ILLINOIS
COLLEGE
CATALOG
2015-2016

ILLINOIS COLLEGE
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and Gifts to the College contact:
The Office of Development and Alumni Relations
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The Illinois College Catalog is a description of courses and requirements for one year.
Illinois College reserves the right to make changes in requirements, policies,
and expenses as necessary and at any time without notification.

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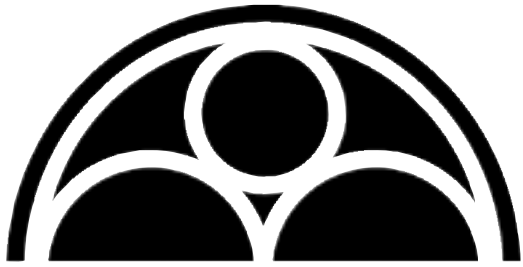
Published by Illinois College, Jacksonville, Illinois 62650-2299
March 1, 2015
Updates available online at *www.ic.edu*



ILLINOIS
COLLEGE

FOUNDED 1829

CALENDAR

FIRST SEMESTER, 2015-2016

August 28	New students arrive; Welcome Week begins
August 30	Continuing students return
August 31	Advising Day
September 1	Classes Begin
September 14	Last day to add or drop courses without record
September 26	**Homecoming**
October 8–11	**Fall Break**
October 14	Last day for previous semester "Incompletes"
October 17	Family Day
November 24	Thanksgiving break begins at end of classes; residence halls close
November 25-29	**Thanksgiving Break**
November 30	Classes resume
December 1	Last day to drop a course with W grade
	Last day to withdraw from the College with W grades
December 15	Last day of classes
December 16	Reading Day
December 17	Final Examinations begin
December 21	Final Examinations end; residence halls close
December 22–January 18	**Semester Break**

SECOND SEMESTER, 2015-2016

January 17	Residence halls open
January 18	Advising Day
January 19	Classes begin
February 1	Last day to add or drop courses without record
February 29	Last day for previous semester "Incompletes"
March 4	Spring break begins at end of classes; residence halls close
March 5–13	**Spring Break**
March 14	Classes resume
March 24	Easter Break begins at end of classes
March 25–28	**Easter Break**
March 29	Classes resume
April 20	Last day to drop a course with W grade
	Last day to withdraw from the College with W grades
April 29	Celebration of Excellence
May 4	Last day of classes
May 5	Reading Day
May 6	Final Examinations begin
May 10	Final Examinations end; Residence halls close at 4:30
May 15	Baccalaureate and Commencement

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Illinois College follows all procedures as required by the Family Rights and Privacy Act.

Illinois College is authorized under Federal law to enroll non-immigrant alien students.

Illinois College admits students and appoints faculty and staff without regard to race, religion, sex, handicap, or national origin. Equal Opportunity Educator / Employer.

Illinois College is a charter member of and accredited by the North Central Association of Colleges and Secondary Schools (*www.ncahigherlearningcommission.org*, 312.263.0456). It also is a member of the Association of American Colleges & Universities, the National Association of Independent Colleges and Universities, the Council of Independent Colleges, and the Federation of Independent Illinois Colleges and Universities. It is also recognized by the American Association of University Women and the Illinois Office of Education.

Illinois College does not stand in loco parentis to its students. It accepts the state and federal policy that its students are fully functioning adults. Within its framework and tradition, Illinois College will continue to provide a caring environment in all of its academic and social life.

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

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

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 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 36 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 17.)
6. Maintain at least a 'C' average (2.0 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 may 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.

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 172) for detailed information.

THE BLUEprint:
GENERAL EDUCATION PROGRAM

Illinois College gives you a BLUEprint for your future, a general education program with the themes of connections, skills, and communities. The BLUEprint lasts throughout college. You learn about the ways people act together, preparing you for citizenship. You learn the skills employers want: how to solve a problem, how to come up with new ideas, how to communicate well, and how to collaborate. The BLUEprint shows you the way to an inspiring and practical education.

A. The core of the Illinois College BLUEprint general education program consists of 12 courses.

FOUNDATIONS (3 courses):

Foundations prepare you for the challenges of college.

1) First-Year Seminar: Introduces you to all of the major ideas and skills you need.
2) English Composition: Prepares you for college-level writing and research.
3) Speech Fundamentals: Teaches you the skills to comfortably speak in public.

Your learning community first semester joins your first-year seminar and either your English or your Speech course. You'll be with the same students in both courses. The learning community makes connections easier, with new ideas and with other students.

EXPLORATIONS (8 courses):

You explore the world, choosing where you'll focus your knowledge and strengthening those skills you need in college and later.

Take at least one course in each category and then choose where to take the other four. (Your choices must include courses from four disciplines and only one course can be in your major. Limit of three courses per category.)

1) Creative Expressions: Explore creativity. Create works of art, music, theatre, or creative writing. (1 studio course required)
2) Cultures and Worldview: Explore cultures. Consider how the ideas of your own culture have affected who you are now.
3) Science in Society: Explore the scientific method. Understand issues such as global warming and criminal behavior. (1 lab course required)
4) Social, Spiritual, and Philosophical Issues: Explore your own values and the meaning of your life by learning from others who have asked big questions.

TRANSFORMATIONS (1 course):

In your Senior Capstone Experience, you use skills and knowledge you've learned through the BLUEprint and in your major. It prepares you for post-college problem-solving. This course must be completed at Illinois College.

B. To follow the rest of the BLUEprint, choose courses and activities that build connections and skills. Some courses are in your major. Some are Explorations courses. Some are part of your life as a student, such as writing for the College newspaper or carrying out a service project through a student organization.

CONNECTED COURSES:
You take two pairs of connected courses. For the first pair, you choose a course that connects a modern language course *at the 102 level or above* and another course. For the second pair, you choose from other pairs of connected courses professors have created.

EMBEDDED EXPERIENCES:
Embedded experiences give you practice in the skills you need to prepare you for your future profession. Often you can learn by doing, through community service, study abroad, student leadership, and public writing or speaking.

1. *Writing Extensive:* Learn how to write well, preparing for your future career.
   Five experiences:
   - two satisfied in your Foundations courses
   - one fulfilled through your major
   - one completed in your Senior Capstone Experience
   - any other designated course or approved co-curricular activity
2. *Speaking Extensive:* Practice presenting your ideas to others with confidence and skill.
   Five experiences:
   - two satisfied in your Foundations courses
   - one fulfilled through your major
   - one completed in your Senior Capstone Experience
   - any other designated course or approved co-curricular activity.
3. *US Diversity/Global Awareness:* Understand the needs and dreams of different groups of people.
   Four experiences:
   - one satisfied in your First-Year Seminar
   - one fulfilled in the connected courses that include modern language
   - one completed through a course with a significant U.S. Diversity component
   - one completed through a course designated as Global Awareness or an approved BreakAway/Study Abroad
4. *Community/Civic Engagement:* Take action to make the world a better place.
   Two experiences:
   - one satisfied in your First-Year Seminar
   - any other designated course, independent study, or approved co-curricular activity
5. *Preparing for Ethical and Responsible Action:* Understand how to make the best choices in your life.
   Three experiences:
   - one satisfied in your speech fundamentals course
   - one fulfilled through your major
   - any other designated course
6. *Information Literacy:* Discover how to separate trustworthy from misleading information.
   Three experiences:
   - one satisfied in your English composition course
   - one fulfilled through your major
   - any other designated course
7. *Statistical Literacy:* Understand statistics to make good decisions, from voting to choosing insurance.
   One or two experiences:
   - either one course in statistics or two courses designated with statistical components

Your education happens everywhere on the Illinois College campus. Specialized knowledge in your major combined with the deep and broad learning of the BLUEprint prepares you to take on the world. Working closely with faculty, practicing skills for the future, learning about the world, choosing your own values, you will be ready to practice and encourage respect for everyone, lead and serve your community, and show integrity through all you do.

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 interdisciplinary majors or 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.

Accounting
Art
Biochemistry
Biology
- Biology with Ecology
- Biology with Medical Technology
- Biology with Occupational Therapy
- Biology with Physiology

Chemistry
Communication and Rhetorical Studies
Computer Science
Economics
Education
- Art
- Elementary
- Music
- Physical Education
- Secondary Education Programs
- Spanish

English
- Creative Writing
- Expository Writing
- Literature

Environmental Studies
- Environmental Policy
- Humanities
- Wildlife Management

Finance
Francophone and French Language and Cultures
Gender and Women's Studies
German
History
Interdisciplinary Studies
International Studies
Japanese Studies
Management & Organizational Leadership
- Management
- Marketing
- Sports & Recreation Management

Management Information Systems
Mathematics
Music
Philosophy
Physics
- Physics with Engineering

Political Science
Psychology
Religion
Sociology
Spanish
Theatre

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 graduating with a first major of Biology, Biochemistry, Chemistry, Computer Science, Management Information Systems, 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. 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). 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 page 123.

Occupational Therapy

Illinois College cooperates with Washington University in a combined degree program in occupational therapy. Above average grades are necessary for admission. Candidates for this program fulfill all the general requirements for graduation at Illinois College and carry a specific concentration in biology or psychology. After three years at Illinois College, students may apply for admission to the graduate program in occupational therapy at Washington University. A cumulative grade point average of 3.0 and a recommendation from the faculty are required for admission into the 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. See page 27.

Medical Technology

Illinois College cooperates with St. John's Hospital, Springfield, Illinois, in a 3-1 program in medical technology. See page 27.

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.

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.

MEDICAL PROFESSIONS ADVISING PROGRAM

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

- Dentistry
- Medicine
- Medical Technology
- 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 medical professions advisor as early as possible to begin the process. Students who choose these programs must be dedicated to achieving an exceptional academic record.

Nursing

Illinois College has an affiliation with Rush University College of Nursing which 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). For additional information, contact Professor Linda Cockerill.

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 institution) may enroll as a candidate for an additional degree other than the one the graduate has already received. All the following conditions must be fulfilled:

- The candidate shall fulfill all the requirements for a major within the proposed second degree. The major must be different from the one completed for the first degree, and hours counted toward one major may not be counted toward the second major. In case certain courses are required for both majors, enough additional hours in one or both subjects shall be completed to provide the minimum number of hours required for the major in each subject.
- The candidate shall complete all the general requirements for graduation necessary for the degree which have not already been satisfied.
- The candidate shall enroll at Illinois College for not less than 24 additional semester hours following the awarding of the first degree.
- The candidate shall fulfill all requirements in effect at the time of (re)entry into Illinois College.

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. When declaring a major, students meet with the Department or Program Chair to plan a program of study. Students planning further study may wish to declare their majors early, to prepare effectively. Students interested in preparing for elementary or secondary teaching should refer to the Education section of the Course Descriptions. Questions on teacher certification should be directed to the Department of Education.

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

MINORS

An academic minor consists of 18 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, Art, Biology, Chemistry, Communication and Rhetorical Studies, Computer Science, Economics, English, Entrepreneurship, Environmental Studies, Finance, Fine Arts, Fine Arts Administration, Francophone and French Language and Cultures, Gender and Women's Studies, German, Health, History, Interdisciplinary Studies, International Studies, Japanese Studies, Management and Organizational Leadership, Mathematics, Music, Philosophy, Physical Education, Physics, Political Science, Psychology, Religion, Sociology, Spanish, and 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 who also teaches that student's first-year seminar. This 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 teachers, meet regularly with their advisor, and feel welcome to ask any question for which they need an answer. 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 an academic dean.

EXCEPTIONS TO ACADEMIC POLICIES AND REQUIREMENTS

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. The Educational Policy Committee (EPC) serves as the decision-making body when students seek exceptions to academic policies and requirements. Students may appeal an academic action or seek the change or suspension of an academic policy through written petition to the Educational Policies Committee in the Office of Academic Affairs. 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 two situations. 1) Students who have completed all graduation requirements except two courses, equaling no more than eight credit hours. 2) 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 the Registrar or the Academic Dean for details.

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 Education Department'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 or trimester 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 as General Education pre-2012 requirements or Post-2012 BLUEprint requirements.

In this written catalog, the semester hours of credit are indicated by the number in parentheses following the course title. Placement tests provide additional guidance in course selection. Classes for which five or fewer students register on registration day may be withdrawn from the schedule for that semester. Courses taken under the exchange agreement with MacMurray College will be indicated by an 'M' at the start of the course number, that is SO M211. All first-year seminars have '130' as the course number.

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 General Education program 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.

ACCOUNTING

Associate Professor Nausser S. Jamali
Associate Professor John S. Rush

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.

A major in Accounting shall consist of 44 hours as follows: EC 245, EC 255, and AC 231 ideally completed by the end of the sophomore year. Students then complete: AC 321, AC 323, AC 325, AC 326, AC 329, IS 357, AC 433, and AC 485.

All students majoring in accounting are encouraged to complete an internship, take leadership roles in campus organizations, and to consider a minor in another discipline within the college.

All students majoring or minoring in Accounting must complete all courses required for the major or minor with a grade of 'C-' (1.67) or above and a GPA within the major or minor of 2.0 or above.

A minor in accounting shall consist of 20 hours as follows:
EC 245, AC 231, AC 323, AC 325 and one other course in accounting.

AC 231 Principles of Accounting (4)
Fundamental financial and managerial accounting concepts used in decision making. Emphasis is on operating, investing, and financing activities and planning, controlling, and evaluating performance.

AC 321 Accounting Information Systems (4)
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. Prerequisite: AC 231.

AC 323 Intermediate Cost Accounting (4)
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. Prerequisite: AC 231.

AC 325 Intermediate Financial Accounting I (4)
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. Prerequisite: AC 231.

AC 326 Intermediate Financial Accounting II (4)
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. Prerequisite: AC 325.

AC 329 Tax Accounting (4)
The federal income tax principles and applications with primary emphasis upon personal income taxes. Prerequisite: AC 231.

AC 407 VITA (2)
Involves intensive study of individual income tax preparation. Actual experience in the preparation of individual income tax forms is afforded under the supervision of faculty and IRS representatives. May be repeated for a maximum of 4 hours.

AC 433 Auditing (4)
A study of the external principles, procedures and techniques used by auditors in verification of the financial statements of the business enterprise. Prerequisite: AC 325.

AC 461, 462 Independent Study in Accounting (1 - 4)

AC 463, 464 Internship in Accounting (1 - 4)
A practical application of theoretical skills in actual job-related situations. Open to Junior and Senior majors. Permission of department chair required.

AC 465, 466 Independent Research in Accounting (1 - 4)

AC 485 Financial Analysis and Reporting (4)
As an interdisciplinary capstone course, students will analyze and evaluate financial information with respect to profitability, corporate risk management, and proper financial reporting. Prerequisite: senior standing, declared Accounting or Finance Major only

ART

Associate Professor Jeff Garland
Assistant Professor Jessica Anderson
Visiting Assistant Professor Matthew Mogle

The courses in the Department of Art foster a development of techniques and theory in the visual arts through a rigorous curriculum focused on problem-solving, creativity and critical thinking. Students will gain the ability to communicate ideas both visually and verbally to a diverse audience in a contemporary context. This contemporary context is understood through investigation, understanding and appreciation of art history and technology. A major in Art, plus K-12 certification in Art Education, is offered.

A major in Art consists of 11 courses (44 earned credits) and must include the following courses: AR 100, AR 123, AR 131, AR 142, AR 204, AR 201, AR 340, AR 345, AR 346 and AR 402. In addition, a senior exhibition of original work or a research paper in art history is required during the senior year.

A minor in Art consists of 5 courses (20 earned credits) in art and/or art history. A minor must include the following courses: AR 100, AR 131 and AR 204.

AR 100 2-D Design Studio (4)
2-D Design Studio is a course that introduces the core concepts of visual design theory – visual elements, principles of design and creative process. Strategies in visual design are explored through examples, exercises, critiques and creative projects. No prerequisite.

AR 121 Ceramics I (4)
A basic approach to clay and glazing; introduction to hand-forming processes, pinch, coil, and slab, and combinations of these basic techniques. No prerequisite.

AR 123 3-D Design Studio (4)
Studio instruction in basic 3D design through projects and exercises in line, plane, volume, space, texture in three-dimensional form. Simple construction methods using a variety of materials and tools. Emphasis on craftsmanship, problem-solving and ideation in a three dimensional construct. No prerequisite.

AR 131 Drawing I (4)
A drawing course introducing basic methods, media and concepts. Emphasizes drawing from observation with development of proportion, value, positive/negative space and shape, composition, line, edge development, volumetric analysis of form, light and perspective. Use of wide range of techniques, materials, and subject matter. No prerequisite.

AR 142 Painting I (4)
Introduction to classical principles and techniques in oil painting, including both in-direct and direct painting methods. Students will gain a working knowledge of traditional oil painting techniques and mediums. Basic color principles will be covered: color wheel, color systems, mixing, and modulation. Prerequisites: AR 100, AR 131.

AR 201 Survey of World Art (4)
An introductory course that explores art and craft outside of the western perspective. Through examination of underlying cultural, social and aesthetic developments, students will gain a greater understanding of indigenous arts. Topics may include the arts of Africa, Asia, Americas, Oceania, Middle East, and India. No prerequisite.

AR 202 Survey of Western Art (4)
An introductory course that explores art and architecture from Western Europe, focusing on the social, political, and religious contexts in which they were created. Through examination of major artists, periods, styles, and influences, students will gain a greater understanding of art in the western world. Selected studies in painting, sculpture and architecture from Greco-Roman to Rococo. No prerequisite.

AR 204 Graphic Design I (4)
Basic graphic design concepts and software with an emphasis on basic typography and visual hierarchy. Basic digital design principles using vector and bitmap imaging. Students will gain a working knowledge of Adobe Illustrator and Photoshop. No Prerequisite.

AR 205 Graphic Design II (4)
Intermediate graphic design concepts and software applied to basic print media. Themes include: information design applied to presentations, postcards, flyers, magazine articles, packaging, etc. Further development of typography, visual hierarchy and design principles. Students will gain a working knowledge of Adobe InDesign. Prerequisite: AR 204.

AR 216 Printmaking I (4)
Introduction to printmaking in a variety of media, may include: monotype, relief printing, screen printing, collagraph, drypoint, mezzotint, intaglio, and chin-colle. Emphasis on non-toxic methodology. Prerequisites: AR 100, AR 131.

AR 221 Ceramics II (4)
Continuation of 121 with emphasis on form as related to individual concepts. Prerequisite: AR 131.

AR 223 Sculpture I (4)
Basic sculptural techniques and concepts. A fundamental course in three-dimensional design in various media. No prerequisite.

AR 224 Sculpture II (4)
Emphasis on individual exploration and interpretation; use of mixed and unconventional materials to construct three-dimensional images. Prerequisite: AR 223.

AR 225 Teaching Art in the Elementary School (4)
A general survey of art education theories and methods. Intended to equip prospective public school teachers to motivate and guide the creative efforts of children through art. Studio projects will supplement lectures. Prerequisite: admission to the Teacher Preparation Program. (See ED 225.)

AR 231 Drawing II (4)
Investigation of traditional and contemporary drawing practice with an emphasis on advanced drawing techniques. Further development of observational skills in various media and color. Prerequisite: AR 131.

AR 242 Painting II (4)
Introductory studio course developing and exploring concepts and techniques in water-based painting media. Prerequisite: AR 142.

AR 316 Printmaking II (4)
Continuation of 216. Prerequisite: AR 216.

AR 321 Ceramics III (4)
Continuation of 221. Prerequisite: AR 221.

AR 324 Sculpture III (4)
Continuation of 224. Prerequisite: AR 224.

AR 331 Drawing III (4)
Individual exploration and development of visual concepts through drawing, accompanied by individual and class critiques. Prerequisite: AR 231.

AR 340 Color Theory (4)
Color Theory is a studio-based course focused on more sophisticated and practical understanding of how colors act physiologically, psychologically, emotionally and culturally. This class includes in-class color work that re-trains students in their ability to "see" more color and to become confident in their ability to interpret and manipulate color for any specific need. In addition, there is required reading on the physics of color and discussion of the historical influences and legacy of color in our culture. No prerequisite.

AR 341 Drawing IV (4)
Continuation of 331. Prerequisite: AR 331.

AR 342 Advanced Studio (4)
Continued exploration of various media. Students work with original ideas and methods to reinforce independence, enthusiasm, and personal creativity.

AR 345 Nineteenth and Twentieth Century Art (4)
Emergence of modernism in Europe from the late 18th century to the middle of the 19th century. Major artistic events viewed against a revolutionary backdrop of the industrial age and world wars. Assessment of the role of dealers and critics and the myth of the artist-genius. Investigation of stylistic innovation in painting and sculpture and the development and dissolution of realism and abstraction. No prerequisite.

AR 346 Contemporary Art (4)
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. No prerequisite.

AR 351 Ceramics IV (4)
Individual studio research and instruction with emphasis on personal creative development. Prerequisite: AR 321.

AR 352 Painting IV (4)
Continuation of 342. Prerequisite: AR 342.

AR 402 Senior Seminar (1)
Independent work in a specialized area of study intended to result in a senior exhibition or thesis paper. Prerequisites: senior art major standing and consent of the department.

AR 461, 462 Independent Study in Art (1 - 4)
Advanced studio course in a specific area beyond listed course offerings. Prerequisite: consent of the instructor.

AR 463, 464 Internship in Art (1 - 4)
A practical application of skills in an art related job experience. Prerequisite: consent of the department chair.

AR 465, 466 Independent Research in Art (1 - 4)

BIOCHEMISTRY

Administered jointly by the Biology and Chemistry Departments

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.

Biochemistry major

The Biochemistry major consists of twelve core courses (44 credit hours), two electives (7-8 credit hours), and two co-requisites (8 credit hours). The major is designed to allow students the flexibility to pursue individual interests as they prepare for their post-college careers.

Core courses:

BI 110 (Biological Investigation), BI 207 (Molecular Genetics), BI 245 (Microbiology), BI 307 (Cell and Molecular biology), CH 110 (General Chemistry), CH 211 (Quantitative Analysis), CH 203, 204 (Organic Chemistry), CH 309, 310 (General Biochemistry), CH 441, 442 (Senior Seminar).

Electives, at least two selected from:

BI 310 (Immunology), BI 311 (Virology), BI 367 (Advanced Molecular Biology), CH 341 (Physical Chemistry I), CH401 (Advanced Organic Chemistry).

In addition, these co-requisites are required

PY 181, 182 (General Physics) or PY 201, 202 (College Physics).

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, 204, and 211 towards both majors. Students majoring in Biology, Chemistry, and Biochemistry may only count BI 110, 207, 307, CH 110, 203, 204, 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.

BIOLOGY

Professor Elaine S. Chapman
Professor Lawrence W. Zettler
Associate Professor Laura Corey
Assistant Professor Bryan Arnold
Assistant Professor Keenan Mack
Instructor Linda Cockerill
Visiting Instructor Juanita Leonhard
Guy Sternberg, Adjunct instructor, Starhill Arboretum
Edith 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 and the rainforests in Costa Rica are also available to provide students with additional learning opportunities.

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. Details of these programs are described below. No courses in which a student earns below a C- will be counted as meeting major or minor course requirements.

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

I. Organismal Biology
- BI 201 Botany
- BI 205 Invertebrate Zoology
- BI 206 Vertebrate Zoology
- BI 245 Microbiology
- BI 328 Animal Behavior
- BI 342 Parasitology
- BI 350 Entomology

II. Cellular and Molecular Biology
- BI 245 Microbiology
- BI 307 Cell and Molecular Biology
- BI 310 Immunology
- BI 311 Virology
- BI 367 Advanced Molecular Biology

III. Systems Biology
- BI 208 Developmental Biology
- BI 315 Anatomy and Physiology I

Continued...

BI 316 Anatomy and Physiology II
BI 321 Mammalian Histology
BI 324 Ecological Interactions
BI 325 Tropical Ecology*
BI 326 Marine Biology*
BI 332 Aquatic Biology

* Trip course. Additional fees assessed.

In the senior year, all majors complete the program by enrolling in the capstone sequence: Research and Analysis I (BI 401) and II (BI 402). A major in Biology requires a total of 32 credit hours at or above the 200-level.

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 the major; MA 123 and MA 213 are highly recommended. Three chemistry courses from the following list are required for the major: CH 110, CH 211, CH 203, CH 204, and CH 309. Two physics courses are required for the major; students may choose either PY 181 and 182 or PY 201 and 202.

Students who are interested in secondary teaching certification in biology should consult with the Department of Education as soon as possible to fulfill specific requirements for certification.

A major in biochemistry is also available. Refer to the catalog description under Biochemistry for details (page 24).

A minor in Biology can be met by taking BI 110, twelve hours of Biology courses numbered 200 and above, and two chemistry courses including CH 110 and either CH 203 or CH 211.

Biology with Ecology

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), required tool courses in Chemistry (three courses chosen from CH110, CH211, CH203, CH204, and CH 309), PY 181, and one of PY182, EV 111, or EV 224, and complete the biology capstone sequence (BI 401 and BI 402) in their final year. MA 123 is strongly recommended; MA133 is a pre-requisite for CH110 but is not required for the major.

Additionally, students in the ecology concentration choose four Biology electives:

Two Organismal Biology Courses from this list:

BI 201 Botany
BI 206 Vertebrate Zoology
BI 245 Microbiology
BI 318 Algae and Fungi
BI 350 Entomology

Two Ecology Courses from this list:

BI 324 Ecological Interactions
BI 325 Tropical Ecology*
BI 326: Marine Biology*
BI 328: Animal Behavior
EV 355:Field and Research Methods in Ecology

*Trip course. Additional fees assessed.

Biology with Medical Technology (3-1)

Illinois College has been affiliated with St. John's Hospital Laboratory Schools since 1985. Students who wish to pursue a career in medical technology (clinical laboratory science) may complete the prerequisite courses at Illinois College in three years and apply for admission to the St. John's Hospital Laboratory Schools for the professional year. After the successful completion of the fourth year of study, students are awarded the bachelor's degree in biology from Illinois College.

Students who are interested in the 3-1 program complete most of the biology major requirements, plus extra chemistry. Specific courses required for the 3-1 program include the following: BI 110 (Biological Investigation); BI 245 (Microbiology); BI 310 (Immunology); BI 315, 316 (Anatomy and Physiology I and II); and two courses from the following: BI 205 (Invertebrate Zoology); BI 206 (Vertebrate Zoology); BI 207 (Molecular Genetics); BI 208 (Developmental); BI 307 (Cell and Molecular); or BI 342 (Parasitology). Required chemistry courses include: CH 110 (General Chemistry), CH 211 (Quantitative Analysis), ; CH 203 (Organic I); and CH 309 (Biochemistry I). PY 181, 182 (General Physics I and II) are strongly recommended, as is MA 123 (Statistics).

Students who opt to finish their degree at Illinois College before entering a professional program in medical technology may complete their biology major in the fourth year by completing BI 207 (Molecular Genetics); BI 238 (Ecology and Evolution); one other course; BI 401, 402 (Research and Analysis I, II); and PY 181, 182 (General Physics I and II). They may then apply to any professional program in medical technology in the U.S. For further information, contact Professor Chapman.

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 apply for admission to 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.

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: BI 110 (Biological Investigation); BI 208 (Developmental); BI 245 (Microbiology); and BI 315, 316 (Anatomy and Physiology I and II). CH 110 (General Chemistry), CH 211 (Quantitative Analysis) and MA 133 (Introduction to Functions, or higher) are also required. 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.

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); PY 181, 182 (General Physics I and II); and BI 401, 402 (Research and Analysis I, II). Students with a bachelor's degree may apply to any occupational therapy program in the U.S. For further information contact Professor Chapman or Professor Zettler.

Biology Major - Physiology Concentration

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

To complete the biology major with a concentration in physiology, students take the three required Biology core courses (BI 110, BI 207, and BI 238), BI 315 and BI316 Anatomy and Physiology I & II, and complete the biology capstone sequence (BI 401 and BI 402) in their final year. Additionally, students in the Physiology concentration of the biology major must complete four semesters of Chemistry or Physics courses, including at least one semester of each, selected from the following list: CH 110, CH 203, CH204, CH211, CH 309, PY 181, PY 182, PY 201, and PY 202.

MA 123 is strongly recommended; MA133 is a pre-requisite for CH110 but is not required for the major.

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

BI 208 Developmental Biology
BI 245 Microbiology
BI 307 Cell and Molecular Biology
BI 310 Immunology
BI 311 Virology
BI 342 Parasitology
BH 340 Kinesiology and Physiology of Exercise

Students completing the Physiology Concentration may also find BH 225 Nutrition and BI 260 Issues in International Health helpful. Students preparing for specific graduate health professions training should consult the target programs and their advisors to select additional coursework as necessary.

BIOLOGY COURSES

BI 107 Human Biology (4)
Fundamental concepts of normal human anatomy and physiology, including basic cell biology, examination of organ systems, experimental design, and scientific writing. Three class hours and one 2-hour laboratory per week. Does not count towards the biology major. Offered fall semesters.

BI 109 Plants & Society (4)
A presentation of the relationships between plants and people with strong emphasis on the economic aspects and implications of plants and fungi. Three class hours and one 2-hour laboratory per week. Does not count towards the biology major. Offered alternate fall semesters.

BI 110 Biological Investigation (4)
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. Students with junior or senior standing require permission of the instructor to register for this course. Three class hours and one two-hour laboratory period per week. Offered every semester. Corequisite: MA 103 or test into MA 133.

BI 201 Botany (4)
A detailed study of the plant kingdom with an emphasis on diversity, identification of the local flora, and collecting/preparing herbarium specimens. Three class hours and one 2-hour laboratory period per week. Prerequisite: BI 110 or consent of instructor. Offered alternate fall semesters.

BI 205 Invertebrate Zoology (4)
Phylogenetic and comparative aspects of anatomy, physiology, reproduction and embryology of major invertebrate phyla. Three class hours and two laboratory hours-per week. Prerequisite: BI 110 or consent of instructor.

BI 206 Vertebrate Zoology (4)
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. Three class hours and one 2-hour laboratory per week. Prerequisite: BI 110 or consent of instructor. Offered alternate fall semesters.

BI 207 Molecular Genetics (4)
The molecular principles of heredity and variation in living organisms. Three class hours and one 3-hour laboratory period per week. Required for the biology major. Prerequisite: BI 110. Co-requisite: CH 110. Offered fall semesters.

BI 208 Developmental Biology (4)
Consideration of the concepts of development in biological systems; developmental processes, events of embryogenesis, and mechanisms of development in animal systems. Three class hours and one 2-hour laboratory period per week. Prerequisite: BI 110. Offered alternate spring semesters.

BI 238 Ecology and Evolution (4)
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. Prerequisites: BI 110 and BI 207 or consent of instructor. Offered spring semesters.

BI 245 Microbiology (4)
The study of the central role that microorganisms play in the web of life, including the study of physiology, structure, metabolism, cultivation, diversity, and genetics of microorganisms. Correlated laboratory investigations. Prerequisite: CH 110 (or concurrent enrollment) and BI 110 or consent of instructor. Offered spring semesters.

BI 260 Issues in International Health (4)
This seminar-type course is designed to provide students with an appreciation of the global problems in public health and the approaches of various countries to serious public health problems. Offered alternate spring semesters. Prerequisite: BI 107 or BI 110.

BI 307 Cell and Molecular Biology (4)
A detailed investigation of the structure, physiology and biochemistry of eukaryotic cells and their organelles. Three class hours and one 3-hour lab period per week. Prerequisites: BI 207 and CH 203. Offered spring semesters.

BI 309 Introduction to Research (4)
This course emphasizes experimental design reinforced by the methods of scientific inquiry. Research design, data analysis, and scientific writing are emphasized leading to the preparation of a publication-quality article and/or presentation. Variable lab/lecture hours per week. Prerequisite: BI 110 and consent of instructor.

BI 310 Immunology (4)
Study of the vertebrate immune system, including the principles of cellular and humoral defense mechanisms, and reviews of current research in the field. Three class hours and one 2-hour laboratory period per week. Prerequisite: BI 207 or consent of instructor. Offered alternate years.

BI 311 Virology (4)
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. Offered alternate years. Prerequisite: BI 207. Prerequisite or Co-requisite: CH 203.

BI 315 Anatomy and Physiology I (4)
Emphasis on human anatomy, histology, and physiology with consideration of general organization, skeletal, muscular, and nervous systems. Four class hours and one 2-hour laboratory per week. Prerequisite: BI 110 or BI 107. Offered fall semesters.

BI 316 Anatomy and Physiology II (4)
Emphasis on human anatomy, histology, and physiology with consideration of endocrine, digestive, respiratory, cardiovascular, urinary, and reproductive systems. Four class hours and one 2-hour laboratory per week. Prerequisite: BI 110 or BI 107; CH 110 recommended. Offered spring semesters.

BI 318 Algae and Fungi (4)
A detailed study of fungi and autotrophic protists (algae) with an emphasis on diversity, identification of microscopic algae, seaweeds and mushrooms. Three class hours and one 2-hour laboratory period per week. Prerequisite: BI 110 or consent of instructor. Offered alternate years.

BI 321 Mammalian Histology (4)
The microscopic and ultramicroscopic structure of mammalian cells, tissues, and organs correlated with function. Three class hours and one 2-hour laboratory period per week. Prerequisite: BI 315 or 316 or consent of the instructor.

BI 324 Ecological Interactions (4)
Principles of ecology, illustrated by lecture and by the investigation of selected types of habitats. Three class hours and one 2-hour laboratory period per week. Field trips. Prerequisite: MA 133 and BI 238. Recommended: MA 123 or BI 207. (See EV 324).

BI 325 Tropical Ecology (4)
An introduction to the composition, structure, and function of tropical rainforests. Laboratory, held during spring break in Costa Rica, will emphasize biological diversity. Three lecture hours per week. Prerequisite: BI 110 and consent of instructor. Offered spring semester of even years.

BI 326 Marine Biology (4)
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. Three lecture hours and one two-hour laboratory period per week. Prerequisite: BI 110 and consent of instructor. Offered spring semesters, odd years.

BI 328 Animal Behavior (4)
The behavior of animals as revealed by the ethological approach. Orientation, learning, social behavior, migration, and agonistic behavior. Three class hours and one 2-hour laboratory period per week. Prerequisite: BI 110 or consent of instructor. Offered alternate fall semesters. (See PS 328.)

BI 332 Aquatic Biology (4)
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. Prerequisite: BI 110.

BI 342 Parasitology (4)
A detailed study of parasites (arthropod, helminths, and protozoa) that afflict animals and humans with an emphasis on life cycles, treatment and control, and the impact on human and animal lives. Three class hours and one 2-hour laboratory per week. Prerequisite: BI 110 or consent of the instructor. Offered alternate years.

BI 350 Entomology (4)
A study of the terrestrial members of the Phylum Arthropoda, with emphasis on insects and their identification. Three class hours and one 2-hour laboratory period per week. Labs will emphasize field collection and preservation of insects. Prerequisite: BI 110 or consent of instructor. Offered alternate years.

BI 367 Advanced Molecular Biology (4)
A detailed study of current issues in molecular biology. The reading and discussions are based on primary research articles. Discussions include current experimental methods that further the understanding of biological processes on the molecular level, including genetic, biochemical, and biophysical approaches. Prerequisite: BI 307. Offered fall semesters.

BI 401 Research and Analysis I (2)
Discussion of biological topics with emphasis on critical analysis of data and research articles. Required for the major. Prerequisite: BI 110 and junior status. Offered fall semesters.

BI 402 Research and Analysis II (2)
Presentation of a biological topic by a student based on library and/or laboratory research carried out at IC. Required for the major. Prerequisite: BI 401. Offered spring semesters.

BI 411, 412 Problems (1 - 6)
Special problems individually arranged with the faculty. Prerequisite: consent of the instructor.

BI 461, 462 Independent Study in Biology (1 - 4)

BI 463, 464 Internship in Biology (1 - 4)
Students serve as interns for a total of not less than 40-160 hours. Prerequisite: at least Sophomore standing, a B average, and consent of the instructor.

BI 465, 466 Independent Research in Biology (1 - 4)

HEALTH COURSES

BH 210 Personal and Community Health (4)
An introduction to epidemiology; contemporary health problems; communicable disease control; and health issues of the child, the adult and the aging population. Prerequisite: BI 107 or BI 315.

BH 225 Nutrition (4)
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. Prerequisites: BI 107 or BI 110, and CH 101 or CH 110.

BH 330 Human Sexuality (4)
The concept of sexuality as it incorporates the biological, psychological, physiological and cultural aspects of human sexual behavior. Special emphasis will be given to topics of greatest interest to students and to general society. Prerequisite: BI 107 or BI 110.

BH 335 Personal Wellness and Fitness (4)
An introduction to nutrition, conditioning, aerobic fitness, personal fitness assessment, and stress management. Prerequisite: BI 107 or BI 315.

BH 340 Kinesiology and Physiology of Exercise (4)
An analysis of muscle function/biomechanics, and study of the responses and adaptations of the human body during exercise. Three class hours and one 2-hour lab per week. Prerequisite: CH 101 or CH 110 and BI 315 or BI 316.

BH 461, 462 Independent Study in Health (1 - 4)

BH 463, 464 Internship in Health (1 - 4)

BH 465, 466 Independent Research Health (1 - 4)

BUSINESS ADMINISTRATION

(see MANAGEMENT AND ORGANIZATIONAL LEADERSHIP page 108)
and (ACCOUNTING page 19, ECONOMICS page 46, and FINANCE page 72)

CHEMISTRY

Professor Zvi Pasman
Associate Professor Clayton F. Spencer
Assistant Professor Brent Chandler
Visiting Assistant Professor William Gunderson
Instructor Patty Hale

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 a) chemistry and related fields, b) health-professions fields, c) professional fields such as engineering.
- Employment or service in areas such as business, industry, and government where a chemical and technical background is essential.

Our goals are that all chemistry students be able to: 1) Understand chemical principles, concepts and theories and be able to interpret major scientific events, reports, and ideas from multiple perspectives; 2) Design, conduct and interpret the results of experiments aimed at solving chemical problems, thereby developing independent ideas supported by credible arguments; 3) Clearly and effectively present chemical information, both in writing and orally, in a manner appropriate to the relevant audience.

A major in Chemistry consists of a minimum of 36 semester hours in Chemistry and 8 in Physics, distributed as follows:

A. Core Courses (32 hours)
   - General Chemistry (CH 110)
   - Quantitative Analysis (CH 211)
   - Organic Chemistry (CH 203, 204)
   - Physical Chemistry (CH 341, 342)
   - General Physics (PY 181, 182) or College Physics (PY 201, 202)

B. Advanced Courses (8 hours)
   Selected from: Biochemistry I & II (CH 309, 310); Advanced Organic (CH 401); Computational Chemistry (CH 404); Quantitative Analysis (CH 211); Instrumental Methods (CH 312).
   Students may elect to concentrate in a particular sub-field as follows:
   - Analytical Chemistry: Quantitative Analysis (CH 211), Instrumental Analysis (CH 312)
   - Biochemistry: Biochemistry I & II (CH 309, 310) and Biological Investigation (BI 110). Cell and Molecular Biology (BI 307) is recommended.
   - Physical Chemistry: Computational Chemistry (CH 404), Instrumental Methods (CH 312) (additional course work in Math – MA 233, 323; and Physics – PY 201, 202 recommended).
   - Synthetic Chemistry: Advanced Organic (CH 401), research experience recommended.

C. Senior Seminars (4 hours): CH 441 & 442
The American Chemical Society (ACS) recommends that chemistry majors complete the following: General Chemistry (CH 110), Organic Chemistry (CH 203, 204), Analytical Chemistry (CH 211), Physical Chemistry (CH 341, 342), Biochemistry (CH 309), 500 contact hours of laboratory time (students should include undergraduate research), 6 credit hours of advanced courses with lab (CH 310, 312, 401, 402, or 404), Calculus (MA 213, 223, 233), and Physics (PY 201, 202).

Other departmental options:

- Biochemistry major.
  Refer to the catalog description under Biochemistry for details (page 24).
- Minor in Chemistry. A Chemistry minor consists of CH 110, 203, 204, 211, and one additional chemistry course at the 200-level or above.

CH 101 Chemistry and Society (4)
This introductory course to the chemical sciences is designed to demonstrate how chemistry actually impacts your life and community. You will develop the critical thinking skills and knowledge necessary to understand, evaluate, and respond to societal issues based on key chemical concepts and principles. The course can be used to satisfy the laboratory science requirements for non-science majors under the general education program and is not suitable for students majoring in biology, chemistry, or physics, and may not be used as a prerequisite for advanced courses in the Department. Three class hours and one two-hour laboratory period per week.

CH 110 General Chemistry (4)
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. Co-requisite MA 133 (or placement into a higher level mathematics course). CH110 is a pre-requisite to all chemistry courses above the 100-level. Offered every semester.

CH 203, 204 Organic Chemistry I, II (4, 4)
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. Prerequisite: CH 110. CH 203 is a prerequisite to CH 204. Offered every year.

CH 211 Quantitative Analysis (4)
Volumetric and gravimetric analysis. Introduction to instrumental analysis. Three class hours and one three-hour laboratory period per week. Prerequisite: CH 110. Offered every spring.

CH 309 Biochemistry I (4)
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. Prerequisites: BI 110, CH 203. Offered every fall.

CH 310 Biochemistry II (4)
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. Prerequisite: CH 309. Offered every spring.

CH 312 Instrumental Methods of Analysis (4)
Course presents a survey of the principles and applications of modern chemical instrumentation. Three class hours and one three-hour laboratory periods per week. Prerequisite: CH 211. Offered alternate spring semesters.

CH 341, 342 Physical Chemistry I, II (4, 4)
A descriptive and mathematical study of the laws and theories underlying chemistry. Three class hours and one three-hour laboratory period per week. Prerequisites: CH 204, MA 223. Offered alternate years.

CH 401 Advanced Organic Chemistry (4)
You will apply basic, organic chemistry principles and techniques to investigate a problem in a subject area of your choice. You will learn how to apply organic, analytical and synthetic techniques in practical investigative scenarios. Following the training phase, you may choose an investigative scenario from areas of forensics, health, nutrition, pharmaceuticals, natural products or industrial chemistry and apply the learned, investigative skills. A one-hour class period and five hours of lab per week. Prerequisite: CH 204 or instructor permission. Offered alternate years.

CH 404 Computational Chemistry (4)
This course presents the application of quantum and statistical mechanics to problems in molecular modeling. Includes treatment of modern ab initio, semi-empirical, and density functional electronic structure methods as well as molecular mechanics, molecular dynamics, and Monte Carlo simulations. Methods of computer simulation of bulk systems will also be presented including molecular dynamics and Monte Carlo techniques. Three class hours and one three-hour computational lab per week.

CH 441, 442 Senior Seminar I, II (2, 2)
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. Prerequisite: 24 semester hours in chemistry and senior standing. Offered every year.

CH 461, 462 Independent Study in Chemistry (1 - 4)

CH 463, 464 Internship in Chemistry (1 - 4)
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. Prerequisite: Approval of the department and on-site supervisor.

CH 465, 466 Independent Research in Chemistry (1 - 4)
Research on relevant topics. Prerequisite: consent of the instructor.

COMMUNICATION & RHETORICAL STUDIES

Professor Adrienne E. Hacker Daniels
Associate Professor Adam Jones
Assistant Professor Christopher Oldenburg
Assistant Professor Kallia Wright
Instructor Professor Zachary Goldman
Instructor Nick Sciullo

The mission of the Department of Communication and Rhetorical Studies 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).

A major in Communication and Rhetorical Studies requires the completion of 40 hours of credit beyond CO 101. The following 24 semester hours of classroom instruction are required: CO 204, CO 220, CO 240, CO 314, CO 315 and CO 415. 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.

A minor in Communication and Rhetorical Studies requires the completion of 24 semester hours of credit beyond CO 101. The following 12 semester hours of classroom instruction must be completed: CO 204, CO 220, and CO 240. 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.

CO 101 Speech Fundamentals (4)
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.

CO 204 Communication Theory (4)
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. Prerequisite: CO 101 or consent of instructor.

CO 210 Business Communication (4)
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. Prerequisite: junior standing or consent of the instructor.

CO 214 Advertising and Public Relations (4)
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.

CO 220 The Rhetorical Tradition (4)
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.

CO 224 Rhetorical Criticism (4)
A quasi-chronological examination of the variety of methods used by rhetorical critics in analyzing the suasory 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.

CO 225 Interpersonal Communication (4)
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.

CO 226 Intercultural Communication (4)
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.

CO 240 Introduction to Mass Communication (4)
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.

CO 301 Persuasive Communication (4)
This course is a general introduction to the study of persuasive communication from both the humanistic and social-scientific perspectives. Students focus on various theoretical accounts of the processes underlying persuasion, the variables that influence persuasive effectiveness, and the ethical application of persuasive concepts in various contexts, such as in communication campaigns. Prerequisite: junior standing or consent of the instructor.

CO 311 Argumentation & Debate (4)
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. Prerequisite: junior standing or consent of the instructor.

CO 314 Freedom of Expression (4)
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. Prerequisite: junior standing or consent of the instructor.

CO 315 Communication Ethics (4)
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. Prerequisite: junior standing or consent of the instructor.

CO 324 American Public Address (4)
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. Prerequisite: junior standing or consent of the instructor.

CO 336 Rhetoric of Women's Discourse (4)
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. Prerequisite: junior standing or consent of the instructor.

CO 353 Small Group Communication (4)
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. Prerequisite: CO 101 or consent of instructor.

CO 388 Special Topics in Communication Studies (4)
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. Prerequisite: junior standing or consent of the instructor.

CO 415 Senior Seminar in Communication (4)
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. Prerequisite: senior standing or consent of the instructor.

CO 461, 462 Independent Study in Communications (1 - 4)
Advanced study in some aspect of the communications field. Prerequisite: consent of faculty supervisor.

CO 463, 464 Internship in Communications (1 - 4)
An internship in some aspect of the communication field. Prerequisite: consent of faculty supervisor.

CO 465, 466 Independent Research in Communications (1 - 4)

COMPUTER SCIENCE

Professor James T. Streib
Associate Professor Takako Soma

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.

The department also offers a major in Management Information Systems (MIS) in conjunction with the program in Management and Organizational Leadership. In addition, some of the courses offered by the department are required for majors in the 3-2 Engineering program and recommended for Mathematics.

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.]

32 semester hours (eight courses) from computer science courses including:

- CS 160, CS 170, CS 260, CS 280, CS 360, CS 485
- And a minimum of 12 semester hours (three courses) of electives from the list below, where one of the courses must be either CS 350 or CS 380, and students interested in attending graduate school are encouraged to take both:
  CS 350, CS 380, CS 410, CS 420, CS 430, CS 440, or CS 460

8 semester hours (two courses) of mathematics as tools for the major

- MA 201, MA 213

If a student does not place into MA 213, 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.

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.]

20 semester hours (five courses) from computer science including:

- CS 160, CS 170, CS 260
- and a minimum of 8 hours (two courses) of electives from MI 250, CS 280, CS 350, CS 360, CS 380, CS 410, CS 420, CS 430, CS 440, CS 460, or CS 485

4 semester hours of mathematics, as a tool for the minor, MA 201

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.

Students with a major in Management Information Systems (MIS) are not eligible for a major or minor in Computer Science.

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 2.00 or above in computer science and an average of 2.00 or above in mathematics. Prerequisites for Computer Science courses must be completed with a grade of 'C-' or above.

CS140 Exploring Computer Science (4)
A broad overview of Computer Science. Topics include the history of computing, data manipulation, algorithms, operating systems, networking, database systems, programming languages, theory of computation, software engineering, and computer security and ethics. Includes in-class laboratory work. Not counted towards a major or minor in Computer Science or major in Management Information Systems. Co-requisite: MA 103.

CS 160 Introduction to Computer Science I (4)
An introduction to the fundamental concepts of computer science. This includes I/O, control structures, arrays, structured programming techniques, and object oriented programming. This course, along with CS 170, is the basis for the rest of the computer science curriculum. A programming language will be introduced. Co-requisite: MA 133 or equivalent. Offered fall semesters.

CS 170 Introduction to Computer Science II (4)
A continuation of CS 160. A continued emphasis on object oriented programming. This includes searching and sorting on arrays and basic data structures such as stacks, queues, linked lists, and an introduction to trees. Elementary algorithm analysis and recursion will be introduced. Prerequisite: CS 160. Offered spring semesters.

CS 250 Programming Practicum (1 - 4)
Fundamental syntactic and stylistic techniques of an individual programming language such as assembly languages, FORTRAN, Ada, Prolog, LISP, C, C++, C#, and others. May be repeated for credit with different languages. Prerequisite: CS 170 and permission of the instructor.

CS 260 Data Structures and Algorithms (4)
Algorithms and data structures for sorting, searching, string processing, 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. Prerequisite: CS 170 and MA 201. Offered fall semesters.

CS 280 Computer Organization and Architecture (4)
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. Prerequisite: CS 170. Offered spring semesters.

CS 350 Concepts of Programming Languages (4)
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. Co-requisite: CS 260.

CS 360 Theory of Computation (4)
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. Prerequisite: MA 201. Co-requisite: CS 260. Offered fall semesters.

CS 380 Operating Systems (4)
Introduction to operating system concepts including process, device, and memory management. Other topics include the history of operating systems and security. Co-requisite: CS 260 and CS 280. Offered spring semesters.

CS 410 Computer Networking (4)
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. Prerequisite: CS 170. Co-requisite: MA 201.

CS 420 Artificial Intelligence and Expert Systems (4)
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. Prerequisite: CS 260.

CS 430 Digital Interfacing and Embedded Systems (4)
An introduction to advanced digital interfacing techniques and embedded systems. Topics include serial and parallel interfaces, polling, hardware interrupts, and real-time programming techniques. Co-requisite: CS 280.

CS 440 Computer Graphics Programming (4)
An introduction to computer graphics programming. Topics include lines, curves, windows, clipping, two and three dimensional transformations, projections, and hidden line removal. Prerequisites: CS 260 and MA 201.

CS 460 Theory of Database Systems (4)
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. (See MI 460) Prerequisite: CS 260.

CS 461, 462 Independent Study in Computer Science (1 - 4)
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. Prerequisite: consent of the instructor.

CS 463, 464 Internship in Computer Science (1 - 4)
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. Offered on a credit/fail basis. May be repeated with a different firm or agency for a maximum of 6 credit hours. Complete guidelines for a computer science internship may be obtained from the department chair. Prerequisite: overall GPA 2.75, consent of department chair.

CS 465, 466 Independent Research in Computer Science (1 - 4)
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. Prerequisite: consent of the instructor.

CS 485 Senior Seminar (4)
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 the Major Field Achievement test. (Cross listed with MI 485) Prerequisite: CS 260 and last spring semester as a major in Computer Science. Offered spring semesters.

CS 497, 498 Special Topics (1 - 4)
Advanced topics in Computer Science. Designed to make available topics not available in the regular curriculum, such as Systems Software Programming, Parallel Computing, and Numerical Analysis. Prerequisite: consent of the instructor.

ECONOMICS

Professor Kevin C. Klein
Instructor T. J. Devine
Instructor Andrew Nahlik

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.

All students choosing to major in the discipline must complete EC 105; EC 245 or MA 123; EC 255, EC 312, 318, 485, and four electives chosen from EC 265, EC 319, EC 341, EC 342, EC 344, EC 345, EC 372 or FI 357. This major consists of 10 courses for a total of 40 credit hours.

All students majoring or minoring in Economics must complete all required courses with a grade of 'C-' (1.67) or above and a GPA within the major or minor of 2.0 or above.

Students may choose to concentrate in a particular track as follows:

Entrepreneurial Track for economics majors seeking entry level careers in business.

FI 352 Financial Management
MG 364 Management
Three 300-level or above management courses. May include IS 357.

Quantitative Track for economics majors who intend to pursue graduate degrees in economics.

MA 213 Calculus I
MA 223 Calculus II
MA 233 Calculus III
MA 332 Introduction to Differential Equations
MA 343 Probability and Statistics

Political Economy Track for economics majors who seek to combine political science with the study of economics.

PO 105 Introduction to Politics
PO 150 World Politics
PO 202 State and Local Government
Two 200-level or above political science electives

Managerial Economics Track for majors who intend to pursue careers in corporate quantitative management.

AC 231 Principles of Accounting
AC 323 Cost Accounting
AC 325 Intermediate Accounting I
MG 426 Operations Management
One Accounting elective

In addition to completing an economics major, students are highly encouraged to complete double majors or minors in related areas. Recommended complementary minors include: Management and Organizational Leadership, Finance, Accounting, Math and Political Science.

A minor in Economics consists of 20 hours including: EC 105, EC 245 or MA 123, plus three 300- or 400-level Economics courses.

A minor in Entrepreneurship consists of 20 hours including: AC 231, EC 105, EC 265, FI 252 or FI 352, and one approved elective in EC, AC, or FI. This elective MAY include an approved internship. This minor is designed for all students wanting to explore decision making within for-profit and non-profit organizations. This minor is NOT open to Economics, Accounting, Finance, or MOL majors.

EC 105 Principles of Economics (4)
This courses 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.

EC 245 Statistics (4)
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. Prerequisite: EC 105 or equivalent.

EC 255 Quantitative Methods in Economics (4)
Fundamentals of business calculus paired with linear statistical modeling. Topics will include differentiation, integration, constrained optimization, multiple regression analysis, OLS, multicollinearity, and heteroskedasticity. Prerequisite: EC 245 or MA 123.

EC 265 Economics of Entrepreneurship (4)
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. The course begins by examining general issues regarding entrepreneurship, such as product inception and the search for markets that can support entrepreneurial profits. The next section turns to specific strategic decisions that entrepreneurs make: pricing, advertising, product location, deterring entry by competitors, etc. The last section examines practical issues in entrepreneurship, e.g. finding capital, business plans, patent protection, negotiation, and employee compensation. 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.

EC 312 Intermediate Microeconomics (4)
Theories of consumer behavior, business firms, pricing in different market structures, input markets and welfare economics are discussed at the intermediate level. Prerequisites: EC 105 or equivalent.

EC 318 Intermediate Macroeconomics (4)
Theories of national income determination, price level and economic growth and their application to public policy. Prerequisites: EC 105 or equivalent.

EC 319 Game Theory (4)
An introduction to game theory and how it can be applied in many different situations in economics, politics, law, and in everyday personal interactions. At the end of the course, students will be able to analyze and solve sophisticated games. Prerequisite: EC 105 or consent of the instructor.

EC 341 Money, Banking and Financial Markets (4)
A study of the theory of money and banking, factors influencing demand and supply of money, analysis of current policy issues, operations of commercial banks and the Federal Reserve System. Prerequisites: EC 105 or equivalent. Offered spring semesters.

EC 342 Public Finance (4)
Institutions and theories of government finance. The nature and economic effects of present and proposed tax policies, fiscal and debt management policies and government spending. Prerequisites: EC 105 or equivalent. (See PO 342.)

EC 344 Development Economics (4)
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.

EC 345 International Trade (4)
A study of the causes and consequences of international trade. Analysis of the effects of tariffs, quotas, other trade restrictions, and current proposed trade policies.
Prerequisites: EC 105 or equivalent.

EC 372 Environmental Economics (4)
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. Prerequisites: 105 or equivalent.

EC 402 Seminar (2 - 4)
The study of one or more topics of current interest, to be announced by the department at the time of registration. Open to qualified students with consent of the instructor.

EC 406 Enactus (1 - 4)
Through independent and group work the student is given the opportunity to put into practice or teach others, on and off campus, some of the skills and knowledge acquired in prior course work. (Formerly SIFE - Students in Free Enterprise.) (See IS 406.)

EC 461, 462 Independent Study in Economics (1 - 4)
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.
Prerequisite: consent of the department chair.

EC 463, 464 Internship in Economics (1 - 4)
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.
Prerequisite: consent of the department chair.

EC 465, 466 Independent Research in Economics (1 - 4)

EC 485 Senior Seminar (4)
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.

EDUCATION

Professor John W. Fritsche
Associate Professor Cynthia A. Cochran
Assistant Professor Daniel Meyer
Instructor Jaime Klein
Instructor Amy Schwiderski
Instructor Jennifer Gardner
Instructor Joan McQuillan

Students wishing to become teachers take courses in the Department of Education to satisfy Illinois licensure requirements in Elementary Education; K-12 Education (in art, music, physical education, or Spanish); or Secondary Education (in English, mathematics, social science-history, or science-biology). All education courses include an experiential learning component so that students in education programs have many opportunities to work with schoolchildren in order to become excellent teachers. Students in advanced courses learn about and experience the Danielson Framework as they develop effective classroom practices that will enhance the learning of all children. Students in education may also have opportunities to conduct research with a faculty member, join the Tomorrow's Teachers club, and work to become a member of the honorary society, Kappa Delta Pi.

The Department of Education holds primary responsibility within Illinois College for the preparation of teachers. In collaboration with other academic departments of the College, the department offers licensure programs to prepare entry-level teacher candidates in classrooms from grade one through grade twelve. The teacher education faculty, faculty members from departments with K-12 or secondary licensure programs, and faculty from psychology comprise the Teacher Preparation Committee (TPC). Members share a commitment to high quality education by offering courses to satisfy licensure requirements.

Illinois College is accredited by the Illinois State Board of Education to offer programs in Teacher Education. For more information on accreditation, contact the Director of Teacher Preparation, Dr. Todd Oberg. Students interested in becoming licensed to teach should contact the Department of Education as soon as possible for information about constructing a four-year plan.

Admission to the Teacher Education Program

The TPC determines admission to the Teacher Preparation Program and retention in the program. Candidates seeking admission to the program are required to meet the admission and retention requirements in effect at the time of their acceptance into the program; however, candidates are advised that further changes in the licensure requirements may occur as a result of subsequent action by the Illinois State Board of Education.

The requirements for admission to the Teacher Preparation Program listed below also appear in the Teacher Preparation Program Handbook on the Education Department web site:

A. Have declared a major with the Illinois College Registrar's Office.
B. Have on file in the Education office evidence of a satisfactory background check.
C. Earn an Illinois College GPA of at least 2.750 by the date of application.
D. Complete ED 101, ED 203, ED 289, EN 121, and CO 101 with grades of "C" (2.0) or better.
E. Achieve a passing score on the Illinois Licensure Testing System (ICTS) Test of Academic Proficiency (TAP) or its ACT/SAT equivalent.

F. Document 100 hours in the field with at most 75 hours coming from fieldwork associated with courses.
G. Earn satisfactory field-based evaluations from cooperating teachers.
H. Submit to the Director of Teacher Preparation a letter of application for admission.
I. Achieve a "passing" score on the signature assessments in Education coursework.
J. Submit a signed current four-year plan to the Director of Teacher Preparation.
K. Obtain TPC approval for admission and receive formal notification.

All students, including transfer students, should realize that it may not be possible to obtain a license within a four-year sequence if they have not applied to TPC by the second semester of their sophomore year.

Transfer Credit Policy

Professional education courses will be accepted on a course-by-course basis for transfer credit only from institutions accredited by the State of Illinois and/or NCATE. Acceptance of credits by the Registrar of the College as transfer does not insure their application to a particular program or endorsement. Determination of applicability of all transfer courses is the responsibility of the Department of Education, the TPC, and/or the applicable academic department. Only credits earned with a grade of "C" (2.0) or better at accredited institutions will be accepted.

Retention in the Program and Admission to Student Teaching

For retention in the program and for admission to the student teaching semester, candidates must:

A. Continue to demonstrate proficiency in oral and written communication.
B. Demonstrate additional proficiencies in the use of technology.
C. Demonstrate satisfactory dispositions for effective teaching.
D. Maintain a grade point average of 2.750 or above for all Illinois College course work.
E. Earn a grade of "C" (2.0) or better in all courses required by the candidate's major and for licensure.
F. Be recommended for assignment to the student teaching semester by the academic department in which the teaching subject content is being taken.
G. Achieve a "passing" score on the Illinois Certification Testing System Content Area Test. A passing score for the ICTS Content Area Test is required for admission to the Student Teaching Semester.
H. Achieve a "passing" score on the signature assessments meeting requirements of the Teacher Preparation Program for admission to the student teaching semester.
I. Submit the Application for Admission to Student Teaching.

Completion of Program Requirements and Licensure

Candidates who have met all Illinois College teacher preparation program requirements including the Illinois College requirements for graduation and passed both the Assessment of Professional Teaching Test (APT) and the edTPA performance assessment are entitled to have a license issued to them by the Illinois State Board of Education. This procedure is initiated by the candidate by completing the Application for Teaching License and submitting it to the Director of Teacher Preparation Programs.

Licensure of Non-Traditional Students

All candidates for initial licensure are required to earn at least 28 semester hours of academic credit at Illinois College including student teaching and at least four semester hours in one of the content areas for licensure and/or endorsement. Licensure requires approval by the Teacher Preparation Committee.

Candidates Seeking Second Teaching License

All candidates for a second teaching license endorsement are required to earn at least 16 semester hours of academic credit at Illinois College. Candidates for an elementary or secondary license must complete at least four hours, included in the 16 described above, in one of the content areas for license endorsement. Candidates may be required to complete student teaching in the new license endorsement area. Additionally, all second-license candidates must successfully complete the edTPA performance assessment at the grade level for which they are seeking license endorsement. Licensure requires approval by the Teacher Preparation Committee.

The Assessment of Professional Teaching Test

All candidates completing Illinois College's approved teacher preparation program in elementary, secondary and special teaching areas are required to take the Assessment of Professional Teaching (APT) test for their licensure area. The APT requirement is in addition to the requirement for passing the Basic Skills and content area tests. Candidates normally take this test during the student teaching semester. The APT test framework, which describes the content covered on the test, test registration information, and the study guide may be found at www.icts.nesinc.com.

The edTPA Performance Assessment

All candidates completing Illinois College's approved teacher preparation program in elementary, secondary and special teaching areas are required to pass the edTPA performance assessment for their licensure area to demonstrate that they are ready to be the teachers of record in classrooms. The edTPA is in addition to all other testing requirements from the state of Illinois. This performance assessment is completed during the student teaching semester.

The Sequence of Professional Course Work

Courses in education are designed to provide professional preparation for students who anticipate careers in elementary, secondary, or K-12 teaching. Candidates for elementary and K-12 physical education teaching licenses major in Education. Candidates for secondary teaching licenses must complete majors in approved programs for secondary licensure. The secondary teaching areas are science-biology, English, mathematics, and social science-history. Teacher candidates completing a major in art, music, or Spanish must complete the approved K-12 licensure program aligned with those majors. All students selecting secondary and K-12 licensure programs must complete specific professional education courses to meet licensure requirements. All courses in the professional education component, teaching content areas, area of concentration and specified courses in the general education component must be completed with a grade of "C" (2.0) or above.

Students interested in entering the Teacher Preparation Program should register for ED 101 during their freshman year. 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 licensure program. Taking 200-level courses in education will also help students decide if they want to apply to the program (ED 203, ED 205, ED 267, and ED 289).

General Education Requirements

Students must meet the General Education program defined on pages 8-10 of this catalog. Information regarding specific courses that meet these requirements and appropriate course sequencing information is available online at www.ic.edu/Connect2 or from Education or other departmental advisors.

Requirements for the Education Major

Students wishing to major in Education must complete one of the following programs:

Elementary Licensure (1-6)

ED 101, 203, 205, 267, 289, 330, 340, 342, 343 (pending approval), 360, 377, 385 389, PS 275 and PS 309.

ED 431, 432, 433, and 434 are required for licensure. Those who major in education but do not take these courses may still graduate with an education major.

Middle School Licensure (5-8)

Those seeking to teach in middle schools are advised to check the Education Department web site and the Teacher Preparation Handbook as this licensure area is still under development.

Physical Education Licensure (K-12)

A major in Education with K-12 Physical Education licensure consists of 44 semester hours and must include EP 208, 211, 214, 232, 305, 308, 310, 383, BI 107, BH 335/340, and other courses as specified in the Teacher Preparation Program Handbook.

A minor in Physical Education (with or without teaching) consists of 24 credit hours from the following list of courses. A minimum of 12 credit-hours must be earned from courses numbered at the 300 level or higher: EP 208, 211, 214, 232 305, 308, 310, and 383.

A minor in Health (with or without teaching) consists of 24 credit hours from the following list of courses. A minimum of 12 credit-hours must be earned from courses numbered at the 300 level or higher. Students are required to take BI 107, BH 335/340, and EP 208. Students can fulfill the remainder of the requirement by selecting two of these courses: EP 308, SO 347, BH 225 or BH 330.

Teacher candidates pursuing an endorsement in health should consult with the Director of Teacher Preparation or Illinois College's Licensure Officer for the most recent ISBE requirements.

Requirements for Secondary and K-12 Licensure

Secondary Licensure

Illinois College has approved programs in secondary education for science - biology, English (literature or writing emphasis), social science - history, and mathematics majors. Students wishing to obtain a license to teach at the secondary level in the above areas must complete all graduation and major requirements in one of these majors in addition to ED 101, 203,205, 289, 335, 385, and 389; PS 309; the appropriate methods course from ED 321-326; and, for licensure, ED 431, 432, 433, and 434. PS 312 is strongly encouraged as an elective course.

K-12 Licensure

Illinois College has approved programs in K-12 teaching for art, music, physical education, and Spanish majors. Students wishing to obtain a license to teach in one of these areas must complete all graduation and major requirements required by the major in addition to ED 101, 203,205, 289 335, 355, 385, and 389; PS 309 and PS 312; the appropriate content methods Courses; and, for licensure, ED 431, 432, 433, and 434.

Elementary Major Courses and Professional Education Courses

ED 101 Introduction to Education (4)
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. No prerequisite.

ED 127 Theory of Arithmetic (4) **(See MA 127.)**

ED 128 Uncertainty and Shape (4) **(See MA 128.)**

ED 203 Multicultural Issues and Social Justice in Education (4)
This course addresses two primary goals: 1) to learn what important issues are most relevant to the instruction of diverse learners and how best to acquire proficiency in those areas and 2) to examine and develop the teaching techniques and skills regarding instruction, assessment, and adaptations necessary to teach diverse learners. To this end, the course focuses on topics such as the impact of recent law and policy changes on diverse learners, issues relevant to the personal, cultural, and community assets and challenges immigrant and refugee children and their families bring to the classroom and school, 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, and those who are advanced, gifted/talented learners. Additionally, the course will focus on differentiated instructional strategies to improve the achievement of diverse learners in specific content areas.

ED 205 Teaching Diverse Learners (4)
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. Prerequisite: ED 101 or permission of instructor.

ED 225 Teaching Art in the Elementary School (4)
This course is a synthesis of the principles of visual arts teaching and learning at the elementary school level. Emphasis is placed on the integration of creative processes (visual arts, drama, dance, 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. (See AR 225.)

ED 259 Multicultural Practicum (1)
This practicum experience consists of an urban educational and multicultural experience. Students spend time observing an inner city school and exploring models of education that work for diverse populations. Prerequisite: Approval of the Department of Education.

ED 267 Foundational Literacy (2)
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. Prerequisite: ED 101 or permission of instructor.

ED 272 Educational Psychology (4)
(See PS 272.)

ED 275 Child Development (4)
(See PS 275.)

ED 289 Foundations of Curriculum, Instruction, and Assessment (4)
This course is part one of two courses in Curriculum, Instruction, and Assessment. Through both college classroom and field based experiences, grounded in research and theory, teacher candidates will begin looking at and practicing with the process of understanding the development of curriculum and planning quality instruction by: a) setting strong, challenging, but achievable objectives based on Common Core standards and other state standards for the content; b) choosing and developing 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) designing assessment of learning that allows students to demonstrate their newly acquired skills and knowledge.

ED 301 Curriculum, Instruction and Assessment (4)
This course focuses upon the psychology of teaching and learning and upon assessment as a continuous process that relates to both curriculum and instruction. Students will learn effective ways to use both formative and summative kinds of assessments, how to formulate questions, and how to interpret assessment information and provide feedback to students. Candidates will develop a repertoire of methods of teaching and assessment of student learning and will possess the ability to critique teaching according to the standards of specific models of teaching.

ED 309 Characteristics of Exceptional Children (4)
(See PS 309.)

ED 312 Adolescent Psychology (4)
Admission to the Program is required if taken as an ED course. (See PS 312.)

ED 313 Teaching Reading and Writing in the Elementary School (4)
This course is a study of the basic processes involved in learning to read and to write; includes experiences in tutor-aiding, lesson planning and acquiring knowledge of the fundamental skills essential to the subject matter. Prerequisite: Admission to the Program.

ED 320 Teaching K-12 Foreign Language (4)
This course gives emphasis to theory and practice in teaching foreign language in elementary, middle and secondary schools, grades K through 12. The course will focus on curricula

planning, teaching technology, and presenting and evaluating specific classroom procedures in the linguistically oriented teaching of communicative skills. Recommended immediately prior to student teaching. Includes a field experience. Prerequisite: Admission to the Program.

ED 322 Teaching English in the Middle and Secondary Schools (2 - 4)
This course is a study of the specific skills and techniques utilized by secondary teachers of English. Prerequisite: Admission to the Program.

ED 323 Teaching Mathematics in the Middle and Secondary Schools (2 - 4)
This course is a study of the specific skills and techniques utilized by both junior high and senior high school teachers of mathematics. Prerequisite: Admission to the Program.

ED 324 Teaching Science – Biology in the Middle and Secondary Schools (2 - 4)
This course is a study of the specific skills and techniques utilized by secondary teachers of science. Prerequisite: Admission to the Program.

ED 325 Teaching Social Studies – History in the Middle and Secondary Schools (2 - 4)
This course explores the specific skills and techniques utilized by secondary teachers of social studies. Prerequisite: Admission to the Program.

ED 326 Teaching K-12 Physical Education (2 - 4)
This course explores the specific skills and techniques utilized by K-12 teachers of physical education. Prerequisite: Admission to the Program.

ED 328 K-12 Music Methods (2 - 4)
(See MU 327 and MU 328.)

ED 329 K-12 Art Methods (2 - 4)
This course explores content and pedagogy of elementary, middle, and secondary school art. Participants design and implement art instruction and curriculum using a variety of approaches. Emphasis is on media and techniques suitable for each grade level, sequential development of media and techniques in relation to the maturity and growth of the student, instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgement and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Includes a field experience. Prerequisite: Admission to the Program. Offered spring semesters.

ED 330 Teaching Language Arts and Literacy in the Elementary Schools (3)
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.

ED 335 Reading Skills and Strategies in the Content Areas (4)
A study of the content 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.

ED 340 Teaching Social Science in the Elementary Schools (3)
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.

ED 342 Teaching Science in the Elementary Schools (3)
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.

ED 343: Teaching Math in the Elementary Schools (3)
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. (Pending Final Approval; see Education Department web site.)

ED 352 Language Arts and Social Studies Methods (4)
This course explores various theories and practices designed to teach social science through literacy. Students will learn to create engaging instruction for the elementary classroom by utilizing case studies, primary sources, and social science inquiry design. Prerequisite: Admission to the Program.

ED 355 Best Practice in Middle School Education (1)
This one credit seminar involves a study of middle school students, middle school philosophy, and best practice in middle school curriculum and instruction through professional readings as a member of the National Middle School Association and hands on experience with middle school students.

ED 360 Teaching Disciplinary Literacy (4)
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.

ED 362 Math and Science Methods (4)
A study of current theory, research, and best practice in the learning and teaching of mathematics and science for all elementary school children with a focus on student-centered inquiry and problem solving; includes lesson planning, assessment, task selection, design, and evaluation as well as hands-on learning experiences in math, in science, and in the integration of the two content areas. Prerequisite: Admission to the Program.

ED 377 Literacy Methods for Young Adult (1)
Literacy Methods for Young Adult Readers engages the practicing educator in the foundation of reading, writing, speaking, and listening skills. Extending then beyond the classroom experience to clinical application, the students serve in a dual capacity as literacy learners and as service for our IC academic intervention system.

ED 385 Classroom Management (4)
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 35-50 clock hours. Prerequisite: Admission to the Program.

ED 389 Advanced Curriculum, Instruction and Assessment (4)
This course is an advanced course in Curriculum, Instruction, and Assessment focusing most specifically curriculum and the application of assessment. In this course, students will complete an in-depth analysis of a curriculum in their teaching area. This analysis will include attention to underlying philosophical perspectives, contexts of use, student background and motivation, alignment with standards and discipline specific principles, and assessment. In the context of field their field placement, students will complete a full cycle of assessment, including formative assessment, summative assessment and feedback. Students will devise unit and lesson plans, and assessments in their teaching area.

ED 410 Professional Seminar/Practicum (1)
This course will be offered prior to student teaching. Prerequisite is admission to the student teaching semester.

ED 431 Organizing Content Knowledge for Student Learning (4)
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.

ED 432 Creating a Classroom Environment for Student Learning (4)
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. Topics include establishing an environment for learning, organizing and managing instruction, coping with the challenges, and developing relationships with students, staff, and parents. Prerequisite: Admission to Student Teaching.

ED 433 Teaching for Student Learning (4)
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.

ED 434 Teacher Professionalism (4)
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 three department-sponsored seminars augments these skills.

ED 461, 462 Independent Study in Education (1 - 4)
This course is an independent study in the field of education, as approved by the Department of Education chair.

ED 463, 464 Internship in Education (1 - 4)
This course is an internship in the field of education, as approved by the Department of Education chair.

ED 465, 466 Independent Research in Education (1 - 4)
This course is independent research in the field of education, as approved by the Department of Education chair.

Physical Education Courses and Health Education Courses

EP 211 Foundations of Physical Education (4)
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 locomoter and manipulative skills. Relevant field placement required. Offered fall semesters.

EP 214 Indoor/Outdoor Recreational Sports (4)
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 life-time sports, fitness activities and dance. The course includes units on team building and ethical decision-making in physical education and sport settings.

EP 232 Motor Skills and Basic Movement (4)
A study of basic movement and its application to dance and motor skills. Offered spring semesters.

EP 305 Organization and Administration of Athletics and Physical Education (4)
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. Offered spring semesters.

EP 308 Athletic Injuries and First Aid (4)
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.

EP 310 Adaptive Physical Education (4)
This course explores the techniques and methods of involving children with physical disabilities in physical education activities. Relevant field placement required.

EP 383 Tests and Measurements in Physical Education (4)
This course explores the practical application of testing and measurement in physical education. It requires students to develop and analyze assessment tools for use in the physical education classroom as well as to know and understand current scholarly research on this area.

EP 461, 462 Independent Study in Physical Education (1 - 4)
This course is an independent study in the field of physical education, as approved by the Department of Education chair.

EP 463, 464 Internship in Physical Education (1 - 4)
This course is an internship in the field of physical education, as approved by the Department of Education chair.

EP 465, 466 Independent Research in Physical Education (1 - 4)
This course is independent research in the field of physical education, as approved by the Department of Education chair.

Health

EP 208 Programs in School Health (4)
Principles, philosophy and history of health services, this course is designed to show the relationship of school health to healthful and social environment. Offered fall semesters.

ENGINEERING (See page 13 & 123)

ENGLISH

Professor Beth W. Capo
Professor Naomi E. Hahn
Professor Jim L. Kerbaugh
Associate Professor Cynthia A. Cochran
Associate Professor Lisa J. Udel
Associate Professor Nicholas P. Capo
Instructor Betsy Hall

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 Department recently revised the English curriculum to reflect 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. The department has added an introductory English Studies course to the curriculum to provide students with a big-picture 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, journalism) to the unexpected but equally important (classical literature, 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 for extended periods. They also share the passionate conviction that no Departmental Open House is complete unless every student leaves with the gift of a new book and the pleasure of further acquaintance with other lovers of good writing and reading.

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 literature and writing at Illinois College.

English majors choose to concentrate in either literature or writing (creative or expository). The major for both concentrations consists of a minimum of 40 semester hours of course work within the department with a grade point average of 'C' (2.0) or above, exclusive of EN 121, Principles of Writing. Students may not count more than eight hours of 200-level literature toward the major.

Major, with literature concentration: ten courses, including at least five 300-level literature courses and meeting these distribution requirements:
- English Studies (EN 201)
- Two of Global Literatures (EN 124, 153, 171, 173, 238, 335, 339, 353, 356, 358, 359, 368, 373)
- Two of Literary Traditions (EN 123, 131, 132, 141, 142, 172, 176, 310, 311, 326, 342, 351, 352, 354, 355, 357, 388)
- One Genre/Concept course (EN 225, 234, 236, 245, 262, 230, 321, 322, 331, 304, 305, 307, 308, 309, 316)
- Three electives, at least two of which must be 300-level literature courses (the other could be a writing course, a 100/200-level literature course, an additional 300-level literature course, or an internship).
- Senior Seminar (EN 430) and departmental approval of the English experiential-learning portfolio

Minor, with literature concentration: five courses, including:
- English Studies (EN 201)
- One Global Literatures or Literary Traditions course
- Three 300-level literature courses, from two or more cultural traditions

Major, with writing concentration: ten courses, including at least five courses within a Creative or Expository Focus and meeting these distribution requirements:
- English Studies (EN 201)
- Three literature courses (two of which must be 300-level literature courses, one of which must be a Global Literatures course, and one of which must be a Literary Traditions course)
- Five of either Creative or Expository Focus
  - Creative Focus: EN 207, two 300-level creative-writing courses (one of which must be EN 304 or 305; EN 307; or EN 309), and two elective courses from 200- or 300-level writing courses or an experiential-learning course (EN 204, 388, 410, 461/462, 463/464, IS 201/202)*
  - Expository Focus: A 200-level nonfiction writing course, two 300-level nonfiction writing courses (one of which must be EN 309), and two elective courses, from 200- or 300-level writing courses or an experiential-learning course (EN 204, 388, 410, 461/462, 463/464, IS 201/202)*

- EN 430, Senior Seminar, departmental approval of the English experiential-learning portfolio, and a public reading of one's work

Minor, with writing concentration: five courses, including:
- English Studies (201)
- A 200-level writing course
- Two 300-level writing courses
- One elective, from 300-level literature courses or an experiential-learning course (EN 204, 388, 410, 461/462, 463/464, IS 201/202)*

** Any student who completes this requirement with IS 201/202 must submit a departmentally-approved portfolio of at least ten pages of travel essay(s), story or stories, or poems to the department chair*

Minor, with combined concentration:** six courses, including:
- A 100- or 200-level literature course (EN 131, 132, 172, 173, or 243 are recommended)
- A 200-level writing course (EN 205, 207, 208, or 212)
- Two 300-level writing course (EN 304, 305, 308, 309, 316); at least one must be an expository writing course
- Two 300-level literature electives (at least one English or Global Literatures and one American literature course)

*** This minor is the appropriate choice for students opting for a Middle School endorsement.*

All majors in English must complete satisfactorily the Senior Seminar, the department's capstone course, and must submit a portfolio of written work completed for courses taken in the major. The English Portfolio will be comprised of critical writing on both British and American literature for students concentrating in literary study, and will consist of papers in at least two genres for students with a writing concentration. The portfolio must be submitted for department evaluation by mid-term of the last semester before graduation.

English majors who choose to undertake a program in secondary education coordinate their studies in English with the course work required for teacher certification, as outlined by the Department of Education. Elementary Education majors may opt for a language arts concentration, in which a number of English courses figure prominently, or choose to complete a minor in English.

Students with a minimum 3.5 grade point average in English and a minimum 3.0 GPA overall can apply to enroll in the English Honors Program, 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.)

COURSES IN LANGUAGE/WRITING

EN 121 Principles of Writing (4)

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. College librarians present class sessions focusing on the effective use of library and online resources, concentrating on developing research skills as well as locating and evaluating information sources. Course requirements include completion of a research paper.

EN 201 English Studies (4)
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.

EN 205 Intermediate Expository Writing (4)
The study and practice of expository writing in a variety of modes with attention paid to the analysis of texts and to developing an appropriate and engaging voice while writing in various rhetorical situations. Emphasis on nonfiction writing. Course topic varies.

EN 207 Introduction to Creative Writing (4)
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. Offered fall semesters.

EN 208 Argumentative Writing (4)
The study and practice of writing persuasively and logically. Co-requisite: EN 121 or equivalent.

EN 212 Journalistic Writing (4)
A study of newspapers and the techniques of news gathering and news writing; writing and criticism of news stories.

EN 304 Fiction Workshop (4)
A course in fiction writing for advanced students. Prerequisite: EN 207 or consent of the instructor.

EN 305 Poetry Workshop (4)
A course in poetry writing for advanced students. Prerequisite: EN 207 or consent of the instructor.

EN 307 Advanced Writing (4)
An advanced course in writing for students who wish to pursue their writing interests in one or more types of writing. Enrollment limited. Prerequisite: completion of EN 304, 305, 308, or 309. May be repeated for a maximum of 8 hours.

EN 308 Nonfiction Workshop (4)
The practice of writing longer, more sophisticated works of non-fiction prose in a workshop setting. Prerequisite: EN 205, 208 or 209.

EN 309 Creative Nonfiction Workshop (4)
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. Prerequisite: EN 205, 207, 208, 212 or consent of the instructor.

EN 316 Topics in Rhetorical Theory (4)
An examination of language use, especially of writing, from the point of view of rhetorical theory, linguistics, and writing studies. Topics vary by semester. Prerequisite: EN 205, 207, 208, 212, or CO 301.

EN 388 Literary Explorations (4)
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.

COURSES IN LITERATURE

EN 123 British Literature: Medieval to 1800 (4)
A survey of major literary works of British writers from the Beowulf-poet to Samuel Johnson.

EN 124 British Literature: 1800 to the Present (4)
A survey of modern British literature, treating the work of writers from nineteenth-century poet William Blake to contemporary playwright Tom Stoppard.

EN 131 American Literature: Colonial to the Twentieth Century (4)
A treatment of the literature of America through the end of the nineteenth century, with consideration of genres from Native American mythology to early modern fiction.

EN 132 American Literature: the Twentieth Century (4)
Examination of modern and contemporary American literature in the principal genres poetry, drama, and fiction.

EN 141 God and Heroes (4)
A survey of significant authors and literary movements from ancient times through the Renaissance.

EN 142 Heroes and Anti-Heroes (4)
A survey of significant authors and literary movements since the Renaissance.

EN 153 Major British Writers (4)
A chronological or thematic study of representative works by selected British writers from the middle ages to the present.

EN 171 Global Literatures (4)
Consideration of varying themes as they appear in texts from diverse cultures around the world. Genres of fiction, autobiography, graphic novel, and film included.

EN 172 Multicultural Literature of the Americas (4)
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.

EN 173 Literatures of the Middle East and North Africa (4)
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.

EN 176 Introduction to African American Studies (4)
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.

EN 225 Concepts of Comedy (4)
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.

EN 230 Young Adult Literature (4)
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.

EN 234 Illinois Authors (4)
This course focuses on Illinois writers and Regional literature—how is literature tied to place and shaped by its geography, landscape and environment? How can poetry, fiction, and drama capture what makes a region and its inhabitants unique? We will read and discuss "downstate" literature depicting Illinois as Midwestern "fly-over" country (such as Masters, Bradbury, Powers, various 19th century writers) as well as Chicago-based literature that portrays the pressures of population and industry on the human environment (such as Sinclair, Hansberry, Brooks, Dybek, Cisneros).

EN 236 Narrative in Fiction and Film (4)
A study of story-telling methods and purposes in literature (primarily short fiction) and in film. Special attention will be given to film adaptation of literary texts and the comparison of fiction writers' and filmmakers' approaches to narrative.

EN 238 Classical Literature (4)
A survey of selected masterworks from ancient Greece and Rome. Emphasis on major figures, including Homer, Aeschylus, Sophocles, Euripides, Virgil, and Ovid.

EN 245 From Middle-Earth to Outer Space (4)
A reading of the major works of fantasy and science fiction of J.R.R. Tolkien, C.S. Lewis, and Charles Williams, the principle members of the Inklings, an influential group of scholar-novelists in Oxford during the 1930s and 1940s. Includes The Lord of the Rings.

EN 250 Introduction to Literature: Special Topics (4)
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.

EN 262 Power Plays (4)
An examination of a selection of plays which use historical material to consider issues relating to power: its use and abuse, when and how to resist it. The plays, written between the end of the 16th and the beginning of the 21st centuries, provide an opportunity to consider how attitudes toward power have changed over time. This is primarily a literature course, so students will be expected to understand the plays as works of literature. This is the major reason for terms/characters tests. Students will also consider the philosophical, ethical, and political implications of the plays in class discussion and brief response papers.

EN 310 Medieval Literature (4)
Major works written on the Continent during the Middle Ages, with the focus on Dante.

EN 311 The Age of Chaucer (4)
Fourteenth- and fifteenth-century British literature, emphasizing Chaucer, Langland, and the Gawain-Poet.

EN 321 Shakespeare I (4)
Histories and tragedies.

EN 322 Shakespeare II (4)
Comedies and tragedies (different selections).

EN 326 Studies in the Renaissance (4)
A study of the major works of British and Continental literature written during the sixteenth and seventeenth centuries, exclusive of the dramatic works of Shakespeare.

EN 331 The English Novel (4)
A study of the early development of the novel in England from the mid-eighteenth century through the end of the nineteenth century.

EN 335 Modern European Drama (4)
Or reality is overrated. Does that mean we should create a better reality? Or that we have no idea of what reality is? Focus on the theatre of the absurd and the epic theatre. Consideration of the philosophical and theoretical assumptions of these two seemingly contradictory statements.

EN 339 Studies in Global Literature (4)
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

EN 342 Restoration and Eighteenth Century English Literature (4)
Representative literary works of the period from 1660 to 1800, with emphasis on major figures including Dryden, Swift, Pope, Johnson, and Goldsmith.

EN 351 The Romantic Movement (4)
Significant poetry and prose works of England from the 1790s to the 1830s, with principal focus on the major works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

EN 352 Victorian Literature (4)
A study of the ways in which the literature of England from 1832 to 1900 reflects the social, political, and intellectual concerns of the age. Principal writers of this period include Carlyle, Tennyson, Browning, Arnold, Dickens, and Hardy.

EN 353 Modern British Literature (4)
Developments in British literature from the late nineteenth century to the present. Readings will cover major works of fiction, poetry and drama.

EN 354 Major American Writers (4)
Evolution of American literature from Poe onward to Transcendentalism, Realism, and Naturalism. Focus on such figures as Emerson, Thoreau, Hawthorne, Twain, James, and Dreiser.

EN 355 American Women Writers (4)
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.

EN 356 Native American Literature (4)
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.

EN 357 Modern American Literature (4)
Developments in American literature from the early twentieth century to the '60s. Readings will cover major works of fiction, poetry and drama.

EN 358 Women Writers: Global Voices/World Visions (4)
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.

EN 359 Japanese and American Modernism (4)
Examination of literary Modernism as it manifest 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.

EN 368 Contemporary American Literature (4)
A study of American literature – fiction, poetry, and drama – from the '60s to the present.

EN 373 African-American Literature (4)
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.

EN 388 Literary Explorations (4)
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.

SPECIAL PURPOSE COURSES

EN 201 English Studies (4)
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.

EN 410 English Honors Thesis (1 - 4)
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

EN 430 Senior Seminar (4)
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. Offered fall semesters. Pre-requisites: senior standing and students must complete two 300-level literature courses before enrolling.

EN 461, 462 Independent Study in English (1 - 4)
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.

EN 463, 464 Internship in English (1 - 4)
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.

EN 465, 466 Independent Research in English (1 - 4)

ENTREPRENEURSHIP MINOR

Many students who have primary majors other than Economics, Accounting, Finance, or Management and Organizational Leadership 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.

All students minoring in entrepreneurship must complete all courses required for the minor with a grade of 'C-' (1.67) or above and a GPA within the minor of 2.0 or above.

(This minor is NOT open to Economics, Accounting, Finance, or MOL majors.)

Course Requirements for the Minor (20 credit hours):
EC 105 - Survey of Economics
AC 231 - Introduction to Accounting
EC 265 - The Economics of Entrepreneurship
FI 352 - Financial Management

1 elective course in Economics, Accounting, Finance, or Management– This may include an approved internship.

See course descriptions in the departmental sections.

ENVIRONMENTAL STUDIES PROGRAM

Professor Kevin Klein, Coordinator - Economics
Professor Kent Elwood - Psychology
Associate Professor Jan Buhrmann - Sociology
Associate Professor Jason Price - Environmental Studies
Associate Professor Lisa Udel - English
Assistant Professor Bryan Arnold - Biology
Instructor T.J. Devine - Economics

The Environmental Studies program at Illinois College strives to develop in its students an interdisciplinary understanding of environmental issues that supports personal and professional development, ethical leadership, and service.

Program Core

All students completing a major in Environmental Studies will complete this program core (28 credit hours): EV 111, EV 224, CH 101 or *CH 110, BI 109 or **BI110;

One two-course policy sequence:
Sequence 1: EC 105 and EC 372,
Sequence 2: SO101 and SO 317,
Sequence 3: PS 101 and PS 278,
Sequence 4: IS 205 and either EC 344 or PO 383;

Capstone: As seniors, all students will complete either an internship or research experience culminating in both written and public verbal presentations of the experience.

*Students planning to major in Biology or Chemistry must take CH 110. Students planning to pursue graduate work in the environmental sciences are also encouraged to take CH 110.

** Students planning to pursue the Wildlife Management or Environmental Biology tracks, or planning to double major in Biology and Environmental Studies, must take BI 110.

Program Tracks

In addition to the core program stated above, each student must complete at least one of the four available tracks. Students are encouraged to double major with another related discipline.

1. General Environmental Studies

This track is intended for students who want a general introduction to environmental studies and plan to also major or minor in another discipline. This track is good for students who want to develop an understanding of environmental issues and then combine that understanding with another discipline.

Choose four additional courses beyond those chosen for the core: BI 201 , BI 238, BI 324, EC 344, EC 372, EV 235, EV 312, EV 344, EV 355, PS 278, SO 317. To expand upon an interdisciplinary perspective on environmental issues, take one course chosen from: AR 201, AR 346, EN 205, EN 208, EN 212, EN 356, EN 212, EV 312, HI 215, HI 344, PH 315, SO 317.

2. Wildlife Management

The Wildlife Management track of the Environmental Studies Major 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.

Students choosing the Wildlife Management Track must take BI 110 in the core.

In addition to the core, students also take EV 344.

To gain depth in the fields of ecology and environmental biology, take three courses chosen from: BI 201, BI 238, BI 324/EV 324, BI 245, BI 325, BI 326, BI 328/PS328, BI 350, EV 355.

To expand upon an interdisciplinary perspective on environmental issues, take one course chosen from: AR 201, AR 346, EN 205, EN 208, EN 212, EN 356, EV 235, EV 312, HI 215, HI 344, PH 315, SO 317.

3. Environmental Policy Track

Students pursuing the environmental policy track are those interested in the social aspects of environmental issues, social justice, and becoming agents of change in society through legislative changes and participation in grassroots organizations, governmental agencies, and nongovernmental organizations.

Students completing this track must complete a second policy sequence from the following options, in addition to the sequence taken as part of the core:

Sequence 1: EC 105 and EC 372,
Sequence 2: SO101 and SO 317,
Sequence 3: PS 101 and PS 278,
Sequence 4: IS 205 and either EC 344 or PO 383;

Three additional courses selected from: IN 160, EC 342, EC 344, PO 105, PO 150, PO 202, PO 383, PO 386.

Students should also consider taking additional elective courses from: AR 201, AR 346, EN 107, EN 234, EN 304, EN 309, EN 356, EV 235, HI 215, HI 344, PH 315, PO 362.

4. Humanities Track

The humanities track informs student approaches to environmental issues through writing, visual and aural artistic production, and other forms of cultural expressions.

Choose at least five additional courses beyond those chosen for the core from: AR 201, AR 346, EN 107, EN 234, EN 304, EN 309, EN 356, EV 235, HI 215, HI 344, PH 315, PO 362.

A minor in Environmental Studies can be achieved by completing the core program above for a total of 24 credit hours. Students choosing a minor in environmental studies need not complete the capstone experience.

Majors should note that many graduate and professional programs will also expect CH 203, 204 and 211 as well as CH 110.

EV 104 Principles of Biogeography and Conservation (4)

Issues pertaining to conservation of species and defining the role of individual species within various ecosystems and geographical regions will be emphasized. The course will cover political, social and economic issues which impact the diversity, conservation and restoration of endangered and threatened species.

EV 105 Earth's Physical Systems (4)

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. Three hours of lecture and a two hour lab each week.

EV 111 Physical Geology (4)
Introduction to the composition and structure of the Earth, and to the dynamic forces in the planet's interior. The course also examines surficial processes that erode and transform rock to produce landforms and landscapes. Topics include minerals and rocks, volcanoes, earthquakes, origin of ocean basins, structure and motions of continents, formation of mountain ranges, geologic hazards, and mineral resources. Three hours of lecture and a two hour lab each week.

EV 112 Historical Geology (4)
The historical evolution of planet Earth from its origin to the present. Emphasis is placed on methods and theory used by scientists to decipher the "rock record." The importance of fossils is stressed. Topics induce the concept of geologic time, dating techniques, interpretation of rock sequences and reconstructing ancient environments (including climates and biotic communities). Three hours of lecture and a two hour lab each week. Prerequisite: EV 111 or permission of the instructor.

EV 224 Environmental Science (4)
The study of the impact of human activities on the environment. Fundamental ecological concepts which indicate the balance of nature without humans are compared to current problems caused by human domination of the world. Topics include air, water and land pollution, energy and overpopulation.

EV 235 Women and the Environment (4)
An investigation into the role of women in various countries and their impact on the environment. The status of women and problems women face in both developing and undeveloped countries will be addressed. The impact of women in ecological literature, environmental policy and health are some topics covered in the course.

EV 312 The Illinois River Valley and Its People (4)
Ecological, environmental, and economic factors will be addressed with an emphasis on how humans have used and changed this ecosystem and how the ecosystem has determined local social and economic patterns throughout the past. Field trips and lab exercises which take students to important ecological and historical sites along the Illinois River will be incorporated into the laboratory component.

EV 317 Environment and Society (4) (See SO 317.)

EV 324 Ecological Interactions (4)
Principles of ecology, illustrated by lecture and by the investigation of selected types of habitats. Three class hours and one three-hour laboratory period per week. Field trips. Prerequisite: MA 133 and BI 238. Recommended: MA 123 or BI 207. Offered fall semesters.

EV 326 Ecology of the Northern Woods (4)
This course focuses on land use in the northern woods of Upper Michigan. Students will investigate logging, fishing, and mining in the upper Great Lakes region. Ecological, environmental, and economic factors will be addressed with an emphasis on how humans have used and changed this ecosystem and how the ecosystem has determined local social and economic patterns throughout the past 150 years. A mandatory one week long field trip to Northern Michigan is required. Permission of the instructor and a trip fee are required.

EV 344 Principles of Wildlife Management (4)
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 refugees 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.

EV 349 Environmental Health (4)
(See SO 349.)

EV 355 Field and Research Methods in Ecology (4)
This course emphasizes the use of all aspects of the scientific method. Experimental design, literature review, conducting an experiment, data analysis will be taught as students perform research on an individual topic in Ecology or Environmental Science.

EV 370 Environmental Health (4)
This course makes an in-depth examination of the relationship between human health and environmental degradation, focusing on the role of social values and decisions that have resulted in increasing levels of pollution, impacting air quality, water quality, solid waste issues, and climate change. Our examination will not be limited to environmental health issues in the U.S., but will consider impacts of environmental toxicity to cultures in other parts of the world, as well. Students will be required to think critically about the relationship between what we believe and value as human societies, and how those beliefs and values manifest in decisions that result in environmental disease and illness.

EV 461, 462 Independent Study Environmental Studies (1 - 4)

EV 463, 464 Internship in Environmental Studies (1 - 4)
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.

EV 465, 466 Independent Research in Environmental Studies (1 - 4)

FINANCE

Professor Kevin C. Klein
Associate Professor Nausser S. Jamali
Associate Professor John S. Rush
Instructor Andrew Nahlik
Instructor James Martin

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.

All students choosing to major in the discipline of finance must complete EC 105, EC 245, EC 255, EC 318, FI 352, FI 353, FI 355, FI 357, FI 362, and FI 485. This major consists of 10 courses for a total of 40 credit hours.

Students are encouraged to complete a double major or minor in a related area. Recommended complementary minors include: accounting, business or economics.

All students majoring or minoring in Finance must complete all courses required for the major or minor with a grade of 'C-' (1.67) or above and a GPA within the major or minor of 2.0 or above.

A minor in Finance consists of 20 hours including: AC 231 and EC 245, plus three 300- or 400-level Finance courses.

FI 352 Financial Management (Corporate Finance) (4)
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. Prerequisites: AC 231 and EC 105.

FI 353 Investments (4)
An understanding of the mechanics of the securities market, the investment media, security selection and analysis, and the formulation of investment policy for individuals. Prerequisite: FI 352.

FI 355 Financial Institutions Management (4)
Comprehensive survey of the role of the each of the major financial institutions in our economy. The emphasis of the course is on the management of these institutions. Prerequisites: EC 105 and AC 231.

FI 357 International Finance (4)
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. Prerequisites: EC 105.

FI 362 Corporate Risk Management (4)
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. Prerequisite: EC 245.

FI 406 Investment Practicum (1-6)
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.

FI 461, 462 Independent Study in Finance (1 - 4)

FI 463, 464 Internship in Finance (1 - 4)
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.
Prerequisite: consent of the department chair.

FI 465, 466 Independent Study in Finance (1 - 4)

FI 485 Financial Analysis and Reporting (4)
As an interdisciplinary capstone course, students will analyze and evaluate financial information with respect to profitability, corporate risk management, and proper financial reporting. Prerequisite: senior standing, declared Accounting or Finance major only.

FINE ARTS MINOR

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

A. 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.

B. Within the 8 credit hour minimum requirement in each discipline, at least four credit hours must be completed as an academic class.

C. 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.

D. 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.

E. If the student chooses the area of art, the minimum may include any art class.

FINE ARTS ADMINISTRATION MINOR

Associate 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 for the minor:

AC 231 – Introduction to Accounting
EC 265 – The Economics of Entrepreneurship
MG 364 – Management
MG 354 – Marketing OR MG 359 – Human Resource Management

See course descriptions in departmental sections for further details.

Practicum Requirements for the minor:

Fine Arts Administration Internship (2 credits)

FRANCOPHONE AND FRENCH LANGUAGE AND CULTURES

Professor Almut Spalding
Assistant Professor Devin Bryson
Visiting Assistant Professor Emily Adams

The study of foreign languages is a vital part of a liberal education. As students 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. A major or minor in a foreign language helps students interact professionally with a greater diversity of people, as they incorporate themselves into an increasingly globalized society.

Any student entering Illinois College with a College Board Advanced Placement test score qualifying for placement at an intermediate level may receive four hours of college credit for French 102, provided that the student completes the intermediate level (203) of that same language with a grade of B or higher.

A Francophone and French major consists of a minimum of 32 semester hours of course work in that language beyond the first year (101, 102). In order to count toward the Francophone and French major or minor, a student must register for cross-listed courses under the FR course number. Students majoring in Francophone and French Language and Cultures work with their advisors to place their course work into the following categories: Skills and Tools, Literature and World Views, and Language in the World. Below is the minimum number of classes students must take in each category. Students work with their advisors to choose additional classes that fit into any of the three categories in order to earn at least the required 32 credits. The category of special topics courses, independent studies courses, independent research, honors course, and courses from abroad will be determined by students and their advisors in the major.

A) Skills and Tools (2 classes minimum): Intermediate to advanced language and grammar courses such as FR 203, FR 301, FR 302, and approved classes from abroad.

B) Literature, Culture and World Views (2 classes minimum): All upper-level literature and culture courses such as FR 351, FR 352, FR 401, FR 402, FR 431, FR 432, FR 461/462, FR 465/466, FR 480, and approved courses from abroad.

C) Languages in the World (1 class minimum): Courses involving applied language experiences such as FR 463/464, FR 465/466, FR 480, and approved classes from abroad.

Students majoring in Francophone and French must complete a disciplinary capstone with an interdisciplinary component, which will typically be taken from a student's other major or minor. This capstone will be fulfilled through FR 465/466 or FR 480, depending upon consultation with advisors.

A Francophone and French major also requires a semester abroad in a French-speaking country. There may be several departmental awards available to assist with study abroad.

A Francophone and French minor consists of no less than 20 credit hours in the respective language at the 203-level or beyond.

Students must earn a 'C' (2.0) or better in each course to be applied to the major or minor.

Departmental Honors are available for Francophone and French majors. The Honors program contains three elements: 1) an intentionally structured study-abroad experience; 2) high academic standing; and 3) a culminating honors course. The first two elements constitute the prerequisites for the honors course. The student's advisor will monitor that these prerequisites have been met before the student may register for the honors course. Contact the French Faculty for details, timetable, and other requirements.

FR 101 French for Global Citizens I (4)
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.

FR 102 French for Global Citizens II (4)
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. Prerequisite: FR 101 or equivalent or consent of the instructor.

FR 105, 205, 305 Reading in French (1, 1, 1)
Selected reading for summer study.

FR 203 French for the Professions (4)
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. Prerequisite: FR 102 or placement test or consent of the instructor.

FR 301 French Conversation through Film (4)
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.

FR 302 Conversation and Composition (4)
In this course, the focus is on developing better writing skills in French. Students explore, discuss and write about cultural and contemporary issues in Francophone and French societies.

FR 351 Francophone & French Culture & Civilization (4)
In this course, students study significant aspects of culture and civilization of the French and Francophone people. Simultaneously students are expected to demonstrate proficiency in speaking and writing. Topics include French history, politics, education, art, media and/or popular culture, contemporary Africa, pre-colonial Africa, history & civilization of the Maghreb, French Caribbean history and culture, Canadian contemporary issues. Prerequisite: FR 203 or consent of instructor. (Also offered in English as IN 251.)

FR 352 Culture and Society in Francophone Cinema(4)
Culture and Society in Francophone Cinema to be taught in English will provide students with better understanding of society, culture and civilization of the Francophone world. Class discussion, films analysis, readings and assignments will allow students to ask and answer questions about the history, socio-economics, culture, politics, gender, war, survival, and other

compelling issues that affect Francophone countries in different parts of the world. FR 352 students will write their papers in French. (Also offered in English as IN 250.)

FR 401 Africa, War & Gender Identity. (4)
Students use the lens of gender to examine diverse social issues and implications of war and mass violence as they affect sub-Saharan Africa, especially women in Francophone Africa. Students will consider how war affects women's identities as victims, wives, mothers, combatants, workers, rich/poor and decision makers. Students will learn to understand the construction and transformation of the gender identities in girls, women and men within the societal structures of patriarchal wars and violence in African societies. (Also offered in English as IN 261.)

FR 402 The "Other" in French Film & Text. (4)
Students will study ways in which writers/filmmakers, and media from France have responded to and represented the Other (non-European French speakers) during and after colonization. Students will examine how strategies such as plots, character, point of view, language and photographs construct meaning. Students will learn to recognize the links between literary representations and other forms of representation and knowledge, e.g. media, film and anthropology. (Also offered in English as IN 262.)

FR 431 Sub-Saharan African Literature & Cinema. (4)
Students will analyze the sociopolitical issues facing Africa from the pre-colonial period to the present. Students will explore such social topics as – hospitality, aesthetics, tradition, religion, environmental issues, gender issues, education, economics, political instability, war in Africa etc. Students will learn how sub-Saharan African society presents a unique case that cannot be interpreted from the yardstick of Western society. (Also offered in English as IN 231.)

FR 432 France and Immigration. (4)
Students will study and analyze immigrants' experience in France in the 20th and 21st century. Students will compare and contrast immigration in France as seen in the work of French and immigrant writers and film directors. (Also offered in English as IN 263.)

FR 461, 462 Independent Study in French (1 - 4)
Independent Study in French is for advanced students who wish to do supervised reading in some periods of French literature or Francophone topics. Offered as needed.

FR 463, 464 Internship in French (1 - 4)
Internship in French is a practical experience in employment or in service learning with French settings either locally or abroad. Placement may be available though the department, or may be arranged by students in consultation with the department. May be repeated for a maximum of 4 hours.

FR 465, 466 Independent Research in French (1 - 4)
An extensive and directed individual research project on a French topic arranged with an instructor. The project requires a final paper written in French and a public presentation in English to which the entire Illinois College Community is invited. The number of credits is determined by the extent of the project. A student may only use these course numbers for a maximum of two semesters in order to complete the project. A student can earn no more than 5 total credits for the research project. If a student divides the research between two semesters, a grade for both semesters will be assigned when the project is completed. Students may sign up for credit to do the research during the semester that they are abroad, if they are not already being given academic credit for the research by the institution in the country where they are studying. If

they are receiving academic credit from the institution abroad for the research, they may continue to work on the project upon their return, and they may receive up to 5 total credits for the project (credits from abroad plus credits here at IC). Prerequisite: consent of instructor.

FR 267, 367, 467 Research Add-On Course in French (1, 1, 1)
Students enrolled in a course outside the Department of Modern Languages that involves a major research project may earn credit for conducting research in French. 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 French language sources will submit a credit request to both the professor of the research related course and to the Chair of the Department of Modern Languages. The course level will be determined upon consultation with the language supervisor and the Chair of the Department of Modern Languages.

FR 480 Departmental Honors Course in French (4)
An honors thesis written in French by French major 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. Prerequisite: consent of instructor.

GENDER AND WOMEN'S STUDIES

Professor Patricia Kiihne, Coordinator

Gender and Women's Studies is an interdisciplinary program that emphasizes an intersectional study of gender, maintaining connections with the study of race, class, and sexuality in order to examine and understand the diversity and fullness of the world in which we live. Currently, the program draws on over a dozen faculty from several different disciplines. As part of the liberal arts, the program builds on classic and contemporary scholarship on women, men, gender, sexuality, race, and class as it analyzes the social construction of human identity in a variety of disciplines. Courses and activities that are a part of this program employ diverse methods to encourage disciplined study of, reflection on, and engagement with ideas, texts, contexts, and global realities. The program prepares students to live out the college's historical commitments to social justice and offers a major as well as a minor that would be useful in any number of careers.

A major in Gender and Women's Studies is possible if a student works closely with the GW faculty committee to fulfill curricular requirements including a minimum of 38 credits. To embody the multi-disciplinary nature of the field of Gender and Women's Studies, students completing the major will take courses in at least three different disciplines.

Students completing a major in Gender and Women's Studies will be assessed, via a portfolio of work completed for the major, for their proficiencies in the following areas. Individual courses may count in only one area:

I. 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:
   a. GW 101
   b. GW 102
   c. GW 202
   d. GW 303
   e. GW 450/451

II. Race/ethnicity/multicultural/global studies (one course from list): Students demonstrate an understanding of the intersection of race/ethnicity/multicultural issues/global perspectives as they impact gendered human identity and communities.
   a. Eligible courses include: CO 226, ED 203, EN 171, 172, 176, 356, 358, 373; FR 352/IN250; HI 215, 255, 390; IN 239; PO 365, 383; RE 331, 371; SO 302.

III. Gendered History (one course from list): Students explore aspects of gender through a historical perspective, demonstrating an awareness of the meaning and role of historical contexts and shifts.
   a. Eligible courses include: HI 231, 234, 325, 389.

IV. Experiential learning (4 credits total): Students will engage in the three main phases/components of experiential learning, with a topic and experience related to gender and women's studies: the learning/research, the experience/the "doing," the analysis of the experience based on learning/research. Possibilities include: internship at a local agency, service learning with a community organization, participation in and analysis of R.A.D. (Rape Aggression Defense), a Study Abroad project, focused BreakAway work, targeted field work.
   a. GW 463/464, IS 202, IS 420/422 (Study Abroad and BreakAway options pending availability and application process)

V. Electives (two courses from list):
   a. Full updated list of courses found at *http://www2.ic.edu/gws*. Some courses count only with special arrangement with the professor (*): BH 330; CO 214, 336; ED 203, EN 205*, 250*, 322, 354*, 355, 356, 357*, 358, 368*, 373, 388*; EV 235; FR 352/IN250; GW 102, 461/462; HI 231, 234, 389, 390*; IN 239; MG 255; PH 315*; PO 362*, 365*; PS 312; RE 213, 260*, 331, 335, 371; SO 218*, 224, 280, 307, 327, 337, 338; SP 451*; TH 288*, 373.

A student minoring in Gender and Women's Studies must complete a minimum of 20 hours from the following courses.

I. 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:
   a. GW 101
   b. GW 102
   c. GW 202

II. Electives (two courses total) from two disciplines, with at least one at the 300-level or above, and one focused on race/ethnicity/multicultural/global studies. Courses in the latter category are listed below.
   a. Full updated list of courses found at http://www2.ic.edu/gws . Some courses count only with special arrangement with the professor (*): BH 330; CO 214, 336; ED 203, EN 205*, 250*, 322, 354*, 355, 356, 357*, 358, 368*, 373, 388*; EV 235; FR 352/IN250; GW 102, 461/462; HI 231, 234, 325, 389, 390; IN 239; MG 255; PO 362*, 365*; PS 312; RE 213, 260*, 331, 335, 371; SO 218*, 224, 280, 307, 327, 337, 338; SP 451*; TH 288*, 373.
   b. Race/ethnicity/multicultural/global studies courses may include: CO 226, ED 203, EN 171*, 172*, 176*, 356, 358, 373; FR 352/IN250; HI 215*, 255*, 390; IN 239; PO 365*, 383*; RE 331, 371; SO 302.

Students must complete each course counted toward the major or minor with a grade of 'C' (2.0) or better.

GW 101 Introduction to Gender and Women's Studies (4)
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. Offered fall and some spring semesters.

GW 102 Introduction to Gender and Men's Studies (4)
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.

GW 202 Introduction to Theory (4)
This course examines different theoretical approaches to gender, asking the question, "What is feminist theory?" Course material may include such topics as: third-world feminist theory, theories of masculinity, global movements, postcolonialism, French feminist theory, gay studies/ Queer Theory, Deconstruction, psychoanalysis, Marxist theory and ecofeminism. Students

will also consider links between theories of gender and political praxis. Prerequisites: GW 101. Offered spring semesters.

GW 303 Advanced Feminist Theories (4)
The purpose of this course is to further our knowledge of contemporary feminist theory. Our objective is to engage with extended arguments applying feminist theory to specific contemporary issues. We will focus on several strands of recent feminist theory: transnational feminism, queer theory, hybrid identity, and cyberfeminism. Prerequisite: GW 101 and GW 202, or permission of instructor.

GW 450, 451 Final Project (1 - 4)
The final, cumulative project for a GW minor, designed by the student in consultation with a faculty member. This could be a service learning project, coordinated with a local non-profit organization, a research project, or an independent reading program. Prerequisite: consent of instructors and approval of program committee.

GW 461, 462 Independent Study in Gender and Women's Studies (1 - 4)
An opportunity for students to investigate a special topic of interest. Prerequisite: declared GWS minor, consent of instructor and GWS program chair.

GW 463, 464 Internship in Gender and Women's Studies (1 - 4)
An opportunity for students to participate in experiential learning related to GWS. Prerequisite: declared GWS minor or major, consent of instructor and GWS program chair.

GW 465, 466 Independent Research in Gender and Women's Studies (1 - 4)
An opportunity for students to pursue advanced research in a field of interest in collaboration with a faculty supervisor. Prerequisite: declared GWS minor or major, consent of instructor.

GERMAN

Professor Bernd K. Estabrook
Professor Almut Spalding

The study of foreign languages is a vital part of a liberal arts education. As students 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. A major or minor in a foreign language helps students interact professionally with a greater diversity of people, as they incorporate themselves into an increasingly globalized society.

Any student entering Illinois College with an Advanced Placement test score qualifying for placement at an intermediate level may receive four hours of college credit for German 102, provided that the student completes the intermediate level (203) of that same language with a grade of 'B' or higher.

A major in German consists of a minimum of 32 semester hours of course work in that language beyond the first year (101, 102). For a German major or minor, a student must register for cross-listed courses under the German course number. Students majoring in German work with their advisors to place their course work into the following categories: Skills and Tools, Literature and World Views, and Language in the World. Below is the minimum number of classes students must take in each category. Students work with their advisors to choose additional classes that fit into any of the three categories in order to earn at least the required 32 credits. The category of special topics courses, independent studies courses, independent research, honors course, and courses from abroad will be determined by students and their advisor in the major.

A) Skills and Tools (two classes minimum): Intermediate to advanced language and grammar courses focusing on language development, such as GE 203, GE 301, GE 302, GE 319, and approved courses from abroad;

B) Literature, Culture and World Views (two classes minimum): All upper-level literature and culture courses such as GE 427, GE 428, GE 429, GE 437, GE 438, GE 439, GE 451/42 special topics, and GE 461/462 independent studies, and approved courses from abroad;

C) Languages in the World (one class minimum): Courses involving applied language experiences such as GE 300, GE 463/464, GE 465/466, GE 480, and approved classes from abroad;

Students majoring in German must complete a disciplinary capstone with an interdisciplinary component, which will typically be taken from a student's other major or minor.

One semester abroad in a German-speaking country is also required; there may be departmental awards available for study abroad.

A minor in German consists of no less than 20 credit hours in the respective language at the 203-level or beyond.

Departmental Honors are available for majors in German. The Honors program contains three elements: 1) an intentionally structured study-abroad experience; 2) high academic standing; and 3) a culminating honors course. The first two elements constitute the prerequisites for the honors course. The student's advisor will monitor that these prerequisites have been met before

the student may register for the honors course. See the department for details, timetable, and other requirements.

Students must earn a 'C' (2.0) or better in each course to be applied to the major or minor.

GE 101 German for Global Citizens I (4)
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.

GE 102 German for Global Citizens II (4)
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. Prerequisite: 101 or equivalent or consent of instructor

GE 105, 205, 305 Reading in German (1, 1, 1)
Selected reading for summer study.

GE 203 German for the Professions (4)
Students review the fundamentals of German and become acquainted with basic vocabulary related to an array of professions. Students become familiar with the role German and cultural knowledge play in these professions. Prerequisite: 102 or equivalent or consent of instructor

GE 300 Business in Germany and the European Union (4)
An introduction to German business vocabulary, forms, economic matters and career possibilities. Comprehension and communication in many common business situations. (Also offered in English as IS 250.)

GE 301 German Cinema (4)
This course explores German society and culture through the medium of film. The course discusses historical and contemporary issues raised in classic and contemporary German cinema and how film functions as a medium for as entertainment, education and political action. (Also offered in English as IS 232.)

GE 302 Issues in Modern Germany (4)
An introduction to contemporary issues in German society and culture, embracing politics, the arts, international relations, the media and economics. (Also offered in English as IN 254.)

GE 319 Advanced Grammar (4)
Advanced study of German grammar and syntax. Offered on demand.

GE 427 Marx, Nietzsche, Freud (4)
This course will examine the contributions of Karl Marx, Friedrich Nietzsche and Sigmund Freud to the making of the modern world. The course will analyze selections from original works of these authors and explore contemporary expressions of their ideas in films, advertising, entertainment and other current media. (Also offered in English as IS 234.)

GE 428 Philosophy and Literature in Germany (4)
This course will examine the exchange of ideas and images between philosophy and literature and the arts in German culture from the 1700s to the present day. The course will examine the role played by philosophical ideas in German novels, poetry, essays, film, music and art. (Also offered in English as IS 238.)

GE 429 Gender in Germany (4)
This course examines the discourse of gender in German society from early modern times to the present on the basis of historical and current documents, literature, film and other cultural artifacts. (Also offered in English as IS 236.)

GE 437 The Romantics: Music, Art and Poetry (4)
A study of the Romantic movement in central Europe as reflected in music, poetry, prose, the arts and other cultural discourses in society. (Also offered in English as IS 237.)

GE 438 1989 and the Transformation of Europe (4)
This course will examine the historical and cultural roots of the end of the Cold War in central Europe in 1989, exploring the ideas and events surrounding the fall of the Berlin Wall as they were represented in historical documents, the arts and other cultural artifacts. (Also offered in English as IN 255.)

GE 439 Immigrant Germany (4)
While Germany only recently admitted that its migrant population was there to stay, immigrants are not new to German society. Germany's successes and challenges are intricately intertwined with the fate of "others," from early modern French Huguenots to postwar guest workers from the Mediterranean and the post-Wall "returnees" from Eastern Europe. The course discusses issues such as assimilation versus integration, the educational system, religious freedom and tolerance, architecture, fashion, family models and more. (Also offered in English as IN 256.)

GE 451, 452 Special Topics (2 - 4 each semester)
A special course designed for topics of individual interest. Prerequisite: consent of the instructor. Offered on demand.

GE 461, 462 Independent Study in German (1 - 4)
For advanced students who wish to do supervised reading in some aspect of German culture. Prerequisite: consent of the instructor. Offered on demand.

GE 463, 464 Internship in German (1 - 4)
Practical experience in professional employment settings or in service learning settings either locally or abroad. 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.

GE 465, 466 Independent Research in German (1 - 4)
An extensive and directed individual research project on a German topic arranged with an instructor. The project requires a final paper written in German and a public presentation in English to which the entire Illinois College Community is invited. The number of credits is determined by the extent of the project. A student may only use this course number for a maximum of two semesters in order to complete the project. A student can earn no more than 5 total credits for the research project. If a student divides the research between two semesters, a grade for both semesters will be assigned when the project is completed. Students may sign up for credit to do the research during the semester that they are abroad, if they are not already being given academic credit for the research by the institution in the country where they are studying. If they are receiving academic credit from the institution abroad for the research, they may continue to work on the project upon their return, and they may receive up to 5 total credits for the project (credits from abroad plus credits here at IC). Prerequisite: consent of instructor.

GE 267, 367, 467 Research Add-On Course in German (1, 1, 1)
Students enrolled in a course outside the Department of Modern Languages that involves a major research project may earn credit for conducting research in German. 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 German language sources will submit a credit request to both the professor of the research related course and to the Chair of the Department of Modern Languages. The course level will be determined upon consultation with the language supervisor and the Chair of the Department of Modern Languages.

GE 480 Departmental Honors Course in German (4)
An honors thesis written in German by German majors 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. Prerequisite: consent of instructor.

HEALTH MINOR (see Education page 51)

HISTORY

Professor Steve Hochstadt
Professor Robert C. Kunath
Professor Elizabeth Tobin
Associate Professor Jenny Barker-Devine
Assistant Professor Douglas Flowe
Visiting Assistant Professor Daleah Goodwin

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.

History majors must complete a minimum of 36 semester hours (nine courses) in the discipline, including at least two and no more than three courses at the 100-level, 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.

A minor may be earned in History by completing a minimum of five courses, including three courses at the 200-level or above.

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.

HI 101 United States History to 1877 (4)
A survey of the social, economic, political, and constitutional development of the United States through the Reconstruction period.

HI 102 United States History since 1877 (4)
A continuation of 101 looking at developments since Reconstruction.

HI 111 World Civilization I (4)
A survey of the development of world civilizations from antiquity to approximately 1500 A.D. Readings will include many historical documents. Offered fall semesters.

HI 112 World Civilization II (4)
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. Offered spring semesters.

HI 206 United States History since 1945 (4)
A study of 'Cold War America' and since. Attention is paid to McCarthyism, civil rights, Vietnam, and 'the Sixties.' Prerequisites: Prior completion of HI 102 or Junior standing recommended.

HI 208 Progressivism and Popular Culture (4)
During the period covered by this course Americans not only went through an uneven period of prosperity, the Great Depression, and two world wars, they also alternately embraced isolationism and internationalism. This course will look at the ways that the major crises and

events of the time served simultaneously as disasters and opportunities. It will also examine the evolving connections between domestic and international events during the years in question. The class will have a particular focus on the roles of the American National Myths of inclusion, equality, and prosperity, and how different groups of Americans participated, coped, resisted, benefited, or suffered as a result of various developments.

HI 221 Origins of the Russian Revolution 1762 - 1917 (4)
The Russian Revolution of 1917 transformed the world by demonstrating the power of ordinary workers and peasants to overthrow a repressive government. This course looks for the origins of revolution in the politics, economics, and social life of Russia since the 18th century. Offered alternate spring semesters.

HI 222 History of the Soviet Union 1917 - 1991 and Beyond (4)
The Russian Revolution seemed to provide a model of revolutionary change for people struggling under repressive monarchies. Yet the revolutions of 1917 had entirely unexpected consequences. The revolutionary process lasted into the 1930s, created unprecedented opportunities for previously exploited workers and peasants, but also resulted in a new form of violent party dictatorship. After defeating Nazi Germany in the greatest land war ever fought and becoming a world superpower, the Soviet Union gradually broke down, until it collapsed in 1991. This course studies the interaction of social groups, political ideas, popular action and individual leaders in the making of Soviet history. Offered alternate spring semesters.

HI 229 The Holocaust in History (4)
The Holocaust is one of the most significant events in modern history. The Nazis and their allies across Europe killed millions of civilians in pursuit of a radical ideology of racial superiority. The work in this course consists of gathering information about the Holocaust, facing it squarely, and discussing its significance for us as a society and for ourselves as individuals.

HI 231 Women in U.S. History (4)
From Pocahontas to Hillary Clinton, this broad survey provides an overview of womens 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.

HI 234 Sex, Science and the Female Body (4)
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.

HI 240 The Sixties (4)
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. Our assignments will help build the skills students need to write historical essays, including the term paper at the end of the course.

HI 248 Prostitutes to Midwives (4)
This course introduces students to early modern voices asserting centuries ago that women had contributions to make in the world, and that they, too, should be taken seriously in education, politics, religion, science, daily life. Students will gain an overview of the position of women in early modern Europe and examine texts from the 1400s to the 1700s, written by women such as courtesans, princesses, nuns, midwives, and commoners. All readings are in English. On the one hand, students will encounter a world very different from their own, and on the other, come across many of the same questions we ask today. (See IS 248.)

HI 254 Modern Germany: 1900 to Present (4)
A survey of German history from 1900 to the present. Particular emphasis on the Third Reich, post-World War II Germany, the collapse of East Germany, and the reunification of Germany.

HI 255 Empire and Human Rights (4)
This course is an introduction to the contemporary process of globalization by studying the history of European and America empire. Although the readings and materials include literature, film and artistic representations, the course is strongly historical in its form of analysis and organization. We will focus on wars of conquest, counter-insurgency, slavery, globalization, decolonization, and the legacies of empire in the U.S., Africa, Europe, the Caribbean, and the Middle East.

HI 262 Agrarian Myth In American History (4)
In 1782, Thomas Jefferson wrote, "Those who labor in the earth are the chosen people of God," and declared that democracy could only thrive though 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.

HI 272 Civil War in the United States (4)
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.

HI 280 Method to the Madness: Strategies for Political Inquiry (4)
(See PO 280.)

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 (4)
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. Offered spring semesters.

HI 306 United States: 1877 - 1920 (4)
A study of modernization in post-Civil War America, protest, and reform. Attention is paid to race and gender issues, populism, and 'progressivism.' Prior completion of HI 102 or Junior standing recommended.

HI 322 China: History and Religion (4)
A historical study of Chinese religions in their classical and modern forms. This course offers an introduction to Chinese history and culture. (See RE 322.)

HI 323 Japan: History and Religion (4)
An historical study of Japanese religions in their classical and modern forms. No previous knowledge of Japan assumed: the course offers an introduction to Japanese history and culture. (See RE 323.)

HI 325 Ancient Greece and Rome (4)
Concentrating especially on 5th century Athens and the late Roman Republic and the early Roman Empire, this course covers Greek and Roman understandings of politics, war, gender roles, and culture. Authors include Homer, Thucydides, Plato, Aristophanes, and Virgil. Offered fall semesters.

HI 332 Stormfront of Modernity, 1300 - 1650 (4)
A study of the intellectual and cultural achievements of the Renaissance, the character of the religious Reformation, and the meaning of both for modern history. (See RE 332.)

HI 333 Muslims and Moonscapes (4)
(See RE 333.)

HI 341 Social Movements in U.S. History (4)
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.

HI 344 History of the Rural Midwest (4)
Typically defined as a twelve-state region in the middle of America, the Midwest evokes images of small towns, farms, and slow, simple living. This course seeks to break through those stereotypes by examining the rural Midwest as a dynamic region characterized by rapid economic, political, social, and cultural transitions that have unfolded in national and global contexts. Readings will emphasize the history of agriculture and farm life, the rise and decline of small towns, state and federal policy as it relates to rural residents, and the intersections of race, class, and gender in middle America.

HI 350 Twentieth Century World (4)
An examination of major events and developments of the twentieth century, both Western and non-western, with emphasis on ideological movement, major wars and revolutions, decolonization, and "globalization." Offered spring semesters.

HI 356 Problems in German History
Selected topics in the political, cultural, and intellectual history of Germany between 1870 and the present. Please see instructor for specific topic.

HI 358 The Holocaust (4)
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. (See IN 358.) Offered spring semesters. Prerequisite: junior standing or consent of instructor.

HI 391 Reason and Terror: The Enlightenment, the French Revolution, and the Birth of Modern Politics (4)
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 391 seeks an answer by reading major Enlightenment writers and French Revolution documents to search for connections between the Enlightenment and the Revolution.

HI 420, 421 Seminar in History (4, 4)
Seminar devoted to special topic or theme, with individual research by participants. Prerequisite: consent of the instructor. Offered on demand.

HI 461, 462 Independent Study in History (1 - 4)
Independent reading or study in an area of particular interest to the student. Prerequisites: B average and consent of the instructor. Offered as needed.

HI 463, 464 Internship in History (1 - 4)
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.

HI 465, 466 Independent Research in History (1 - 4)

HI 485 Senior Seminar (4)
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. Offered fall semesters.

INTERDISCIPLINARY STUDIES

An Interdisciplinary Studies major allows students who are interested in pursuing a non-standard major to define their own course of study.

The IS major will consist of at least 32 class hours, with no more than 16 in one department. 24 of these hours must be in upper level (300/400) classes. There will be a culminating experience that demonstrates the integration of the different disciplines. The culminating experience must be evaluated by the supervising faculty (see below).

To propose an IS major, the student needs to identify one primary faculty advisor and two additional faculty sponsors, drawn from at least two departments. In discussion with these faculty members, the student will develop proposal for their IDS major, explaining what distinguishes it from a standard major and explains how it is thematically coherent. They will submit their proposal, along with letters or emails of support from the three faculty members to the CRC.

Students interested in pursuing a major in American Studies are encouraged to do so within the IS major framework. An IS major in American Studies should include at least one course that addresses the methodological and theoretical foundations of American Studies. This requirement can be completed as an independent study.

An IS minor allows students who are interested in pursuing a non-standard minor to define their own course of study. The IS minor will consist of at least 20 class hours, with no more than 12 in one department. 12 of these hours must be upper level (300/400) classes. There will be a culminating experience that demonstrates the integration of the different disciplines. The culminating experience must be evaluated by the supervising faculty (see above) and could include a research essay, a service-learning experience, or some other project that incorporates theory and practice from the constitutive disciplines. A public presentation should be incorporated as well.

IC 103 First Year Foundations (1)
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.

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. Offered Fall semesters.

IS 201 Travel Study Program within the United States (1-3)
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 BreakAway trip during the semester in which the trip and/or preparatory course takes place. (May-June BreakAways mean Spring registration for the course.) Prerequisite: Application to participate in a BreakAway and instructor approval.

IS 202 Travel Study Abroad Program (1 - 15)
This course number designates academic credit in connection with either an international BreakAway 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 BreakAway trip during the semester in which the trip and/or preparatory course takes place. (May-June BreakAways mean Spring registration for the course.) Prerequisite: Application to participate in a BreakAway and instructor approval.

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. Prerequisite: Application for study abroad and approval by the Committee on Study Abroad and BreakAways, IS 203, and IS 204 (upon return).

IS 203 Preparing for Study Abroad (1)
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. Offered every semester.

IS 204 Returned from Study Abroad (1)
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. Offered every semester.

IS 205 Ethical Leadership in Democracy (4)
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? The course is open to all Illinois College students.

IS 232 German Cinema (4)
This course explores German society and culture through the medium of film. The course discusses historical and contemporary issues raised in classic and contemporary German cinema and how film functions as a medium for as entertainment, education and political action. (Also offered in German as GE 301.)

IS 234 Marx, Nietzsche, Freud (4)
This course will examine the contributions of Karl Marx, Friedrich Nietzsche and Sigmund Freud to the making of the modern world. The course will analyze selections from original works of these authors and explore contemporary expressions of their ideas in films, advertising, entertainment and other current media. (Also offered in German as GE 427.)

IS 236 Gender in Germany. (4)
This course examines the discourse of gender in German society from early modern times to the present on the basis of historical and current documents, literature, film and other cultural artifacts. (Also offered in German as GE 429.)

IS 237 The Romantics: Music, Art and Poetry (4)
A study of the Romantic movement in central Europe as reflected in music, poetry, prose, the arts and other cultural discourses in society. (Also offered in German as GE 437.)

IS 238 Philosophy and Literature in Germany. (4)
This course will examine the exchange of ideas and images between philosophy and literature and the arts in German culture from the 1700s to the present day. The course will examine the role played by philosophical ideas in German novels, poetry, essays, film, music and art. (Also offered in German as GE 428.)

IS 248 Prostitutes to Midwives (4)
This course introduces students to early modern voices asserting centuries ago that women had contributions to make in the world, and that they, too, should be taken seriously in education, politics, religion, science, daily life. Students will gain an overview of the position of women in early modern Europe and examine texts from the 1400s to the 1700s, written by women such as courtesans, princesses, nuns, midwives, and commoners. All readings are in English. On the one hand, students will encounter a world very different from their own, and on the other, come across many of the same questions we ask today. (See HI 248.)

IS 250 Business in Germany and the European Union (4)
An introduction to German business vocabulary, forms, economic matters and career possibilities. Comprehension and communication in many common business situations. (Also offered in German as GE 300.)

IS 270 Latino Community Tutoring (1)
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.

IS 301 IC Explorers Internship (1 - 6)
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.

IS 357 Business Law I (4)
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.

IS 360 Writing Politics in America: Public Advocacy in the 21st-Century (4)
This course focuses on public writing which defends causes, urges people to take action in the civic realm, advocates or attacks policies. We will examine all forms of written communication directed at political advocacy in the public realm, especially civic journalism, which has exploded in volume recently on the internet, as well as less formal media, such as graffiti. Our goals will be to improve our abilities to understand the meanings of such writings and to critique these writings on the bases of technique, accuracy, and effectiveness. The major project for students and professor will be the composition of a piece of written advocacy directed toward a purpose of the author's choosing. (See PO 360.)

IS 400 Internship: Washington Center Program (1 - 15)
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 15 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. Prerequisite: Application for off-campus study and approval by the Committee on Study Abroad and BreakAways.

IS 406 Enactus (1 - 4)
Through independent and group work the student is given the opportunity to put into practice or teach others, on and off campus, some of the skills and knowledge acquired in prior course work. (Formerly SIFE - Students in Free Enterprise.) (See EC 406.)

IS 461, 462 Independent Study in Interdisciplinary Studies (1 - 4)

IS 463, 464 Internship in Interdisciplinary Studies (1 - 4)

IS 465, 466 Independent Research in Interdisciplinary Studies (1 - 4)

INTERNATIONAL STUDIES PROGRAM

Associate Professor Winston R. Wells, Coordinator

The original interdisciplinary major at Illinois College, the International Studies Program prepares students for responsible global citizenship. By focusing on the contributions that history, economics, anthropology, political science, and other disciplines make to the field of international studies, we help students develop an awareness of both the diversity and the interconnectedness of the world's peoples and their cultural, economic, political, and religious systems. Students in International Studies also acquire the knowledge and skills necessary to understand global problems and evaluate possible solutions.

A student may earn a major in International Studies by completing a minimum of 11 courses (44 semester hours total), including the following:

I. Core Courses (4 courses)
- International Studies 160 (introductory, 'gateway' course);
- One 'tool' course from three of the five following areas :
  Economics—EC 105
  History—HI 112 or RE 189
  International Health/Environmental Studies—BI 260 or EV 104 or 224
  Political Science—PO 150 or 180
  Sociology—SO 101 or 205

(Other tool courses may be available – contact the Program Coordinator for more information.)

II. Foreign Language (2 courses)
Two courses (8 credit hours) of a foreign language beyond the intermediate level (FR 203, GE 203, JP 112, or SP 203) or two courses (8 credit hours) in a second foreign language.

III. Emphasis (4 courses)
Four courses—from at least two disciplines—in one of the following concentrations:
- International Politics and Economics/Business—PO 380, 383, 386, 388; EC 344, 345, 372; FI 357; MG 359; HI 350
- Regional Concentration: Europe—IN 250, 251, 254, 255, 256, 262, 263; IS 232, 234, 236, 237, 238, 250, 261 [with FR and GE cross-listings of these courses]; HI 221, 229, 254, 255, 292, 332, 333, 350, 356, 358, 391; SP 310, 311, 312, 351, 404; PO 386, 388; EN 142; 339, 358
- Regional Concentration: Asia—IN 170, 171, 239; RE 188; PO 380; HI/RE 322, 323; EN 359
- Regional Concentration: Developing World—IN 250, 251, 261, 262, 263 [with FR cross-listings of these courses], IN 267; PO 383; SP 310, 313, 314, 352, 412, FR 431; BI 325; EN 173; RE 331

(Other courses may be available—contact the Program Coordinator for more information.)

IV. Capstone Experience
International Studies 485 Senior Seminar

A student may earn a minor in International Studies by completing 6 courses (24 semester hours total) outside of one's major, as follows:

I. Core Courses (3 courses)
- International Studies 160
- Political Science 150 or 180
- An additional introductory-level course from one of the following areas:
  Economics—EC 105
  History—HI 112 or RE 189
  International Health/Environmental Studies—BI 260 or EV 104 or 224
  Sociology—SO 101 or 205

II. Emphasis (3 courses)
Three courses—from at least two disciplines—in one of the following concentrations:
- International Politics and Economics/Business--PO 380, 383, 386, 388; EC 344, 345, 372; FI 357; MG 359; HI 350
- Regional Concentration: Europe— IN 250, 251, 254, 255, 256, 262, 263; IS 232, 234, 236, 237, 238, 250, 261* [with FR and GE cross-listings of these courses]; HI 221, 229, 254, 255, 292, 332, 333, 350, 356, 358, 391; SP 310, 311, 312, 351, 404; PO 386, 388; EN 142; 339, 358
- Regional Concentration: Asia—IN 170, 171, 239; RE 188; PO 380; HI/RE 322, 323; EN 359
- Regional Concentration: Developing World— IN 250, 251, 261, 262, 263 [with FR cross-listings of these courses], IN 267; PO 383; SP 310, 313, 314, 352, 412; FR 431; BI 325; EN 173; RE 331

(Other courses may be available – contact the program coordinator for more information.)

Note: Students pursuing a major or minor in International Studies are strongly encouraged to participate in a study abroad experience and urged to continue language and culture study beyond the minimum requirement.

IN 154 Rebuilding Germany and Japan (4)
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.

IN 160 Introduction to International Studies (4)
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 International Studies. Required of all International Studies majors by the Sophomore year. Offered fall semesters.

IN 170 Contemporary Japanese Culture and Society (4)
This course examines basic themes and issues in contemporary Japanese culture and society from an anthropological perspective. Throughout the course we will be paying attention to the contexts in which culture is produced and consumed. Major topics to be discussed include family and marriage, education, and industrial organization. Communities and belief systems in Japan will also receive attention. In this course, each student will also have an opportunity to explore a topic of his or her choice. Offered fall semesters.

IN 171 Sports in Japanese Society (4)
This course provides an opportunity for students to learn about Japanese society through one of its cultural products, sports. Western-origin sports will receive much attention; particularly their Japanization after being adopted in Japanese society. Offered spring semesters.

IN 211 "Great Decisions" (1)
Eight weeks of discussion with fellow students and community members on topics of current importance in world affairs. The Foreign Policy Association's GREAT DECISIONS briefing book serves as the basic text. May be repeated. Offered spring semesters.

IN 231 Sub-Saharan African Literature & Cinema. (4)
Students will analyze the sociopolitical issues facing Africa from the pre-colonial period to the present. Students will explore such social topics as – hospitality, aesthetics, tradition, religion, environmental issues, gender issues, education, economics, political instability, war in Africa etc. Students will learn how sub-Saharan African society presents a unique case that cannot be interpreted from the yardstick of Western society. (Also offered in French as FR 431.)

IN 239 Gender Issues in Contemporary Japanese Society (4)
This course examines the dynamics of gender in Japanese society by exploring various aspects of Japanese women's role and their relations with men and other women. We will examine how gender roles are shaped in Japan through family and kinship, education, and work.
Offered spring semesters.

IN 250 Culture and Society in Francophone Cinema(4)
Culture and Society in Francophone Cinema to be taught in English will provide students with better understanding of society, culture and civilization of the Francophone world. Class discussion, films analysis, readings and assignments will allow students to ask and answer questions about the history, socio-economics, culture, politics, gender, war, survival, and other compelling issues that affect Francophone countries in different parts of the world. (Also offered in French as FR 352.)

IN 251 Francophone & French Culture and Civilization (4)
In this course, students study significant aspects of culture and civilization of the French and Francophone people. Simultaneously students are expected to demonstrate proficiency in speaking and writing. Topics include French history, politics, education, art, media and/or popular culture, contemporary Africa, pre-colonial Africa, history & civilization of the Maghreb, French Caribbean history and culture, Canadian contemporary issues. Prerequisite: FR 203 or consent of instructor. (Also offered in French as FR 351.)

IN 254 Issues in Modern Germany (4)
An introduction to contemporary issues in German society and culture, embracing politics, the arts, international relations, the media and economics. (Also offered in German as GE 302.)

IN 255 1989 and the Transformation of Europe (4)
This course will examine the historical and cultural roots of the end of the Cold War in central Europe in 1989, exploring the ideas and events surrounding the fall of the Berlin Wall as they were represented in historical documents, the arts and other cultural artifacts. (Also offered in German as GE 438.)

IN 256 Immigrant Germany (4)
While Germany only recently admitted that its migrant population was there to stay, immigrants are not new to German society. Germany's successes and challenges are intricately intertwined with the fate of "others," from early modern French Huguenots to postwar guest workers from the Mediterranean and the post-Wall "returnees" from Eastern Europe. The course discusses issues such as assimilation versus integration, the educational system, religious freedom and tolerance, architecture, fashion, family models and more. (Also offered in German as GE 439.)

IN 261 Africa, War & Gender Identity. (4)
Students use the lens of gender to examine diverse social issues and implications of war and mass violence as they affect sub-Saharan Africa, especially women in Francophone Africa. Students will consider how war affects women's identities as victims, wives, mothers, combatants, workers, rich/poor and decision makers. Students will learn to understand the construction and transformation of the gender identities in girls, women and men within the societal structures of patriarchal wars and violence in African societies. (Also offered in French as FR 401.)

IN 262 The "Other" in French Film & Text. (4)
Students will study ways in which writers/filmmakers, and media from France have responded to and represented the Other (non-European French speakers) during and after colonization. Students will examine how strategies such as plots, character, point of view, language and photographs construct meaning. Students will learn to recognize the links between literary representations and other forms of representation and knowledge, e.g. media, film and anthropology. (Also offered in French as FR 402.)

IN 263 France and Immigration. (4)
Students will study and analyze immigrants' experience in France in the 20th and 21st century. Students will compare and contrast immigration in France as seen in the work of French and immigrant writers and film directors. (Also offered in French as FR 432.)

IN 267 Middle East Studies (4)
The course is a study of all aspects of the Middle East region including history, politics, religion, and economics. Students will use the library material and internet to search and acquire desired information and conduct a specific analysis of issues facing the region. This course will be supplemented by guest speakers on specific topics. Students will acquire a familiarity to the region to better understand the current issues that are important to the region.

IN 300 Readings (4)
Discussion of important works in international studies. Required of International Studies majors during the Senior year. Open to non-majors by permission. Offered spring semesters.

IN 358 The Holocaust (4)
(See HI 358.) Offered spring semesters.

IN 415, 416 Seminar (4, 4)
Seminar devoted to special topics or themes, with individual research by participants. Designed for Senior International Studies majors, but open to others with the instructor's consent. May be repeated with different content. Offered on demand.

IN 461, 462 Independent Study in International Studies (1 - 4)
Independent reading or study in an area of particular interest to the student engaged in international studies. The specifics of each project, which may be interdisciplinary, are planned in consultation with the supervising professor(s) and International Studies coordinator. May be repeated with different content.

IN 463, 464 Internship in International Studies (1 - 4)
A work-study experience in business, government, or a private agency in the United States having an international component or relationship. Offered on demand.

IN 465, 466 Independent Research in International Studies (1 - 4)

IN 485 Senior Seminar

JAPANESE STUDIES

Associate Professor Reiko Itoh
Instructor Mioko Webster

The study of foreign languages is a vital part of a liberal education. As students 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. A major or minor in a foreign language helps students interact professionally with a greater diversity of people, as they incorporate themselves into an increasingly globalized society.

The Japanese Studies Program is interdisciplinary in nature. In addition to acquiring competence in the Japanese language, students gain a broad understanding of traditional and contemporary Japan through a wide range of Japan-related courses.

A major in Japanese consists of 32 credits of course work that includes a minimum of 16 hours required for all majors in the Core language courses JP 111, 112, 201, and 202. Additional courses will be selected from the following list of content courses: IN 154, IN 170, IN 171, IN 239, EN 359, PO 380, HI/RE 322, HI/RE 323, IS 202 Views of Japan, or any department's relevant Independent Study chosen in consultation with the Chair of the Department of Modern Languages.

Students majoring in Japanese Studies must choose between two areas of concentration:

A) Culture and Society Concentration: JP 480 or JP 490 and a minimum of 12 credits from the content courses list above as well as participation in an approved study abroad program in a Japanese-speaking country;

B) Language Concentration: JP 301 and JP 450 or JP 480 plus a minimum of 8 credits from the content courses listed above as well as participation in an approved study abroad program in a Japanese-speaking country for a minimum of one full semester.

Several departmental awards may be available to support study abroad.

Students majoring in Japanese Studies must complete a disciplinary capstone with an interdisciplinary component, which will typically be taken from a student's other major or minor. This will be fulfilled through JP 480 or JP 490 for Cultural and Society Concentration, or through JP 450 or JP 480 for Language Concentration, or other course determined upon consultation with advisors.

A minor in Japanese consists of no less than 20 credit hours taken from the following courses: JP112 or higher in the language sequence plus choices from the content courses listed above, or any department's relevant Independent Study chosen in consultation with the Chair of the Department of Modern Languages.

Departmental Honors are available for majors in Japanese Studies. The Honors program contains three elements: 1) an intentionally structured study-abroad experience; 2) high academic standing; and 3) a culminating honors course. The first two elements constitute the prerequisites for the honors course. The student's advisor will monitor that these prerequisites have been met before the student may register for the honors course. See the department for details, timetable, and other requirements.

Students must earn a 'C' (2.0) or better in each course to be applied to the major or minor.

JP 101 Japanese for Global Citizens 1 (4)
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.

JP 102 Japanese for Global Citizens 2 (4)
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. Prerequisite: JP 101 or equivalent or consent of the instructor.

JP 111 Japanese for Global Citizens 3 (4)
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. Prerequisite: JP 102 or equivalent or consent of the instructor.

JP 112 Japanese for Global Citizens 4 (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. Prerequisite: JP 111 or equivalent or consent of the instructor.

JP 201 Japanese for Living Abroad 1 (4)
This is the first semester of the third-year Japanese. Students expand use of acquired skills. The culture and current issues provide topics for reading, writing and conversation. This course also prepares students for study abroad in Japan. Prerequisite: JP 112 or equivalent or consent of the instructor.

JP 202 Japanese for Living Abroad 2 (4)
This is the second semester of the third-year Japanese. Students continue to expand use of acquired language skills. The culture and current issues provide topics for reading, writing and conversation. This course also prepares students for study abroad in Japan.
Prerequisite: JP 201 or equivalent or consent of the instructor.

JP 301 Professional Japanese (4)
Development of fluency in speaking and writing Japanese through acquisition of practical vocabulary and expressions. This course also introduces the vocabulary, expressions and manners commonly found in work settings and prepares students for comprehension and communication in many common professional situations. Prerequisite: JP 202 or equivalent or consent of the instructor.

JP 450 Japanese Language and Research (4)
Continued development of fluency in speaking and writing Japanese through acquisition of practical vocabulary and expression. Students will also gain experience in conducting research using authentic Japanese materials. Students typically take this course in the spring semester of their senior year. Prerequisite: JP 301 or equivalent or consent of the instructor.

JP 451, 452 Special Topics (2 – 4 each semester)
Special courses designed for topics of individual interest. Prerequisite: consent of the instructor. Offered on demand.

JP 461, 462 Independent Study in Japanese (1 - 4)
For advanced students who wish to explore some topic on Japan or Japanese culture. Prerequisite: consent of the instructor.

JP 463, 464 Internship in Japanese (1 - 4)
Practical experience in professional employment settings or in service learning settings either locally or abroad. 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. Prerequisite: consent of the instructor

JP 465, 466 Independent Research in Japanese (1 - 4)

JP 267, 367, 467 Research Add-On Course in Japanese (1, 1, 1)
Students enrolled in a course outside the Department of Modern Languages that involves a major research project may earn credit for conducting research in Japanese. 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 Japanese language sources will submit a credit request to both the professor of the research related course and to the Chair of the Department of Modern Languages. The course level will be determined upon consultation with the language supervisor and the Chair of the Department of Modern Languages.

JP 480 Departmental Honors Course in Japanese (4)
An honors thesis (in English) by Japanese majors based on research using authentic Japanese materials. 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. Prerequisite: consent of the instructor.

JP 490 Senior Capstone Research in Japanese Studies (4)
An extensive and directed research project on an interdisciplinary topic. Prerequisite: senior standing and approval of advisor(s).

MLAN 100 Beginning Conversational Japanese at Ritsumeikan (4)
A course for beginning students that concentrates on the development of communication. Offered through the Illinois College Intercultural Exchange Program at Ritsumeikan University in Kyoto, Japan.

MANAGEMENT INFORMATION SYSTEMS PROGRAM

Professor James T. Streib, Coordinator
Associate Professor Nausser S. Jamali, Coordinator

The primary focus of the major in Management Information Systems (MIS) is for students to learn a solid practical foundation in software development (algorithm development and programming) and the foundations of management. Students further have the opportunity to take elective courses in MIS, management, and computer science. The major in MIS helps prepare students for a career in the field and/or further study in a graduate program. Students are carefully advised by faculty members from both departments.

A major in Management Information Systems consists of a minimum of 48 credit hours (twelve courses). [Depending on mathematical preparation, the student may need to take up to an additional 8 hours (two courses) in mathematics.]

20 semester hours (five courses) from management related courses including:

- EC 105
- AC 231
- MI 425
- And a minimum of eight hours (two courses), where one of the courses must be either FI 352 or MG 354, from AC 321, FIN 352, MG 354, or MG 364.

24 semester hours (six courses) from computer science related courses including:

- CS 160
- CS 170
- CS 260
- MI 485
- And a minimum of eight hours (two courses) from the list below, where one of the two courses must be either CS 350 or CS 380: MI 250, CS 350, CS 380, CS 410, or MI 460.

4 semester hours (one course) from mathematics, as a tool for the major:

- MA 201.

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. Students interested in attending graduate school are encouraged to take MA 213. Students majoring in Management Information Systems are not eligible for a major or minor in computer science or a minor in management and organizational leadership.

A student must earn a grade of 'C-' or better in all classes with an average of 2.00 or above in each of the above three areas: management, computer science, and mathematics. Prerequisites for Management Information Systems courses must be completed with a grade of 'C-' or above.

MI 120 Computer Information Systems (4)
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. May not be counted towards a major in Management Information Systems. May not be taken for credit if a student has earned credit for CS 160. Co-requisite: MA 103 or equivalent. Offered spring semesters.

MI 210 Applications Programming(4)
An introduction to programming in application software packages using Visual Basic for Applications (VBA). Topics include input/output, selection and iteration, and arrays. Does not count toward a major in Management Information Systems. May not be taken for credit if a student has earned credit for CS 160. Prerequisite: MI 120.

MI 250 File Processing (4)
An introduction to file processing and the COBOL programming language. Topics include control break processing, and sequential, indexed, and relative file processing. Prerequisite: CS 170

MI 425 Management Information Systems (4)
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. (Cross listed with MG 425.) Prerequisites: junior standing.

MI 460 Theory of Database Systems (4)
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. Students develop a nontrivial database system using a language designed for databases. (Cross listed with CS 460) Prerequisite: CS 260.

MI 461, 462 Independent Study in Management Information Systems (1 - 4)
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. Prerequisite: consent of the instructor.

MI 463, 464 Internship in Management Information Systems (1 - 4)
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. Offered on a credit/fail basis. May be repeated with a different firm or agency for a maximum of 6 credit hours. Complete guidelines may be obtained from the department chair. Prerequisite: overall GPA 2.75, consent of department chair.

MI 465, 466 Independent Research in Management Information Systems (1 - 4)
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. Prerequisite: consent of the instructor.

MI 485 Senior Seminar (4)
Senior capstone course for majors in management information systems. 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 the Major Field Achievement test. (Cross listed with CS 485) Prerequisite: CS 260 and last spring semester as a major in Management Information Systems. Offered spring semesters.

MANAGEMENT AND ORGANIZATIONAL LEADERSHIP

Professor John Drea
Professor Kent Elwood
Professor Marjorie B. Meier, Coordinator
Associate Professor Michael Westbrook
Assistant Professor James Proffitt

A major in the interdisciplinary program of Management & Organizational Leadership 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, manage in a global environment, and develop useful products and services for customers.

The student majors are required to complete a set of core courses that prepare them for the more advanced curriculum resident in the areas of concentration. Currently, there are three such areas: 1) Management, 2) Sports & Recreation Management and 3) Marketing.

A major in Management & Organizational Leadership may be earned by completing 48 semester hours. This includes the core classes and one of the concentrations. A detailed summary of the course requirements for the core and both concentrations is provided below:

A. Core Courses (24 semester hours):
All students complete EC 105; AC 231 or FI 152; MG 364; MG 491; one from CO 210, MG/SO 365, or MG/PS 237; and one from CO 315, CO 353, PH 216, MG/PH 315, GE 300, JP 301, SP 309 or SP 310.

B. Concentration Areas (choose one):

Management Concentration (24 semester hours):
MG 485; IS 357; One from MI 120 or EC 245;
and three from AC 323, FI 352, MG 354, MG 359, MG 425 or MG 426.

Sports & Recreation Management Concentration (24 semester hours):
Two from EP 305, IN 171, PS 277, PS 278 or SO 280;
Two from IS 357, MG 354, MG 359 or MG 485;
One from CO 225, CO 226, EN 205 or EN 212;
and one from MG 463 or MG 464.

Marketing Concentration (24 semester hours):
MG 354
PS 350
MG 454
And three from CO 214, CO 301, EC 245, EC 312, IN 160, MG 426, SO 218 or SO 384.

A minor in management and organizational leadership consists of 20 hours including MG 364; one of MG/PS 237, MG/SO 365, CO 210, FI 352 or MG/PH 315; plus 3 classes (12 hours) of MG classes at the 300- or 400- level which may include IS 357.

Please see the program coordinator for any further details.

MG 237 Organizational Behavior (4)
(Sees PS 237.)

MG 255 Catch 22: Men, Women, and Work (4)
A systematic study of the various domestic and international social and political environments in which profit and non-profit business organizations must operate, with emphases on the diverse and sometimes competing considerations for numerous stakeholders and the implications for business strategies. Topics will include types of business organizations, social responsibility concepts, ethical principles, and gender issues. This course should only be taken by students who are working on a major or minor in Gender and Women's Studies. Prerequisites: GW 101 or GW 102.

MG 315 Business Ethics
(See PH 315.)

MG 354 Marketing (4)
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. Prerequisite: junior standing.

MG 359 Human Resource Management (4)
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. Offered spring semesters.

MG 364 Management (4)
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. Prerequisite: junior standing.

MG 365 Organization Theory (4)
(See SO 365.)

MG 425 Management Information Systems (4)
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. (Cross listed with MI 425) Prerequisites: junior standing.

MG 426 Operations Management (4)
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.

MG 454 Marketing Management (4)
Marketing Management integrates the study of methods and models for marketing decision-making; 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. Prerequisite: MG 354 and PS 350; senior standing or by permission of the instructor.

MG 461, 462 Independent Study in Management (1 - 4)
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. Prerequisite: Consent of the instructor.

MG 463, 464 Internship in Management (1-4)
A practical application of theoretical skills in actual job-related situations. Community Recreation Management (formerly MG 408) and Organization, Administration, and Supervision of Intramurals (formerly MG 409) are completed under this internship number. May be repeated for a maximum of 6 hours. Open to junior and senior majors. Prerequisite: Consent of the instructor.

MG 465, 466 Independent Research in Management (1 – 4)

MG 485 Strategic Management (4)
Senior course designed to integrate the separate functional activities into the effective operation of an on-going organization with emphasis on strategy formulation and implementation. The case method is used. Prerequisite: senior majors.

MG 491 Management, Organizations and Leadership (4)
This is a course in managerial leadership which builds upon the leadership coverage in an introductory organizational behavior course. This course will increase the scope and depth of students' knowledge of the important formal academic theories of leadership that identify important traits and behaviors used by effective leaders and managers. In addition, managers and leaders need to be aware of their own preferences and tendencies, so this course helps students become aware of their preferred behaviors, attitudes, and styles. Finally, this course gives students practice analyzing different situations to identify effective leader and managerial behaviors. Prerequisite: MOL major, senior standing, and MG 485 or consent of instructor.

MATHEMATICS

Professor Patricia L. Kiihne
Professor James P. Marshall
Professor Mary K. Marshall
Professor Todd D. Oberg
Associate Professor Jeremy Alm
Visiting Instructor Paul Herring

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.

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.

To major in mathematics, one must take at least 10 math courses (40 credit hours):·

- Core courses: MA 201, MA 213, MA 223, MA 233, and MA 323;
- Two chosen from MA 302, MA 373, and MA 383;
- Two chosen from among MA 310, MA 332, MA 334, MA 343, and MA 353; and
- A senior capstone course from MA 482 or MA 484.

Additionally, CS 160, Introduction to Computer Science, is highly recommended.

To major in mathematics and complete secondary certification, additional criteria must be satisfied. In particular, one must take at least 11 mathematics courses (44 credit hours): MA 201, MA 213, MA 223, MA 233, MA 302, MA 310, MA 323, MA 334, MA 343, MA 383, and MA 484. In addition, to be certified by the state of Illinois, the student must complete 8 Professional Education courses (28 credit hours) and the 4 courses (16 credit hours) associated with the Clinical Experience semester through the Department of Education. Students wanting to extend their certificate to the middle school level will need an additional 2 Professional Education courses (7 credit hours). (See page 51 for specific 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.

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 233 is a prerequisite for all 300-level mathematics courses except for the following courses: MA 310, 323, and 334. Transfer credit for 300-level courses counting toward the major or minor requires permission of the department chair. The Department of Mathematics does not accept courses done by correspondence.

MA 103 College Algebra (4)
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. Prerequisite: appropriate placement recommendation.

MA 123 Elementary Statistics (4)
The study of basic descriptive and inferential statistical methods, with applications primarily to the biological, behavioral, and social sciences. Prerequisite: MA 103, appropriate placement recommendation, or consent of the instructor.

MA 124 Elementary Statistics through Baseball (4)
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.

MA 125 Elementary Statistics & Gender (4)
Introduction to standard statistical concepts and techniques particularly as they apply to the study of gender, race, and class.

MA 127 Theory of Arithmetic (4)
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. Prerequisite: ED203 (with grade of 'C' or higher); and MA 103, or appropriate placement recommendation. Offered spring semesters.

MA 128 Uncertainty and Shape (4)
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. Prerequisite: ED 203 (with grade of 'C' or higher); and MA 127. Offered fall semesters.

MA 133 Introduction to Functions (4)
Introduction to Functions is a pre-calculus 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. Prerequisite: MA 103, appropriate placement recommendation, or consent of the instructor.

MA 201 Discrete Mathematics (4)
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. Prerequisite: MA 133, or appropriate placement recommendation, or consent of the instructor. Offered spring semesters.

MA 207 Numeric and Algebraic Thinking (4)
Provides a more advanced treatment of the following Elementary Education topics: real numbers, number theory, algebraic thinking, functions, proportional reasoning, and percents. Prerequisite: MA 128. Offered only as needed.

MA 213, 223, 233 Calculus I, II, III (4, 4, 4)
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. Prerequisite: MA 133, appropriate placement recommendation, or consent of the instructor.

MA 242 Experiencing Geometry (4)
Inductive and deductive study of topics from two- and three-dimensional Euclidean geometry, coordinate geometry, and transformational geometry. Prerequisite: MA 213.
Offered fall semester of even years.

MA 302 Survey of Geometry (4)
Inductive and deductive study of topics from Euclidean, Transformational, Coordinate, and Non-Euclidean geometries. Prerequisites: MA 233 or consent of the instructor. Offered spring semester of odd years.

MA 310 History of Mathematics (4)
Provides a historical study of numeration systems, number theory, calculus, geometry, and contributions from under-represented groups. Prerequisite: MA 223. Offered spring semester of even years.

MA 323 Introduction to Linear Algebra (4)
Matrix algebra, linear systems, vector spaces, and linear transformations. Prerequisite: MA 223. Offered fall semesters.

MA 332 Introduction to Differential Equations (4)
First and higher order linear differential equations, variable coefficients, series methods, Laplace transforms, and a brief introduction to systems and numerical methods. Prerequisite: MA 223. Offered spring semesters.

MA 334 Modeling and Technology (4)
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. Prerequisite: MA 223. Offered spring semester of even years.

MA 343 Probability and Statistics (4)
Probability theory and statistical analysis. Topics include axioms of probability, combinatorial methods, discrete and continuous random variables, expectation and variance, data analysis, parameter estimation, and hypothesis testing. The course will emphasize applications of probability and statistics to specific data sets. Prerequisite: Math 223. Offered fall semesters of odd years.

MA 353 Topology (4)
A rigorous study of the fundamental concepts of point-set topology, including metric spaces, separation, connectedness, compactness, and homeomorphisms. Prerequisite: MA 223.
Offered spring semesters of odd years.

MA 373 Real Analysis (4)
A rigorous study of the concepts of continuity, differentiation, integration and convergence. Prerequisite: MA 201 and MA 223 or consent of the instructor. Offered spring semesters of even years.

MA 383 Abstract Algebra (4)
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. Prerequisite: MA 201 and MA 223 or consent of the instructor. Offered fall semesters of even years.

MA 461, 462 Independent Study in Mathematics (1 - 4 each semester)
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. Prerequisite: consent of the instructor.

MA 463, 464 Internship in Mathematics (1 - 4)

MA 465, 466 Independent Research in Mathematics (1 - 4)

MA 482 Senior Seminar (4)
Discussions with mathematics faculty and fellow seniors on current topics in mathematics. Senior thesis and national standardized test. Prerequisite: senior class status or completion of major requirements. Offered spring semesters.

MA 484 Capstone for Secondary Education (4)
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. Prerequisite: completion of major requirements or consent of instructor. Offered fall semesters.

MUSIC

Professor Timothy Kramer
Associate Professor Garrett N. Allman
Assistant Professor Abby Musgrove
Assistant Professor Christian Secrist
Instructor Nichol DelGiorno
Instructor Addie Gramelspacher

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 major offers specialized preparation in the areas of performance, music research, education, or composition. Students may also choose to major in another field and minor in music. Prospective students may audition for fine arts scholarships and all music ensembles (MU103, 104, 105, 106, 107, 108, and 113) are open to students by 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 majors and minors.

A major in music consists of a minimum of 41 semester hours and must include the following core courses:

- 16 hours of Music Theory (MU 111, 112, 211, 212)
- 8 hours of Music History (MU 303 and 304)
- 6 hours of Applied Music (may include MU 109), last hour must be at 300- level
- 4 hours of Music Ensemble
- 4 hours of music electives
- 2 hours of Basic Conducting (MU 302)
- 1 hour of a Recital (MU 405) during the senior year or a Senior Seminar (MU 404)
- Successful completion of MU SR

Ensemble participation is required of all music majors each semester. All majors must also enroll in MU SR, a non-credit requirement to attend a minimum number of 10 concerts and recitals each semester after declaration of the major. Majors must attend MU SR for a minimum of 6 semesters. All majors must also pass a piano proficiency exam by the end of their junior year. Keyboard skills studies in Music Theory I, II, III, and IV will help majors prepare for this exam.

In addition to core courses, students may select a number of upper division courses that focus training in a specific area during their junior and senior year. These courses will provide a degree emphasis in Education, Performance, Music Research, or Composition. In each area the department requires the following courses:

Music Education: Orchestration (MU 325), Elementary Music Methods (MU 327), Secondary Music Methods (MU 328), Advanced Conducting (MU 402), and Forms and Analysis (MU 401). The Department of Education also has a certification program in K-12 music that involves additional course work. Successful completion of that program will certify the student to teach at any level. Courses in Education should be taken throughout all four years of study.

Music Performance: Orchestration (MU 325), Advanced Conducting (MU 402), Forms and Analysis (MU 401), Counterpoint (MU 307), additional Applied Music, 4 credits of music electives, and either Vocal Diction I and II (MU 352, MU 353), Accompanying (MU 208) or another elective course.

Music Research: Orchestration (MU 325), Advanced Conducting (MU 402), Forms and Analysis (MU 401), Counterpoint (MU 307), 8 credits of music electives and the Senior Seminar (MU 404).

Composition: Orchestration (MU 325), Advanced Conducting (MU 402), Forms and Analysis (MU 401), Counterpoint (MU 307), Applied Music in Composition (MU 270, 271, 370, 371), and 4 credits of music electives. The recital (MU 405) would be a presentation of original compositions.

A minor in music consists of a minimum of 20 hours and must include the following:

- 8 hours of Music Theory (MU 111, 112)
- 8 hours of Music History (MU 303, 304)
- 4 hours of Applied Music, Class Voice, or Ensemble Participation
- Successful completion of MU SR

Ensemble participation is suggested for all music minors each semester. All minors must also enroll in MU SR, a non credit requirement to attend a minimum number of 6 concerts and recitals each semester after declaration of the minor. Minors must attend MU SR for a minimum of 4 semesters.

To fulfill the fine arts requirement with music courses, music lessons or ensembles, a total of four applicable hours must be successfully completed for credit with the exception of transferring one 3-hour course.

MU 100 Fundamentals of Music Theory (4)
An introduction to notation, including a study of intervals, scales, modes, meters, basic triads and seventh chords. Intended for non-majors or students with little or no experience reading music. Ear training skills are incorporated into the course. No prerequisite.

MU 101 Listen to the Music (4)
This course explores the music being presented in classical music concerts in and around Jacksonville, plus an opera and /or a symphony performance in a major city. Class sessions examine the music, composers, and performers involved in upcoming concerts, in an effort to enhance the listening experience at the live concert. When possible, performing musicians visit the class, demonstrating and discussing the music to be performed. Attendance is required at the concerts, most of which are held in the evening. Open to all interested, serious students, regardless of major.

MU 102 Music Appreciation (4)
Music is everywhere, but are we really listening? 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.

MU 109 Class Voice (2)
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. No prerequisite. Offered fall semesters.

MU 111 Music Theory and Musicianship I (4)
Review of music fundamentals. Introduction to triads in inversion and two-voice composition, figured bass, and harmonization. Concurrent sight-singing, ear training, and keyboard skills.

Entry level course for music majors and minors. Open to other interested students. Offered fall semesters.

MU 112 Music Theory and Musicianship II (4)
Continuation of MU 111. A review of triads in inversion, a continuation of figured bass, chorale harmonization in 4 voices, further development of cadence, phrase, and melody, and diatonic sequences. Introduction to secondary function and modulation. Concurrent sight-singing, ear training, and keyboard skills. Offered spring semesters. Prerequisite: MU 111.

MU 119/120 Class Piano (2)
This is a group course for students with little or no keyboard experience. The course is designed to develop basic functional keyboard and musicianship skills which includes technique, sight reading, harmonization, theory, and some basic general music history. No prerequisite.

MU 128/129 Class Guitar (2)
This is a general survey course introducing the guitar to the beginner. The course will cover tablature as well as note reading and will provide a very basic instruction to a variety of styles. By the end of the semester students will be able to play very easy solos and ensemble pieces, as well as provide accompaniment for easy songs in typical guitar keys. No prerequisite. Instruments not provided.

MU 135 Symphonic Literature (4)
What is symphony orchestra and what music does it play? This course will study symphonic literature since 1700 with reference to style, instrumental development, structure and form, along with a survey of orchestral works by major composers. No prerequisite. Open to all students.

MU 151 Musical Theatre (1)
The study of singing technique as it applies to non-classical singing style as preparation for a musical theatre production. (See TH 151)

MU 208 Accompanying (1)
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. Prerequisite: consent of the instructor.

MU 209 Class Composition (4)
How do composers create a work of music? This course is designed for students with little or no compositional experience and will focus on creative awareness, musical notation, and basic craftsmanship. Students will compose individual short works and complete one final piece to be presented on an open forum. Prerequisite: Students must have the ability to read music in one clef.

MU 210 American Music in Black and White (4)
A survey of vernacular American from the Colonial period, into the 19th Century, with the development of a cultivated tradition in the United States, culminating in the music of Charles Ives. Selected topics in 20th Century music will also be considered. The development of music by African Americans, and its influence in creating an American musical identity, is a consistent theme throughout the course. Reading and listening requirements, plus a research paper in a selected topic that stimulates a student's interest. Prerequisite: none, although some knowledge of music reading or performance is helpful.

MU 211 Music Theory and Musicianship III (4)
Continuation of MU 112. A review of diatonic harmony and secondary functions. A study of chromaticism including modal mixture, Neapolitan sixth, augmented sixth chords, and enharmonic functions. An introduction to some musical forms. Concurrent sight-singing, ear training, and keyboard skills. Offered fall semesters. Prerequisite: MU 112

MU 212 Music Theory and Musicianship IV (4)
Continuation of MU 211. A review of chromatic harmony and enharmonic functions, including analysis of late 19thc. harmonic practices in the western European tradition. A study of twentieth century theory, including synthetic modes, sets, serialism, aleatoric techniques, and the materials of current composers. Concurrent sight-singing, ear training, and keyboard skills. Offered spring semesters. Prerequisite: MU 211.

MU 216 Jazz History and Appreciation (4)
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.

MU 228 Music for Elementary Teachers (4)
A course in music methods and techniques designed to prepare the elementary education student to teach basic musical concepts and performance in the elementary classroom. Open only to Education majors (not Music Education majors) who are planning to teach in the elementary grades (K-6).

MU 265 Woodwind Methods (1)
A practical course in the techniques of playing woodwind instruments, designed for music education students. Offered fall semesters.

MU 266 Brass Methods (1)
A practical course in the techniques of playing brass instruments, designed for music education students. Offered spring semesters.

MU 267 Percussion Methods (1)
A practical course in the techniques of playing percussion instruments, designed for music education students. Typically offered fall semesters.

MU 268 String Methods (1)
A practical course in the techniques of playing string instruments, designed for music education students.

MU 302 Basic Conducting (2)
Study of conducting technique and its application to instrumental and choral music. Includes baton technique, rehearsal technique, score study, analysis, and choral and instrumental repertoire. Proposed Prerequisite: MU 212. Offered fall semesters.

MU 303 Music History I: Antiquity through Baroque Music (4)
A study of the art of music from its origins through the Medieval, Renaissance, and Baroque periods. Emphasis on the historical context of primarily western Eurocentric music. Score studies, listening repertoire, readings, and a research topic. Prerequisites: MU102, MU 111 or consent of instructor.

MU 304 Music History II: Classical Era to the Present (4)
Continuation of MU 303. A study of the art of music from the western Eurocentric tradition from the Classical period to the present.. Extensive listening and a research paper are required. May be taken out of sequence with MU 303. Prerequisites: MU102, MU112 or consent of instructor.

MU 307 Counterpoint (4)
A study of the art of combining melodies in two, three, and four parts, following the practice of 18th c. models. A historical review of contrapuntal practices from the 16th through the 20th centuries. Written exercises and the composition of small pieces using primarily 18th c. practices. Suggested for students in music research, composition, and performance. Prerequisite: MU 212.

MU 325 Orchestration and Arranging (4)
A study of the families of instruments and voices, including ranges and characteristics. Examination of methods of scoring for small and large combinations. Analysis of scores that demonstrate stylistic developments in ensemble writing from Haydn to the present. Activities include score study, listening, and scoring and arranging exercises using selected works as models. A final project will be scored for orchestra or wind ensemble.

MU 327 Elementary Music Methods (2 - 4)
A course in theory, methods and techniques designed to prepare a music student to teach music in the elementary schools. Prerequisite: two years of music theory and musicianship, and music history (may be taken concurrently). The course includes a clinical field experience in elementary classrooms.

MU 328 Secondary Music Methods (2-4)
A course in theory, methods and techniques designed to prepare a music student to teach music in the secondary schools. Prerequisite: two years of music theory and musicianship, and music history (may be taken concurrently). The course includes a clinical field experience in a secondary school.

MU 352 Vocal Diction I (2)
A specialized course for the serious singer, this course is designed to develop an appreciation for and application of the following common languages in professional singing: Latin, Italian, and German. Using the International Phonetic Alphabet, the student will acquire a working knowledge of rules for applying these languages to singing. Required for music majors pursuing voice as a primary instrument. Prerequisite: An understanding of classical singing, one semester of private voice lessons or consent of instructor. Offered fall semesters.

MU 353 Vocal Diction II (2)
Continuation of MU 352, this course is designed to develop an appreciation for and application of the following common languages in professional singing: French and Spanish. Using the International Phonetic Alphabet, the student will acquire a working knowledge of rules for applying these languages to singing. Required for music majors pursuing voice as a primary instrument. Prerequisite: MU 352 or consent of instructor. Offered spring semesters.

MU 401 Forms and Analysis (4)
A detailed study of musical forms and structures. Compositions will be analyzed from the Baroque era through the 20th century, representing a variety of genres. Emphasis will be placed on the development of analytical skills. Prerequisite: MU 212

MU 402 Advanced Conducting (2)
Study of advanced instrumental and choral conducting techniques and repertoire. Refinement of verbal and non-verbal conducting techniques, stressing score study and preparation of choral and/or instrumental works. Includes opportunities to conduct college ensembles when possible. Prerequisites: MU 302. Offered spring semesters.

MU 404 Senior Seminar (1)
Research or creative project in music history, theory, or other approved topic. Preparation for a major-field test in music for seniors majoring in music. Prerequisites: MU 211, 212, 303, 304, 311, 312 and consent of the instructor.

MU 405 Recital (1)
Public solo recital in the student's chosen instrument or voice. Prerequisite: consent of the instructor. May be repeated. Refer to the student handbook in the Music Department for specific requirements.

MU 406 Form and Performance (2)
A study of the art of musical interpretation, based on the tonal and temporal aspects of form, and the influence of dynamics, structure, movement, phrasing, timbre and color. Prerequisite: Music Theory and Musicianship I-IV, or consent of instructor. Recommended for students preparing for performance.

MU 461, 462 Independent Study in Music (1 - 4)
Advanced supervised study in music theory or history, music performances (not a solo recital), or music administration. Prerequisite: consent of the instructor. Offered fall semesters.

MU 463, 464 Internship in Music (1 - 4)

MU 465, 466 Independent Research in Music (1 - 4)

MU SR Student Recital (0)
Attendance at recitals, concerts, and lectures is required of all music majors and minors after declaration of the degree program. Attendance at these events is similar to convocation requirements. Music majors must attend at least 12 events per semester. Music minors must attend at least 8 events per semester. The Department of Music will make a list of approved events available to the students.

Music Ensembles

Hours in music ensembles may be counted toward hours required for graduation as follows: a maximum of 12 hours for music majors (may also be counted toward the music major if they carry letter grades); a maximum of 8 hours for non-music majors. Music ensemble hours are included in determining tuition charges for all students. Ensemble participation may be graded, or on a credit/no credit basis, at the discretion of the student or instructor. **Participation in music ensembles will satisfy the general education requirement in Creative Expressions with Studio with successful completion of 4 hours of credit.**

MU 103 Symphony Chorale (0 - 1 each semester)
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. Prerequisite: consent of the instructor.

MU 104 Jazz Ensemble (0 - 1 each semester)
Two hours of weekly rehearsal and several performances. Prerequisite: Consent of Instructor.

MU 105 Wind Ensemble (0 - 1 each semester)
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.

MU 106 Concert Choir (0 - 1 each semester)
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.

MU 107 Symphony Orchestra (0 - 1 each semester)
Two and one-half hours of weekly rehearsal and five or six concerts during the year. Sponsored by the Jacksonville Symphony Society. Prerequisite: consent of the instructor.

MU 108 – Chamber Singers (0 – 1 each semester)
Two hours of weekly rehearsal. Focus on works for smaller forces, including madrigals, motets, and chamber works from all periods in music. Prerequisite: consent of instructor.

MU 113 – Small Ensemble (0 – 1 each semester)
Brass Ensemble, Woodwind Quintet, String Quartet, Vocal Quartet or other small chamber ensemble organized by the department. Prerequisite: consent of instructor.

Applied Music (Private Lessons)

Students interested in applied music should contact the Accounting Services Office for information on the special charges for private lessons. Majors in Music and Fine Arts may be exempted from extra charges for private lessons with departmental approval. A lesson for one-hour credit requires a minimum of one hour daily practice; a lesson for two hours of credit requires prior consent of the instructor and a minimum of two hours daily practice. There are a minimum of twelve lessons per semester. Beginning students with no musical background should consider taking Class Voice, Class Piano, or Class Guitar before enrolling for private lessons on those instruments. No instruments are provided for lessons except for piano and organ. Students must successfully complete 200- level courses before enrolling for 300- level courses. To receive general education credit for lessons, a student must successfully complete a total of 4 hours of private lessons.

MU 230, 231, 330, 331 Organ (1 - 2 each semester, depending on the level)
Prerequisite: consent of the instructor for 300-level.

MU 240, 241, 340, 341 Piano (1 - 2 each semester, depending on the level)
Prerequisite: consent of the instructor for 300-level.

MU 250, 251, 350, 351 Voice (1 - 2 each semester, depending on the level)
Prerequisite: consent of the instructor for 300-level.

MU 260, 261, 360, 361 Instrument (1 - 2 each semester, depending on the level)
A specific instrument is taught when a well-qualified instructor is available to fulfill student demand. Brass, guitar, percussion, strings, woodwinds. Prerequisite: consent of the instructor for 300-level.

MU 270, 271, 370, 371 Composition (1 – 2 each semester)
Prerequisite: consent of instructor.

OCCUPATIONAL THERAPY (See BIOLOGY page 27)

PHILOSOPHY

Associate Professor John A. Laumakis
Associate Professor Caryn D. Riswold

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.

A major in Philosophy consists of 36 semester hours of course work in Philosophy. At least 12 hours of course work must be 300-level or above.

A minor in Philosophy consists of a minimum of 20 semester hours of course work in Philosophy.

Students completing a major in Philosophy must complete each course counted toward the major with a grade of 'C' (2.0) or better.

PH 115 Introduction to Logic and Critical Thinking (4)
An examination of informal and formal logic. Topics considered include the distinction between inductive and deductive reasoning, material fallacies of reasoning, disputes, definition, classification, causal reasoning, analogical arguments, syllogistic arguments, and arguments utilizing truth-functional propositions.

PH 135 Philosophy in the Ancient World (4)
A survey, based upon primary texts, of western philosophical thought from its origin in ancient Greece to the height of the Roman Empire. Theories of ethics will be emphasized. Major philosophers and schools of thought to be studied include Plato and Aristotle as well as the Epicureans, Stoics, and Skeptics.

PH 145 Philosophy in the Medieval World (4)
A survey, based upon primary texts, of western philosophical thought from the fall of the Roman Empire to the beginning of the Renaissance. Theories of ethics will be emphasized. Major philosophers from the Jewish, Christian, and Islamic traditions will be studied, such as Saadia Gaon, Moses Maimonides, Boethius, Aquinas, Avicenna, and Averroes.

PH 155 Philosophy in the Modern World (4)
A survey, based upon primary texts, of western philosophical thought from the Renaissance through Kant. Theories of ethics will be emphasized. Major philosophers to be studied include Hume, Mill, and Kant.

PH 175 Philosophy of Science (4)
A course not to do science, but to talk about science from the perspective of philosophy. Students will first consider what science is and the nature of the scientific method, including inductivism and falsificationism. After discussing scientific literary among Americans, we will examine scientific epistemology, including scientific observation and measurement, experiments, realism and anti-realism, hypotheses, theories, explanations (including the covering law, causal, pragmatic, unification, and information models), evidence and confirmation, and the unity of science and reductionism. This will be followed by an examination of scientific change that will focus, in particular, on paradigm shifts and research programs. Finally, we will discuss the interaction between science, on the one hand, and values, religion, and society, on the other.

PH 185 Philosophy of Sport (4)
In this course, we will use philosophy to examine the nature and moral dimension of sport and, in particular, sport in the United States of America. We will begin by defining "sport" and studying some basic philosophical theories of ethics. We will then use those theories to examine issues in American sports.

PH 216 Computer Ethics (4)
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.

PH 265 God, Suffering and Evil (4)
(See RE 265.)

PH 304 Philosophy of Religion (4)
An examination of the nature of faith, its relation to reason, the nature and knowledge of God, and the problem of evil. Taught through discussions of classical readings in thinkers such as Augustine, Anselm, Aquinas, Hume, and Kierkegaard. (See RE 304.)

PH 315 Business Ethics (4)
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 MG 315.)

PH 324 Survey of Political Philosophy (4)
Discussion of classical readings from the social, moral, and political tradition of the Western world, leading to an examination of recent issues in political philosophy. (See PO 324.)

PH 370 Process Theology and Philosophy (4)
(See RE 370.)

PH 401, 402 Seminar (4, 4)
A detailed study of some topic such as an individual philosopher or a movement in philosophy. Prerequisite: 12 hours in philosophy or consent of the instructor.

PH 461, 462 Independent Study in Philosophy (1 - 4)

PH 463, 464 Internship in Philosophy (1 - 4)

PH 465, 466 Independent Research in Philosophy (1 - 4)

PHYSICS

Associate Professor Jeffrey E. Chamberlain
Assistant Professor Julie Gunderson

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.

Physics Major: Physics Track

A major in Physics consists of a minimum of 30 semester hours in classroom and laboratory Physics courses and must include PY 201, 202 and 20 hours of course work in 300 and 400-level courses in Physics including at least three of the following courses: PY 301 Circuits, PY 302 Electricity and Magnetism, PY 303 Light, or PY 306 Modern Physics. 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.

A Physics minor shall consist of PY 201, 202 and 8 additional hours of Physics at the 300- or 400- level including at least one of the following courses: PY 301 Circuits, PY 302 Electricity and Magnetism, PY 303 Light, or PY 306 Modern Physics.

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.

Physics Major: Engineering Track

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. The major requires a minimum of 24 hours in classroom and laboratory physics courses at Illinois College of which 14 hours must be at the 300- or 400-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. 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. See page 13 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. 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 modern language course at the 101 level will have successfully completed the modern language portion of the connected courses 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.

PY 108 Nature of Waves and Nature of Science (4)
This course will introduce students to the physics concepts behind light and sound. It is designed as an introductory course and assumes no previous physics. The course will also expose students to principles of scientific investigation, aspects of the process of science and aspects of the nature of scientific knowledge to develop students' understanding of science as a human endeavor.

PY 181 General Physics I (4)
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 PY 201 instead. Prerequisite: one semester of college mathematics at the level of MA 133 or higher, with a grade of C or better. Offered fall semesters.

PY 182 General Physics II (4)
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. Prerequisite: PY 181 with grade of 'C' or above. Offered spring semesters.

PY 201 College Physics I (5)
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. Prerequisite or co-requisite: MA 223. Offered fall semesters.

PY 202 College Physics II (5)
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. Prerequisite: PY 201 with a grade of 'C' or above. Offered spring semesters.

PY 301 Circuits (4)
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.

PY 302 Electricity and Magnetism (4)
Electrostatics, magnetism, Maxwell's Equations, and introduction to the electromagnetic theory of light. Includes one three-hour laboratory period per week.

PY 303 Light (4)
Geometrical and physical optics: reflection, refraction, dispersion, lasers, interference, diffraction, polarization, and spectroscopy. Includes one three-hour laboratory period per week.

PY 306 Modern Physics (4)
Einstein's theory of special relativity, wave – particle duality of matter and light, quantum mechanics, and particle physics. Includes one three-hour laboratory period per week.

PY 308 Thermodynamics (4)
Heat transfer, equations of state, reversible and irreversible processes, change of phase, the Carnot and other cycles, entropy, and flow processes.

PY 321 Analytic Mechanics: Statics (4)
Force, moments, and couples; conditions of equilibrium; distributed forces; center of gravity and moment of inertia; trusses; frames; beams.

PY 322 Analytic Mechanics: Dynamics (4)
Kinematics, kinetics, simple harmonic motion, work, energy, power.

PY 461, 462 Independent Study in Physics (2 - 6)
Individual projects course for advanced qualified students. Prerequisite: consent of the instructor. 401.

PY 463, 464 Internship in Physics (2 - 8)
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. Prerequisite: Approval of department chair and on-site supervisor.

PY 465, 466 Independent Research in Physics (1 - 4)

POLITICAL SCIENCE

Professor Karen E. Dean
Associate Professor Winston R. Wells

Political science courses are designed to give students an understanding of political systems, processes, and behaviors. These courses have vocational value for students preparing for the legal, journalistic, and teaching professions and for others intending to enter governmental service.

Political Science majors must complete a minimum of 40 semester hours (ten courses) in the discipline, including PO 101, PO 105, PO 150 or 180, and PO 485. At least six courses (including PO 485) must be at the 300+ level. Two of these 300+ courses must be in American politics and two of them must be in the international or comparative fields. It is expected that students will complete 100-level requirements before enrolling in 300-level courses. In addition, all majors must complete an experiential learning requirement (e.g., internship, study abroad/ BreakAway, service project). Some departmental funds are available to support these activities.

A minor may be earned in Political Science by completing a minimum of five courses, including three courses at the 200-level or above.

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 PO 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.

PO 101 U.S. Federal Government (4)
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.

PO 105 Introduction to Politics (4)
An examination of such political concepts as power, citizenship, the state, and the structure and source of authority as they have developed in political theory. Also introduces the various subfields and methodologies used in political science. Offered spring semesters.

PO 150 World Politics (4)
An introduction to methods of analyzing the problems and processes of world politics, including consideration of the interests and perspectives of different countries, problems of international organization (including the United Nations), and current issues and events. Involves a U.N. simulation. Offered spring semesters

PO 180 Introduction to Comparative Politics (4)
An introduction to the study of political systems found outside the United States. The course uses different conceptual approaches to explore the political systems of Great Britain, France, China, and Japan. Highlights the ways in which the political institutions of these countries and the political attitudes of their citizens differ from those of the United States and each other. Offered fall semesters.

PO 202 State and Local Government (4)
A survey of the principles, problems, structure, and functions of state and local governments including constitutions, intergovernmental relations, parties and pressure groups, types of local governments, urban politics, state and local finance, and specific public policies. Offered spring semesters.

PO 280 Method to the Madness: Strategies for Political Inquiry (4)
The primary objective of this course is designed to introduce students to social science research design through a "learn by doing" approach. This course has two main goals: (1) teaching students how to conduct basic political science research; and, (2) developing beginner analytical skills. Students will engage methods of rudimentary data analysis and learn skills in the industry standard of statistical software. The goal of this course is to help students improve his or her methodical thinking about politics and hone critical thinking skills to be used beyond the classroom. At the conclusion of the course, students will have drafted a feasible research design study intended to be carried out in a Senior Seminar capstone course or a course of its equivalent. (See HI 280.)

PO 324 Survey of Political Philosophy (4)
(See PH 324.)

PO 342 Public Finance (4)
(See EC 342.)

PO 347 The Presidency and Congress (4)
A study of the basic institutional components of the Presidency and the Congress and the interrelationships between these two branches of government. Prerequisite: PO 101 or consent of instructor.

PO 360 Writing Politics in America: Public Advocacy in the 21st-Century (4)
This course focuses on public writing which defends causes, urges people to take action in the civic realm, advocates or attacks policies. We will examine all forms of written communication directed at political advocacy in the public realm, especially civic journalism, which has exploded in volume recently on the internet, as well as less formal media, such as graffiti. Our goals will be to improve our abilities to understand the meanings of such writings and to critique these writings on the bases of technique, accuracy, and effectiveness. The major project for students and professor will be the composition of a piece of written advocacy directed toward a purpose of the author's choosing. (See IS 360.)

PO 362 Politics and the Arts (4)
This course will examine various themes as developed in works of art (e.g., novels, music, poetry, film and the visual arts). In addition, we will consider the artist as political actor and the ways in which artists have used their work as a voice of critique and a call for change. Prerequisite: Junior standing. Offered alternate years.

PO 365 Race and Politics (4)
A study of the role that race and ethnicity play in the American political arena: the nature of race and racism and its impact in such public policy areas as education, crime, income and employment. Prerequisite: PO 101 or consent of instructor. Offered spring semesters.

PO 367 American Political Thought (4)
An examination of selected works by American political thinkers, key documents, contentious issues, and the rationales of political movements since the country's founding. Special attention is paid to the values and assumptions underlying discourse and debates.

PO 369 Political Behavior
An examination of individual political action that is commonly referred to as "political behavior." Topics explored reflect leading analytical approaches in behavioral political science that include rational and social choice theories, and the principles of politics that guide common understanding about individual political action.

PO 375 American Political Parties and Elections (4)
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. Prerequisite: PO 101 or consent of the instructor. Offered fall semesters.

PO 377 Constitutional Law I: Government Powers (4)
Principles of the Constitution such as separation of powers, federalism, and judicial review. Prerequisite: PO 101 or HIST 101 or consent of instructor. Offered fall semesters.

PO 378 Constitutional Law II: Civil Liberties (4)
An examination of the Bill of Rights and such concepts as the freedom of speech, press and religion; due process; the rights of the accused; and the politics of race, poverty and gender. Prerequisite: PO 101 or consent of instructor.

PO 380 East Asian Politics (4)
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. Offered alternate years during the spring semester.

PO 383 Third World Politics (4)
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. Prerequisite: PO 150 or consent of instructor. Offered alternate years during the spring semester.

PO 386 International Relations (4)
A study of international systems, relations among states, problems of war and peace, and theoretical issues. Prerequisite: PO 150 or consent of the instructor. Offered every third year during the fall semester.

PO 387 American Foreign Policy (4)
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. Offered every third year during the fall semester.

PO 388 International Political Economy (4)
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. Offered every third year during the fall semester.

PO 415 Senior Paper (4)
An advanced research paper written under supervision of a Senior paper advisor during the semester prior to the student's final semester. Prerequisite: a research design approved by the paper advisor prior to registration for course. Offered fall semesters.

PO 420, 421 Seminar in Political Science (4, 4)
Seminar devoted to a special topic or theme, with individual research by participants. Prerequisite: consent of the instructor.

PO 461, 462 Independent Study in Political Science. (1 - 4)
Students will read in depth on a subject in the general field of government or political science. A research paper is usually required. Prerequisites: B average and consent of the instructor.

PO 463, 464 Internship in Political Science (1 - 4)
Students normally serve as interns in the state legislature or a government office. Prerequisites: Consent of the instructor. Offered spring semesters on demand.

PO 465, 466 Independent Research in Political Science (1 - 4)

PO 485 Senior Seminar (4)
A capstone seminar bringing together all Senior majors to examine a major theme. Students will examine classic and current scholarship in the discipline that will lead to writing a senior essay and its formal presentation. This is a required senior experience and is open only to political science majors.

PSYCHOLOGY

Professor Kent D. Elwood
Professor Elizabeth Rellinger Zettler
Professor Jeremy Turner
Assistant Professor T. Caitlin Vasquez-O'Brien
Visiting Assistant Professor Loretta McKenzie

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.

Psychology majors must complete a minimum of 33 semester hours in the department and must include:

- PS 101
- PS 241
- PS 243
- PS 326; and
- PS 401 or PS 402

Math 123 is recommended for students desiring an introductory course in statistics.

A minor in psychology consists of 18 hours credit in Psychology courses.

Students must earn at least a 'C' (2.0) in each course counted towards the psychology major or minor.

Psychology 101, Introduction to Psychology, is a prerequisite for all other courses in the Department of Psychology.

PS 101 Introduction to Psychology (4)
A general survey course prerequisite for all courses in the department.

PS 235 Psychology through Films (4)
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.

PS 237 Organizational Behavior (4)
An orientation toward understanding the forces that affect behavior in organizations so their effects may be predicted and guided toward more effective organizational functioning and the satisfaction of organizational members. (Same as MG 237.)

PS 241 Personality and Individual Differences (4)
An introduction to the understanding of individuals and their personalities through the study of the ways persons differ and the meaning of these differences. Offered spring semesters.

PS 243 Introduction to Research Methods and Statistics (4)
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 andstatistics; 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.) Offered fall semesters.

PS 244 Advanced Research Methods and Statistics (4)
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 (factoral design); One-Way and Two-Way ANOVAs; quasi-experimental designs; introduction to multiple regression; communication of research findings. Offered spring semesters.

PS 261 Drugs and Behavior (4)
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.

PS 272 Educational Psychology (4)
A survey of the theories of learning and development of human potential within the school setting utilizing observations and applied study. (See ED 272.)

PS 275 Child Development (4)
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.) Offered fall semesters. (See ED 275.)

PS 276 Lifespan Development (4)
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.) Offered alternate spring semesters.

PS 278 Recreation and Environment (4)
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.

PS 282 Social Psychology (4)
A study of the psychological and sociological factors of interaction between individuals in social groups and collectives. (See SO 282.) Offered spring semesters.

PS 286 Health Psychology (4)
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).

PS 301 Industrial - Organizational Psychology (4)
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.

PS 309 Psychology of the Exceptional Child (4)
A detailed study of all areas of exceptionality, from the challenged to the challenging.

PS 312 Adolescent Psychology (4)
An interdisciplinary study of adolescents. Focus is on how various social and psychological phenomena affect individuals within this age group. Prerequisite: PS 275, PS 276 or consent of the instructor. (See ED 312.)

PS 313 Learning (4)
A study of the categories of learning, applicable to both humans and animals.

PS 326 Physiological Psychology (4)
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. Offered spring semesters.

PS 327 Sensation and Perception (4)
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.

PS 328 Animal Behavior (4)
(See BI 328.) Offered spring semesters.

PS 337 Aging (4)
(See SO 337.)

PS 341 Psychological Tests and Measurements (4)
A comprehensive study of the principles of test construction, knowledge of the behavior being measured, and acquaintance with the major types of available tests.

PS 346 Abnormal Psychology (4)
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.

PS 347 Alcoholism and Addiction (4)
(See SO 347.)

PS 350 Consumer Behavior (4)
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. Prerequisite: MG 354 or permission of instructor.

PS 365 Understanding Social / Emotional Disorders in Children (4)
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.

PS 371 Therapies (2 - 4)
An orientation toward the differential application and effectiveness of biological, individual, and group therapies in the treatment of psychopathological disturbances.

PS 385 Field Work (1 - 4)
Clinical experience in psychologically relevant facility. Prerequisite: 12 credit hours of course work in Psychology and consent of instructor. Total number of hours of credit cannot be more than four (4).

PS 391 Report Project (2)
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. Prerequisite: PS 214.

PS 401, 402 Seminar (4 each semester)
401-Offered fall semesters. 402-Offered spring semesters. Prerequisite: PS101 (formerly PS 201) and consent of the instructor if not a senior.

PS 461, 462 Independent Study in Psychology (1 - 4)
Prerequisite: consent of the instructor.

PS 463, 464 Internship in Psychology (1 - 4)
Clinical experience in psychologically relevant facility. Prerequisite: 12 credit hours of course work in Psychology and consent of instructor. Total number of hours of credit cannot be more than four (4).

PS 465, 466 Independent Research in Psychology (1 - 4)

RELIGION

Professor Adam L. Porter
Professor Caryn D. Riswold
Professor Paul S. Spalding
Visiting Assistant Professor Jared Calaway

Religion is integral to a liberal arts education, as it explores dimensions of human life which have had a profound and decisive effect on our conception of human nature, destiny, and action. All courses in the Department 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.

The Religion major is 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. The major consists of 36 hours in the Department.

Majors must include:

- RE 101
- RE 188 or 312 or 322
- RE 189
- RE 104 or 203
- RE 401
- at least 12 hours of any RE 300-level or above
  (HI 358 may be used as one course toward this requirement.)

A minor in Religion consists of 20 credit hours in the Department, which must include

- RE 101
- RE 188 or 312
- RE 189
- RE 104 or 203

Students completing a major in religion must complete each course counted toward the major with a grade of 'C' (2.0) or better.

The department recommends that students considering graduate work in Religion take German to fulfill their modern language general education requirement.

RE 101 Introduction to the Bible (4)
A study of the contents, historical contexts, themes, development, and transmission of the Hebrew Bible (Old Testament) and New Testament.

RE 103 Reacting to Western Religion (4)
You are in ancient Judah: Would you try to wipe out the worship of the goddess Asherah? You are in ancient Byzantium: Do you think Jesus was the "biological" son of God or did God "adopt" Jesus as his son? You are in Puritan Boston: How do you know whether you are destined for Heaven or Hell? This class will explore these sorts of questions by playing games. Students will be assigned roles of people and re-enact history. The outcomes of these discussions shaped western religion, as we know it today. If you play your character well, you may persuade your classmates to make different decisions and produce a different history!

RE 104 Questions of Christianity (4)
Who is God? How is Jesus the Christ? What is sin? Where did we come from? This course examines questions like these to introduce the student to foundational concepts of Christian theology and their development in the life of the church. Through this, students are introduced to the academic study of religion and expected to develop critical thinking skills necessary for engagement in the discipline.

RE 111 Intro to the Old Testament (4)
The Old Testament (or Hebrew Bible) records the stories, history, and wisdom of Ancient Israel; this collection of documents is one of the foundations of Western civilization. This course will introduce a variety of reading methodologies to students and use them to examine these texts. Special emphasis will be given to historical analysis: tracing the Bible's development over time and situating it in its Ancient Near Eastern context. We will also consider how these texts have been received and interpreted in modern contexts.

RE 112 Intro to the New Testament (4)
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.

RE 188 Religious Traditions of South and East Asia (4)
A survey of globally important religious traditions that have emerged from South and East Asia, including those commonly called Hinduism, Jainism, Buddhism, Sikhism, Daoism, Confucianism, and Shinto.

RE 189 Abrahamic Faiths (4)
In the aftermath of 9/11, learning about Islam and its relationship to Judaism and Christianity has become very important. All three religions regard Abraham as a spiritual ancestor, revere the Hebrew Bible / Old Testament, and share an intertwined history. But while they have similarities, they also have significant differences. This course will introduce students to the scripture, interpretation, theology, and practices of Judaism, Orthodox Christianity, and Islam via field trips and experiential learning.

RE 203 The Christian Tradition (4)
This course introduces students to central developments in the history of the Christian tradition by examining primary texts in the Christian intellectual tradition. These include texts from the bible, early Christianity, the Reformation, the Enlightenment, contemporary theology, and other relevant eras. Prerequisite: RE 101 or permission of instructor.

RE 213 Contemporary Religious Issues (4)
This course focuses on one specific contemporary religious issue throughout the course of a semester. The issue is examined within the historical context of the Christian tradition, in terms of its origins, major questions, underlying presuppositions, and possible implications for the development of theology. Refer to the semester course listings for the particular issue being studied.

RE 216 Religion and Film (4)
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.

RE 260 Religion and Literature (4)
This course examines various modern literary works, with a focus upon their theological themes concerning perennial and recent issues of life and faith.

RE 265 God, Suffering and Evil (4)
How can God be all-good and all-powerful if evil exists? This basic question of theodicy guides this course, with a study of classic and contemporary attempts to deal with the problem of evil in light of God's proposed goodness and power. Prerequisite: sophomore standing or permission of instructor. (See PH 265.)

RE 304 Philosophy of Religion (4)
(See PH 304.)

RE 322 China: History and Religion (4)
A historical study of Chinese religions in their classical and modern forms. This course offers an introduction to Chinese history and culture. (See HI 322.)

RE 323 Japan: History and Religion (4)
An historical study of Japanese religions in their classical and modern forms. No previous knowledge of Japan assumed: the course offers an introduction to Japanese history and culture. (See HI 323.)

RE 331 Women in Islam (4)
This course provides an opportunity for students to understand and analyze the role of women in Islam. In-depth attention will be paid to women in the history and foundational texts of Islam,, the variety of women's experiences in different Muslim countries and cultures, and issues for Muslim women in America in the twenty-first century. Students will read primary accounts by women, as well as engage in scholarly analysis of gender in Islam in order to understand a major dimension of this world religion. Recommended primarily for students with previous courses in religion.

RE 332 Stormfront of Modernity, 1300 - 1650 (4)
A study of the intellectual and cultural achievements of the Renaissance, the character of the religious Reformation, and the meaning of both for modern history. (See HI 332.)

RE 333 Muslims and Moonscapes (4)
Key religious and intellectual developments within their cultural contexts, as embodied by selected men and women of early modern Europe and America (17th - 18th centuries). (See HI 333.)

RE 335 Sexuality in the Bible (4)
The role and place of women in the cultures of biblical Israel and the New Testament world have been the subject of increasing debate in recent decades. Were women more-or-less chattel or did they have power and influence in the public sphere? What was women's role in the religious realm? Did women's situation improve in the Greco-Roman world and in the New Testament? Did Paul support women in ministry or did he try to limit their authority in the church? These topics are significant because how they are answered has important implications for women in traditions that cite biblical models as authoritative or a guide for modern conduct.

RE 341 Introduction to Classical Hebrew I (4)
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.

RE 342 Introduction to Classical Hebrew II (4)
A continuation of RE 141, with emphasis on reading more complex materials, such as poetry. Prerequisite: RE 341.

RE 351 Introduction to Biblical Greek I (4)
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.

RE 352 Introduction to Biblical Greek II (4)
A continuation of RE 151, with emphasis on reading more complex materials, including Greek documents outside the New Testament. Prerequisite: RE 351.

RE 361 A Social History of Satan (4)
Satan was deeply feared by people in early American and continues to be the topic of "hellfire and brimstone" sermons by some contemporary preachers. But Satan was also the emotionally abused lover of Saddam Hussein in the South Park movie. Clearly, contemporary opinions about Satan vary widely! This class will examine how people have described the character of Satan, starting in the Bible and concluding with modern media presentations. When and why do authors deploy Satan as a rhetorical device: how was using Satan effective for them? In the modern situation, where Satan can be deeply terrifying to some audiences and a laughing stock to others: what does this say about contemporary America?

RE 370 Process Theology & Philosophy (4)
The nature of God, the relation of God to the world, and basic ideas about how the world works are an issue in the philosophy of organism developed by Alfred North Whitehead. This course looks both at primary texts and at theological interpretation of them among contemporary theologians including Charles Hartshorne, John Cobb, and Marjorie Suchocki. Prerequisite: Religion or philosophy major or minor, or permission of instructor. (See PH 370)

RE 371 Women, Race and Theology (4)
What difference does being a woman make for doing theology? What difference does race make for women doing theology? This course explores possibilities for dialogue and creativity among women in different racial contexts in the United States doing theology. Attention will be paid to the critical and constructive written work of several feminist, womanist, and mujerista scholars in the U.S. Prerequisite: at least one religion course, or permission of instructor.

RE 376 Sociology of Religion (4)
(See SO 376.)

RE 401 Seminar (4)
A seminar for advanced religion students on a specific topic or theme, emphasizing individual research by participants. Prerequisite: permission of instructor.

RE 461, 462 Independent Study in Religion (1 - 4)
A detailed study of some topic or a movement in religion. Prerequisite: 9 hours in religion or consent of the instructor.

RE 463, 464 Internship in Religion (1 - 4)

RE 465, 466 Independent Research in Religion (1 - 4)

SOCIOLOGY

Professor Kelly A. Dagan
Associate Professor Janet E. Buhrmann
Assistant Professor Paul Fuller
Visiting Instructor Amy McCombs

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 is useful in understanding other disciplines in which they are participating.

A major in Sociology consists of a minimum of 40 semester hours and must include a general requirement of at least 32 hours as follows: SO 101; SO 210; SO 286; SO 384; SO 387; and SO 401; one course designated as a diversity course: SO 206, SO 302, or SO 307; and one course designated as a civic engagement course: SO 206, SO 337, or SO 343. The remaining 8 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:

Criminal Justice:	SO 341, 343, 344
Inequality/Stratification:	SO 206, 302, 307
Family Studies:	SO 224, 327, 338

Majors are also urged to complete courses in federal, state, and local government and in computer skills. These courses do not count toward fulfillment of major requirements.

A minor in Sociology consists of 20 hours within the department, including SO 101, one course designated as a diversity course from SO 206, SO 302, or SO 307; and one course designated as a civic engagement course from SO 206, SO 337, or SO 343. The remaining 8 hours needed to fulfill the sociology minor are electives.

Students must earn a 'C' (2.0) or better in each course to be counted towards the major or minor.

SO 101 Introduction to Sociology (4)
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.

SO 206 Social Stratification (4)
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. Prerequisite: SO 101. Offered every fall semester.

SO 210 Social Statistics (4)
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). Offered alternate spring semesters.

SO 218 Social Problems (4)
This course entails a sociological examination and analysis of selected social phenomena that are defined as social problems by a significant number of persons. The focus is on the various sociological theories utilized to understand social problems. The following problems are ordinarily studied: abortion, divorce, child abuse, spouse abuse, drug abuse, AIDS, homosexuality, environmental pollution, sexism, ethnic conflict, crime, educational problems, and social alienation. Prerequisite: SO 101. Offered alternate spring semesters.

SO 224 Family Relationships Across the Life Course (4)
This course covers various forms of the family in their historical and societal settings. Interpretation of the nature and meaning of marriage and family by the application of sociological theory and research is of special focus. Prerequisite: SO 101.Offered alternate fall semesters.

SO 260 Sociological Aspects of Deviance (4)
This course involves the study of the definition, identification, treatment, and control of types of legal, moral and status deviance, such as crime, mental illness, alcoholism, and other individual pathologies. Prerequisite: SO 101. Offered alternate fall semesters.

SO 280 Sociology of Sport (4)
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. Prerequisite: SO 101. Offered alternate spring semesters.

SO 282 Social Psychology (4)
Prerequisite: SO 101. (See PS 282.)

SO 286 Introduction to Social Science Methods (4)
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. Offered fall semesters. Prerequisite: SO 101 or PS 101 (previously PS 201).

SO 302 Race and Ethnicity (4)
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. Prerequisite: SO 101. Offered alternate spring semesters.

SO 307 Gender and Sexuality (4)
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. Prerequisite: SO 101. Offered alternate spring semester.

SO 317 Environment and Society (4)
This course explores the relationship between human societies and the natural world. Examining the environment from a sociological perspective allows students an opportunity

to consider ways that individuals and societies affect both the natural and built environments, and reflect on the influence of these environments on human communities. This course also provides an opportunity to: assess impacts of the built and natural environments on human behavior, social organizations, and social movements; examine the relationship of consumption patterns to existing environmental problems; explore the role of technology, both in creating and addressing environmental problems; and identify patterns of social organization and their impacts on resource use. Prerequisite: SO 101. Offered alternate fall semesters. (See EV 317.)

SO 327 Parenting (4)
A survey of the parent-child relationship from a sociological, psychological, and philosophical viewpoint is the focus of this course. Emphasis is placed on interpersonal relationships and communications skills. Prerequisite: SO 101. Offered every third spring semester.

SO 337 Aging and the Life Course (4)
Patterns and problems of older persons in contemporary society with emphasis on analysis and treatment of problems experienced by the aging will be highlighted. Prerequisite: SO 101. Offered every third spring semester. (See PS 337.)

SO 338 Childhood and Adolescence (4)
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. Prerequisite: SO 101. Offered every third spring semester.

SO 341 Criminology (4)
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. Prerequisite: SO 101. Offered alternate fall semesters.

SO 343 Prisons and Institutions of Social Control (4)
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. Prerequisite: SO 101. Offered alternate fall semesters.

SO 344 Juvenile Delinquency (4)
This course will focus on the nature, extent and causes of juvenile delinquency with attention also given to methods of prevention and treatment. Prerequisite: SO 101. Offered alternate fall semesters.

SO 347 Alcoholism and Addiction (4)
This course will highlight various patterns of alcohol and drug usage, the problems of alcoholism and addiction, and treatment approaches used in dealing with these problems. Prerequisite: SO 101. (See PS 347)

SO 349 Environmental Health (4)
This course introduces a range of environmental health issues, and asks students to think critically about the relationship between social values, beliefs, and environmental quality as it relates to illness and diseases resulting from environmental degradation. The course also focuses on issues of environmental justice, food culture, and other aspects of the social world as they relate to issues of human health. (See EV 349.)

SO 365 Organization Theory (4)
A study of human behavior in organizations. The course seeks to develop an ability to analyze and evaluate organizational conditions. Emphasis on understanding the interaction between the individuals and the organization. Prerequisite: 200-level SO course. (See MG 365.)

SO 370 Environmental Health (4)
This course makes an in-depth examination of the relationship between human health and environmental degradation, focusing on the role of social values and decisions that have resulted in increasing levels of pollution, impacting air quality, water quality, solid waste issues, and climate change. Our examination will not be limited to environmental health issues in the U.S., but will consider impacts of environmental toxicity to cultures in other parts of the world, as well. Students will be required to think critically about the relationship between what we believe and value as human societies, and how those beliefs and values manifest in decisions that result in environmental disease and illness.

SO 376 Sociology of Religion (4)
A study of the interrelationships of society, culture, and religion. Special emphasis given to the relationship of religion to social stratification, economics, and social change. Prerequisite: 200-level SO course. (See RE 376.)

SO 384 Data Collection and Analysis (4)
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. Prerequisites: SO 101 or SO 130, SO 286, and one 300-level SO course. Offered alternate spring semesters.

SO 387 Sociological Theory (4)
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. Prerequisite: one 300-level SO course and junior standing.

SO 401 Senior Seminar (4)
Senior Seminar is a capstone course for senior-level students. This course is designed to build upon, refine, and improve theoretical, research, and writings stills in the discipline for both future careers and graduate school. Classes will be spent engaging in peer and faculty mentoring, as well as career and professional development. Guest speakers will be invited to class and students will give presentations on the progress of their work. Generally, students will be asked to synthesize their previous coursework in Sociology (and other courses) to prepare them for the next stage of their lives. Prerequisite: one 300-level SO course. Offered fall semesters.

SO 403 Practicum in Applied Sociology (1 - 4)
This course is for the application of sociology theory and research methods to field work. Emphasis is on interviewing, data gathering, agency organizations, interrelationships, and of the evaluation of programs and approaches. Participation in these hours will be graded on a credit/no credit basis. Prerequisite: one 300-level Sociology course and junior standing, or consent of the department chair.

SO 461, 462 Independent Study in Sociology (1 - 4)
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. Prerequisite: one 300-level SO course and junior standing, or consent of the department chair.

SO 463, 464 Internship in Sociology (1 - 4)

SO 465, 466 Independent Research in Sociology (1 - 4)

SPANISH

Professor Steven M. Gardner
Associate Professor Jose P. Arce
Associate Professor Margaret A. Marek

The study of foreign languages is a vital part of a liberal education. As students 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. A major or minor in a foreign language helps students interact professionally with a greater diversity of people, as they incorporate themselves into an increasingly globalized society.

Any student entering Illinois College with an Advanced Placement test score qualifying for placement at an intermediate level may receive four hours of college credit for Spanish 102, provided that the student completes the intermediate level (203) of that same language with a grade of B or higher.

A major in Spanish consists of a minimum of 32 semester hours of course work in that language beyond the first year (101, 102). Only courses taught in Spanish will count toward the major or minor. Students majoring in Spanish work with their advisors to place their course work into the following categories: Skills and Tools, Literature and World Views, and Language in the World. Below is the minimum number of classes students must take in each category. Students work with their advisors to choose additional classes that fit into any of the three categories in order to earn at least the required 32 credits. The category of special topics courses, independent studies courses, independent research, honors course, and courses from abroad will be determined by students and their advisors in the major.

A) Skills and Tools (2 classes minimum): Intermediate to advanced language and grammar courses such as SP 203, SP 301, SP 302, SP 307, SP 308, and approved classes from abroad.
B) Literature and World Views (2 classes minimum): All upper-level literature and culture courses such as SP 311, SP 312, SP 313, SP 314, SP 351, SP 352, SP 404, SP 412, SP 451/452, SP 461/462, SP 470, SP 480, and approved classes from abroad.
C) Languages in the World (1 class minimum): Courses involving applied language experiences such as SP 309, SP 310, SP 315, SP 463/464, SP 465/466, SP 470, and SP 480.

Students majoring in Spanish must complete a disciplinary capstone with an interdisciplinary component, which will typically be taken from a student's other major or minor. This capstone will be fulfilled through SP 470 or SP 480, depending upon consultation with advisors. One semester abroad in a Spanish-speaking country is also required; several departmental awards may be available to support study abroad.

A minor in Spanish consists of no less than 20 credit hours in the respective language at the 203-level or beyond.

Departmental Honors are available for majors in Spanish. The Honors program contains three elements: 1) an intentionally structured study-abroad experience; 2) high academic standing; and 3) a culminating honors course. The first two elements constitute the prerequisites for the honors course. The student's advisor will monitor that these prerequisites have been met before the student may register for the honors course. See the department for details, timetable, and other requirements.

Students must earn a 'C' (2.0) or better in each course to be applied to the major or minor.

SP 101 Spanish for Global Citizens I (4)
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 the Spanish is spoken.

SP 102 Spanish for Global Citizens II (4)
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. Prerequisite: 101 or equivalent or consent of instructor.

SP 105, 205, 305 Reading in Spanish (1, 1, 1)
Selected reading for summer study.

SP 203 Spanish for the Professions (4)
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. Prerequisite: 102 or equivalent or consent of instructor.

SP 301 Spanish Conversation through Film (4)
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. Prerequisite: 203 or equivalent or consent of instructor.

SP 302 Conversation and Composition (4)
Students explore other cultures through readings, video, and other media, and they practice Spanish through compositions and discussions. Prerequisite: 301 or equivalent or consent of instructor.

SP 307 Intermediate Spanish Grammar (4)
Advanced study of Spanish grammar and syntax—verbs.

SP 308 Advanced Spanish Grammar (4)
Advanced study of Spanish grammar and syntax—structures other than verbs.

SP 309 Introduction to Translation (4)
An introduction to the techniques of oral and written translation from Spanish to English and vice versa. Students will gain experience with translation of a wide variety of texts, including advertising, legal documents, scientific and literary texts. Prerequisite: SP 302 or consent of instructor. Completion of SP 307 and SP 308 is recommended.

SP 310 Spanish for Business and Professional Usage (4)
An introduction to Spanish business vocabulary, forms, economic matters and career possibilities. Comprehension and communication in many common business situations. Prerequisite: SP 302 or consent of instructor.

SP 311 Survey of Spanish Literature I (4)
An introduction to Spanish Literature from the jarchas to Quevedo.

SP 312 Survey of Spanish Literature II (4)
An introduction to Spanish Literature from the 18th to the 21st centuries.

SP 313 Survey of Spanish-American Literature I (4)
An introduction to Latin American literature from the Crónicas to Poesía gauchesca.

SP 314 Survey of Spanish-American Literature II (4)
An introduction to Latin American literature from Modernismo to Contemporary.

SP 315 Mass Media in the Spanish-Speaking World (4)
An introduction to newspapers, television programs, radio broadcasts and World Wide Web in Spanish-speaking countries. Through the mass media students will learn to practically apply their language skills and explore the impact of cultural differences and similarities resulting from different language-speaking communities. Prerequisite: SP 302 or consent of instructor.

SP 351 Culture and Civilization of Spain (4)
The Spanish world is studied in its historical and cultural context.

SP 352 Latin American Culture and Civilization (4)
National and regional focus on historical, political, cultural, and sociological phenomena in Latin America.

SP 404 Cervantes Seminar (4)
Select works of Cervantes are studied in the cultural, historical, and literary context of early modern Spain.

SP 412 Latin American Novel (4)
Twentieth century regionalism is a background to a study of "The New Novel" in Mexico, the Caribbean, Central and South America.

SP 451, 452 Special Topics (2 - 4 each semester)
A special course designed for topics of individual interest. Prerequisite: consent of the instructor. Offered on demand.

SP 461, 462 Independent Study in Spanish (1 - 4)
For advanced students who wish to do supervised reading in Spanish.

SP 463, 464 Internship in Spanish (1 - 4)
Practical experience in professional employment settings or in service learning settings either locally or abroad. 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. Prerequisite: SP 302 and permission.

SP 465, 466 Independent Research in Spanish (1 - 4)
An extensive and directed individual research project on a Spanish topic arranged with an instructor. The project requires a final paper written in Spanish and a public presentation in English to which the entire Illinois College Community is invited. The number of credits is determined by the extent of the project. A student may only use this course number for a maximum of two semesters, a grade for both semesters will be assigned when the project is completed. Students may sign up for credit to do the research during the semester that they are abroad, if they are not already being given academic credit for the research by the institution in the country where they are studying. If they are receiving academic credit from the institution abroad for the research, they may receive up to 5 total credits for the project (credits from abroad plus credits here at IC). Prerequisite: consent of instructor.

SP 267, 367, 467 Research Add-On Course in Spanish (1, 1, 1)
Students enrolled in a course outside the Department of Modern Languages that involves a major research project may earn credit for conducting research in 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 Spanish language sources will submit a credit request to both the professor of the research related course and to the Chair of the

Department of Modern Languages. The course level will be determined upon consultation with the language supervisor and the Chair of the Department of Modern Languages.

SP 470 Capstone in Spanish (4)
An extensive and directed research project on an interdisciplinary topic. Prerequisite: senior standing and approval of advisor(s).

SP 480 Departmental Honors Course in Spanish (4)
An honors thesis written in Spanish by Spanish majors 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. Prerequisite: consent of instructor.

THEATRE

Associate Professor Nancy Taylor Porter
Associate Professor Craig Steenerson
Assistant Professor Aasne Daniels

The Department of Theatre at Illinois College is dedicated to teaching students to develop skills they need to enter the professional theatre and the 21st-century workforce at large: creative problem-solving, leadership, collaboration, critical thinking, and integrity. In addition to honing students' reading, writing, and analytical skills as part of a liberal arts institution, the department also encourages students to develop their craft through a program of coursework and guided experience in acting, playwriting, 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 Department offers both a major and a minor. The major requires the completion of 37 semester hours of coursework (eight 4-credit courses, two 2-credit courses, and one 1-credit course); 5 productions (TH 150/151); and presentation of a Senior Showcase and Portfolio (TH 495):

- TH 222
- TH 231
- EN 321 or 322 or 339 (study of dramatic literature)
- TH 325 (1 credit)
- TH 361 or TH 362 or TH 363 or approved substitute
- TH 371 (2 credits)
- TH 372 (2 credits)
- TH 373
- TH 485
- TH 495
- 8 hours of TH or approved electives at the 300-level or above
- 5 productions

At least 1 hour of theatre practice credit must be in Production (backstage), and at least 1 hour must be in Performance (onstage). Four of the five productions required for completion of the major and 2 of the 3 productions required for completion of the minor must be faculty-directed.

All courses required for the major must be completed with a grade of 'C' (2.0) or better.

The minor consists of 16 hours of coursework (4 courses) and 3 productions (TH 150/151):

- TH 205 or TH 222 or TH 231 (2 courses),
- 8 hours of electives (2-3 courses) at the 300-level or above
- 3 productions

TH 150 Theatre Practice (0 - 2.5) for faculty-directed work
A theatre practicum consists of significant participation in some facet of an Illinois College TheatreWorks production or an outside production, approved by the department 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 for actors

TH 151 Theatre Practice (0 - 1) for student-directed one-acts/coursework

- .5 credit hour awarded for backstage crew or light and sound board operators
- .5-1 credit hour awarded for actors
- 1 credit hour awarded for stage managers

For TH 150 and TH 151, each credit hour is awarded for 45 hours of work, so credits earned vary depending on the student's role and the production. Majors may count 12 theatre practice credit hours toward graduation and non-majors may count 8. Participation beyond these limits is registered at 0 credit hours.

TH 205 Introduction to Theatre (4)
Introduction to the history and practice of the arts of the stage, with special emphasis on the aesthetic and practical dimensions of stage production, including projects in acting, directing, playwriting, and scenic design. Note: This is not primarily an acting class. See TH 222. Offered most semesters.

TH 222 Acting (4)
An introductory workshop experience for actors, designed to foster a basic competence in the uses of the voice, body, and imagination for dramatic performance. Offered most semesters.

TH 231 Stagecrafts (4)
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 and a working vocabulary in scenery and property construction, scene painting, lighting, and sound will be stressed. Offered every semester.

TH 325 Theatre Through the Ages (1)
This team-taught course covers the breadth of historical theatrical activity not covered in the other more in-depth cultural studies courses. Students will read about one historical era and read one play each week. Offered alternate years.

TH 351 Intermediate Acting (4)
A studio class utilizing the specific methodology of theorist Sanford Meisner. Additionally, this course will focus on the mastery of audition technique relevant to prepare students for professional competition. Offered once every three years. Prerequisite: TH 222 or consent of the instructor.

TH 352 Theatre on the Edge (4)
A studio class exploring various non-realistic approaches to theatre-making, including the body as object, masks, commedia dell'arte, physical comedy, soundscapes, and translations of film, art, and music into theatrical performance. Offered once every three years.

TH 353 Advanced Acting (4)
A studio class focusing on physical characterizations, especially for monologues; period style movement; voice work; understanding and speaking classical texts; and stage combat, both unarmed and single rapier. Offered once every three years. Prerequisite: TH 222 or consent of the instructor.

TH 361 Elements of Design (4)
This course will immerse students in a study of all aspects of theatre design, from general design theory to practical execution of designs in the theatre, with a focus on scenic design. Prerequisite: TH 231. Offered alternate years.

TH 362 Light and Sound (4)
In this course students will examine the visual and aural world around us and how that is imitated and manipulated in theatrical lighting and sound. Students will acquire a thorough understanding of lighting and sound technology through a study of history, theory, and hands-on experience. Prerequisite: TH 231. Offered alternate years.

TH 363 Stage Management and Theatre Operations (4)
This course combines stage management and production management, exploring the relationship between the artistry and execution of theatre from conception to final performance. Topics include stage management, production management, delegation, scheduling, professional unions, time and personnel management, touring, publicity/marketing, box office, and house management. Students will be placed in a problem-solving environment so they can acquire knowledge and skills necessary for becoming a leader in a theatre organization. Prerequisite: TH 231. Offered alternate years.

TH 371 Theatre in Society (2)
An in-depth study of two major periods in the history of the theatre, Classical Greece and 19th-Century America, with particular attention to historiographical concerns and culminating in the production of a piece of original research. Offered alternate years.

TH 372 Drama and Performance Studies (2)
A historical study of critics' theories on playwriting and performance, especially concerning how plays and their productions should impact the audience. The course culminates in an exploration of contemporary performance art. Offered alternate years.

TH 373 Shakespeare's Theatre (4)
A study of the historical, economic, political, social, religious, and artistic dimensions of the theatre in England beginning with the medieval period but focusing on the late 16th and early 17th centuries. Special attention will be paid to the practices of the companies and audiences of the period's most significant playwrights. Offered alternate years.

TH 461, 462 Independent Study in Theatre (1)
Advanced tutorial on an appropriate topic. Prerequisite: consent of the instructor.

TH 463, 464 Internship in Theatre (1 - 4)
Internship with a theatre company or company utilizing theatre, usually during the summer. Areas of emphasis include acting, playwriting, stage management, lighting and sound, and box office/house management.

TH 465, 466 Independent Research in Theatre (1 - 2)
When a faculty-directed production is entered in the Kennedy Center American College Theatre Festival, an outside evaluator chooses 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.

TH 480 Honors Project (4)
Completed in either the junior or senior year, this course represents a milestone in the student's development and is intended to prepare them 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 department's business manager in an arts administration capacity.

TH 485 Senior Capstone: Theatre Directing (4)
This course examines the role of the director and how he or she translates technique and theory into the world of the text with a focus on exploration and collaboration with actors and designers. Additionally, we will practice 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. Prerequisites: TH 222, junior standing, and consent of the instructor. Offered fall semesters.

TH 495 Showcase and Portfolio (0-1)
In the semester prior to graduation, students will prepare a 20- to 30- minute Senior Showcase and an electronic portfolio of writing demonstrating achievement of learning outcomes.

THE GRADUATE ACADEMIC PROGRAM MASTER OF ARTS IN EDUCATION

The Master of Arts in Education (M.A.Ed.) degree program is designed to meet the professional development needs of certified, in-service teachers in Illinois schools. This degree will provide teachers with: (a) advanced knowledge of research, theory and practice in the field of teaching and learning; (b) the ability to develop practical applications of research and theory to fit their own classroom needs; (c) skills for assuming leadership roles as educational specialists (e.g., creating mentoring opportunities, engaging in curriculum and instruction development, leading staff development, serving as department heads, etc.); and (d) background skills necessary for pursuing additional advanced work in education such as National Board Certification or Ed.D. or Ph.D. study.

These competencies will be accomplished by encouraging academic excellence, professional integrity, high levels of communication skills, and a respect for all learners. Throughout this course of study, research and scholarship will be emphasized as tools for meeting the developmental needs of professional educators. As a result of earning this degree, graduates will add a depth of understanding to a broader liberal arts education and will be able to perform at higher and more effective levels in their existing teaching positions.

The M.A.Ed. is a 32 credit, on-campus degree program consisting of 29 credits of required courses (7 four-credit core courses and a one-credit research project course) and 3 credits of electives. In most cases, candidates select elective courses from a variety of courses rooted in the liberal arts, yet designed specially for the M.A.Ed. program. Candidates may transfer up to four graduate credit hours taken prior to the start of the program into the program as electives as long as these courses will have been completed within six years of completing the M.A.Ed. degree.

The culminating experience of the M.A.Ed. degree program will be an action research project that normally focuses on an issue that relates to the candidate's classroom, grade level, school, or district. The project proposal will be developed and approved in the ED 570 (Educational Inquiry: Research in Action) course and carried out in the ED 571 (Capstone Experience) course. Candidates will produce a written research report at the end of the project. The project will be defended orally at a public presentation open to the entire Illinois College community and reviewed by a committee of graduate faculty.

Description of Core Courses

ED 510 Cognitive, Social and Emotional Dimensions of Teaching and Learning (4)
This course addresses the fundamental issues related to the processes of learning and obstacles to learning, and demonstrates models of teaching to accommodate learners and overcome obstacles. Offered fall semester.

ED 520 Seminar in Instructional Communication (4)
Participants examine existing research trends in the area of instructional communication and receive training to incorporate important instructional behaviors into their own classroom settings. Offered spring semester.

ED 530 Cognitive Development in Context (4)
This course deals with the complex interactions between economics, race, ethnicity and gender as they affect cognitive development and academic performance. An emphasis will be placed on raising learning expectations among rural students from low socioeconomic communities. Offered summer session.

ED 540 Critical Pedagogy, Social Justice and Democracy in Education (4)
This course seeks to help students develop the knowledge and skills necessary to examine critically and evaluate various classroom practices. Offered spring semester.

ED 550 Social and Emotional Development of School Learners (4)
This course begins with an examination of the forces that shape a child's social and emotional world. It then addresses the myriad ways that socioemotional competencies (including emotional regulation, concentration skills, growth mindsets, self-esteem, prosocial behaviors, and understanding of the thoughts and feelings of others) affect classroom learning. Offered summer session.

ED 560 Principles of Measurement in Education (4)
This course addresses classical test theory and its application to the construction of reliable and valid teacher-made tests. This course will also cover the collection, analysis and interpretation of classroom assessment data toward the identification of learners' strengths and needs. Offered fall semester.

ED 570 Educational Inquiry: Research in Action (4)
This course will provide an introduction to education research from an interdisciplinary perspective. A number of research methodologies, including quantitative and qualitative approaches, will be explored. The main goal for the course will be the development of a comprehensive, high-quality research proposal. Offered summer session.

ED 571 Capstone Experience (1)
A culminating experience where students implement and complete an action research project that they developed in ED 570. Students will analyze data collected, summarize findings and state recommendations for further research and/or implementation. Prerequisites: Completion of an approved capstone research experience plan in ED 570 and permission of the Graduate Committee. Offered fall semester.

One sequence of electives (ED 580 and ED 581) is designed for those in-service teachers seeking advanced certification through the National Board for Professional Teaching Standards (NBPTS). Educators will have the opportunity to learn about NBPTS's five core propositions and the standards for particular certification areas, as well as about the process of becoming a Nationally Board Certified teacher. Effective teaching for student learning will be the focus of these two courses, designed around the following principles: knowledge of subject matter and content-specific pedagogy, knowledge of the diverse needs of their students, theory/research about how students learn, and reflection and action on evidence of the impact of their instruction on student learning. Educators will have the opportunity to develop a collection of artifacts, materials and commentaries that represents the ways in which they teach in their classrooms or instructional settings. This collection could become the foundation from which they could build their school-based portfolio as part of the application process for National Board Certification. Students electing National Board Certification will normally complete 33 credits.

Additional elective courses will be developed from across the Illinois College community to give in-service teachers opportunities to take courses in their disciplines or courses aimed at professional development credits required for certification/licensure renewal. These one- or two-credit courses are opportunities for educators to learn from Illinois College faculty in ways that expand the educators' knowledge through intense, focused studies. The electives provide educators with opportunities to come together as a learning community and provide networking opportunities for additional support in the field. Elective courses will be offered primarily in summers, but some may be offered during the academic year.

Description of Elective Courses

BI 601 Orchid Growing for Active Learning (1)
This graduate-level short course is intended for students in Illinois College's Education Department seeking a broader understanding of science projects applicable to the classroom. Emphasis will be on "learning science by doing science" using orchids as an experimental subject. Formal lectures will provide students with fundamental background knowledge of orchid biology, and the various techniques utilized by specialists around the world to grow these appealing, fastidious and vulnerable plants from seed. Students will then be expected to develop and test a hypothesis through experimentation culminating in a paper (short communication) written in a scientific format. Various lab techniques will be incorporated in the course, namely mastery of sterile technique – a widely used, useful tool in science-based courses, laboratories, and industries worldwide. Students will also gain an appreciation for the conservation of these unique plants, and the important ecological niches they occupy.

ED 580 Accomplished Teaching for Student Learning (2)
This course is designed to provide professional educators an extensive experience in demonstrating their understanding of the core of effective teaching and student learning in both experiential and authentic ways. Students will have the opportunity to develop a collection of evidence that demonstrates their present abilities, knowledge and skills as in-service teachers on the path to becoming highly accomplished teachers. *Pending Final Approval*

ED 581 Connecting Curriculum and Instruction to National Teaching Standards (2)
As a result of this course, participants will demonstrate proficiencies in four outcomes based on the National Board for Professional Teaching Standards. Prerequisite: Successful completion of ED 580. *Pending Final Approval*

ED 601 Formative Assessment & SB Grading (1)
This course will assist the graduate educator to design multiple assessments that inform instructional design; clarify learning goals for students; develop rubrics, or proficiency scales, to guide students' learning; track students' progress; and assess students for grades with consistent, reliable, and valid methods.

ED 602 Working with Children with Autism (1)
This class provides participants with an overview of the characteristics of students with autism spectrum disorders and a description and examples of effective strategies for teaching students with ASD. Participants will become familiar with resources available for further study of autism spectrum disorders.

ED 603 Enacting Science & Engineering Practices in the K12 Classroom (1)
This course will address issues around designing and implementing inquiry based science teaching. Specific attention will be given to the Science and Engineering Practices portion of the Next Generation Science Standards. The course is designed for inservice teachers at all levels. Students in the class will collaborate to design inquiry based learning experiences and reflect and report back on their implementation of activities.

ED 604 Gender in Education: Probabilities (1)
This course will focus on exploring the concepts of gender in educational setting, examining ways that these concepts are defined, learned, and understood within elementary, middle school, and secondary schools. We will connect theory and research to our class discussions,

which will help illustrate ways that gender is constructed and maintained by the larger culture. We will also explore the mechanisms through which media, families, and other social institutions create and perpetuate gender roles for boys and girls, as well as adolescents.

ED 605 Hearing Loss in a School Setting (1)
This course provides a background in the issues related to hearing loss in an educational setting, both from the perspective of students with hearing loss and their parents and from that of parents with hearing loss. Types of and etiology of hearing loss and impact of hearing loss on language development will be discussed, as well as classroom accommodations and amplification options. Adaptive technology used in school and home environments will be discussed and demonstrated. Some basic "survival" sign language instruction will be included.

EN 601 Writing Across the Curriculum (1)
This course helps teachers to use writing to reach curricular goals that align with Common Core Standards. The course pays special attention to writing from a multi-disciplinary perspective, using available resources, and writing as critical problem-posing and problem-solving pedagogy. We examine the Common Core Standards as well as some relevant research and teaching practices. A central goal for this course is to develop a comprehensive learning unit that uses writing in a significant way to help K-12 students reach important curricular goals, including goals in writing and language in addition to other content-area curricular goals. The course includes classwork, reading, written work, and a brief presentation.

HI 510 Community-Based Oral History in the Public Schools (1)
This course focuses on interviewing as a research technique for doing local history in the public schools. Every time we ask a neighbor when their house was built, or talk about past generations of our families, or wonder when the center of retail shopping shifted from downtown to the big box stores, we are doing local history. Local history is not separate from broader historical narratives, but rather part of them. Local history is also public history, history which involves the whole community. Teachers who take this course will learn how to create a community-based oral history project in their classes.

MA 510 Mathematics Topics for PreK-8 Teachers (1-2)
Each topic course will examine a mathematics topic related to the general threads in the PreK-8 curriculum (number and operations, algebra, geometry, measurement, and data analysis & probability) through the lens of problem solving, reasoning and proof, communications, connections, and representation. Students will focus on understanding the mathematical content related to the topic, but will also explore issues related to the appropriate mathematical pedagogical content knowledge, the educational research literature and the Common Core Standards. May be repeated as topics change. *Pending Final Approval*

MA 520 Mathematics Topics for Secondary Teachers (1-2)
Each topic course will examine a mathematics topic related to the general threads in the secondary curriculum (number and operations, algebra, geometry, measurement, and data analysis & probability) through the lens of problem solving, reasoning and proof, communications, connections, and representation. Students will focus on understanding the mathematical content related to the topic, but will also explore issues related to the appropriate mathematical pedagogical content knowledge, the educational research literature and the Common Core Standards. May be repeated as topics change. *Pending Final Approval*

MA 601 Learning About Proportional Reason (1)
This course will assist an in-service teacher and graduate educator in understanding content knowledge and instructional practices for developing a deeper conceptual understanding of proportional reasoning that is needed to reach the curricular goals in the Common Core State Standards for Mathematics. The course pays particular attention to concepts like rational numbers, relative (multiplicative) thinking, unitizing, covariation, invariants, and measurement that provide the proportional reasoning foundation for more advanced, abstract reasoning involving functions, algebra, probability, statistics, modeling, and other branches of mathematics.

CO-CURRICULAR AND SPECIAL ACADEMIC PROGRAMS

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 of the following academic year are announced in April of the previous academic year. Students apply to participate in a given BreakAway. Eligible students may receive a subsidy up to $750 toward the cost of the trip. More information about the BreakAway program can be found at *http://www.ic.edu/international.*

Campus Writing Center

The Campus Writing Center (CWC) is located just off the Mundinger Rotunda of Kirby Learning Center. 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

The Center for Academic Excellence is a resource site for services that promote academic success. Located on the top floor of Schewe Library, the Center is a hub of academic activity, which includes group meetings, study tables and tutoring sessions. Students may meet individually with the director of the Center to request an individual tutor, discuss academic progress, or work on specific study strategies, such as time management or note-taking. In addition to individual meetings, special group sessions and classroom visits pertaining to academic success are also available through the Center for Academic Excellence. 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 college's TRiO Student Support Services Program, a federally-funded program that helps first-generation students, low-income students, and students with disabilities reach their academic goals and graduate from Illinois College. Students must apply and be accepted into the program, which gives them access to academic counselors; grant aid; and programs and services regarding academic success, time management,

financial literacy, and career development. More than half of all Illinois College students are eligible for the TRiO Program, which can enroll 140 students per year. For more information or to apply to the TRiO Program, visit: *http://www.ic.edu/trio.*

Community Engagement and Service

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 organizations dedicated to service, 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 Engagement and Service offers resources and support for students, faculty and community partners involved in this important work. Find out more information at 217.245.3254 or *www.ic.edu/communityengagement.*

IC Connections

"IC Connections: The Illinois College First-Year and Transfer Student Experience" is a program to welcome and integrate students as new members of our IC community. IC Connections continues throughout the entire first year of college. More information can be found at 217.245.3094 or *www.ic.edu/connections.*

TRUE BLUE DAYS AND SUMMER ORIENTATIONS

These events are the first of many steps to making a smooth transition toward a successful college career. These special days provide students and their families the opportunity to familiarize themselves with the IC community. Fall course scheduling, leadership opportunities and more will be covered in the two-day overnight programs. First-year students will receive their first class assignment and also have the chance to meet future classmates, staff and faculty.

SUMMER READING AND WRITING PROGRAM

The summer reading and writing program is designed to introduce incoming students to the intellectual life of Illinois College. The goals of the program are to stimulate discussion and critical thinking surrounding a current topic, to enhance the connection between students, faculty and staff, and to provide a common experience. Expected of all first-year students, it involves reading and studying a common text over the summer. After reading the text, students will be asked to complete a writing assignment for their first-year seminar course. The writing assignment will help students to crystallize their thinking about a significant issue and then express their ideas in a succinct form to other members of the academic community.

FIRST-YEAR SEMINARS AND LEARNING COMMUNITIES

The first-year seminar at Illinois College introduces students to the values of a liberal arts education, strategies for success, and common themes and skills students will build on throughout the IC BLUEprint General Education Program. Courses are focused on varying themes from a broad range of disciplines, and they offer incoming students an opportunity to enter into a small learning community with a team of student and professional mentors. When students select a first-year seminar, they are also selecting a faculty member to serve as their

academic advisor. Their advisor will guide them through the academic advising process until they officially declare a major. Because their advisors will be teaching them in a class, there will be numerous opportunities to connect.

STUDENT CONNECTIONS LEADERS

There is no better way to learn the ropes than from someone who's been there before! Connections leaders (CLs) are upper-class students who will share their experiences with first-year students and will introduce them to the campus and its resources. New students will work in small groups at both summer orientation and welcome week, and the CLs will lead the way! They will also serve as resources for students throughout the entire first year.

WELCOME WEEK

When new students arrive in the fall, welcome week is a big part of creating your "IC Connections." Student Connections leaders and a variety of staff members help students move into their residence halls. After move-in is completed, students will be placed in small groups with a student Connections leader and professor to support them through the start of college life. Welcome week includes a variety of programs to help students adjust to campus, get to know their fellow classmates, uncover the specific academic expectations of a liberal arts institution and learn about the tradition of excellence at Illinois College. Welcome week is also when new students begin their first-year seminar.

COMMUNITY CONNECTIONS

New students at Illinois College engage in a community service blitz during their first week of school. Students spend a day immersed in the Jacksonville community making a difference. All Illinois College students are encouraged to participate in service days throughout the school year as well. These programs are great for building bridges and becoming engaged in the surrounding community. They also help in developing a commitment to a cause or belief.

ADDITIONAL CONNECTIONS

"IC Connections" provides a variety of other programs to help create connections as well. All new students will be invited to a Presidential Dinner. The opening celebration is the official start of the academic year and all new students are recognized. Students living in the residence halls benefit from special programs planned for first-year students.

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 biennially 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, practica 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 application, 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 Services 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 Services. The total number of credit hours from internships and field experience courses which may be counted toward an Illinois College degree is 16. Check the weekly postings for these opportunities. 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 Study Abroad 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 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 *http://www.ic.edu/international.* 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. Typically no financial aid is available in the summer to assist in covering these fees. More information about the Chicago Center for Urban Life and Culture program is available in the Career Services Office and through the internet at *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. Students are assisted in selecting their required practicum and student teaching experiences by the director of clinical experience.

COMMUNICATION
Students who are interested in a career in journalism or public relations may wish to major in the Department of Communication and Rhetorical Studies. Internships for these students are available in both Communication and Rhetorical Studies 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 Services or the Department of Communication about these possibilities.

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 EXPLORERS SUMMER INTERNSHIPS
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 require 10-11 weeks of full-time work beginning in May. Other internships are conducted during the academic year. Students receive a stipend or hourly wage, waived tuition costs for up to three internship/academic credit hours in the summer and in some cases housing. 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 Services. Current program partners include:

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.

H. D. Smith
Students selected for this internship will work closely with company employees to learn valuable real-world work skills by contributing to current projects and tasks. Past interns have worked in the accounting, human resources, prescription brand, and consumer products departments.

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 of Health Therapy and Senior Care
Interns will work with the social services director, the activity director, and therapists at this retirement home.

Illinois Manufacturers' Association (IMA)
Interns work in the business section of this statewide, not-for-profit organization. Interns help to implement the association's annual compensation survey and assist in processing membership documents.

Illinois State Museum
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, paleoecology, museum techniques and museology, technology, marketing 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.

Rammelkamp Bradney PC
Pre-law interns have the opportunity to intern in this Jacksonville law firm. This IC Explorer internship is completed during the fall semester instead of during the summer.

SIU School of Medicine
Interns have the opportunity to conduct research with a clinical psychologist from the Department of Psychiatry at the SIU School of Medicine.

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 Services the semester prior to when they would like to complete the internship – earlier is always better. Summer internships for credit must be on record in the Office of Career Services and the Office of the Registrar by June 1.

MODEL UNITED NATIONS
The Model UN group offers students the opportunity to participate in national simulations of the world's most important international organization. Students research global issues, draft UN resolutions and debate with participants from other colleges and universities at the American Model United Nations conference in Chicago each fall and the Midwest Model United Nations conference in St. Louis each spring.

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 Study Abroad 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 *http://www.ic.edu/international.* 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 Study Abroad 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 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 *http://www.ic.edu/international.* 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. Typically no financial aid is available in the summer to assist in covering these fees. 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 Services and via the internet at *www.twc.edu.*

AFFIRMATION OF COMMUNITY RESPONSIBILITY

Illinois College is committed to the development and welfare of every member of our community: students, faculty, staff, and administration.

To achieve the working and learning environment most conducive to everyone's well-being and growth at the College, all members of the community must assume responsibility. Individually and collectively, we should:

- Pursue *excellence* in academic and co-curricular experiences, and in all activities which support the academic program;
- Exhibit *integrity* in intellectual development;
- Practice responsible and effective *communication*; and
- Foster *tolerance* and respect in our community.

We affirm that we are all caretakers of our community and recognize that our individual responsibilities are essential for nurturing collaborative relationships, critical exploration and global awareness in our community. A quality liberal education requires our commitment to excellence, integrity, communication, tolerance and shared responsibility for the success of Illinois College.

(Adopted by the Faculty, 2003)

ACADEMIC RIGHTS AND RESPONSIBILITIES

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 20 hours. Permission to take more than 20 hours must be obtained from the Provost. 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. Adding a course after the tenth day of classes requires permission of the instructor.

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 fourth 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

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

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	3.800 - 4.000
Magna Cum Laude	3.600 - 3.7999
Cum Laude	3.400 - 3.5999

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.

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 successful completion of a language course at the 200-level or beyond and 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 full-time 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 Educational Policy Committee 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 Financial Aid are covered by this policy.

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

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. Graduate students must maintain a minimum cumulative GPA of 3.0 or higher in order to receive financial aid. 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.) Repeated courses will be considered as additional attempted credits. However, for any successfully completed course (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, CR grade), only one repetition of the course is allowed to be funded with financial aid. Additional repeats of the course must be paid for by the student. Any unsuccessfully completed course (F, NC or NCR grade) may be repeated until successfully completed. It should be noted that continuous repeats make it hard for the student to reach the 75% Completion Rate. Continuous repeats may be denied in a SAP Appeal review and may negatively impact the Maximum Timeframe requirement. Repeatable courses, such as CO 388 where the topic varies by semester, and music lessons and ensembles are permitted if the student does not exceed the maximum times repeatable per the departmental rules in the Illinois College catalog.

g.) Audit courses (AU) are not counted as either attempted or completed credits and are not eligible for financial aid funding.

h.) 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 is placed on 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 which 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 will 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. Successful 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 Dean of Student Success. 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 Provost 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.

Completing Out-of-Residence

In completing their graduation requirements, students are required to take at least 36 hours, including 24 of their final 32 semester hours, at Illinois College. For sufficient cause, a waiver of this policy may be obtained through petition to the Educational Policies Committee. 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, 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. 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 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 of classes.**

Withdrawals

In courses in which a grade has not already been filed, students may withdraw from a full-term course before the final two weeks 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 (page 166) for the impact of withdrawals.

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 final two weeks 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 196. Students who withdraw from the College must receive permission to return from the Provost before re-enrolling.

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.

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 Provost, 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 no later than the end of the first six weeks in the subsequent semester at which time the grade defaults to an 'F' unless a Course Completion Contract is filed with the Provost specifying an alternative time table and default grade. If a student has incomplete course work, all federal and state financial aid, including loans, cannot be renewed until all incomplete work has been completed.

Summer Study on an Individual Basis and Internships

With faculty supervision, students may take 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 completed in the subsequent fall semester. Independent studies for credit must include fall submission of a culminating project. To be eligible, students must be enrolled on a full-time basis both in the spring and fall semesters and must have a 2.5 cumulative average. Approval

by the faculty advisor, the instructor, and the Provost is required by June 1 each year. The internship learning contract, available from Career Services, is required. (See page 160 for more information on internships.)

Transfer Credits

Illinois College accepts transfer credits from 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. Official transcripts from an accredited college are required before transfer credit can be evaluated, accepted, or recorded. 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 66 hours of transfer work from two-year colleges or equivalent institutions may be counted toward an Illinois College degree. Students must earn at least 36 semester hours of academic credit at Illinois College, with 24 of the last 32 completed in residence.

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 Web site 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. Courses taken by students already enrolled at Illinois College that employ alternative delivery means such as correspondence and online courses require special approval from the Registrar and department chair. No more than 12 semester hours of courses that employ alternative delivery methods will be accepted for transfer.

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 the Educational Policies Committee (EPC) for approval.

2. Oral Communications: Students who satisfy the Oral Communications requirement by taking an approved course away from Illinois College will be considered to have completed the Ethical and Responsible Actions and Speaking Extensive experiences normally satisfied by the Communications 101 course at Illinois College.
3. Written Communications: Students who satisfy the Written Communications requirement by taking an approved course away from Illinois College will be considered to have completed the Writing Extensive and Information Literacy experiences normally satisfied by the English 121 course at Illinois College.

Seminar courses for transfer students:
Students who transfer to Illinois College with less than 15 credits must take the First-Year Seminar (FYS) or the Transfer-Student Seminar (TSS). Students who transfer to Illinois College with at least 15 credits from another institution of higher education are strongly encouraged to take the Transfer-Student Seminar (TSS). The Transfer-Student Seminar, along with Oral and Written Communications, make up the set of Foundations requirements for transfer students who enter Illinois College with at least 15 credits.

Successful completion of TSS also guarantees credit for three embedded experiences: Community/Civic Engagement, Ethical and Responsible Actions, and Information Literacy.

Successful completion of TSS and a science lab course taken either at Illinois College or elsewhere will together satisfy the Exploration requirement of Science in Society with lab.

Successful completion of TSS and a language course (at the level of 102 or above) taken either at Illinois College or elsewhere will together satisfy the language-related requirement for a pair of Connected Courses.

In recognition of the experiences that transfer students carry with them from other institutions along with their increased understanding of important connections through the Transfer-Student Seminar, students who successfully complete the Transfer-Student Seminar will be exempt from the SEE, WEE, U.S. Diversity and Global Awareness, and Community/Civic Engagement requirements that are satisfied in the First-Year Seminar.

STUDENT CONDUCT RIGHTS AND RESPONSIBILITIES

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), which also includes discipline and appeal procedures, information regarding traditions, programs, organizations and campus resources.

Students who violate Illinois College policies may be subject to warning, probation, 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 is denied readmission by the Provost, the student may appeal the decision in writing to the President of the College. In general, an appeal should include evidence of new and substantive information or a lack of due process.

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 instructor 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, 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, pagers 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, however, 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 to the Educational Policies Committee (EPC). Disciplinary actions may be appealed to the Discipline Committee. 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).

ACTIVITIES, SERVICES AND FACILITIES

ACTIVITIES

An important part of life at Illinois College is embodied in the extracurricular program where students may find ample opportunity for self-expression in any of a variety of activities.

Art

Studio courses offered by the Department of Art provide students with an opportunity to display their work. Special exhibitions of the works of outstanding artists are arranged on campus. The Strawn Art Gallery of Jacksonville also offers monthly exhibitions of art. Occasional tours of St. Louis and Chicago museums and galleries are scheduled by the department.

Convocations, Lectures, Concerts and Performances

A significant part of an Illinois College education is a series of speakers and performers. Our Convocation Series brings in programs at 11 a.m. Mondays and in the evenings. The Illinois College Fine Arts Series, a partnership between the Jacksonville and Illinois College communities, sponsors concerts and performances. Students may attend free of charge. The Jacksonville Symphony practices and performs on campus. Endowed lectureships, such as the Joe Patterson Smith Lecture and the Claridge Lecture, offer talks and readings by nationally-renowned historians, social scientists, poets and novelists. The College chapter of Phi Beta Kappa also hosts a scholar who visits multiple classes. In addition, Illinois College students perform often in music ensembles and dramatic performances.

Sports and Intramurals

The mission of the Office of Intercollegiate Athletics is to reflect, reinforce and enhance the educational mission of Illinois College by creating an environment of excellence where student athletes develop life skills, academic skills, and athletic skills that will enable them to earn degrees, become leaders, and win championships. In all areas of its operations, the Office's student athletes, coaches, staff, and programs shall embody the character, integrity, and values needed to fulfill lives of leadership and service. Intercollegiate competition provides an outlet for those students who cannot find adequate competition in the intramural program.

Illinois College competes in intercollegiate athletics at the NCAA Division III level as a member of the Midwest Conference. The College has 20 varsity teams competing in baseball, basketball, cross country, football, golf, indoor and outdoor track and field, soccer, softball, swimming, tennis and volleyball.

Intramural sports introduce and foster the element of competition with its value in self-discipline and the development of leadership, courage and cooperation. The College's strong intramural program offers badminton, basketball, dodgeball, flag football, floor hockey, kickball, racquetball, soccer, softball, trivia and volleyball.

Student Organizations

Participation in clubs and organizations helps to round out the college experience by sharpening organizational, leadership and communication skills. The Center for Student Involvement serves as a resource to all student organizations to assist in developing their group

and providing materials for publicizing their activities. Please contact the Center for Student Involvement at 217.245.3094 for more information on any of the following organizations.

CAMPUS WIDE PROGRAMMING/GOVERNING

Student Activities Board (SAB): The Illinois College Student Activities Board (SAB) is an organization consisting of six student-run subcommittees dedicated to providing a wide variety of programs geared toward the entire Illinois College community. The students plan various programs and yearly events including homecoming week, lectures, films, comedians, trips, dances and concerts. In addition to the entertainment SAB provides, the students involved gain valuable leadership experiences and new friends all while having a great time doing it! All students are welcome to become a part of the Student Activities Board.

Student Senate: The student government body at Illinois College is called Student Senate. Student Senate attempts to reflect student opinion on basic and important issues of college life and will act as a representative of the student body at all times working to promote the best interest of the students within the larger context of the Illinois College community.

CIVIC ENGAGEMENT

American Cancer Society: Colleges Against Cancer: The purpose of this group is to foster a nationwide collaboration of college students, faculty and staff dedicated to eliminating cancer by initiating and supporting programs of the American Cancer Society at Illinois College.

Amnesty International: This organization strives to educate and advocate for human rights, end human rights violations internationally and organize campaigns to rescue individuals at risk.

Best Buddies: Best Buddies provides an opportunity for Illinois College students to be matched in a one-to-one friendship with individuals who have intellectual and developmental disabilities.

Circle K: The Circle K Club focuses on leadership development and co-educational service through civic engagement activities.

Illinois College Environmentalists (ICE): In order to increase awareness of environmental issues, ICE shall exist to educate and serve the Jacksonville and Illinois College communities.

Oxfam: In alignment with Oxfam America's mission and current campaigns, the Oxfam Club at IC aims to construct and carry out projects and initiatives focused on alleviating poverty, hunger and social injustice at all levels.

Peer Health Educators (PHEs): The PHEs promote healthy lifestyles and wellness by providing educational and social activities.

Rotaract Club: The purpose of Rotaract is to provide an opportunity for young men and women to enhance the knowledge and skills that will assist them in personal development, to address the physical and social needs of their communities and to promote better relations between all people worldwide through a framework of friendship and service.

Straights and Gays for Equality (SAGE): The purpose of this organization is to increase general awareness of gay, lesbian, bisexual and transgender (GLBT) issues. SAGE also serves as a bridge between gay and straight members of the Illinois College community, encouraging unity, diversity and a greater understanding and acceptance of the GLBT community in society.

UNICEF: This club helps provide long term support to the U.S. fund for UNICEF in order to help achieve their goal of global service.

CLUB SPORTS/SPIRIT

Archery Club: The archery club promotes archery in the outdoors through a social organization and competition.

Cheer Team: The cheer team promotes school spirit at sports events.

Dance Team: The dance team promotes school spirit by performing dance routines at football and basketball games.

CULTURAL/INTERNATIONAL

Black Student Union (BSU): The purpose of this organization is to provide a space for education, business networking, entrepreneurial encouragement and community development among its members as it relates to the education, history and involvement of African Americans.

Coalition for Ethnic Awareness (CEA): CEA promotes racial/cultural harmony on the campus and allows the student body to experience different cultures.

DEPARTMENTAL

Model United Nations: The Model UN strives to enrich the knowledge of its members in the arenas of global politics, economics, human welfare and environmental causes.

Sociology Club: The Sociology Club provides experiences to prepare students for a future in sociology, as well as service and other sociological opportunities.

Student Athletic Advisory Committee (SAAC): The purpose of the Student Athletic Advisory Committee is to enhance the total student-athlete experience by promoting the opportunity for all student athletes, protecting student-athlete welfare and fostering a positive student-athlete image.

TheatreWorks: This campus theatre organization produces three mainstage productions annually with the auditions open to all students and faculty.

LITERARY SOCIETIES

From the early days of the College, the literary societies have retained many traditions: debates, extemporaneous speeches and literary criticism. Trophies signifying literary excellence are awarded annually to men's and women's societies as a result of meetings judged by members of the faculty and staff. The societies also provide for their members a well-developed social program.

The societies for men are, in order of their founding, Sigma Pi, Phi Alpha, Gamma Nu and Pi Pi Rho. The societies for women are Gamma Delta, Sigma Phi Epsilon and Chi Beta. Meeting rooms for the literary societies are provided in Beecher Hall, Baxter Hall and the David A. Smith House.

MUSIC

Concert Choir: Open to musicians of all levels, the Illinois College Concert Choir performs a wide range of choral styles. A focus on musical expression and unity make this ensemble a favorite around the community and state. The Choir's annual tour takes them near and far, most recently to New Orleans. If you're looking for a place to belong, make new friends, and challenge yourself to be more, the IC Concert Choir is the place for you. Join in! For more information, contact *choirs@ic.edu*.

Chamber Singers: By audition only, the Illinois College Chamber Singers are an elite group of highly skilled and talented singers with a focus on excellence. The Chamber Singers perform

widely for campus events, and members serve as ambassadors to the community. If you've got what it takes, we invite you to be a part of the team and join in. For more information, contact *choirs@ic.edu*.

Blue Tie Affair: Illinois College's premier men's a cappella ensemble invites you to join in! Blue Tie Affair performs various popular and classical styles for campus and sporting events, community groups, and other concerts. Contact *choirs@ic.edu* for rehearsal times and more information.

Wind Ensemble: Open to all instrumentalists regardless of major, the Illinois College Wind Ensemble is dedicated to ensemble unity while recognizing and nourishing the individual musician. Repertoire includes standard works for band and symphonic transcriptions, as well as exciting contemporary compositions. Frequent tours and local performances highlight the year. For more information, contact *bands@ic.edu*.

Blue Band: IC's Pep Band is open to all instrumentalists, and performs at home football and basketball games, occasionally traveling with the team. Most Pep Band members are also members of the IC Wind Ensemble. The Pep Band is a volunteer organization, so no college credit is given. Join in, and cheer our Lady Blues and Blueboys to victory! For more information, contact *bands@ic.edu*.

Jazz Ensemble: The Illinois College Jazz Ensemble features many of our most talented musicians. The group specializes in diverse contemporary styles, such as jazz, swing, blues, rock and Latin music. Members also develop improvisational skills as well a working knowledge of jazz theory. The addition of vocalists and guest soloists creates unique performance opportunities. For more information, contact *bands@ic.edu*.

Jacksonville Symphony: String players (and other instrumentalists by audition) may receive Illinois College credit for joining the Jacksonville Symphony, a long-standing and acclaimed Jacksonville institution. The Symphony performs four concerts per season, and often combines with the Symphonic Chorale, a community chorus open to Jacksonville-area residents. Those interested in membership should contact conductor Garrett Allman for openings. Join in! For more information, contact *gnallman@mail.ic.edu*.

Clarinet Ensemble, Brass Ensemble, Woodwind Trio, Flute Choir, etc.: True Blue musicians often create voluntary small groups, to perform for convocations, recitals, and other special events. Students are encouraged to connect with other performers for creative musical experiences. Join in with your fellow musicians! Contact *music@ic.edu* for more information.

NATIONAL HONORARY FRATERNITIES/ SOCIETIES

Departmental chapters of the following national honorary fraternities/societies have been established on campus: Alpha Kappa Delta (sociology), Alpha Psi Omega (theatre), Beta Beta Beta (biology), Delta Mu Delta (business), Iota Iota Iota (gender & women's studies), Kappa Delta Pi (education), Lambda Pi Eta (communication), Omicron Delta Epsilon (economics), Phi Alpha Theta (history), Phi Beta Kappa (national academic honorary), Phi Sigma Iota (modern language), Pi Kappa Delta (forensics), Psi Chi (psychology), Sigma Tau Delta (English), and Theta Alpha Kappa (religion).

PUBLICATIONS

Forté: Forté is a student written and edited literary and art journal.

Hilltop: The Hilltop is the campus yearbook published and distributed in the fall.

Rambler: The Rambler is the campus newspaper that is published twice a month.

RELIGIOUS

Brothers and Sisters in Christ (BASIC): BASIC is a fellowship group that guides members in Christian growth and discipleship.

Fellowship of Christian Athletes (FCA): The mission of FCA is to present to athletes and coaches, and all whom they influence, the challenge and adventure of receiving Jesus Christ as Savior and Lord.

Newman Catholic Community: The Newman Catholic Community members are Catholic Christians attempting to reach full participation of all Catholic students enrolled at Illinois College by providing discussion forums and activities.

REIGN Inner Faith Ministries: REIGN campus ministry exists to study God's word in a developmental environment.

Smooth Stones: The purpose of "Smooth Stones" is to organize and run Christian worship services outside of the normal chapel time.

SERVICE FRATERNITY

Alpha Phi Omega (APO): APO is a national co-ed service fraternity founded in the fellowship principles of the scouting movement. Its members work to develop leadership, promote friendship, and provide service.

SPECIAL INTEREST

Accounting Club: The Accounting Club provides opportunities for students to meet and learn more about the accounting field.

Art Club: The purpose of the Art Club is to create a supporting community for all levels of artists and people interested in the visual arts.

Chemistry Club: The purpose of the Chemistry Club is to bring chemistry out of the classroom and present the ideas of chemistry in an exciting and intelligent way to those interested.

Computer Club: The Computer Club educates students about computers and how they are a part of our everyday life.

Cutting-Edge: To inform and expose students, faculty and administrators of the technology available on campus for educational purposes and to give students internship opportunities on campus.

ENACTUS (Entrepreneurial Action and Us): ENACTUS educates the community on entrepreneurship and deficit reduction facts and information that goes beyond textbook learning. (Formerly SIFE)

Focus: The purpose of this club is to learn and practice photography skills, while promoting photography on Illinois College's campus.

French Club: The French Club works to offer activities that will introduce students to French and Francophone culture.

History of Tomorrow: The History of Tomorrow provides opportunities to students at Illinois College to learn history and sponsors activities promoting history.

IC Feminists: IC Feminists is an organization that seeks to provide a forum of discussion for gender issues both on campus and off.

Investment Club: The Investment Club offers an opportunity to learn and invest with an actual portfolio.

Legacy Dance Team: The purpose of this club is to create an environment where creativity can be expressed through dance while also developing character, leadership and individual responsibility.

OASIS (Outdoor Adventure Club): OASIS promotes adventurous spirit, sponsors alternative outdoor activities including hiking, kayaking, bicycling, etc. and provides outdoor education.

Parker After Dark: Provides students who are interested in biology an opportunity to interact, discuss biological subjects and to hear about biological field occupations.

Phi Alpha Delta: The purpose of Phi Alpha Delta is to provide students the opportunity to learn about law schools and the profession of law.

Physical Education Club: The purpose of this club is to improve professional development, engage in community service and allow for the application of knowledge through health and fitness related activities.

Pi Club (math): The Pi Club provides opportunities for students interested in math to develop an understanding of the discipline outside the classroom.

Psychology Club: The Psychology Club aims at giving students of all majors a chance to learn about the field of psychology (i.e. prospective jobs/careers, internships).

Quidditch Club: The Quidditch Club strives to spread the sport of Quidditch to the IC community while allowing students to engage in social and physical activity in a competitive and energetic manner.

Radio Club: The purpose of this club is to create, maintain and provide a radio station for the Illinois College campus in order to further improve communication throughout the campus community.

Student Alumni Association (SAA): SAA connects students and alumni, assists the Office of Alumniand Alumni Board of Directors with alumni activities and prepares students to be future alumni.

Tomorrow's Teachers: Tomorrow's Teachers provides key academic and social activities for students interested in the field of education.

Theatre

Illinois College TheatreWorks, the campus theatre organization, produces three mainstage productions annually. A fourth production, staged by students of the Oral Interpretation course, is also considered part of the mainstage season. Student directed plays are a regular feature of the program, and at least one mainstage production per season will be directed by a notable director from outside the College. Auditions, which are open to all students, faculty and staff, are held before each production.

Travel

Students have opportunities for travel through a variety of College programs, both curricular and recreational. Most extensive are the trips associated with the BreakAway program (see page 156) and the opportunity for semester-long or year-long foreign study through the Study Abroad program (page 161).

STUDENT SERVICES

IC Connections: The Illinois College First-Year and Transfer Student Experience, is here to help integrate students into our community socially and academically. They'll introduce students to opportunities that will fill the hours when students are not in class, from entrepreneur clubs and literary societies to step squads and outdoor adventure clubs. Places like the Center for Student Involvement, Office of Religious Life and the Office of Career Services will alert students to a steady stream of events and avenues where they can explore new interests and make new friends. Life as a student at Illinois College will be filled with experiences that enhance the academic experience and support development as a citizen, scholar and leader.

The Office of the Dean of Students oversees the operations which are in the Division of Student Affairs. They include the Offices of Career Services, Chesley Health and Wellness Center, Community Engagement and Service, Diversity and Multicultural Affairs, Greek Lettered Organizations, IC Connections, Religious Life, Residential Life, Student Activities, Student Work Office, and Templeton Counseling Center.

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.

Support Services for Students with Special Needs

The College makes every effort to accommodate students who have special needs and who might otherwise be at risk academically. These services are coordinated through the Office of Disability Services with the assistance of the faculty and the Center for Academic Excellence. The Office of Disability Services is located on the third floor of the Bruner Fitness and Recreational Center, and the Disability Services Coordinator can be reached at 217.245.3774.

Career Services

The Office of Career Services 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 and life skills development. Specific topics such as résumé, job search and interview skills are covered one-on-one as well as in scheduled workshops. The Strong Interest Inventory is available for students to use in major or career exploration. The office supplies transportation for students to attend career and graduate school fairs in the fall and spring. Illinois College is a member of the Illinois Small College Placement Association and provides a multitude of opportunities for students in their job search.

Counseling

Templeton Counseling Center (TCC) is located on the third floor of the Bruner Fitness and Recreational Center. It is dedicated to providing psychological support for students as they pursue their academic and personal goals, as well as program development that supports the efforts of faculty and staff in improving the college environment.

Templeton Counseling Center (TCC) offers a range of counseling services: individual, couples and group counseling as well as educational programming. These services are provided by licensed mental health professionals and are free to the students.

Illinois College is also contracted with the Center for Psychiatric Health for psychiatric and additional psychotherapy services. There is a $10 co-pay for these services. Contact TCC at 217.245.3073 for details and referrals. After hours psychological emergency services can be accessed by contacting your Resident Assistant, Security, or through the Emergency Room at Passavant Area Hospital.

All services are strictly confidential.

Diversity and Inclusion

The Office of Diversity and Inclusion is committed to offering programming and initiatives that allow for awareness, growth, understanding and celebration of the diverse backgrounds that compose our campus community and world. Our mission is to help build and maintain an environment at Illinois College that is enriching and welcoming to students of diverse backgrounds, cultures, races, ethnicities and experiences.

In addition, the office seeks to network and build partnerships with community entities that provide recourses, additional support and opportunities for underrepresented students. We aim to assist in the continual development of an inclusive campus climate that is conducive for healthy social engagement, academic achievement and ultimately degree attainment. The Office of Diversity and Inclusion also programs and manages space reservation for the Multicultural Center which is located on the lower level of Caine Student Center.

Health Services

The Chesley Health and Wellness Center is located on the third floor of the Bruner Fitness and Recreation Center. The philosophy and mission of health services is to provide health care in support of the whole person. Health Services seeks to maximize each individual's potential physically, emotionally, spiritually and intellectually. Health Services will provide culturally sensitive primary medical care to meet the needs of all enrolled students, faculty and staff. Health Services also educates regarding: healthy lifestyles, disease and injury prevention, and management of chronic illness or disability. Each individual is personally responsible and actively participates with the staff to attain/maintain his/her health status.

A Family Nurse Practitioner directs health services in collaboration with a physician. Our nurse practitioner diagnoses and manages acute episodic and chronic illnesses along with emphasizing health promotion and disease prevention.

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 a director and four full-time officers. These officers have no official police or arrest powers, but utilize citizen's arrest authority on the rare occasion when a situation requires an immediate detention.

Security officers currently conduct foot and vehicle patrols of the campus 24 hours a day when school is in session. The security 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: *http://www.ic.edu/cleryreport.*

Religious Life

From its founding in 1829, Illinois College has had historic ties with both the Presbyterian Church (USA) and the United Church of Christ and its educational program is carried on within a context derived from the Judeo-Christian heritage. In support of this rich tradition, the College offers weekly ecumenical chapel services on Wednesday at 10 a.m. in Rammelkamp Chapel. In addition to chapel services, campus fellowship groups are encouraged in order that students may grow to understand each other, their faith and the world through service to others, study and reflection. The Chaplain is available for counseling and consultation as well.

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 over 800 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 Activities

The Office of Student Activities, located on the first floor of Caine Student Center, complements academic programs through development of, exposure to and participation in a variety of programs, activities and leadership opportunities. The amount of energy – both physical and psychological – that students expend at their institution has been shown to affect positively their development during college. The Office of Student Activities provides students a chance to develop their leadership skills, gain career-related experience, learn organizational skills, develop marketing and public relations skills, and have fun while getting involved in campus life.

Student Work Office

Many students at Illinois College work part-time on campus for up to 10 hours per week. The College employs many 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. The Office of Career Services sends a weekly email posting that announces any on-or-off campus work positions of which the College has been notified. 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 receive a paycheck once a month. The Student Work Office (SWO) is a division of the Office of Career Services and is located on the main level of Baxter Hall at 217.245.3050. Contact the office for more information.

FACILITIES

A current campus map is located in the back of this catalog.

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 Career Services, classrooms, computer labs, Common Grounds coffee house, a faculty lounge, and faculty offices for the Department of Psychology. 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.

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. The Chesley Health and Wellness Center and the Templeton Counseling Center are located on the third floor.

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, physics and mathematics, as well as a Learning Center serving the entire campus.

Caine Student Center (1967)
Named in honor of Dr. L. Vernon Caine, tenth president of the College, Caine Student Center includes The "Uncommons" snack bar, fireplace lounge, the Multicultural Center, the Office of the Dean of Students, the Office of Diversity and Inclusion, the Office of IC Connections, the Office of Student Activities and a formal dining room.

Crispin Science Hall (1963)
The building includes classrooms, a 150-seat elevated lecture room, the Departments of Computer Science and Education, and the Office of Information Technology.

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.

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.

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, faculty offices, and seminar rooms for mathematics, history, political science, religion, philosophy, economics, management and organizational leadership, modern languages, and communication and rhetorical studies. Special facilities include a language laboratory and a lecture hall with video projection equipment. The building's name commemorates Harry N. Kirby, class of 1897 and a former member of the Board of Trustees.

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.

Memorial Physical Education Building (1951; additions 1964, 1977)
This former College athletic facility now houses the offices of Student Senate, student publications, and Mail Services. It is also used for various intramural and social activities.

Rammelkamp Chapel (1962)
The chapel, named for sixth president of the College Dr. Charles Henry Rammelkamp, is a multi-purpose 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 and the Office of Religious Life is located on the second floor.

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 the Al Habtoor Leadership Program and classrooms and offices for the English and sociology departments.

Tanner Memorial Hall (1929; remodeled 1977)
Tanner Hall houses the Office of the President, the Office of Academic Affairs, the Office of Admission, Accounting Services, Business Affairs, Financial Aid, Human Resources, and the Office of 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 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.

Residence Halls/Apartments

College Avenue Apartments (purchased in 2004), apartments for 34 residents provide kitchenettes and optional meal plans.

Crampton Hall (1873; remodeled 2011) is named for Rufus C. Crampton, former professor (1853-88) and acting president (1876-82). It is a coeducational facility housing 47 students on the first and second floors.

Ellis Hall (1957), with accommodations for 114 men and women, 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 18 women.

Gardner Hall (1954) accommodates 118 men and women 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 now fully air-conditioned. The Office of Public Safety is located on the lower level.

Greene Hall (1995), a coeducational hall accommodating 80 students in suite-style, air-conditioned units.

Abraham Lincoln Hall (2006), a coeducational hall accommodating 200 students in air-conditioned rooms. The Campus Bookstore and the Office of Residential Life 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 99 women 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 male hall for 109 students, 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.

Athletic Fields

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

ADMISSION

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

217.245.3030 Fax: 217.245.3034 Toll free: 866.464.5265
E-mail: addmissions@mail.ic.edu web: www.ic.edu

Admission to Illinois College

Illinois College welcomes applications from students who are seeking a challenging liberal arts education. Applicants entering as freshmen 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 Freshmen 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 2), 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 two ways to apply for admission. 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 300 selective colleges and universities across the nation. No application fee is required.

In addition to the Common Application, the college provides students with an opportunity to apply online using the Illinois College Application for Admission. Similar in format to the Common Application, the Illinois College Application can be found on the college's Website at *www.ic.edu.* The Illinois College Website also contains all forms needed to apply for scholarships and financial aid. No application fee is required for students using the Illinois College Application for admission.

All students applying to Illinois College must also:

- Submit a required college essay/writing sample.

- Submit the Secondary School Report Form completed by a high school guidance counselor or another school official.
- Submit an official transcript of all high school and/or college work 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 866.464.5265. 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 September with decisions beginning in mid-October. From that date, decisions are mailed weekly.

Candidates who wish to be considered for the Illinois College Trustee Scholarship Program 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 postmarked on or before May 1 (the National Candidate Reply Date) to hold their seat in the class. Deposits postmarked 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

Admitted 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.

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 that 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 you have registered with your state 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 TOEFL, IELTS, ACT or SAT scores. Applicants must

score at least a 213 on the computer-based TOEFL or a 79 on the Internet based TOEFL. Students submitting the SAT Reasoning Test must have a combined score of at least 1410 on the SAT Reasoning Test (with at least a 450 critical reading score). A minimum score of 6.5 on the IELTS exam will also be considered.

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 $1000 per year).

International students are eligible for International Student Scholarships that range from $10,000 to $18,000. These awards are competitive and based on the academic credentials presented for admission.

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.

The Specific Minimum Requirements for Transfers Include:

A. Graduation from an accredited four-year high school or the equivalent with at least fifteen (15) hours of credit.
B. Verification of good academic standing at the institution from which the applicant wishes to transfer.
C. 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.
D. 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 both the Common Application and the Illinois College Common Application supplement. Both can be submitted electronically. The Illinois College Supplement provides the general information needed to begin a student's application file. No application fee is required. Transfer students may also submit the Illinois College Application for Admission.

Applications should be submitted electronically whenever possible. Students who wish to receive a paper application should download the required forms at *www.ic.edu* or *www.commonapp.org.*

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.
- One letter of recommendation from a faculty member at the institution in which the student is currently enrolled.

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. Final evaluation of transfer credits resides with the Office of the Registrar and the Provost. (See Transfer Credits pages 172.) Transfer students must request that an official final transcript be sent directly to Illinois College prior to starting classes.

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.

Freshman Applicants with a GED

Freshmen 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 of the Provost to return. See the appropriate areas of this catalog for relevant policies and details.

IC

EXPENSES

Room and Board

The College maintains residence halls for men and for women, 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 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 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 are due by August 5, 2015 for fall semester and by January 5, 2016 for spring semester.

Deferred payment options are available through Tuition Management Systems. You may visit their website, *www.afford.com* or call 888.356.0350.

Illinois College is committed to helping you understand the best solution for financing your college education. Your financial responsibility should be taken seriously, and our financial aid office will be able to discuss your 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 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

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, Perkins Loan, Stafford Loan and PLUS loan) 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 unused 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 Accounting Services to make arrangements to pay 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, transcripts, 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.

Payments for New Students

The enrollment deposit of $200 is due upon acceptance for entrance and applies toward first semester's tuition. The deposit is refundable upon request in writing prior to May 1.

Bookstore

Books and supplies are sold in the College Bookstore located in the Abraham Lincoln Hall. The average cost of books and supplies is about $450 per semester.

FINANCIAL AID

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

FAFSA code: 001688
217.245.3035 Fax: 217.245.3274 Toll free: 866.464.5265
E-mail: finaid@mail.ic.edu web: *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 on line at *www.fafsa.gov.* The Illinois College school code is 001688. Students should file by January 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

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

Professors

ELAINE S. CHAPMAN, Hitchcock Professor of Biology (1985, 2000) B.A., Millikin University; Ph.D., University of Iowa.

BETH W. CAPO, Professor of English (2003, 2014) B.A., Denison University; M.A., Ph.D., Pennsylvania State University.

ADRIENNE HACKER DANIELS, Professor of Communication and Rhetorical Studies (2000, 2010) B.A[DS1] ., Brooklyn College; M.A., Northwestern University, Ph.D., University of Wisconsin-Madison.

KELLY A. DAGAN, Professor of Sociology (2001, 2015) B.A., Hiram College; M.A., Ph.D., Kent State University. (Sabbatical Leave – Spring 2016)

KAREN E. DEAN, Ruth Badger Pixley Professor of the Social Sciences and Professor of Political Science (1984, 1998) B.A., M.A., Ph.D., Kent State University.

JOHN DREA, Professor of Management and Organizational Leadership (2014, 2014) B.A., Illinois College; MBA, University of Notre Dame; DBA, Southern Illinois University Carbondale.

KENT D. ELWOOD, Professor of Psychology (1975, 1988) B.A., Ph.D., Northwestern University. (Sabbatical Leave – Fall 2015)

BERND K. ESTABROOK, Professor of Modern Languages (German) (1994, 2006) B.A., Whitman College; M.A., Ph.D., University of California-Berkeley. (Sabbatical Leave – Spring 2016)

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

STEVEN M. GARDNER, Professor of Modern Languages (Spanish) (2001, 2013) B.A., Alma College; M.A., University of Delaware-Newark; Ph.D., University of Illinois at Urbana-Champaign. (Sabbatical Leave – Fall 2015)

NAOMI E. HAHN, A. Boyd Pixley Professor of Humanities and Professor of English (1982, 1997) B.A., Augustana College; M.A., Ph.D., Purdue University.

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

JIM L. KERBAUGH, Professor of English (1987, 2002) B.A., M.A., Ph.D., North Texas State University.

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.

KEVIN C. KLEIN, Professor of Economics (1986, 2003) A.A.S., Illinois Central College; B.S., M.S., D.A., Illinois State University.

TIMOTHY KRAMER, Edward Capps Professor of Humanities and Professor of Music (2010, 2010) 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.

ROBERT C. KUNATH, William and Charlotte Gardner Professor of History (1994, 2006) B.A., University of Chicago; M.A., Ph.D., Stanford University. (Sabbatical Leave – Fall 2015)

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.

MARJORIE B. MEIER, Professor of Management and Organizational Leadership (1980, 2006) B.S., M.B.A., University of Illinois at Urbana-Champaign; D.P.A., University of Illinois at Springfield.

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

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

ADAM L. PORTER, Dean of the Faculty and 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. (Sabbatical Leave – Spring 2016)

CARYN D. RISWOLD, Professor of Religion (2002, 2013) B.A., Augustana College (SD); M.A.T.S., Claremont School of Theology; Th.M., Ph.D., Lutheran School of Theology at Chicago. (Sabbatical Leave –2015-16 academic year)

ALMUT SPALDING, Professor of Modern Languages (German) and Director of the Office of Study Abroad and BreakAways (2002, 2014) 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, 2001) B.A., University of Wisconsin; M.A., M.Div., Yale University; Ph.D., University of Iowa.

JAMES T. STREIB, Professor of Computer Science (1996, 2004) 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, 2006) B.A., Swarthmore College; Ph.D., Princeton University.

JEREMY TURNER, Professor of Psychology (2006, 2015) B.A., Illinois College; M.A., Ph.D., Northern Illinois University.

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

Associate Professors

GARRETT N. ALLMAN, Associate Professor of Music (1981, 2000) B.M., Pacific Lutheran University; M.M., New England Conservatory of Music; D.M.A., University of Iowa.

JEREMY ALM, Associate Professor of Mathematics (2008, 2013) B.S., University of Wisconsin-Eau Claire; M.S., Ph.D., Iowa State University.

JOSÉ P. ARCE, Associate Professor of Modern Languages (Spanish) (1995, 2001) B.A., University of Texas-El Paso; M.A., Ph.D., University of Texas-Austin.

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SHELLEY L. COCHRAN, Flute, B.M., MacMurray College.

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HUGO MAGLIOCCO, Low Brass, B.S., Duquesne University; M.S., University of Tennessee; D.M.E., University of Oklahoma.

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BHARATI JHAVERI, Director of the Laboratory and Medical Director of Laboratory Schools, St. John's Hospital, M.D., Wayne State University.

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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
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Richard A. Pfau, A.B., M.A., Ph.D. 1993-2002
Axel D. Steuer, A.B., M.A., S.T.B., Ph.D 2003-2013
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ALUMNI TRUSTEES

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Jacksonville (1989-1998)
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President, United Contractors Midwest, Inc., Springfield, Illinois

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Doctor of Humane Letters
President Jimmy Carter

Honorary Bachelor of Arts
Joan M. DeBoer

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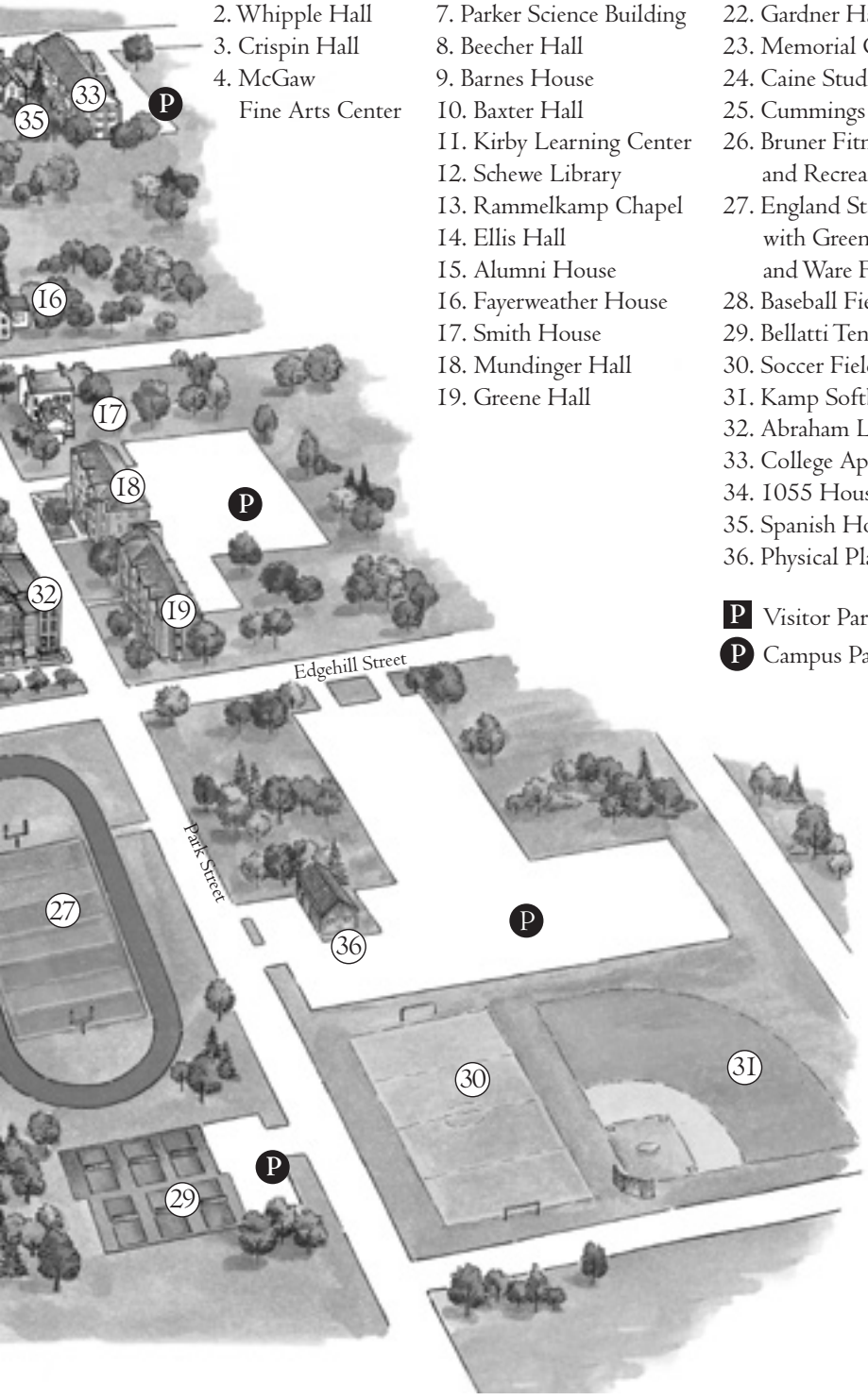

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-Admission Office
2. Whipple Hall
3. Crispin Hall
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