credits** 1.0-4.0

**HI 465 : Independent Research in History**

**Credits** 1.0-4.0

**HI 466 : Independent Research in History**

**Credits** 1.0-4.0

**HI 485 : Senior Seminar**

A capstone seminar bringing together all Senior majors to write senior essays on topics of their own choosing, advised by a member of the History faculty. This is a required senior experience and is open only to history majors.

**Credits** 4.0

**Semester Offered**

Offered fall semesters

# Interdisciplinary Studies

## Interdisciplinary Studies Course Descriptions

### **IC 102 : Leveling Up in the Library**

This course will teach students the ins and outs of college-level research. It will ensure students are prepared to meet their professors' research expectations when it comes to preparing papers, presentations, speeches, and other projects. Students will learn a variety of searching techniques and information evaluation strategies. Taught by a librarian who will work closely with students throughout the course. Enrolls concurrently with EN 121 but may optionally be taken by transfer students and students enrolled in EN 208.

**Credits** 1.0

### **IC 103 : First Year Foundations**

The subject of this class is SUCCESS...what success is for students personally and how students can achieve it. In the coming weeks, students will learn many proven strategies for creating greater academic, professional and personal success. We will use guided journal writings to explore these strategies.

**Credits** 1.0

### **IC 121 : Career Exploration in Liberal Arts**

The purpose of this course will be for students to begin to understand how their career exploration can be enhanced by their liberal arts experience. Students will utilize various methods of self-discovery to help them identify potential majors and career directions that might align with their skills, qualities, and interests, while also exploring what IC has to offer through its general education curriculum.

**Credits** 1.0

### **IC 421 : Graduate READY: Career Strategies**

Students will learn how to transition from the college campus to a workplace environment through this interactive course. Within a supportive learning community, students will develop strategies from executing a successful job search to beginning their entry-level job or graduate program. Course topics in preparing for the role as new young professional include determining personal strengths through self-reflection and assessment, locating and applying for available positions, successfully interviewing, and identifying workplace "rules of the game."

**Credits** 2.0

# Interdisciplinary Studies

## Interdisciplinary Studies Course Descriptions

### **IS 110 : Exploring American Culture**

This course provides a general overview and exploration of American culture(s) and what it means to be an American. It is designed as an introduction to the values, traditions, and customs in American culture, acquainting students with characteristics of American society in general, and with the history and aspects of everyday life in west central Illinois specifically. Consideration is also given to the diversity of American culture(s) in other regions of the country. In addition to the regular classroom experience, this course includes field-based activities through which students experience first-hand various dimensions of living in this region. Recommended for, and enrollment limited to, international students who are new to Illinois College; may not be repeated. 4 credits.

#### **Semester Offered**

Offered fall semesters

### **IS 201 : Travel Study Program within the United States**

This course number designates academic credit in connection with a BreakAway trip within the United States. BreakAways: Credits vary (1-3), depending on the length of the trip and hours of preparatory course sessions. Students register for a BreakA way trip during the semester in which the trip and/or preparatory course takes place. (December-January BreakAways require Fall registration for the course; May-June BreakAways require Spring registration for the course.)

**Credits** 1.0-3.0

#### **Prerequisites**

application to participate in a BreakAway and instructor approval

### **IS 202 : Travel Study Abroad Program**

This course number designates academic credit in connection with either an international BreakA way trip or study abroad. BreakAways: Credits vary (1-3), depending on the length of the trip and hours of preparatory course sessions. Students register for a BreakA way trip during the semester in which the trip and/or preparatory course takes place. (December-January BreakAways require Fall registration for the course; May-June BreakAways require Spring registration for the course.) Study abroad: For Fall or Spring study abroad, a student registers at IC for a block of 15 credits. After receipt of the transcript from the program abroad, the 15-block credit is replaced by individual course titles with their respective credits. Summer study abroad credits vary according to program.

**Credits** 1.0-15.0

#### **Prerequisites**

BreakAways: application to participate in a BreakAway and instructor approval. Study abroad: application for study abroad and approval by the Committee on Study Abroad and BreakAways, [IS 203](#), and [IS 204](#) (upon return)

### **IS 203 : Introduction to Cross-Cultural Experiences**

This course constitutes the first of an interdisciplinary two-course sequence related to study abroad. This course focuses on getting ready for departure and is specifically designed for students who have been approved for study abroad. During the semester prior to their anticipated term abroad, students develop a mindset and skills that will help them make the most of their experience outside the United States. Required for study abroad participants.

**Credits** 1.0

#### **Semester Offered**

Offered every semester

**IS 204 : Integrating Cross-Cultural Experiences**

This course constitutes the second of an interdisciplinary two-course sequence related to study abroad. This part focuses on integrating the experience of students returned from abroad into the remainder of their undergraduate career, anticipating graduation, applying to graduate school, or searching for a job. Required for students returned to campus from study abroad.

**Credits** 1.0

**Semester Offered**

Offered every semester

**IS 270 : Latino Community Tutoring**

Students tutor Spanish-Speakers in the community on a weekly basis, helping them improve their use of English. Their work helps Spanish-speakers in the local community gain the language and intercultural skills to integrate into society. Through working with Spanish-speakers, students learn about local Hispanic cultures. Through training and practice, students gain basic skills in second-language tutoring. Class is repeatable.

**Credits** 1.0

**IS 301 : IC Explorers Internship**

The IC Explorers program partners agencies throughout the state of Illinois with Illinois College interns who engage in learning opportunities that encourage them to put their academic knowledge to work. Students who are chosen to participate in the program complete a three-credit internship as a requirement of their internship.

**Credits** 1.0-6.0

**IS 302 : Summer Internship**

**Credits** 1.0-4.0

**IS 400 : Internship: Washington Center Program**

Training in a number of disciplines through internships in Washington, D.C., under the auspices of the Washington Center Program. As part of the program, students take one, sometimes two courses parallel to the internship experience. For Fall or Spring internships, a student registers at IC for a block of IS credits. After receipt of the transcript from TWC, the 15-block credit is replaced by individual course and internship titles with their respective credits. Summer internship credits vary. Open to juniors and seniors.

**Credits** 1.0-15.0

**Prerequisites**

application for off-campus study and approval by the Committee on Study Abroad and BreakAways

**IS 461 : Independent Study in Interdisciplinary Studies**

**Credits** 1.0-4.0

**IS 462 : Independent Study in Interdisciplinary Studies**

**Credits** 1.0-4.0

**IS 463 : Internship in Interdisciplinary Studies**

**Credits** 1.0-4.0

**IS 464 : Internship in Interdisciplinary Studies**

**Credits** 1.0-4.0

**IS 465 : Independent Research in Interdisciplinary Studies**

**Credits** 1.0-4.0

**IS 466 : Independent Research in Interdisciplinary Studies**

**Credits** 1.0-4.0

**IS 467 : Summer Research****Credits** 1.0-4.0**IS 485 : A Liberal Arts Survival Guide**

This capstone course is designed to look explicitly at how a liberally educated college graduate can apply the core ideas, practices, insights, and skills from her or his college education to the particular challenges of contemporary adult life. The course focuses on how the interdisciplinary nature of a good liberal arts education is relevant - and even necessary - for success in the modern world. We will examine books, articles, films, podcasts and multimedia sources reflecting important current ideas, perspectives, and challenges, engaging in a critical analysis of what it means to be a citizen in our modern world. It fulfills the BLUE print Transformations requirement.

**Credits** 4.0

# Japanese

## Japanese Course Descriptions

### **JP 101 : Japanese for Global Citizens 1**

This is the first semester of the first-year study of Japanese language. It introduces students to Japanese language and culture centering on conversation that deals with life situations. It also provides students with the language skills and cultural knowledge to travel on their own to Japan. Two phonetic writing systems (hiragana and katakana) are introduced.

**Credits** 4.0

### **JP 102 : Japanese for Global Citizens 2**

This is the second semester of the first-year Japanese. Students receive further instruction in basic skills and culture that deals with life situations. It also provides students with the language skills and cultural knowledge to travel on their own to Japan. The kanji writing system is introduced.

**Credits** 4.0

#### **Prerequisites**

[JP 101](#) or equivalent or consent of the instructor

### **JP 111 : Japanese for Global Citizens 3**

This is the first semester of the second-year Japanese. Students acquire further basic grammar that enables them to communicate in a more complex manner. Students also acquire better understanding of Japanese culture through conversation and text. This course also provides students with the language skills and cultural knowledge to travel on their own to Japan.

**Credits** 4.0

#### **Prerequisites**

[JP 102](#) or equivalent or consent of the instructor

### **JP 112 : Japanese for Global Citizens 4**

This is the second semester of the second-year Japanese. Students acquire further basic grammar that enables them to communicate in an increasingly sophisticated manner. Students also acquire better understanding of Japanese culture through conversation and text. This course also provides students with the language skills and cultural knowledge to travel on their own to Japan.

**Credits** 4.0

#### **Prerequisites**

[JP 111](#) or equivalent or consent of the instructor

# Kinesiology and Exercise Science

**Assistant Professor Prasanna Acharya**

**Instructor Eric McClarey**

**Instructor Alex Wolfe**

**Part-time Instructor Shawn Woods, Jr.**

## Kinesiology and Exercise Science

### Major

The Kinesiology Major at Illinois College offers students an opportunity to explore the human physiological response to movement and exercise through coursework that includes human anatomy, biomechanics, nutrition, strength and conditioning, and kinesiology. This major will prepare students for careers or graduate work in athletic training, exercise physiology, physical therapy, physical education, and many other professions.

The two concentrations within the kinesiology major each require the kinesiology core coursework, electives, and a capstone experience. A detailed summary of the course requirements for the core and each concentration is provided below.

### Core Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	<b>BI 110 or BI 107</b>	<b>4.0</b>
BI 110	Biological Investigation	4.0
BI 107	Human Biology	4.0
KI 201	Introduction to Kinesiology	4.0
KI 340	Exercise Physiology	4.0
KI 341	Biomechanics	4.0

## Exercise Science Concentration

This concentration is well suited for students preparing for careers in a wide range of careers in wellness and health promotion fields as well as students preparing for graduate work in Athletic Training, Exercise Science, and Exercise Physiology.

Exercise Science Concentration electives (26 credit hours)

Item #	Title	Credits
<b>Students must complete one of these two-credit experiences</b>		<b>2.0</b>
KI 101	First Aid and CPR/AED	2.0
KI 463	Internship in Kinesiology and Exercise Science	1.0-4.0
<b>Students will choose five electives with the guidance of their 20.0 advisors:</b>		<b>20.0</b>
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
CH 110	General Chemistry	4.0
KI 225	Nutrition	4.0
KI 232	Motor Development	4.0
KI 240	Principles of Strength Training and Conditioning	4.0
KI 308	Prevention and Care of Athletic Injuries	4.0
KI 335	Personal Wellness and Fitness	4.0
KI 383	Exercise Testing, Evaluation, and Prescription	4.0
MG 305	Athletic Administration	4.0
PY 181	General Physics I	4.0
PY 182	General Physics II	4.0
<b>Capstone for Exercise Science Concentration</b>		<b>4.0</b>
HS 402	Senior Seminar	4.0
BI 401	Research and Analysis I	2.0
BI 402	Research and Analysis II	2.0
BI 404	Research Experience Capstone	3.0-4.0
IS 485	A Liberal Arts Survival Guide	4.0



## Physical Education Concentration

This concentration is intended for students pursuing PE teacher licensure. Students in this concentration should double major in kinesiology and education.

These students should enroll in ED 101 their first semester or as soon as possible thereafter and work closely with their advisors in both departments to ensure all State of Illinois requirements for licensure are met.

Physical Education concentration required courses (22 credit hours plus capstone/student teaching)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
KI 211	Foundations of Physical Education	3.0
KI 214	Teaching Physical Activities	3.0
KI 232	Motor Development	4.0
KI 310	Adaptive Physical Education	3.0
KI 326	Teaching K-12 Physical Education	3.0
KI 332	Applied Motor Learning	2.0
KI 335	Personal Wellness and Fitness	4.0
	<b>Capstone for Physical Education Concentration</b>	<b>4.0</b>
	<b>Total Credits</b>	<b>38-42</b>

## Kinesiology and Exercise Science

Minor

### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BI 107	Human Biology	4.0
KI 201	Introduction to Kinesiology	4.0

### Electives

Students planning to pursue graduate work in the health professions and/or special certifications (Physical Therapy, Athletic Trainer, etc.) should take BI 315 and BI 316 and should strongly consider majoring in Biology with a concentration in Physiology or completing the full Kinesiology and Exercise Science major.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
KI 225	Nutrition	4.0
KI 232	Motor Development	4.0
KI 308	Prevention and Care of Athletic Injuries	4.0
KI 335	Personal Wellness and Fitness	4.0
KI 340	Exercise Physiology	4.0
KI 463	Internship in Kinesiology and Exercise Science	1.0-4.0
KI 464	Internship in Kinesiology and Exercise Science	1.0-4.0
MG 305	Athletic Administration	4.0
	<b>Total Credits</b>	<b>24</b>

# Kinesiology and Exercise Science Course Descriptions

## **KI 101 : First Aid and CPR/AED**

The purpose of this course is to teach students how to recognize, assess, and respond to emergency situations. Students will learn how to provide first aid and CPR, as well as administer an AED. Students can choose to become certified at the end of the course.

**Credits** 2.0

## **KI 201 : Introduction to Kinesiology**

The purpose of this course is to introduce the exciting field of study that is kinesiology. This course lays the foundation for studying the many aspects of human movement, performance, and health. Students will explore topics such as career paths, anatomy, biomechanics, exercise physiology, and movement terminology.

**Credits** 4.0

### **Semester Offered**

Offered spring semesters

## **KI 211 : Foundations of Physical Education**

This is a study of significant concepts of physical education with emphasis on history, current issues and trends in the field. Students learn about and gain experience teaching locomotor and manipulative skills. May include relevant field placement/trips.

**Credits** 3.0

### **Semester Offered**

Offered fall semesters

## **KI 214 : Teaching Physical Activities**

This course teaches how to guide the dynamic interaction between individuals and within groups engaged in activities for personal and social development. It applies techniques, skills, and strategies involved in individual and team sports, fitness activities and dance. The course includes units on team building and ethical decision-making in physical education and sport settings.

**Credits** 3.0

## **KI 225 : Nutrition**

The primary focus of this course is to provide the student with a broad foundation of basic and advanced nutritional concepts such that they will acquire an increased understanding of the biological implications which govern the study of nutrition. Topics include the action, interaction, and balance of food constituents as they pertain to human health and disease.

**Credits** 4.0

### **Prerequisites**

BI107 or [BI 110](#)

### **Semester Offered**

Offered every fall semester

## **KI 232 : Motor Development**

This course is intended to introduce students to changes in motor skills (like walking, reaching and grasping, etc.) across different stages of the human lifespan (from infancy to older adulthood), the processes that underlie these changes factors that affect them. Further, this course also discusses different theoretical perspectives that are relevant to understand human motor development.

**Credits** 4.0

### **Semester Offered**

Offered spring semesters

**KI 240 : Principles of Strength Training and Conditioning**

A study of the physiological, psychological, and practical aspects of strength training and cardiovascular conditioning.

**Credits** 4.0

**Prerequisites**

[BI 107](#) or [BI 315](#) or consent of the instructor

**KI 308 : Prevention and Care of Athletic Injuries**

This course includes how to follow safety practices, principles of emergency first aid and equipment maintenance procedures. It also involves the practice and study of the recognition of athletic injuries and rehabilitation of these injuries.

**Credits** 4.0

**KI 310 : Adaptive Physical Education**

This course explores the techniques and methods of involving children with physical disabilities in physical education activities. May include relevant field placement/trips.

**Credits** 3.0

**KI 326 : Teaching K-12 Physical Education**

This course explores the specific skills and techniques utilized by K-12 teachers of physical education.

Prerequisites: Admission to the Program and Senior standing.

**Credits** 3.0

**Semester Offered**

Offered alternate fall semesters

**KI 332 : Applied Motor Learning**

This is a required course for Kinesiology and Exercise Science majors who choose the physical education track. It will build on the concepts of [KI 232](#) (Motor Development) by directly applying them to the physical education setting. Topics include discrete vs continuous skills, locomotor, non-locomotor, and manipulative skills, gross and fine skills, and open and closed skills. Other topics are stages of motor learning, whole vs part learning, and types of feedback specific to teaching.

**Credits** 2.0

**KI 335 : Personal Wellness and Fitness**

An introduction to nutrition, conditioning, aerobic fitness, personal fitness assessment, and stress management.

**Credits** 4.0

**Prerequisites**

[BI 107](#) or [BI 110](#)

**Semester Offered**

Offered alternate fall semesters

**KI 340 : Exercise Physiology**

An analysis of muscle function/biomechanics, and study of the responses and adaptations of the human body during exercise. Four class hours and one two-hours laboratory per week.

**Credits** 4.0

**Prerequisites**

[BI 107](#) or [BI 110](#) and [KI 201](#)

**Co-Requisite Courses**

[BI 315: Anatomy and Physiology I](#)

**Semester Offered**

Offered alternate spring semesters

**KI 341 : Biomechanics**

This course examines the concepts of body mechanics as they are applied to movement. Students will investigate how forces act on the body and how the body creates force for exercise and sport performance. Topics include internal/external kinetics, linear and angular motion, and kinematics. Four class hours and one two-hours laboratory per week.

**Credits** 4.0

**Prerequisites**

[MA 133](#) and either [KI 201](#) or [BI 315](#)

**Semester Offered**

Offered every fall semester

**KI 383 : Exercise Testing, Evaluation, and Prescription**

This course explores the practical application of testing and measurement of personal fitness. It requires students to develop and analyze assessment tools for use in the weight room as well as to know and understand current scholarly research on this area.

**Credits** 4.0

**KI 461 : Independent Study in Kinesiology and Exercise Science**

**Credits** 1.0-4.0

**KI 462 : Independent Study in Kinesiology and Exercise Science**

**Credits** 1.0-4.0

**KI 463 : Internship in Kinesiology and Exercise Science**

**Credits** 1.0-4.0

**KI 464 : Internship in Kinesiology and Exercise Science**

**Credits** 1.0-4.0

**KI 465 : Independent Research Kinesiology and Exercise Science**

**Credits** 1.0-4.0

**KI 466 : Independent Research Kinesiology and Exercise Science**

**Credits** 1.0-4.0

# Leadership Studies

*Administered by the History, Philosophy, Political Science, and Religion Department*

## Leadership Studies

Minor

After completing this minor, students will articulate their approach to leadership, the social contexts that have shaped them as leaders, and the ethical values they bring to leadership; demonstrate understanding of the complex dynamics of leadership in various group settings, ranging from small groups of peers to larger social organizations; demonstrate understanding of pressing social issues facing contemporary democratic societies; and evaluate the impact of community engagement on themselves and their community.

At the center of the minor are two required courses, LD 201 Introduction to Leadership Theory and LD 205 Ethical Leadership in Democracy. These two courses introduce students to the theories and practices of leadership and focus on the formation of ethical leaders committed to working within and for a vibrant democracy. Students will select three more courses, with one required from each of the following areas below:

### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
LD 201	Introduction to Leadership Theory	4.0
LD 205	Ethical Leadership in a Democracy	4.0

### Diversity and Social Justice in Leadership

Choose one course:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ED 203	Multicultural Issues and Social Justice in Education	3.0
GW 110	Gender and Social Justice	4.0
HI 341	Social Movements in U.S. History	4.0
SO 206	Social Stratification	4.0
SO 218	Social Problems	4.0

### Ethics and Self-Awareness in Leadership

Choose one course:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CO 225	Interpersonal Communication	4.0
CO 226	Intercultural Communication	4.0
CO 315	Communication Ethics	4.0
MG 315	Business Ethics	4.0
PS 241	Personality and Individual Differences	4.0

## Group Dynamics in Leadership

Choose one course:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CO 353	Communication and Leadership in Teams	4.0
MG 237	Organizational Behavior	4.0
MG 485	Strategic Management	4.0
PO 369	Political Behavior	4.0
PS 219	Social Psychology	4.0
	<b>Total Credits</b>	<b>20</b>

## Leadership Studies Course Descriptions

### **LD 201 : Introduction to Leadership Theory**

Students will critically examine historical and contemporary theories of leadership. Students will explore the moral and ethical dimensions of leadership and understand that the practice of leadership involves authenticity, integrity and service.

**Credits** 4.0

### **LD 205 : Ethical Leadership in a Democracy**

In this course students read, discuss, and reflect on the fundamental concept of leadership across a wide range of historical periods. They grapple with such questions as Why lead? Why follow? How are leaders best educated to be effective in a democracy? What type(s) of leaders are the best in a democracy? How important should morality be to leaders? What do citizens owe one another? In what way(s) does leadership intersect with the idea of service?

**Credits** 4.0

# Mathematics

**Professor Patricia Kiihne**  
**Professor James Marshall**  
**Professor Mary Marshall**  
**Professor Todd Oberg**

The courses in mathematics are designed to satisfy the general cultural needs of students and to provide a broad background for those who plan a career in mathematics, computer science, actuarial sciences, engineering sciences, or the natural sciences.

The mathematics minor will consist of 5 or more mathematics courses (20 credit hours), at least two of which must be at the 300-level.

An exception to the ten-course requirement is the following. The department considers a student who places into Calculus II or Calculus III and completes that course with a 'C' or better to have met the major requirements for the preceding calculus courses. That is, a student who places into MA 223 and completes it with a 'C' or better is not required to take MA 213 for the major; a student who places into MA 233 and completes it with a 'C' or better is not required to take MA 213 or MA 223 for the major.

Prerequisites for mathematics courses must be completed with a grade of 'C' or above. No student who has completed a mathematics course with a grade of 'C' or above may enroll in a prerequisite to that course without the permission of the department chair. MA 223 is a prerequisite for all 300-level mathematics. Transfer credit for 300-level courses counting toward the major or minor requires permission of the department chair.

## Actuarial Science

### Major

The Actuarial Science major is an interdisciplinary program that is housed in the Math program. It requires 48 semester hours, with 28 hours of the courses taking place in Math and the remaining 20 hours in Accounting, Economics, and Finance. The focus of the program is to prepare students for careers as actuaries, with at least one course focused around actuarial exam preparation. The program will ensure that students will also complete a Math minor and be prepared to attempt two professional exams prior to graduation. For timely progress toward the degree students should complete MA 223 before the start of their junior year. For more information, contact Professor Patricia Kiihne in the Mathematics program. The courses required for the major are:

## Mathematics Core

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
MA 233	Calculus III	4.0
MA 323	Introduction to Linear Algebra	4.0
MA 341	Probability	4.0
MA 342	Mathematical Statistics	4.0
MA 347	Mathematics of Investment	4.0

## Business/Other Core

Item #	Title	Credits
AC 231	Principles of Accounting	4.0
AC 325	Intermediate Financial Accounting I	4.0
AC 326	Intermediate Financial Accounting II	4.0
EC 105	Principles of Economics	4.0
FI 362	Corporate Risk Management	4.0
IS 485	A Liberal Arts Survival Guide	4.0
	<b>Total Credits</b>	<b>48</b>

## Mathematics

### Major

An exception to the ten-course requirement is the following. The department considers a student who places into Calculus II or Calculus III and completes that course with a 'C' or better to have met the major requirements for the preceding calculus courses. That is, a student who places into MA 223 and completes it with a 'C' or better is not required to take MA 213 for the major; a student who places into MA 233 and completes it with a 'C' or better is not required to take MA 213 or MA 223 for the major.

Students who do not meet placement requirements for MA 213 will need to take an additional mathematics course or courses (4 to 8 credit hours) prior to enrolling in MA 213.

### Core Courses

Item #	Title	Credits
MA 201	Discrete Mathematics	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
MA 233	Calculus III	4.0
MA 323	Introduction to Linear Algebra	4.0
	<b>IS 485 or MA 484</b>	<b>4.0</b>

### Two chosen from:

Item #	Title	Credits
MA 302	Survey of Geometry	4.0
MA 373	Real Analysis	4.0
MA 383	Abstract Algebra	4.0

### At least one chosen from:

Item #	Title	Credits
MA 310	History of Mathematics	4.0
MA 342	Mathematical Statistics	4.0

### Remaining requirements

One course chosen from the 300-level mathematics courses.

	<b>Total Credits</b>	<b>40</b>
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## Mathematics

Minor

### Required Courses

The mathematics minor will consist of 5 or more mathematics courses (20 credit hours), at least two of which must be at the 300-level.

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**Total Credits**

**20**

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## Mathematics

Teaching Licensure

Math students interested in earning a teaching license should plan to double major in math and education and student teach their final semester.

These students should enroll in ED 101 their first semester or as soon as possible thereafter and work closely with their advisors in both departments to ensure all State of Illinois requirements for licensure are met.

### Required Courses

Additionally, these students must take at least 11 mathematics courses (44 credit hours):

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MA 123	Elementary Statistics	4.0
MA 201	Discrete Mathematics	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
MA 233	Calculus III	4.0
MA 302	Survey of Geometry	4.0
MA 310	History of Mathematics	4.0
MA 323	Introduction to Linear Algebra	4.0
MA 334	Modeling and Technology	4.0
MA 383	Abstract Algebra	4.0
	<b>Total Credits</b>	<b>40</b>

## Mathematics Course Descriptions

### **MA 102 : Statistics for Citizens**

The study of basic descriptive and inferential statistics, with a focus on statistical ideas and statistical reasoning and on their relevance to public policy and to the human sciences from medicine to sociology.

**Credits** 4.0

### **MA 103 : College Algebra**

College Algebra provides an introduction to algebra. Topics include functions, rates of change and linear functions, quadratic functions, polynomial functions, exponential functions, and logarithmic functions.

**Credits** 4.0

### **Prerequisites**

Appropriate placement recommendation

**MA 123 : Elementary Statistics**

The study of basic descriptive and inferential statistical methods, with applications primarily to the biological, behavioral, and social sciences.

**Credits** 4.0

**Prerequisites**

[MA 103](#), appropriate placement recommendation, or consent of the instructor

**MA 124 : Elementary Statistics through Baseball**

Introduction to standard statistical concepts and techniques through the study of baseball and baseball statistics. General topics include surveys and sampling, observational studies vs. controlled experiments, binomial and normal distributions, correlation and regression. Baseball-specific topics include nontraditional statistics such as OPS, making strategic decisions using run-production tables, using individual batting statistics to predict team runs and team win/ loss ratios, and modeling game play with chance models. Students will have the opportunity to conduct analyses of their own design.

**Credits** 4.0

**MA 125 : Elementary Statistics & Gender**

Introduction to standard statistical concepts and techniques particularly as they apply to the study of gender, race, and class.

**Credits** 4.0

**MA 127 : Theory of Arithmetic**

A foundation course for elementary education: foundations for learning mathematics; manipulatives; algebraic thinking; numeration; theory of whole numbers, integers, rational numbers, and real numbers; operations of arithmetic; mental math; elementary number theory; and proportional reasoning.

**Credits** 4.0

**Prerequisites**

[MA 103](#) or appropriate placement recommendation and [ED 101](#) or permission of instructor

**Semester Offered**

Offered fall semesters

**MA 128 : Uncertainty and Shape**

A continuation of [MA 127](#): elementary data analysis; concepts of chance; basic concepts of geometry; two- and three-dimensional geometry; congruence; similarity; symmetry; tessellations; geometric manipulatives; and measurement.

**Credits** 4.0

**Prerequisite Courses**

[MA 127: Theory of Arithmetic](#)

**Semester Offered**

Offered spring semesters

**MA 133 : Precalculus**

Precalculus is a course that explores functions (linear, power, exponential, logarithmic, and trigonometric), and triangle trigonometry through multiple representations of mathematical ideas - words, numbers, graphs, and symbols. The course includes using these functions to create mathematical models to address questions about phenomena from the world around us.

**Credits** 4.0

**Prerequisites**

[MA 103](#), appropriate placement recommendation, or consent of the instructor

**MA 201 : Discrete Mathematics**

An introduction to the study of discrete mathematical structures. This course includes some set theory, relations and functions, logic and proof, mathematical induction, and graphs.

**Credits** 4.0

**Prerequisites**

[MA 133](#), or appropriate placement recommendation, or consent of the instructor

**Semester Offered**

Offered spring semesters

**MA 207 : Numeric and Algebraic Thinking**

Provides a more advanced treatment of the following Elementary Education topics: real numbers, number theory, algebraic thinking, functions, proportional reasoning, and percents.

**Credits** 4.0

**Prerequisite Courses**

[MA 128: Uncertainty and Shape](#)

**Semester Offered**

Offered only as needed

**MA 213 : Calculus I**

This is the basic calculus sequence with applications and covers: functions; limits; derivatives; integrals; conics; calculus of transcendental functions; sequences and series: vector valued functions; partial derivatives; curves and surfaces in space; and multiple integrals.

**Credits** 4.0

**Prerequisites**

[MA 133](#), appropriate placement recommendation, or consent of the instructor

**MA 223 : Calculus II**

This is the basic calculus sequence with applications and covers: functions; limits; derivatives; integrals; conics; calculus of transcendental functions; sequences and series: vector valued functions; partial derivatives; curves and surfaces in space; and multiple integrals.

**Credits** 4.0

**Prerequisites**

[MA 213](#), appropriate placement recommendation, or consent of the instructor

**MA 233 : Calculus III**

This is the basic calculus sequence with applications and covers: functions; limits; derivatives; integrals; conics; calculus of transcendental functions; sequences and series: vector valued functions; partial derivatives; curves and surfaces in space; and multiple integrals.

**Credits** 4.0

**Prerequisites**

[MA 223](#), appropriate placement recommendation, or consent of the instructor

**MA 242 : Experiencing Geometry**

Inductive and deductive study of topics from two- and three-dimensional Euclidean geometry, coordinate geometry, and transformational geometry.

**Credits** 4.0

**Prerequisite Courses**

[MA 213: Calculus I](#)

**Semester Offered**

Offered fall semester of even years

**MA 302 : Survey of Geometry**

Inductive and deductive study of topics from Euclidean, Transformational, Coordinate, and Non-Euclidean geometries.

**Credits** 4.0

**Prerequisites**

[MA 223](#) or consent of the instructor

**Semester Offered**

Offered spring semester of odd years

**MA 310 : History of Mathematics**

Provides a historical study of numeration systems, number theory, calculus, geometry, and contributions from under-represented groups.

**Credits** 4.0

**Prerequisite Courses**

[MA 223: Calculus II](#)

**Semester Offered**

Offered spring semester of even years

**MA 323 : Introduction to Linear Algebra**

Matrix algebra, linear systems, vector spaces, and linear transformations.

**Credits** 4.0

**Prerequisite Courses**

[MA 223: Calculus II](#)

**Semester Offered**

Offered fall semesters

**MA 332 : Introduction to Differential Equations**

First and higher order linear differential equations, variable coefficients, series methods, Laplace transforms, and a brief introduction to systems and numerical methods.

**Credits** 4.0

**Prerequisite Courses**

[MA 223: Calculus II](#)

**Semester Offered**

Offered spring semesters

**MA 334 : Modeling and Technology**

Discrete and continuous mathematical models from a variety of disciplines using appropriate technology. Includes experiences using various types of technology and addresses when technology is appropriate and when it is not.

**Credits** 4.0

**Prerequisite Courses**

[MA 223: Calculus II](#)

**Semester Offered**

Offered spring semester of even years

**MA 341 : Probability**

Counting techniques, basic probability models and probability rules, discrete and continuous probability distributions, and multivariate random variables. This course, along with MA 342, covers the material needed to pass Exam P of the Society of Actuaries.

**Credits** 4.0

**Prerequisite Courses**

[MA 213: Calculus I](#)

**Co-Requisite Courses**

[MA 223: Calculus II](#)

**MA 342 : Mathematical Statistics**

In this course, we study Normal and Bivariate Normal Distributions; parameter estimation with confidence intervals; hypothesis testing such as t-tests, chi-square tests, and analysis of variance; and theory of estimation and hypothesis testing. This course, along with Math 341, covers the material needed to pass Exam P of the Society of Actuaries. Additionally, this course covers some of the material tested on Exam S of the Casualty Actuarial Society.

**Credits** 4.0

**Prerequisite Courses**

[MA 341: Probability](#)

**MA 347 : Mathematics of Investment**

Mathematics of investment and credit. Topics include interest rate measurements, annuities, loan repayments, bond valuation, rates of return of investments, and cashflow duration and immunization. This course covers a preponderance of the material needed to pass Exam FM of the Society of Actuaries.

**Credits** 4.0

**Prerequisite Courses**

[MA 223: Calculus II](#)

**MA 353 : Topology**

A rigorous study of the fundamental concepts of point-set topology, including metric spaces, separation, connectedness compactness, and homeomorphisms.

**Credits** 4.0

**Prerequisite Courses**

[MA 223: Calculus II](#)

**Semester Offered**

Offered spring semesters of odd years

**MA 373 : Real Analysis**

A rigorous study of the concepts of continuity, differentiation, integration and convergence.

**Credits** 4.0

**Prerequisites**

[MA 201](#) and [MA 223](#) or consent of the instructor

**Semester Offered**

Offered spring semesters of even years

**MA 383 : Abstract Algebra**

This course will introduce basic algebraic structures including groups rings and fields. In this context, the student will gain significant experience in finding and writing mathematical proofs. Optional topics may be chosen from solvable groups Sylow theorems, Galois theory, extension fields, and integral domains

**Credits** 4.0

**Prerequisites**

[MA 201](#) and [MA 223](#) or consent of the instructor

**Semester Offered**

Offered fall semesters of even years

**MA 461 : Independent Study in Mathematics**

Selected topics from the usual subject matter of undergraduate mathematics. Students work independently, but under the supervision of an instructor. A final examination, notebook, term paper, or any combination of these may be required. May be elected more than once, with a limit of eight hours credit.

**Credits** 1.0-4.0

**Prerequisites**

consent of the instructor

**Notes**

1-4 credits each semester

**MA 462 : Independent Study in Mathematics**

Selected topics from the usual subject matter of undergraduate mathematics. Students work independently, but under the supervision of an instructor. A final examination, notebook, term paper, or any combination of these may be required. May be elected more than once, with a limit of eight hours credit.

**Credits** 1.0-4.0

**Prerequisites**

consent of the instructor

**Notes**

1-4 credits each semester

**MA 463 : Internship in Mathematics**

**Credits** 1.0-4.0

**MA 464 : Internship in Mathematics**

**Credits** 1.0-4.0

**MA 465 : Independent Research in Mathematics**

**Credits** 1.0-4.0

**MA 466 : Independent Research in Mathematics**

**Credits** 1.0-4.0

**MA 484 : Capstone for Secondary Education**

Provides for a discussion of how the mathematics learned as an undergraduate student relates to the core mathematical content and problems of high school mathematics courses while treating these topics from a mathematically advanced standpoint.

**Credits** 4.0

**Prerequisites**

completion of major requirements or consent of instructor

**Semester Offered**

Offered fall semesters

# Music

**Associate Professor Christian Secrist**

**Assistant Professor Nichol DelGiorno**

**Instructor Tyler Carpenter**

The courses in music are designed to enrich and broaden the understanding of music as an art form in all its cultural contexts. Some courses encourage participation in performance, while others deal with aspects of music history, notation, and analysis. The music minor offers immersive study in music for those who are passionate about music but wish to major in another subject. Prospective students may audition for fine arts scholarships, and all music ensembles (MU103, 105, 106, 107, and 113) are open to students (some, but not all, require an audition). Enrollment in the ensembles is counted in determining tuition charges. A fee is charged for private lessons, but this fee is waived for music minors.

## Fine Arts

Minor

The Fine Arts minor shall consist of 20 credit hours with these requirements:

1. Students must successfully complete, with a minimum grade of 'C' in all courses, at least 8 credit hours in two of the fine arts areas chosen from Art, Music, and Theatre. Students may take courses in all three areas.
2. Within the 8-credit hour minimum requirement in each discipline, at least four credit hours must be completed as an academic class.
3. If the student chooses the area of theatre, the 8-hour minimum can be split between academic and application classes or practicums. For example, in theatre this could be one 4-credit hour class and four credit hours of performance experience.
4. If the student chooses the area of music, the 8-hour minimum must include at least one music theory or music history class. The remaining four credit hours may include another theory or history course or application courses such as ensembles participation or private music lessons.
5. If the student chooses the area of art, the minimum may include any art class.

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**Total Credits**

**20**

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## Fine Arts Administration

Minor

**Professor Nancy Taylor Porter, Coordinator (Theatre)**

The Fine Arts Administration minor is open ONLY to students majoring or minoring in Art, Music, and Theatre or minoring in Fine Arts. It is intended to create a related or alternative career path for students in the arts, preparing them for an entry-level administrative position at an arts organization. Conversely, it helps give them the skills to build their own company or studio if that is their goal. During their senior year, students will register for an internship, which may either be focused on a particular field or be designed to include experiences from multiple arts arenas. It can be taken as a one-credit course in both semesters or as a two-credit course in a single semester.

The Fine Arts Administration minor consists of 18 hours:

## Course Requirements

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
AC 231	Principles of Accounting	4.0
EC 265	Economics of Entrepreneurship	4.0
MG 364	Management	4.0
MG 354	Marketing	4.0

## Practicum Requirements

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	<b>Fine Arts Administration Internship</b>	<b>2.0</b>
	<b>Total Credits</b>	<b>18</b>

## Music

### Minor

Ensemble participation is suggested for all music minors each semester. All minors must also enroll in MUSR, a non-credit requirement to attend a minimum number of 6 concerts and recitals each semester after declaration of the minor. Minors must attend MUSR for a minimum of 4 semesters.

## Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MU 111	Introduction to Music and Music Theory	4.0
MU 102	Music Appreciation	4.0

## Electives

8 hours of electives chosen from the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MU 141	American Popular Music	4.0
MU 142	Introduction to World Music	4.0
MU 216	Jazz History and Appreciation	4.0
	<b>2 Hours of Applied Music (200-level)</b>	

## Additional Requirements

- 2 hours of Ensemble Participation
- Successful completion of MU SR

	<b>Total Credits</b>	<b>20</b>
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# Music Course Descriptions

## **MU 102 : Music Appreciation**

This class explores music through the lenses of culture and history, allowing us a deeper understanding of music-makers and listeners. Students will explore the dominant trends of Western music, including the major composers, musical styles, and historical eras that have shaped music from the Middle Ages to the present. A special emphasis will be given to developing active listening skills, as well as communication skills regarding aesthetic expression.

**Credits** 4.0

## **MU 103 : Symphony Chorale**

Two and one-half hours of weekly rehearsal and two to four performances during the year. Includes the preparation and performance of major works for chorus and orchestra. Sponsored by the Jacksonville Symphony Society.

**Credits** 0.0-1.0

### **Prerequisites**

consent of the instructor

### **Notes**

0-1 credits each semester

## **MU 105 : Wind Ensemble**

Three hours of weekly rehearsal, several performances both on and off campus throughout the year, including a Spring Concert Tour with other music ensembles to major metropolitan area. Repertoire performed includes sacred and secular concert music and original works for wind ensemble and concert band. Student should contact instructor for placement.

**Credits** 0.0-1.0

### **Notes**

0-1 credits each semester

## **MU 106 : Concert Choir**

Three hours of weekly rehearsal, several performances both on and off campus throughout the year, including a Spring Concert Tour with other music ensembles to major metropolitan areas. A variety of music is performed, including great masterworks from all periods of music history. Student should contact instructor for placement.

**Credits** 0.0-1.0

### **Notes**

0-1 credits each semester

## **MU 107 : Symphony Orchestra**

Two and one-half hours of weekly rehearsal and five or six concerts during the year. Sponsored by the Jacksonville Symphony Society.

**Credits** 0.0-1.0

### **Prerequisites**

consent of the instructor

### **Notes**

0-1 credits each semester

**MU 109 : Class Voice**

Introduction to singing, the development of the solo voice. Study of problems of vocal production, interpretation, style, and stage deportment. Vocal exercises and songs learned and memorized.

**Credits** 2.0

**Prerequisites**

No prerequisite

**Semester Offered**

Offered fall semesters

**MU 111 : Introduction to Music and Music Theory**

An introductory study of melody, harmony, counterpoint, and part-writing fundamental to Western music, including a discussion of musical examples from different periods. Concurrent ear training, composing, and keyboard training. Entry level course for music minors. Open to other interested students.

**Credits** 4.0

**Semester Offered**

Offered fall semesters

**MU 113 : Small Ensemble**

Percussion Ensemble, Brass Ensemble, Woodwind Quintet, String Quartet, Bella Voce (treble vocal ensemble) or other small chamber ensemble organized by the department.

**Credits** 0.0-1.0

**Prerequisites**

consent of instructor

**Notes**

0-1 credits each semester

**MU 141 : American Popular Music**

This course examines the characteristics and significance of popular music in the United States from the late nineteenth century to the present. No prior musical experience or knowledge is required to enroll in this course. We will explore musical characteristics such as form and instrumentation as well as the meaning and implications of text in music. The relationship of popular music to cultural, social, economic, and political dimensions will be central to the study and understanding of popular music in the United States.

**Credits** 4.0

**MU 142 : Introduction to World Music**

This is an introductory course covering a survey of music that falls outside of the traditional canon of Western Art Music. Historical and cultural backgrounds pertaining to the creation and performance of music will be considered, as will the roles of music and musicians in various culture and comparisons of musical practices in different geographical regions.

**Credits** 4.0

**MU 152 : Voice**

Private instruction in singing and vocal technique.

**Credits** 1.0-2.0

**Notes**

1-2 credits each semester

**MU 162 : Instrument**

Private instruction in, Piano, Organ, Brass, Woodwind, Percussion, Guitar, Bass, or Strings. Other instruments available by request when a well-qualified instructor is available to fulfill student demand.

**Credits** 1.0-2.0

**Notes**

1-2 credits each semester

**MU 208 : Accompanying**

Practical training and experience in the tradition, interpretation and execution of accompaniment. Students will accompany specific vocalists and/or instrumentalists in lessons, classes and performances.

**Credits** 1.0

**Prerequisites**

Consent of instructor

**MU 216 : Jazz History and Appreciation**

A study of the development of Jazz music from its origins to the present day. Students will explore the different eras, styles, artists, literature and social issues associated with Jazz, with a strong emphasis on audio and visual examples. The course will also provide a basic understanding of the structure of Jazz with the goal of developing greater skills for listening and appreciation of this uniquely American genre.

**Credits** 4.0

**MU 250 : Voice: Music Minor**

Private instruction in singing and vocal technique for music minors as their primary area of applied study.

**Credits** 1.0-2.0

**Notes**

1-2 credits each semester

**MU 260 : Instrument: Music Minor**

Private instruction in, Piano, Organ, Brass, Woodwind, Percussion, Strings, or Guitar for music minors as their primary area of applied study.

**Credits** 1.0-2.0

**Notes**

1-2 credits each semester

**MU 270 : Composition**

**Credits** 1.0-2.0

**Prerequisites**

Consent of instructor

**Notes**

1-2 credits each semester

**MU 370 : Composition**

**Credits** 1.0-2.0

**Prerequisites**

Consent of instructor

**Notes**

1-2 credits each semester

**MU 461 : Independent Study in Music**

Advanced supervised study in music theory or history, music performances (not a solo recital), or music administration.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor

**Semester Offered**

Offered fall semesters

**MU 462 : Independent Study in Music**

Advanced supervised study in music theory or history, music performances (not a solo recital), or music administration.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor

**Semester Offered**

Offered fall semesters

**MU 463 : Internship in Music**

**Credits** 1.0-4.0

**MU 464 : Internship in Music**

**Credits** 1.0-4.0

**MU 465 : Independent Research in Music**

**Credits** 1.0-4.0

**MU 466 : Independent Research in Music**

**Credits** 1.0-4.0

**MU SR : Student Recital**

Attendance at recitals, concerts, and lectures is required of all music minors after declaration of the degree program. Attendance at these events is similar to convocation requirements, minors must attend at least 6 events per semester. The Department of Music will make a list of approved events available to the students.

# Neuroscience

## *Administered by the Psychology Department*

The Neuroscience major is interdisciplinary in nature, connecting many disciplines across campus (such as Psychology, Biology, Chemistry, Computer Science, Philosophy, and Political Science, as well as others) to better understand the brain. The major has been developed to help students gain admission to neuroscience graduate programs or to move directly into careers in related areas.

Its interdisciplinary liberal arts nature lends itself well to inquisitive students with interests across disciplines, enabling double majors and major-minor combinations. For example, beyond the traditional applications in Biology and Psychology, the program can be useful to Education majors who want to learn more about the developing brains of their students, English majors interested in medical journalism, Art majors interested in perception, Business majors interested in careers in the Pharmaceutical/Biotech industry, Math or Computer Science or Engineering majors interested in computational neuroscience, neural networks, brain-machine interfaces, etc.

## Neuroscience

### Major

The major will consist of 48 credit hours, including 12 hours of interdisciplinary preparatory courses, 20 hours of core neuroscience courses, and 16 hours of interdisciplinary neuroscience electives spread across disciplines.

A student wishing to double major in Neuroscience and another field may count no more than 12 credit hours in the major field towards both majors.

## Interdisciplinary Preparatory Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
<b>Three 100-level courses</b>		<b>12.0</b>

## Core Neuroscience Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PS 226	Introduction to Neuroscience and Behavior	4.0
PS 261	Neuropharmacology: Drugs and Behavior	4.0
PS 327	Sensory and Motor Systems	4.0
NE 326	Advanced Neuroscience	4.0
<b>NE 401: Liberal Arts &amp; the Brain (taken four times)</b>		<b>4.0</b>
NE 401	Liberal Arts & the Brain	1.0

## Neuroscience Electives

Majors must choose an additional 4 courses from the following Neuroscience electives:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BI 306	Developmental Biology	4.0
BI 328	Animal Behavior	4.0
KI 232	Motor Development	4.0
PH 170	Philosophy of Mind	4.0
PO 270	Brain, Biology, and Politics	4.0
PS 322	Cognitive Psychology	4.0
PS 346	Abnormal Psychology	4.0
	<b>Total Credits</b>	<b>48</b>

## Neuroscience

### Minor

The minor will be available to any student except Psychology majors. Interested Psychology majors can complete the Psychology Neuroscience concentration.

## Introductory Course

An Introductory Course in Biology or Psychology (PS 101, BI 110 or BI 107)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PS 101	Introduction to Psychology	4.0
BI 110	Biological Investigation	4.0
BI 107	Human Biology	4.0

## Core Neuroscience Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PS 226	Introduction to Neuroscience and Behavior	4.0
PS 327	Sensory and Motor Systems	4.0
PS 261	Neuropharmacology: Drugs and Behavior	4.0

## Neuroscience in the Liberal Arts

Choose 2 of the following 4 courses (8 hours), and at least one has to be PH 170 or PO 270:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BI 328	Animal Behavior	4.0
PH 170	Philosophy of Mind	4.0
PO 270	Brain, Biology, and Politics	4.0
PS 330	Behavioral Genetics	4.0
	<b>Total Credits</b>	<b>24</b>

# Neuroscience Course Descriptions

## **NE 326 : Advanced Neuroscience**

Advanced study of the brain. Topics include brain development, aging, plasticity, memory, and diseases/disorders of the brain. Course readings and topics will vary depending upon the interests of the class. Common readings and discussions are paired with individualized study in the student's areas of interest, culminating in a laboratory research project.

**Credits** 4.0

### **Prerequisite Courses**

[PS 226: Introduction to Neuroscience and Behavior](#)

### **Prerequisites**

and any statistics course meeting Statistical and Quantitative Literacy

### **Semester Offered**

Offered fall semesters

## **NE 401 : Liberal Arts & the Brain**

This 1-credit hour course is designed to give neuroscience majors exposure to readings and discussions that demonstrate the connections between the brain and many other disciplinary areas across campus. Weekly meetings will discuss common readings. Additional topics include graduate school and career opportunities in the neurosciences.

**Credits** 1.0

### **Prerequisite Courses**

[PS 226: Introduction to Neuroscience and Behavior](#)

### **Prerequisites**

and a declared Neuroscience major.

### **Co-Requisite Courses**

[NE 326: Advanced Neuroscience](#)

# Nursing

***Assistant Professor Pamela Brown - MSN Program Coordinator***

***Assistant Professor Angela Bentley - Director of Nursing***

***Assistant Professor Carrie Carls***

***Assistant Professor Barbara Chumley***

***Assistant Professor Amy Hyrnewych***

***Assistant Professor Jordan Jarzen***

***Assistant Professor Tracey Kreipe***

***Part-time Assistant Professor Marie Lindsey***

***Part-time Instructor April Howard***

***Part-time Instructor Ann O'Sullivan***

***Part-time Instructor Cheryl Pope***

***Part-time Instructor Debra Veach***

***Part-time Instructor Zeh Wellington***

The Bachelor of Science in Nursing (BSN) at Illinois College has two tracks: 1) the traditional prelicensure track and 2) the online RN to BSN track.

The nursing program has a Holistic and Caring Framework that is essential for preparing nurses for professional practice in the 21st Century. The Illinois College Nursing Program recognizes that individuals, families, communities, and populations have inherent worth and should be treated with dignity and compassion.

The prelicensure or traditional track prepares you to be “practice ready” in addition to being prepared to take the National Council Licensing Examination (NCLEX) which allows you to become licensed as a Registered Professional Nurse (RN). Our traditional track requires a total of 130 credits and combines classroom instruction with hands on practice in our nursing laboratory and various clinical sites. Students begin hands on clinical in the second semester of the sophomore year.

A sample traditional track degree plan is available. Please consult with your advisor about your individual plan for course registration and completion of program/graduation requirements.

## Nursing Traditional Track

BSN

Requirements for declaring a nursing major at the end of the first year:

- A “C” or better in BI 107 – Human Biology (or the equivalent) and CH 103—General, Organic, & Biological Chemistry (or the equivalent)
- A college cumulative GPA of 2.75 or higher
- Successful completion of a minimum of 28 college credits
- A score of Proficient or higher on the Test of Essential Academic Skills (ATI TEAS)



## Traditional Track: Required Courses

Item #	Title	Credits
BI 107	Human Biology	4.0
BI 215	Medical Terminology	2.0
BI 245	Microbiology	4.0
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
CH 103	General, Organic, & Biological Chemistry	4.0
	<b>Language 102 or SP 101 and GB 270</b>	<b>4.0-8.0</b>
SP 101	Spanish for Global Citizens I	4.0
	<b>MA 123 or SO 210</b>	<b>4.0</b>
NU 254	Foundations of Nursing I	5.0
NU 255	Foundations of Nursing II	7.0
NU 311	Pharmacology I	3.0
NU 312	Pharmacology II	3.0
NU 336	Adult & Geriatric Nursing	7.0
NU 338	High Acuity Nursing	7.0
NU 400	Nursing Research & Evidence-Based Practice	4.0
NU 426	Maternal and Child Nursing	7.0
NU 428	Public, Community, & Population Nursing	6.0
NU 432	Mental Health Nursing	6.0
NU 450	Leadership & Health Policy in Nursing Practice	6.0
NU 460	Nursing Capstone	2.0
PH 350	Biomedical Ethics	4.0
PS 101	Introduction to Psychology	4.0
PS 276	Lifespan Development	4.0
SO 218	Social Problems	4.0

## Additional Requirements

Students also must complete all BLUEprint requirements. However, if an entering student needs the 101-level of language, the student will take SP 101 followed by GB 270, which will also count toward a Cultural Literacy Course.

Note: A student may need to take one or more summer courses if they do not enter ready to take the 102-level language or needing any other prerequisite courses.

Students must earn a grade of "C-" or higher in all nursing and nursing support courses required for the nursing major. For all clinical courses, the clinical component is pass/fail. A failure in the clinical practicum will result in failure of the course, regardless of classroom performance. (See the Nursing Handbook for additional information on program requirements.)

**Students must maintain satisfactory progress through and completion of courses in each semester, including first year and sophomore level, in accordance with the Traditional Track Degree Plan and must maintain a cumulative GPA of 2.75 to progress through the Nursing Program.**

**Total Credits**

**109-113**

## Master of Science in Nursing (Online)

### Master of Science in Nursing

The Master of Science in Nursing online program offers students two areas of concentration: leadership/administration or education. Both concentrations consist of a 36-credit hour track with core courses, interdisciplinary courses, and concentration courses. Each student completes all core and interdisciplinary courses and then completes their chosen area of concentration courses. This track is based on and meets the standards of the American Association of Colleges of Nursing's Essentials of Master's Education in Nursing (2011), and the Commission on Collegiate Nursing Education's Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2017).

### Admissions Requirements

Acceptance into the MSN program is contingent on meeting the following admission requirements:

- Bachelor of Science Degree in Nursing (BSN) from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Accrediting Commission (NLNAC).
- Minimum grade point average of 2.5 on a 4.0 scale for the last 60 semester credit hours of undergraduate course work.
- Official transcripts of all prior collegiate academic work.
- Evidence of satisfactory completion of introductory courses in statistics, nursing research, and health assessment, or their equivalent, with a grade of "C" or better at the baccalaureate level.
- Basic computer skills.
- Evidence of licensure as a registered professional nurse in any state or territory of the United States.
- Evidence of liability insurance.
- Current CPR certification.
- Evidence of the following immunization: Hepatitis, MMR, tetanus, and diphtheria.
- Evidence of an annual TB skin test.
- Evidence of health insurance.
- Criminal background check within 90 days prior to the first practicum experience.

Acceptance into the program for any student who speaks English as a second language is also contingent on meeting the following admission requirement:

- TOEFL score or other acceptable proof of English proficiency.
  - Students for whom English is a second language may be referred to an ESL program of study as a condition for enrollment into the program.

### Transfer of Credit

Students may transfer a maximum of 4 semester credit hours of previous graduate level course work (from a regionally accredited university or college). Only courses with a grade of B or better will be transferred.

### Core Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
NU 510	Nursing Philosophy/Theories	4.0
NU 512	Advanced Assessment, Pathophysiology and Pharmacology	4.0
NU 514	Evidence-Based Research in Advanced Nursing Practice	4.0
NU 516	Healthcare Policy & Advocacy	4.0

### Interdisciplinary Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PS 543	Data Analysis & Statistics	4.0
CO 520	Leadership and Instructional Communication	4.0

### Nursing Leadership/Administration Concentration Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
NU 610	Nursing Leadership and Healthcare Finance	4.0
NU 612	Organizational Behavior in Healthcare	4.0
NU 614	Leadership in Healthcare Systems: Advanced Roles in Nursing	4.0

### Nursing Education Concentration Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
NU 630	Curriculum Development and Evaluation	4.0
NU 632	Innovative Teaching Strategies in Nursing	4.0
NU 634	Evaluation and Testing in Nursing Education	4.0

## Notes

### Licensure

Students in the MSN program practice professional nursing during their practicums and therefore must have a current registered nurse license from a state or territory of the United States and liability insurance. All students must submit proof of licensure and insurance when applying for the program and whenever their license and/or insurance are renewed.

The names and origin of license of all “out-of-state” professional nurses are filed with the Illinois Division of Professional Regulation at the beginning of each semester, allowing these students to practice nursing during their practicums. According to the Illinois Nurse Practice Act, students who have a license from another state or territory can practice in the state as a graduate student when under the supervision of faculty. Students who wish to work in the State of Illinois while enrolled in the program must apply to the Illinois Department of Financial and Professional Regulation, Division of Professional Regulation, for an Illinois registered professional nurse license.

### Progression Requirements and Policy

Students in the BSN to MSN Track at Illinois College are required to maintain a 3.0 grade point average. A student may earn one “C” in a Masters level nursing course or cognate course if they maintain the 3.0 GPA. Students who earn in excess of one “C” in either a nursing or elective course may be dismissed. All issues regarding student’s academic progress will be decided by the faculty on a case-by-case basis.

### Academic Standing

Students in the BSN to MSN Track are required to maintain a cumulative GPA of 3.0 on a 4.0 scale. Students who fail to meet this standard will be subject to an academic review by the Coordinator of Online Nursing and may be dismissed from the program depending on the severity of the academic deficiency. All students must have a cumulative GPA of 3.0 or better to graduate from the MSN Track.

A student who is dismissed from the program for academic reasons may appeal the dismissal within 30 calendar days from the date on the dismissal letter. While the appeal is pending, the student cannot register for or attend classes. The Department of Nursing is responsible for deciding the merits of an appeal. The appeal must be in writing and addressed to the Coordinator of the MSN Program. The appeal must provide in detail the following information:

- Description of the unusual or non-recurring events that lead to the student’s poor academic performance.
- Actions that have been taken or will be taken by the student to ensure there will be no recurrence of these events.
- Actions that have been taken or will be taken by the student to ensure his/her cumulative GPA will quickly reach a minimum of 3.0.
- Any additional evidence or information that may be helpful in reaching a decision.

### Dismissal

Illinois College Department of Nursing reserves the right to dismiss students from the MSN program regardless of the cumulative grade point average for:

- Not meeting progression requirements
- Unsafe clinical performance as outlined in the “Unsafe Student Practice Policy.”
- Failure to comply with the policies of the program
- Failure to maintain licensure as a professional nursing
- Unsafe performance as a nurse in general

## Immediate Dismissal

- Immediate dismissal may result from the following:
- Knowingly causing a patient harm
- Appearance in the class or practicum under the influence of drugs or alcohol. Student may be asked to take a drug screening test.

## Graduation Requirements

- 36 credit hours at the graduate level
- Complete all core, concentration, and elective courses
- Completion of student's project.
- A cumulative grade point average of 3.0 or above

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**Total Credits**

**36**

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## Nursing RN to BSN Track (Online)

RN to BSN

The purpose of the online RN to BSN is to provide current licensed registered nurses with the skills, knowledge, and abilities necessary to provide excellence in health care practice and leadership within a variety of health care settings. This is a fully online program. See <https://online.ic.edu/> for more information.

## Admission to the RN to BSN Nursing Program

An entering student must possess an associate degree or diploma in nursing, from an approved nursing program, as well as a valid and unencumbered RN state license issued in the U.S.

ADN/transfer credits must include the following courses:

- English Composition I
- English Composition II (preferred) or another writing-intensive course
- Human Anatomy and Physiology I
- Human Anatomy and Physiology II
- Microbiology
- Introduction to Psychology
- ADN/transfer credits should include the following courses (although these courses may also be completed concurrently):
  - Statistics
  - Introduction to Sociology (preferred) or other sociology course
  - An additional arts or humanities course

Major, for a Bachelor of Science in Nursing: minimum of 36 credits in 9 courses (24 credit hours of nursing, and 12 credit hours of interdisciplinary/cross-over courses). The core nursing courses require admission into the program. The three interdisciplinary, or cross-over, courses do not require admission into the program.

Item #	Title	Credits
NU 320	Concepts of Professional Nursing and Healthcare Policy	4.0
NU 340	Advanced Health Assessment	4.0
NU 360	Pathophysiology in Disease Management and Health Promotion	4.0
NU 410	Ethical Leadership and Management in Nursing	4.0
NU 420	Community and Population Health Nursing	4.0
NU 430	Nursing Research and Statistical Analysis	4.0
CO 381	Health Communication	4.0
GB 270	Serving 21st-Century Populations within the Health Professions	4.0
PH 350	Biomedical Ethics	4.0
	<b>Total Credits</b>	<b>36</b>

## Nursing Course Descriptions

### NU 254 : Nursing Fundamentals I

This course introduces the student to holistic nursing theory and concepts and explains how nursing practice interacts with society. Students are introduced to basic medical-surgical nursing concepts and skills with an emphasis on adults with common health conditions. Nursing process serves as the basis for assessing, diagnosing, planning, implementing, and evaluating care in both the laboratory and clinical settings. Students address care in various settings and the privilege of becoming a professional nurse. Students are introduced to the critical role of the American Nurses Association and specialty nursing organizations in setting high standards for professional nursing practice.

**Credits** 4.0

**NU 254 : Foundations of Nursing I**

This course will socialize students to the nursing profession and introduce them to foundational knowledge and competencies necessary for nursing. The course focuses on integrating critical thinking, clinical reasoning, and professional standards such as values, ethics, and legal responsibilities. This course emphasizes the fundamental concepts of caring, communication, the nursing process, and technical nursing skills including integration of health assessment concepts and competencies. This course is designed as a foundation for subsequent nursing courses and a bridge between the natural and social sciences and nursing. This course includes a clinically focused simulation lab where students will get to explore the fundamental concepts and engage in hands-on learning opportunities to facilitate understanding and application of the foundational skills necessary to develop clinical judgment and provide safe, quality nursing care.

**Credits** 5.0

**Prerequisite Courses**

[BI 215: Medical Terminology](#)

[BI 315: Anatomy and Physiology I](#)

**NU 255 : Foundations of Nursing II**

This course is designed to build upon the knowledge and concepts learned in Foundations of Nursing I. In addition to continued development of health assessment skills, fundamental theory and skill acquisition, this course will focus on patient teaching, surgical asepsis, wound care, pain management, oxygenation, digestion and bowel elimination, urinary elimination, medication administration, and end-of-life care. This course includes a clinically focused simulation lab where students will further explore fundamental concepts and engage in hands-on learning opportunities to strengthen the understanding and application of foundational skills needed to develop clinical judgment and provide safe, quality nursing care. This course will also provide students, functioning in the role of providers of care, the opportunity to apply the acquired knowledge and skills in an adult health care setting.

**Credits** 7.0

**Prerequisite Courses**

[BI 316: Anatomy and Physiology II](#)

**NU 311 : Pharmacology I**

This course brings a pathophysiological approach to pharmacology. Students use a systems approach to learning drug classifications and key drug prototypes. The principals of safe medication administration are emphasized. Students integrate knowledge from biological and physiological sciences to make connections between pharmacology, pathophysiology, and the safe administration of medication therapies. Patient teaching is key to safe medication administration and students use current research to create patient teaching plans.

**Credits** 3.0

**NU 312 : Pharmacology II**

Pharmacology II is a continuation course that provides the knowledge necessary to understand the physiological and pharmacological aspects of illness and disease. It addresses the scientific principles and rationales necessary to recognize the relationships between pathophysiology, pharmacology, and nursing care for diverse patient populations.

**Credits** 3.0

**NU 320 : Concepts of Professional Nursing and Healthcare Policy**

This course addresses the skills, attributes, and role development of the successful professional nurse. Case studies examine the nurse's role in essential political, economic, and social forces affecting health care. Concepts of multidimensional care, plus skills of inquiry and analysis that inform clinical reasoning, professional judgment, and lifelong learning are integrated into personal practice. [Essentials I, V, VIII, IX]

**Credits** 4.0

**NU 336 : Adult & Geriatric Nursing**

This course focuses on holistic nursing theory and concepts related to managing care for young, middle, and older adults with acute and chronic health conditions. Gender aspects of biological, epidemiological, psychological, and sociological health are considered. Growth and development and health promotion/disease prevention are emphasized. Attitudes about age, historical perspectives, transcultural concepts, growing old, and end-of-life issues are also addressed.

**Credits** 7.0

**NU 338 : High Acuity Nursing**

This course emphasizes holistic nursing theory and concepts related to care of patients with multi-system, unpredictable, and complex health conditions. Students practice across settings, from high-skill home care to long-term care to specialized critical care units. Students focus on the relationship between pathophysiology, disease management, and evidence-based holistic care to further develop clinical reasoning skills that lead to optimal decision making in high-acuity situations. This course includes a lab focused on simulation-based critical thinking scenarios which allow opportunities for safe practice and delivery of care to high-acuity populations. Clinical rotations enhance student ability to monitor and care for patients with complex health issues and collaborate with interdisciplinary team members to maximize patient outcomes.

**Credits** 7.0

**Co-Requisite Courses**

[NU 312: Pharmacology II](#)

**NU 340 : Advanced Health Assessment**

This course focuses on the theoretical and practical skills necessary to perform comprehensive physical, psychosocial, and cultural assessments of individuals, families, and groups. Gathering of specific data, across the lifespan and in vulnerable populations, is used to address common health problems. [Essential I; II; VI; VIII]

**Credits** 4.0

**NU 360 : Pathophysiology in Disease Management and Health Promotion**

This course provides an in-depth study of human pathological processes and their effects on homeostasis. The focus is on interrelationships among organ systems in deviations from homeostasis. Etiology, physical signs and symptoms, prognosis, and complications of commonly occurring diseases, their management, and preventive measures inform management of nursing care. [Essentials I; IV VII; IX]

**Credits** 4.0

**NU 400 : Nursing Research & Evidence-Based Practice**

This course focuses on the fundamental competencies the student needs in order to effectively use and communicate the process of scientific inquiry as the basis for professional nursing practice. Opportunities are provided for the student to apply evidence-based practice and the research process to critically read and analyze nursing research studies. A general understanding of and appreciation for research is provided. In this course the students will be exposed to an overview of evidence-based practice and research, consider ethical aspects related to the conduct of research, and explore processes related to qualitative and quantitative research.

**Credits** 4.0

**NU 410 : Ethical Leadership and Management in Nursing**

Current theories of management, ethical leadership, and change theories are examined. Students use self-assessment and reflection drawing from ethical principles and virtues, moral theorists, caring and empathy to share how complex ethical decisions are made. Case studies are used to address how leaders manage common ethical issues within healthcare. [Essentials II; IV; VI; VIII]

**Credits** 4.0



**NU 420 : Community and Population Health Nursing**

This course focuses on caring for vulnerable and other populations in community settings. Central themes include promoting and protecting the health of the public using health promotion, risk reduction, and disease management and control strategies related to vulnerable populations. Evidence based practice is guided by community assessments, epidemiologic data, environmental data, change, political action, and case management frameworks. [Essential VII; IX]

**Credits** 4.0

**NU 426 : Maternal and Child Nursing**

This course focuses on holistic nursing care related to childbearing women, neonates, infants, children and adolescents in acute, and community settings. Common acute and chronic health conditions are addressed. Contemporary issues in women's, families', infants, children's, and adolescent's health are emphasized. Emerging and evolving models of families are discussed. Students integrate concepts from genetics, growth and development, and health promotion/disease prevention into care. Students write a scholarly paper documenting a holistic family assessment with a family centered disease prevention/health promotion plan.

**Credits** 7.0

**NU 428 : Public, Community, & Population Nursing**

This course focuses on theories and concepts related to managing care for vulnerable and other populations in community settings. Central themes include promoting and protecting the health of the public using health promotion, risk reduction and disease management, and strategies related to vulnerable populations. Evidence-based practice is guided by community assessments, epidemiologic data, environmental data, change, political action, and case management frameworks. Concepts of social justice, disparities in health and health care, and vulnerable and culturally diverse populations are addressed within a global context.

**Credits** 6.0

**NU 430 : Nursing Research and Statistical Analysis**

This course provides an opportunity for students to continue to develop skills related to nursing research. Research skills include appraisal of literature, research design, measurement and statistical analysis, as well as scientific inquiry. Students discuss the philosophy underpinning qualitative versus quantitative, versus mixed methods research, and how to evaluate such studies. Students analyze evidence-based literature related to directly or indirectly improving patient-centered care, and classify the quality of evidence to design a 'best' practice. [Essentials II; III; IX]

**Credits** 4.0

**NU 432 : Mental Health Nursing**

This course focuses on holistic nursing theory and concepts related to managing care for persons with acute and chronic psychiatric/mental health needs/conditions in acute and community settings. A developmental lifespan approach is used to situate mental health within the wellness-illness continuum. Emphasis is on establishing therapeutic relationships, therapeutic communications, interdisciplinary collaboration, and on applying psychopharmacologic and therapeutic treatment principles.

**Credits** 6.0

**Prerequisites**

Satisfactory progress through and completion of freshman and sophomore year courses in accordance with the Traditional Track Degree Plan.

**NU 450 : Leadership & Health Policy in Nursing Practice**

This course emphasizes theories and concepts related to leadership, management and the nurse's role in the political process and health policy. Students focus on concepts of leadership, management, power politics, delegation, and conflict management. Students are expected to apply concepts of professional practice models, professionalism, and interpersonal communication skills to foster positive work environments. Students engage with interdisciplinary teams to effect change that directly or indirectly improves patient-centered care. The role of the political process and health policy is explored, and students interact with legislators to inform and influence change in health care and/or the nursing profession. Students spend at least 80 hours in clinical practice during NU 450.

**Credits** 6.0

**Corequisites**

Student must also be enrolled in [NU 451](#)

**Notes**

Credits Pending

**NU 460 : Nursing Capstone**

Students will synthesize knowledge for science and humanities into nursing in order to competently enter professional nursing practice. Students focus on self-performance and individual readiness for professional practice. Student conduct ongoing assessments and self-evaluations of their integrated knowledge and create a plan for successful transition into nursing practice.

**Credits** 2.0

**NU 510 : Nursing Philosophy/Theories**

Analysis of philosophy and theoretical models, and mid-range theories in nursing. Students conduct concept analysis and develop a testable mid-range theory relevant to directly or indirectly improving health promotion and patient care.

**Credits** 4.0

**NU 512 : Advanced Assessment, Pathophysiology and Pharmacology**

Students examine assessment findings, pathophysiological processes and pharmacological therapies related to common health conditions encountered in nursing practice settings. Students focus on analyzing health histories, assessment findings, test results, and medical treatments to design nursing care for a variety of patient populations.

**Credits** 4.0

**NU 514 : Evidence-Based Research in Advanced Nursing Practice**

Students explore theories related to the generation and evaluation of evidence, research utilization, and evidence-based practice. Issues from nursing practice are identified, developed and refined into an evidence-based researchable project based on testing a mid-range theory.

**Credits** 4.0

**NU 516 : Healthcare Policy & Advocacy**

This course explores health policy development and implementation and its impact on healthcare regulation, delivery, and finance. There is a focus on wellness and promotion of health for local, national, and worldwide health initiatives. Students will define healthcare provider roles in health promotion, healthcare delivery, and quality improvement through activities related to health policy reform and finance.

**Credits** 4.0

**NU 610 : Nursing Leadership and Healthcare Finance**

This course focuses on theories, concepts, and principles from nursing and related disciplines to form a foundation for nursing leadership and administration. Theories of change, role, adaptation, need and leadership are investigated in relationship to advanced nursing practice. Students complete a 60-hour practicum, related to their change project, within a faculty approved health care agency or system.

**Credits** 4.0

**NU 612 : Organizational Behavior in Healthcare**

This course explores human behavior at the individual, interpersonal and group levels, examines the effects of organizational structure on behavior in multi-cultural organizations, and studies practices and methods within the organization that promote or hinder a healthy work environment. Key concepts include ethical management and leadership, and the history and evolution of management and leadership in the United States.

**Credits** 4.0

**Notes**

4 credits (Includes Practicum)

**NU 614 : Leadership in Healthcare Systems: Advanced Roles in Nursing**

This course focuses on leadership theory and the role of advanced practice nurses in leadership/ management, and as a colleague and/or consultant in health care systems. An emphasis is placed on transformational leadership and the leaders' responsibility to create a healthy work environment, develop staff, and ensure safe, quality patient-centered care while complying with regulatory, legal and ethical standards.

**Credits** 4.0

**Notes**

4 credits (Includes Practicum)

**NU 630 : Curriculum Development and Evaluation**

This course provides an introduction to curriculum development in nursing education. Core processes of curriculum development, scholarship in curriculum work, organization of curriculum, and ongoing evaluation for continuous improvement are emphasized. Examples of nursing curricula are available to students.

**Credits** 4.0

**NU 632 : Innovative Teaching Strategies in Nursing**

This course focuses on theories of teaching/learning and various approaches to classroom, clinical, and virtual learning. Key concepts include culture and diversity in the classroom, learning styles, socializing professional behaviors; strategies for innovation in teaching, action-focused thinking use of technology and other media.

**Credits** 4.0

**Notes**

4 credits (Includes Practicum)

**NU 634 : Evaluation and Testing in Nursing Education**

This course focuses on evaluation of student performance, evaluation of aggregates and evaluation of the nursing program. Key concepts include significance of giving and receiving feedback, formative and summative assessments, grading policies, perspectives on program evaluation, frameworks for program evaluation, and standards and processes of program evaluation.

**Credits** 4.0

**Notes**

4 credits (Includes Practicum)

# Philosophy

**Associate Professor John A. Laumakis**

The purpose of the courses in Philosophy is to acquaint students with the philosophic thought of the past and present and with philosophical argumentation and analysis.

## Philosophy

Minor

A minor in Philosophy consists of a minimum of 20 semester hours of course work in Philosophy.

Students completing a minor in Philosophy must complete each course counted toward the minor with a grade of 'C' (2.0) or better.

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**Total Credits**

**20**

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## Philosophy Course Descriptions

### **PH 115 : Introduction to Logic and Critical Thinking**

Logic is the study of natural language, arguments, and systems of reasoning. This course will have five parts: (1) natural language and arguments; (2) fallacies; (3) inductive reasoning (e.g., arguments by analogy); (4) deductive reasoning (e.g., categorical syllogisms); and (5) using logic to explain and evaluate classic philosophical texts, including Plato's Euthyphro, Meno, and Phaedo (Platonism) and Lucretius's On the Nature of the Universe (materialism). Several times during the semester we will see the similarity between the study of logic and the study of law by examining the LSAT (Law School Admission Test).

**Credits** 4.0

### **PH 170 : Philosophy of Mind**

As the scientific study of the human mind, psychology arose from philosophy. In this course, we will study the historical background and current broader context for psychology by examining philosophical views of the human mind. We will focus on (1) the nature of the self, including the mind-body problem and personal identity, (2) the self's ways of knowing and communicating, including sensation, perception, imagination, understanding, thinking, and language, and (3) the self's awareness, that is, consciousness. What is the human mind? How does the human mind know? What does human language reveal about the human mind? What is human consciousness? These are the primary questions we will consider in reading traditional and recent works in philosophy of mind.

**Credits** 4.0

### **PH 216 : Computer Ethics**

An introduction to the ethical theories needed to examine various ethical issues in computing such as privacy, security, reliability, responsibility, intellectual property, and freedom of expression. Examples illustrating important concepts are drawn from both the past and current media. A brief history and overview of computing is provided so that prerequisite courses in computer science are not needed other than familiarity with current popular applications software.

**Credits** 4.0

**PH 315 : Business Ethics**

In this course, we will study and apply Western theories of ethics to the policies and actions of companies in the mixed market economy of the United States and other capitalist countries, that is, an economy in which the production and sale of goods and services are structured by a combination of market forces, such as supply and demand, and government regulations. We will discuss broad moral issues, such as the relation between business and government, as well as specific issues that arise in ordinary business practices, such as marketing, product safety, and workers' rights. In our spotlight section near the end of the semester, we will focus on the healthcare industry in the United States. (See [MG 315 IS](#).)

**Credits** 4.0

**PH 324 : Survey of Political Philosophy**

In this course, we will study classical texts from the political tradition of the Western world, such as Plato's Republic. (See [PO 324](#).)

**Credits** 4.0

**PH 350 : Biomedical Ethics**

This course introduces students to matters of social justice related to health. There is a focus on fundamental ethical theories and principles relevant to modern healthcare and health disparities. Case studies are used to emphasize and put into practice ethical decision-making models and processes.

**Credits** 4.0

# Physics

**Associate Professor Jeffrey E. Chamberlain**

**Assistant Professor Josiah Kunz**

The Department of Physics provides courses dealing with the basic principles of behavior of matter and energy and their relationship to human society. They enhance critical thinking ability and train students in the techniques of quantitative reasoning and laboratory measurement in physical science. The complete physics major program provides the student with a high level of competence in all these skills, which are valued by employers in the fields of science, engineering, medicine, business, law, management, and a large variety of interdisciplinary fields, and for admission to and success in graduate school.

Prerequisites must be completed with a grade of 'C' or above.

## Physics

### Major

A major in Physics consists of a minimum of 28 semester hours in classroom and laboratory physics courses, along with a minimum of 16 semester hours of Mathematics courses as tool courses for the major.

### Required Courses

Item #	Title	Credits
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
PY 321	Analytic Mechanics: Statics	4.0

### 16 additional hours of course work in 300-level courses

Item #	Title	Credits
<b>Choose Three: PY 301, PY 302, PY 303 or PY 365</b>		<b>12.0</b>
PY 301	Circuits	4.0
PY 302	Electricity and Magnetism	4.0
PY 303	Light	4.0
PY 365	Quantum Theory & Spectroscopy	4.0
<b>Choose one: PY 304, PY 321, PY 322, or PY 323</b>		<b>4.0</b>
PY 304	Materials Science for Engineers	4.0
PY 321	Analytic Mechanics: Statics	4.0
PY 322	Analytic Mechanics: Dynamics	4.0
PY 323	Thermodynamics	4.0

### Additional Requirements

Item #	Title	Credits
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
MA 233	Calculus III	4.0
MA 332	Introduction to Differential Equations	4.0

Students who do not place into calculus will need to take additional hours in mathematics. Students interested in further study in physics should take additional courses in physics, chemistry, math, and computer science. It is strongly recommended that physics majors have at least one internship or research experience as PY 465/466 in addition to the above.

## Physics: Engineering Track

### Major

The Department of Physics offers a program in dual degree engineering through cooperative agreements with larger universities. Other names for this type of program include pre-engineering programs and 3-2 engineering (reflects the number of years spent at each institution). Dual degree refers to the fact that the student will receive degrees from two institutions. Students typically spend three years at Illinois College taking courses in physics, math, computer science and chemistry along with courses in the humanities, social sciences, and arts. Two years are then spent at the partner university concentrating on a specific engineering discipline. Upon completion of the program, the student receives a Bachelor of Science degree in physics with engineering from Illinois College and a Bachelor of Science Engineering from the partner university.

### Required Courses

The major requires a minimum of 24 hours in classroom and laboratory physics courses at Illinois College of which 16 hours must be at the 300-level. MA 332 and three additional courses chosen from the major requirements for the chemistry, biology, or computer science major are also required. These three should be chosen in consultation with the student's Physics advisor to best meet the needs of the particular engineering program that the student wishes to pursue. The most commonly selected courses are CH 110, CS 160 and CS 170.

## Additional Requirements

PY 202 and MA 223 are prerequisite to all upper division courses unless waived by the department chair. Prerequisites must be completed with a grade of 'C' or above. The students must complete at least 88 hours of academic credit (senior standing) at Illinois College before approval will be given for continuation of the program at the engineering institution. The Illinois College senior residency requirement is waived for participants in this program. The completion of a degree program in mechanical, civil, or electrical engineering or related discipline at an approved institution is required for the award of the Illinois College bachelor's degree. A student who elects not to continue the dual degree program will need to complete all [BLUEprint requirements](#) for graduation from Illinois College. Faculty approval to be in a 3-2 program is given if a 2.75 average (on a 4.0 scale) is achieved in courses in Division II (Biology, Chemistry, Computer Science, Mathematics, and Physics). Students are strongly encouraged to work closely with their advisors to verify that the general education requirements of the engineering institution are also fulfilled by their Illinois College studies. Students need to complete their graduation application and degree audit with the Illinois College Office of the Registrar prior to leaving campus to attend the transfer institution.

Since students participating in the 3-2 Program in Engineering receive degrees from both Illinois College and the college or university at which they complete their degree, these students need to fulfill the general education requirements of both. In acknowledgement of the curricular constraints posed by this situation, the following accommodations will be made. They will be allowed only for those students in the 3-2 Program in Engineering who successfully complete the engineering program at the institution to which they transfer.

1. Students in the 3-2 Program in Engineering whose level of language participation necessitates their enrollment in a world language course at the 101 level will have successfully completed the world language requirement upon completion of this course.
2. Since participants in the 3-2 Program in Engineering attend Illinois College for only three years, they are not required to have a senior capstone course or experience.
3. Students in the 3-2 Program in Engineering may count up to 3 courses required for their major in the Science and Society category. Two of these classes must be outside the discipline of the student's major.

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**Total Credits**

**24**

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## Physics

### Minor

Prerequisites must be completed with a grade of 'C' or above.

### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0

### 8 additional hours of Physics at the 300-level

Including at least one of the following courses:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PY 301	Circuits	4.0
PY 302	Electricity and Magnetism	4.0
PY 303	Light	4.0
PY 365	Quantum Theory & Spectroscopy	4.0



## Physics Course Descriptions

### **PY 124 : Introduction to AutoCAD**

This course is intended to be an overview of computer-aided design (CAD) for students with NO prior 2D or 3D experience. In this introductory AutoCAD class, students learn basic drawing and modifying techniques for drafting and technical drawing, using AutoCAD to create drawings that can be used to build objects in real life. This course will provide an emphasis on translating real objects into computer space and vice versa. Through this, students will learn how to create usable designs and will be able to evaluate the different uses of a design. Not only is this a good introduction to computer-aided design for students pursuing engineering, but it is also a good way for other students to add 3D experience to their computer-aided design skills.

**Credits** 1.0

### **PY 181 : General Physics I**

Mechanics, heat, and sound. Three class hours and one two-hour laboratory per week. Students with sufficient mathematical prerequisites for PY 201 are strongly encouraged to take PY201 instead.

**Credits** 4.0

#### **Prerequisites**

One semester of college mathematics at the level of MA 133 or higher, with a grade of C or better.

### **PY 182 : General Physics II**

A continuation of [PY 181](#) covering electricity, magnetism, and light. Three class hours and one two-hour laboratory per week. Students with sufficient mathematical prerequisites for PY 202 are strongly encouraged to take PY 202 instead.

**Credits** 4.0

#### **Prerequisite Courses**

[PY 181: General Physics I](#)

#### **Semester Offered**

Offered spring semesters

### **PY 201 : College Physics I**

Fundamental for work in advanced physics, engineering, chemistry, and applications of mathematics and computer science. Covers mechanics, and heat with the use of calculus. Four class hours and one two-hour laboratory period per week.

**Credits** 4.0

#### **Prerequisite Courses**

[MA 213: Calculus I](#)

### **PY 202 : College Physics II**

A continuation of PY 201 covering electricity, magnetism, and light with the use of calculus. Four class hours and one two-hour laboratory period per week.

**Credits** 4.0

#### **Prerequisite Courses**

[PY 201: College Physics I](#)

#### **Prerequisites**

PY 201 with a grade of C or above.

**PY 301 : Circuits**

Electric circuits, node voltage and mesh current techniques, time domain and frequency domain. Laboratory determinations of potential, resistance, capacitance, inductance, transistor characteristics, and other electrical quantities. Includes one three-hour laboratory period per week.

**Credits** 4.0

**Prerequisites**

[PY 202](#) and [MA 223](#)

**PY 302 : Electricity and Magnetism**

Electrostatics, magnetism, Maxwell's Equations, and introduction to the electromagnetic theory of light. Includes one three-hour laboratory period per week.

**Credits** 4.0

**Prerequisite Courses**

[PY 202: College Physics II](#)

**Corequisites**

[MA 233](#), or permission of instructor

**PY 303 : Light**

Geometrical and physical optics: reflection, refraction, dispersion, lasers, interference, diffraction, polarization, and spectroscopy. Includes one three-hour laboratory period per week.

**Credits** 4.0

**Prerequisites**

[PY 202](#) and [MA 223](#)

**PY 304 : Materials Science for Engineers**

This course in Materials Sciences and Engineering is ideal for 3-2 engineering and physics students interested to pursue mechanical, civil, industrial, materials science and general engineering. This course provides balanced, current treatment of the full spectrum of engineering materials, covering all the physical properties, applications and relevant properties associated with engineering materials. It explores all the major categories of materials while also offering detailed examinations of new materials with high-tech applications. The course involves investigating the relationships that exist between the structures and properties of materials.

**Credits** 4.0

**Prerequisites**

[PY 202](#) and [MA 223](#)

**PY 321 : Analytic Mechanics: Statics**

Force, moments, and couples; conditions of equilibrium; distributed forces; center of gravity and moment of inertia; trusses; frames; beams.

**Credits** 4.0

**Prerequisites**

[PY 201](#) and [MA 213](#)

**PY 322 : Analytic Mechanics: Dynamics**

Kinematics, kinetics, simple harmonic motion, work, energy, power.

**Credits** 4.0

**Prerequisite Courses**

[PY 201: College Physics I](#)

**Co-Requisite Courses**

[MA 223: Calculus II](#)

**PY 323 : Thermodynamics**

This course covers the fundamental concepts of temperature, work, and heat. Specific topics include the Laws of Thermodynamics, gas laws, entropy, conditions of equilibrium, gas cycles, the Maxwell relations, chemical potential and equilibrium, Gibbs' phase rule, Clapeyron-Clausius equation, kinetic-molecular theory, and the Maxwell-Boltzmann distribution. This course does not include a lab period.

**Credits** 4.0

**Prerequisites**

[CH 110](#), PY 201 and [MA 223](#)

**Semester Offered**

Offered spring semester of even years

**Notes**

(See [CH 323](#).)

**PY 365 : Quantum Theory & Spectroscopy**

(See [CH 365](#).)

**Credits** 4.0

**PY 411 : Senior Seminar I**

The first half of the Physics senior seminar experience. Students develop lab-based or expository projects which include literature review and interdisciplinary aspects.

**Credits** 2.0

**Prerequisites**

Senior standing and two 300-level physics courses

**PY 412 : Senior Seminar II**

The second of a two-semester sequence of 2-credit hour courses which together make up the senior seminar. Students continue to work independently on research projects (lab-based or expository) under the supervision of a faculty member. The projects will include an interdisciplinary component developed with the aid of the instructor.

**Credits** 2.0

**Prerequisite Courses**

[PY 411: Senior Seminar I](#)

**PY 461 : Independent Study in Physics**

Individual projects course for advanced qualified students

**Credits** 2.0-6.0

**Prerequisites**

Consent of the instructor

**PY 462 : Independent Study in Physics**

Individual projects course for advanced qualified students

**Credits** 2.0-6.0

**Prerequisites**

Consent of the instructor

**PY 463 : Internship in Physics**

Students spend an entire summer or academic semester as interns in physics/engineering research projects at Argonne National Laboratory, other government agencies or in the private sector.

**Credits** 2.0-8.0

**Prerequisites**

Approval of department chair and on-site supervisor

**PY 464 : Internship in Physics**

Students spend an entire summer or academic semester as interns in physics/engineering research projects at Argonne National Laboratory, other government agencies or in the private sector.

**Credits** 2.0-8.0

**Prerequisites**

Approval of department chair and on-site supervisor

**PY 465 : Independent Research in Physics**

**Credits** 1.0-4.0

**PY 466 : Independent Research in Physics**

**Credits** 1.0-4.0

# Political Science

**Professor Winston R. Wells**

**Associate Professor Dane G. Wendell**

Political science courses are designed to give students a deep understanding of government and politics, political behavior, and public policy, both in the US and around the world. Students in our courses become experts in American and international political institutions, and they build concrete skills for global citizenship and civic leadership. Our courses prepare students for government service and careers in law, journalism, electoral politics, and teaching.

Students must complete the major or minor in political science with a grade point average of 2.0 or better for courses in the discipline. No student may register for IS 485 with less than a 2.0 GPA in the major. No courses in which a student earns below a 'C-' will be counted as meeting major or minor course requirements.

## Political Science

### Major

Political Science majors must complete a minimum of 36 semester hours (nine courses) in the discipline.

### Required Courses

Item #	Title	Credits
PO 101	U.S. Federal Government	4.0
PO 150	World Politics	4.0
IS 485	A Liberal Arts Survival Guide	4.0

### Electives

Item #	Title	Credits
	<b>Two 300-level American Politics electives</b>	<b>8.0</b>
	<b>Two 300-level International Relations/Comparative Politics electives</b>	<b>8.0</b>
	<b>Two other electives at any level</b>	<b>8.0</b>

In addition, all majors are strongly encouraged to pursue experiential learning opportunities such as internships, study abroad/BreakAway, or service projects. Some departmental funds are available to support these activities.

	<b>Total Credits</b>	<b>36</b>
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## Political Science

### Minor

### Required Courses

Item #	Title	Credits
PO 101	U.S. Federal Government	4.0
PO 150	World Politics	4.0
	<b>Three other elective PO courses at any level</b>	<b>12.0</b>
	<b>Total Credits</b>	<b>20</b>

# Political Science Course Descriptions

## **PO 101 : U.S. Federal Government**

A survey of the principles, problems, structure, and functions of the United States federal government including the concept of democracy, the constitution, the federal system, civil and political rights, the party system, public opinion, pressure groups, governmental institutions, and public policies.

**Credits** 4.0

## **PO 150 : World Politics**

This introductory course explores the ways in which countries and organizations like the United Nations, global corporations, and humanitarian groups interact with each other. How do these actors address global problems like the spread of nuclear weapons, poverty in the developing world, and climate change? Why do wars occur, and how do world leaders try to promote peace? Assumes no prior study of Political Science.

**Credits** 4.0

## **PO 180 : Comparative Politics**

Are politics in countries like the United Kingdom, France, China, and Japan as contentious and troubled as those in the United States? Comparative politics is the study of political systems outside of the United States. Why do countries have different types of governments? How do politicians decide which problems and issues to address, and why do citizens in one country behave differently from those in another? This introductory course assumes no prior study of Political Science.

**Credits** 4.0

## **PO 260 : Political Psychology**

Political psychology is an exploding interdisciplinary field of study dedicated to understanding the psychological underpinnings of political cognition and political behavior. Researchers in this field use the tools of psychologists, behavioral economists, and cognitive scientists to study core questions about politics in novel and exciting new directions. Key questions answered in this course include: How is personality related to politics? Are politicians psychopathic? Are there psychological underpinnings of authoritarianism? Are there intuitive ethics and moral foundations that underlie all societies? Can humans overcome cognitive biases and prejudices in politics? Why are conspiracy theories so hard to combat?

**Credits** 4.0

## **PO 270 : Brain, Biology, and Politics**

This course explores the biological nature of our political behavior. Are human beings born to be political animals? The project of understanding the political self has always been interdisciplinary, and researchers today are increasingly turning to the biological sciences to seek better understanding of political cognition. This seminar begins with discussions of human beings as evolutionary political animals, and then proceeds into a deep investigation of how evolutionary theory, psychophysiology, genetics, and cognitive neuroscience contribute to our understanding of politics today.

**Credits** 4.0

## **PO 275 : Campaigns and Elections**

A study of the nature of parties; the history, organization, and government of the American party system; suffrage and elections; political socialization and behavior; primaries and conventions; campaign techniques and finance; pressure groups.

**Credits** 4.0

## **PO 280 : Authoritarianism and Democracy in China and Japan**

This course explores the history and politics of China and Japan since the middle of the 19th century, with a comparative focus on the remarkable political and economic experiences of both countries. Current domestic and international issues in the region are examined as well.

**Credits** 4.0

**PO 324 : Survey of Political Philosophy****Credits** 4.0**Notes**(See [PH 324.](#))**PO 347 : The Presidency and Congress**

A study of the basic institutional components of the Presidency and the Congress and the interrelationships between these two branches of government.

**Credits** 4.0**Prerequisite Courses**[PO 101: U.S. Federal Government](#)**PO 369 : Political Behavior**

Political behavior is the study of how people think and act politically. This course deeply investigates several important questions about people and politics: Is the mass public hopelessly divided by politics? Are American citizens knowledgeable about politics? Should we trust American citizens to elect good officials? Can misinformation hurt our democracy? In what ways do men and women operate differently in politics, as both voters and policy makers?

**Credits** 4.0**Prerequisite Courses**[PO 101: U.S. Federal Government](#)**PO 379 : Constitutional Law**

This course examines governmental foundations as well as individual rights and freedoms. Students will study the plain language of the U.S. Constitution, the evils that it sought to remedy, Supreme Court decisions applying that text to situations unimagined by its drafters, and current events. The subjects explored in this course include: Judicial review, methods of interpretation, incorporation, the Bill of Rights, Terry stops, interrogation, custody, warrants, search and seizure, plain view, the exclusionary rule, arrest, right to counsel, Miranda, Massiah, lineups, photographic identification, grand juries, indictment, information, initial appearance, bail, preliminary hearing, probable cause, arraignment, discovery, the prosecutor's duty to disclose exculpatory evidence, the right to a speedy trial, the right to trial by jury, pretrial conferences, motions in limine, the confrontation clause, voir dire, and conditions of confinement. Students will learn how the Constitution impacts all Americans, from the artist to the anarchist, and the preacher to the police officer. This course requires extensive reading, analysis, classroom participation, and an oral presentation.

**Credits** 4.0**PO 383 : Third World Politics**

This course examines the nature of politics in the developing world. Topics include the political legacies of colonialism and the contemporary spread of democracy and open markets throughout Asia, Africa, and Latin America.

**Credits** 4.0**Prerequisites**[PO 150](#) or [PO 180](#)**PO 386 : International Relations**

A study of international systems, relations among states, problems of war and peace, and theoretical issues.

**Credits** 4.0**Prerequisites**[PO 150](#) or [PO 180](#)

**PO 387 : American Foreign Policy**

An analysis of American attitudes toward international problems, the process of foreign policy making, and the content of U.S. policy. Particular attention is focused on current issues.

**Credits** 4.0

**Prerequisites**

[PO 150](#) or [PO 180](#)

**PO 388 : International Political Economy**

A study of the interactions between states and markets in the international arena. Topics explored include the politics of international trade, the political regulation of international financial flows, and relations between developed and developing countries.

**Credits** 4.0

**Prerequisites**

[PO 150](#) or [PO 180](#)

**PO 420 : Seminar in Political Science**

Seminar devoted to a special topic or theme, with individual research by participants.

**Credits** 4.0

**Prerequisites**

consent of the instructor

**PO 421 : Seminar in Political Science**

Seminar devoted to a special topic or theme, with individual research by participants.

**Credits** 4.0

**Prerequisites**

consent of the instructor

**PO 461 : Independent Study in Political Science**

Students will read in depth on a subject in the general field of government or political science. A research paper is usually required.

**Credits** 1.0-4.0

**Prerequisites**

B average and consent of the instructor

**PO 462 : Independent Study in Political Science**

Students will read in depth on a subject in the general field of government or political science. A research paper is usually required.

**Credits** 1.0-4.0

**Prerequisites**

B average and consent of the instructor

**PO 463 : Internship in Political Science**

Students normally serve as interns in the state legislature or a government office.

**Credits** 1.0-4.0

**Prerequisites**

consent of the instructor

**PO 464 : Internship in Political Science**

Students normally serve as interns in the state legislature or a government office.

**Credits** 1.0-4.0

**Prerequisites**

consent of the instructor



**PO 465 : Independent Research in Political Science**

**Credits** 1.0-4.0

**PO 466 : Independent Research in Political Science**

**Credits** 1.0-4.0

**PO 485 : Senior Seminar**

A capstone seminar bringing together all graduating majors to examine major themes in our discipline. Students will examine classic and current scholarship in the discipline that will lead to writing a senior essay and its formal presentation.

**Credits** 4.0

# Pre-Law

**Administered by the History, Philosophy, Political Science, and Religion Department**

For more information, contact Professor Winston Wells, the College's Pre-Law Advisor.

## Pre-Law

Minor

Students interested in pursuing admission to law school are encouraged to supplement the major of their choice with the College's Pre-Law minor.

This interdisciplinary course of study is designed to cultivate the skills that are essential in any legal career: the ability to analyze complex and complicated materials, to think logically and clearly, and to write and speak with precision. The Pre-Law minor also helps students develop the research skills that are required by law schools.

The Pre-Law minor consists of three core courses and two electives selected from a list of five courses. Students are also encouraged to complete an internship in a legal setting in order to explore various areas of the law, gain experience completing legal tasks, and strengthen their law school applications.

### Core Courses

Item #	Title	Credits
PO 101	U.S. Federal Government	4.0
PH 115	Introduction to Logic and Critical Thinking	4.0
PO 379	Constitutional Law	4.0

### Electives

Two courses from the following:

Item #	Title	Credits
CJ 310	Criminal Law and Procedure	4.0
CO 311	Argumentation & Debate	4.0
CO 314	Freedom of Expression	4.0
EN 208	Persuasive Writing	4.0
MG 357	Business Law	4.0
	<b>Total Credits</b>	<b>20</b>

# Psychology

**Professor Elizabeth Rellinger Zettler**

**Assistant Professor Alex Moore**

**Assistant Professor Clarissa Richardson**

**Assistant Professor Yu-Hua Yeh**

**Visiting Assistant Professor Loretta McKenzie**

**Instructor Sarah Seely**

The general goals held by the Department of Psychology are to provide courses that give students a broad background, varieties of concepts, self-awareness, and self-understanding for the development of skills, tools, and knowledge for the understanding of behavior, especially human behavior. Basic language, concepts, theories, and symbols associated with the various fields of psychology are emphasized.

Students must earn at least a 'C-' (1.67) in each course counted towards the psychology major or minor.

## Psychology

Major

### Required Courses

Psychology majors must complete a minimum of 40 semester hours in the department and must include:

Item #	Title	Credits
PS 101	Introduction to Psychology	4.0
	<b>PS 241 or PS 346</b>	<b>4.0</b>
PS 241	Personality and Individual Differences	4.0
PS 346	Abnormal Psychology	4.0
PS 243	Introduction to Research Methods and Statistics	4.0
PS 244	Advanced Research Methods and Statistics	4.0
PS 226	Introduction to Neuroscience and Behavior	4.0
PS 401	Seminar	4.0

### Psychology Concentrations

The Psychology major also has three concentrations that can be added to the Psychology Major.

A Neuroscience concentration consisting of 24 credit hours is available for Psychology majors.

An Introductory Course in Biology or Psychology ([PS 101](#), [BI 110](#), or [BI 107](#))

Item #	Title	Credits
PS 101	Introduction to Psychology	4.0
BI 110	Biological Investigation	4.0
BI 107	Human Biology	4.0

### Core Neuroscience Courses

Item #	Title	Credits
PS 226	Introduction to Neuroscience and Behavior	4.0
PS 327	Sensory and Motor Systems	4.0
PS 261	Neuropharmacology: Drugs and Behavior	4.0

## Neuroscience in the Liberal Arts

Choose two of the following four courses (8 hours), and at least one has to be [PH 170](#) or [PO 270](#):

Item #	Title	Credits
BI 328	Animal Behavior	4.0
PH 170	Philosophy of Mind	4.0
PO 270	Brain, Biology, and Politics	4.0
PS 330	Behavioral Genetics	4.0

An Addictions Studies concentration is available to Psychology majors. It consists of 20 hours of coursework.

Item #	Title	Credits
PS 255	Introduction to Counseling	4.0
PS 346	Abnormal Psychology	4.0
PS 355	Crisis Intervention & Counseling	4.0
PS 356	Intro to Addictive Disorders	4.0
PS 357	Assessment & Treatment of Addiction	4.0

An Alcohol and Other Drug concentration is available to Psychology majors. It consists of 28 hours of coursework.

Item #	Title	Credits
PS 255	Introduction to Counseling	4.0
PS 346	Abnormal Psychology	4.0
PS 355	Crisis Intervention & Counseling	4.0
PS 356	Intro to Addictive Disorders	4.0
PS 357	Assessment & Treatment of Addiction	4.0
PS 455	AOD Practicum I	1.0-4.0
PS 456	AOD Practicum I	1.0-4.0
	<b>Total Credits</b>	<b>40</b>

## Addiction Studies

Minor

***Assistant Professor Clarissa Richardson, Coordinator (Psychology)***

***Instructor Sarah Seely***

The Addictions Studies Minor is only open to students not majoring in Psychology or Behavioral Health. It is intended to educate students about addictive disorders and how to identify, understand, and support individuals who struggle with drug or alcohol challenges or who are in treatment or recovery. Topics will include historical perspectives of alcohol and other drug treatment, pharmacology of drugs, signs and symptoms associated with different classifications of drugs, substance use disorder treatment approaches, and cultural considerations in working with individuals who struggle with drug or alcohol challenges. Students interested in pursuing the Certified Alcohol and Drug Counselor (CADC) credential should consult with an advisor.

The Addiction Studies minor consists of 24 hours:

Item #	Title	Credits
PS 101	Introduction to Psychology	4.0
PS 255	Introduction to Counseling	4.0
PS 346	Abnormal Psychology	4.0
PS 355	Crisis Intervention & Counseling	4.0
PS 356	Intro to Addictive Disorders	4.0
PS 357	Assessment & Treatment of Addiction	4.0
<b>Total Credits</b>		<b>24</b>

## Psychology

Minor

### Required Courses

A minor in psychology consists of 20 hours credit in Psychology courses.

<b>Total Credits</b>	<b>20</b>
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## Psychology Course Descriptions

### **PS 101 : Introduction to Psychology**

A general survey course prerequisite for all courses in the department.

**Credits** 4.0

### **PS 203 : Careers in Psychology**

A survey of topics designed to support the pursuit of a career within the field of Psychology, broadly speaking. Major topics include succeeding in the major, job prospects for students at different levels of education across subfields, and approaches that support career development.

**Credits** 4.0

### **PS 209 : Psychology of the Exceptional Child**

A detailed study of all areas of exceptionality, from the challenged to the challenging.

**Credits** 4.0

#### **Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

### **PS 219 : Social Psychology**

A study of the psychological and sociological factors of interaction between individuals in social groups and collectives.

**Credits** 4.0

#### **Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 226 : Introduction to Neuroscience and Behavior**

An introduction to the physiological substrate of behavior. Topics include brain structure, function and development, sensory and motor systems and the brain basis for a variety of normal and abnormal human behaviors. Laboratory experiences included.

**Credits** 4.0

**Prerequisites**

[PS 101](#), BI110, or [BI 107](#)

**Semester Offered**

Offered spring semesters

**PS 235 : Psychology through Films**

Normal and psychopathological individuals as depicted in commercially produced films. An orientation toward an understanding of the behaviors and psychological dynamics that differentiate the normal from the psychopathological individual.

**Credits** 4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 241 : Personality and Individual Differences**

An introduction to the understanding of individuals and their personalities through the study of the ways persons differ and the meaning of these differences.

**Credits** 4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 243 : Introduction to Research Methods and Statistics**

An introduction to the research methods and statistical tools used in the psychological and related sciences. Topics include an introduction to some of the most commonly used research methods; defining, measuring, and manipulating variables; descriptive methods and statistics; correlational methods and statistics; probability, hypothesis testing, and inferential statistics; two-group experimental designs and inferential statistics (including t-tests, Wilcoxon and Chi-Square tests.)

**Credits** 4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**Semester Offered**

Offered fall semesters

**PS 244 : Advanced Research Methods and Statistics**

A continuation of the methods and statistics covered in [PS 243](#). Topics include experimental designs with more than two groups, or more complex designs with more than one manipulated variable (factorial design); One-Way and Two-Way ANOVAs; quasi-experimental designs; introduction to multiple regression; communication of research findings.

**Credits** 4.0

**Prerequisites**

[PS 243](#) or consent of instructor

**Semester Offered**

Offered spring semesters

**PS 255 : Introduction to Counseling**

This course is an overview of the field of counseling techniques, the importance of the therapeutic relationship and how to facilitate it, several different theories, types, and settings of psychotherapy/counseling, including those that treat individuals struggling with addiction, and research foundations of counseling. This course will also introduce students to an array of careers in the helping professions and have a major focus on cultural considerations and professional ethics as they relate to counseling and other critical interventions.

**Credits** 4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 261 : Neuropharmacology: Drugs and Behavior**

A survey of the neural, pharmacological, and psychological mechanisms of psychoactive drugs. Major topics include principles of pharmacology, basic properties of neurotransmission/ neurophysiology, and physiological and psychological aspects of addiction. Psychotherapeutic drugs (e.g., for depression, anxiety, schizophrenia, ADHD), legal drugs of abuse (e.g., alcohol and nicotine), and illegal drugs of abuse (e.g., methamphetamine, opiates, Hallucinogens, club drugs) are surveyed. Attention is also given to drug development and regulations, the problem of drugs in the workplace and treatment options.

**Credits** 4.0

**Prerequisites**

[PS 101](#), [BI 110](#), or [BI 107](#)

**PS 275 : Child Development**

An interdisciplinary approach to the study of development across the early stages of the lifespan with emphasis on genetic and environmental influences; includes prenatal development through the elementary school years. A prerequisite for PS 312, Adolescent Psychology. (Not open to students who have taken PS 276.)

**Credits** 4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 276 : Lifespan Development**

An interdisciplinary approach to the study of development across all stages of the lifespan with emphasis on genetic and environmental influences; includes prenatal development through death. (Not open to students who have taken [PS 275](#).)

**Credits** 4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 278 : Recreation and Environment**

An overview of the interrelated issues in the psychology of recreation and in environmental psychology, including outdoor recreation and environmental values, self and cultural identities, and political and public policy issues related to recreation and our environment.

**Credits** 4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 286 : Health Psychology**

An introduction to scientific research and theory on the relationship between physical health and mental processes, emotion, and behavior. Topics include current research on stress and stress management, coping and illness, pain, heart disease, cancer, AIDS and health behaviors (e.g., smoking, diet, exercise).

**Credits** 4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 301 : Industrial - Organizational Psychology**

An in depth look at the principles of psychology as applied to all organizational settings. Course oriented towards student discovering how psychologists have improved the satisfaction, safety, and productivity of the work environment.

**Credits** 4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 312 : Adolescent Psychology**

An interdisciplinary study of adolescents. Focus is on how various social and psychological phenomena affect individuals within this age group.

**Credits** 4.0

**Prerequisites**

[PS 275](#), [PS 276](#) or consent of the instructor

**PS 313 : Learning**

A study of the categories of learning, applicable to both humans and animals.

**Credits** 4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 322 : Cognitive Psychology**

A survey of theory and principles that reveal the nature of thought and mental processes engaged during thinking. Major topics include perception, attention, memory, language, neural function, and consciousness.

**Credits** 4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 327 : Sensory and Motor Systems**

A survey of all major senses (vision, hearing, balance, touch, taste, smell) and how we organize and interpret sensory information in the brain to understand the external world. Additional topics include principles of psychophysics; natural history of the senses; development and aging of the sensory systems; and the role of the senses in communication.

**Credits** 4.0

**Prerequisites**

[PS 101](#), [BI 110](#), or [BI 107](#)

**PS 328 : Animal Behavior**

(See [BI 328](#).)

**Credits** 4.0

**PS 330 : Behavioral Genetics**

An introduction to the theory and methodology of behavior genetic psychology. Includes twin and adoptive studies, family designs, and molecular genetic approaches to psychology.

**Credits** 4.0

**Prerequisites**

[PS 101](#) and [PS 243](#) (or other statistics course) or consent of instructor

**PS 337 : Aging and the Life Course**

**Credits** 4.0

**Notes**

(See SO 337.)



**PS 341 : Psychological Tests and Measurements**

A comprehensive study of the principles of test construction, knowledge of the behavior being measured, and acquaintance with the major types of available tests.

**Credits** 4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 346 : Abnormal Psychology**

A study of the various patterns of mental, behavioral, and personality disorders. Major emphasis is on the diagnosis and understanding of the disorder. Pertinent legal issues are also discussed.

**Credits** 4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 350 : Consumer Behavior**

**Credits** 4.0

**Notes**

(See [MG 350](#).)

**PS 355 : Crisis Intervention & Counseling**

This course is an overview of crisis intervention and counseling. Major theoretical models across a variety of settings, including settings that treat individuals struggling with addiction, will be examined. Topics include triage assessment, skills for identifying individuals in crisis and how to intervene using evidence-based approaches, cultural considerations including race and equity, and application of crisis intervention to various types of crises including suicide, grief, and loss, sexual assault, domestic violence, school violence, and natural disasters.

**Credits** 4.0

**Prerequisite Courses**

[PS 255: Introduction to Counseling](#)

**PS 356 : Intro to Addictive Disorders**

This course is an introduction to addictive disorders. Topics include historical perspectives of alcohol and other drug treatment, pharmacology of drugs, signs and symptoms associated with difference classifications of drugs, substance use disorder, withdrawal, and overdose/toxicity, substance use disorder treatment approaches, cultural considerations including focus on minorities, women, families, and adolescents, and professional ethics.

**Credits** 4.0

**PS 357 : Assessment & Treatment of Addiction**

This course is focused on assessment, treatment, and prevention of addictive disorders. Topics include treatment delivery models, assessment/diagnosis of alcohol and other drug problems, how to make appropriate referrals, understanding and navigating rules, regulations, and professional ethics that govern alcohol and other drug treatment and cultural considerations including focus on minorities, women, family and adolescents.

**Credits** 4.0

**Prerequisite Courses**

[PS 356: Intro to Addictive Disorders](#)

**PS 365 : Understanding Social / Emotional Disorders in Children**

A study of the developmental and environmental causes of social and emotional problems in children as related to their characteristic behaviors, with emphasis on identifying these behaviors and diagnosing their probable causes.

**Credits** 4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 371 : Therapies**

An orientation toward the differential application and effectiveness of biological, individual, and group therapies in the treatment of psychopathological disturbances.

**Credits** 2.0-4.0

**Prerequisite Courses**

[PS 101: Introduction to Psychology](#)

**PS 385 : Field Work**

Clinical experience in psychologically relevant facility.

**Credits** 1.0-4.0

**Prerequisites**

12 credit hours of course work in Psychology and consent of instructor. [PS 101](#)

**Notes**

Total number of hours of credit cannot be more than four (4).

**PS 391 : Report Project**

An individual directed investigation arranged with an instructor on a topic of mutual interest. Project requires a final report that includes a presentation of the problem, review of the literature, and a description of the specific procedures to be employed.

**Credits** 2.0

**Prerequisites**

PS 243

**PS 401 : Seminar**

Offered fall semesters.

**Credits** 4.0

**Prerequisites**

[PS 101](#), [PS 243](#), and consent of the instructor if not a senior

**PS 455 : AOD Practicum I**

Clinical experience in an alcohol and other drug (AOD) setting to build skills and competencies in assessment/diagnosis and treatment. Total number of hours of credit may be 1-4 per semester. A total of 4 credits is required for completion of the Behavior Health Major capstone and/or CADC certificate.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor and background check

**PS 456 : AOD Practicum I**

Clinical experience in an alcohol and other drug (AOD) setting to build skills and competencies in assessment/diagnosis and treatment. Total number of hours of credit may be 1-4 per semester. A total of 4 credits is required for completion of the Behavior Health Major capstone and/or CADC certificate.

**Credits** 1.0-4.0

**Prerequisites**

Consent of the instructor and background check.

**PS 461 : Independent Study in Psychology**

**Credits** 1.0-4.0

**Prerequisites**

consent of the instructor

**PS 462 : Independent Study in Psychology**

**Credits** 1.0-4.0

**Prerequisites**

consent of the instructor

**PS 463 : Internship in Psychology**

Clinical experience in psychologically relevant facility.

**Credits** 1.0-4.0

**Prerequisites**

12 credit hours of course work in Psychology and consent of instructor

**Notes**

Total number of hours of credit cannot be more than four (4).

**PS 464 : Internship in Psychology**

Clinical experience in psychologically relevant facility.

**Credits** 1.0-4.0

**Prerequisites**

12 credit hours of course work in Psychology and consent of instructor

**Notes**

Total number of hours of credit cannot be more than four (4).

**PS 465 : Independent Research in Psychology**

**Credits** 1.0-4.0

**PS 466 : Independent Research in Psychology**

**Credits** 1.0-4.0

**PS 543 : Data Analysis & Statistics**

A graduate level course for nursing that is offered asynchronously online. Topics include correlational designs, analyzing data in SPSS software, including correlations, regressions, and ANOVAs, and communication of research findings.

**Credits** 4.0

**Prerequisites**

MSN Student

# Religious Studies

**Professor Adam L. Porter**

**Assistant Professor Gwendolyn Gillson**

Religious literacy is vital for social networking, civic responsibility, global understanding, and professional work in all fields. Religion is integral to a liberal arts education, as it explores dimensions of human life that have had a profound and decisive effect on our conception of human nature, destiny, and action. All courses in the Religion program emphasize traditional liberal arts skills of thinking and writing. Close reading of primary texts and development of analytical skills allow students to explore ideas and values that form the basis of human civilization. Emphasis is also placed on expressing ideas clearly and persuasively through writing. Courses in Religion are designed to serve as a focus of a liberal arts education, preparing students for a variety of careers: public service, teaching, ministry, law or medicine among them.

## Religious Studies

Minor

A Religion Minor consists of 20 hours in Religion: RE 190 and 16 additional hours in religion classes. It is an excellent choice to enrich any major subject area, whether in Math and Science, Social Science, Business and Economics, or Humanities and the Arts. It helps prepare students for any career in our increasingly interrelated, multicultural world.

### Required Courses

Item #	Title	Credits
RE 190	World Religions	4.0
	<b>16 additional hours in religion classes</b>	<b>16.0</b>
	<b>Total Credits</b>	<b>20</b>

## Religious Studies Course Descriptions

### **RE 101 : Introduction to the Bible**

This course explores the contents, historical contexts, themes, development, and transmission of the Hebrew Bible (Old Testament) and New Testament. Readings will be selected portions of most biblical books, in a translation that offers explanatory notes and other helps. Class sessions will focus in great part on trying to understand these writings in their original situations, and how people ever since have used and interpreted them. No previous knowledge of the Bible is assumed.

**Credits** 4.0

### **RE 105 : Afterlives of the Bible**

Contrary to popular belief, the Bible doesn't have a single meaning. Rather, it means different things to people depending on the questions they ask, when they live, how they understand the world, and their social location. This class will explore this by reading three Bible stories: Creation and the Garden of Eden, the Exodus, and Revelation. We will then examine how different people (other Biblical authors, ancient Jews and Christians, Renaissance artists and writers, and modern Americans, both black and white) have found different meanings in these texts.

**Credits** 4.0

**RE 112 : Introduction to the New Testament**

The New Testament is a collection of documents produced during the earliest period of Christianity. In this course, we will study the history and culture of the New Testament world, both Jewish and Greek, to better understand the messages of Jesus, Paul, and other important figures in the history of Christianity in their original context. A variety of reading methodologies will be introduced, so students will have a better understanding of how biblical scholars work; students will also be able to engage in their own scholarship.

**Credits** 4.0

**RE 166 : Satan in Popular Culture**

Satan is hot in popular culture. This course will explore how Satan has been viewed by the West. We will consider Satan's (few) appearances in the Bible but most of the class will be spent looking at more recent representations of Satan in literature, comics, film, music, and television. We will focus on how people have imagined Satan differently and what has prompted these different versions of Satan to be imagined.

**Credits** 4.0

**RE 167 : Cults and the End of the World**

What is a cult and why would somebody want to join one? What might the end of the world look like? Why are people worried about the apocalypse? This course will attempt to answer these questions through the study of different groups that have been labelled "cults." We will explore why people choose to join new religions and why others call those new religions "cults" but why we're supposed to call them "New Religious Movements." We will also try to discover why many of these new religions focus on the end of the world, the coming apocalypse, and the rebirth of humanity and society. Throughout the semester we will use a variety of groups from America and Asia to illustrate four key themes within New Religious Movements: charismatic leadership, the end of the world, race and gender, and violence.

**Credits** 4.0

**RE 173 : Space, Place, and Religion**

Where does religion happen? Why are people so interested in and protective of religious spaces? This class examines the ways that people experience and live religion through interactions with particular spaces and places. We will examine the nature of "sacred space" and why religion, which is considered by many to be relatively abstract, is in fact often grounded in geography at the intersection between the physical and the spiritual realms. Covering religions from across the globe and their interactions across space and time, we will examine the ways that religions interact, develop, and establish themselves in new locations and with new peoples and cultures. We will also look at how various religions understand and interact with the environment.

**Credits** 4.0

**RE 176 : Religion and Business**

This course will explore the connections between Business and Economics and Religion. Religion has played a major role in shaping American business practices and continue to influence business decisions especially related to the environment and agriculture. We will also think about how big business has sought to influence American religion.

**Credits** 4.0

**RE 181 : Gods, Monsters, and Sex in East Asia**

What do femininity and masculinity look like in East Asia? How many genders are there according to East Asian religions? This course will examine these and other related questions to explore the meaning of gender and sexuality in East Asian religions. Using stories, traditions, and testimonies of gender transformation and fluid sexuality, along with their counterpoints of gender rigidity and restrictive sexuality, it will look at both historical and contemporary expressions of gender and sexuality across East Asia to show the variety of interpretations of women, men, and everything in between that lie at the heart of East Asia. (See [HI 181](#).)

**Credits** 4.0

**RE 190 : World Religions**

This class helps students expand beyond their own religious tradition in order to see the way other traditions view their worlds and explore how religion can be understood as a reflection of attempts to comprehend the human condition. In this course, we examine Judaism, Christianity, Islam, Hinduism, Buddhism, and Chinese Traditions, alongside a select number of additional traditional and new religious movements to reflect the diversity inherent in religious experiences across the globe. Using the lived experience of religion as a launching point, we compare and contrast these religions and critically examine texts from each one to illuminate how misunderstandings about religion can easily arise. We pay particular attention to the ways that historical practices and beliefs are present in contemporary expressions of religious identity.

**Credits** 4.0

**RE 207 : Killing in the Name of God(s)**

In this course, you will learn about global politics as manifest in religious terrorism from five global religions, one case study of a violent new religious movement in the United States, and the intersection of religion and the physical and imagined body. Drawing together historical, textual, philosophical, and theoretical examinations of religion and violence, this class will question the enduring relationship of the two, with a particular focus on the contemporary landscape and all that came to form it. The class will conclude with an examination of responses to religious violence like Martin Luther King Jr.'s and Mohandas Ghandi's work on nonviolence.

**Credits** 4.0

**RE 214 : Healing and Healthcare**

Illness is a universal human experience and so is the desire to give meaning to illness. Nevertheless, cultural and religious differences can produce very different interpretations of the meaning and significance of illness for both individuals and those around them. In this course we will examine religiously-informed understandings of illness (of body, mind, and spirit) as well as the interpretative and healing strategies different cultures have developed to explain, address, and alleviate it. We will cover faith healing, Ayurveda, Traditional Chinese Medicine, shamanism and a variety of alternative ways of thinking about health and the human body in order to make sense of why people pursue non- Western biomedical forms of medicine. In addition, we will explore how different ways of healing raises questions about the differences between disease and illness, curing and healing, and religion and folk tradition.

**Credits** 4.0

**RE 216 : Religion and Film**

Many people's ideas about religion are shaped by how it is presented in film. This class will introduce the vocabulary of film analysis to students and then use it to study a variety of films. We will see that films often reflect the concerns of the time in which they were made, even if they claim to represent the life of Jesus or other biblical figures. Films to be studied include several Bible films (that is, films adapting stories from Bible), films that represent Jewish and/or Christian ideas, and films representing other religions. Films are one of the most complex art forms, but most people watch them passively. In this class we will learn to "read" them carefully, analyze them, and reflect upon them. While the content of the films will be biblical and religious, the skills learned in this class are applicable to any film-based medium.

**Credits** 4.0

**RE 223 : Japanese History and Religion**

Japanese history and religion are intimately intertwined; indeed, it is impossible to understand one without the other. This course is intended to assist you in understanding Japan in the context of its history and major religious traditions. It will cover the sweep of Japan's story from its archaeological and mythical beginnings to today. We will explore the development of its primary religious traditions, Buddhism and Shinto, as well as other religions such as Confucianism that play an important part in Japanese history and thought. Readings will include texts by Japanese and non-Japanese alike. No previous knowledge of Japan is assumed. (See [HI 223](#).)

**Credits** 4.0

**RE 224 : China: History and Religion**

This course is intended to assist you in understanding contemporary China in the context of its history and major religions. It will cover the sweep of China's story from its beginnings to the 21st century. Traditions treated will include ancient beliefs and practices, Confucianism, Daoism, Buddhism, and modern political ideologies such as Maoism. Readings will include texts by Chinese and non-Chinese alike. No previous knowledge of China is assumed. (See [HI 224](#).)

**Credits** 4.0

**RE 341 : Introduction to Classical Hebrew I**

A thorough and rigorous introduction to biblical Hebrew, with emphasis on grammar, syntax and vocabulary, in preparation for translation of biblical prose. Readings in the Hebrew Bible/Old Testament begin in the first semester and increase in complexity throughout the year. This course is offered upon student request. Please contact Dr. Porter if you are interested.

**Credits** 4.0

**RE 342 : Introduction to Classical Hebrew II**

A continuation of RE 341, with emphasis on reading more complex materials, such as poetry.

**Credits** 4.0

**Prerequisite Courses**

[RE 341: Introduction to Classical Hebrew I](#)

**RE 351 : Introduction to Biblical Greek I**

A thorough and rigorous introduction to biblical Greek, with emphasis on grammar, syntax and vocabulary, in preparation for translation of biblical prose. Readings in the New Testament begin in the first semester and increase in complexity throughout the year. This course is offered upon student request. Please contact Dr. Porter if you are interested.

**Credits** 4.0

**RE 352 : Introduction to Biblical Greek II**

A continuation of RE 351, with emphasis on reading more complex materials, including Greek documents outside the New Testament.

**Credits** 4.0

**Prerequisite Courses**

[RE 351: Introduction to Biblical Greek I](#)

**RE 461 : Independent Study in Religion**

A detailed study of some topic or a movement in religion.

**Credits** 1.0-4.0

**Prerequisites**

9 hours in religion or consent of the instructor

**RE 462 : Independent Study in Religion**

A detailed study of some topic or a movement in religion.

**Credits** 1.0-4.0

**Prerequisites**

9 hours in religion or consent of the instructor

**RE 463 : Internship in Religion**

**Credits** 1.0-4.0

**RE 464 : Internship in Religion**

**Credits** 1.0-4.0

**RE 465 : Independent Research in Religion**

**Credits** 1.0-4.0

**RE 466 : Independent Research in Religion**

**Credits** 1.0-4.0



# Sociology

**Professor Kelly A. Dagan**

**Assistant Professor Jericho McElroy**

**Assistant Professor Jaclyn Tabor**

**Assistant Professor David Walter**

**Instructor Angela Gonzales Balfe**

The Department of Sociology, rooted in the liberal arts at Illinois College, is dedicated to developing students' awareness of the interconnections between individual lives and the larger social context. Through our courses and faculty advising, we ask students to question the taken-for-granted by requiring them to examine the impact of society on individual choices, behaviors, and attitudes, as well as how patterns of individual choices, behaviors, and attitudes create the society in which we live. In addition, we encourage our students to recognize the ways in which their sociological knowledge complements understanding other disciplines in which they are participating.

Students must earn a 'C-' or better in each course to be counted towards the major or minor. All prerequisite courses must be completed with a C or better.

## Sociology

Major

### General Requirements

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
SO 101	Introduction to Sociology	4.0
SO 210	Social Statistics	4.0
SO 286	Introduction to Social Science Methods	4.0
SO 384	Data Collection and Analysis	4.0
SO 387	Sociological Theory	4.0

One course designated as a diversity course:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
SO 202	Race and Ethnicity	4.0
SO 206	Social Stratification	4.0
SO 207	Gender and Sexuality	4.0

One course designated as a civic engagement course:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
SO 206	Social Stratification	4.0
SO 224	Families and Society	4.0
SO 337	Aging and the Life Course	4.0

## Electives

The remaining 12 hours needed to fulfill the sociology major are electives. Here are a few examples of combining courses that will focus on the various subfields offered in the department:

- Community Health: SO 218, SO 280, SO 337
- Criminology: SO 218, SO 341, SO 343
- Family Studies: SO 224, SO 326, SO 338
- Human Services: SO 206, SO 224, SO 337
- Inequality/Intersectionality: SO 206, SO 202, SO 207

Majors are also encouraged to complete courses in government and policy and in computer literacy. These courses do not count toward fulfillment of major requirements.

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<b>Total Credits</b>	<b>40</b>
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## Sociology

Minor

### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
SO 101	Introduction to Sociology	4.0
	<b>One course designated as diversity</b>	<b>4.0</b>
SO 202	Race and Ethnicity	4.0
SO 206	Social Stratification	4.0
SO 207	Gender and Sexuality	4.0
	<b>One course designated as civic engagement</b>	<b>4.0</b>
SO 206	Social Stratification	4.0
SO 337	Aging and the Life Course	4.0
SO 343	Prisons and Institutions of Social Control	4.0
	<b>8 hours of Sociology electives</b>	<b>8.0</b>

## Electives

The remaining 8 hours needed to fulfill the sociology minor are electives.

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<b>Total Credits</b>	<b>20</b>
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## Sociology Course Descriptions

### **SO 101 : Introduction to Sociology**

This course is an introduction to the study of society, including the basic concepts of society, culture and personality, and their relationship to one another. This course is required for majors and minors and is a prerequisite for most 300 level sociology courses.

**Credits** 4.0

**SO 202 : Race and Ethnicity**

This course is a study of the social processes that create minorities and govern the interrelations between minority and dominant groups including both ethnic sub-societies and other socially differentiated collectivities that are stereotyped, stigmatized, and subjected to discrimination. A few specific topics will be chosen to focus on such as desegregation, multiethnic immigration, reparations, etc.

**Credits** 4.0

**SO 206 : Social Stratification**

This course is focused on the study of the major concepts, theories and findings regarding dimensions of social class in the United States. A major component of this course is service in one of many community organizations and therefore, this is considered a service-learning course.

**Credits** 4.0

**Prerequisite Courses**

[SO 101: Introduction to Sociology](#)

**Semester Offered**

Offered every fall semester

**SO 207 : Gender and Sexuality**

This course highlights the social construction gender and sexuality and highlights how these concepts are intricately intertwined. This course will examine the history of gender sexuality and theories of gender and sexuality. A variety of topics may be chosen for inclusion by the instructor, such as gender and sexuality in the workplace and sexuality in the military, etc.

**Credits** 4.0

**SO 210 : Social Statistics**

This course introduces the student to the basics of social statistics-techniques which sociologists and other social scientists use to summarize numeric data obtained from censuses, surveys, and experiments. The topics include frequency distribution, central tendency, variability, probability theory, and estimation. The student will also learn how to test hypotheses for group differences in means (z test, t test) and for association between two variables (correlation, chi-square test).

**Credits** 4.0

**SO 218 : Social Problems**

This course entails a sociological examination and analysis of selected social phenomena that are defined as social problems by a significant number of persons. This course will examine social problems from each of the major sociological paradigms (symbolic interactionist, conflict, and functionalist) to illuminate recurring substantive problems in the areas of economic inequality, social inequality, and the restriction of democracy.

**Credits** 4.0

**SO 219 : Social Psychology**

**Credits** 4.0

**Prerequisite Courses**

[SO 101: Introduction to Sociology](#)

**Notes**

See PS 219

**SO 224 : Families and Society**

This course will introduce you to how sociologists study families, identifying the core concepts, theories, and methods used by scholars as well as exploring the history, present, and future of families in America. We will consider both the “public” and “private” dimensions of families over the course of the semester - families as settings for socially important tasks such as raising children and caring for family members, but also as the place where we experience much of our private lives. The course culminates in a research paper exploring a family-related social problem.

**Credits** 4.0

**SO 248 : Health and Society**

How did depression become an “epidemic”? Why do many racial minorities get better healthcare in prison than in their communities? When did doctors become one of the richest professional groups in America? This course introduces students to medical sociology through three lenses. First, we examine the social determinants of health: the ways that race, class, and gender intersect to produce disease and disability for some and wellness for others. Second, we look at the social construction of illness, asking how cultural conceptions can help explain why – for example – people with schizophrenia live better in poor developing countries than in rich, Western ones. Finally, we explore the political economy of medicine: how our health care system does more than just heal, but also serves as a tool for social control and an engine for capitalist accumulation. Although many of our readings will refer to the United States, we will use examples from outside the United States to highlight alternatives to dominant ways of thinking about health, illness, and medicine.

**Credits** 4.0

**SO 280 : Sociology of Sport**

This course approaches the understanding of sport by applying sociological theory and concepts. Specific issues that will be addressed include the history of sport in America, the centrality of sport to American culture, and how sport reflects and affects the structure of social class, gender, sexuality, and race in America.

**Credits** 4.0

**Prerequisite Courses**

[SO 101: Introduction to Sociology](#)

**SO 286 : Introduction to Social Science Methods**

This course is the first course in a year-long sequence of two courses. If you take this course, it is expected that you will continue with the sequence and take SO 384 in spring semester of the same year. This course provides an introduction to social research from an interdisciplinary perspective and examines a number of research methodologies that include both quantitative and qualitative approaches. Course objectives include gaining an understanding of the value and importance of social research and learning to evaluate key components of research design. During the course of the semester, students initiate and develop a comprehensive research proposal integrating theory, data collection strategies, and ethical considerations.

**Credits** 4.0

**Prerequisites**

[SO 101](#) or [PS 101](#) or [CJ 160](#)

**Corequisites**

[SO 210](#) or equivalent statistics course

**SO 326 : Modern Love**

Integrating sociology with other social science perspectives (including history, psychology, and anthropology), this course will explore romantic love, sexuality, and intimate relationships in the modern world. Progressing through the semester, class readings, films, and discussions focus on the various ways that individuals fall in love, come together, settle down, break apart, and find love again. In doing so, we critically interrogate the evolution of dating and marriage in U.S. history and abroad along with their impact on contemporary society. We will also consider contemporary issues that impact our current understandings of romance, dating, and marriage - including cohabitation, online dating, the legalization of same-sex marriage, and the #Metoo movement.

**Credits** 4.0

**Prerequisite Courses**

[SO 101: Introduction to Sociology](#)

**SO 337 : Aging and the Life Course**

This course makes a critical examination of the facts, fictions, and theoretical frameworks for understanding aging in its multicultural social contexts and considers the implications for people's social and personal lives. We will examine perceptions of older individuals and the process of aging from social constructionist and life course perspectives, exploring our beliefs, values, and cultural traditions regarding aging. We will also look at the various social institutions impacting the lives of older Americans, such as work and the economy, government and politics, the healthcare system, and families. Major components of this class include service hours at a local senior home and the development of a proposal for elder-positive changes in Jacksonville, Illinois.

**Credits** 4.0

**Prerequisite Courses**

[SO 101: Introduction to Sociology](#)

**Notes**

(See [PS 337](#).)

**SO 338 : Childhood and Adolescence**

This course examines the processes of childhood and adolescence within contemporary U.S. culture. Readings, discussions, and coursework focus on the evolution of childhood and adolescence and how these phases of the life course have been constructed and shaped by human societies, both historically and in the present day. This course involves a critical examination of the impacts of these social constructions to children and adolescents themselves, but also to parents, other family members, and peers, the society as a whole. This course also examines the two-way relationship between specific social institutions, and ways that these institutions both impact and are influenced by children and adolescents at this point in our culture.

**Credits** 4.0

**Prerequisite Courses**

[SO 101: Introduction to Sociology](#)

**SO 341 : Criminology**

Crime and delinquency as major forms of deviance; scope and distribution of crime and delinquency, and character of offenders; treatment of relevant theory as well as treatment, prevention, and control will be highlighted.

**Credits** 4.0

**Prerequisites**

[SO 101](#) or [CJ 160](#)

**SO 343 : Prisons and Institutions of Social Control**

This course will familiarize students with the treatment of adult offenders in detention and incarcerations in both short and long-term institutions. This course also emphasizes the analysis of punishment in our criminal justice system, with a focus on why we punish. This is all examined in the context of correctional philosophies, history and development of corrections, including relevant theories, practices, systems analysis, and treatment modalities.

**Credits** 4.0

**Prerequisites**

[SO 101](#) or [CJ 160](#)

**SO 384 : Data Collection and Analysis**

This course begins with a brief review of the basic assumptions, designs and ethics of quantitative social research. We will make an in-depth examination of both qualitative and approaches to data collection and explore effective ways to analyze data collected from each of these methodological approaches. Students will collect and analyze data from their own original research projects and develop a comprehensive research paper integrating all components of research design. This course serves as the capstone experience in the Sociology Department.

**Credits** 4.0

**Prerequisites**

[SO 101](#) or [CJ 160](#) and [SO 286](#)

**SO 387 : Sociological Theory**

This course focuses on understanding theories and concepts of sociological theory from Comte to the present. We will investigate the historical context in which Sociology developed, as well as how contemporary theory has built upon classical theory and how they all offer insight into social issues. Students will be asked to not only understand the theories themselves but to engage in critiques of them as well as application of them to real-world issues

**Credits** 4.0

**Prerequisites**

[SO 101](#), one 300-level SO course and junior standing

**SO 461 : Independent Study in Sociology**

This course provides the opportunity for junior or senior sociology majors to investigate a topic of special interest by means of theory and research. Participation in these hours will result in a grade.

**Credits** 1.0-4.0

**Prerequisites**

one 300-level SO course and junior standing, or consent of the department chair

**SO 462 : Independent Study in Sociology**

This course provides the opportunity for junior or senior sociology majors to investigate a topic of special interest by means of theory and research. Participation in these hours will result in a grade.

**Credits** 1.0-4.0

**Prerequisites**

one 300-level SO course and junior standing, or consent of the department chair

**SO 463 : Internship in Sociology**

**Credits** 1.0-4.0

**SO 464 : Internship in Sociology**

**Credits** 1.0-4.0

**SO 465 : Independent Research in Sociology**

**Credits** 1.0-4.0

**SO 466 : Independent Research in Sociology**  
**Credits** 1.0-4.0

# Spanish

## Spanish Course Descriptions

### **SP 101 : Spanish for Global Citizens I**

Students learn basic sentence structure and vocabulary in Spanish and are introduced to the culture of the peoples who speak Spanish. They also acquire the language skills and cultural knowledge to travel on their own to the countries where Spanish is spoken.

**Credits** 4.0

### **SP 102 : Spanish for Global Citizens II**

The course is designed for students who have taken 101 or have had some language instruction in high school, building upon what they have already learned. Students learn basic sentence structures and vocabulary in Spanish and are introduced to the cultures of the people who speak Spanish. They also acquire the language skills and cultural knowledge to travel on their own to the countries where Spanish is spoken.

**Credits** 4.0

#### **Prerequisites**

[SP 101](#) or equivalent or consent of instructor

### **SP 105 : Reading in Spanish**

Selected reading for summer study.

**Credits** 1.0

### **SP 203 : Spanish for the Professions**

Students review the fundamentals of Spanish and become acquainted with basic vocabulary related to an array of professions. Students become familiar with the role Spanish and cultural knowledge play in these professions.

**Credits** 4.0

#### **Prerequisites**

[SP 102](#) or equivalent or consent of instructor

#### **Notes**

(Not open to students who have taken SP 210.)

### **SP 205 : Reading in Spanish**

Selected reading for summer study.

**Credits** 1.0

### **SP 210 : Spanish for Heritage Speakers**

Heritage speakers of Spanish advance their proficiency for multiple contexts, including professional use. Students build vocabulary, acquire learning strategies, improve oral and written expression, with particular consideration to grammar, and orthography. Special emphasis on cultural topics about the Hispanic/Latino(a) community in the United States. (Not open to students who have taken [SP 203](#).)

**Credits** 4.0

### **SP 301 : Spanish Conversation through Film**

Students develop conversation skills in Spanish and gain an understanding of the cultures and societies of the people who speak Spanish through discussing and writing about films.

**Credits** 4.0

#### **Prerequisites**

[SP 203](#), [SP 210](#) or equivalent or consent of instructor



**SP 302 : Conversation and Composition**

Students explore other cultures through readings video, and other media, and they practice Spanish through compositions and discussions

**Credits** 4.0

**Prerequisites**

[SP 301](#) or equivalent or consent of instructor

**SP 305 : Reading in Spanish**

Selected reading for summer study.

**Credits** 1.0

**SP 307 : Intermediate Spanish Grammar**

Advanced study of Spanish grammar and syntax—verbs.

**Credits** 4.0

**SP 310 : Advanced Spanish for Professions**

An introduction to Spanish business vocabulary, forms, economic matters and career possibilities. Comprehension and communication in many common business situations.

**Credits** 4.0

**Prerequisites**

[SP 203](#), [SP 210](#) or consent of instructor

# Theatre

**Professor Nancy Taylor Porter**

**Associate Professor Craig Steenerson**

**Assistant Professor Aasne Daniels**

The Theatre Program at Illinois College is dedicated to teaching students skills to prepare them for work and participation in the theatre world after graduation and to excel in the 21st-century workforce at large: leadership, creative problem-solving, collaboration, critical thinking, professionalism, and integrity. In addition to developing students' analytical and communication skills as part of a liberal arts institution, the program also encourages students to develop their theatrical abilities through a program of coursework and guided experience in acting, directing, management, design, and the use of technologies most common in theatre. Practical, hands-on experience in TheatreWorks productions allows students to put their knowledge into practice and to showcase their work for the larger community.

The Theatre Program currently offers a minor, but students may also pursue a Theatre Arts interdisciplinary major, designed by the student and a theatre faculty advisor. As part of the Communication Arts Department, the Theatre Program encourages explorations of connections with Art and Communication and Rhetorical Studies as well as English. If you are interested in this option, please see the Individualized Studies Major and contact Dr. Nancy Taylor Porter.

## Fine Arts

Minor

The Fine Arts minor shall consist of 20 credit hours with these requirements:

1. Students must successfully complete, with a minimum grade of 'C' in all courses, at least 8 credit hours in two of the fine arts areas chosen from Art, Music, and Theatre. Students may take courses in all three areas.
2. Within the 8-credit hour minimum requirement in each discipline, at least four credit hours must be completed as an academic class.
3. If the student chooses the area of theatre, the 8-hour minimum can be split between academic and application classes or practicums. For example, in theatre this could be one 4-credit hour class and four credit hours of performance experience.
4. If the student chooses the area of music, the 8-hour minimum must include at least one music theory or music history class. The remaining four credit hours may include another theory or history course or application courses such as ensembles participation or private music lessons.
5. If the student chooses the area of art, the minimum may include any art class.

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**Total Credits**

**20**

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## Fine Arts Administration

Minor

**Professor Nancy Taylor Porter, Coordinator (Theatre)**

The Fine Arts Administration minor is open ONLY to students majoring or minoring in Art, Music, and Theatre or minoring in Fine Arts. It is intended to create a related or alternative career path for students in the arts, preparing them for an entry-level administrative position at an arts organization. Conversely, it helps give them the skills to build their own company or studio if that is their goal. During their senior year, students will register for an internship, which may either be focused on a particular field or be designed to include

experiences from multiple arts arenas. It can be taken as a one-credit course in both semesters or as a two-credit course in a single semester.

The Fine Arts Administration minor consists of 18 hours:

### Course Requirements

Item #	Title	Credits
AC 231	Principles of Accounting	4.0
EC 265	Economics of Entrepreneurship	4.0
MG 364	Management	4.0
MG 354	Marketing	4.0

### Practicum Requirements

Item #	Title	Credits
	<b>Fine Arts Administration Internship</b>	<b>2.0</b>
	<b>Total Credits</b>	<b>18</b>

## Theatre

### Minor

### Required Courses

Item #	Title	Credits
	<b>TH 190, TH 222 or TH 231 (2 courses)</b>	<b>8.0</b>
TH 190	From Comic Books to Blockbusters	4.0
TH 222	Acting	4.0
TH 231	Stagecrafts	4.0
	<b>8 hours of electives (2-3 courses) at the 300-level or above</b>	<b>8.0</b>
	<b>3 productions</b>	
TH 150	Theatre Practice	0.0-2.5
TH 151	Theatre Practice	0.0-1.0
	<b>Total Credits</b>	<b>16</b>

## Theatre Course Descriptions

### TH 150 : Theatre Practice

A theatre practicum consists of significant participation in some facet of an Illinois College TheatreWorks production or an outside production, approved by the program chair.

- 1 credit hour awarded for backstage crew, or light and sound board operators
- 1.5 credit hours awarded for assistant stage managers\*
- 2-2.5 credit hours awarded for stage managers
- 1.5-2.5 credit hours awarded to actors

**Credits** 0.0-2.5

### Notes

Each credit hour is awarded for 45 hours of work, so credits earned vary depending on the student's role in the production. Students may count 8 theatre practice credit hours toward graduation. Participation beyond these limits is registered at 0 credit hours.

**TH 151 : Theatre Practice**

- .5 credit hour awarded for backstage crew or light and sound board operators
- .5-1 credit hour awarded for actors

**Credits** 0.0-1.0

**Notes**

Each credit hour is awarded for 45 hours of work, so credits earned vary depending on the student's role in the production. Students may count 8 theatre practice credit hours toward graduation, and non-majors may count 8. Participation beyond these limits is registered at 0 credit hours.

**TH 180 : Audio-Visual Feasts: Music Video Analysis**

Music videos provide a platform for music artists to comment on issues of sexuality and gender identity, race and ethnicity, and even politics. In this class, students will learn how to recognize and discuss the power of this theatrical art form as a cultural agent, as well as analyzing the audio, visual, and narrative components of contemporary music videos.

**Credits** 4.0

**Semester Offered**

Offered spring semesters

**TH 190 : From Comic Books to Blockbusters**

This course looks at superheroes as they appear in comic books and films dating from the 1940s to the present day. Special attention will be paid to the evolution of heroes' and heroines' identities across time. The final project is the creation of a short superhero film/comic.

**Credits** 4.0

**TH 222 : Acting**

An introductory workshop experience for actors, designed to foster a basic competence in the uses of the voice, body, and imagination for dramatic performance.

**Credits** 4.0

**Semester Offered**

Offered every fall semester

**TH 226 : Scriptwriting**

This class is designed to teach students about the nuts and bolts of play and screenwriting. It covers topics such as action/plot, structure, character development, dialogue, and setting in the abstract and in plays written by both professionals and college students. It encourages writers to choose workable ideas, draft them, and improve them through exploration and peer review. The final project is a one-act script for stage or film.

**Credits** 4.0

**Semester Offered**

Offered alternate springs

**Notes**

(See EN 226.)

**TH 231 : Stagecrafts**

Students will acquire a hands-on knowledge of the methods, principles, and conventions of scenic production by way of both lab and lecture periods. As this is a prerequisite for advanced classes in technical theatre, basic skills as well as a working vocabulary in scenery and property construction, scene painting, lighting, and sound will be stressed.

**Credits** 4.0

**Semester Offered**

Offered every semester

**TH 250 : Shakespeare on Stage and Screen**

A study of some of Shakespeare's greatest hits and how these plays have been transformed into movies, from filmed stage productions to contemporary riffs on the characters and storylines. The course will also include analysis of relevant cultural artifacts connected to the play's content as well as filmic techniques and principles of adaptation.

**Credits** 4.0

**Semester Offered**

Offered alternate springs

**TH 352 : Theatre on the Edge**

A studio class exploring various non-realistic approaches to theatre-making, including the body as object, masks, commedia dell'arte, clown, physical comedy, soundscapes, and translations of film, art, and music into theatrical performance. The course culminates in a piece of devised theatre on a topic chosen by the students and performed at the Celebration of Excellence.

**Credits** 4.0

**Semester Offered**

Offered once every three years

**TH 353 : Advanced Acting**

A studio class focusing on physical characterizations, especially for monologues; period style movement; voice work; understanding and speaking classical texts; and stage combat: unarmed, broadsword, and single rapier.

**Credits** 4.0

**Prerequisites**

[TH 222](#) or consent of the instructor

**Semester Offered**

Offered once every three years

**TH 461 : Independent Study in Theatre**

Advanced tutorial on an appropriate topic.

**Credits** 1.0-3.0

**Prerequisites**

Consent of the instructor

**TH 462 : Independent Study in Theatre**

Advanced tutorial on an appropriate topic.

**Credits** 1.0-3.0

**Prerequisites**

Consent of the instructor

**TH 463 : Internship in Theatre**

Internship with a theatre company or company utilizing theatre, usually during the summer. Areas of emphasis include acting, playwriting, stage management, lighting, sound, and box office/ house management.

**Credits** 1.0-4.0

**TH 464 : Internship in Theatre**

Internship with a theatre company or company utilizing theatre, usually during the summer. Areas of emphasis include acting, playwriting, stage management, lighting, sound, and box office/ house management.

**Credits** 1.0-4.0

**TH 465 : Independent Research in Theatre**

When a faculty-directed production is entered in the Kennedy Center American College Theatre Festival, an outside evaluator and the director choose two students to participate in the regional Irene Ryan Scholarship Audition. In conjunction with their director, they research and prepare scenes to present at the festival.

**Credits** 1.0-2.0

**TH 466 : Independent Research in Theatre**

When a faculty-directed production is entered in the Kennedy Center American College Theatre Festival, an outside evaluator and the director choose two students to participate in the regional Irene Ryan Scholarship Audition. In conjunction with their director, they research and prepare scenes to present at the festival.

**Credits** 1.0-2.0

**TH 480 : Honors Project**

Completed in either the junior or senior year, this course represents a milestone in the student's development and is intended to prepare him or her for professional work in the field. Typically, this will be a significant role or design for a faculty-directed show. For students not strictly in the acting or tech tracks, alternative possibilities will be considered, such as writing and/or directing a play, stage managing a challenging faculty-directed show, or working as the program's business manager in an arts administration capacity.

**Credits** 4.0

**TH 485 : Senior Capstone: Theatre Directing**

This course examines the role of the director and how he or she translates technique and theory into the world of the stage with a focus on exploration and collaboration with actors and designers. Additionally, students will gain project management and leadership experience, practicing the organizational and communication skills required to helm a production. The final outcome of the course for each student will be a fully realized production of a one-act play in the ICEBOX.

**Credits** 4.0

**Prerequisites**

[TH 222](#), junior standing, and consent of the instructor

**Semester Offered**

Offered fall semesters



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