



ILLINOIS  
COLLEGE

A photograph of three students walking on a paved path in front of a large, multi-story brick building with Gothic-style architecture. The building features tall, narrow arched windows and a central entrance. The students are a young woman on the left with long blonde hair wearing a white sweater and blue jeans, a young man in the middle wearing a grey hoodie and blue jeans, and a young woman on the right with long dark hair wearing a white sweater and blue jeans. The scene is set in autumn, with trees showing orange and yellow leaves. The path is bordered by a green lawn.

CATALOG 2018-2019

# ILLINOIS COLLEGE

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Jacksonville, Illinois 62650-2299

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For information about admission to the College contact:

The Office of Admission :: 217.245.3030

For information about academic matters contact:

The Office of Academic Affairs :: 217.245.3010

For information about courses, transcripts, and records contact:

The Office of the Registrar :: 217.245.3013

For information about financial aid and student billing contact:

The Office of Student Financial Services :: 217.245.3035

For information about payment of expenses contact:

The Office of Business Affairs :: 217.245.3003

Accounting Services :: 217.245.3015

For information about extracurricular activities and student affairs contact:

The Office of Student Affairs :: 217.245.3011

For information about campus housing and residence life contact:

The Office of Residential Life :: 217.245.3012

For information about athletic activities contact:

The Office of Intercollegiate Athletics :: 217.245.3400

For information about alumni records and activities, and gifts to the College contact:

The Office of Development and Alumni Relations :: 217.245.3046

\* \* \* \* \*

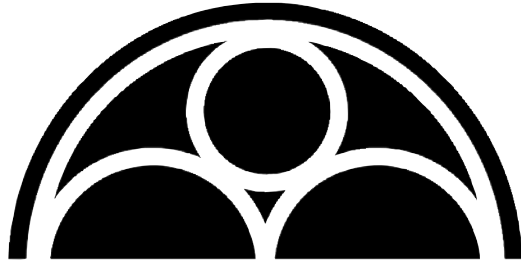
The Illinois College Catalog is a description of courses and requirements for one year.  
Illinois College reserves the right to make changes in requirements, policies,  
and expenses as necessary and at any time without notification.

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**ILLINOIS  
COLLEGE**

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FOUNDED 1829

# CALENDAR

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## FIRST SEMESTER, 2018-2019

August 23	New students arrive; Welcome Week begins
August 26	Continuing students return
August 27	Advising Day
<b>August 28</b>	<b>Classes begin</b>
September 10	Last day to add or drop a course without record
	Last day for previous semester "Incompletes"
September 22	Family Day
<b>October 8 - 13</b>	<b>Homecoming Week</b>
October 15	Midterm grades computed as of this day for all students
October 17	Fall Break begins at end of classes
<b>October 18 - 21</b>	<b>Fall Break</b>
October 22	Classes Resume
November 5	Last day for students to drop a course with W grade
	Last day to withdraw from the College with W Grades
November 20	Thanksgiving break begins at end of classes; Residence halls close
<b>November 21 - 25</b>	<b>Thanksgiving Break</b>
November 26	Classes resume
December 7	Last day of classes
December 8-9	Reading Day
December 10	Final Examinations begin
December 14	Final Examinations end; Residence halls close
<b>December 15 – January 13</b>	<b>Semester Break</b>

## SECOND SEMESTER, 2018-2019

January 13	Residence halls open
January 14	Advising Day
<b>January 15</b>	<b>Classes begin</b>
January 28	Last day to add or drop a course without record
	Last day for previous semester "Incompletes"
March 1	Midterm grades computed as of this day for all students
	Spring Break begins at end of classes; Residence halls close
<b>March 2 - 10</b>	<b>Spring Break</b>
March 11	Classes Resume
April 1	Last day for students to drop a course with W grade
	Last day to withdraw from the College with W Grades
April 12	Celebration of Excellence
April 18	Easter Break Begins at end of classes
<b>April 19 - 21</b>	<b>Easter Break</b>
April 22	Classes Resume
April 26	Last day of classes
April 28	Reading Day
April 29	Final Examinations begin
May 3	Final Examinations end; Residence Halls close at 4:30 p.m.
May 12	Baccalaureate and Commencement

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

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

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

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Illinois College is a charter member of and accredited by the North Central Association of Colleges and Secondary Schools ([www.ncahigherlearningcommission.org](http://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.

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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*

## VISION

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



# ILLINOIS COLLEGE

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

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

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





# THE UNDERGRADUATE ACADEMIC PROGRAM

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

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

1. Complete the BLUEprint General Education Program.
2. Complete an academic major with an average of ‘C’ (2.00) or better for courses in the major.
3. Complete satisfactorily at least 120 semester hours of academic credit.
4. Earn at least 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 15.)
6. Maintain at least a ‘C’ average (2.0 cumulative grade point average).
7. When a minor has been declared, complete an academic minor with an average of ‘C’ (2.00) or better for courses in the minor.

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

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

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

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

Students transferring to Illinois College may receive credit for parts of the academic program based upon courses they have completed with grades of ‘C-’ or better at other accredited colleges, universities, or two-year colleges. See Transfer Credits (page 171) for detailed information.

# THE BLUEprint GENERAL EDUCATION PROGRAM

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

## 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 to prepare for your college career.
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 another general education course, often your required oral or written communication 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 primary 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 the connection between science and societal issues. (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.

### 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 completed in a world language course at the 102-level or above
  - 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. By working closely with faculty, practicing skills for the future, learning about the world, and 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 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	English
Actuarial Science	- Creative Writing
Agribusiness	- Editing and Publishing
Art and Design in Visual Studies	- Expository Writing
Biochemistry	- Literature
Biology	Environmental Studies and Wildlife Management
- Biology with Ecology	Finance
- Biology with Clinical Laboratory Science	Francophone and French Language
- Biology with Occupational Therapy	and Cultures
- Biology with Physiology	Health Sciences
Business Administration	History
- Agribusiness	- Public History
- Management	Individualized Studies
- Marketing	International Studies
- Sports Management	Japanese Studies
Chemistry	Management & Organizational Leadership
Communication and Rhetorical Studies	(See Business Administration)
Computer Science	Management Information Systems
Criminal Justice	Mathematics
Dual Language	Music
Economics	Physics
Education	- Physics with Engineering
- Art	Political Science
- Elementary	Psychology
- Music	- Neuroscience
- Physical Education	Sociology
- Secondary Education Programs	Spanish
- 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, Health Sciences, 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 127.

### 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.

### CLINICAL LABORATORY SCIENCE

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

### NURSING

Illinois College has affiliation agreements with other schools for students interested in nursing. For additional information on each of these schools, contact the Biology Department.

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

St. John's School of Nursing 3-2 program -- Illinois College cooperates with St. John's Hospital, Springfield, Illinois, in a 3-2 program in nursing. See page 90 for additional information and contact the Biology Department.

St. Louis University -- preferential admission will be available for a minimum number of students who complete their bachelor's degree from Illinois College to earn their MSN from St. Louis University.

## 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:

- |                                |                         |                        |
|--------------------------------|-------------------------|------------------------|
| :: Clinical Laboratory Science | :: Occupational Therapy | :: Physician Assistant |
| :: Dentistry                   | :: Optometry            | :: Podiatry            |
| :: Medicine                    | :: Pharmacy             | :: Veterinary Medicine |
| :: Nursing                     | :: Physical Therapy     |                        |

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.

### 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, Agribusiness, Art and Design in Visual Studies, Biology, Business Administration, Chemistry, Communication and Rhetorical Studies, Computer Science, Criminal Justice, Economics, Education, English, Entrepreneurship, Environmental Studies, Finance, Fine Arts, Fine Arts Administration, Francophone and French Language and Cultures, Gender and Women's Studies, German Studies, Health, History, Human Performance, Interfaith Studies, International Studies, Japanese Studies, Mathematics, Music, Neuroscience, Philosophy, Physical Education, Physics, Political Science, Pre-Law, 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 learning community. 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

Illinois College operates according to specific policies established by governmental bodies, faculty and administration. When a student seeks exceptions to academic policies or requirements, the student provides a written request to the Office of Academic Affairs. The Dean of Faculty and the Registrar meet to discuss the request, gather any further information needed, and either make a decision or refer the appeal to the Curriculum Review Committee. The Dean of Faculty or Registrar will communicate the decision to the student and later report it to the full faculty. Petitions may be submitted through Connect2.

## Graduation And Commencement Participation

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

Students may participate in graduation ceremonies prior to completing all graduation requirements in only one of 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 page 15 for details, or contact the Registrar or the Academic Dean for additional information.

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

## General Descriptions

### UNIT OF CREDIT

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

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

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



## CLASSIFICATION OF STUDENTS

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

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

## COURSE DESCRIPTIONS, NUMBERING AND REQUIREMENTS

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

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

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

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



# ACCOUNTING

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Associate Professor Nausser S. Jamali

Associate Professor John S. Rush

Instructor Dana Bangert

Part-time Instructor Lucas Scroggins

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 42 hours as follows:

EC 105, EC 245, and AC 231 ideally completed by the end of the sophomore year. Students then complete: PH 315, AC 323, AC 325, AC 326, AC 329, AC 433, AC 463/464 or IC 421, and AC 485.

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

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 Senior Seminar (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. (See FI 485.)



# ACTUARIAL SCIENCE

Administered jointly by the Mathematics and Business Administration Departments

The Actuarial Science major is an interdisciplinary program that is housed in the Math department. It requires 48 semester hours, with 28 hours of the courses taking place in Math and the remaining 20 hours in Accounting, Economics, and Finance. The focus of the program is to prepare students for careers as actuaries, with at least one course focused around actuarial exam preparation. The program will ensure that students will also complete a Math minor and complete two professional exams prior to graduation. The courses required for the major are:

## Mathematics Core (28 hrs.)

- :: MA 213 Calculus I
- :: MA 223 Calculus II
- :: MA 233 Calculus III
- :: MA 323 Linear Algebra
- :: MA 342 Mathematical Statistics
- :: MA 343 Probability
- :: MA 347 Mathematics of Investment

## Business/Other Core (20 hrs.)

- :: AC 231 – Principles of Accounting
- :: AC 326 – Intermediate Financial Accounting II
- :: EC 105 – Principles of Economics
- :: FI 362 – Corporate Risk Management
- :: Interdisciplinary Capstone course



# AGRIBUSINESS MANAGEMENT

Assistant Professor Michael Woods

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

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

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

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

## **Business Core (16 hours):**

AC 231 – Principles of Accounting; EC 105 – Principles of Economics; CO 210 – Business Communication; and one of the following ethics courses: CO 315 – Communication Ethics, PH 216 – Computer Ethics, or PH 315 – Business Ethics;

## **Agribusiness Core (26 hours):**

AG 111 - Emerging Issues in Ag & Natural Resources; AG 211 – Introduction to Agribusiness; AG 320 – Agricultural Finance; AG 321 – Agricultural Marketing; AG 463/464 – Internship in Agribusiness (2 CR); AG 491 – Agribusiness Management Capstone; and one of the following electives: AG/FI 322 – Commodity Futures and Options; AG/EC 331 – Agricultural Economics; or AG 340 – Farm Management.

A minor in Agribusiness consists of 20 credits (5 courses). A minor must include the following: AG 111 – Emerging Issues in Ag & Natural Resources; AG 211 – Introduction to Agribusiness; AG 321 – Agricultural Marketing; and two of the following: AG 320 – Agricultural Finance; AG/FI 322 – Commodity Futures and Options; AG/EC 331 – Agricultural Economics; or AG 340 – Farm Management.

## **AG 111 Emerging Issues in Ag & Natural Resources (4)**

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

## **AG 211 Introduction to Agribusiness (4)**

The role of agricultural business in the economy. Introductory economic and business principles and their application to the solution of agricultural problems. Corequisite: EC 105 or equivalent.

## **AG 320 Agricultural Finance (4)**

Fundamental concepts for financial management decisions in agricultural/farm businesses. Emphasis is on financial statement analysis of profitability, efficiency, liquidity, repayment capacity, risk, leverage, growth, capital budgeting, investment decisions, farmland bid price determination,

and farm real estate appraisal. Financial markets and credit institutions serving the agricultural sector are also addressed. Prerequisites: AG 211 or equivalent, AC 231, and EC 105.

#### **AG 321 Agricultural Marketing (4)**

Marketing concepts, techniques, and management of the U.S. marketing system from agricultural production, agribusiness, and traditional business perspectives. Prerequisite: AG 211 or equivalent.

#### **AG 322 Commodity Futures and Options (4)**

Economic theory and methods for analyzing agricultural production decisions and the underlying relationship to futures and options markets. Specific topics include the institutional structure, price formation, producer and agribusiness strategies, and financial instruments associated with U.S. and international markets. Prerequisite: AG 320 or equivalent. (See FI 322.)

#### **AG 331 Agricultural Economics (4)**

An introduction to the principles of economics including production principles; production costs, supply and revenue; profit maximization; consumption and demand; price elasticity; market price determination; and competitive versus noncompetitive market models. These principles are applied to agriculture and the role of agriculture in the United States and world economies. Other topics include a survey of the world food situation; natural, human and capital resources; commodity product marketing; and agricultural problems and policies. Prerequisite: EC 105 or equivalent. (See EC 331.)

#### **AG 340 Farm Management (4)**

Economic principles are applied to the management of farms using budgeting system analysis, record analysis, financial management, and lease analysis. Students develop expertise in evaluating and making decisions like those faced by farm operators and managers. Prerequisite: AG 211 or equivalent and EC 105.

#### **AG 461/462 Independent Study in Agribusiness Management (1-4)**

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

#### **AG 463/464 Internship in Agribusiness (1-4)**

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

#### **AG 491 Agribusiness Management Senior Capstone (4)**

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

# ART AND DESIGN IN VISUAL STUDIES

Assistant Professor Matthew Mogle

Part-time Instructor Dale Homolka

The courses in the Department of Art and Design in Visual Studies 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 and Design in Visual Studies consists of 7 required courses and 3 electives (40 earned credits) and must include the following courses:

- :: AR 100 Two-Dimensional Design Aesthetics
- :: AR 131 Visual Perceptions through Drawing
- :: AR 102 Western Art and Culture or AR245 Art History in the Modern World
- :: AR 204 Visual Communication
- :: AR 342 Medium Development, Experimentation, and Innovation
- :: AR 346 Theories and Philosophies in Contemporary Art and Culture
- :: AR 402 Senior Seminar. In addition, a senior exhibition of original work or a research paper in art-history is required during the senior year.

**Electives:** AR 102 Western Art and Culture, AR123 Spatial Understanding in 3-D Design, AR242 Oil Painting Process and Theory, AR205 Computer Aided Design and Production, AR245 Art History in the Modern World, AR331 Advanced Drawing Theory and Practice, AR340 Contemporary Theories in Color.

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

- :: AR 100 Two-Dimensional Design Aesthetics
- :: AR 131 Visual Perceptions through Drawing
- :: One of the following courses in Art History: AR 102 Western Art and Culture; AR 245 Art History in the Modern World; or AR 346 Theories and Philosophies in Contemporary Art and Culture.

Electives should be selected from the above list for majors.

## **AR 100 Two-dimensional Aesthetics (4)**

An introductory course introduces the core concepts of visual design theory and aesthetics using elements and principles of design and the creative process. Strategies in visual design are explored through examples, exercises, critiques, and creative projects. Additional fee may apply. No prerequisite.

## **AR 102 Western Art and Culture (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 Prehistoric to the Enlightenment. No prerequisite.

## **AR 121 Introduction to Ceramics (4)**

An introductory course to clay and glazing; introduction to hand-forming processes, pinch, coil, and slab, and combinations of these basic techniques. Additional fee may apply. No prerequisite.

**AR 123 Spatial Understanding in 3-D Design (4)**

An introductory course 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. Additional fee may apply. No prerequisite.

**AR 131 Visual Perceptions through Drawing (4)**

An introductory course that explores basic drawing methods, media, and concepts. Emphasizes drawing from observation with development of proportion, accuracy, value, implied shape, composition, line, edge development, volumetric analysis of form, light and perspective. Use of wide range of techniques, materials, and subject matter. Additional fee may apply. No prerequisite.

**AR 204 Visual Communication (4)**

Basic graphic design concepts and software with an emphasis on typography, visual hierarchy, and grid layouts. Students will gain a working knowledge of Adobe software used to create and manipulate vector graphics and bitmap images. Additional fee may apply. No Prerequisite.

**AR 205 Computer Aided Design and Production (4)**

A basic 3-D Computer Aided Design (CAD) course using Solidworks Essentials software. Students will create and program parametric models of parts and assemblies; generate dimensioned drawings according to ISO 128 technical drawings standards using basic conventions for lines, views, cuts and sections; understand basic plotting and prototyping using 3-D printing. Additional fee may apply. No Prerequisite.

**AR 223 Advanced Sculpture Fabrication and Context (4)**

Introduction to the fundamental sculptural processes of addition, subtraction, and substitution. Further understanding of craftsmanship, conceptualization, presentation, and creative problem solving. Students will explore steel fabrication, wood construction, assemblage, and mold-making. Additional fee may apply. No prerequisite.

**AR 225 Teaching Fine Arts in the Elementary Schools (4)**

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

**AR 242 Oil Painting Process and Theory (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 and contemporary oil painting techniques and mediums. Basic color principles will be covered: color wheel, color systems, mixing, matching, and modulation. Additional fee may apply. No prerequisite.

**AR 245 Art History in the Modern World (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 artist genius. Investigation of stylistic innovation in painting and sculpture and the development and dissolution of realism and abstraction. Selected studies in painting, sculpture and architecture from Pre-Impressionism to Abstract Expressionism. No prerequisite.



**AR 331 Advanced Drawing Theory and Practice (4)**

An investigation of traditional and contemporary drawing practices, techniques, mediums, and technologies. Students will gain an understanding of the historical significance of drawing as visual thinking in early civilizations to the present. In addition, they will understand the primal importance of sketching in generating ideas and problem-solving as an original and genuine form of expression. Additional fee may apply. Prerequisite: AR 131.

**AR 340 Contemporary Theories in Color (4)**

This is a studio-based course focused on more sophisticated and practical understanding of how colors act physiologically, psychologically, emotionally, and culturally. Projects explore the color modes of Value Contrast, Brightness Contrast, Tonal Layer, Hue Contrast, and Luminosity. In addition, there is required reading on the physics of color and discussion of the historical influences and legacy of color in culture. Additional fee may apply. No prerequisite.

**AR 342 Medium Development, Experimentation, and Innovation (4)**

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

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

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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.

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

## CORE COURSES:

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

## ELECTIVES, AT LEAST TWO SELECTED FROM:

BI 208 (Developmental Biology), BI 310 (Immunology), BI 311 (Virology), CH 332 (Advanced Inorganic Chemistry), CH 341 (Physical Chemistry I), CH 401 (Advanced Organic Chemistry).

## IN ADDITION, THESE COREQUISITES ARE REQUIRED

PY 225, 226 (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

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Professor Lawrence W. Zettler  
 Associate Professor Laura Corey  
 Assistant Professor Bryan Arnold  
 Assistant Professor Paul Hamilton  
 Assistant Professor Miranda Karban  
 Assistant Professor Keenan Mack  
 Part-time Instructor Elizabeth Beets  
 Part-time Instructor Terry Geirnaert  
 Part-time 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. Also, Illinois College has affiliation agreements with other schools for students interested in nursing. For additional information on each of these schools, contact the Biology Department. (Also, see page 11.)

## 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 208 Developmental Biology
  - BI 245 Microbiology
  - BI 318 Algae and Fungi
  - BI 328 Animal Behavior
  - BI 342 Parasitology
  - BI 350 Entomology
- II. Cellular and Molecular Biology
  - BI 208 Developmental 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 315 Anatomy and Physiology I
- 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 203, CH 204, CH 211, and CH 309. Two physics courses are required for the major—PY 225 and 226.

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, CH110, and sixteen hours of Biology or Bio-health courses numbered 200 and above.

For information on the Human Performance minor, see page 97.

### BIOLOGY MAJOR – ECOLOGY CONCENTRATION

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 CH 110, CH 203, CH 204, CH 211, and CH 309), PY 225, and one of PY 226, 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; MA 133 is a prerequisite for CH 110 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 CLINICAL LABORATORY SCIENCE (3-1)**

Illinois College has been affiliated with St. John's Hospital Laboratory Schools since 1985. Students who wish to pursue a career in clinical laboratory science (medical technology) may complete the prerequisite courses at Illinois College in three years and apply for admission to the 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 203 (Organic I); CH 211 (Quantitative Analysis); and CH 309 (Biochemistry I). PY 225, 226 (College 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 clinical laboratory science 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 225, 226 (College Physics I and II). They may then apply to any professional program in clinical laboratory science in the U.S. For further information, contact the Biology department chair.

### **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 225, 226 (College 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 the Biology department chair.

### **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 BI 316 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, CH 204, CH 211, CH 309, PY 225 and PY 226.

MA 123 is strongly recommended; MA133 is a prerequisite 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.

### **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 238 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. Corequisite: 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 207. Offered alternate spring semesters.

**BI 215 Medical Terminology (1)**

An introduction to medical terminology commonly used in a wide variety of health professions. Special emphasis is placed on learning the prefixes, suffixes, and combining forms used to generate informative terms that are commonly encountered in health professions or anatomy and physiology. Prerequisite: BI 110 or consent of the instructor.

**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. Three class hours and one 3-hour laboratory period per week. Prerequisites: BI 110 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. One 3-hour lab period per week. Prerequisite: CH 110 (or concurrent enrollment) and BI 207 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. Prerequisite: BI 107 or BI 110. Offered alternate spring semesters.

**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. Prerequisite: BI 207. Corequisite: CH 203. Offered alternate years.

**BI 315 Anatomy and Physiology I (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 315. Offered spring 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 315. 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 207; Corequisite: BI 238. Recommended: MA 123. (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 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. 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

Professor John Drea

Assistant Professor Michael Harden

Assistant Professor Michael Woods

Part-time Assistant Professor James Proffitt

Part-time Instructor Daniel Coultas

A major in the interdisciplinary program of Business Administration enables the student to begin any career that requires fundamental knowledge of the principles of management and the qualities of leadership. Students are equipped with the knowledge required to create value in public or private entities, 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 four such areas: 1) Agribusiness, 2) Management, 3) Marketing, and 4) Sports Management.

A major in Business Administration may be earned by completing 42 semester hours. This includes the core classes and one of the concentrations. A detailed summary of the course requirements for the core and each concentration is provided below:

## A. Core Courses (26 semester hours):

All students complete EC 105; AC 231; MG 364; MG 491; CO 210; one from MG 315, PH 216, CO 315; and one of MG 463/464, IS 302, or IC 421.

## B. Concentration Areas (choose one):

Agribusiness Concentration (16 semester hours):

AG 111, AG 211, AG 320, and AG 321

Management Concentration (16 semester hours):

MG 357; MG 485; two from AC 323, CO 355, FI 352, IS 250, MG 237, MG 354, MG 359, MG 425, MG 426, or MI 120.

Marketing Concentration (16 semester hours):

MG 354; MG 454; and two from CO 214, CO 353, CO 355, EC 312, IS 250, MG 237, MG 426, MI 120, or PS 350.

Sports Management Concentration (16 semester hours):

MG 280; MG 355; and eight (8) hours of EP 214, EP 305, MG 357, MG 455, or MG 465/466 or IS 467 (must be an approved Sports Management topic).

A minor in Business Administration consists of 20 hours including MG 364; one of MG 237, CO 210, FI 352 or MG/PH 315; plus 3 classes (12 hours) of MG classes at the 300- or 400- level.

Please see the program coordinator for any further details (also see ACCOUNTING, page 16, AGRIBUSINESS, page 19, ECONOMICS, page 51, and FINANCE, page 78).

## MG 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.

## MG 280 The Business of Sport (4)

An overview of the business aspects of professional and amateur sports. Topics covered include league structure and operation, sports marketing, pricing, media, agents and contracts. Prerequisite: sophomore standing. AC 231 would be beneficial but not required.

**MG 315 Business Ethics**

Consideration of the problem of determining the rules which should govern the relationship between industry and government, a company and its customers, and management and employees. (See PH 315.)

**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: sophomore standing.

**MG 355 Sports Promotion (4)**

An examination of the field of promotion, with a focus and applications into the sports industry. Topics covered include advertising, sales promotion, ticketing, sponsorships, and social media.

**MG 357 Business Law (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.

**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: sophomore standing.

**MG 371 International Business (4)**

An understanding of international business is important in today's global economy. This course explores the application of core business concepts in a global context. Topics include culture, political and economic systems, marketing, and global operations.

**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) Prerequisite: 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 or consent of 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)**

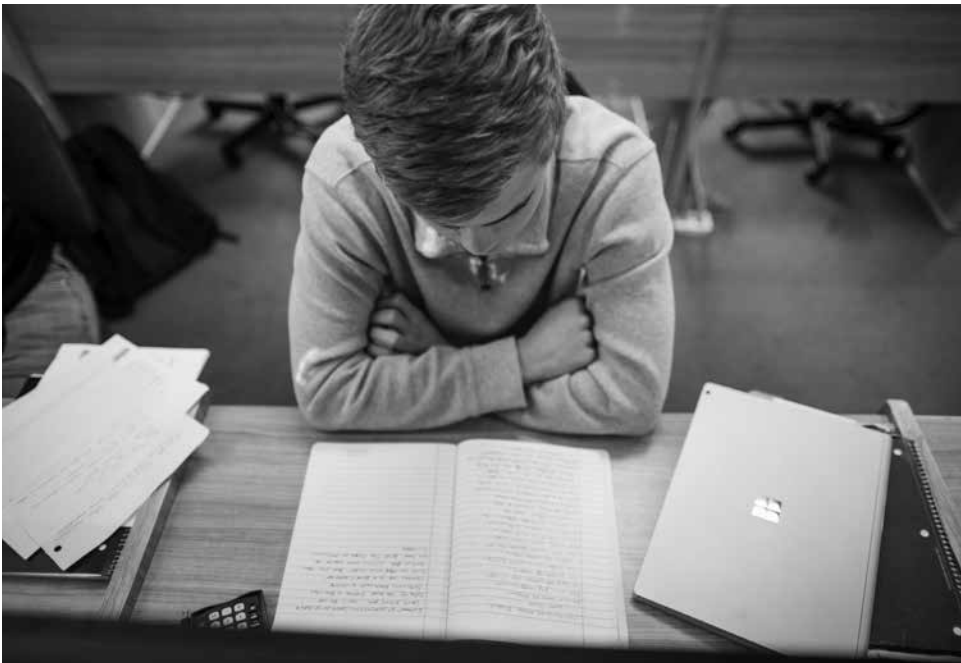
A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to junior and senior majors. Prerequisite: consent of the instructor.

**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 Senior Capstone (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: Business Administration major and senior standing, or consent of instructor.



# CHEMISTRY

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Professor Zvi Pasman

Associate Professor Clayton F. Spencer

Assistant Professor Brent Chandler

Assistant Professor Jocelyn Lanorio

Chemistry affects all phases of our modern lives, from the clothes we wear, to the cars we drive, to the food we eat, to the houses in which we live. With substantial overlap between both the disciplines of biology and physics, chemistry is often called the “central science,” and a grounding in chemistry is beneficial for all science majors. The Department of Chemistry is committed to educating liberal arts students to think critically and independently and to communicate ideas effectively. It is the mission of the department to prepare students who wish to pursue:

- :: Their intellectual curiosity about the nature of the physical world and the underlying chemical principles that govern it.
- :: Admission to graduate programs in 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)
- :: College Physics (PY 225, 226)

## 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); Advanced Inorganic Chemistry (CH 332).

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. Corequisite MA 133 (or placement into a higher level mathematics course). CH110 is a prerequisite 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 with a 'C' grade or better 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 332 Advanced Inorganic Chemistry (4)**

This course is designed to introduce students to the fundamental principles of inorganic chemistry, and expands upon what is learned in general chemistry by providing new ways of understanding molecular orbitals, bonding, and reactivity (electronic structure of atoms and periodic properties, acid-base, etc.). The concept of symmetry is applied to chemical issues, such as bonding, and spectroscopy. Inorganic chemistry encompasses a large variety of topics ranging from coordination chemistry, solid-state chemistry, and industrial catalysts to the role of metals in biological systems (organometallics and bioinorganic). Students will learn how modern inorganic chemistry is used to solve problems outside of the classroom. Emphasis will be placed on how inorganic chemistry is integrated into other branches of chemistry such as organic, physical, and analytical. This course is intended for students in chemistry, biochemistry, and others on scientific professional career paths, and assumes a strong background in general chemistry. One 3-hour laboratory period per week. Prerequisite: CH 110. Offered every fall.

**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

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Professor Adrienne E. Hacker Daniels  
 Associate Professor Adam C. Jones  
 Associate Professor Christopher J. Oldenburg  
 Associate Professor Kallia O. Wright  
 Assistant Professor Zachary W. Goldman  
 Instructor Shawna Merrill

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 44 hours of credit beyond CO 101. The following 28 semester hours of classroom instruction are required: CO 204, CO 220, CO 240, CO 260, 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.

**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. Prerequisite: CO 101 or consent of instructor.

**CO 224 Rhetorical Criticism (4)**

A quasi-chronological examination of the variety of methods used by rhetorical critics in analyzing the suatory dimensions of public civic texts. The issues and circumstances that have generated these methods will be considered as well. Students develop a familiarity with the tools, purposes and problems faced by rhetorical critics and an ability to produce rudimentary rhetorical criticism.

**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 252 Competitive Debate and Forensics (1)**

Participation and competition in intercollegiate policy debate. This course may be repeated; however, no more than 4 semester hours of CO 252 may be applied to the major or minor. Permission of instructor required.

**CO 260 Communication Research & Methods (4)**

This course introduces students to the conceptual and methodological paradigms utilized in pursuing communication research. Operating primarily from a social science perspective, students will learn how to generate important research questions and hypotheses pertaining to human communication, how to design and carry out research projects, and how to do competent research within the communication discipline. Students are introduced to a variety of research paradigms as well as quantitative and qualitative approaches to communication research and the appropriate methodological approaches within each purview.

**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.

**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.

**CO 325 Public Relations in Practice (4)**

Public Relations (PR) helps to establish and maintain mutual lines of communication, understanding, acceptance, cooperation, and mutually beneficial relationships between organizations or public personalities and their various publics. Among the topics this course will cover are the social function of public relations, its diverse forms (e.g. media and community relations, the management function of public relations, and the role of the practitioner in crisis

communication). The students will also develop their skills in public relations by creating publicity products, such as press releases, feature stories, brochures, posters/flyers, photo essays, and speeches.

### **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.

### **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.

### **CO 355 Organizational Communication**

This class is broadly designed to explore communication processes and problems that occur within the organizational context. To accomplish this, students will be exposed to the managerial and communicative theories pertaining to organizations and relevant research covering a host of topics. Specifically, this course will examine organizational culture (and how to adapt one’s communication successfully to one’s culture), communication in the superior-subordinate relationship, impact of organizational structure on communication, and techniques for assessing and improving organizational and individual communication effectiveness.

### **CO 381 Health Communication (4)**

People who face illness or who try to maintain or achieve good health experience a number of challenges, such as decisions about treatments, coping with large volumes of medical information, and responding to changes in their identities as a consequence of illness. Managing those challenges can be helped or hindered by communication with others (e.g. family, friends, and healthcare providers). Both theoretical and practical in nature, this course will help students understand the impact of communication in a health context. Among the topics that will be addressed are: health and identity, patient-practitioner communication, cultural perceptions of health, healthcare policies, health communication campaigns, and health images in the media.

### **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.

### **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

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Associate Professor Takako Soma

Part-time Instructor Kenneth Davis

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 Business Administration. 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.]

40 semester hours (ten courses) from computer science courses including:

:: CS 160, CS 170, CS 260, CS 270, 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 440, or CS 460 plus MA 201 as a tool for the major

If a student does not place out of MA 133, then the student may need to take 4 to 8 additional credit hours (one or two courses) from MA 103 and MA 133. Students interested in attending graduate school are encouraged to take additional courses in mathematics in consultation with their advisor.

As part of the ongoing assessment process of the program, all majors must take the Major Field Achievement test in Computer Science during his/her last spring semester prior to graduation.

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, CS 270

:: and a minimum of one elective course (4 hours) from MI 250, CS 280, CS 350, CS 360, CS 380, CS 410, CS 420, CS 440, CS 460, or CS 485

plus MA 201 as a tool for the minor.

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 2.00 or above in MA 201. Prerequisites for Computer Science courses must be completed with a grade of 'C-' or above.

### **CS 160 Introduction to Computer Science (4)**

An introduction to the fundamental concepts of computer science. Topics include I/O, control structures, arrays, and structured programming techniques. This course, along with CS 170, is the basis for the rest of the computer science curriculum. A programming language will be introduced. Corequisite: MA 133 or equivalent. Offered fall semesters.

### **CS 170 Introduction to Data Structures (4)**

A continuation of CS 160. An introduction to basic data structures such as stacks, queues, linked lists, and expression trees all with an emphasis on object-oriented programming. Searching, sorting, elementary algorithm analysis, and recursion will be introduced. 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, 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 270 Software Development (4)**

This course gives students experience gathering requirements, designing, implementing, testing, debugging, and other aspects of medium-sized software projects. Prerequisite: CS 260. Offered spring 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. Corequisite: 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. Corequisite: CS 260. Offered spring 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. Corequisite: 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. Corequisite: 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 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 8 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 a 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.

# CRIMINAL JUSTICE

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Professor Kelly A. Dagan

Assistant Professor Paul Fuller

Visiting Assistant Professor David Walter

Part-time Instructor Paul Petty

The Criminal Justice Major at Illinois College is rooted in the liberal arts and influenced by the sociological perspective. A major in Criminal Justice is dedicated to developing students' knowledge of the breadth, depth, and complexities of the criminal justice system. Through our courses, experiential learning, and faculty advising, 1) we ask students to examine the impact of larger cultural values and societal phenomenon on the operation of this social institution, paying particular attention to issues of stratification, and 2) we prepare students for various criminal justice careers. In addition, we encourage students to recognize the ways in which various academic disciplines have useful information to connect to issues in criminal justice.

A major in Criminal Justice consists of a minimum of 44 required semester hours, 36 required hours and 8 hours of electives. These hours are as follows:

Required Sociology/CJ Courses: CJ/SO 160, CJ 210, CJ 310, CJ/SO 341, CJ/SO 343, SO 286, and SO 384; two required Interdisciplinary Courses: PO 379 and BI XXX (Forensic Science); and one elective interdisciplinary course from the following: EN 172, EN 173, EN 176, EN 356, EN 373, GW 101, GW 102, GW 110, HI 211, HI 212, HI 313, RE 189, RE 200, RE 231, SO 206, SO 302, SO 307 or SO 365; and one additional elective course from CO 226, SO 218, SO 260, SO 344, SO 347, or another course approved by the Department Chair.

A minor in Criminal Justice consists of a minimum of 20 hours and must include the following courses: CJ/SO 160, CJ 210, CJ/SO 341; one elective CJ/SO course from CJ 310, CJ/SO 343, SO 286, or SO384; and one interdisciplinary course chosen from BI XXX (Forensic Science), CO 226, EN 172, EN 173, EN 176, EN 356, EN 373, GW 101, GW 102, GW 110, HI 211, HI 212, HI 313, PO 379, RE 189, RE 200, RE 231, SO 206, SO 302, SO 307, SO 365,

Students must earn a 'C' (2.0) or better in each course to be counted toward the major or minor. Courses in the Criminal Justice minor cannot also be credited to a Sociology major or minor.

## **CJ 160 Introduction to Criminal Justice (4)**

This course examines the development and administration of criminal law and agencies (police, prosecutors, courts). There is an emphasis on criminal proceedings and their justification. (See SO 160.)

## **CJ 210 Issues in Policing (4)**

This course will chronicle the history and development of law enforcement in the U.S. through an examination of city, state, and federal agencies. Emphasis will be placed on understanding the routine activities of police, and the policies, problems, and constitutional limits guiding law enforcement.

## **CJ 310 Criminal Law (4)**

This course provides an introduction to the legal dimensions of crime in the criminal justice system. The focus is on substantive law emphasizing personal crimes with topics including the constitutional context of criminal law and criminal responsibility and defense. Students will develop skills in legal reasoning, research, and case analysis.

**CJ 341 Criminology (4)**  
(See SO 341.)

**CJ 343 Prisons and Institutions of Social Control (4)**  
(See SO 343.)



# DUAL LANGUAGE

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Professor Bernd K. Estabrook  
 Professor Steven M. Gardner  
 Associate Professor Devin Bryson  
 Associate Professor Margaret A. Marek  
 Assistant Professor Emily Adams  
 Assistant Professor Diana Grullón-García  
 Assistant Professor Tomoko Wakana

The Dual Language major provides another option for students with interests in foreign languages. In an increasingly multilingual world, it is both professionally and academically advantageous for students with strong interests in languages to demonstrate their competence in more than one foreign language. Like the regular language majors, this option allows students to demonstrate proficiency in one language, but it encourages them to develop their interests in a second language as well. This major could have advantages for students' professional careers by demonstrating their competence in more than one language outside of English.

The Dual Language major totals 34 credits and is divided into two tracks where students concentrate their language studies on one language and add studies in an additional language. The requirements are:

### *First Language*

- :: 203
- :: Three courses at the 300- or 400-level, with at least one being in the Literature and World Views category as presented in the description of the major

### *Second Language*

- :: 102
- :: 203
- :: one course at the 300-level

### *Other courses required:*

- :: WL 210
- :: WL 470
- :: One experience abroad (study abroad or BreakAway) at a location where one of the two languages is spoken.

For students selecting Japanese as a first or second language, the required courses would differ slightly.

### *Japanese as First Language*

- :: JP 111
- :: JP 112
- :: JP 301
- :: one course at the 400-level
- :: WL 210
- :: WL 470

### *Japanese as Second Language*

- :: JP 101
- :: JP 102
- :: JP 111
- :: JP 112

# ECONOMICS

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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.

A major in Economics shall consist of 42 hours as follows: EC 105; EC 245 or MA 123; EC 255, EC 312, EC 318, EC 463/464 or IC 421, EC 485, and four electives chosen from EC 265, EC 319, EC 342, EC 344, EC 372, IS 250, or PO 388.

In addition to completing an economics major, students are highly encouraged to complete double majors or minors in related areas. Recommended complementary minors include: Business Administration, 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 Business Administration majors.

## **EC 105 Principles of Economics (4)**

This course is a one-semester combination of both micro- and macro-economics. In this course, students are introduced to analysis of supply and demand, national income theory, the banking system, fiscal and monetary policy and the corresponding usage for economic stabilization, theory of the consumer, theory of the firm, and other selected microeconomic topics.

## **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. 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. Prerequisite: 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. Prerequisite: 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 331 Agricultural Economics (4)**

An introduction to the principles of economics including production principles; production costs, supply and revenue; profit maximization; consumption and demand; price elasticity; market price determination; and competitive versus noncompetitive market models. These principles are applied to agriculture and the role of agriculture in the United States and world economies. Other topics include a survey of the world food situation; natural, human and capital resources; commodity product marketing; and agricultural problems and policies. Prerequisites: EC 105 or equivalent. (See AG 331.)

**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. Prerequisite: 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. Prerequisite: 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 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. Prerequisite: 105 or equivalent.

**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

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Professor Todd D. Oberg  
 Assistant Professor Jaime Klein  
 Part-time Assistant Professor Michelle Elliott  
 Part-time Assistant Professor Penny Haase Wittler  
 Instructor Bridget English  
 Instructor Eric McClarey  
 Instructor Amy Schwiderski  
 Part-time Instructor Chelby Albrecht  
 Part-time Instructor Beverly Johns  
 Part-time Instructor Peter Lira

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 and faculty members from departments with K-12 or secondary licensure programs 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 or concentration with the Illinois College Registrar's Office.
- B. Have on file in the Education office evidence of a satisfactory fingerprint-based background check.
- C. Earn an Illinois College GPA of at least 2.750 overall and an Illinois College GPA in your major of at least 2.750 by the date of application.
- D. Complete a minimum of 41 credits.



- E. Complete ED 101, ED 203, and ED 289 with grades of “C” (2.0) or better. (Grades of “C” or better in CO 101 and EN 121 are characteristics of successful students in the Teacher Preparation Program.)
- F. Achieve a passing score on the Illinois Licensure Testing System (ILTS) Test of Academic Proficiency (TAP) or its ACT with writing or SAT equivalent.
- G. Document 100 hours in the field with at most 75 hours coming from fieldwork associated with courses.
- H. Earn a positive recommendation on all field-based evaluations from cooperating teachers.
- I. Earn qualifying scores on the Program’s Assessment of Dispositions for Teaching.
- J. Achieve a “passing” score on the signature assessments in Education coursework.
- K. Submit to the Director of Teacher Preparation a letter of application for admission and two reflection essays.
- L. Submit a signed current four-year plan to the Director of Teacher Preparation.
- M. 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.

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.

## 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. Have been previously admitted to the Teacher Preparation Program.
- B. Complete all major, endorsement, professional education, and general education requirements.
- C. Earn qualifying scores on the Program’s Assessment of Dispositions for Teaching.
- D. Maintain an Illinois College GPA of at least 2.750 overall and an Illinois College GPA in your major of at least 2.750
- 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 Licensure Testing System Content Area Test. A passing score for the ILTS 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. Achieve a “passing” score on the CBASE assessment, if the candidate is in the Elementary Education Program.
- J. Document a minimum number of hours in the field since being admitted to the Teacher Preparation Program.
  - :: At least 175 hours for the Elementary Education Program.
  - :: At least 125 hours for K-12 and Secondary Education Programs.

- K. Earn a positive recommendation on all field-based evaluations from cooperating teachers.
- L. Submit the Professional Semester Application packet.
- M. Obtain TPC approval for admission to Professional Semester and receive formal notification.
- N. Pass a TB test no more than three months prior to beginning the Professional Semester.

## 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 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 edTPA Performance Assessment

All candidates completing Illinois College's approved teacher preparation program in elementary, secondary and K-12 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 8-9 of this catalog. Information regarding specific courses that meet these requirements and appropriate course sequencing information is available online at [www.ic.edu/Connect2](http://www.ic.edu/Connect2) or from Education or other departmental advisors.

## Requirements for the Education Major

Students enrolled in education courses should expect additional costs due to professional memberships, licensure requirements, and/or transportation. Students wishing to major in Education must complete one of the following programs:

### ELEMENTARY LICENSURE (1-6)

A major in Education with Elementary licensure consists of ED 101, 203, 205, 267, 289, 330, 340, 342, 343, 360, 385, and 389; and PS 275.

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.

(Elementary Licensure requires specific content area coursework in disciplines outside of the Education Department. Students should consult the Education Department for the current list of these courses.)

### 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 ED 101, 203, 205, 289, 326, 335, 355 385, and 389; and PS 312. The required content area courses for licensure consists of EP 208, 211, 214, 232, 305, 308, 310, and 383; BI 107; BH 335 or 340; and other courses as specified in the Teacher Preparation Program Handbook. 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.

## Requirements for Minors and Additional Endorsement

A minor in Education consists of a minimum of 18 credit hours, with a grade of “C” or better in each course, from the following list of courses. Students are required to take ED 101, 203, 205, and 289 and at least one additional 200 or 300 level approved elective (from areas such as, but not limited to, ED, EP, PS, MG, or SO). The elective course should be made in consultation with the Education Department and is intended to best serve the individual student and their professional interests.

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 or BH 340, EP 208, and EP 383. 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; the appropriate methods course from ED 321-326; and, for licensure, ED 431, 432, 433, and 434. Candidates in Secondary English language arts are required to take ED 267 and CO 210 or CO 225 or CO 353 for licensure. Candidates in secondary social science – history have additional coursework to complete in the social sciences as specified in the Teacher Preparation Handbook for licensure. 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 art, physical education, and Spanish majors must complete all graduation and major requirements required by the major in addition to ED 101, 203, 205, 289 335, 355, 385, 389; PS 312; the appropriate content methods courses; and, for licensure, ED 431, 432, 433, and 434.

Students wishing to obtain a license to teach in music must complete all graduation and major requirements required by the major in addition to ED 101, 205, 289 335, 385; PS 312; the appropriate content methods courses; and, for licensure, ED 431, 432, 433, and 434. ED 203 is optional but strongly encouraged.

## 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 203 Multicultural Issues and Social Justice in Education (4)

This course explores different cultural and identity issues (such as socioeconomic status, gender, language, religion, sexual orientation, race ethnicity, age, and exceptionalities), and examines their influence on the teaching in today's classrooms. Participants will examine and develop culturally appropriate and responsive teaching techniques and skills to differentiate instruction and support the academic and social achievement of students from multiple identity groups. Participants will also become aware of their own social identities and how those identities inform their personal values, beliefs, and norms. Includes participation in a service learning project for a minimum of 10 hours. No prerequisite.

**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 Fine Arts in the Elementary Schools (4)**

This course is a synthesis of the principles of fine arts (visual arts, drama, and music) teaching and learning at the elementary school level. Emphasis is placed on the integration of creative processes (visual arts, drama, music) in the elementary school curriculum and instruction, on the teacher as problem-solver and creative artist, and on the creation of classroom structures that accommodate individualization of instruction and creative problem solving in children. Studio projects will supplement lectures. (See 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. This course is part of the Elementary Education Program. No prerequisite.

**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. Prerequisite: ED 101 or permission of instructor.

**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 Science 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. Prerequisite: admission to the Program.

### **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. This course is part of the Secondary and K-12 Education Programs. Prerequisite: ED 101 or permission of instructor.

**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. Prerequisite: admission to the Program.

**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. Prerequisite: admission to the Program.

**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. 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. Prerequisite: ED 101 or permission of instructor.

**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. This course is part of the Elementary Education Program. Prerequisite: ED 101 or permission of instructor.

**ED 376 Geography through Literature (4)**

This course provides an introductory overview of physical geography across regions. The academic discipline of geography features a rich heritage of investigating the relationship between people and the natural environment. Students will learn how geographers study the physical environment and the interconnected linkages between physical and human systems. Through gaining a deeper understanding of the physical processes that influence our planet, students will recognize how and why physical and human phenomena vary from place to place. No prerequisites.

**ED 385 Creating and Managing Classroom Environments (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 36-50 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. Prerequisite: admission to the Program.

**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. Prerequisite: admission to Student Teaching.

**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. Prerequisite: admission to Student Teaching.

**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. Prerequisite: admission to Student Teaching.

**ED 441 Problems and Solutions in Education (4)**

This course serves as an alternative Senior Capstone for education majors who choose not to seek certification, and therefore choose not to complete student teaching. In the course, students develop a proposal to address a problem in education.

**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 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. In addition this course is a study of the specific skills and techniques utilized by teachers of health. Offered fall semesters.

**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 locomotor and manipulative skills. May include relevant field placement/trips. 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 217 Teaching Health and Physical Movement in the Elementary Schools (2)**

This course is the synthesis of the roles human movement, including the art form of dance, physical education, and health teaching as well as learning at the elementary school level. The emphasis is placed on integrating human movement, physical activity, and health as central elements to create and promote opportunities to foster active, healthy lifestyles and to develop skills that contribute to good health and enhanced quality of life for elementary students.

**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. May include relevant field placement/trips.

**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.

## ENGINEERING

(See page 11 & 127)



# ENGLISH

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Professor Beth W. Capo  
 Professor Nicholas P. Capo  
 Professor Catharine O'Connell  
 Associate Professor Cynthia A. Cochran  
 Associate Professor Lisa J. Udel  
 Visiting Assistant Professor Kara Dorris  
 Instructor Jason Chan  
 Instructor Matthew Schultz  
 Part-time Instructor Kelly McCormick  
 Part-time Instructor Jacqueline Tanner

## 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 literature, writing (creative or expository), or editing and publishing. The major consists of a minimum of forty (40) semester hours of course work within the department with a grade point average of 'C' (2.0) or above, exclusive of EN 121, Principles of Writing. Students may not count more than eight hours of 200-level literature toward the major. All majors in English must complete satisfactorily the Senior Seminar, the department's capstone course.

**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 171, 173, 238, 335, 339, 356, 358, 359, 373)
- :: Two of Literary Traditions (EN 131, 132, 141, 142, 172, 176, 310, 311, 326, 354, 355, 357, 368, 388)
- :: One Genre/Concept course (EN 145, 225, 230, 236, 245, 262, 263, 322, 331, 304, 305, 307, 308, 309)
- :: 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)

**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 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 388, 410, 461/462, 463/464, IS 201/202)\*
- :: EN 430, Senior Seminar and a public reading of one's creative work

**Major, with editing and publishing concentration:** ten courses with a focus on understanding quality, understanding publishing, and the capstone course:

- :: English Studies (EN 201)
- :: Two 300-level Literature Courses
- :: 200-level Writing or Professional Writing Course
- :: 300-level Writing Course
- :: Editing and Publishing I (EN 280)
- :: Editing and Publishing II (EN 380)

- :: Visual Communication (AR 204)
- :: Publication Project (EN 461/462) or Editing Internship (EN 463/464/IS 302)
- :: Senior Seminar (EN 430)

**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 tradition

**Minor, with writing concentration:** five courses, including:

- :: English Studies (201)
  - :: A 200-level writing course (EN 205, 207, 208, or 212)
  - :: Two 300-level writing courses
  - :: One elective, from 300-level literature courses or an experiential-learning course (EN 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, or 173 are recommended)
  - :: A 200-level writing course (EN 205, 207, 208, or 212)
  - :: Two 300-level writing courses (EN 304, 305, 308, 309); 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.

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. Students interested in a secondary education track should visit the English Department chair as soon as possible. The chair will direct them to the best English advisor for their needs.

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 104 Writing & Revising Studio (4)

This course reviews basic strategies for forming good sentences (including good thesis statements) and editing writing and is appropriate to take before or concurrently with English 121. Students will review rules of grammar, mechanics, vocabulary usage, and punctuation and apply them to very short essays. The work assigned will be tailored to individual needs. The course has a computer lab studio component to help practice skills. Students will work with the instructor as well as student peer tutors or writing center consultants. No prerequisite. This course does not fulfill the all-college general education requirement in writing or count toward the English major.

**EN 121 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. Course theme varies.

**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. This is an introductory course appropriate for first-year students.

**EN 208 Argumentative Writing (4)**

The study and practice of writing persuasively and logically.

**EN 212 Journalistic Writing (4)**

A study of newspapers and the techniques of news gathering and news writing; writing and criticism of news stories. This is an introductory course appropriate for first-year students.

**EN 280 Editing and Publishing I**

Wherever there are words, there are writers, and jobs for writers. The Internet has created a staggering array of new platforms through which writers seek to reach readers. This course will offer students the opportunity to study these new writing landscapes, to participate and publish their thinking and writing, and to learn how to protect against the various hazards of such activity. This is an introductory course appropriate for first-year students.

**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. Prerequisite: completion of EN 207, EN 208, or a 300-level writing workshop. May be repeated for a maximum of 8 hours.

**EN 308 Journeys through Nonfiction (4)**

The practice of writing longer, more sophisticated works of nonfiction prose in a workshop setting. Prerequisite: EN 205, 208 or 212.

**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 380 Editing and Publishing II (4)**

This course covers the basic procedures of editing and publishing texts. It will use the Chicago Manual of Style as a primary textbook, and it will enable students to acquire the knowledge, skills, and aptitudes necessary to work effectively as an editorial assistant, editor, new-media writer, or professional writer. Prerequisite: one 200-level writing course or instructor's permission.

**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 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 145 Literature and Science**

This course focuses on how works of literature depict science and scientists. In 1959, scientist and novelist C.P. Snow declared that there were two cultures, the literary and the scientific, and that this divide prevented us from finding solutions to important problems. Scientists have written literature, and writers have written about science in ways that influence how society understands science and its achievements. The course may be themed around literature and medicine, climate change and the environment, technology and science fiction, or other topics bridging the “two cultures.”

**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. This is an introductory course appropriate for first-year students.

**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. This is an introductory course appropriate for first-year students.

**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. This is an introductory course appropriate for first-year students.

**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. This is an introductory course appropriate for first-year students.

**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*. This is an introductory course appropriate for first-year students.

**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. The courses are introductory and appropriate for first-year students.

**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. This is an introductory course appropriate for first-year students.



**EN 263 Shakespeare I (4)**

Histories and tragedies. This is an introductory course appropriate for first-year students.

**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 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)**

The development of the novel as a literary form coincided with an era of rapid social change which occasioned both opportunity and uncertainty, an era much like the one in which we find ourselves today. The novel reflected this situation in a theme which will be the focus of this course. The “apprenticeship” or “coming of age” novel deals with the struggle of young creative individuals to find a place in a society where rules are in the process of being rewritten. Some works in translation will be included to give context to the development of the English novel.

**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 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 manifests in America and in Japan. Specifically, we will examine how literature in both countries embodied and expressed the many cultural changes both societies underwent in the years between World Wars. Key themes include alienation, mass culture, urbanization, cosmopolitanism, race, gender, class, and the politics of experimental form and style.

**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. Prerequisites: senior standing and students must complete two 300-level literature courses before enrolling. Offered fall semesters.

**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

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Many students who have primary majors other than Economics, Accounting, Finance, or Business Administration will enter their professional careers working with for-profit and non-profit organizations. In addition, many students may find their career paths leading toward Entrepreneurship as they begin their own business in many of the areas traditionally served by the liberal arts majors. Specifically, academic areas such as Art, Theatre, Music, English, Pre-med, Pre-law, Pre-vet, and others would potentially benefit from this minor because students majoring in these disciplines are likely to begin their own business or practice.

This minor is designed for all students wanting to explore creative problem solving within for-profit and non-profit organizations. (This minor is NOT open to Economics, Accounting, Finance, or Business Administration majors.)

A minor in Entrepreneurship consists of 20 hours including:

- :: EC 105 - Principles of Economics
- :: AC 231 - Principles of Accounting
- :: EC 265 - The Economics of Entrepreneurship
- :: FI 352 or MG 354 or MG 359 or MG 364

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

See course descriptions in the departmental sections.



# ENVIRONMENTAL STUDIES AND WILDLIFE MANAGEMENT

Professor Kevin Klein - Economics  
Associate Professor Jason Price, Environmental Studies  
Associate Professor Lisa Udel - English  
Assistant Professor Bryan Arnold - Biology, Coordinator  
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. All students completing a major in Environmental Studies and Wildlife Management will complete this program with 48 credits (10 core courses plus two policy courses).

Core classes: EV 105 (Earth's Physical Systems); EV 2XX (Environmental Policy); EV 344 (Principles of Wildlife Management); Either CH 101 or CH 110; BI 110 (Biological Investigation); Either BI 201 (Botany) or BI 318 (Algae and Fungi); BI 206 (Vertebrate Zoology); BI 350 (Entomology); ONE course with an Ecological/Systems Focus from BI 325 (Tropical Ecology), BI 326 (Marine Biology), BI 332 (Aquatic Biology), or BI XXX (Microbial Ecology); and EV 485 (Capstone) - as seniors, all students will complete either an internship or research experience culminating in both written and public verbal presentations of the experience.

Policy Track: Pick one of the following 2-course tracks

Track 1: EC 105 and EC 372

Track 2: CJ 160 and CJ 210

Track 3: SO 101 and SO 218

Students who wish to double major in Environmental Studies and Wildlife Management and another major may count no more than 12 credit hours toward both majors.

A minor in Environmental Studies and Wildlife Management can be achieved by taking EV 105, EV 2XX (Environmental Policy), EV 344, and an additional 12 hours from the major core courses listed. Students choosing a minor in environmental studies need not complete the capstone experience.

## 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. Offered fall semesters.

## 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. Offered spring semesters.

**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. Three hours of lecture and a two-hour lab each week. Prerequisite: MA 103. Offered fall semesters.

**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. (See BI 324).

**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. Offered alternate fall semesters.

**EV 355 Ecohydrology: Field and Research Methods (4)**

This course addresses the quantification of hydrologic transfers of chemical species to natural waters and ecosystems through utilization of field techniques. The scientific method, including hypothesis generation and justification, experimental design, literature review, conducting an experiment, and data analysis and interpretation will be taught as students perform research on an individual topic in ecology and/or environmental science. Field trips are required. Three hours of lecture and a two-hour lab each week. Prerequisite: CH 110. Recommended EV 111. Offered spring semesters.

**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)**

### EV 485 Environmental Studies Capstone (3-4)

This course serves as the capstone experience for senior Environmental Studies/Environmental Biology and Ecological Studies majors. It may include the internship and/or independent research experience, or may follow successful completion of an internship (EV 463 and/or EV 464) and/or independent research (EV 465 and/or EV 466). A capstone internship or independent study must be completed during, or the summer prior to, the senior year. Prerequisite: consent of instructor.



# FINANCE

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Associate Professor Nausser S. Jamali

Associate Professor John S. Rush

Instructor T.J. Devine

Instructor Andrew Nahlik

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.

A major in Finance shall consist of 42 hours as follows: AC 231, EC 105, EC 245, EC 255, FI 352, FI 353, FI 355, FI 357, FI 362, FI 463/464 or IC 421, and FI 485.

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

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

## **FI 322 Commodity Futures and Options (4)**

Economic theory and methods for analyzing agricultural production decisions and the underlying relationship to futures and options markets. Specific topics include the institutional structure, price formation, producer and agribusiness strategies, and financial instruments associated with U.S. and international markets. Prerequisite: AG 320 or equivalent. (See AG 322.)

## **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 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. Prerequisite: 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 Senior Seminar (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. (See AC 485.)



# FINE ARTS MINOR

Administered by Art, Music and Theatre Departments

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

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

Associate Professor Devin Bryson

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.

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 38 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. All majors are required to complete WL 210.

- 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 (2 classes minimum): Courses involving applied language experiences, with WL 210 being required and another, such as FR 463/464, FR 465/466, FR 480, WL 470, 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 WL 470 and IS 204 or WL 470, IS 204, and 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 fewer than 16 credit hours in the respective language at the 203-level or beyond. WL 210 may count for the minor, but is not required.

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.

**WL 210 Languages and Their Place in the World (4)**

This core course will explore the essential role played by language in the liberal arts and in the professional world. In addition, students will examine the complex, often undefined relationship between language and culture, as well as strategies for learning the components of speaking, listening, writing, and reading in a foreign language. We will investigate a variety of topics which are drawn from the fields of sociolinguistics, literary and cultural studies etc. The course will begin with a general overview of what constitutes language. We will examine the different proposed hypotheses which attempt to account for the nature of the relationship between language and culture. The remainder of the course will cover a variety of topics which explore language in its social context. Some questions that we will consider include: How is language used to create and maintain social institutions and rituals? How do we use language to create different personae? How is language used by people of different genders, ethnicities, and social classes? How are social and linguistic roles acquired by children? When taken for a World Languages major or minor in French, German, Japanese, or Spanish, WL 210 is typically taken during the same semester a student is enrolled in a FR, GE, JP, or SP course. Open to all students; no specific language prerequisite.

**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. Prerequisite: FR 102 or consent of the instructor.

**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. Prerequisite: FR 301 or consent of the instructor.

**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 through 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 World Languages and Cultures 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 World Languages. The course level will be determined upon consultation with the language supervisor and the Chair of the Department of World Languages.

**WL 470 World Languages Capstone (2)**

An extensive and directed research project or culminating experience (e.g., service learning, translation, interpretation, cultural awareness campaign, etc.) focused on an interdisciplinary topic, where one of the disciplines is FR, GE, JP, or SP. Taken in conjunction with IS204. Prerequisite: senior standing and approval of advisor(s).

**FR 480 Departmental Honors Course in French (2)**

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 MINOR

Associate Professor Devin Bryson (French), 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. The program draws on 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 minor that would be useful in any number of careers.

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 110
- II. Electives (two courses total) from two disciplines, with at least one at the 300-level or above. Some courses, indicated with \*, count only with special arrangement with the professor. Contact the program coordinator for a full and updated list of courses.
  - a. A student may decide to add a concentration to the minor by selecting two elective courses (from two disciplines, with at least one at the 300-level or above) from one of the following concentrations:
    - a. Human Rights: CO 336, ED 203, EN 205\*, EN 354\*, EN 356, EN 358, EN 368\*, EN373\*, HI 231, HI 234, MA 125, RE 213\*,
    - b. Human Relations: BH 330, CO 214, CO 336, HI 231, HI/IS 248, IN 239, PS 312, RE 213\*, SO 218\*, SO 224, SO 280, SO 304, SO 307, SO 327, SO 337,
    - c. Global Issues: EN 356, EN 357\*, EN 358, EN 359, EN 368\*, EN 373\*, FR 352/IN 250, FR 432/IN 263, HI/IS 248, HI 325, IN 239, RE 331, SP 451
    - d. The Arts: CO 336, EN 205\*, EN 250\*, EN 322, EN 354\*, EN 355, EN 356, EN 357\*, EN 358, EN 359, EN 368\*, EN 373\*, FR 352/IN 250, FR 432/IN 263, HI/IS 248, TH 373
  - b. If no minor concentration is desired, the two elective courses (from two disciplines, with at least one at the 300-level or above) may be chosen from any of the concentrations above. Contact the program coordinator for a full and updated list of courses.

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

## GW 101 Introduction to Gender and Women's Studies (4)

This course asks fundamental questions 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 110 Gender and Social Justice (4)**

Sexual assault. The gender pay gap. Female genital mutilation. Police brutality. Workplace discrimination. Economic inequality. These are just some of the examples of global social injustice that this course examines. Students will be introduced to feminist theories that help them better understand the causes of social injustice and possible solutions. This will include how feminist theories intersect with concepts of race, class, nationality, the environment, sexuality, etc. There will be a particular focus on putting theory into practice by doing activism work for social justice in students' own communities. 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 110, or permission of instructor.

**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 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 consent of instructor.



# GERMAN STUDIES MINOR

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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.

The German Studies minor requires 20 credits and has two components: a language component of 12 credits with GE 101, GE 102 and GE 203, and a culture component of 2 courses selected from courses in International Studies and History, including WL 210, IN 154, IN 254, IN 255, IS 232, IS 234, IS 237, IS 250, HI 254, HI 356, HI 358. Students must earn a 'C' (2.0) or better in each course to be applied to the 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: GE 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: GE 102 or equivalent or consent of instructor.

## **WL 210 Languages and Their Place in the World (4)**

This core course will explore the essential role played by language in the liberal arts and in the professional world. In addition students will examine the complex, often undefined relationship between language and culture, as well as strategies for learning the components of speaking, listening, writing, and reading in a foreign language. We will investigate a variety of topics which are drawn from the fields of sociolinguistics, literary and cultural studies etc. The course will begin with a general overview of what constitutes language. We will examine the different proposed hypotheses which attempt to account for the nature of the relationship between language and culture. The remainder of the course will cover a variety of topics which explore language in its social context. Some questions that we will consider include: How is language used to create and maintain social institutions and rituals? How do we use language to create different personae? How is language used by people of different genders, ethnicities, and social classes? How are social and linguistic roles acquired by children? When taken for a major or minor in French, German, Japanese, or Spanish, WL 210 is typically taken during the same semester a student is enrolled in a FR, GE, JP, or SP course. Open to all students; no specific language prerequisite.

**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 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 World 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 World Languages and Cultures. The course level will be determined upon consultation with the language supervisor and the Chair of the Department of World Languages and Cultures.

**HEALTH MINOR**

(see Education page 57)

# HEALTH SCIENCES

Associate Professor Laura Corey

The Health Sciences major offers students opportunities to explore coursework in a range of disciplines related to human health. A major in Health Sciences consists of the Health Sciences Core, four directed electives, one additional elective, the Health Sciences Senior Seminar, and requires a minimum of 49 credits. Health Sciences students will work with their academic advisors to select appropriate elective coursework. Depending on the career or graduate training plans of the student, additional courses may be necessary beyond the minimum required for the major. Students should plan to complete the three introductory science courses in their first two or three semesters.

Students who plan to participate in the 3-2 Program in Nursing with St. John's School of Nursing are transfer students who transfer out of Illinois College but still receive a degree from Illinois College. Because they receive degrees from both Illinois College and St. John's School of Nursing, these students need to fulfill the general education requirements of both. In acknowledgement of the curricular constraints posed by this situation, the following accommodations will be made. They will be allowed only for those students in the 3-2 Program in Nursing who successfully complete the nursing program at St. John's School of Nursing.

- :: Students in the 3-2 Program in Nursing will complete their Ethical & Responsible Actions course in their major at St. John's.
- :: Students in the 3-2 Program in Nursing will complete their major and other Information Literacy courses at St. John's.
- :: Since participants in the 3-2 Program in Nursing attend Illinois College for only three years, they will fulfill their senior capstone course or experience at St. John's School of Nursing and will be considered to have completed all embedded experiences that are expected to be part of the capstone course.

While attending Illinois College, specific courses are recommended to be taken at IC for other BLUEprint requirements that will also fulfill St. John's admission requirements. See the Illinois College Biology department chair for full requirements.

The Health Sciences program is administered by the Biology department.

Health Sciences Core (25 credits):

- BI 110 Biological Investigation
- \*CH 110 General Chemistry
- PS 101 Introduction to Psychology
- PS 276 Lifespan Development OR PS 346 Abnormal Psychology
- BI 215 Medical Terminology (1 credit)
- BI 315 Anatomy and Physiology I
- BI 316 Anatomy and Physiology II
- \*Requires MA 133 or equivalent.

Directed electives (16 credits): In consultation with their advisors, students choose four electives at or above the 200-level from at least two different disciplines from the following list:

- BI 207 Molecular Genetics
- BI 245 Microbiology
- BH 225 Nutrition
- BH 330 Human Sexuality
- BH 335 Personal Wellness and Fitness
- BH 340 Kinesiology and Physiology of Exercise
- CH 203 Organic Chemistry I
- CH 211 Quantitative Analysis

EP 308 Athletic Injuries and First Aid  
 EP 383 Tests and Measurement in Physical Education  
 PS 261 Drugs and Behavior  
 PS 275 Child Development  
 PS 276 Lifespan Development (if not taken as part of the Health Sciences Core)  
 PS 312 Adolescent Psychology  
 PS 346 Abnormal Psychology ((if not taken as part of the Health Sciences Core)  
 PY 225 College Physics I  
 PY 226 College Physics II

One additional elective selected from:

\*CO 381 Health Communication  
 RE 200 Interfaith Studies  
 \*\*SO 218 Social Problems  
 \*\*SO 337 Aging and the Life Course  
 \*\*SO 347 Alcoholism and Addiction  
 SO 349 Environmental Health  
 \*Requires CO 101 Speech Fundamentals  
 \*\*Requires SO 101 Introduction to Sociology

Capstone:

HS 402 Senior Seminar

A student wishing to double major in Health Sciences and another field may count no more than 12 credit hours in the major field towards both majors. A minor in health sciences is not offered; please see the Human Performance Minor.

### **HS 402 Senior Seminar (4 credits)**

The Health Sciences Senior Seminar features discussion of primary literature related to human health and disease with emphasis on critical analysis of data and research articles. The seminar requires completion of a presentation of a topic related to human health and disease based on published research, and a written literature review and research proposal.



# HISTORY

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Professor Robert C. Kunath  
 Associate Professor Jenny Barker-Devine  
 Assistant Professor Samantha Sauer  
 Assistant Professor Alonzo Ward  
 Part-Time Instructor Nathan Whittom

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.

Students may choose a concentration in Public History, which consists of three courses and an internship. The three courses will replace elective courses in the History major. Students with a particular interest in careers in historical administration are also encouraged to pursue a minor in Entrepreneurship, as skills in accounting and finance are essential in maintaining historic and cultural sites. The concentration requirements are HI 277, HI 279, and HI 379.

Honors in History can be earned by majors who have a minimum GPA of 3.5 in History and write an exceptional capstone research paper, as judged by the members of the department. Students who write an outstanding essay but whose GPA is below the threshold for honors will be awarded Capstone Essay with Distinction. 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 200 History as High Adventure (1)**

This proseminar introduces new and prospective History majors to the art of doing history, asking historical questions, and employing research methods. Readings and discussions will better equip

students to succeed in 200- and 300-level history courses, and will provide a strong foundation on which to prepare for their work on the capstone essay. The course is open to all interested students, but declared majors will have priority for registration and minors are encouraged to participate. HI 200 is required for all History majors. Offered fall 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.’ Prerequisite: 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 211 The African American Experience I (4)**

This course examines the experiences of African Americans from 1619 to 1877/Reconstruction Era. This course presents African American history both as an integral part of American history, and as a unique subject of historical investigation.

### **HI 212 The African American Experience II (4)**

This course examines the experiences of African Americans since the Reconstruction Era. This course presents African American history both as an integral part of American history, and as a unique subject of historical investigation.

### **HI 231 Women in U.S. History (4)**

From Pocahontas to Hillary Clinton, this broad survey provides an overview of women’s intellectual, political, literary, and material contributions to American society, from the colonial period to the present. This course also offers an introduction to theories of race, class, and gender in historical inquiry.

### **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 245 History of Sub-Saharan Africa (4)**

In this course, we will examine the continent of Africa and its vital place in world history. This class will examine the social, cultural, intellectual, political, and economic happenings that aided

in forming the vibrant, diverse, and real history of Africa. Utilizing a variety of sources (written texts, films, art, etc.), you will learn to analyze the material and form supported arguments in class discussions and your writings.

### **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 262 Food and the Environment in US 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 277 Public History (4)**

How is the past remembered? How do we get our ideas about history outside the traditional classroom? How do venues like museums shape how we understand past? Public history, or applied history, refers to history that you find in public spaces outside of the pages of academic journals and beyond college walls. We encounter examples of public history every day through exhibits, performances, walking tours, visits to historic sites, books, film, etc. This introductory course familiarizes students with examples of public history, with a focus on community engagement, unique hands-on experiences, and service hours with community partners. Through course readings, activities, guest speakers, and site visits, students learn how the study of history may be applied in public fields. Potential community partners include the Findley Congressional Office Museum, the Khalaf Al Habtoor Archives at Illinois College, the Prairie Land Heritage Center, the Governor Duncan Mansion, the Heritage Cultural Center Museum, etc.

### **HI 279 Archival Methods (4)**

This course takes students into the archives to explore both practical archival methodologies, as well as the ethical, political, and historical aspects of creating and maintaining archives in public and private institutions. In addition to completing course readings and discussions, students will work in the Khalaf Al Habtoor Archives at Illinois Colleges, gaining hands on experience in accessions and assessment of archival materials, processing collections, appraising rare books, and providing patron access.

### **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 313 American Slavery (4)**

Covers the history and development of slavery and the process of emancipation in the United States. Examines the economic, social, legal, political, and cultural characteristics of American slavery, how these evolved, and how the institution grew in the Atlantic world. The South became the primary location for the development of slavery in the U.S., although other states and colonies actively shaped the institution as well, and the history of slavery in the South followed a different trajectory from other societies in the Americas. Also explores the development of emancipation from the colonial period to the end of the Civil War, including self liberation, slave resistance, compensated emancipation, the anti-slavery and abolition movement, and colonization projects.

### **HI 315 Race, Class & Gender in Gilded Age (4)**

This course will explore the last decades of the 19th century coined by Mark Twain as the Gilded Age. Rather than an age of prosperity and positive growth, Twain believed the period was besmirched with corruption and inequality—particularly enormous wealth for the few, and massive poverty for the vast majority of the American population. This class examines the social inequalities of this period by focusing on race, class, and gender.

### **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 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. Prerequisite: junior standing or consent of instructor. Offered spring semesters. (See IN 358).

**HI 379 Digital History (4)**

This course explores the applications of digital tools to public history. Students will consider the ethical and methodological challenges of digital history, as well as the various tools of the trade, including databases, websites, crowdsourcing, text analysis, GIS, and digitization hardware. Integrated with the existing resources in Schewe Library, including the Digital Learning Center, the GIS Lab, and the Kahlaf Al Habtoor Archives, students will complete hands-on projects that may include digitization projects, the creation of a website or mobile app, managing a collection on SharedShelf, or completing a research project using the GIS Lab.

**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.

# HUMAN PERFORMANCE MINOR

Administered by the Biology Department

The Human Performance minor is intended to serve students with an interest in sports- and fitness-related careers who do not need or are not interested in a biology major or minor. This minor would be open to students completing any major in any department, but may be particularly attractive to Business Administration majors pursuing the Sports Management Concentration. The minor in Human Performance consists of 24 hours and includes:

The minor in Human Performance consists of 24 hours and includes:

Required Courses (12 hours):

BI 107: Human Biology OR BI 110: Biological Investigation

BH 225: Nutrition

BH 335: Personal Wellness and Fitness

Electives (12 hours—choose three courses):

BH 340: Kinesiology and Physiology of Exercise

BH 463/464: Internship

BI 315: Anatomy and Physiology I

BI 316: Anatomy and Physiology II

EP 232: Motor Skills and Basic Movement

EP 305: Organization and Administration of Physical Education and Athletics

EP 308: Athletic Injuries and First Aid

SO 280: Sociology of Sport

Students planning to pursue graduate work in the health professions and/or special certifications (Physical Therapy, Athletic Trainer, etc.) should take BI 315 and BI 316 and should strongly consider majoring in Biology with a concentration in Physiology.

\*BH 240: Strength and Conditioning is offered every other spring semester.



# INDIVIDUALIZED STUDIES

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

The Individualized Studies major consists of 36 credit hours, with no more than 20 from one discipline. 20 of these credit hours must be in upper level (300 / 400) classes. It will culminate in either an interdisciplinary capstone class or in a department capstone appropriate to the course of study.

To propose an Individualized Studies major, the student follows these steps:

1. Identify two faculty members from different departments to serve as sponsors; one of whom would be identified as the primary advisor.
2. Develop a proposal with input from the faculty sponsors that (a) explains how their proposed Individualized Studies major differs from majors currently offered by the college and (b) lists the courses to be taken as part of the proposal.
3. Submit the proposal to the Curriculum Review Committee (CRC) for approval.

A student who wants to pursue an Individualized Studies major should have their proposal approved by the CRC before they have earned 60 credit hours; they must have their proposal approved before they have earned 90 credit hours.

The range of possible options for Individualized Studies is wide. Possible topics could include “American Studies,” “Film Studies,” “Social Justice and Human Rights,” and many others.



# INTERDISCIPLINARY STUDIES

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Courses listed in this section provide the opportunity for students to pursue coursework that may be outside the discipline of their major or special courses the College provides that are not part of any one discipline. These courses include travel study courses, German topic courses offered in English, as well as special internship, research and tutoring courses.

## **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.

## **IC 121 Career Exploration in Liberal Arts (1)**

The purpose of this course will be for students to begin to understand how their career exploration can be enhanced by their liberal arts experience. Students will utilize various methods of self-discovery to help them identify potential majors and career directions that might align with their skills, qualities, and interests, while also exploring what IC has to offer through its general education curriculum.

## **IC 421 Graduate READY: Career Strategies (2)**

Students will learn how to transition from the college campus to a workplace environment through this interactive course. Within a supportive learning community, students will develop strategies from executing a successful job search to beginning their entry-level job or graduate program. Course topics in preparing for the role as new young professional include determining personal strengths through self-reflection and assessment, locating and applying for available positions, successfully interviewing, and identifying workplace “rules of the game.”

## **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. (December-January BreakAways require Fall registration for the course; May-June BreakAways require 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. (December-January BreakAways require Fall registration for the course; May-June BreakAways require 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 Introduction to Cross-Cultural Experiences (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 Integrating Cross-Cultural Experiences (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 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.

### **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.

### **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.

### **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 302 Summer Internship (1-4)****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 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)****IS 467 Summer Research (1-4)**

# INTERNATIONAL STUDIES

Professor Bernd K. Estabrook (German)

Professor Winston R. Wells (Political Science)

Associate Professor Devin Bryson (French)

Associate Professor Nausser S. Jamali (Economics/Business) – Coordinator

Visiting Scholar Long “Patrick” Yi

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, 350, 356, 358, 391; SP 310, 311, 312, 351, 404; PO 386, 388; EN 142, 339, 358
- :: Regional Concentration: Asia—IN 170, 239; RE 190; PO 380; HI/RE 224, 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 areas above core courses:
- II. Emphasis (3 courses)
  - Three courses—in one of the above Emphasis (concentration courses) from at least two disciplines

(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 172 Anime: The World of Japanese Anime (4)**

This course explores the history, aesthetics, styles, and genres of Japanese animation. Throughout the course, we will consider the multiple variations of the phenomenon known as anime, its cultural context in Japan, as well as its global appeal.

### **IN 173 Modern Japanese Fiction (4)**

This course explores some of the major Japanese works of fiction that are available in English translation. In fact, at least some of these works are also considered among the best works of fiction ever written anywhere, and two of the authors whose we will be reading are recipients of the Nobel Prize for Literature. We will also read and discuss works by international super-star writers such as Murakami Haruki (whose name is mentioned every year as a candidate for the Nobel Prize), and quite a few provocateurs like Murakami Ryu, Nakagami Kenji, Mishima Yukio, and Tanizaki Jun'ichiro. Although this is a literature course, the lectures will make use of various media, including film and music, to help students imagine the world seen through the eyes of the authors and their protagonists. No prior knowledge of Japan, Japanese, or Japanese literature is required to enroll in this class.

**IN 174 World Cinema (4)**

This course examines some of the best films ever produced and distributed around the world. We will consider what makes them so widely-critically acclaimed, their local as well as global significance. We will also discuss ways to engage non-English speaking films, and situate each of the films we watch in the historical and cultural context of its production. The course includes weekly screenings, each followed by blog-type discussions on Moodle and in class.

**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 230 Torture in Spain and Latin America (4)**

From the Inquisition to 20th Century dictatorships, in this course explores the role that torture has played in the history of Spain and Latin America. It examines the perspectives of both the torturers and the tortured through autobiographical accounts, official government documents, short stories, plays and novels. Students who take this course for International Studies credit will do the reading, writing, and discussion in English. (Also offered in Spanish as SP 330.)

**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 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)**

Offered spring semesters. (See HI 358.)

**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

Assistant Professor Tomoko Wakana

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 premodern and contemporary Japan through a wide range of 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, as well as 4 hours in WL 210. Additional courses will be selected from the following list of content courses: IN 154, IN 170, IN 172, IN 239, EN 359, PO 380, IS 202 Views of Japan, or any department's relevant Independent Study chosen in consultation with the Chair of the Department of World Languages and Cultures.

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

- A. Culture and Media Concentration: WL 470 and IS 204 or WL 470, IS 204, and JP 480, chosen in consultation with advisors, 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, WL 470 and IS 204 or WL 470, IS 204, and JP 480, chosen in consultation with advisors; 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 WL 470 and IS 204 or WL 470, IS 204, and JP 480, determined upon consultation with advisors.

A minor in Japanese consists of no fewer than 16 credit hours taken from the following courses: JP 112 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 World Languages and Cultures. WL 210 may count for the minor, but is not required.

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.

**WL 210 Languages and Their Place in the World (4)**

This core course will explore the essential role played by language in the liberal arts and in the professional world. In addition students will examine the complex, often undefined relationship between language and culture, as well as strategies for learning the components of speaking, listening, writing, and reading in a foreign language. We will investigate a variety of topics which are drawn from the fields of sociolinguistics, literary and cultural studies etc. The course will begin with a general overview of what constitutes language. We will examine the different proposed hypotheses which attempt to account for the nature of the relationship between language and culture. The remainder of the course will cover a variety of topics which explore language in its social context. Some questions that we will consider include: How is language used to create and maintain social institutions and rituals? How do we use language to create different personae? How is language used by people of different genders, ethnicities, and social classes? How are social and linguistic roles acquired by children? When taken for a World Languages major or minor in French, German, Japanese, or Spanish, WL 210 is typically taken during the same semester a student is enrolled in a FR, GE, JP, or SP course. Open to all students; no specific language prerequisite.

**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 World 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 World Languages and Cultures. The course level will be determined upon consultation with the language supervisor and the Chair of the Department of World Languages and Cultures.

**WL 470 Departmental Capstone (2)**

An extensive and directed research project or culminating experience (e.g., service learning, translation, interpretation, cultural awareness campaign, etc.) focused on an interdisciplinary topic, where one of the disciplines is FR, GE, JP, or SP. Taken in conjunction with IS204. Prerequisite: senior standing and approval of advisor(s).

**JP 480 Departmental Honors Course in Japanese (2)**

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).

# MANAGEMENT INFORMATION SYSTEMS

Associate Professor Nausser S. Jamali, Coordinator

Associate Professor Takako Soma, Coordinator

Part-time Instructor Kenneth Davis

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, FI 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 270, CS 350, CS 380, CS 410, or MI 460.

plus MA 201, as a tool for the major.

If a student does not place out of MA 133, then the student may need to take 4 to 8 additional credit hours (one or two courses) from MA 103 and MA 133. Students interested in attending graduate school are encouraged to take 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. 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. Prerequisites: junior standing. (See MG 425.)

**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. Prerequisite: CS 260. (See CS 460.)

**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 8 credit hours. Complete guidelines may be obtained from the computer science 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 a Major Field Achievement test. Prerequisite: CS 260 and last spring semester as a major in Management Information Systems. Offered spring semesters. (See CS 485.)

# MATHEMATICS

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Professor Patricia L. Kiihne  
 Professor James P. Marshall  
 Professor Mary K. Marshall  
 Professor Todd D. Oberg  
 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 341, MA 342, 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 licensure, additional criteria must be satisfied. In particular, one must take at least 11 mathematics courses (44 credit hours):

MA 123, MA 201, MA 213, MA 223, MA 233, MA 302, MA 310, MA 323, MA 334, MA 383, and MA 484. In addition, to be licensed by the state of Illinois, the student must complete 10 Professional Education courses (37 credit hours) and the 4 courses (16 credit hours) associated with the Clinical Experience semester through the Department of Education. (See page 54 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 223 is a prerequisite for all 300-level mathematics. Transfer credit for 300-level courses counting toward the major or minor requires permission of the department chair. The Department of Mathematics does not accept courses done by correspondence.

## MA 102 Statistics for Citizens (4)

The study of basic descriptive and inferential statistics, with a focus on statistical ideas and statistical reasoning and on their relevance to public policy and to the human sciences from medicine to sociology.

**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: MA 103 or appropriate placement recommendation and ED 101 or permission of instructor. Offered fall 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: MA 127. Offered spring 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 134 Quantitative Modeling for Scientists (4)**

This course examines those topics in mathematics and statistics that underlie the foundational concepts in the natural sciences. The focus will be on developing mathematical tools in the context of solving meaningful scientific problems. The course will combine pencil-and-paper techniques, data analysis, and simulation. 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. Prerequisite: MA 223 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 341 Probability (4)**

Counting techniques, basic probability models and probability rules, discrete and continuous probability distributions, and multivariate random variables. This course, along with MA 342, covers the material needed to pass Exam P of the Society of Actuaries. Prerequisite: MA 213, Co-requisite: MA 223.

**MA 342 Mathematical Statistics (4)**

In this course, we study Normal and Bivariate Normal Distributions; parameter estimation with confidence intervals; hypothesis testing such as t-tests, chi-square tests, and analysis of variance; and theory of estimation and hypothesis testing. This course, along with Math 341, covers the material needed to pass Exam P of the Society of Actuaries. Additionally, this course covers some of the material tested on Exam S of the Casualty Actuarial Society. Prerequisite: MA 341.

**MA 347 Mathematics of Investment (4)**

Mathematics of investment and credit. Topics include interest rate measurements, annuities, loan repayments, bond valuation, rates of return of investments, and cashflow duration and immunization. This course covers a preponderance of the material needed to pass Exam FM of the Society of Actuaries. Prerequisite: MA 223.

**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. Prerequisites: 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. Prerequisites: 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

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Professor Timothy Kramer  
 Associate Professor Abby Musgrove  
 Assistant Professor Christian Secrist  
 Instructor Nichol DelGiorno

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 43 semester hours and must include the following core courses:

- :: 13 hours of Music Theory (MU 111 (4), 112 (3), 211 (3), 212 (3))
- :: 3 hours of Aural Skills (MU 122, 221, 222)
- :: 2 hours of Piano Skills (MU 119, 219)
- :: 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 (MU302)
- :: 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 MUSR, a non-credit requirement to attend a minimum number of 10 concerts and recitals each semester after declaration of the major. Majors must attend MUSR for a minimum of 6 semesters.

All majors must also pass a piano proficiency exam by the end of their sophomore year. In preparation for this exam, majors must complete MU 119 Class Piano, and MU 219 Piano Proficiency. Students who fail to pass the piano proficiency exam at the end of their second year will be required to retake MU 219 each academic year until the exam is successfully completed. In consultation with music theory faculty and their advisor, they may also be encouraged to retake MU 119 or enroll in private lessons during the intervening fall semester. Students who possess advanced keyboard skills may be exempted from MU 119 with instructor permission. Students who successfully complete the piano proficiency exam prior to the spring of their second year will be exempted from MU 219. Students who are unable to fulfil the enrollment requirement for MU 119 or MU 219 may substitute a semester of private study in piano with permission of the chair.

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), 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), 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:

- :: 7 hours of Music Theory (MU 111, MU 112)
- :: 4 hours of Music History (MU 303 or MU 304)
- :: 4 Hours of additional study in Music Theory or Musicology (211/221, 303, 304, 141 [popular music], 142 [world music])
- :: 2 hours of Applied Music\* (two consecutive semesters of study)
- :: 2 hours of Ensemble Participation
- :: 1 elective hour of MU 122, Applied Music, or Ensemble Participation
- :: Successful completion of MU SR

\*Two hours of applied music are to be taken over two consecutive semesters, under the same instructor, on the same instrument or voice in alignment with the student's primary area of competency. Vocalists may substitute MU 109 (Class Voice) for one semester of applied study.

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

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 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 Introduction to Music and Music Theory (4)**

An introductory study of melody, harmony, counterpoint, and part-writing fundamental to Western music, including a discussion of musical examples from different periods. Concurrent ear training, composing, and keyboard training. Entry level course for music majors and minors. Open to other interested students. Offered fall semesters.

**MU 112 Music Theory II (3)**

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. Offered spring semesters. Should be taken concurrently with MU 122. Prerequisite: MU 111. (*Pending approval.*)

**MU 119 Class Piano (1-2)**

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. Non-music majors seeking blueprint credit or personal experience are encouraged to register for two credits. Music majors working toward piano proficiency are encouraged to enroll for one credit. No prerequisite. (*Pending approval.*)

**MU 122 Aural Skills II (1)**

A lab course designed to be taken concurrently with MU 112 focusing on sight-singing and ear-training skills. Offered spring semesters, one day a week. Prerequisite MU 111. (*Pending approval.*)

**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 141 American Popular Music (4)**

This course examines the characteristics and significance of popular music in the United States from the late nineteenth century to the present. No prior musical experience or knowledge is required to enroll in this course. We will explore musical characteristics such as form and instrumentation as well as the meaning and implications of text in music. The relationship of popular music to cultural, social, economic, and political dimensions will be central to the study and understanding of popular music in the United States.

**MU 142 World Music (4)**

An introductory course covering a survey music that falls outside of the traditional canon of Western Art Music and Popular Music. No prior musical experience or knowledge will be required to enroll in this course. (*Pending approval.*)

**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 III (3)**

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. Should be taken concurrently with MU 221. Prerequisite: MU 112. Offered fall semesters. (*Pending approval.*)

**MU 212 Music Theory and Musicianship IV (4)**

Continuation of MU 211. A review of chromatic harmony and enharmonic functions, including analysis of late 19th c. 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. Should be taken concurrently with MU 222. Prerequisite: MU 211. Offered spring semesters. (*Pending approval.*)

**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 219 Piano Proficiency (1)**

An advanced group piano course designed to prepare music majors to pass the Piano Proficiency Examination. Prerequisite MU 119 or permission of instructor. (*Pending approval.*)

**MU 221 Aural Skills III (1)**

A lab course designed to be taken concurrently with MU 121 focusing on sight-singing and ear-training skills. Offered fall semesters, one day a week. Prerequisite MU 122. (*Pending approval.*)

**MU 222 Aural Skills IV (1)**

A lab course designed to be taken concurrently with MU 121 focusing on sight-singing and ear-training skills. Offered spring semesters, one day a week. Prerequisite MU 221. (*Pending approval.*)

**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 (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 (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. Prerequisite: 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 10 events per semester. Music minors must attend at least 6 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 Student Financial Services 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 of daily practice; a lesson for two hours of credit requires prior consent of the instructor and a minimum of two hours daily practice. There is 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.



## NEUROSCIENCE MINOR

Professor Jeremy Turner, Coordinator (Psychology)

The Neuroscience minor has been developed to help students gain admission to neuroscience graduate programs using the traditional preparatory routes of Biology or Psychology, but the liberal arts nature of the minor will be attractive for inquisitive students with a wide range of majors. For example, the program can be useful to Education majors who want to learn more about the developing brains of their students, English majors interested in medical journalism, Art majors interested in perception, Business majors interested in careers in the Pharmaceutical/ Biotech Industry, Math or Computer Science or Engineering majors interested in computational neuroscience, neural networks, brain-machine interfaces, etc. Students wishing to pursue graduate degrees in neuroscience will be advised on additional courses they might need in Biology, Chemistry, Physics, and Math, depending on the type of program and career they might pursue.

The minor will be available to any student except Psychology majors. Interested Psychology majors can complete the Psychology Neuroscience concentration.

The minor in Neuroscience consists of 24 credit hours and includes:

- :: Introductory Course (4 hours)  
An Introductory Course in Biology or Psychology (PS 101, BI 110 or BI 107)
- :: Core Neuroscience Courses (12 hours)  
PS 326 Introduction to Neuroscience  
PS 327 Sensory and Motor Systems  
PS 361 Neuropharmacology: Drugs & Behavior
- :: Neuroscience in the Liberal Arts - Choose 2 of the following 4 courses (8 hours), and at least one has to be PH 170 or PO 270.  
PH 170 Philosophy of the Mind  
PO 270 Biology and Politics  
PS 330 Behavioral Genetics  
BI 328 Animal Behavior

## OCCUPATIONAL THERAPY

(See BIOLOGY page 27)

# PHILOSOPHY MINOR

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Associate Professor John A. Laumakis

The purpose of the courses in Philosophy is to acquaint students with the philosophic thought of the past and present and with philosophical argumentation and analysis.

A minor in Philosophy consists of a minimum of 20 semester hours of course work in Philosophy.

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

## **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 170 Philosophy of Mind (4)**

As the scientific study of the human mind, psychology arose from philosophy. In this course, we will study the historical background and current broader context for psychology by examining philosophical views of the human mind. We will focus on (1) the nature of the self, including the mind-body problem and personal identity, (2) the self's ways of knowing and communicating, including sensation, perception, imagination, understanding, thinking, and language, and (3) the self's awareness, that is, consciousness. What is the human mind? How does the human mind know? What does human language reveal about the human mind? What is human consciousness? These are the primary questions we will consider in reading traditional and recent works in philosophy of mind.

**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, and Hume. (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 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

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Associate Professor Jeffrey E. Chamberlain

Assistant Professor Pratheesh Jakkala

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 225, 226 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 225, 226 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 226 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 226 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 8 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 world language course at the 101 level will have successfully completed the world language portion of the connected courses requirement upon completion of this course and fulfill one Cultures and Worldview requirement.
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 143 Principles of Engineering (4)**

This course is for students interested in the Pathways to Engineering program. It consists of lecture portions and original case-study projects. Lectures will focus on engineering disciplines, engineering calculations, engineering approaches to problem solving, and engineering data collection and analysis. Students will learn methods of electronic data acquisition and experiments related to a variety of engineering disciplines. Students will also learn scientific documentation skills as well as the history and ethics of engineering. Case-studies will focus on the basics of project design, problem-solving, data acquisition, data presentation, and scientific documentation.

#### **PY 225 College Physics I (4)**

This course covers measurements; kinematics in one and two dimensions; Newton's Laws of motion and applications; circular and rotational motion; fundamentals of work, energy, and momentum are presented along with the applications; elasticity; fluids – continuity equation & Bernoulli's Principles; and oscillations. Techniques from calculus are introduced in the first few classes and as needed. Four one-hour lectures (three classes and supplemental instruction per week). One two-hour laboratory session per week. Prerequisite: MA 133 or MA 134 with a grade of 'C' or better. Offered spring semesters.

#### **PY 226 College Physics II (4)**

A continuation of PY 225 covering electricity, magnetism, and light with the use of calculus. Four class hours and one two-hour laboratory period per week. Students with little or no calculus background enrolling for this course will be trained with limited but necessary math skills in the first few classes or as needed. Prerequisite: PY 225 with a grade of 'C' or better. Offered fall 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 304 Materials Science for Engineers (4)**

This course in Materials Sciences and Engineering is ideal for 3-2 engineering and physics students interested to pursue mechanical, civil, industrial, materials science and general engineering. This course provides balanced, current treatment of the full spectrum of engineering materials, covering all the physical properties, applications and relevant properties associated with engineering materials. It explores all the major categories of materials while also offering detailed examinations of new materials with high-tech applications. The course involves investigating the relationships that exist between the structures and properties of materials. Prerequisite: PY 226.

**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 411 Senior Seminar I (2)**

The first half of the Physics senior seminar experience. Students develop lab-based or expository projects which include literature review and interdisciplinary aspects. Prerequisite: senior standing and two 300-level physics courses.

**PY 412 Senior Seminar II (2)**

The second of a two-semester sequence of 2-credit hour courses which together make up the senior seminar. Students continue to work independently on research projects (lab-based or expository) under the supervision of a faculty member. The projects will include an interdisciplinary component developed with the aid of the instructor. Prerequisite: PY411.

**PY 461, 462 Independent Study in Physics (2 - 6)**

Individual projects course for advanced qualified students. Prerequisite: consent of the instructor.

**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

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Professor Winston R. Wells

Assistant Professor Dane G. Wendell

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 (with the exception noted), including PO 101, 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 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 270 Biology and Politics (4)**

This course explores the biological nature of our political behavior. Are human beings born to be political animals? The project of understanding the political self has always been interdisciplinary, and researchers today are increasingly turning to the biological sciences to seek better understanding of political cognition. This seminar begins with discussions of human beings as evolutionary political animals, and then proceeds into a deep investigation of how evolutionary theory, psychophysiology, genetics, and cognitive neuroscience contribute to our understanding of politics today.

## **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 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 379 Constitutional Law (4)**

An examination of both the governmental foundations and individual rights and freedoms often at issue in the study of constitutional law. 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. 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 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. Prerequisite: 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.



# PRE-LAW MINOR

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Students interested in pursuing admission to law school are encouraged to supplement the major of their choice with the College's Pre-Law minor.

This interdisciplinary course of study is designed to cultivate the skills that are essential in any legal career: the ability to analyze complex and complicated materials, to think logically and clearly, and to write and speak with precision. The Pre-Law minor also helps students develop the research skills that are required by law schools.

The Pre-Law minor consists of three core courses and two electives selected from a list of five courses. Students are also encouraged to complete an internship in a legal setting in order to explore various areas of the law, gain experience completing legal tasks, and strengthen their law school applications.

For more information, contact Professor Winston Wells, the College's Pre-Law Advisor.

## CORE COURSES (12 credit hours)

PO 101 U.S Federal Government; PH 115 Introduction to Logic and Critical Thinking; PO 379 Constitutional Law.

ELECTIVES (8 credit hours). Two courses from the following:

CJ 310 Criminal Law; CO 311 Argumentation and Debate; CO 314 Freedom of Expression; EN 208 Argumentative Writing; MG 357 Business Law.



# PSYCHOLOGY

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Professor Elizabeth Rellinger Zettler

Professor Jeremy Turner

Assistant Professor T. Caitlin Vasquez-O'Brien

Visiting Assistant Professor Loretta McKenzie

Part-time Assistant Professor Wei-Lun Sun

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 40 semester hours in the department and must include:

- :: PS 101
- :: PS 241 or PS 346
- :: PS 243
- :: PS 244
- :: PS 326; and
- :: PS 401 or PS 402

A Neuroscience concentration consisting of 24 credit hours is available for Psychology majors. Students with other majors can minor in Neuroscience. (See page 124.)

The Neuroscience concentration consists of an introductory course in either Biology (BI 107 or 110) or Psychology (PS 101); three core Neuroscience courses: PS 326 (Intro to Neuroscience), PS 327 (Sensory & Motor Systems), and PS 361 (Neuropharmacology: Drugs & Behavior). Students will then select two from the following list, where at least one of them is PH 170 or PO 270, for greater liberal arts breadth: BI 328 (Animal Behavior), PH 170 (Philosophy of Mind), PO 270 (Biology and Politics), or PS 330 (Behavioral Genetics).

A minor in psychology consists of 20 hours credit in Psychology courses.

Students must earn at least a 'C-' (1.67) 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 209 Psychology of the Exceptional Child (4)**

A detailed study of all areas of exceptionality, from the challenged to the challenging.

## **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.



**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 and statistics; correlational methods and statistics; probability, hypothesis testing, and inferential statistics; two-group experimental designs and inferential statistics (including t-tests, Wilcoxon and Chi-Square tests.) 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 (factorial design); One-Way and Two-Way ANOVAs; quasi-experimental designs; introduction to multiple regression; communication of research findings. Prerequisite: PS 243 and declared Psychology major or consent of instructor. Offered spring semesters.

**PS 261 Neuropharmacology: 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.

**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.

**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 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. Offered fall semesters. (See SO 282.)

**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 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.

**PS 313 Learning (4)**

A study of the categories of learning, applicable to both humans and animals.

**PS 326 Introduction to Neuroscience and Behavior (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.

**PS 327 Sensory and Motor Systems (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.)

**PS 330 Behavioral Genetics (4)**

An introduction to the theory and methodology of behavior genetic psychology. Includes twin and adoptive studies, family designs, and molecular genetic approaches to psychology. Prerequisites: PS 101 and PS 243 (or other statistics course) or consent of instructor. Offered alternate spring semesters.

**PS 337 Aging and the Life Course (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: PS 101 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 MINOR

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Professor Adam L. Porter

Assistant Professor Timothy McGee

Visiting Assistant Professor Jared Calaway

Religious literacy is vital for social networking, civic responsibility, global understanding, and professional work in all fields. Religion is integral to a liberal arts education, as it explores dimensions of human life that have had a profound and decisive effect on our conception of human nature, destiny, and action. All courses in the Religion program emphasize traditional liberal arts skills of thinking and writing. Close reading of primary texts and development of analytical skills allow students to explore ideas and values that form the basis of human civilization. Emphasis is also placed on expressing ideas clearly and persuasively through writing. Courses in Religion are designed to serve as a focus of a liberal arts education, preparing students for a variety of careers: public service, teaching, ministry, law or medicine among them. Two kinds of minors are available.

A **Religion Minor** consists of 20 hours in Religion, without any required distribution of courses. It is an excellent choice to enrich any major subject area, whether in Math and Science, Social Science, Business and Economics, or Humanities and the Arts. It helps prepare students for any career in our increasingly interrelated, multicultural world.

An Interfaith Studies Minor consists of 20 hours in several disciplines. It examines the multiple dimensions of how individuals and groups who orient around religion differently interact with one another. Grounded in religious literacy, this minor empowers students to consider the implications of these interactions for communities, civil society, and global politics. Selections from the following courses can be taken in any order for the Interfaith Studies Minor (some substitutions available with faculty approval): All minors take RE 200 and take two of the following: RE 104, RE 189, RE 190; and take one of the following: HI 111, HI 112, RE 207, RE 209, SO 376, SP 311; and take one of the following: CO 226, CO 314, CO 315.

## **RE 101 Introduction to the Bible (4)**

This course explores the contents, historical contexts, themes, development, and transmission of the Hebrew Bible (Old Testament) and New Testament. Readings will be selected portions of most biblical books, in a translation that offers explanatory notes and other helps. Class sessions will focus in great part on trying to understand these writings in their original situations, and how people ever since have used and interpreted them. No previous knowledge of the Bible is assumed.

## **RE 104 Christianity & Diversity (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. It situates Christianity in the global religious context, considering it in historical relationship to Abrahamic faith traditions, and contemporary eastern religious traditions. 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 189 Abraham: Muslim-Christian-Jew (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 190 World Religions (4)**

This course offers a brief introduction to religion as human engagement with matters of ultimate concern, and surveys globally important religious traditions that have emerged from the Middle East (Judaism, Christianity, Islam), South Asia (Hindu, Buddhist, Jain, Sikh traditions), and East Asia (Confucianism, Daoism, Shinto). Readings will include some authored by adherents, some by scholars for a general readership. Visuals accompany all topics. No previous knowledge of these religions is assumed.

**RE 200 Interfaith Studies (4)**

In this interdisciplinary course, you will gain knowledge and skills necessary for navigating professional and community life in a religiously diverse 21st century. Using case studies, texts from multiple disciplines like religion, history, and sociology, alongside experiences and interactions inside and outside of the classroom, you will learn about multiple religions, about what is at stake when people who orient around religion differently interact, and about how you can become an effective interfaith leader. The course includes an opportunity to connect this work with a profession, a major, or an issue of specific interest to you.

**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 207 Religion & Violence (4)**

In this course, you will learn about global politics as manifest in religious terrorism from five different religious contexts, the intersection of religion with violence against women, and one case study of a contemporary fundamentalist group in the United States. Historical and theoretical analysis of religion and violence will frame this learning alongside responses to religious violence like Martin Luther King Jr.'s work on nonviolence and contemporary interfaith cooperation.

**RE 209 Sex and God (4)**

This course looks at the ways that theology and religious traditions deal with issues of sex, gender, and sexuality. Based mostly in Christian theological reflection, the course will examine specific topics like the ordination of women, homosexuality, contraception and reproductive rights (in multiple religious traditions), and the role of biblical interpretation, looking at how religious traditions respond to significant cultural shifts.

**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 231 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 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 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 376 Sociology of Religion (4)**

(See SO 376.)

**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  
Assistant Professor Paul Fuller

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 28 hours as follows: SO 101; SO 210; SO 286; SO 384; SO 387; and; 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 12 hours needed to fulfill the sociology major are electives. Here are a few examples of combining courses that will focus on the various subfields offered in the department:

Criminology: 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 160 Introduction to Criminal Justice (4)

(See CJ 160.)

## 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 every fall semester.



**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 every spring semester.

**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.

**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. Prerequisite: SO 101 or PS 101. Offered every fall semester.

**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 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. (See CJ 341.)

**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 spring semesters. (See CJ 343.)

**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 spring 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. Offered every spring semester. (See PS 347.)

**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 and SO 286. Offered every spring semester.

**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: SO 101, one 300-level SO course and junior standing. Offered every fall semester.

**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 Margaret A. Marek

Assistant Professor Diana Grullón-García

Visiting Instructor Donna Walters

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.

A major in Spanish consists of a minimum of 32 semester hours of course work in that language beyond the first year (101, 102). Students may count either SP 203 or SP 210 for the major, but not both. Only courses taught in Spanish will count toward the major or minor, except WL 210 and WL 470. 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 38 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. All majors are required to complete WL 210.

- A. Skills and Tools (2 classes minimum): Intermediate to advanced language and grammar courses such as SP 203, SP 210, 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 480, and approved classes from abroad.
- C. Languages in the World (2 classes minimum): Courses involving applied language experiences, with WL 210 being required, and another, such as SP 309, SP 310, SP 315, SP 463/464, SP 465/466, WL 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 WL 470 and IS 204 or WL 470, IS 204, and 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 fewer than 16 credit hours in the respective language at the 203/210--level or beyond. Students may count either SP 203 or SP 210 for the major, but not both. WL 210 may count for the minor, but is not required.

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: SP 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: SP 102 or equivalent or consent of instructor. Students may count SP 203 or SP 210 towards the Spanish major, but not both.

**SP 210 Spanish for Heritage Speakers (4)**

Heritage speakers of Spanish advance their proficiency for multiple contexts, including professional use. Students build vocabulary, acquire learning strategies, improve oral and written expression, with particular consideration to grammar, and orthography. Special emphasis on cultural topics about the Hispanic/Latino(a) community in the United States. Students may count SP 203 or SP 210 towards the Spanish major, but not both.

**WL 210 Languages and Their Place in the World (4)**

This core course will explore the essential role played by language in the liberal arts and in the professional world. In addition students will examine the complex, often undefined relationship between language and culture, as well as strategies for learning the components of speaking, listening, writing, and reading in a foreign language. We will investigate a variety of topics which are drawn from the fields of sociolinguistics, literary and cultural studies etc. The course will begin with a general overview of what constitutes language. We will examine the different proposed hypotheses which attempt to account for the nature of the relationship between language and culture. The remainder of the course will cover a variety of topics which explore language in its social context. Some questions that we will consider include: How is language used to create and maintain social institutions and rituals? How do we use language to create different personae? How is language used by people of different genders, ethnicities, and social classes? How are social and linguistic roles acquired by children? When taken for a major or minor in French, German, Japanese, or Spanish, WL 210 is typically taken during the same semester a student is enrolled in a FR, GE, JP, or SP course. Open to all students; no specific language prerequisite.

**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: SP 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: SP 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 Modernism to Contemporary.

**SP 316 Hispanic Caribbean Literature (4)**

This course examines the rhetoric of literary genres within the framework of Hispanic Caribbean intellectual history and culture. It focuses on the role of metaphors in the construction of Caribbean identity representations in essays, poetry, short stories, novels and plays from the 19th to the 21st centuries. Regarding the Hispanic Caribbean national interpretations, this course focuses on analyzing different manifestations, problems, origins, developments, and implications. In particular, students will study literature, history, politics, art, and music components from the cultures of Cuba, Dominican Republic and Puerto Rico. Taught in Spanish.

**SP 330 Torture in Spain and Latin America (4)**

From the Inquisition to 20th Century dictatorships, in this course explores the role that torture has played in the history of Spain and Latin America. It examines the perspectives of both the torturers and the tortured through autobiographical accounts, official government documents, short stories, plays and novels. Students who take this class with a SP prefix will do most of the reading and writing in the course in Spanish and will do part of the discussion in Spanish (Also offered in English as IN 230).

**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 World 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 World Languages and Cultures. The course level will be determined upon consultation with the language supervisor and the Chair of the Department of World Languages and Cultures.

**WL 470 Departmental Capstone (2)**

An extensive and directed research project or culminating experience (e.g., service learning, translation, interpretation, cultural awareness campaign, etc.) focused on an interdisciplinary topic, where one of the disciplines is FR, GE, JP, or SP. Taken in conjunction with IS204. Prerequisite: senior standing and approval of advisor(s).

**SP 480 Departmental Honors Course in Spanish (2)**

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

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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: leadership, creative problem-solving, 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, 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 (nine 4-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
- :: TH 325 (1 credit)
- :: Two from TH 361, TH 362 or TH 363 or approved substitute (2 courses)
- :: TH 373
- :: TH 485
- :: TH 495
- :: 12 hours of approved electives: two must be Theatre Department courses at the 300-level or above; the third can be another TH 300-level course, or an English course focusing on the study of dramatic literature, or, for technical theatre track students, an Art course.
- :: 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-' (1.67) or better.

The minor consists of 16 hours of coursework (4 courses) and 3 productions (TH 150/151):

- :: TH 205, 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 in 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 160 Long-form Improv Troupe (1)**

This ensemble rehearses 1.5–2 hours weekly and performs monthly in the ICEBOX during the year. Interested students take a six-week workshop that culminates in an audition. Each year, the troupe competes in the College Improv Tournament and sometimes also attends guest artist or off-site workshops. Prerequisite: Consent of instructor.

### **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 every semester.

### **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 every semester.

### **TH 225 Playwriting Workshop (2)**

This class is designed to teach students about the nuts and bolts of playwriting. It covers topics such as action/plot, structure, character development, dialogue, and setting both in the abstract and in plays written by both professionals and college students. It encourages writers to choose workable ideas, draft them, and improve them through exploration. Students work toward completion of a one-act play.

### **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. The course culminates in a piece of devised theatre on a topic chosen by the students and performed for the Celebration of Excellence. 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: unarmed, broadsword, and single rapier. Prerequisite: TH 222 or consent of the instructor. Offered once every three years.

**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 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 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 him or her for professional work in the field. Typically this will be a significant role or design for a faculty-directed show. For students not strictly in the acting or tech tracks, alternative possibilities will be considered, such as writing and/or directing a play, stage managing a challenging faculty-directed show, or working as the 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, students 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 490, 491 Theatre Directing Practicum I & II (1 - 3)**

Juniors and seniors have the opportunity to direct a production each spring. Proposals, including casting needs and a budget as well as rationale, should be submitted to the Department by September 1 of the previous fall. Decisions will be announced by October 1. Prerequisites: For a one-act play: successful completion of Stagecrafts, Acting, and one upper-level acting course as well as participation in faculty-directed productions. Two one-acts may be done in one spring by different student directors. For a full-length play: In addition to the above, students must have successfully completed the senior capstone, Theatre Directing. All proposals are subject to departmental approval. Accepted proposals are contingent on students meeting the above conditions.

**TH 495 Showcase and Portfolio (0-1)**

In the semester immediately prior to graduation, students prepare a 20- to 25-minute Senior Showcase, which will be presented to Department of Theatre faculty and will be open to the public, as well as submitting an electronic portfolio of writing demonstrating achievement of departmental learning outcome goals.



# CO-CURRICULAR AND SPECIAL ACADEMIC PROGRAMS

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

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

## BreakAway Program

The BreakAway program offers students a unique learning opportunity beyond the campus. Faculty members offer courses which include travel off campus, usually for 10 days to three weeks when classes are not in session. Students of any class standing are eligible to participate. Past BreakAways have included: Costa Rica, Mexico, England, Germany, Greece, Ireland, Italy, Morocco, Spain, Japan, China, Thailand, a Civil Rights Tour of the South, Tropical Ecology in the Florida Keys, the 2008 Democratic National Convention, and Tornado Chasing in the Midwest. BreakAway destinations for the following academic year are announced in April of the current academic year. Students apply to participate in a given BreakAway. Eligible students may receive a subsidy up to \$1,000 toward the cost of the trip. More information about the BreakAway program can be found at <http://www.ic.edu/international>.

## Campus Writing Center

The Campus Writing Center (CWC) is located just off the Munding 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

Located on the top floor of Schewe Library, the Center for Academic Excellence is a hub of resources which includes academic coaching, tutoring, and supplemental instruction. Let our academic coaches help you develop an action plan for success at IC. Strengths-based and future-focused, we are here to be your educational partner. We will work with you to develop specific study, time management, or note-taking strategies and beyond. The Illinois College tutoring program is a free, comprehensive peer-based program designed to provide one-on-one assistance and small group support for student success. More information about the Center for Academic Excellence can be found at: <http://www.ic.edu/centerforacademicexcellence>.

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

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

## Community 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](http://www.ic.edu/communityengagement).

## IC Connections

IC Connections 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/firstyearexperience](http://www.ic.edu/firstyearexperience) and [www.ic.edu/transfereperience](http://www.ic.edu/transfereperience).

### READY, SET, GO! REGISTRATION DAYS

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. Students will meet with an academic advisor and register for classes, attend a resource fair, receive next steps, and much more. First-year students will receive their first class assignment and also have the chance to meet future classmates, staff and faculty. (Transfer students engage in Transfer Visit Days through the Office of Admission for a streamlined experience to get their schedules.)

### SUMMER COMMON READING AND WRITING PROGRAM

The summer common reading and writing program is designed to introduce incoming first-year 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 LEARNING COMMUNITIES

The first-year seminar learning communities introduce 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. First-year seminar courses are focused on varying themes from a broad range of disciplines, and each seminar is paired with another course, frequently either English 121 or Communications 101, to form a learning community. The learning community makes connecting with new ideas and with other students easier. 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 their learning community, one of those two professors will 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.

## TRANSFER STUDENT SEMINARS

Transfer-Student Seminar courses at Illinois College provide incoming students with a common academic experience by which they are introduced to the values of a liberal Arts education and the skills required for success in this environment. The individual seminars, offered from a variety of disciplinary perspectives, are tied together by a common theme focused on excellence, integrity, communication, and tolerance -- the principal tenets of Illinois College's Statement on the Affirmation of Community Responsibility.

## MENTORING TEAMS

A mentoring team consisting of a student affairs professional and a student Connections Leader is also a part of each first-year or transfer seminar. They come into to the classroom to discuss common themes and strategies for academic success. Their sessions involve areas such as U.S. diversity and global awareness or community and civic engagement. The mentoring teams also focus on strategies for academic success, such as time management, wellness, and planning for the future. The mentoring teams connect with you during your seminar course and are strong connections for you throughout your IC career.

## 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 new students and will introduce them to the campus and its resources. New students will work in small groups at welcome week and during their seminars, 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.

## 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 routinely for three weeks in the summer as part of the Illinois College Views of Japan BreakAway program. This study tour includes seven weeks of instruction in preparation for the trip to Japan.

## Professional Experience Programs

Illinois College has a history of creating unique learning experiences for its students. Through field work, internships, 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 learning contract, the projected hours for site work, writing and presentations. Many programs are offered during the academic semester and the summer, but it is important to plan ahead in order to meet application deadlines and assure appropriate course scheduling. Internships for academic credit must be established and recorded with the Office of Career Services and the Office of the Registrar by the tenth day of the academic term or by June 1 for summer internships. Many internship opportunities are also advertised through the Office of Career Services on CareerLINK. The total number of credit hours from internships and field experience courses which may be counted toward an Illinois College degree is 16. Students may also earn credit through the following programs:

### CHICAGO CENTER FOR URBAN LIFE AND CULTURE

The Chicago Center for Urban Life and Culture is an independent, not-for-profit organization partnered with 22 accredited colleges and universities nationwide. Through internships and classes, students connect with the practical work world outside the college campus and deepen their understanding of America’s economic and political structures, race and gender relations and the role of the arts in community and social discourse. The Chicago Center for Urban Life and Culture program incorporates the expertise of sociologists, artists, community activists, religious leaders and social workers, as well as the experience of its internship partners in business, social service, education, art, health care, research, community programming and journalism as a part of the education process.

The Chicago Center for Urban Life and Culture also offers opportunities for student-teachers through the Urban Teaching Program. The program meets the state accreditation requirements and provides participants the opportunity to teach in a successful city school with children of diverse racial, ethnic and economic backgrounds. In addition, students take part in a weekly Urban Teaching Seminar.

Students interested in the Chicago Center for Urban Life and Culture programs for the fall or spring semesters are guided through the application process by the Director of Global Programming and a faculty advisor. In order to receive Illinois College credit and retain their financial aid while at the Center, students must complete an application process and receive Illinois College approval prior to the academic year during which they wish to do the program. Applications are due during the fall semester. Once approved by Illinois College and accepted to the program, students register for credits 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](http://www.chicagocenter.org).

### **CLINICAL EXPERIENCES IN EDUCATION**

Courses in education are designed to provide preparation for students who anticipate careers in elementary, secondary or K-12 teaching. 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.

### **ENVIRONMENTAL ISSUES INTERNSHIP PROGRAM**

Students interested in the environment may apply for a paid, summer internship with Starhill Forest Arboretum or submit a student-defined proposal for an environmentally-related internship, either working for an environmental organization or conducting an environmental research project. This program is open to all majors.

### **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 NETWORK WITH EMPLOYERS**

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



Summer internships are typically 10-11 weeks of full-time work beginning in May. Other internships are conducted during the academic year. 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. Program partners have included:

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

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

#### **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, information technology, 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 HEALTH THERAPY AND SENIOR CARE**

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

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

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

Other paid and unpaid internships are available throughout the year for first-year through senior students. Students interested in internships should contact the Office of Career 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 May 15.

#### **MILLS EXPERIENTIAL LEARNING FUND**

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

#### **MEDICAL SCHOOL PREPARATION PROGRAM**

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

#### **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 Global Programming about an approved partner program that will best suit their personal goals and academic needs.

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

Details about eligibility, the application process, academic credit and financial implications of studying abroad are spelled out in the “Illinois College Off-Campus Study Policies,” which can be found at <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 Global Programming and a faculty advisor. In order to receive Illinois College credit and retain their financial aid while at the Center, students must complete an application process and receive Illinois College approval prior to the academic year during which they wish to do the program. Applications are due during the fall semester. Once approved by Illinois College and accepted to the program, students register for tuition credits 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](http://www.twc.edu).

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



## AFFIRMATION OF COMMUNITY RESPONSIBILITY

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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 third semester 1.900, thereafter 2.000. Special students who are not in good standing are governed by the same regulations with respect to probation, dismissal and readmission as full-time students. A special student who is a degree candidate and who has never enrolled in the College as a full-time student, but otherwise meets all requirements for graduation, may receive the earned degree provided the student has attended a number of convocations equal to one-quarter of the number of credit hours earned at Illinois College up to a total of 30 convocation attendances.

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

## Grades, Quality Points and GPA

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

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	F	0.00

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

## Academic Honors And Awards

### IC SCHOLARS HONORS PROGRAM

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

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

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

### DEAN'S LIST

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

### GRADUATION HONORS

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

Summa Cum Laude	3.9000 - 4.0000
Magna Cum Laude	3.8000 - 3.8999
Cum Laude	3.7000 - 3.7999

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

### PHI BETA KAPPA

Phi Beta Kappa is a national honor society that recognizes high scholarship. The first chapter was formed at the College of William and Mary in Virginia in 1776. Colleges merit a local chapter of Phi Beta Kappa on the basis of their high scholastic attainments, and membership in the society is a mark of distinction. Four universities and seven colleges in the state of Illinois have chapters of Phi Beta Kappa; the Illinois College chapter is the Epsilon of Illinois. During the second semester of each year the faculty members of the chapter, who are solely responsible for selection, elect to membership a limited number of graduating seniors whose scholastic records show marked attainment and promise in the liberal arts and sciences tradition of Phi Beta Kappa. Grades in internships, field work and the professional semester are not included. Students entering in fall 2003 or later must have a broad program in the liberal arts and sciences, including at least 90

hours of liberal arts coursework, successful completion of a language course at the 200-level or beyond 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 fulltime enrollment (pro-rated for part-time enrollment). The College requires students enrolled in 3-2 programs to earn the Illinois College bachelor's degree within 12 semesters of full-time enrollment including semesters of study at the cooperating institution. Students with special circumstances may make written appeals to the Office of Academic Affairs for exceptions to these requirements. The following policy was approved by the Illinois College Faculty on February 3, 2014.

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

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

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

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

### STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

#### 1. Cumulative Grade Point Average (GPA)

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

# Semesters	Cumulative GPA Required
1	1.5000
2	1.7000
3	1.9000
4 or more	2.0000

## 2. Completion Rate

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

- a. Course grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- and CR will be considered attempted and successfully completed.
- b. Course grades of F and NCR will be considered attempted and unsuccessfully completed.
- c. Course grades of CR (credit) will be considered attempted and successfully completed, but they will not affect the student's grade point average.
- d. Course grades of I (incomplete) indicate a student has not yet completed the course, and therefore, will not be considered as successfully completed. An incomplete grade does not earn credit or influence the grade point average. However, an incomplete grade will count toward total credits attempted. If an "I" grade is later changed to a grade, the student's progress will be re-evaluated.
- e. Course grades of W (withdrawn from class) do not earn credit toward graduation or toward satisfying the minimum credit hours requirement; however, these credits will count toward the total attempted credits and the Maximum Timeframe requirement (see below). Within the drop/add period (the first ten days of a term), a student may drop courses without a grade. These courses are removed from the academic record and will not count as attempted hours.
- f. 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 may be subject to Academic Suspension, but may appeal to have his or her financial aid eligibility reinstated for one additional semester. A student who successfully appeals is placed on Academic and Financial Aid Probation.

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

During the probationary period, a student has one semester to satisfactorily meet the SAP Standards unless his or her Academic Plan allows otherwise. An Academic Plan may be developed with the student by the Office of Academic Affairs to ensure the student will be able to meet all SAP Standards within a given period of time. The Academic Plan may set individual goals for a student 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 may be immediately placed on SAP Suspension. As long as a student is on suspension, he or she is not eligible for any financial aid funding at Illinois College. A student may appeal this status; however, submitting an appeal does not guarantee approval.

**SAP REINSTATEMENT**

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

1. Successfully appealing the loss of eligibility. To appeal, the student must submit a Satisfactory Academic Progress (SAP) Appeal with supporting documentation to the Office of Academic Affairs. If, based on the appeal, the Office of Academic Affairs determines the student should be able to meet the SAP standards by the end of the subsequent semester; he or she may be placed on probation without an academic plan for one semester only. A progress review is required at the end of that semester. If, based on the initial appeal, the student will require more than one semester to meet progress standards; he or she may be

placed on probation with an Academic Plan that ensures the student is able to meet the SAP standards by a specific time. A progress review at the end of one semester is required of a student on probation status to determine if the student is meeting the requirements of the Academic Plan. If the student is meeting the requirements of the Academic Plan, the student is eligible to receive financial aid as long as the student continues to meet those requirements and is reviewed every semester according to the requirements specified in the plan. If the conditions of the Academic Plan are not met, the student will no longer be eligible to continue at Illinois College or to receive financial aid funding until such time as SAP Standards are met. A student must also appeal to change their plan. He or she must explain what has happened to make the change necessary and how he or she will be able to make academic progress.

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

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

### SAP APPEAL PROCESS

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

Keep in mind that due to the limited amount of time between semesters, a complete review of all financial aid recipients' SAP standards may not be possible before financial aid funds are credited to the student account or bills are due; therefore, a student who is subsequently determined to be

ineligible under the SAP Standards will have their funds returned to the appropriate federal and/or state agency and the student will be billed for the amount owed to the college.

### NOTIFICATION

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

### RE-ADMISSION WITHOUT FINANCIAL AID

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

### TRANSFER STUDENTS

A transfer student who enrolls at Illinois College with 24 credits or more must meet the standards listed above with the exception of their first semester at Illinois College as a full-time student. For this first semester, the standard for good academic standing is a GPA of 1.7 or above, the standard for being placed on SAP warning is 1.69 or less. Fifteen hours of transfer work count as one semester for calculating the number of semesters.

## 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 until Monday of the tenth week of classes with a grade of 'W'. If a student withdraws from a repeated course, the 'W' does not replace a grade in the previous course. See Satisfactory Academic Progress (page 165) 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 Monday of the tenth week of classes will receive a grade of 'W' (withdraw) in all courses for which a grade has not already been filed. Students withdrawing from the College prior to the seventh week of classes will receive a partial refund of tuition as stipulated on page 194. 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 Dean of Student Success, an instructor may award the grade of Incomplete (I) when extenuating circumstances make successful completion of course requirements impossible. A grade of incomplete must be made up 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 register for credit for an independent study or participate in college-approved internships during the summer. Internships for academic credit must include summer assignments, opportunities for reflection on the activities of the internship, and a

culminating project. Approval by a faculty supervisor and the Office of Career Services is required by June 1 each year. The internship learning contract, available from Career Services, is required. (See page 157 for more information on internships.)

## Transfer Credits

In most cases, Illinois College accepts transfer credits from regionally accredited institutions of higher education for coursework equivalent to coursework offered at Illinois College. In general, undergraduate academic coursework with a grade of 'C-' or better is transferrable to Illinois College while vocational and graduate course work is not because Illinois College does not offer work in these areas. 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 COURSE REQUIREMENTS 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.

Transfer students entering Illinois College with an associate's degree (AA or AS) are exempt from all Foundations and Explorations requirements. They remain responsible for other BLUEprint requirements.

### TRANSFER STUDENT SEMINAR

The Transfer Student Seminar is designed to help transfer students fulfill BLUEprint requirements.

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.

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.

Students who do not successfully complete a First-Year Seminar or a Transfer-Student Seminar are still responsible for completing all the embedded experiences required by the BLUEprint. Students may transfer into Illinois College courses which meet the embedded experience requirements.



# STUDENT CONDUCT RIGHTS AND RESPONSIBILITIES

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An academic community can only function if the rights and responsibilities of all its members are recognized. Illinois College requires that students be familiar with stated College policies and procedures as printed in the Student Handbook (Illinois College Blue Book), 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, picture, major field of study, grade level, enrollment status, dates of attendance, participation in officially recognized activities, degrees, and honors/awards. Students may elect to limit the release of directory information when completing their Personal Information Updates each semester.

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

## Responsibility for Off-Campus Activities

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

## Cellular Phone Policy

Illinois College aims to provide an optimum environment for teaching and learning. To this end, we encourage all members of the community to be considerate in their use of cell phones and other electronic communications devices. No conversation on a cell phone should take place when a class or meeting or other public event (such as convocation or concert) is in progress. In general, all electronic devices should be turned off inside academic buildings. When it is necessary to leave such devices turned on, 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 in the Educational Policies Appeal form on Connect2. 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).





# STUDENT ACTIVITIES

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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 five 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.

**Circle K:** The Circle K Club focuses on leadership development and co-educational service through civic engagement activities.

**IC Buddies:** IC 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.

**IC Environmentalists (ICE):** In order to increase awareness of environmental issues, ICE shall exist to educate and serve the Jacksonville and Illinois College communities.

**IC Feminists:** IC Feminists is an organization that seeks to provide a forum of discussion for gender issues both on campus and off.

**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.

**Spectrum:** Creating an environment in which LGBT+ students are helping to better educate staff, faculty and students of queer issues.

**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.

**The Care Initiative at Illinois College:** To raise awareness about the treatment of women and girls in the international community.

## 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.

**IC Boxing Club:** To allow IC students to learn fundamentals of boxing and fitness habits associated with boxing.

**IC Cycling Society:** To promote a healthier lifestyle and a cleaner environment.

**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.

**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.

## 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.

**French Club:** The French Club works to offer activities that will introduce students to French and Francophone culture.

**Japanese Club:** To explore and spread knowledge of Japanese culture.

**Koinè International:** The purpose of Koinè International (KI) shall be to provide a safe haven for cultural and social activities that can benefit the Illinois College international community, and to share a common space where international and foreign exchange students can gather. KI will promote awareness and support integration of his members within the society while maintaining their cultural identity; it will foster diversity and cultural exchanges within the campus community.

**Nuestra Casa:** To enhance the quality of life and education at Illinois College for Latino students while also promoting diversity and inclusion on campus.

## DEPARTMENTAL

**Debate Team:** The IC Debate Team is an intercollegiate team that competes across the country in policy debate competitions. The team fosters civic engagement, political analysis, public speaking, research skills, and philosophical knowledge. The IC Debate Team also sponsors campus speakers and holds public debates.

**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](mailto: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 have got what it takes, we invite you to be a part of the team and join in. For more information, contact [choirs@ic.edu](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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@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 (speech and debate), 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.

**M.I.C. Music in Christ:** The purpose of this organization shall be to rejoice in the name of God through song as well as minister through dance. We are a Christian ministry dedicated to spreading the Gospel. We strive to be Evangelists of the holy word.

**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

**Active Minds:** Active Minds is dedicated to the empowerment of students to speak openly about mental health in order to educate others and encourage help-seeking. Through Active Minds, members are changing the culture on campus and in the community by providing information and crushing the stigma that is attached to mental illnesses.

**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.

**Business Club:** The Business Club provides opportunities for students to meet and learn more about the business field.

**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.

**Chess Club:** The primary purpose of Chess Club is to help people connect through the game of chess. Club meetings consist of casual play, tournaments, and teaching the game of chess. Beginners will learn how the pieces move and basic strategy, while more experienced players will further develop their game. The club also has the occasional social to get together, eat, and hang out.

**Computer Club:** The Computer Club educates students about computers and how they are a part of our everyday life.

**IC Lifestyle Club:** The IC Lifestyle Club is dedicated toward promoting the importance of healthy lifestyle among Illinois College students. The group's mission is to encourage healthy eating behavior, physical exercise and productive studying patters through providing peer-support and mental help. In addition, IC Lifestyle Club serves as a support group for motivation and suggestions for safe techniques toward weight loss and or/or bodybuilding.

**IC 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.

**IC Pre-Law:** To help Illinois College students prepare for law school.

**Investment Club:** The Investment Club offers an opportunity to learn and invest with an actual portfolio.

**Mathematics Club:** The Math Club provides opportunities for students interested in math to develop an understanding of the discipline outside the classroom.

**Parker After Dark:** Provides students who are interested in biology an opportunity to interact, discuss biological subjects and to hear about biological field occupations.

**Physics Club:** The Physics Club will bring students who enjoy physics together where they can share their interests and curiosities. There will be regular meetings to keep the members up to date with the ever-advancing physics field. The organization will also work hard to help members meet physics experts outside of the IC community. Moreover, members will be surrounded by resources to prepare for competitive exams like the GRE and the MCAT.

**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).

**Socialist Student Alliance:** To educate students about socialism as well as other forms of Marxism from both an orthodox and modern perspective.

**Student Alumni Association (SAA):** SAA connects students and alumni, assists the Office of Alumni and Alumni Board of Directors with alumni activities and prepares students to be future alumni.

**Table Top Gaming Club:** To provide a safe, structured environment for those who wish to participated in table top gaming.

**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 154) and the opportunity for semester-long or year-long foreign study through the Study Abroad program (page 160).



# STUDENT SERVICES

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## 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 resumé, 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, family 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 and Memorial Behavioral Health for psychiatric and additional psychotherapy 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, Equity, and Inclusion

The Office of Diversity, Equity 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, religions, 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, Equity 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.

## IC Connections

The Illinois College First-Year and Transfer Student Experience is here to help integrate students into our community socially and academically. They will introduce students to opportunities that will fill the hours when students are not in class, from entrepreneur clubs and literary societies to dance teams and cultural groups. 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 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.

## Public Safety

Campus safety and security procedures are coordinated by the Office of Public Safety, consisting of five 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.

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

## Religious 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 Involvement

The Center for Student Involvement, 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 Center for Student Involvement 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.

Over 80 student organizations, from community service, sports and spirit clubs to the historic Literary Societies, invite every student to get involved. The Center for Student Involvement serves as a resource for student leaders through advising, leadership development programs and organizational support services. Through your involvement in co-curricular activities, you'll round out your academic experience by learning new skills that will make your education complete! Find out how to start your involvement journey at [www.ic.edu/studentinvolvement](http://www.ic.edu/studentinvolvement).

## Student Employment

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. Students interested in working on campus should attend the on-campus job fair during the first week of school, and follow up with the Office of Career Services. It is important to keep in mind, however, that a normal schedule of college classes, along with the preparation that is necessary outside of a class, is itself a full-time activity. Students employed on campus are paid once a month. 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 217.245.3040. Contact the office for more information.

# FACILITIES

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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, Mondos sub shop, Starbucks, 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.

## **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, Equity and Inclusion, the Office of IC Connections, the Office of Student Activities and a formal dining room.

**Crampton Hall (1873; remodeled 2011)** is named for Rufus C. Crampton, former professor (1853-88) and acting president (1876-82).

## **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.

## **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.

**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.

**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.

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

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

**Schewe Library (1976)**

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

**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 Offices of Academic Affairs, Admission, Accounting Services, Business Affairs, the Registrar, and Student Financial Services. 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.

## Residential Facilities

**College Avenue Apartments (purchased in 2004)**, apartments for 34 residents provide kitchenettes and optional meal plans.

**Ellis Hall (1957)**, with accommodations for 111 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 114 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)** is a coeducational hall accommodating 78 students in suite-style, air-conditioned units.

**Abraham Lincoln Hall (2006)** is a coeducational hall accommodating 194 students in air-conditioned rooms. The Campus Bookstore, Mail Services, two classrooms 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 98 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 108 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.

Campus houses are also available. There are several houses that can accommodate anywhere from 4 to 7 students depending on the house. These houses offer students more independence while still providing the conveniences of living in campus housing.

## Athletic Fields

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



# ADMISSION

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Office of Admission

Illinois College

1101 West College Avenue

Jacksonville, Illinois 62650

217.245.3030 Fax: 217.245.3034 Toll free: 866.464.5265

E-mail: admissions@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 first-year or as transfers must present evidence that they are prepared to pursue excellence in their academic and co-curricular endeavors at the College. Recognizing that each individual student brings their own gifts and talents, the admissions process is personalized from the initial contact the student has with the college to their matriculation at the College.

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

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

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

### First-Year Application Procedures

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

A complete application to Illinois College includes:

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

## 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 or IC Scholars must have a complete application on file in the Admissions Office by December 1 to be considered.

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

## Enrollment Deposits

All admitted students are asked to submit an enrollment deposit submitted/postmarked on or before

May 1 (the National Candidate Reply Date) to hold their seat in the class. Deposits date stamped after May 1 will be accepted by the College as space is available. Enrollment deposits are applied to tuition charges for the first semester. Enrollment deposits are refundable up until May 1 if the request is made in writing and received by the Office of Admissions by May 1.



## Final Transcripts

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

## Home-Schooled Students

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

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

- :: Official copy of the academic record indicating the grade point average, a summary of all courses taught by the home school (curriculum list, biography), the title of each course, the grade received and the name of the instructor (if that person is different than the registered home school instructor).
- :: Official transcripts received through any correspondence school or regional organization that provides this service for home schools (should list courses completed, grades and the accreditation status of the school or organization).
- :: The secondary school report form completed by your instructor.
- :: Application essay or personal writing sample.
- :: Results from either the ACT or the SAT Reasoning Test. Official scores are preferred, but students may submit a copy of their official score report.

If 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).

## 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:

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

## Transfer Application Procedure

All candidates interested in transferring to Illinois College are encouraged to submit 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](http://www.ic.edu) or [www.commonapp.org](http://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 171.) Transfer students must request that an official final transcript be sent directly to Illinois College prior to starting classes.

## Transferology

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

## Health and Immunization Records

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

## Visiting Students

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

## Applicants with a GED

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

## Returning Students

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

## Finish in 4

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

# EXPENSES

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

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

## Room and Board

The College maintains residence halls for 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 or have not lived on campus for at least six semesters, are required to live on campus. Room reservations at the opening of the academic year are for both semesters. Students are obligated to keep the commitment for room and board arrangements for the second semester unless not enrolling for the second semester or unless the Director of Residential Life gives written permission for canceling the room reservation. Residence halls will be closed during extended vacations and after commencement.

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

## Payment of Semester Charges

Payment of tuition, room and board, and other charges is due by August 5, 2018, for fall semester and by January 5, 2019, for spring semester.

Deferred payment options are available through Tuition Management Systems. You may visit their website, [www.ic.afford.com](http://www.ic.afford.com) or call 800.332.7498.

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 Office of Student Financial Services 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, Direct Loans: Stafford and PLUS) is recalculated if the student withdraws, drops out, is dismissed or takes a leave of absence prior to completing 60 percent of a semester. The amount of the Title IV Aid earned by the student is based on the percent of earned aid using the following formula: 'percent earned' equals the number of days completed up to the 'withdrawal date' divided by total days in the period of enrollment. The 'withdrawal date' is defined as the actual date the student began the College's withdrawal process, the student's last date of recorded attendance or the midpoint of the semester for a student who leaves without notifying the College. Federal financial aid is then returned to the federal government based on the percent of the 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 Student Financial Services to make payment arrangements for the balance.

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

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

## Delinquent Bills

Students who have not met their financial obligations to Illinois College will be refused diplomas, reports of grades, 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.

## IC Store

Illinois College leases textbooks for full-time, degree-seeking students with the cost included in tuition. Students pick up their books in the IC Store at the beginning of the semester and return them there at the end of the semester or when a class is dropped.

Supplies and clothing are also sold in the IC Store located in the Abraham Lincoln Hall.



# FINANCIAL AID

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## Office of Student Financial Services

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: [sfs@ic.edu](mailto:sfs@ic.edu) web: [www.ic.edu](http://www.ic.edu)

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

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

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



# FACULTY

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

## Professors

BETH W. CAPO, Professor of English (2003, 2014) B.A., Denison University; M.A., Ph.D., Pennsylvania State University.

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

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

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

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

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

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

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

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

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.

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. (Sabbatical Leave – Fall 2018)

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

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

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

ADAM L. PORTER, Dean of 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.

ALMUT SPALDING, Professor of World Languages and Cultures (German) and Director of Global Programming (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.

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

JEREMY TURNER, Professor of Psychology (2006, 2015) B.A., Illinois College; M.A., Ph.D., Northern Illinois University.

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

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

### Associate Professors

JENNY BARKER-DEVINE, Associate Professor of History (2008, 2014) B.A., University of Central Missouri; M.A., Ph.D., Iowa State University.

DEVIN BRYSON, Associate Professor of World Languages and Cultures (French) (2011, 2016) B.A., University of Utah-Salt Lake City; MA., Ph.D., University of Pennsylvania.

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

CYNTHIA A. COCHRAN, Associate Professor of English (1997, 2001) A.B., M.S., University of Illinois at Urbana-Champaign; Ph.D., Carnegie Mellon University. (Sabbatical Leave – Fall 2018)

LAURA COREY, Associate Professor of Biology (2009, 2013) B.A., Grinnell College; Ph.D., Harvard University.

NAUSSER S. JAMALI, Associate Professor of Accounting (1982, 1992) B.S., Karaj College, Iran; M.Acc., Western Illinois University.

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

JOHN A. LAUMAKIS, Associate Professor of Philosophy (2004, 2010) B.A., Lehigh University; Ph.D., Marquette University. (Sabbatical Leave –2018-2019)

MARGARET A. MAREK, Associate Professor of World Languages and Cultures (Spanish) (2003, 2009) B.A., St. Olaf College; M.A., Ph.D., Pennsylvania State University.

ABBY MUSGROVE, Associate Professor of Music (2010, 2016) B.M.E., Millikin University; M.M., University of North Texas; D.M.A., University of Kansas.

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

JASON PRICE, Associate Professor of Environmental Studies (2014, 2014) B.S., Northern Illinois University; M.S., Ph.D., Michigan State University.

JOHN S. RUSH, Associate Professor of Accounting (1998, 2002) B.S., M.Acc., Western Illinois University. (Sabbatical Leave – Fall 2018)



- TAKAKO SOMA, Associate Professor of Computer Science (2005, 2011) B.S., M.S., Texas A&M University; Ph.D., University of Iowa.
- CLAYTON F. SPENCER, Associate Professor of Chemistry (1996, 2002) B.S., Rhodes College; M.S., Ph.D., Cornell University. (Sabbatical Leave – Fall 2018)
- CRAIG STEENERSON, Associate Professor of Theatre (2008, 2011) B.A., Cal State University; M.F.A., Utah State University.
- LISA J. UDEL, Associate Professor of English (2002, 2007) B.A., University of Michigan; M.A., Indiana University; Ph.D., University of Cincinnati.
- KALLIA O. WRIGHT, Associate Professor of Communication and Rhetorical Studies (2012, 2017) B.A., University of the West Indies; M.S., Ph.D., Ohio University. (Sabbatical Leave – Spring 2019)

### Assistant Professors

- EMILY ADAMS, Assistant Professor of World Languages and Cultures (French) (2012, 2016) B.A., Tulane University; M.A., Ph.D., University of Pennsylvania.
- BRYAN ARNOLD, Assistant Professor of Biology (2013, 2013) B.S., Ohio University; M.S., John Carroll University; Ph.D., University of Maryland.
- LUKE BEATTY, Library Director and Assistant Professor of Library Science (2014, 2014) B.A., Queen's University, Kingston, Ontario; M.L.I.S., M.Ed., University of Western Ontario, London, Ontario.
- JARED CALAWAY, Visiting Assistant Professor of Religion (2014, 2014) B.A., Illinois Wesleyan University; M.A., M.Phil., Ph.D., Columbia University.
- BRENT CHANDLER, Assistant Professor of Chemistry (2012, 2012) B.S., University of Illinois at Urbana-Champaign; Ph.D., Princeton University.
- AASNE DANIELS, Assistant Professor of Theatre (2013, 2013) B.A., Minnesota State University Moorhead; M.F.A., Northern Illinois University.
- KARA DORRIS, Visiting Assistant Professor of English (2018, 2018) B.A., M.A., University of North Texas; M.F.A., New Mexico State University; Ph.D., University of North Texas.
- MICHELLE ELLIOTT, Part-time Assistant Professor of Education (2018, 2018) B.S., M.S., Western Illinois University; Ed.S, Ph.D, University of Arkansas at Little Rock.
- PAUL FULLER, Assistant Professor of Sociology (2014, 2014) B.A., M.A., Ph.D., University at Buffalo - State University of New York, Buffalo.
- ZACHARY GOLDMAN, Assistant Professor of Communication and Rhetorical Studies (2015, 2015) B.S., University of Southern Indiana; M.A., Ph.D., West Virginia University.
- DIANA GRULLÓN-GARCÍA, Assistant Professor of Spanish (2015, 2015) B.A., University of Puerto Rico; M.A., Ph.D., Florida International University.
- PENNY HAASE WITTLER, Part-time Assistant Professor of Education (2018, 2018) B.S., M.S., University of Illinois at Urbana-Champaign; Ph.D., University of Missouri.
- MICHAEL HARDEN, Assistant Professor of Business (2018, 2018) B.B.A, Robert Morris University; M.S., Benedictine University.
- PAUL HAMILTON, Assistant Professor of Biology (2016, 2016), B.S., Illinois College; Ph.D., University of Illinois at Urbana-Champaign.
- PRATHEESH JAKKALA, Assistant Professor of Physics (2017, 2017) M.S., University of Mysore, India; M.A., Kent State University; Ph.D., Ohio University.

- ANDREW JONES, Associate Provost and Dean of Student Success, Assistant Professor of Education (2008, 2008); B.M., M.S., Butler University. Ed.D., Indiana University – Bloomington.
- MIRANDA KARBAN, Assistant Professor of Biology (2016, 2016) B.A., Illinois Wesleyan University; M.S., Illinois State University; Ph.D., University of Iowa.
- JAIME KLEIN, Assistant Professor of Education (1992, 2017) B.S., M.Ed., University of Wisconsin; Ph.D., Saint Louis University.
- JOCELYN LANORIO, Assistant Professor of Chemistry (2017, 2017) B.S., University of the Philippines; M.S., Michigan State University; Ph.D., University of Nevada, Reno.
- KEENAN MACK, Assistant Professor of Biology (2015, 2015) B.S., University of Guelph, Guelph, Canada; Ph.D., Indiana University, Bloomington.
- TIMOTHY MCGEE, Chaplain and Coordinator of Interfaith and Inclusion Initiatives and Assistant Professor of Religion (2018, 2018) B.A., University of Texas at Austin; M.T.S., Duke Divinity School; Ph.D., Southern Methodist University.
- LORETTA MCKENZIE, Visiting Assistant Professor of Psychology (2010, 2010) B.S., M.S., Illinois State University; Ph.D., Adler School of Professional Psychology.
- MATTHEW MOGLE, Assistant Professor of Art (2011, 2016) A.A., Springfield College in Illinois; B.F.A., Illinois State University; M.F.A., New York Academy of Art.
- MIKA'IL PETIN, Associate Dean of Student Success and Director of the Office of Diversity, Equity & Inclusion and Assistant Professor (2017, 2017) B.F.A., Radford University; M.A., University of Texas at Austin; Ph.D., George Mason University.
- SAMANTHA SAUER, Archivist and Curator of the Paul Findley Congressional Museum and Assistant Professor of History (2016, 2016) B.A., Eastern Illinois University; M.A., Eastern Illinois University.
- CHRISTIAN SECRIST, Director of Bands and Assistant Professor of Music (2014, 2014) B.M.Ed., University of Mount Union; M.M., Cleveland State University; D.M.A., Ohio State University.
- WEI-LUN SUN, Part-time Assistant Professor of Psychology (2018, 2018) B.S., Kaohsiung Medical College; M.S., Kaohsiung Medical University, Kaohsiung, Taiwan; Ph.D., City University of New York.
- GARRETT TRAYLOR, Cataloging and Reference Librarian and Assistant Professor of Library Science (2016, 2016) B.A., M.S., University of Illinois at Urbana-Champaign.
- T. CAITLIN VASQUEZ-O'BRIEN, Assistant Professor of Psychology (2014, 2014) B.A., Pennsylvania State University; M.A., Ph.D., Arizona State University.
- ERIKA WADE SMITH, Digital Services Librarian and Assistant Professor of Library Science (2016, 2016) B.A., Washington University, M.S. University of Illinois at Urbana-Champaign.
- TOMOKO WAKANA, Assistant Professor of World Languages and Cultures-Japanese (2018, 2018) B.A., University of Arkansas-Fayetteville; Ed.M., Harvard University; Ph.D., University of Wisconsin-Madison.
- DAVID WALTER, Visiting Assistant Professor of Criminal Justice (2017, 2017) B.A., Southern Illinois University; J.D., Southern Illinois University School of Law.
- ALONZO WARD, Assistant Professor of History (2015, 2015) B.A., Governor's State University; M.A., Chicago State University.
- DANE WENDELL, Assistant Professor of Political Science (2017, 2017) B.A., Rhodes College; M.A. Loyola University; Ph.D., Loyola University.

MICHAEL WOODS, Agribusiness Coordinator and Assistant Professor of Business (2017, 2017) A.S., Black Hawk College; B.S., M.E.E. (Master of Extension Education), University of Illinois at Urbana-Champaign; Ph.D., Iowa State University.

## Instructors

CHELBY ALBRECHT, Part-time Instructor in Education (2017) B.S, Illinois College; M.S., University of Illinois at Springfield.

DANA BANGERT, Instructor in Accounting (2018) B.S., Illinois College; M.A., University of Illinois at Springfield.

ELIZABETH BEETS, Part-time Instructor in Biology (2015) B.S, Illinois State University; M.S., Eastern Illinois University.

HOI YUEN “JASON” CHAN, Instructor of English Language Learning and International Student Advisor (2017) B.A., Brigham Young University-Hawaii; M.Ed., University of Hawaii, Honolulu; Ph.D., University of Wyoming.

ALANNA CIESLEK, Instructor (2016) A.A., Harper College; B.A., M.A., University of Illinois at Springfield.

DANIEL COULTAS, Part-time Instructor in Business Administration (2015), B.A., University of Illinois at Urbana-Champaign; J.D., Washington University School of Law.

KENNETH DAVIS, Part-time Instructor in Computer Science (2018) B.S., University of Illinois at Springfield; M.S., University of Illinois at Springfield.

NICHOL DELGIORNO, College Organist and Instructor in Music (2011) B.A., Illinois College; M.M., University of Iowa.

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

BRIDGET ENGLISH, Director of Placements and Recruitment in the Teacher Preparation Program and Instructor in Education (2017) B.A., M.A., University of Illinois at Springfield.

TERRY L. GEIRNAEIRT, Part-time Instructor in Biology (1993) B.A., Monmouth College; M.S., Illinois State University.

PAUL HERRING, Visiting Instructor in Mathematics (2013) B.S., Michigan State University; M.S., Western Illinois University.

DALE HOMOLKA, Part-Time Instructor in Art (2016) B.A, Illinois College; M.A., University of Illinois at Springfield.

JOHN HUME, Applied Music Instructor-Trumpet; B.M., University of Louisville; M.A., Southwestern Baptist Theological Seminary.

BEVERLY JOHNS, Part-Time Instructor in Education (2013) B.S, Catherine Spalding College; M.S., Southern Illinois University at Carbondale.

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

MALLORY KONSTANS, Applied Music Instructor-Percussion; B.M., M.M., Illinois State University.

JUANITA LEONHARD, Part-time Instructor in Biology (2003) B.S., Illinois College; M.T., Rush-Presbyterian St. Luke’s Hospital School of Medical Technology; M.S., University of Illinois at Springfield.

PETER LIRA, Part-time Instructor in Education (1991) B.S., Illinois State University; M.S., Western Illinois University.

- MANLEY MALLARD, Applied Music Instructor-Guitar (2017) B.M., Shenandoah College and Conservatory of Music; M.M., Kent State University; M.M., Webster University.
- ERIC MCCLAREY, Instructor in Physical Education and Health (2018) B.S., M.S., University of Illinois at Urbana-Champaign.
- KELLY MCCORMICK, Part-time Instructor in English (2018) B.A., Illinois College; M.A., Western Illinois University.
- SHAWNA MERRILL, Debate Coach and Instructor in Communication and Rhetorical Studies (2018) B.S., M.A., Missouri State University.
- ANDREW NAHLIK, Instructor in Economics (2012) B.S., University of Central Missouri; M.A., University of Florida.
- BETH NAHLIK, Director of the Center for Academic Excellence and Instructor in Education (2015) B.S., University of Central Missouri; M.S., Florida State University.
- PAUL PETTY, Part-time Instructor in Criminal Justice (2018) B.A., Hawaii Pacific University; M.A., University of Illinois at Springfield.
- SUSAN E. PHILLIPS, Applied Music Instructor-Cello; M.M., University of Michigan.
- MARK RHEAUME, Applied Music Instructor-Trombone and Tuba; B.M. M.M., Eastern Illinois University.
- NELSON RUIZ, Applied Music Instructor-French Horn; B.A., Rollins College; M.M., Illinois State University.
- MATTHEW S. SCHULTZ, Instructor in English (2016) B.A., M.A. University of Michigan.
- AMY S. SCHWIDERSKI, Assistant Director of the Center for Academic Excellence and Instructor in Education (2007) B.A., Illinois College; M.S.Ed., Western Illinois University.
- LUCAS SCROGGINS, Part-time Instructor in Accounting (2018) B.S., Illinois College; M.B.A., Benedictine University.
- EVAN TAMMEN, Applied Music Instructor-Oboe and English Horn; B.M., Illinois Wesleyan University; M.M., University of Illinois at Urbana Champaign.
- JACQUELINE TANNER, Part-time Instructor in English (2018) B.A., M.A., University of Pittsburgh.
- KARMA VORTMAN, Applied Music Instructor-Piano; B.M., MacMurray College.
- CORINNE L. WAGNER, Instructor (2017) B.A., Alma College; M.A., Central Michigan University.
- ABIGAIL WALSH, Applied Music Instructor-Flute; B.M., M.A., University of Iowa; M.M, D.M.A., The Hartt School, University of Hartford.
- DONNA WALTERS, Visiting Instructor in Spanish (2007) B.A., Illinois State University; M.A., University of Illinois at Springfield.
- NATHAN WHITTOM, Part-Time Instructor in History (2018) B.S., Bradley University; M.A., Loyola University Chicago.
- LONG "PATRICK" YI, Visiting Scholar in Residence (2018) B.A., M.A., Nankai University.

### Emeriti Faculty

- GARRETT N. ALLMAN, Associate Professor of Music (1981, 2018) B.M., Pacific Lutheran University; M.M., New England Conservatory of Music; D.M.A., University of Iowa.
- DOUGLASS T. BOLLING, Professor of English (1979, 2003) B.A., The College of William and Mary; M.A., Ph.D., University of Iowa.

- JANET E. BUHRMANN, Associate Professor of Sociology (2004, 2018) B.A., University of Texas, San Antonio; Ph.D., University of Colorado.
- ELAINE S. CHAPMAN, Hitchcock Professor of Biology (1985, 2016) B.A., Millikin University; Ph.D., University of Iowa.
- WILBUR S. CHIEN, Professor of Economics and Business Administration (1960, 1986) B.S., University of Nanking; M.S., University of Wisconsin; Ph.D., Ohio State University.
- JAMES E. DAVIS, Scholar in Residence, William and Charlotte Gardner Professor of History/Professor of Geography (1971, 2009) A.B., M.A., Wayne State University; Ph.D., University of Michigan.
- KAREN E. DEAN, Ruth Badger Pixley Professor of the Social Sciences and Professor of Political Science (1984, 2017) B.A., M.A., Ph.D., Kent State University.
- DONALD R. ELDERED, Dean of Students and Associate Professor of English and Speech Communication (1961, 1993) B.A., University of Dubuque; M.A., Northwestern University, L.H.D., Illinois College.
- KENT D. ELWOOD, Professor of Psychology (1975, 2018) B.A., Ph.D., Northwestern University.
- JOHN W. FRITSCHER, Professor of Education (1989, 2015) B.A., Concordia College; M.A. University of Illinois at Springfield; Ed.D., Illinois State University.
- RICHARD T. FRY, Findley Family Professor of International Affairs (History and Political Science) College (1967, 2008) B.A., Grinnell College; M.A., Ph.D., University of Minnesota.
- LAWRENCE Y. FU, Professor of Economics (1989, 2014) B.A., National Taiwan University; M.S., University of Hawaii; Ph.D., University of Rochester.
- MARTIN H. GALLAS, Associate Professor of Library Science /Library Director (1986, 1993) A.B., M.S.L.S., University of Illinois at Urbana-Champaign.
- RICHARD A. GRABER, Professor of Education (1971, 1999) A.B., Tabor College; M.S., Kansas State Teachers College; Ed.D., Oklahoma State University.
- GARY GRAMS, Associate Professor of Chemistry (2002, 2006) B.S., Valparaiso University; Ph.D., Northwestern University.
- NAOMI E. HAHN, A. Boyd Pixley Professor of Humanities and Professor of English (1982, 2018) B.A., Augustana College; M.A., Ph.D., Purdue University.
- STEVE HOCHSTADT, Professor of History (2006, 2016) B.A., Ph.D., Brown University.
- ROYCE P. JONES, Edward Capps Professor of Humanities/Professor of Philosophy (1974, 2006) B.A., M.A., Texas Christian University; B.D., Duke University; Ph.D., University of Oklahoma.
- ROBERT C. KOEPP, Frances McReynolds Smith Professor of International Understanding and Professor of English (1982, 2015) B.A., St. Olaf College; M.A., Ph.D., University of Wisconsin-Madison.
- GEORGE J. MANN, Associate Professor of Physics (1965, 2000) B.S., Arkansas State College; M.S., University of Mississippi.
- WENDY McCARTY, Associate Professor of Education (1993, 2015) B.S., University of Texas-El Paso; M.Ed., University of Alaska; M.Ed., University of Washington; Ed.D., Harvard University.
- BRUCE D. McCOY, Associate Professor of Art (1985, 2014) A.F.A., Florissant Valley Community College; B.F.A. University of Illinois; M.F.A., Southern Illinois University Edwardsville.
- WILLIAM S. MCKINLEY, Professor of Mathematics (1987, 1999) B.S., M.S., Western Illinois University; Ed.D., University of Northern Colorado.

- MARJORIE B. MEIER, Professor of Management and Organizational Leadership (1980, 2016) B.S., M.B.A., University of Illinois at Urbana-Champaign; D.P.A., University of Illinois at Springfield.
- WILLIAM D. MERRIS, Associate Professor of Physical Education (1958, 2001) B.S., Illinois College; M.S., Northern Illinois University.
- BENNETT C. MOULDER, Professor of Biology (1969, 1996) B.S., Eastern Illinois University; M.S., University of Illinois; Ph.D., University of Tennessee.
- FREDERICK PILCHER, Associate Professor of Physics (1962, 2005) B.S., Washburn University; M.S., University of Kansas.
- JAMES D. PROFFITT, Assistant Professor of Business Administration (2002, 2018) B.A., Illinois College; M.S., United States Naval Postgraduate School (CA).
- ALVIN J. SCHMIDT, Professor of Sociology (1989, 1999) B.A., Valparaiso University; B.D., Concordia Seminary; M.A., Ph.D., University of Nebraska-Lincoln.
- WILLIAM G. SHAFFER, Professor of Modern Languages (French and Spanish) (1989, 2001) B.A., Grove City College; M.A., Ph.D., Case Western Reserve University.
- PAUL S. SPALDING, Joel Scarborough Professor of Religion (1988, 2018) B.A., University of Wisconsin; M.A., M.Div., Yale University; Ph.D., University of Iowa.
- JAMES T. STREIB, Professor of Computer Science (1996, 2018) B.A., Michigan State University; M.S., Central Michigan University; Ed.D., University of Memphis.
- ELIZABETH H. TOBIN, Provost and Dean of the College and Professor of History (2006, 2016) B.A., Swarthmore College; Ph.D., Princeton University.
- DONALD R. TRACEY, Gardner Professor of History (1972, 1994) B.A., M.A., Ph.D., University of Maryland.
- RUDOLF J. ZUIDERVELD, Professor of Music and College Organist (1980, 2009) A.B., Calvin College; M.M., University of Michigan; D.M.A., University of Iowa.

### Medical Technology Faculty

- GILMA RONCANCIO-WEEMER, Program Director, School of Clinical Laboratory Science, B.S., Western Illinois University; M.T. (A.S.C.P.) St. John's Hospital School of Medical Technology; M.S. (H.S.A.) College of St. Francis.
- BHARATI JHAVERI, Director of the Laboratory and Medical Director of Laboratory Schools, St. John's Hospital, M.D., Wayne State University.

# ADMINISTRATION

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## Presidents of the College

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

## Office of the President

President of the College .....	Barbara A. Farley
Associate Vice President and Secretary to the Board .....	Leslie J. DeFrates
Office Manager and Executive Assistant to the President .....	Pam Birdsell
Director of Human Resources/Title IX Coordinator .....	Angela Valuck
Human Resources Generalist/Payroll Coordinator .....	Paula Puck
Director of Athletics .....	Mike Snyder
Director of Sports Information .....	Alex Keil
Director of Athletic Facilities and Compliance .....	Caitlyn Moody
Head Softball Coach/Assistant Director of Athletics .....	Meghan Roman
Assistant Softball Coach .....	Stephanie Noel
Athletic Trainer .....	Terry J. Geirnaeirt
Assistant Athletic Trainer .....	Sarah Phillips
Assistant Athletic Trainer .....	Shawn Woods
Head Baseball Coach .....	Jacob Waddle
Assistant Baseball Coach .....	Matthew White
Head Men's Basketball Coach .....	Steve Schweer
Assistant Men's Basketball Coach .....	Coleman Reed
Head Women's Basketball Coach .....	Jennifer McCormick
Assistant Women's Basketball Coach .....	Brita Hand
Head Dance Coach and Director of Spirit Teams .....	Samantha Laster
Cheer Coach .....	Autumn Brown
Head Football Coach .....	Ray DeFrisco
Assistant Football Coach/Strength and Conditioning Coordinator .....	Dominic Bornman
Assistant Football Coach .....	Lee Tenenoff

Assistant Football Coach .....	Travis James
Assistant Football Coach .....	TBD
Head Men's and Women's Golf Coach .....	Abby Vorreyer
Head Men's Soccer Coach .....	Kurt Albrecht
Head Women's Soccer Coach .....	Scott Smith
Assistant Men's and Women's Soccer Coach .....	William Lange
Head Volleyball Coach .....	Kristy Duncan
Assistant Volleyball Coach .....	Nicole Binetti
Head Men's and Women's Swim Coach .....	Christopher Sykes
Head Men's and Women's Tennis Coach .....	Andrew Bartelmo
Director of Cross Country and Track & Field .....	Jason Haynes
Assistant Track & Field Coach - Jumps .....	Dirk Doehring
Assistant Track & Field Coach - Throws .....	Olivia Raya
Head Esports Coach .....	Justin Bragg
Director of Facilities .....	Al Dillow
Office Manager .....	Tina Coop
Office Assistant, Facilities Management .....	Jennifer Wieties
Curator of the Starhill Forest Arboretum .....	Alana McKean
Arborist .....	Scott Pantier
Custodial Supervisor .....	Christopher Gibson
Maintenance Supervisor/Electrician .....	James Allen
Ground Supervisor .....	Damen Lovell
Custodial Technician .....	Kaleb Brogdon
Custodial Technician .....	Michael Carr
Custodial Technician .....	Sheri Carriger
Custodial Technician .....	Jessica Cowgur
Custodial Technician .....	David DeGroot
Custodial Technician .....	Phillip Hicks
Custodial Technician .....	Ashley Lind
Custodial Technician .....	Joshua Lomelino
Custodial Technician .....	Tyler Mason
Custodial Technician .....	Andy Reynolds
Custodial Technician .....	Doreen Stampf
Custodial Technician .....	Amber West
Custodial Technician .....	TBD
Custodial Technician .....	TBD
Maintenance and HVAC Technician .....	Alan Boehs
Maintenance Technician .....	William Cummings
Maintenance Technician .....	John Davidson
Maintenance Technician .....	Kirk Hoots
Maintenance Technician .....	Ben Seifert
Maintenance Technician .....	Jeff Seymour



## Office of Academic Affairs

Provost and Dean of the College .....	Catharine O’Connell
Dean of Faculty/Professor of Religion .....	Adam Porter
Associate Provost/Dean of Student Success .....	Andrew Jones
Associate Dean of Student Success/Director of Student Development .....	Jennifer Hemingway
Executive Assistant to the Provost .....	Elise Meyer
Administrative Assistant in the Office of Academic Affairs .....	Jennifer Claussen
Graduate Opportunities Program Advisor .....	Karen Dean
Executive Director for Institutional Research .....	Robert A. Sweatman
Project Manager in the Office of Academic Affairs .....	Rebecca Spencer
Director of Corporate, Foundation, and Government Relations .....	Melissa Pantier
Registrar .....	Helen Cole Kuhn
Associate Registrar and Technology Manager .....	Diane Seufert
Coordinator of Academic Records .....	Kelly McCormick
Coordinator of the Teacher Preparation Program .....	Jennifer Chandler
Academic Support Staff .....	Barbara Fernandes
Academic Support Staff .....	Julie Samaras
Administrative Assistant for the Arts .....	Jessica Gale
Library Director .....	Luke Beatty
Reference and Cataloging Librarian .....	Garrett Traylor
Digital Services Librarian .....	Erika Wade Smith
Technical Services Coordinator .....	AdamENZ
Access Services Manager .....	Emma Norris
Archivist and Curator of the Paul Findley Congressional Museum .....	Samantha Sauer
Director of the Center for Academic Excellence .....	Beth Nahlik
Assistant Director of the Center for Academic Excellence .....	Amy Schwiderski
Administrative Assistant .....	Kathy Simmons
Academic Counselor .....	Alanna Cieslek
Academic Counselor .....	TBD
TRIO Operations Manager .....	Dixie Freehill
Assistant Dean of Student Success/Director of Diversity, Equity, and Inclusion .....	Mika’il Petin
Assistant Director of Diversity, Equity, and Inclusion .....	Daniel Aguilar
Chaplain/Coordinator of Interfaith and Inclusion Initiatives .....	Tim McGee
Director of Global Programming .....	Almut Spalding
Instructor of English Language Learning and International Student Advisor .....	Jason Chan
Director of the Writing Center .....	Cynthia Cochran
Head Debate and Speech Coach .....	Shawna Merrill
Director of Placements and Recruitment in the Teacher Preparation Program .....	Bridget English
Coordinator of Pre-Engineering and Pre-Health Sciences Programs .....	Rayyan Yassin
Coordinator of Agribusiness .....	Michael Woods
Laboratory Manager .....	Andrew L. Stice
Chief Information Officer .....	Patrick Brown
Assistant Chief Information Officer .....	Marc Benner
Associate Director of Administrative IT Solutions/Database Administrator .....	Quinton Miller

Administrative Systems/Web Development Specialist .....	Tonia Berry
IT Client Services Manager/Sharepoint Engineer .....	Alex Hall
Manager of User Services .....	Sherry Turpin
Instructional Technology and Training Specialist .....	Donna Vasquez-O'Brien
IT Service Technician .....	Kelsi Simmert
Assistant Dean of Students/Director of Center for Student Involvement .....	Karen Homolka
Assistant Director of Student Activities .....	Victoria Fievre
Executive Director of Residential Life, Housing, and Campus Safety .....	Dennis Schumacher
Associate Director of Residential Life .....	Jessica Doak
Residential Life Coordinator .....	TBD
Office Assistant in Residential Life .....	Paula Haley
Senior Public Safety Officer .....	Mark Lawson
Public Safety Officer and Shift Supervisor .....	Doug Allgaier
Public Safety Officer .....	Matt Courty
Public Safety Officer .....	Steve Femmer
Public Safety Officer .....	Brad Petefish
Executive Director of Career Development and Experiential Learning .....	TBD
Director of Career Counseling and Internship Development and Placement .....	Susie Drake
Assistant Director of Career Services - Career Engagement .....	Cori Wagner
Administrative Assistant .....	Shannon Killday
Director of Community-Based and Service Learning .....	TBD
Lead Counselor/Department Administrator .....	Alicia Gatti
Mental Health Counselor .....	Zachary Wittmann
Mental Health Counselor .....	Jayde Johnson
College Health Nurse .....	Tami Wright
Healthcare Associate .....	Renee Overton

## Office of Development and Alumni Relations

Vice President of Development and Alumni Relations .....	Patrick Wagner
Assistant Vice President of Development .....	TBD
Administrative Assistant .....	Patty Nelson
Major Gifts Officer – St. Louis Region .....	Glen Krupica
Major Gifts Officer – Chicago Region .....	Teresa Decker
Director of Advancement Services .....	Dustin Leifheit
Director of Annual Giving .....	Robyn Maher
Director of Donor Relations and Stewardship .....	Sharon Mather
Director of Alumni Relations and Reunion Giving .....	TBD
Development Operations Associate .....	Jennifer Phebus
Gift Processor .....	Karen Klaffer

## Office of Enrollment and College Marketing

Vice President of Enrollment Management and College Marketing .....	Stephanie Chipman
Dean of Admission and Student Financial Services .....	Evan Wilson
Associate Director of Admission and International Recruitment .....	Richard L. Bystry
Associate Director of Admission .....	TBD
Welcome Coordinator and Office Manager .....	Kristen Reed
Guest Experience Coordinator .....	Lisa Jung
Associate Director of International Recruitment and Outreach .....	TBD
Assistant Director of Admission/Systems Coordinator .....	Laykin Richard
Assistant Director of Admission/Chicago Regional Representative .....	Yaphett “Ziggy” Blackwell
Admission Counselor .....	Jovanna Chavez
Admission Counselor .....	Emily Smith
Admission Counselor .....	Katie Kuznia
Admission Counselor/Chicago Area Representative .....	TBD
Associate Director of Technology and Operations .....	Michael Bendorf
Director of Campus Events .....	Katie Carls
Events and Project Manager .....	Kirsten Henderson
Director of Student Financial Services .....	Rebecca S. Birdsell
Assistant Director of Financial Aid – Technology Coordinator .....	Rebecca Johnson
Student Financial Services Counselor .....	Lisa Sabolo
Student Financial Services Counselor .....	Kendall Ruyle
Financial Aid Coordinator .....	Heather Meek
Director of Marketing and Communication .....	Bryan Leonard
Creative Director .....	Brooke Gronewold
Graphic Designer .....	Jessica Hannel
Copy Writer and Public Relations Manager .....	Amy Jones
Web Marketing Manager .....	Kathryn Bunner

## Office of Business Affairs

Vice President of Business Affairs/Chief Financial Officer .....	Tim Weis
Administrative Assistant .....	Sarah A. Briggs
Controller .....	Melissa Dyson
Assistant Controller .....	Samantha Fraley
Accounts Payable Coordinator .....	Tiffany Weisner
Accounting Associate .....	Jackie Goode
Director of Mail Room .....	Morrie Smith
Campus Store Manager .....	Jill Jacobs
Director of Dining Services (Chartwells) .....	Joe Werts

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BEARD, GERRY, B.S. Arenzville, IL President, Beard Implement Company	KAY, JOHN S., D.MIN. Wilmette, IL Interim Pastor, Highlands Presbyterian Church in LaGrange, IL
CALLAGHAN, BARRETT J., B.A. Orland Park, IL General Manager & Senior Vice President, CCC Information Services, Inc.	MACARTNEY, JULIE BODAM, B.A., M.A. Marietta, GA Special Assistant to the Vice President of International Programs and Operations CARE USA
CHIPMAN, ROBERT E., B.A. Jacksonville Realtor-Appraiser-Owner, Chipman Realtors and Appraisers	MATHIS, PATRICK B., B.A., M.B.A., LL.M., J.D. Belleville, IL Mathis, Marifian, Richter & Grandy, Ltd.
DeBOER, JOAN M., B.A. Alexandria, VA Policy Advisor, DLA Piper, Washington, DC.	MAY, GREG C., B.A. Jacksonville, IL Managing Director, Williamson Funeral Home
DUNHAM, DEL C., B.A., M.S., M.B.A. Coppell, TX Senior Technology Management Consultant, Carlisle and Gallagher	MILLER, ELLEN RAMMELKAMP, B.A., M.S. Keller, TX Mathematics Professor, North Lake College (Retired)
FARLEY, BARBARA A., B.A., M.B.A., Ph.D. Jacksonville – Ex-Officio President, Illinois College	MILLS, STEVEN R., B.S. Monticello, IL Executive Vice President & CFO Archer Daniels Midland Company (Retired)
FLETCHER, MICHAEL, B.S. Dallas, TX IT Executive, State Farm	OETGEN, STEPHEN D., B.S., J.D. Alamo, CA General Counsel, Golden Gate Capital
HARMON, JOEL C., B.S., M.S., M.B.A. Missouri City, TX Chemist/Director, Shell Oil Company (Retired)	POWER, JOHN R., A.B. Jacksonville Publisher, Jacksonville Journal Courier (Retired)
HAYNES, GARY R., B.S., M.S., Ph.D., M.D. Charleston, SC Professor and Chairman, Department	

PRATT, SUSAN L., Ph.D.

Canonsburg, PA  
Professor of English (Retired)

ROGERS, WINSTON III, B.A., M.Ed.

St. Peters, MO  
Educator, HS Principal (Retired)

SCHMITT, HENRY A., A.B., J.D.

Peoria, IL  
Attorney, Moos, Schmitt, & O'Brien

SPRADLIN, JAMES W., B.S.

Morton, IL  
CEO, Growmark

STATLER, JEAN COULTAS, B.F.A.

Arlington, VA  
Campaign Management/Marketing  
Consultancy, Statler Nagle LLC,  
Washington, D.C.

WILLIAMSON, JOHN M., B.S., M.S.

Piedmont, CA  
Partner, Eisner Amper

ZELCS, GEORGE A.

Chicago, IL  
Partner, Korein Tillery

## ALUMNI TRUSTEES

MATTINGLY, WILLIAM, B.A., M.A. Ed.D.

Oregon, IL (2014-2019)  
Retired School District Superintendent

## EMERITI TRUSTEES

BECKER, JOY FRENCH, B.A.

Jacksonville  
President and Chair of the Board,  
The Farmers State Bank and Trust  
Company

BRUNER, JAMES P., B.S.

Jacksonville  
President, United Contractors  
Midwest, Inc., Springfield, Illinois

CHESLEY, DIANA D., A.B.

Jacksonville  
President, Vacation Estates, (Retired)

FAIRFIELD, JOHN R., B.S.,

Scottsdale, AZ  
ICI Binding, Chesterland, OH

FINDLEY, PAUL, A.B., L.H.D., Litt.D., LL.D.

Jacksonville  
Consultant/Lecturer

GREEN, JAMES L., B.A., M.D., L.H.D.

Jacksonville  
General Surgery, Sports Medicine (Retired)

MILLS, RICHARD H., B.A., J.D., LL.M., LL.D.

Springfield, IL  
United States District Judge

MINNICK, DONALD E., B.A., M.Div., D.D.

Stevens Point, WI  
Minister, Northfield Community Church,  
Northfield, IL (Retired)

PORTER, JOHN T., B.A., M.A.

Wood Dale, IL  
Vice President/General Manager  
Power Process Engineering, Inc. (Retired)

RUNDQUIST, ANITA T., B.S., L.H.D.

Butler, IL  
Secretary, Evergreen Farms

TILLERY, KATHERINE J., B.A., J.D., L.H.D.

Chicago, IL  
Attorney

UTLEY, JONATHAN G., A.B. M.A., Ph.D.,

Professor Emeritus of History  
University of Tennessee (Retired)

VOYLES, JAMES H., B.S., J.D.

Zionsville, IN  
Attorney, Voyles, Zahn, Paul, Hogan,  
& Merriman

WALLACE, RONALD W., B.S.

Belleville, IL  
President and Chief Executive Officer  
Union Illinois Company (Retired)

WARE, JON D., B.S.

Jacksonville  
President, Wareco Services, Inc. (Retired)

WELLS, ELGIN EUGENE, B.S., D.D.S.

Pearland, TX  
Orthodontist, Houston, TX

# MAY 2017 COMMENCEMENT

## MASTER OF ARTS IN EDUCATION

Carol Ann Christensen  
Tamara Li Haerle  
Nancy J. Sullivan

## BACHELOR OF ARTS

Nathan Tyler Adams  
Shelby Lee Arthur  
Adam Reginald Ausmus  
Daniel James Bacon  
Garrett Lee Bartels  
Mackenzie Elaine Becherer  
Madison Marie Benson  
Bryan Cody Brockman  
Heath Maurice Bruce  
Samantha Leann Carlock  
Deana Janae Rubio Carnaghi  
Brock Allen Chartier  
Alexis Alexandra Chavez  
Jovanna Jacqueline Chavez  
Audrey E. Clayton  
William Jordan Comstock  
Brandon John Coniglio  
Kyle Joseph Cronister  
Amron L. Crowder  
Aliyah N. Crump  
Joshua T. Cwierniak  
Tek Dahal  
Kaiden Davis  
Patricia Diane Davis  
Marissa Saya DeLong  
Courtney J. Dietz  
Shaitwan Denea Dixon  
Taylor Danielle Donohoo  
Samantha Gayle DuBois  
April Rose Duff  
Payton Aggertt Dugan  
Darbi Christine Durham  
Austin James Ellsworth  
Adam Eric Enz  
Thomas Andrew Ermon  
Angel Nicole Ewing  
Gabriella Ashley Fisher  
Kaitlyn Sue Flachs  
Denpota Jacob Furugaki  
Rogelio Garcia III  
Kage Gareth Garza-Smith  
Yordanos Assegid Gebremichael  
Melissa Ellen George

Juan Carlos Gonzalez-Ramirez  
Nathaniel Robert Groh  
Emily G. Heiser  
Rachel Ann Herbert  
Bradley Jordan Herrmann  
Tyrelle Marquis Hinton I  
Erin Megan Hodgson  
Ashley Elizabeth Hoegger  
Dylan Troy Howard  
Adam Paul Jackson  
Jennifer Kathleen Jennings  
Katherine Marie Jiardina  
Esther Elizabeth Johnson  
Jacob Edwin Jokisch  
Jack Edward Jones  
Benie K. Kalala  
John T. Karban II  
Dalton Douglas Kerans  
Adam L. Kerker  
Taylor Michelle Klingele  
Daniel Felix Korunka  
Kathleen Elizabeth Kutmas  
Mesfin Anbesse Lenth  
Breahna May Lesemann  
Katherine Lorena Linder  
Ryan Lee Lindsey  
Tyler L. Lowe  
Lisa Renee Lowry  
Amanda Grace Lynch  
Lucas James Marlow  
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 Kylie J. Steenerson  
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 Theresa Christopher Umoren  
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 Gian Carlos Villagomez  
 Morgan Lynn Wachob  
 Elizabeth G. Wagnon  
 Michael Albert-Edward Wells  
 Whitney Alexis Whiteside  
 Charity Elizabeth Williams  
 Edgar Duane Winkel II  
 Scott Alan Workman  
 Lucas Stefano Worrell  
 Victoria Wynecoop-Abrahamson  
 Mickalah Jo Rena York  
 Tyler Joe Young

## HONORS AWARDED

### Phi Beta Kappa

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 Emily G. Heiser  
 Esther Elizabeth Johnson  
 Tuan Anh Le  
 Katherine Lorena Linder  
 Enkhchimeg Tsendnyam  
 Gian Carlos Villagomez  
 Erin Asia Washington

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### Summa Cum Laude

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 Garrett Lee Bartels  
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 Adam Eric Enz  
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 Rachel Ann Herbert

Ashley Elizabeth Hoegger  
 Phillip Harold Irace  
 Esther Elizabeth Johnson  
 Adam L. Kerker  
 Allison Ann Kjellander  
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 Katherine Lorena Linder  
 Lucas James Marlow  
 Lauren Kate Mense  
 Courtney Jean Musson Wherley  
 Dhiren Amrut Patel  
 Jacqueline Jessica Riggs  
 Jessica Lynn Ross  
 Katelyn Marie Haschemeyer Ruyle  
 Katheryn Elizabeth Speaks  
 Sarah Lynn Stover  
 Emma Louise Stuhmer  
 Dara Alexis Sweatman  
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 Gian Carlos Villagomez  
 Charity Elizabeth Williams

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 Marissa Saya DeLong  
 Taylor Danielle Donohoo  
 Gabriella Ashley Fisher  
 Kaitlyn Sue Flachs  
 Holly LaVonne Garcia  
 Alyssa Christine Garde  
 Melissa Ellen George  
 Shelby Lynn Gill  
 Bradley Jordan Herrmann  
 Erin Megan Hodgson  
 Jennifer Kathleen Jennings  
 Amy Nicole King  
 Taylor Michelle Klingele  
 Daniel Felix Korunka  
 Ashley Ann Murphy  
 Elisabethe Ocon Calderon  
 Emily Marie Pacini  
 Leilani-Jade Dumanal Pecher  
 Miriam Elizabeth Reed  
 Britany Ann Selepa  
 Rachel Nicole Simpson  
 Anne-Emmanuelle Sunther

Enkhchimeg Tsendnyam  
Theresa Christopher Umoren  
Quinton Tanner Wadkins  
Elizabeth G. Wagnon  
Erin Asia Washington  
Holly Ann Woelfel

#### Cum Laude

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Madison Marie Benson  
Jovanna Jacqueline Chavez  
Francisco Javier Copado  
Joshua T. Cwierniak  
Courtney J. Dietz  
Samantha Gayle DuBois  
Payton Aggertt Dugan  
Valerie Ariana Escudero

Angel Nicole Ewing  
Brendan Matthew Finley  
Kara Ashley Fulkerson  
Denpota Jacob Furugaki  
Dylan Troy Howard  
Jordan Michael Jamison  
Jacob Edwin Jokisch  
Hannah Nicole Knapper  
Mesfin Anbesse Lenth  
Ryan Lee Lindsey  
Courtney Elizabeth Louveau  
Cassidy Glynn Mitchell  
Kyle Patrick Nance  
Colette Christine Norris  
Dakota Rose Swingler  
Melissa Ann Swati Tallent  
Dayana Marlen Vazquez Buquer  
Andrew Scott Webb

Lucas Stefano Worrell  
Victoria Wynecoop-Abrahamson  
Tyler Joe Young

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Arthur Joy French '27  
Marian Deatherage French '31  
Venice Meyer '80  
Ritsumeikan University President,  
Mikio Yoshida

*\*Students listed are graduates and others approved to participate in Commencement.*





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# ILLINOIS COLLEGE CAMPUS



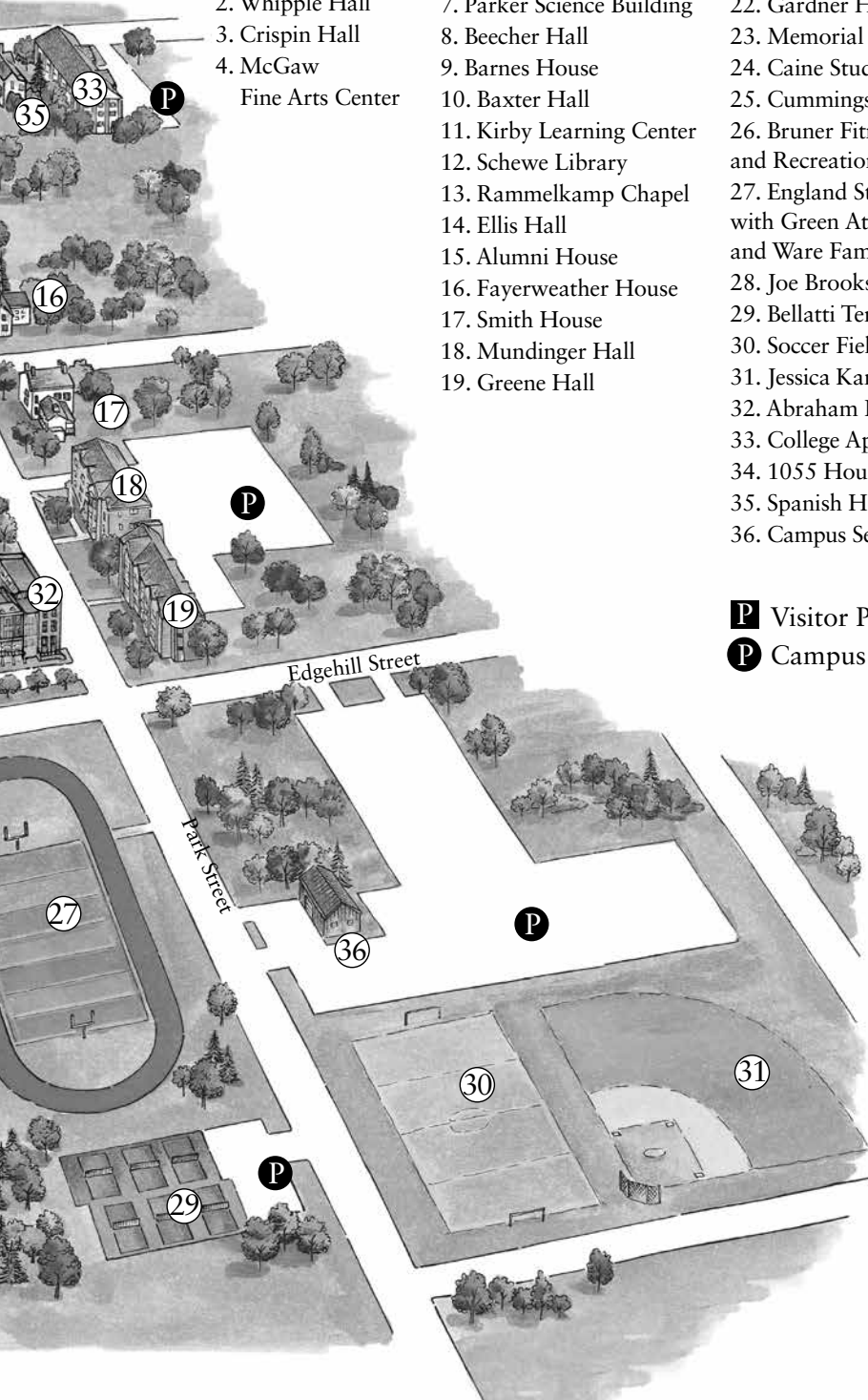
- 1. Tanner Hall  
- Admission Office
- 2. Whipple Hall
- 3. Crispin Hall
- 4. McGaw  
Fine Arts Center

- 5. Crampton Hall
- 6. Sturtevant Hall
- 7. Parker Science Building
- 8. Beecher Hall
- 9. Barnes House
- 10. Baxter Hall
- 11. Kirby Learning Center
- 12. Schewe Library
- 13. Rammelkamp Chapel
- 14. Ellis Hall
- 15. Alumni House
- 16. Fayerweather House
- 17. Smith House
- 18. Munding Hall
- 19. Greene Hall

- 20. Pixley Hall
- 21. Turner Hall
- 22. Gardner Hall
- 23. Memorial Gymnasium
- 24. Caine Student Center
- 25. Cummings Dining Hall
- 26. Bruner Fitness  
and Recreation Center
- 27. England Stadium  
with Green Athletic Field  
and Ware Family Track
- 28. Joe Brooks Baseball Field
- 29. Bellatti Tennis Complex
- 30. Soccer Field
- 31. Jessica Kamp Softball Field
- 32. Abraham Lincoln Hall
- 33. College Apartments
- 34. 1055 House
- 35. Spanish House
- 36. Campus Services Building

**P** Visitor Parking

**P** Campus Parking







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