



ILLINOIS
COLLEGE



CATALOG 2020-2021

ILLINOIS COLLEGE

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The Office of Student Financial Services :: 217.245.3035 :: sfs@ic.edu

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The Office of Residential Life :: 217.245.3012 :: reslife@ic.edu

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The Office of Intercollegiate Athletics :: 217.245.3400

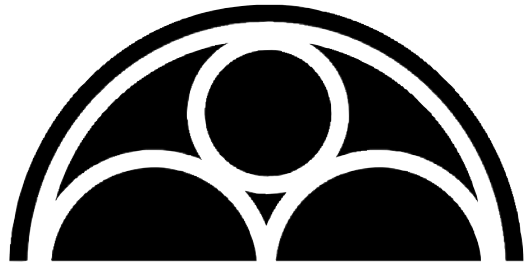
For information about alumni records and activities, and gifts to the College contact:
The Office of Development and Alumni Relations :: 217.245.3046

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

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**ILLINOIS
COLLEGE**

FOUNDED 1829

FULL-TERM CALENDAR

FIRST SEMESTER, 2020-2021 (Tentative)

August 20	Welcome Week Begins
August 24	Advising Day (9 a.m. to 12 p.m.)
August 25	Classes Begin
September 7	Last day to add a course or drop a course without record
October 16	Midterm grades computed as of this day for full-term students
November 2	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
November 30	Classes Resume
December 4	Classes End
December 7	Final Exams Begin
December 11	Final Exams End
December 11– January 17	Semester Break

SECOND SEMESTER, 2020-2021 (Tentative)

January 18	Advising Day (1 to 3:30 p.m.)
January 19	Classes Begin
February 1	Last day to add course or drop a course without record
March 15	Midterm grades computed as of this day for full-term students
March 29	Last day for students to drop a course with W grade Last day to withdraw from the College with W grades
April 30	Last day of classes
May 3	Final Examinations begin
May 7	Final Examinations end
May 16	Baccalaureate and Commencement

ONLINE PROGRAMS CALENDAR

SUMMER SEMESTER, 2020-2021

May 5	Summer A Subterm Begins
May 11	5:00 p.m. Last Day for schedule changes. Deadline to withdraw without a grade and to receive a refund.
June 26	Summer A Subterm Ends
June 29	Grades Due before noon for Summer A Subterm
June 30	Summer B Subterm Begins
July 6	5:00 p.m. Last Day for schedule changes. Deadline to withdraw without a grade and to receive a refund.
August 21	Summer B Subterm Ends
August 24	Grades Due before noon for Summer B Subterm

FALL SEMESTER, 2020-2021

August 25	Fall A Subterm Begins
August 31	5:00 p.m. Last Day for schedule changes. Deadline to withdraw without a grade and to receive a refund.
October 16	Fall A Subterm Ends
October 19	Grades Due before noon for Fall A Subterm
October 20	Fall B Subterm Begins
October 26	5:00 p.m. Last Day for schedule changes. Deadline to withdraw without a grade and to receive a refund.
December 11	Fall B Subterm Ends
December 14	Grades Due before noon for Fall B Subterm

SPRING SEMESTER, 2020-2021

January 19	Spring A Subterm Begins
January 25	5:00 p.m. Last Day for schedule changes. Deadline to withdraw without a grade and to receive a refund.
March 12	Spring A Subterm Ends
March 15	Grades Due before noon for Spring A Subterm
March 16	Spring B Subterm Begins
March 22	5:00 p.m. Last Day for schedule changes. Deadline to withdraw without a grade and to receive a refund.
May 7	Spring B Subterm Ends
May 10	Grades Due before noon for Spring B Subterm

*Changes to the academic calendar for full-term and online programs can be found on the website at www.ic.edu/academics/calendar.

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

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

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

Illinois College is a charter member of and accredited by the North Central Association of Colleges and Secondary Schools (www.ncahigherlearningcommission.org, 312.263.0456).

It also is a member of the Association of American Colleges & Universities, the National Association of Independent Colleges and Universities, the Council of Independent Colleges, and the Federation of Independent Illinois Colleges and Universities. It is also recognized by the American Association of University Women and the Illinois Office of Education.

Illinois College is approved as an institutional participant in the State Authorization Reciprocity Agreement (SARA) initiative.

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

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

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

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



THE UNDERGRADUATE ACADEMIC PROGRAM

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

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

1. Complete the BLUEprint 2.0 General Education Program.
2. Complete an academic major with an average of ‘C’ (2.00) or better for courses in the major.
3. Complete satisfactorily at least 120 semester hours of academic credit.
4. Earn at least 32 semester hours of academic credit at Illinois College, with 24 of the last 32 completed in residence.
5. Attend 30 College convocations. (Students admitted to Illinois College for the first time as transfer students may attend a smaller number of convocations. See convocations on page 17.)
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 190) for detailed information.

Students enrolling in one of the fully online degree programs may receive credit or waivers for parts of the academic program based upon courses they have completed with grades of “C-” or better at other accredited colleges, the possession of an associate of arts or science degree, and prior work experience. See Online Programs and General Education (page 192) for detailed information.

THE BLUEprint 2.0 GENERAL EDUCATION PROGRAM

Illinois College gives you a BLUEprint for your future, a general education program with the themes of connections, skills, and communities. The BLUEprint 2.0 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. BLUEprint 2.0 shows you the way to an inspiring and practical education.

Lists of courses that fulfill each of the BLUEprint 2.0 categories are available on Connect2.

A. The core of the Illinois College BLUEprint 2.0 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.

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 BLUEprint 2.0 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 BLUEprint 2.0, 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.

Four experiences:

one satisfied in your Foundations writing course

- 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.
 - Four experiences:
 - one satisfied in your Foundations speech fundamentals course
 - 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.
 - Three experiences:
 - 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.
 - One experiences:
 - a 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
- 8. *Reading Intensive*: Fulfilled by 1 course with two-thirds of course time and assignments devoted to written texts (especially primary sources)

Your education happens everywhere on the Illinois College campus. Specialized knowledge in your major combined with the deep and broad learning of BLUEprint 2.0 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

Actuarial Science

Agribusiness Management

Art and Design in Visual Studies

Biochemistry

Biology

- Biology with Clinical Laboratory Science
- Biology with Ecology
- Biology with Occupational Therapy
- Biology with Physiology

Business Administration

Chemistry

Communication and Rhetorical Studies

Computer Science

Criminal Justice

Economics

Education

- Agriculture
- Elementary
- Global Studies with Spanish Concentration
- Middle School Endorsements
- Music*
- Physical Education
- Reading Teacher Endorsement
- Secondary Education Programs

English

- Editing and Publishing
- Literature
- Writing

Environmental Studies and

Wildlife Management

Finance

Global Studies

- Asian Studies:
- Caribbean Studies
- European Studies
- International Relations
- Spanish

Health Sciences

History

- Public History

Human Resource Management

Individualized Studies

Kinesiology and Exercise Science

- Exercise Science
- Physical Education

Management

Marketing

Mathematics

Music

Nursing

Physics

- Physics with Engineering

Political Science

Psychology

- Neuroscience

Sociology

Sports Management

FULLY ONLINE PROGRAMS

Accounting

Agribusiness Management

Business Administration

Education Reading Endorsement

Human Resource Management

Nursing (RN-to-BSN)

*Music Education is only available to transfer students entering Illinois College this year by special arrangement.

Degrees

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

Combined Degree Programs

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

ENGINEERING

Illinois College cooperates with the University of Illinois College of Engineering, Southern Illinois University Edwardsville College of Engineering, and Washington University School of Engineering in dual degree programs in engineering. During the three years at Illinois College, students follow the typical program for science students and complete the specified courses required for a degree. Students seeking a career in engineering are advised to concentrate in Mathematics and Physics. Engineering universities will have minimum GPA and course requirements, for both general education and science courses, for entry to their individual programs. During the two years at one of the universities, students complete studies in a specified field of engineering. Upon completion of the program, students qualify for degrees from both institutions. See page 148.

CLINICAL LABORATORY SCIENCE

Illinois College cooperates with OSF Saint Francis Medical Center, Peoria, Illinois, in a 3-1 program in clinical laboratory science. See page 31.

OCCUPATIONAL THERAPY

Illinois College cooperates with Washington University in a combined degree program in occupational therapy. During their three years at Illinois College, candidates for this program fulfill most of the general requirements for graduation at Illinois College and carry a specific concentration in biology or psychology. Students must apply for admission to the graduate program at Washington University. A cumulative grade point average of 3.0 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 and submission of official transcript to Illinois College. See page 32.

NURSING

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

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

St. John's School of Nursing – Illinois College cooperates with St. John's Hospital, Springfield, Illinois, in a 2-2 and 3-2 program in nursing. See page 101 for additional information and contact the Biology Department.

St. Louis University – Preferential admission will be available for students who complete their bachelor's degree from Illinois College to earn their MSN from St. Louis University. All affiliate BSN and MSN programs prepare students for the NCLEX (the national exam required for licensure as a registered nurse).

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

HEALTH SCIENCES OR BIOLOGY WITH PRE-ATHLETIC TRAINING

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

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

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

OTHER COMBINED DEGREE PROGRAMS

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

Law School Advising Program

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

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

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

Health Professions Advising Program

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

- | | | |
|--------------------------------|-------------------------|------------------------|
| :: Athletic Training | :: Nursing | :: Physician Assistant |
| :: Clinical Laboratory Science | :: Occupational Therapy | :: Podiatry |
| :: Dentistry | :: Optometry | :: Veterinary Medicine |
| :: Health Administration | :: Pharmacy | |
| :: Medicine | :: 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 health professions advisor as early as possible to begin the process. Students who choose these programs must be dedicated to achieving an exceptional academic record.

Second Degrees

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

- :: The candidate shall fulfill all the requirements for a major within the proposed second degree that are in effect at the time of (re)entry into Illinois College. The major must be different from the one completed for the first degree with no more than 12 credits counted toward major requirements of both degrees.
- :: A prior bachelor's degree from an academic program in the liberal arts and sciences will be considered to have completed Illinois College's BLUEprint 2.0 general education requirement.
- :: The candidate shall enroll at Illinois College for not less than 32 additional semester hours following the awarding of the first degree.
- :: The college's convocation requirement will be waived.
- :: The candidate shall fulfill all requirements in effect at the time of (re)entry into Illinois College with the exception of the items included here.

Declaring A Major

Students may choose a major field of academic interest at any time after arrival, but the choice must be made by the time Junior standing is achieved. 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 Management, Art and Design in Visual Studies, Biology, Business Administration, Chemistry, Communication and Rhetorical Studies, Computational Biology, Computer Science, Criminal Justice, Economics, Editing and Publishing, Education,

English, Entrepreneurship, Environmental Studies, Finance, Fine Arts, Fine Arts Administration, French in Global Studies, Gender and Women's Studies, German in Global Studies, Global Studies, History, Human Resource Management, Interfaith Studies, Japanese in Global Studies, Kinesiology and Exercise Science, Leadership Studies, Management, Marketing, Mathematics, Molecular Biology, Music, Neuroscience, Philosophy, Physics, Political Science, Pre-Law, Psychology, Religion, Sociology, Spanish in Global Studies, Sports Management, 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. 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 the registrar.

Exceptions To Academic Policies And Requirements

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

Graduation and Commencement Participation

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

Students may participate in graduation ceremonies prior to completing all graduation requirements in only one of 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 17 for details, or contact the Registrar for additional information.

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

General Descriptions

UNIT OF CREDIT

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

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

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

CLASSIFICATION OF STUDENTS

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

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

COURSE DESCRIPTIONS, NUMBERING AND REQUIREMENTS

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

In this 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. All first-year seminars have '130' as the course number. Course numbers ending in 97 or 98 are special courses that are only taught one time.

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

CONVOCATION

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

All students, except students entering for the first time as transfer students, are required to attend 30 convocations. The number of convocations students admitted to Illinois College for the first time as transfer students must attend is determined by the number of credits they successfully

transfer to Illinois College before they begin their first semester at Illinois College. The formula for determining the convocation requirement for these transfer students is 30 minus one-quarter of these successfully transferred credits. Additional transfer credits do not reduce the number of required convocations.

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

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

ACCOUNTING

Associate Professor John S. Rush
Instructor Dana Bangert

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 credit hours as follows:

EC 105, EC 245 (or MA 123), AC 231, MG/PH 315, AC 325, AC 326, AC 463/464 or IC 421, AC 485, and three courses chosen from AG/AC 320, AC 321, AC 323, AC 329, or AC 433.

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

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

EC 245 (or MA 123), AC 231, and three other courses chosen from AG/AC 320, AC 321, AC 323, AC 325, AC 326, AC 329, or AC 433.

Each major in the Business Department will require a minimum of 24 additional hours of new content.

Each minor in the business department will require a minimum of 16 additional hours of new content.

The Business Department also offers majors and minors in AGRIBUSINESS (page 22), BUSINESS ADMINISTRATION (page 37), ECONOMICS (page 58), FINANCE (page 85), HUMAN RESOURCE MANAGEMENT (page 109), MANAGEMENT (page 121), MARKETING (page 122), and SPORTS MANAGEMENT (page 169). Please see the department chair for any further details.

AC 207 Volunteer Income Tax Assistance (VITA) (2)

A study of basic income tax preparation and tax preparation software. Students will prepare tax returns for those with incomes of \$60,000 or less in the local area. All work is supervised in person by a faculty member. May be repeated for a maximum of 4 hours. No prerequisite.

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 320 Accounting, Taxation, & Finance in Agriculture (4)

(See AG 320.)

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.

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 be prepared to attempt 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 341 Probability
- :: MA 342 Mathematical Statistics
- :: MA 347 Mathematics of Investment

Business/Other Core (20 hrs.)

- :: AC 231 – Principles of Accounting
- :: AC 325 – Intermediate Financial Accounting I
- :: AC 326 – Intermediate Financial Accounting II
- :: EC 105 – Principles of Economics
- :: FI 362 – Corporate Risk Management

Plus – IS 485 – A Liberal Arts Survival Guide



AGRIBUSINESS MANAGEMENT

Professor Kevin Klein
 Assistant Professor Michael Woods
 Instructor Dana Bangert
 Instructor Lauren Hadden

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 MG/PH 315 – Business Ethics;

Agribusiness Core (26 hours):

AG 111 - Emerging Issues in Ag & Natural Resources; AG 211 – Introduction to Agribusiness; AG/AC 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/EC 331 – Agricultural Economics; or AG 340 – Farm Management.

A licensure program in Agricultural Education is in the final stages of approval by the State Educator Preparation and Licensure Board.

To major in Agricultural Education and complete secondary licensure, additional criteria must be satisfied. Courses required for the major are: BI 109, EC 105, AG 111, AG 202, AG 203, AG 204, AG 211, AG 301, and AG 340. In addition, to be licensed by the state of Illinois, the student must complete 9 Professional Education courses (36 credit hours) and the 4 courses (16 credit hours) associated with the Clinical Experience semester through the Department of Education. (See page 61 for specific courses.)

Those seeking licensure in Agricultural Education are advised to contact the Education Department for additional details.

A minor in Agribusiness consists of 20 hours as follows: EC 105, AG 111, AG 211, AG/AC 320 or AG 321, and one additional course from AG/AC 320, AG 321, AG/EC 331, or AG 340.

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

Each major in the Business Department will require a minimum of 24 additional hours of new content.

Each minor in the Business Department will require a minimum of 16 additional hours of new content.

The Business Department also offers majors and minors in ACCOUNTING (page 19), BUSINESS ADMINISTRATION (page 37), ECONOMICS (page 58), FINANCE (page 85), HUMAN RESOURCE MANAGEMENT (page 109), MANAGEMENT (page 121), MARKETING (page 122), and SPORTS MANAGEMENT (page 169). Please see the department chair for any further details.

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 202 Horticulture, Plant & Soil Science (4)

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

AG 203 Agricultural Animal Science (4)

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

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 301 Community Engagement in Agriculture-SAE & FFA Administration (4)

This course provides a deep look into how the Supervised Agriculture Experience program (SAE) and the FFA organization plays a vital role in agricultural education programs at the middle and secondary school levels. Community engagement in carrying out SAE and FFA is emphasized as well as agricultural education students gaining experience within their field experience program. This course is required for agricultural education majors in their sophomore or junior year.

AG 320 Accounting, Taxation, & Finance in Agriculture (4)

The learning objectives of this course are to (1) understand source documents and the usefulness of recordkeeping. (2) Understand ag accounting using the Farm Financial Standards Council guidelines. (3) Understand taxation for both Federal and Illinois. (4) Understand accounting, taxation, and legal implications related to type of business entity. (5) Understand and analyze financial statements using benchmark ratios; horizontal, vertical, and per acre analysis. (6) Understand financial markets and institutions in agriculture. (7) Understand sources and costs of capital. (8) Understand risk management and insurance needs. Prerequisites: AG 211 or equivalent, AC 231, and EC 105. (See AC 320.)

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. May not be taken for credit if a student has earned credit for MG 354.

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

Visiting Assistant Professor Katelyn Greenberg

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

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

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

Core courses (28 credits)

- :: AR 100 Two-Dimensional Design Aesthetics
- :: AR 131 Visual Perceptions through Drawing
- :: AR 204 Visual Communication
- :: AR 342 Medium Development, Experimentation, and Innovation (**taken twice**)
- :: AR 346 Theories and Philosophies in Contemporary Art and Culture
- :: One of AR 402 Senior Seminar (which leads to an exhibition of original work, an art history thesis paper, or an internship); IS 485, the interdisciplinary senior capstone; or the capstone in a second major.

Electives Courses (8 credits):

One course from the following category:

- :: AR 123 Spatial Understanding and 3D Design
- :: AR 251 Maker Space (boot camps in woodworking, welding, etc.)
- :: AR 361 New Media class (including phone-based art and digital photography)
- :: AR 225 Teaching Fine Arts in Elementary Schools

One course from the following category:

- :: TH 190 From Comic Books to Blockbusters
- :: TH 231 Stagecrafts
- :: TH 352 Theatre on the Edge
- :: CO 214 Advertising and Public Relations
- :: HI 140 The Sixties
- :: HI 279 Public History
- :: HI 379 Digital History

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
- :: AR 346 Theories and Philosophies in Contemporary Art and Culture.

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

AR 100 Two-dimensional Aesthetics (4)

An introductory course that introduces the core concepts of visual design theory and aesthetics, using elements and principles of design in the creative process. Strategies in visual design are explored through examples, exercises, critiques, and creative projects. Additional fee may apply. 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, and texture in three-dimensional form. Students are introduced to simple construction methods using a variety of materials and tools with an emphasis on craftsmanship, problem-solving, and ideation in a three-dimensional construct. Additional fee may apply. 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 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 251 Maker Space (4)

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



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. May be taken twice with different prompts. 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 361 New Media (4)

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

AR 402 Senior Seminar (4)

Independent work in a specialized area of study intended to result in a senior exhibition, a thesis paper, or an internship. Prerequisites: senior art major standing and consent of the department.

AR 461, 462 Independent Study in Art (1 - 4)

Advanced studio course in a specific area beyond listed course offerings. Prerequisite: consent of the instructor.

AR 463, 464 Internship in Art (1 - 4)

A practical application of skills in an art related job experience. Prerequisite: consent of the department chair.

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

BIOCHEMISTRY

Administered jointly by the Biology and Chemistry Departments

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

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

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

CORE COURSES:

BI 110 (Biological Investigation), BI 207 (Molecular Genetics), BI 307 (Cell and Molecular biology), CH 110 (General Chemistry), CH 203, 304 (Organic Chemistry), CH 211 (Quantitative Analysis), CH 309, 410 (General Biochemistry), CH 441, 442 (Senior Seminar).

ELECTIVES, AT LEAST THREE SELECTED FROM:

BI 208 (Developmental Biology), BI 245 (Microbiology), BI 310 (Immunology), BI 311 (Virology), CH 327 (Medicinal Chemistry), CH 332 (Advanced Inorganic 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, 304, and 211 towards both majors. Students majoring in Biology, Chemistry, and Biochemistry may only count BI 110, 207, 307, CH 110, 203, 304, and 211 towards the three majors. Due to significant course overlap, students majoring in Biochemistry are ineligible for a minor in either Biology or Chemistry.

BIOLOGY

Professor Laura Corey
 Professor Lawrence W. Zettler
 Associate Professor Bryan Arnold
 Assistant Professor Prasanna Acharya
 Assistant Professor Paul Hamilton
 Assistant Professor Miranda Karban
 Assistant Professor Gwendowlyn Knapp
 Assistant Professor Sarah Unruh
 Part-time Instructor Terry Geirnaeirt
 Part-time Instructor Julia Leischner
 Part-time Instructor Juanita Leonhard
 Edith Sternberg, Adjunct instructor, Starhill Arboretum
 Guy Sternberg, Adjunct instructor, Starhill Arboretum

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

A major in Biology requires 32 credit hours in Biology courses plus 20 hours in designated tool courses. Several concentrations are available through the Department of Biology. These include Biology/ Ecology, Biology/Physiology, 3-2 Biology/Occupational Therapy, and 3-1 Biology/Medical Technology. Details of these programs are described below. Also, Illinois College has a nursing program as well as affiliation agreements with other schools for students interested in nursing. For additional information on each of these schools, contact the Biology Department. (Also, see pages 11 and 101.)

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

BIOLOGY MAJOR

The introductory Biology program for majors (BI 110) serves as a solid preparation for more advanced study and is a prerequisite for any advanced courses. The second tier of the Biology program includes required courses of Molecular Genetics (BI 207) and Ecology and Evolution (BI 238). Students must also complete a minimum of four Biology courses numbered 200 or higher, including at least one from each of the following categories:

I. Organismal Biology

- BI 201 Botany
- BI 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

III. Systems Biology

- BI 315 Anatomy and Physiology I
- BI 316 Anatomy and Physiology II
- 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 one of the capstone options offered in Biology:

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

Students should complete as many of the following tool courses as possible before enrolling in 200-300 level courses. Math: MA 133 is required for CH 110; 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 304, CH 231, CH 211, and CH 309.

Additionally, students must take two quantitative electives from the following list: CS 160, CS 170, MA 201, MA 213, MA 223, PY 225, and/or PY 226.

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), complete a biology capstone course (BI 401 and BI 402, or BI 404) in their final year, and choose a total of four electives from two categories:

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
- BI 342 Parasitology

Two Ecology Courses from this list:

- BI 324 Ecological Interactions
- BI 325 Tropical Ecology*
- BI 326: Marine Biology*
- BI 328: Animal Behavior

* Trip course. Additional fees assessed

Student majoring in biology with an ecology concentration must also take the required tool courses in Chemistry (three courses chosen from CH 110, CH 203, CH 304, CH 211, CH 231, and CH 309) and two quantitative electives from the following list: CS 160, CS 170, MA 201, MA 213, MA 223, PY 225, and/or PY 226.

MA 123 is strongly recommended; MA 133 is a prerequisite for CH 110 but is not required for the major.

BIOLOGY WITH CLINICAL LABORATORY SCIENCE (3-1)

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

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

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

- BI 110 Biological Investigation
- BI 207 Molecular Genetics
- BI 215 Medical Terminology (1 credit)
- BI 245 Microbiology
- BI 310 Immunology
- BI 315 Anatomy and Physiology I
- BI 316 Anatomy and Physiology II
- CH 110 General Chemistry
- CH 203 Organic Chemistry I
- MA 123 Elementary Statistics
- MA 133 Precalculus

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

- CH 211 Quantitative Analysis
- CH 304 Organic Chemistry II
- CH 309 Biochemistry I

PY 225 College Physics I is strongly suggested but not required for admission to the professional year.

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

Students who chose to complete the B.S. in Health Sciences during a fourth year at Illinois College must complete HS 402 Health Sciences Senior Seminar or the Interdisciplinary Capstone IS 485: A Liberal Arts Survival Guide and a social science/humanities elective from the list on page 101, in addition to the two psychology courses mentioned above.

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

Courses taken at OSF will be:

- CLS 410 Clinical Chemistry I
- CLS 412 Clinical Chemistry II
- CLS 420 Clinical Hematology

CLS 430 Clinical Hematosis
 CLS 440 Clinical Immunohematology
 CLS 450 Clinical Immunology
 CLS 460 Clinical Microbiology I
 CLS 462 Clinical Microbiology II
 CLS 470 Selected Topics in CLS
 CLS 480 Management and Education

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

BIOLOGY WITH OCCUPATIONAL THERAPY (3-2)

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

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 245 (Microbiology); and BI 315, 316 (Anatomy and Physiology I and II). CH 110 (General Chemistry), CH 211 (Quantitative Analysis) and MA 133 (Precalculus, 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); BI 401, 402 (Research and Analysis I, II) or HS 402, and completing two quantitative electives (see list under the biology major). Students with a bachelor's degree may apply to any occupational therapy program in the U.S. For further information, contact the Biology department chair or pre-health professions advisor.

BIOLOGY MAJOR - PHYSIOLOGY CONCENTRATION

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

To complete the biology major with a concentration in physiology, students take the three required Biology core courses (BI 110, BI 207, and BI 238), BI 315 and BI316 Anatomy and Physiology I & II, and complete a biology capstone (BI 401 and BI 402, HS 402, or BI404) in their final year. Additionally, students in the Physiology concentration of the biology major must complete a total of four semesters of Chemistry and quantitative elective courses, including at least one semester of each. The chemistry courses available are: CH 110, CH 203, CH 304, CH 211, CH 231, and CH 309. The quantitative electives available are: CS 160, CS 170, MA 201, MA 213, MA223, PY 225, and/or 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
 KI 340 Exercise Physiology

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

GENDER AND WOMEN'S STUDIES CERTIFICATE IN BIOLOGY

Students may complete coursework and an experiential learning component that focuses on the role of gender in Biology. Students who wish to pursue the certificate should contact the Gender and Women's Studies coordinator and consult with the BI 207 instructor. The following is required:

- :: Two of the following courses: GW 101, GW 102, GW 110
- :: BI 207 (students must complete the prerequisite course(s) to enroll in BI 207): students would choose a gender-related topic for the major literature review project in BI207.
- :: An internship or research experience (2-4 credits) that allows students to gain experience in their discipline, with the academic component having students apply Gender Studies' texts, topics, and theories to their practical work.

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 28).

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

For information on the Kinesiology and Exercise Science major, see page 116; for Health Sciences, see page 101; and for Environmental Studies and Wildlife Management, see page 83. Targeted minors in Computational Biology (see page 51) and Molecular Biology (see page 127) are also available.

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

BI 191 Forensic Anthropology (4)

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

BI 192 Forensic Science (4)

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

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. One 2-hour laboratory period per week. Prerequisite: BI 110 or consent of instructor. Offered alternate fall semesters.

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. One 2-hour laboratory per week. Prerequisite: BI 110. Offered alternate fall semesters.

BI 207 Molecular Genetics (4)

The molecular principles of heredity and variation in living organisms. 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. One 2-hour laboratory period per week. Prerequisite: BI 207. Offered alternate fall 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. Offered every semester.

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. One 2-hour laboratory period per week. Prerequisites: BI 110. 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 307 Cell and Molecular Biology (4)

A detailed investigation of the structure, physiology and biochemistry of eukaryotic cells and their organelles. One 3-hour lab period per week. Prerequisites: BI 207 and CH 203. Offered spring semesters.

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. 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. 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. One 2-hour laboratory per week. Prerequisite: BI 110 or BI 107. Corequisite: CH 110. Offered fall semesters.

BI 316 Anatomy and Physiology II (4)

Emphasis on human anatomy, histology, and physiology with consideration of endocrine, digestive, respiratory, cardiovascular, urinary, and reproductive systems. 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. One 2-hour laboratory period per week. Prerequisite: BI 110 or consent of instructor. Offered alternate years.

BI 324 Ecological Interactions (4)

Principles of ecology, illustrated by lecture and by the investigation of selected types of habitats. Prerequisite: MA 133 and BI 110.

BI 325 Tropical Ecology (4)

An introduction to the composition, structure, and function of tropical rainforests. Laboratory, held during spring break in Costa Rica or Cuba, will emphasize biological diversity. Three lecture hours per week. 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. Laboratory held during spring break in the Florida Keys. 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. 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. One 2-hour laboratory period per week with trips to local aquatic habitats. Prerequisite: BI 110.

BI 342 Parasitology (4)

A detailed study of eukaryotic parasites (protozoa, helminths, and medically relevant arthropods) that afflict animals and humans with an emphasis on life cycles, treatment and control, and the impact on human and animal lives. Four class hours 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. 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 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 404 Research Experience Capstone (3-4)

This course serves as the capstone experience for students in the biology, health sciences, kinesiology and exercise science, or environmental studies in wildlife management program who are involved in student faculty research projects. The objective of this course is to provide students an opportunity to analyze and synthesize the data collected during their research experience and a means to present their work in both oral and written form. Prerequisite: completion of at least one hour of student faculty research (BI 465/466) and consent of instructor.

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)

BUSINESS ADMINISTRATION

Professor John Drea
 Professor Kevin Klein
 Associate Professor Joana Ramsey
 Associate Professor John Rush
 Assistant Professor Allison Burrus
 Assistant Professor Michael Harden
 Assistant Professor David Walter
 Assistant Professor Michael Woods
 Instructor Dana Bangert
 Instructor T.J. Devine
 Instructor Lauren Hadden
 Instructor Andrew Nahlik

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

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

A. Core Courses (22 credit hours):

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

B. Business Administration (24 credit hours):

MG 364, MG 354, FI 352, and 12 semester hours from 300- or 400-level courses in AC, AG, EC, FI, or MG (except AC 321, MG 355).

The minor in Business Administration consists of 20 credit hours from the following courses: AC 231, EC 105, MG 354, MG 364, and FI 352.

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

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

The Business Department also offers majors and minors in ACCOUNTING (page 19), AGRIBUSINESS (page 22), ECONOMICS (page 58), FINANCE (page 85), HUMAN RESOURCE MANAGEMENT (page 109), MANAGEMENT (page 121), MARKETING (page 122), and SPORTS MANAGEMENT (page 169). Please see the department chair for any further details.

MG 100 Introduction to Business Administration (4)

An overview of the functions of business administration, including the interrelationships of accounting, finance, organization, management, law, and marketing. The course seeks to orient students to business and organizational practices. Does not count towards any major in the Business Administration Department. Not open to students who have taken EC 105, AC 231, or any 200-level MG course.

MG 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. *(Pending approval.)*

MG 237 Organizational Behavior (4)

This course focuses on the examination of research and theory as it relates to the organization and the organizational environment as a social system. Within this context, the course explores factors that influence the way members of an organization behave. Topics include individual and cultural differences, perceptions, attitudes, emotions, motivation, learning and reinforcement, managing diversity, decision-making, relationship management, performance, group/team relationships, leadership, conflict and negotiations, strategy, and organizational change management.

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 305 Athletic Administration (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. *(Pending approval.)*

MG 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 PH 315.)

MG 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. (See PS 350.)

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. May not be taken for credit if a student has earned credit for AG 321. 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. Prerequisite: MG 280 recommended.

MG 356 Integrated Marketing Communications (4)

This course examines how to integrate all of the available marketing communication tools into one clear voice that breaks through today's communication clutter. Students will study and create various forms of communication materials that are used in the promotions mix. These items will include advertisements for print media, radio, television, social media, websites, and YouTube. In addition, product demonstrations, sales promotions, personal selling, and public relations will be examined. Students will gain understanding of how to coordinate these elements to achieve an organization's objectives.

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 360 Talent Acquisition and Retention (4)

Overview of the basic principles and techniques of staffing the workplace. Introduction of basic and intermediate level theories and strategies utilized in staffing, planning, recruiting, and selection. Topics covered include job analysis, recruitment, selection, and performance assessment. Prerequisite: MG 359.

MG 361 Developing and Compensating Employees (4)

Overview of the theoretical frameworks and practices pertaining to the development of human resources in organizations as well as methods for motivating the workforce through compensation. Prerequisite: MG 359.

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 365 Event and Facilities Management (4)

The fundamentals of event planning and basic facilities management. (*Pending approval.*)

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 410 Fitness Management (4)

An application of business principles to the health/fitness/recreation area, with an emphasis on starting and running a successful fitness business. Students will be introduced to various types of fitness opportunities, including health and fitness clubs, athletic training facilities, indoor and outdoor recreation, and online/virtual fitness. Topics include legal/financial/budgeting issues, creating high value customer experiences, staffing/training, organizational structure. The emphasis is NOT on training but on how to run a fitness-related business. Prerequisites: AC 231 and MG 364. (*Pending approval.*)

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. 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.

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)

This senior-level course focuses on formulating and executing competitive business strategies. Students will integrate and apply management, marketing, finance, and operations concepts to develop solutions to complex business challenges. Case study analysis and a business simulation will be used.

MG 491 Senior Capstone (4)

The capstone seminar for the business major, MG 491 integrates and applies concepts from management, accounting, economics, and related fields, with a focus on developing and applying skills for problem solving and leadership in an organizational environment. A semester-long project in which students study a real-world problem and develop solutions is required. Prerequisites: AC 231, EC 105, MG 364, and senior standing

CHEMISTRY

Professor Zvi Pasman

Associate Professor Brent Chandler

Associate Professor Clayton F. Spencer

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 chemistry and related fields.
- :: Admission to professional programs in healthcare and engineering.
- :: Employment or service in areas such as education, business, industry, and government where a chemical and technical background is essential.

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 coursework distributed as follows:

Chemistry Major (40 hours)

- A. Core Courses (16 hours) all required
 - a. General Chemistry (CH 110)
 - b. Quantitative Analysis (CH 211)
 - c. Organic Chemistry I (CH 203)
 - d. Inorganic Chemistry (CH 231)
- B. Scientific Breadth Courses (8 hours) select 2
 - a. Introduction to Computer Science (CS 160)
 - b. Biological Investigations (BI 110)
 - c. College Physics I (PY 225)
 - d. College Physics II (PY 226)
- C. Advanced Courses (12 hours) select 3
 - a. Organic Chemistry II (CH 304)
 - b. Biochemistry I (CH 309)
 - c. Instrumental Methods (CH 312)
 - d. Physical Chemistry I (CH 323)
 - e. Medicinal Chemistry (CH 327)
 - f. Advanced Inorganic Chemistry (CH 332)
 - g. Physical Chemistry II (CH 365)
 - h. Biochemistry II (CH 410)
 - i. Independent Study in Chemistry (CH 461 or CH 462)
 - j. Independent Research in Chemistry (CH 465 or CH 466)

- D. Capstone (4 hours) required
 - a. Senior Seminar I (CH 441 – 2h course)
 - b. Senior Seminar II (CH 442 – 2h course)

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 (CH 309) and Biochemistry II (CH 410), Biological Investigations (BI 110), Cell and Molecular Biology (BI 307)
- :: Inorganic Chemistry: Inorganic Chemistry (CH 231), Organic Chemistry II (CH304), Advanced Inorganic Chemistry (CH 332)
- :: Physical Chemistry: Physical Chemistry I and II (CH 323 and CH 365), Instrumental Methods (CH 312)
- :: Medicinal Chemistry: Organic Chemistry II (CH 304), Medicinal Chemistry (CH 327)

Students intending to pursue admission to graduate programs in chemistry or related fields are encouraged to complete the following coursework as described by the American Chemical Society (ACS):

- :: Introductory Course - General Chemistry (CH 110);
- :: Scientific Breadth – College Physics I and II (PY 225 and PY 226), Calculus I, II, and III (MA 213, MA 223, and MA 233)
- :: Foundational Course Work - Organic Chemistry I (CH 203), Analytical Chemistry (CH 211), Inorganic Chemistry (CH 231), Physical Chemistry (CH 323), Biochemistry I (CH 309);
- :: In-Depth Course Work (choose 3) – Organic Chemistry II (CH 304), Instrumental Methods (CH 312), Advanced Inorganic Chemistry (CH 332), Physical Chemistry II (CH 365), Biochemistry II (CH 410), Undergraduate Research (CH 465 or CH 466)

Other Departmental options:

- :: Biochemistry major. Refer to the catalog description under Biochemistry for details.

Minor in chemistry. A chemistry minor consists of CH 110 and four additional chemistry courses 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, 304 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 304. 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 231 Inorganic Chemistry (4)

This course will teach students about the field of Inorganic Chemistry which addresses some of the most pressing challenges of our time. Whether the problem involves making new materials to harness solar energy, drawing inspiration from nature to convert methane to methanol, or developing metal-based pharmaceuticals and catalysts, inorganic chemistry is fundamental to the solutions. This course is designed to introduce students to the fundamental principles of inorganic chemistry and expands upon what is learned in general chemistry by providing new ways of understanding electronic structure, bonding, and reactivity. In this course we will explore the entire periodic table (even carbon – as long as it's bound to a metal!). We will start by discussing about the properties of the nucleus, the origin of atoms and how they bond, and then apply our bonding models to transition metal chemistry. Additionally, we will devote class time to examining current research in order to learn what the big questions are in inorganic chemistry and what motivates leading researchers in this field. Three class hours and one three-hour laboratory period per week. Prerequisite: CH 110. Offered alternate years.

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 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 years.

CH 327 Medicinal Chemistry (4)

This is a survey course designed to explore the design, development, and action of drugs. Concepts of biology, biochemistry, pharmacy, physiology, organic chemistry, pharmacology, etc. will be discussed with an emphasis on relating the chemical structure of a drug to its biological function. We will see how drugs are discovered and developed; how they get to their site of action; what happens when they reach the site of action; how the body gets rid of them, and what a medicinal chemist can do to avoid having the body eliminate them before they have produced their desired effect. The approaches discussed are those used in the pharmaceutical industry and elsewhere for the discovery of new drugs. Prerequisite: CH 203. Offered alternate spring semesters.

CH 323 Thermodynamics (4)

(See PY 323.)

CH 332 Advanced Inorganic Chemistry (4)

This course presents an overview of the physical/theoretical aspects relating to transition metal and main group chemistry, with emphasis on bonding, structure, thermodynamics, kinetics and mechanisms, and periodic relationships. Atomic structure, theories of bonding, symmetry, molecular shapes (point groups), crystal geometries, acid-base theories, survey of familiar elements, solid-state materials, nomenclature, crystal field theory, molecular orbital theory, isomerism, geometries, magnetic and optical phenomena, spectra, Tanabe-Sugano diagrams, synthetic methods, boron hydrides, organometallic compounds, cage structures, clusters, lanthanides, actinides. Three class hours and one three-hour laboratory periods per week. Prerequisite: CH 203. Offered alternate years.

CH 365 Quantum Theory & Spectroscopy (4)

Introduces chemistry and physics students to principles of quantum theory with applications to material and chemical systems and spectroscopy. Topics include development of quantum theory, fundamental postulates, quantum theory of simple systems, quantum theory of molecules and extended systems, application of quantum theory to spectroscopy of atoms, molecules, and extended systems. Appropriate as an introduction to quantum theory for students of physics or as a physical chemical treatment for students of chemistry. Cross-listed between physics and chemistry. Three class hours and one three-hour lab per week. Prerequisites: PY226, MA 223, and CH 110. (See PY 365.) Offered alternate fall semesters.

CH 410 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 441, 442 Senior Seminar I, II (2, 2)

Introduction to topics at the "cutting-edge" of chemical research as presented in the chemical literature and departmental seminars. Course introduces strategies for researching the chemical literature and for preparing formal seminars, posters, and manuscripts (including reviews, research articles, and research proposals). Course culminates in the research and formal presentation of a contemporary topic of interest. Prerequisite: 24 semester hours in chemistry and senior standing. Offered every year.

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

CH 463, 464 Internship in Chemistry (1 - 4)

Students spend the summer or an academic semester as an intern or research assistant in government, academic, or industrial settings, learning to apply chemistry to real-world problems. Students will be required to complete a final project (determined through consultation with the department) that serves to demonstrate the educational value of the experience. Prerequisite: Approval of the department and on-site supervisor.

CH 465, 466 Independent Research in Chemistry (1 - 4)

Research on relevant topics. Prerequisite: consent of the instructor.

COMMUNICATION & RHETORICAL STUDIES

Professor Adrienne E. Hacker Daniels
 Associate Professor Adam C. Jones
 Associate Professor Christopher J. Oldenburg
 Associate Professor Kallia O. Wright
 Assistant Professor Anna Wright
 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 Speech (.5)

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. (See NU 381.)

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)

COMPUTATIONAL BIOLOGY

Since the development of methods for rapid sequencing of DNA, there has been an explosion in the amount of molecular data available from a wide variety of organisms. As the data accumulates, the computational resources necessary to analyze and utilize them has become more and more sophisticated, and there is a need for workers with strong computational and programming skills who are also familiar with the structure of biological inquiry.

The Computational Biology Minor will provide an introduction to applied computational methods in biology, and will be available to students in any major except Biology. This minor would be advised for students who major in computer science, mathematics, and physics who also have an interest in biology and desire an opportunity to use their computer skills to solve biological problems, from analyzing health record data, to simulating ecological community dynamics. While this minor does not include formal training in health informatics, we would welcome interest from students majoring in Health Sciences or Business who are interested in pursuing work or graduate training in that field.

(22 credits):

Required: BI 110 Biological Investigation, CS 160 Introduction to Computer Science, CS 170 Introduction to Data Structures, BI 207 Molecular Genetics, and BI 324 Ecological Interactions.

Students must propose and complete a 2-credit independent research project in computational biology with a biology faculty member in either the fall (BI 465) or spring (BI 466) semester.

MA 133 is required for CS 160. CH 110 is required for BI 207.

COMPUTER SCIENCE

Associate Professor Takako Soma

Instructor Zheng Huang

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.

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 CS250, CS 350, CS 380, CS 410, CS 420, CS 440, CS 421, or CS 460 (two of the three courses must be 300 or 400 level) 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 CS 250, CS 280, CS 350,

CS 360, CS 380, CS 410, CS 420, CS 440, CS 421, 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.

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 115 Computational Thinking for Problem Solving (4)

Having computational thinking skills, not just digital literacy or IT skills, is important. It is a problem-solving process that includes decomposition, abstraction, pattern recognition, and algorithms. This class introduces students to the elements of computational thinking which will improve real-life problem-solving skills. Students will also learn simple coding using a visual programming language. The class includes in-class laboratory work.

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 160 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. Corequisite: 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. Corequisites: CS 260 and MA 201. 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. 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. Corequisite: CS 260 and 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 421 Human Computer Interaction (4)

An introduction to Human-Computer Interaction. In this course, students would explore the design, evaluation, and implementation of interactive computing systems for human use, and understand how evolving technologies can be designed to be intuitive, effective, and compelling for users. Corequisites: CS 260 or consent of the instructor.

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. Corequisite: 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. 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

Professor Kelly A. Dagan
 Assistant Professor Paul Fuller - Coordinator
 Assistant Professor Jaclyn Tabor
 Assistant Professor David Walter

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 social dynamics 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 usefully illuminate 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 160, CJ 210, CJ 310, SO 341, SO 343, SO 286, and SO 384; two required Interdisciplinary Courses: PO 379 and BI 192; 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 190, RE 200, 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 160, CJ 210, SO 341; one elective CJ/SO course from CJ 310, SO 343, SO 286, or SO 384; and one interdisciplinary course chosen from BI 192, 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 190, RE 200, SO 206, SO 302, SO 307, or 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 major can share only three courses with a Sociology major. Courses in the Criminal Justice minor cannot also be credited to a Sociology major or minor.

Note: SO 101 is a prerequisite for sociology courses, and PO 101 is a prerequisite for PO 379.

GENDER AND WOMEN'S STUDIES CERTIFICATE IN CRIMINAL JUSTICE

Students may complete coursework and an experiential learning component that focuses on the role of gender in Criminal Justice. Students who wish to pursue the certificate should contact the Gender and Women's Studies coordinator and consult with the SO 341 or SO 344 instructor. The following is required:

- :: Two of the following courses: GW 101, GW 102, GW 110
- :: SO 341 or SO 344 (students must complete the prerequisite course(s) to enroll in either course); students would choose a gender-related topic for the final paper.
- :: An internship or research experience (2-4 credits) that allows students to gain experience in their discipline, with the academic component having students apply Gender Studies' texts, topics, and theories to their practical work.

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.

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.



ECONOMICS

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

The courses in this discipline are intended to give an understanding of the nature, operation, and problems of the economy and modern business. They are designed to meet the needs of all students desiring a broader understanding of the economic aspects of their surroundings as well as for students planning careers in many aspects of business. The offerings of the discipline also provide pre-professional training leading to graduate study in economics, finance, management, public administration and law.

A major in Economics shall consist of 42 credit 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 courses chosen from EC 265, EC 319, EC 331, EC 342, EC 344, or EC 372.

In addition to completing an economics major, students are encouraged to complete a double major or minor in related areas.

A minor in Economics consists of 20 credit hours including: EC 105, EC 245 or MA 123, plus three courses chosen from EC 265, EC 312, EC 318, EC 319, EC 331, EC 342, EC 344, or EC 372.

A minor in Entrepreneurship consists of 20 credit hours including: AC 231, EC 105, EC 265, 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.

Each major in the Business Department will require a minimum of 24 additional hours of new content.

Each minor in the Business Department will require a minimum of 16 additional hours of new content.

The Business Department also offers majors and minors in ACCOUNTING (page 19), AGRIBUSINESS (page 22), BUSINESS ADMINISTRATION (page 37), FINANCE (page 85), HUMAN RESOURCE MANAGEMENT (page 109), MANAGEMENT (page 121), MARKETING (page 122), and SPORTS MANAGEMENT (page 169). Please see the department chair for any further details.

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 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

Professor Todd D. Oberg
 Assistant Professor Penny Haase Wittler
 Assistant Professor Jaime Klein
 Assistant Professor Amy Schwiderski
 Instructor Bridget English
 Instructor Suzanne Kell
 Instructor Eric McClarey
 Part-time Instructor Chelby Albrecht
 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 Music*, Physical Education, or Foreign Language - Spanish); 6-12 Education (in Agricultural Education) 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 K-12 students 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 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 Education Department. 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.

*Music Education is only available to transfer students entering Illinois College this year by special arrangement.

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 full 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 satisfactorily completed all required background checks.
- C. Earn an Illinois College GPA of at least 2.750 overall.
- 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. Document 100 hours in the field with at most 75 hours coming from fieldwork associated with courses.

- G. Earn a positive recommendation on field-based evaluations from cooperating teachers.
- H. Earn qualifying scores on the Program's Assessment of Dispositions for Teaching.
- I. Achieve a "passing" score on the signature assessments in Education coursework.
- J. Submit a letter of application for admission which includes reflection on recent clinical experiences and personal strengths and weakness as a future educator.
- K. Submit a signed current four-year plan approved by your academic advisor.
- L. 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 CAEP. 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
- E. Earn a grade of "C" (2.0) or better in all courses required by the candidate's major and for licensure.
- F. Receive approval to student teach from the academic department representing the candidate's licensure program.
- 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. Document completion of all required fieldwork hours associated with Education courses.
- J. Earn a positive recommendation on field-based evaluations from cooperating teachers.
- K. Submit the Student Teaching Application packet.
- L. Obtain TPC approval for admission to Professional Semester and receive formal notification.

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 by the Illinois College Teacher Preparation Program to have a license issued to them by the Illinois State Board of Education.

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, passage of appropriate content area test and passage of the appropriate edTPA performance assessment.

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.

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, Middle Grades (Math, Language Arts, Science, Social Science) and Agricultural Education teaching licenses major in Education.

Candidates for secondary teaching licenses must complete majors in approved programs for secondary licensure and may also complete a second major in Education. The secondary teaching areas are Science-Biology, English, Mathematics, and Social Science-History.

Teacher candidates completing a major in Music*, Global Studies-Spanish concentration, or Kinesiology and Exercise Science - Physical Education concentration must complete the approved K-12 licensure program aligned with that major. Candidates for K-12 Foreign Language - Spanish and Physical Education licensure may also complete a second major in Education. All candidates completing 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 first 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, and ED 289).

*Music Education is only available to transfer students entering Illinois College this year by special arrangement.

General Education Requirements

Students must meet the General Education program defined on pages 10-11 of this catalog. Information regarding specific courses that meet these requirements and appropriate course sequencing information is available online at www.ic.edu/Connect2 or from Education or other departmental advisors.

Requirements for the Teaching Licensure/Education Major

Students wishing to complete a licensure program and/or major in Education must complete one of the following programs:

ELEMENTARY EDUCATION (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.

(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 GRADES EDUCATION (5-8) IN MATH, LANGUAGE ARTS, SCIENCE, OR SOCIAL SCIENCE

A major in Education with Middle Grades licensure consists of ED 101, 203, 205, 289, 335, 385, 389, the appropriate content area methods course. Middle Grades Licensure requires specific content area courses in the candidate's chosen teaching area. Students should consult the Education Department for the list of these courses.

PHYSICAL EDUCATION, MUSIC* OR FOREIGN LANGUAGE – SPANISH EDUCATION (K-12)

Completing K-12 programs in Physical Education, music* or Foreign Language – Spanish licensure and earning the Education major consists of ED 101, 203, 205, 289, 335, 385, 389 and the appropriate methods course. Completion of the appropriate content major (Kinesiology and Exercise Science - Physical Education concentration, Music*, or Global Studies- Spanish concentration) is also required for licensure.

*Music Education is only available to transfer students entering Illinois College this year by special arrangement.

SECONDARY SCIENCE-BIOLOGY, ENGLISH, MATHEMATICS, OR SOCIAL SCIENCE-HISTORY EDUCATION (9-12)

Completing a program with Secondary Science-Biology, English, Math, or Social Studies-History licensure and earning an Education major consists of ED 101, ED 203, ED 205, ED 289, ED 335, ED 385, ED 389, and the appropriate methods course. Completion of the appropriate content major (Biology, English, Math or History) is also required for licensure. A specific distribution of courses within the content major may be required. Students should consult the Education Department for the list of these courses.

AGRICULTURAL EDUCATION (6-12)

A licensure program in Agricultural Education is in the final stages of approval by the State Educator Preparation and Licensure Board. Those seeking licensure in Agricultural Education are advised to contact the Education Department for details.

ADDITIONAL REQUIREMENTS FOR TEACHING LICENSURE

PS 275 is required for Elementary Education Licensure. PS 312 is required for K-12 Physical Education, Foreign Language – Spanish, Middle Grades licensure in Math, Language Arts, Science, Social Science, and Secondary Math licensure, and strongly recommended for all other secondary licensure programs.

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

Requirements for the Education Minor

A minor in Education consists of a minimum of 18 credit hours, with a grade of “C” or better in each course, from the following list of courses. 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 chosen in consultation with the Education Department and is intended to best serve the individual student and their professional interests.

Candidates Seeking Additional Teaching License Endorsement

After earning their initial teaching license, any educator may add subsequent endorsements in other content areas or grade bands. Most subsequent teaching endorsements require 16 credit hours in the specific subject area, along with passing the applicable content area test. Some endorsements require a specific distribution of coursework, including particular teaching methods courses. All candidates seeking to add additional content area or grade band endorsements should speak with Illinois College’s Licensure Officer.

Online Reading Teacher Endorsement

The Reading Teacher Endorsement is designed to be added to an existing Professional Educator License (PEL). This endorsement may be added at the Elementary, Middle Grades or Secondary level, but is most typically added to an Elementary teaching license. Reading Teachers are generally responsible for working with students who would benefit from additional reading instruction and assessing students to determine their reading needs and strengths. These professionals collaborate with reading specialists and other professionals to improve instruction and to modify the physical and social environments as needed to meet the needs of all readers.

Education Major Courses and Professional Education Courses

Students enrolled in education courses should expect additional costs due to professional memberships, licensure requirements, and/or transportation.

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 217 Teaching Health and Physical Movement in the Elementary Schools (2)

This course is designed to help the Elementary Education Teacher better understand and utilize brain research focusing on the relationship between movement and student's academic performance. Course content will emphasize the importance of health, dance and physical education and provide techniques to incorporate them within the elementary classroom.

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 and should be completed prior to admission to the Teacher Preparation Program. No prerequisite.

ED 276 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 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 middle grades and 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 in the Middle and Secondary Schools (2 - 4)

This course is a study of the specific skills and techniques utilized by middle grades and 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 middle grades and 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 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 Disciplinary Literacy in the Content Areas (4)

A study of the disciplinary literacy with an emphasis on understanding the academic language of subject matter across the curriculum. Teacher candidates will study the interrelatedness of reading, writing, speaking and listening, and will develop the ability to use these processes to help students learn subject matter in different content areas. Candidates will explore effective ways of creating active learning environments and strategies to support learning in knowing how, when, and why to use all modes of language to learn with texts. This course is part of the Secondary and K-12 Education Programs. 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 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 366 Teaching Math in the Middle Grades (3)

This course is a study of the specific theories, practices, and resources utilized by middle grade school teachers to create effective and engaging learning environments for the study of mathematics. A particular focus will be on the IL Learning Standards (Common Core State Standards), the eight Mathematical Practices, use of literacy and academic language, and meeting the mathematical needs of diverse adolescent learners. Candidates will learn about the ideal middle school, to write (integrated) lesson and unit plans, to analyze student work, to provide effective feedback, and to use technology to enhance learning. Prerequisite: admission to the Program.

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 on curriculum and the application of assessment. In the context of their field placement, students will complete a full cycle of assessment, including formative assessment, summative assessment and feedback. Students will devise a variety of assessments in their teaching area. Prerequisite: admission to the Program and ED 289

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.

Online Coursework for the Reading Teacher Endorsement

Program Goals: 1) Understand and explain how reading acquisition works; 2) Demonstrate the ability to facilitate reading and comprehension specific to different content areas; 3) Demonstrate the ability to assess and diagnose reading problems; 4) Demonstrate the ability to develop remedial reading instruction, materials and support; 5) Continuously cultivate and curate literature that is appropriate and engaging for readers at all levels

A Reading Teacher Endorsement at Illinois College shall consist of 20 semester hours as follows: ED 470 (or ED 267*) – Foundations in Reading; ED 471 (or ED 360*) – Reading Skills and Strategies in the Content Areas/Disciplinary Literacy; ED 472 – Assessment & Diagnosis of Reading Problems; ED 473 – Developmental and Remedial Instruction, Materials, and Support; ED 475 (or ED 375*) – Literature for Children and Adolescents.

Additionally, the Illinois Licensure Testing System (ILTS) Reading Teacher Test (#177) must be passed in order to earn the Reading Teacher Endorsement through the Illinois State Board of Education (ISBE).

ED 470 Foundations in Reading (4)

This course will lay the foundation in each of the five pillars of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension) so that teachers understand the theory, research, and practices needed to empower themselves as teachers of reading. Attention will be paid to foundational literacy development as it pertains to the needs of diverse learners. This course includes an 8-10-hour Reading Practicum.

ED 471 Reading Skills and Strategies in the Content Area (4)

In this course, students will acquire the necessary skills for helping students successfully navigate through texts with strategies that apply to many content areas. Specifically, students will learn about, develop, and apply teaching methods for reading, writing, speaking, and listening that are relevant to multiple content areas, including academic vocabulary common to various content areas. This course includes an 8-10-hour Reading Practicum.

ED 472 Assessment and Diagnosis of Reading Problems (4)

This course will introduce teachers to the various types and causes of reading difficulty. Teachers will learn how to administer and interpret literacy assessments and use other diagnostic techniques with diverse populations. The information teachers obtain will assist in their identification of students' areas of reading difficulty and guide their instructional recommendations. This course includes an 8-10-hour Reading Practicum.

ED 473 Developmental and Remedial Instruction, Materials and Support (4)

This course builds on knowledge gained in ED 472 as students learn to use diagnostic information as a basis for planning remedial instruction in reading. Prospective and licensed teachers will be introduced to various practices, procedures and materials which are useful for remediation of reading problems. This course includes an 8-10-hour Reading Practicum.

ED 475 Literature for Children and Adolescents (4)

This course will examine the scope and nature of literature written specifically for children and adolescents. It will examine a variety of genres as well as include literature representing a range of diversities including ethnicities, culture, ability, gender, and sexual orientation. Emphasis will be on

the identification, selection, and evaluation of high-quality literature as appropriate for children's developmental level and interest.

*Many Illinois licensed teachers will have completed these courses during their initial licensure program. Substitutions will be made as approved by the IC Education Department. Anyone transferring in the equivalent of any of these courses for fewer than 4 credits may add a practicum independent study in any fall or spring semester to get to a total of 20 credit hours.

ENGINEERING

(See page 13 & 148)



ENGLISH

Professor Beth W. Capo
 Professor Nicholas P. Capo
 Professor Catharine O'Connell
 Associate Professor Cynthia A. Cochran
 Associate Professor Lisa J. Udel
 Assistant Professor Kacie Wills
 Visiting Assistant Professor Kara Dorris
 Instructor Matthew Schultz

Why Should You Study English at Illinois College?

“A major strength is the diversity of experience in the faculty; someone was always able to help me. Post-graduate and job-search advice was very strategic and useful. (I still employ some of the tips and resources today!)” – Claire Brakel Packer, '08

OUR GLOBAL VISION. Our students and faculty come to the English Department because they love to read and write. We explore the literary output of humanity throughout its history, and we endeavor to add to it. We understand that the study and creation of literature allows us to learn not only about ourselves but also about people from our culture and other global cultures. Our faculty members invite our students, both in their thoughts and through their actions, to travel beyond the walls of our classrooms, and many students write for off-campus publications, volunteer at local organizations, or study abroad (most recently to England, Japan, Ecuador, Ireland, Argentina, and Spain).

OUR CURRICULUM. The 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. In addition to concentrations in literature and writing, we have designed an editing and publishing concentration. The department has added an introductory English Studies course to the curriculum to provide students with an overview of the profession and a concentrated exposure to the particular specializations of professors. The curriculum also includes a capstone senior-seminar course that allows students to complete a major, individualized research project. Of course, we want our graduates to be fully prepared for graduate study or employment in a career track, but we also want them to understand that a life without exposure to the beauty and pleasures of the written word truly is a life lived in quiet desperation. We believe in the centrality of literature within the world's civilizations. We are readers and writers, students and creators of literature, and this work enables us to live meaningful lives.

OUR FACULTY. Our faculty members possess deep knowledge of their specializations and enthusiasm regarding their privilege of sharing the world's literature with the next generation of English scholars and writers. These specializations range from the common and very important (American literature, British literature, multicultural literatures of the Americas, creative writing, rhetoric and composition) to the unexpected but equally important (Japanese literature, the literature of war, speculative and popular fiction, film, nature and travel writing). Our faculty members have traveled the world, and several have lived and taught abroad.

OUR ALUMNI. Our alumni include professors, writers, lawyers, teachers, editors, librarians, scientists, content managers, marketing specialists, game designers, grant writers, artists, and

police officers, and we are proud of the accomplishments of all of them. Within our department's hallways, students encounter lists of jobs our alumni currently hold and advanced degrees that they have earned. We maintain close contacts with many alumni who have experienced high levels of success in their chosen career paths, and many young alumni accept our invitations to return to campus to share their advice and perspectives with current students. A good number of alumni share the faculty's delight with travel and exploring the world, with some even gaining valuable global experience as Peace Corps participants, and they maintain the friendships with peers that they formed while studying at Illinois College.

English majors choose to concentrate in literature, writing, 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 104: Writing Foundations or EN 121: Writing. All majors in English must complete satisfactorily the Senior Seminar, the department's capstone course.

Major, with literature concentration: ten courses, meeting these distribution requirements:

- :: EN 201: English Studies
- :: Five literature courses at the 300-level (or 4 300-level lit and an internship [EN 463/464] or independent study [EN 461/462])
- :: Three electives (100/200-level literature courses or writing courses at any level)
- :: Of the literature courses, students must take
 - :: One course focused on literature before 1900 (EN 123, 131, 141, 176, 263, 310, 311, 322, 326, 331, 351, 373);
 - :: One course focused on literature post-1900 (EN 131, 132, 141, 145, 171, 172, 173, 176, 180, 230, 236, 245, 331, 354, 355, 356, 357, 358, 359, 368, 373);
 - :: One course focused on British Literature (EN 123, 124, 245, 263, 310, 311, 322, 326, 331, 351);
 - :: One course focused on American Literature (EN 131, 132, 172, 176, 354, 355, 356, 357, 368, 373);
 - :: One course with a global or multicultural focus (EN 141, 171, 173, 180, 230, 236, 339, 358, 359).

(Courses can count in more than one category; see Department Chair with questions.)

- :: EN 430: Senior Seminar

Major, with writing concentration: ten courses, meeting these distribution requirements:

- :: EN 201: English Studies
- :: Three literature courses (two must be at the 300-level)
- :: Five writing courses:
 - :: EN 207
 - :: EN 205, 208, or 212
 - :: Two courses from EN 304, 305, or 309
 - :: One additional 300-level writing course from EN 304, 305, 307, 309, and 380, or EN 388 special topics, EN 461/462 Independent Study, or EN 463/464 Internship
- :: EN 430: Senior Seminar

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

- :: EN 201: English Studies
- :: Two 300-level literature courses
- :: 200-level writing course
- :: 300-level writing course
- :: EN 280: Editing and Publishing I
- :: EN 380: Editing and Publishing II
- :: AR 204: Visual Communication
- :: Publication Project (EN 461/462) or Editing Internship (EN 463/464/IS 302)
- :: EN 430: Senior Seminar

Minor, with literature concentration: five literature courses, with at least two at the 300-level.

Minor, with writing concentration: five courses:

- :: Four writing courses with at least two at the 300-level
- :: One literature course at any level

Minor, with combined literature and writing concentration: six courses, including:

- :: Two literature courses, with one at the 300-level
- :: Two writing courses, with one at the 300-level
- :: Two English electives

Minor, with editing and publishing concentration: six courses:

- :: One 200-level writing course
- :: One literature course
- :: One 300-level writing workshop
- :: AR 204: Visual Communication
- :: EN 280: Editing and Publishing I
- :: EN 380: Editing and Publishing II

English majors who choose to undertake a program in middle and/or 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 middle and/or secondary education should visit the English Department chair as soon as possible. The chair will direct them to the English Education Coordinator, Dr. Cindy Cochran.

Students with a minimum 3.5 grade point average in English and a minimum 3.0 GPA overall can apply for Honors in English, working independently to complete an honors thesis over the final two semesters of enrollment. (For further details, see the course description below for English 410: English Honors Thesis.)

Courses in Language/Writing

EN 104 Writing Foundations (4)

This course reviews basic strategies for forming good college-level sentences (including good thesis statements), paragraphs and essays. Students also learn to plan and edit their writing. Students will review rules of grammar, mechanics, vocabulary usage, and punctuation and apply them to short essays. The work will be tailored to individual needs: the course has a lab studio component to help practice skills, and students will work with the instructor as well as writing center peer consultants. No prerequisite. This course does not fulfill the all-college general education requirement in writing (this requirement can be met by taking EN 121, 205, or 208) or count toward the English major or minor.

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. This course does not count toward the English major or minor.

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 Persuasive 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 (4)

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 123 Brit Lit: Your Lit Autobiography

This course is the first course in a 2-part series, designed to give majors and non-majors an opportunity to develop a personal relationship with literature from the British tradition. Part 1 will cover Old English, Middle English, Renaissance, Enlightenment, and the late eighteenth century. Special attention will be paid to the cultural context of the literary texts through examining archive materials, art, and literary works often left out of the canon. The course will be global in its scope in order to develop our understanding of the period from a diverse range of perspectives. As part of this course, we will work to build a class journal of creative and scholarly responses to the texts. Students will be able to create the journal on an online platform and will contribute both scholarly and creative work that engages with the texts we've covered.

EN 124 Brit Lit II: Your Lit Autobiography

This course is the second course in a 2-part series, designed to give majors and non-majors an opportunity to develop a personal relationship with literature from the British tradition. Part 2 will cover the nineteenth century to the present. Special attention will be paid to the cultural context of the literary texts through examining archive materials, art, and literary works often left out of the canon. The course will be global in its scope in order to develop our understanding of the period from a diverse range of perspectives. As part of this course, we will work to build a class journal of creative and scholarly responses to the texts. Students will be able to create the journal on an online platform and will contribute both scholarly and creative work that engages with the texts we've covered.

EN 131 American Literature 17th-19th C.: Witch Hunts to the White City (4)

This is an introduction to American Literature from its beginnings until the 1890s. It goes beyond just books by looking at the fascinating places, people, and periods that produced the texts, in addition to sampling the many types of writing that have helped Americans tell their stories, from bloody captivity narratives on the frontier to haunting gas-lit ghost stories in the city. Themes might include "The Devil in the 'Howling Wilderness'", "Revolution: Reason Armed", "American Renaissance: The Transparent Eyeball", "Conditions of the Working Class", "Women Write the Weird", and "Black in the White City: Chicago's Columbian Exposition."

EN 132 American Literature: Between the Living and Dead (4)

Think you know American Literature? Would you dare to read a blood-spattered Robert Frost poem about a farm boy fatally cutting his hand off with a noisy buzz saw, in "Out, Out-", or will you stay with Frost's quiet and lovely "Stopping by Woods on a Snowy Evening"? How about braving a classic American horror story, "The Damned Thing", featuring an invisible predator, set in a late 19th-century version of a CSI morgue, and written by a traumatized Civil War veteran—who wrote with a real human skull on his desk. Do you have a taste for the gothic, sympathy

for outsiders, or an urge to follow clues and dig up underground history? Take this course, if you do! Starting with our own backyard ghost tour, for example, we will visit a small-town cemetery whose undead creep out to speak their lives in poetry, near the Spoon River in Illinois. Generally, we will try to understand both the fears and desires imagined by literature, and we will do so by placing each text in the context of its place in time. The 20th century is what connects us, the generations of the living, with the dead of the past and the American tradition as a whole. Possible themes include violence, war, trauma, (im)migration, and their impact on the values that span the twentieth and twenty-first centuries.

EN 141 Gods and Heroes (4)

A survey of significant authors and literary movements from ancient times through the Renaissance.

EN 145 Literature and Science (4)

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 Literature 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 180 LOL: Concepts of Comedy

An exploration of various forms of ‘literature of laughter’ – from humor to satire, from comedy to the Absurd – focusing on the uses and effects of comic genres and techniques to express what it is to be human. This is an introductory course appropriate for first-year students.

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 245 From Middle-Earth to Outer Space (4)

A reading of major works of fantasy and science fiction. Emphasis on the works of British authors, such as J.R.R. Tolkien, C.S. Lewis, and J.K. Rowling. This is an introductory course appropriate for first-year students.

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 Mapping the English Novel (4)

This course will examine place and space in the English novel, utilizing digital tools like GIS and story mapping to explore the effects of physical, imagined, and hybrid locations on identity. Some examples may include: Aphra Behn's *Oroonoko* and *Surinam*, Jane Austen's *Northanger Abbey* and *Bath*, Charles Dickens's *Bleak House* and *London*, Joseph Conrad's *Lord Jim* and the fictional Island of *Patusan*, E.M. Forster's *A Room with a View* and *Florence*, and Monica Ali's *Brick Lane* and *Bangladeshi London*.

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 351 Romantic Movement (4)

In addition to examining major writers of the Romantic period in England, from the 1770's-1830's, this course will emphasize the role of material and global culture in the formation of the Romantic imagination. Through the study of material objects--collections brought back from global voyages, scrapbooks, letters, journals, women's collections of objects and ephemera--we will access voices from this period often left out of the Romantic canon. Moving beyond Keats, Shelley, Wordsworth, Coleridge and Byron, we will explore this period from multiple perspectives that account for the diverse experiences of people from a variety of social, gender, and racial and ethnic backgrounds, both in Europe and beyond. Special attention will be paid to Romantic writers outside of Europe and to female Romantic authors like Helen Maria Williams, Charlotte Smith, Felicia Hemans, and Jane Austen, as well as to women who contributed to the cultural and literary life of the period through their experiences and collections.

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

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

This minor is designed for all students wanting to explore creative problem solving within for-profit and non-profit organizations. (This minor is NOT open to Accounting, Agriibusiness Management, Business Administration, Economics, Finance, Human Resource Management, Management, Marketing, or Sports Management 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 Accounting, Economics, , Finance, or Management. This may include an approved internship.

See course descriptions in the departmental sections

ENVIRONMENTAL STUDIES AND WILDLIFE MANAGEMENT

Professor Lawrence W. Zettler - Biology

Associate Professor Bryan Arnold - Biology, Coordinator

Instructor T.J. Devine – Economics

Part-time Instructor Ray Geroff, Illinois Department of Natural Resources

The Environmental Studies and Wildlife Management program at Illinois College is an interdisciplinary program combining strong preparation in biology and wildlife management with environmental policy allowing students to develop an interdisciplinary understanding of environmental issues that supports personal and professional development, ethical leadership, and service. It is intended to prepare students for careers in ecological conservation and/or wildlife management that do not require formal postgraduate education. Students considering pursuing a graduate degree in wildlife management or conservation biology should strongly consider double majoring in biology. All students completing a major in Environmental Studies and Wildlife Management will complete this program with 48 credits (10 core courses plus two interdisciplinary courses).

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), BI 328 (Animal Behavior), or EV 324 (Ecological Interactions); and a capstone course (either EV 485 or BI 404) – thus, 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. One two-hour lab each week. Offered fall semesters.

EV 2XX Environmental Policy (4)

This course provides an introduction to environmental policy with an applied approach focusing on how policies like the endangered species act, the clean water act etc. correspond with the work of practicing field biologists, wildlife managers, land managers, and natural resource professionals. The course will consider the roles of government (local, state, and federal), private stakeholders, and the community in environmental policymaking and governance with an emphasis on the intersection of nature and society. Offered alternate spring semesters. (*Pending approval.*)

EV 324 Ecological Interactions (4)

Principles of ecology, illustrated by lecture and by the investigation of selected types of habitats. Prerequisite: MA 133 and BI110. (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 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

Assistant Professor Michael Harden

Associate Professor John S. Rush

Instructor T.J. Devine

The courses in this discipline are intended to give an understanding of the nature, operation, and financial issues faced by modern organizations including for profit and not-for-profit businesses and governments. The offerings of this discipline also provide pre-professional training leading to graduate study in finance, management, public administration, and law.

A major in Finance shall consist of 42 credit hours as follows: AC 231, EC 105, EC 245 or MA 123, EC 255, FI 352, FI 353, FI 463/464 or IC 421, FI 485, and three other courses chosen from AG/AC 320, FI 355, FI 357, or FI 362.

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

A minor in Finance consists of 20 credit hours including: AC 231 plus four additional courses chosen from AG/AC 320, FI 352, FI 353, FI 357, or FI 362.

Each major in the Business Department will require a minimum of 24 additional hours of new content.

Each minor in the Business Department will require a minimum of 16 additional hours of new content.

The Business Department also offers majors and minors in ACCOUNTING (page 19), AGRIBUSINESS (page 22), BUSINESS ADMINISTRATION (page 37), ECONOMICS (page 58), HUMAN RESOURCE MANAGEMENT (page 109), MANAGEMENT (page 121), MARKETING (page 122), and SPORTS MANAGEMENT (page 169). Please see the department chair for any further details.

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

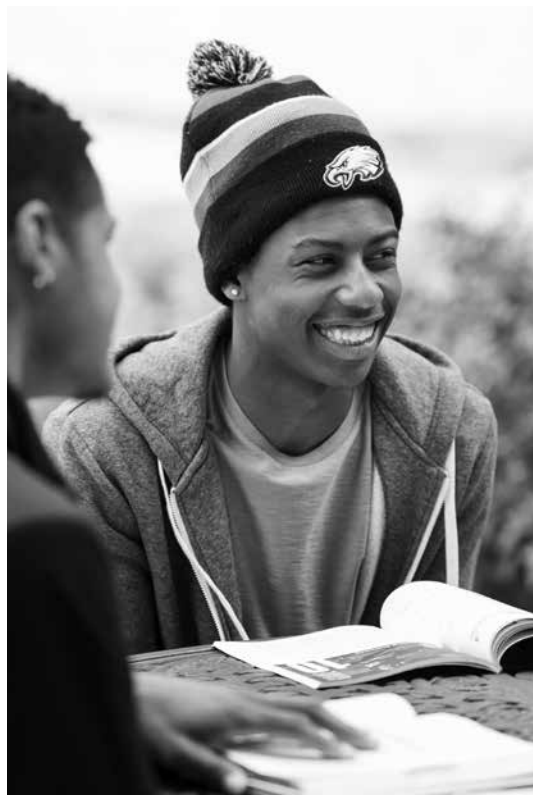
MG 364 – Management

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)



FRENCH IN GLOBAL STUDIES MINOR

Associate Professor Devin Bryson

Assistant Professor Emily Adams

The Department of Global Studies offers five minors: French, German, Global Studies, Japanese, and Spanish. A minor consists of 20 hours.

French in Global Studies:

- :: GB 101 or GB 105
- :: Four courses at the second semester level or above (FR 102), including GB 230. Students may complete coursework in French in GB 230.

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

See Global Studies (page 93) for more information.

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 203 French for the Professions (4)

Students review the fundamentals of French language and become acquainted with basic vocabulary related to array of professions. Students become familiar with the role that language and cultural knowledge play in the professions. Prerequisite: FR 102 or placement test or consent of the instructor.

FR 301 French Conversation through Film (4)

In this course, the focus is on developing speaking fluency. Students will explore topics in Francophone and French cultures and societies through the medium of film; and discuss historical and current issues raised in classical and contemporary Francophone and French cinema. Language skill activities draw upon cultural perspectives and personal needs. Prerequisite: FR 102 or consent of the instructor.

GENDER AND WOMEN'S STUDIES MINOR

Associate Professor Lisa J. Udel, 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:
 1. Human Rights: CO 336, ED 203, EN 205*, EN 354*, EN 356, EN 358, EN 368*, EN373*, HI 231, HI 234, MA 125*
 2. Human Relations: CO 214, CO 336, HI 231, PS 312, SO 218*, SO 224, SO 304, SO 307, SO 326, SO 327, SO 337
 3. Global Issues: EN 356, EN 357*, EN 358, EN 359, EN 368*, EN 373*, HI 325, RE/HI 181
 4. 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*
 - 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.

GENDER AND WOMEN'S STUDIES CERTIFICATES IN BIOLOGY, CRIMINAL JUSTICE, AND HEALTH SCIENCES:

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

- :: Two of the following courses: GW 101, GW 102, GW 110

- :: The discipline-specific course that includes Gender Studies or allows for the application of Gender Studies in an assignment:
 - :: Biology: BI 207 (students must complete the prerequisite course(s) to enroll in BI 207). Students would choose a gender-related topic for the major literature review project.
 - :: Criminal Justice: SO 341 or SO 344 (students must complete the prerequisite course(s) to enroll in either SO 341 or SO 344). Students would write a final paper that would be structured around a gender related topic.
 - :: Health Sciences: HS 402 (students must complete the prerequisite course(s) to enroll in HS 402). Students would choose a gender-related topic for the proposal project.
- :: An internship or research experience (2-4 credits) that allows students to gain experience in their discipline, with the academic component having students apply Gender Studies' texts, topics, and theories to their practical work.

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

This course asks fundamental question such as: What is gender? What is sex? How do cultures construct gender and gender differences? How do gender, race, class, ethnicity, and sexuality interrelate in our society? The course encourages students to find links between their own lives and issues raised by scholars in the field. Readings, discussions and lectures cover material ranging from the humanities to the social sciences. Offered fall and some spring semesters.

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

This course asks fundamental questions such as: What is gender? What is sex? What is masculinity? How do cultures construct gender and gender differences in terms of various perceptions of masculinity? How do ideas of maleness, race, class, ethnicity, and sexuality interrelate in our society? The course encourages students to find links between their own lives and historic and political issues raised by scholars in women's studies. Readings, discussions, and lectures cover materials ranging from the humanities to the social sciences.

GW 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 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 GW minor, consent of instructor and GW 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 GW. Prerequisite: declared GW minor or consent of instructor and GW 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 GW minor or consent of instructor.

GERMAN IN GLOBAL STUDIES MINOR

Professor Bernd K. Estabrook

The Department of Global Studies offers five minors: French, German, Global Studies, Japanese, and Spanish. A minor consists of 20 hours.

German in Global Studies:

- :: GB 101 or GB 105
- :: Two courses in German language: GE101 and GE102
- :: Complete two: GB 115, HI 254, or HI 358. Students may complete coursework in German in these courses.

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

See Global Studies (page 93) for more information.

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 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.

GLOBAL STUDIES

Professor Bernd K. Estabrook (German)
 Professor Steven M. Gardner (Spanish)
 Professor Margaret A. Marek (Spanish)
 Professor Winston R. Wells (Political Science)
 Associate Professor Devin Bryson (French)
 Assistant Professor Emily Adams (French)
 Assistant Professor Gwendolyn Gillson (Asian Studies)
 Assistant Professor Diana Grullón-García (Spanish)
 Assistant Professor Tomoko Wakana Kern (Japanese)

The Global Studies major helps students develop an awareness of both the diversity and the interconnectedness of the world's peoples and their cultural, economic, linguistic, political, and religious systems. Students in Global Studies also acquire the knowledge and skills necessary to understand global problems and evaluate possible solutions.

Language learning is included among these skills. As students in Global Studies learn to speak, read, and write in a language other than English, they gain direct experience of foreign cultures that deepens their understanding of the world. In turn, this close engagement with different cultures encourages students to reexamine their own cultural experiences, applying the unique insights that each language offers across cultural boundaries.

Global Studies majors choose an area of concentration that corresponds to their interests and professional plans. The concentration provides students with in-depth cultural and social knowledge in a specific region of the world or a particular field in Global Studies. Students select from Asian Studies, Caribbean Studies, European Studies, International Relations, or Spanish.

The Global Studies major prepares students to interact professionally with a greater diversity of people, as they incorporate themselves into an increasingly globalized society. Students are encouraged to be interdisciplinary and study across various cultures and global issues, which prepares them for careers in international development, health, politics, and science, as well as professions in their local communities that require interaction with people of various cultural backgrounds.

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

A major consists of 36 hours and must include the following:

Core courses (12 hours):

- :: GB 101 Introduction to Global Studies
- :: GB 105 Languages and Their Place in the World
- :: Choose one: EC 105, HI 112, PO 150, PO 180, or RE 190

Language (8 hours) – Students who do not have previous language experience must take beginning level language courses (FR, JP, and SP 101, 102) before completing the language requirement in the major. Students who take a language placement exam and score at a level sufficient for placement in a course above third semester intermediate level will only be required to complete one language course; they may then complete the four additional hours through another course in their

concentration. Choose one of the two options below:

- :: Two courses in French, Japanese, or Spanish at the third semester intermediate level (FR and SP 203; JP 111) and above.
- :: A combination of two or more languages for a total of 8 hours beyond the BLUEprint language requirement that aligns with students' concentration in the Global Studies major. This combination must be selected in consultation with a Global Studies advisor. For example, students concentrating in Caribbean Studies may study French and Spanish, while students concentrating in European Studies may study German and Spanish.

Choose language courses from the following list:

- :: FR 101 – French for Global Citizens I
- :: FR 102 – French for Global Citizens II
- :: FR 203 – French for the Professions
- :: FR 301 – French Conversation through Cinema
- :: JP 101 – Japanese for Global Citizens I
- :: JP 102 – Japanese for Global Citizens II
- :: JP 111 – Japanese for Global Citizens III
- :: JP 112 – Japanese for Global Citizens IV
- :: SP 101 – Spanish for Global Citizens I
- :: SP 102 – Spanish for Global Citizens II
- :: SP 203 – Spanish for the Professions
- :: SP 210 – Spanish for Heritage Speakers
- :: SP 301 – Spanish Conversation through Cinema
- :: SP 302 – Conversation and Composition

Study Abroad or International Experience:

Students are required to complete an international experience that allows them to place their coursework in a practical context. A semester study abroad program is the best opportunity for developing global, intercultural, and bilingual knowledge and skills, so this option is strongly encouraged.

Other possibilities include an international BreakAway, international research, and an international internship. Some domestic intercultural experiences might fulfill the requirement with the approval of a Global Studies advisor. Any experience is selected in consultation with an advisor. All credits earned through the experience may fulfill requirements for the major in consultation with students' advisor.

Concentration (16 hours; may be completed at IC and/or abroad with the approval of a Global Studies advisor):

Asian Studies Concentration: four courses from this list:

- :: GB 115 – Rise from Ruins: Japan and Germany after 1945
- :: GB 120 – Exploring Japanese Deep Culture
- :: GB 120 – Exploring Japan through JPOP
- :: HI/RE 181 – Gods, Monsters, and Sex in East Asia
- :: HI/RE 223 – Japan: History and Religion
- :: HI/RE 224 – China: History and Religion
- :: PO 280 – East Asian Politics
- :: PO 383 – Third World Politics

Caribbean Studies Concentration: four courses from this list:

- :: BI 325 – Tropical Ecology
- :: GB 131 – Intro to Caribbean Studies
- :: GB 230 – Puerto Rican Culture and History
- :: GB 251 – Torture in Spain and Latin America
- :: GB 230 – The Caribbean and the African Diaspora
- :: GB 235 – Hispanic Caribbean Literature
- :: HI 313 – American Slavery
- :: PO 383 – Third World Politics

European Studies Concentration: four courses from this list:

- :: GB 115 – Rise from Ruins: Japan and Germany after 1945
- :: GB 150 – The Culture and History of Spain
- :: GB 251 – Torture in Spain and Latin America
- :: GB 255 – Spain's Textual Heritage
- :: GB 256 – Cervantes and Don Quixote
- :: HI 254 – Ordinary People and War: Germany, 1900-2019
- :: HI 292 – Freedom and Control: Modern Europe since 1789
- :: HI 358 – The Holocaust

International Relations Concentration: four courses from this list:

- :: EC 344 – Development Economics
- :: EC 372 – Environmental Economics
- :: PO 280 – East Asian Politics
- :: PO 383 – Third World Politics
- :: PO 386 – International Relations
- :: PO 388 – International Political Economy

Spanish Concentration: four courses from this list:

- :: SP 302 – Conversation and Composition
- :: SP 307 – Intermediate Spanish Grammar
- :: SP 310 – Advanced Spanish for Professions
- :: GB 131 – Intro to Caribbean Studies*
- :: GB 150 – The Culture and History of Spain*
- :: GB 231 – Puerto Rican Culture and History*
- :: GB235 – Hispanic Caribbean Literature*
- :: GB 251 – in Spain and Latin America*
- :: GB 255 – Spain's Textual Heritage*
- :: GB 256 – Cervantes and Don Quixote*

*Students taking these courses for the Spanish concentration will be able to complete coursework in Spanish.

Spanish Teaching K-12

Students wishing to obtain a license to teach Spanish should double major in Education and in Global Studies, choosing the Spanish concentration of the Global Studies major. These students will consult closely with their advisors from both Departments to complete requirements for K-12 Licensure in Spanish. As part of fulfilling the Licensure requirements, students will participate in the Tandem Education Semester in Madrid, Spain where they will take the "Teaching Methodology for Teachers of Spanish and Bilingual Educators" course, along with appropriate Spanish language courses.

Global Studies Minors

The Department of Global Studies offers five minors: French, German, Global Studies, Japanese, and Spanish. A minor consists of 20 hours.

French in Global Studies:

- :: GB 101 or GB 105
- :: Four courses at the second semester level or above (FR 102), including GB 230. Students may complete coursework in French in GB 230.

German in Global Studies:

- :: GB 101 or GB 105
- :: Two courses in German language: GE101 and GE102
- :: Complete two: GB 115, HI 254, or HI 358. Students may complete coursework in German in these courses.

Global Studies:

- :: GB 101
- :: GB 105
- :: Choose one: EC 105, HI 112, PO 150, PO 180, or RE 190
- :: Choose two in consultation with a Global Studies advisor: BI 325, EC 344, EC 372, GB 115, GB 120, GB 121, GB 131, GB 150, GB 230, GB 231, GB 235, GB 251, GB 255, GB 256, HI/RE 181, HI/RE 223, HI/RE 224 HI 254, HI 292, HI 313, HI 358, PO 280, PO 383, PO 386, PO 388, or SP 310

Japanese in Global Studies:

- :: GB 101 or GB 105
- :: Four courses at the second semester level or above (JP 102), including GB 120 and GB 121. Students may complete coursework in Japanese in GB 120 and GB 121.

Spanish in Global Studies:

- :: GB 101 or GB 105
- :: Four courses at the second semester level or above (SP 102). This includes GB 131, GB 150, GB 231, GB 235, GB 251, GB 255, GB 256. Students may complete coursework in Spanish in these courses.

GB 101 Introduction to Global 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 Global Studies.

GB 105 Languages and Their Place in the World (4)

This core course will explore the essential role played by language in the liberal arts, in the professional world, and in international contexts. In addition, students will examine the complex, often undefined relationship between language and culture, as well as strategies for learning the components of speaking, listening, writing, and reading in a foreign language. We will investigate a variety of topics which are drawn from the fields of sociolinguistics, literary and cultural studies etc. The course will begin with a general overview of what constitutes language. We will examine the different proposed hypotheses which attempt to account for the nature of the relationship between language and culture. The remainder of the course will cover a variety of topics which explore language in its social context. Some questions that we will consider include: How is

language used to create and maintain social institutions and rituals? How do we use language to create different personae? How is language used by people of different genders, ethnicities, and social classes? How are social and linguistic roles acquired by children? Open to all students; no specific language prerequisite.

GB 115 Rise from Ruins: Japan and Germany after 1945 (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.

GB 120 Exploring Japanese Deep Culture (4)

This course explores Japanese culture from the perspective of Deep Culture, focusing on the values and beliefs that are not superficially apparent. We will examine cultural artifacts and practices going back over a thousand years, including theater (like noh, kabuki, and bunraku), tea ceremony, and kiyoshi. We then examine some of the contemporary issues such as food, social issues, and education from the Deep Culture perspective.

GB 121 Exploring Japan through JPOP (4)

This course explores the popular culture of Japan, specifically anime, manga, film, TV shows, cuisine, fashion, literature, and music. We begin the semester by defining what popular culture is in the first place. Then we analyze and discuss the primary and secondary sources during the rest of the semester. What do these artifacts of Japanese popular culture tell us about the people and society of Japan?

GB 131 Introduction to Caribbean Studies (4)

This course introduces students to the interdisciplinary field of Caribbean Studies, providing an understanding of the concepts that define the region within the framework of its society, history, and culture. Students will examine issues pertinent to the unique physical, political, environmental, and socio-economic challenges confronting the area. They will study literary, historical, and political primary and secondary sources, including various forms of art from Pan-Caribbean cultures, emphasizing the Francophone, Hispanophone, and Anglophone Caribbean and its diaspora. The course aims to develop critical thinking about the region in terms of its origin, geography, common historical experiences, cultural identities, the mixture, *mélange* or *mestizaje* of diverse ethnic and racial groups, and its ongoing struggle for sovereignty and survival seen from the pre-colonial and colonial period to today's 21st-century natural/unnatural disasters. (*Pending approval.*)

GB 150 The Culture and History of Spain (4)

The Spanish world is studied in its historical and cultural context.

GB 230 The Caribbean and the African Diaspora (4)

The Caribbean has longstanding connections to the African continent through the African diaspora – the displacement of African peoples throughout the world. These connections began with the arrival of enslaved Africans in the Western hemisphere. Since that time, the Caribbean and Africa have shared much in terms of culture, languages, identities, race, social experiences, and political projects. This course will look at the historical development of the relationship between the two regions, giving students a better understanding of both the Caribbean and Africa, of the dispersal of Africans throughout the globe, and of the social and political importance of global exchanges between regions that have differences, but also similarities.

GB 231 Puerto Rican Culture & History (4)

This course introduces students to the social-political realities in Puerto Rico and its colonial relationship with the United States. September 20th, 2017, has marked a drastic change in the history and culture of the island. When Hurricane María struck the country, a more serious situation was unveiled. This course will focus on the colonial historical and economical context of Puerto Rico, including the debt crisis, the question of sovereignty, its infrastructure and the aftermath of the hurricanes of 2017. The course aims to give a concise view to the social, political, historical and cultural paradigms in which Puerto Rican Studies are based. This course includes a required service-learning component in Puerto Rico taking place during Spring Break.

GB 235 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.

GB 251 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.

GB 255 Spain's Textual Heritage (4)

Take on topics such as the multiple languages of Spain, race, family and gender roles, religion, and empire in texts both literary and non-literary (e.g., painting, architecture, music) from medieval and early modern Spain. What is their impact on the world today? Taught in English. Students in the “Spanish” concentration will complete assignments in Spanish.

GB 256 Cervantes and Don Quixote (4)

Have you heard term “quixotic” or the phrase “tilting at windmills”? Don Quixote has shaped cultural productions for more than 400 years (think: R2-D2 and C-3PO, the Lone Ranger, and so many others). In this course you will embark on a guided tour through (the English translation of) this bestselling book and learn to spot new iterations of the knight and his squire in the present-day, while you analyze their significance in early modern Spain. Taught in English. Students in the “Spanish” concentration will complete assignments in Spanish.

GB 267, 367, 467 Research Add-On Course in French, German, Japanese or Spanish (1, 1, 1)

Students enrolled in a course outside the Department of Global Studies that involves a major research project may earn credit for conducting research in French, German, Japanese or Spanish. The research should be related to a major paper and/or presentation in the other discipline. A student who wishes to conduct research for a project in another field using language sources will submit a credit request to both the professor of the research related course and to the Chair of the Department of Global Studies. The course level will be determined upon consultation with the language supervisor and the Chair of the Department of Global Studies.

GB 461, 462 Independent Study in Global Studies (1 - 4)

Independent reading or study in an area of particular interest to the student engaged in Global Studies. The specifics of each project, which may be interdisciplinary, are planned in consultation with the supervising professor(s). May be repeated with different content.

GB 463, 464 Internship in Global Studies (1 - 4)**GB 465, 466 Independent Research in Global Studies (1 - 4)****GB 480 Honors Thesis in Global Studies (2)**

An honors thesis based on extensive research conducted abroad or at intercultural domestic sites, through authentic cultural documents, and, if appropriate, in foreign language(s). Students can take this course in the second semester of their senior year. The thesis will be defended orally (in English) at a public presentation open to the entire Illinois College community. The written thesis can be completed in English or in a second language, in consultation with the supervising professor(s). Prerequisite: consent of the professor(s).

HEALTH SCIENCES

Associate Professor Bryan Arnold - Coordinator

Assistant Professor Paul Hamilton

Assistant Professor Miranda Karban

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.

The Health Sciences program is administered by the Biology department.

Health Sciences Core (25 credits):

BI 110 Biological Investigation OR BI 107 Human Biology

*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

BI 342 Parasitology

CH 203 Organic Chemistry I

CH 211 Quantitative Analysis

KI 225 Nutrition

KI 335 Personal Wellness and Fitness

KI 340 Exercise Physiology

KI 232 Motor Development

KI 308 Prevention and Care of Athletic Injuries

PS 261 Neuropharmacology: 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 social science/humanities elective selected from (4 credits):

CO 226 - Intercultural Communication

CO 381 - Health Communication

EN 145 - Literature and Science

HI 234 - Sex, Science, and the Female Body

PH 115 - Introduction to Logic and Critical Thinking

RE 104 - Christianity and Diversity

RE 200 - Interfaith Studies

*SO 218 - Social Problems

*SO 337 - Aging and the Life Course

*SO 347 - Alcoholism and Addiction

*Requires SO 101 Introduction to Sociology

Capstone (4 credits):

Complete either HS 402 Senior Seminar or the Interdisciplinary Capstone IS 485: A Liberal Arts Survival Guide or BI 404 for students who have conducted research with a faculty member in biology. A student who is a double major and takes the associated capstone course for their second major may waive the requirement for a separate capstone for the health sciences major as long as they take an additional directed elective in Health Sciences (see list above).

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

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

HEALTH SCIENCES WITH 2-2 NURSING - ILLINOIS COLLEGE AND ST. JOHN'S SCHOOL OF NURSING

Students pursuing a career in nursing may complete the prerequisite courses at Illinois College in two years and apply for admission to St. John's School of Nursing for an additional two years.

At the end of their first two semesters, students wishing to continue in the program must have met the following checkpoint requirements:

- A. Complete the first-year program (Seminar, EN 121, and CO 101),
- B. Complete or test out of the mathematics course required for CH 110 (MA 133),
- C. Complete BI 110 (or BI 107), CH 110, and PS 101,
- D. Complete one additional required course (e.g., SO 101, PO 101, or 102-level language),
- E. Complete all courses required for the program with a final grade of C or above,
- F. Overall GPA of 3.0,
- G. Develop a plan for completing the required additional coursework, including all BLUEprint 2.0 requirements, in consultation with an advisor in the Biology Department or the Health Professions Advisor.
- H. Submit a personal statement outlining their current career plans.

After successful completion of the fourth year of study at St. John's, students will earn a Bachelor of Science degree in Health Sciences from Illinois College and a Bachelor of Science in Nursing from St. John's.

Students must complete the following at Illinois College to be eligible to start the coursework at St. John's:

- BI 110 Biological Investigation or BI 107 Human Biology
- BI 215 Medical Terminology (1 credit)
- BI 245 Microbiology
- BI 315 Anatomy and Physiology I
- BI 316 Anatomy and Physiology II
- CH 110 General Chemistry
- EN 205 Expository Writing or EN 208 Argumentative Writing (in addition to Foundations writing requirement)

KI 225 Nutrition
 MA 102 Statistics for Citizens or MA 123 Elementary Statistics
 MA 133 Precalculus
 PH 115 Introduction to Logic and Critical Thinking
 PO 101 U.S. Federal Government
 PS 101 Introduction to Psychology
 PS 276 Lifespan Development
 SO 101 Introduction to Sociology

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

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

While attending Illinois College, specific courses are recommended to be taken at IC for other BLUEprint 2.0 requirements that will also fulfill St. John's admission requirements. See the Illinois College Biology department chair for full requirements

Note: A student may need to take one or more summer courses to complete all Illinois College requirements before transferring to St. John's School of Nursing. Students who do not start their first year on this plan may choose to do the exchange as a 3-2 program.

Students who choose to complete the B.S. in Health Sciences during their third and fourth year at Illinois College must complete two additional directed electives, HS 402 Health Sciences Senior Seminar and a social science/humanities elective from the list on page 100.

Transfer and dual-credit courses may count towards completion of the program, but students must complete at least 32 credit hours at Illinois College to be eligible to transfer to St. John's School of Nursing. By the end of their second year, students will have completed at least 65 credits at Illinois College. After completion of the third and fourth year at St. John's, students will transfer back approximately 65 credits from St. John's.

GENDER AND WOMEN'S STUDIES CERTIFICATE IN HEALTH SCIENCES:

Students may complete coursework and an experiential learning component that focuses on the role of gender in the Health Sciences. Students who wish to pursue the certificate should contact the Gender and Women's Studies coordinator and consult with the HS 402 instructor. The following is required:

- :: Two of the following courses: GW 101, GW 102, GW 110
- :: HS 402 (students must complete the prerequisite course(s) to enroll in HS 402); students would choose a gender-related topic for the proposal project in HS 402.
- :: An internship or research experience (2-4 credits) that allows students to gain experience in their discipline, with the academic component having students apply Gender Studies' texts, topics, and theories to their practical work.

Health Science Courses

HS 370 Serving 21st-Century Populations within the Health Professions (4)

This course focuses on meeting the needs of the increasingly diverse populations served by the U.S. health care system, with particular emphasis on Hispanic populations. Basic medical Spanish will be covered. The course will address both theoretical issues such as intercultural competency and barriers to health care access, as well as practical strategies for successfully working with diverse communities. Prerequisite: junior standing or permission of instructor. (See NU 370.)

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

Professor Jenny Barker-Devine
 Professor Robert C. Kunath
 Assistant Professor Samantha Sauer
 Assistant Professor Alonzo Ward

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 37 semester hours (nine courses and a 1-hour proseminar) in the discipline, including at least two and no more than three courses at the 100-level, HI 200, HI 300, and HI 485. Students will also complete at least one 300+ course in United States history and one 300+ course in non-U.S. history. It is expected that students will have attained junior standing before enrolling in 300-level courses. Majors are strongly encouraged to pursue internship opportunities and off-campus study. Some departmental funds may be available to support these activities.

Students may choose a concentration in Public History, which consists of three courses and an internship. The three courses will replace elective courses in the History major. Students with a particular interest in careers in historical administration are also encouraged to pursue a minor in Entrepreneurship, as skills in accounting and finance are essential in maintaining historic and cultural sites. The concentration requirements are three from the following: HI 276, 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 134 Sex and Sexuality in America (4)

This course explores how concepts of gender, sex, and sexual identity have shifted over time and shaped American history. From the pre-Colonial period to the present, we will consider how Americans understood sexual orientation and gender, as well as masculinity, femininity, and nonbinary identities across diverse cultures. Our goal is to connect these concepts to the broader intersections of social, economic, and political expectations over time.

HI 140 The Sixties in America (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.

HI 181 Gods, Monsters, and Sex in East Asia (4)

(See RE 181.)

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 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 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 Ordinary People and War: Germany, 1900 to Present (4)

Germany was at the center of the three most destructive wars in history: World War I, World War II, and the Cold War. This course will cover the history of Germany over those times as seen through the eyes of common people: German students on the front in World War I, a small German town experiencing the takeover by the Nazis from the late 1920s to the end of World War II, a sister and brother determined to resist the Nazis, and men and women in Communist East Germany betrayed to the secret police by their friends and even their spouses. We will also examine how Germany responded to its defeat and occupation, and how nationalist movements are rising again in Germany.

HI 256 War to end all Wars: World War I

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

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 through the influence of farmers and small town folks. At that time, 90 percent of Americans lived on farms. Today that number stands at 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 276 Museum Studies (4)

Why do we have museums? What do museums do? Are museums relevant or necessary in a digital world? This course will engage students with a foundation in the museum field, exploring the role of museums in society today by exploring their past and contemplating their future. Students will discover the behind-the-scenes of museums, gaining insight into current practices and debates from class discussions, visiting experts, hands-on class activities, and site visits. Students will gain an understanding of the range of skills and expertise needed in this varied career field by investigating the history and philosophy of museums; the social, economic, and political context that shapes museums; and the main operating functions of museums – collection and care of objects, exhibits, interpretation, education, and governance.

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 291 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 291 seeks an answer by reading major Enlightenment writers and French Revolution documents to search for connections between the Enlightenment and the Revolution.

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 The Gilded Age and Progressive Era (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 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 325 Love and War in Ancient Greece and Rome (4)

The Greeks and Romans created models of politics, culture, and life that still influence societies. This course focuses on reading primary sources by Greek and Roman authors to understand their views of war and death, love and sex, men and women, and power and corruption. Among the readings are classics that have endured for more than 2,000 years, which range from the tragedy of Achilles facing death in Homer's *Iliad*, to the comedy of Greek women stopping a war with a sex strike in Aristophanes' *Lysistrata*, and to the epic of the founding of Rome and its human cost in Virgil's *Aeneid*.

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 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.

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 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 RESOURCE MANAGEMENT

Administered by the Business Department

Through completion of the Human Resource Management Program requirements, students will develop professional knowledge and general critical thinking and problem-solving skills to manage the intricate regulatory and human components present in organizations. By studying aspects of human behavior, labor relations, and cultural impacts on business organizations, students will be prepared for various positions within a Human Resources department and generally equipped to manage people in a variety of settings. In addition, the Human Resources Management Program is aligned with the Society for Human Resources Management, which provides students with unique eligibility to take the SHRM certification exam.

A major in Human Resource Management shall consist of 46 credit hours.

A. Core Courses (22 credit hours):

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

B. Human Resource Management courses (24 credit hours):

MG 237, MG 357, MG 359, MG 360, MG 361, and one of the following: CO 225, CO 363, CO 355

A minor in Human Resource Management consists of 20 credit hours from MG 359 and four of the following: MG 237; MG 357; one communications course from CO 226, CO 353, or CO 355; MG 360; or MG 361.

The required MG numbered courses are listed in the Business Administration section of the catalog on page 37.

The Business Department also offers majors and minors in ACCOUNTING (page 19), AGRIBUSINESS (page 22), BUSINESS ADMINISTRATION (page 37), ECONOMICS (page 58), FINANCE (page 85), MANAGEMENT (page 121), MARKETING (page 122), and SPORTS MANAGEMENT (page 169). Please see the department chair for any further details.

INDIVIDUALIZED STUDIES

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 28 from one discipline. Sixteen of these credit hours must be in upper-level (300 / 400) classes. The maximum number of 100-level course credit hours is limited to 16. 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,” “Theatre Arts,” and many others.

INTERDISCIPLINARY STUDIES

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 230 TSS: Transfer Seminar (4)

Optional for transfer students with 15 or more credits accepted at Illinois College.

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 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)

IS 485 A Liberal Arts Survival Guide (4)

This capstone course is designed to look explicitly at how a liberally educated college graduate can apply the core ideas, practices, insights, and skills from her or his college education to the particular challenges of contemporary adult life. The course focuses on how the interdisciplinary nature of a good liberal arts education is relevant – and even necessary – for success in the modern world. We will examine books, articles, films, podcasts, and multimedia sources reflecting important current ideas, perspectives, and challenges, engaging in a critical analysis of what it means to be a citizen in our modern world. It fulfills the BLUEprint 2.0 Transformations requirement.

INTERFAITH STUDIES MINOR

Interfaith Studies examines the multiple dimensions of how individuals and groups who orient around religion differently interact with one another. Grounded in religious literacy, this interdisciplinary minor empowers students to consider the implications of these interactions for communities, civil society, and global politics. The core course in the minor includes a project shaped by the student that integrates knowledge and skills from required coursework with a professional area of interest.

An Interfaith Studies minor consists of 20 hours in several disciplines. Selections from the following courses can be taken in any order for the minor (some substitutions available with faculty approval). All minors take RE 200 and RE 190; take one of the following about the role of religion in history and society: HI 111, HI 112, RE 207, RE 223, RE 224; one other religion course; and one of the following to learn about communication and interaction across religious differences: CO 226, CO 314, CO 315.

JAPANESE IN GLOBAL STUDIES MINOR

Assistant Professor Tomoko Wakana Kern

The Department of Global Studies offers five minors: French, German, Global Studies, Japanese, and Spanish. A minor consists of 20 hours.

Japanese in Global Studies:

- :: GB 101 or GB 105
- :: Four courses at the second semester level or above (JP 102), including GB 120 and GB 121 . Students may complete coursework in Japanese in GB 120 and GB 121.

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

See Global Studies (page 93) for more information.

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.

KINESIOLOGY AND EXERCISE SCIENCE

Assistant Professor Prasanna Acharya

Instructor Eric McClarey

Part-time Instructor Terry Geirnaeirt

The Kinesiology Major at Illinois College offers students an opportunity to explore the human physiological response to movement and exercise through coursework that includes human anatomy, biomechanics, nutrition, strength and conditioning, and kinesiology. This major will prepare students for careers or graduate work in athletic training, exercise physiology, physical therapy, and physical education.

The two concentrations within the kinesiology major each require the kinesiology core coursework, electives, and a capstone experience. A detailed summary of the course requirements for the core and each concentration is provided below.

Core Courses (16 credit hours):

- :: BI 110 – Biological Investigations OR BI107 Human Biology
- :: KI 201 – Introduction to Kinesiology
- :: KI 340 – Exercise Physiology
- :: KI 341 – Biomechanics

EXERCISE SCIENCE CONCENTRATION

This concentration would be well suited for students preparing for careers in a wide range of careers in wellness and health promotion fields as well as students preparing for graduate work in Athletic Training, Exercise Science, and Exercise Physiology.

Exercise Science Concentration electives (22 credit hours)

Students must complete one of these two-credit experiences (a student can complete both but only one counts towards the major):

- :: KI 101 First Aid and CPR/AED
- :: KI 463/464 Internship in Kinesiology and Exercise Science

Students will choose five electives with the guidance of their advisors:

- :: KI 214 – Teaching Physical Activities
- :: KI 225 – Nutrition
- :: KI 232 – Motor Development
- :: KI 240 – Principles of Strength Training and Conditioning
- :: MG 305 – Athletic Administration
- :: KI 308 – Prevention and Care of Athletic Injuries
- :: KI 335 – Personal Wellness and Fitness
- :: KI 383 – Exercise Testing, Evaluation, and Prescription
- :: BI 315 – Anatomy and Physiology I
- :: BI 316 – Anatomy and Physiology II
- :: CH 110 – General Chemistry
- :: MG 305 – Athletic Administration
- :: PY 225 – College Physics I

Capstone: Four hours chosen from HS402, BI401/402, BI404, or IS 485

PHYSICAL EDUCATION CONCENTRATION

This concentration is intended for students pursuing PE teacher licensure. Students in this concentration would be double majoring with education. Student teaching would serve as the capstone experience for students pursuing licensure, as it does for other education majors.

Physical Education concentration required courses (22 credit hours)

- :: KI 211 – Foundations of Physical Education
- :: KI 214 – Teaching Physical Activities
- :: KI 232 – Motor Development
- :: KI 310 – Adaptive Physical Education
- :: KI 332 – Applied Motor Learning
- :: KI 335 – Personal Wellness and Fitness

Capstone: Minimum four hours; normally met through student teaching.

In addition, to be licensed by the state of Illinois, the student must complete 9 Professional Education courses (36 credit hours) and the 4 courses (16 credit hours) associated with the Clinical Experience semester through the Department of Education. (See page 64 for specific courses.)

A minor in Kinesiology and Exercise Science consists of 24 hours and includes:

Required Courses (8 hours):

- :: BI 107: Human Biology OR BI 110: Biological Investigation
- :: KI 201: Introduction to Kinesiology

Electives (16 hours—choose four courses):

- :: BI 315: Anatomy and Physiology I
- :: BI 316: Anatomy and Physiology II
- :: KI 225: Nutrition
- :: KI 232: Motor Development
- :: MG 305: Athletic Administration
- :: KI 308: Prevention and Care of Athletic Injuries
- :: KI 335: Personal Wellness and Fitness
- :: KI 340: Exercise Physiology
- :: KI 463/464: Internship

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

KI 101 First Aid and CPR/AED (2)

The purpose of this course is to teach students how to recognize, assess, and respond to emergency situations. Students will learn how to provide first aid and CPR, as well as administer an AED. Students can choose to become certified at the end of the course.

KI 201 Introduction to Kinesiology (4)

The purpose of this course is to introduce the exciting field of study that is kinesiology. This course lays the foundation for studying the many aspects of human movement, performance, and health. Students will explore topics such as career paths, anatomy, biomechanics, exercise physiology, and movement terminology. Offered spring semesters.

KI 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.

KI 214 Teaching Physical Activities (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.

KI 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. Offered every fall semester.

KI 232 Motor Development (4)

A study of basic movement and its application to dance and motor skills. Offered spring semesters.

KI 240 Principles of Strength Training and Conditioning (2)

A study of the physiological, psychological, and practical aspects of strength training and cardiovascular conditioning. Prerequisite: BI 107 or BI 315 or consent of the instructor.

KI 308 Prevention and Care of Athletic Injuries (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.

KI 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.

KI 332 Applied Motor Learning (2)

This is a required course for Kinesiology and Exercise Science" majors who choose the physical education track. It will build on the concepts of KI 232 (Motor Development) by directly applying them to the physical education setting. Topics include discrete vs continuous skills, locomotor, non-locomotor, and manipulative skills, gross and fine skills, and open and closed skills. Other topics are stages of motor learning, whole vs part learning, and types of feedback specific to teaching.

KI 335 Personal Wellness and Fitness (4)

An introduction to nutrition, conditioning, aerobic fitness, personal fitness assessment, and stress management. Prerequisite: BI 107 or BI 110. Offered alternate fall semesters.

KI 340 Exercise Physiology (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. Offered alternate spring semesters.

KI 341 Biomechanics (4)

This course examines the concepts of body mechanics as they are applied to movement. Students will investigate how forces act on the body and how the body creates force for exercise and sport performance. Topics include internal/external kinetics, linear and angular motion, and kinematics. Prerequisites: MA 133 and either BI 216 or BI 315.

KI 383 Exercise Testing, Evaluation, and Prescription (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.

KI 461, 462 Independent Study in Kinesiology and Exercise Science(1 - 4)**KI 463, 464 Internship in Kinesiology and Exercise Science(1 - 4)****KI 465, 466 Independent Research Kinesiology and Exercise Science(1 - 4)**

LEADERSHIP STUDIES MINOR

Administered by the History, Political Science, Philosophy, and Religion Department

After completing this minor, students will articulate their approach to leadership, the social contexts that have shaped them as leaders, and the ethical values they bring to leadership; demonstrate understanding of the complex dynamics of leadership in various group settings, ranging from small groups of peers to larger social organizations; demonstrate understanding of pressing social issues facing contemporary democratic societies; and evaluate the impact of community engagement on themselves and their community.

At the center of the minor are two required courses, LD 201 Introduction to Leadership Theory and LD 205 Ethical Leadership in Democracy . These two courses introduce students to the theories and practices of leadership and focus on the formation of ethical leaders committed to working within and for a vibrant democracy. Students will select three more courses, with one required from each of the following areas below:

Diversity and Social Justice in Leadership (choose one course)

- :: ED 203 Multicultural Issues and Social Justice in Education
- :: GW 110 Gender and Social Justice
- :: HI 341 Social Movements in U.S. History
- :: RE 200 Interfaith Studies
- :: SO 206 Social Stratification
- :: SO 218 Social Problems

Ethics and Self-Awareness in Leadership (choose one course)

- :: CO 225 Interpersonal Communication
- :: CO 226 Intercultural Communication
- :: CO 315 Communication Ethics
- :: MG/PH 315 Business Ethics
- :: PS 241 Personality and Individual Difference

Group Dynamics in Leadership (choose one course)

- :: CO 353 Small Group Communication
- :: CO 355 Organizational Communication
- :: MG 237 Organizational Behavior
- :: MG 485 Strategic Management
- :: PO 369 Political Behavior
- :: PS 282 Social Psychology

LD 201 Introduction to Leadership Theory (4)

Students will critically examine historical and contemporary theories of leadership. Students will explore the moral and ethical dimensions of leadership and understand that the practice of leadership involves authenticity, integrity and service.

LD 205 Ethical Leadership in a Democracy (4)

In this course students read, discuss, and reflect on the fundamental concept of leadership across a wide range of historical periods. They grapple with such questions as Why lead? Why follow? How are leaders best educated to be effective in a democracy? What type(s) of leaders are the best in a democracy? How important should morality be to leaders? What do citizens owe one another? In what way(s) does leadership intersect with the idea of service? The course is open to all Illinois College students and required of those participating in The Leadership Program.

MANAGEMENT

Administered by the Business Department

The Management Major allows students to prepare for a wide variety of career paths. The core principles of management can be found in most organizations including large & small companies, non-profit organizations, schools, government organizations and in entrepreneurial ventures. These principles involve developing plans, organizing resources, leading people, and evaluating results. Students will develop interpersonal, critical thinking, and analytical skills while they seek out ways to achieve business objectives through case study analysis and business simulations.

A major in Management shall consist of 46 credit hours.

- A. Core Courses (22 credit hours):
EC 105; AC 231; CO 210; one of MG 315, PH 315, or CO 315; and one of MG 463/464, IS 302, or IC 421 and MG 491.
- B. Management Courses (24 credit hours):
MG 364, MG 485, MI 120, MG 357, and two of the following: MG 237, MG 359, MG 365, MG 425, or MG 426

A minor in Management consists of 20 credit hours from MG 364, MG 485, MG 357, and two of MG 237, MG 359, MG 365, MG 425, or MG 426.

The required MG numbered courses are listed in the Business Administration section of the catalog on page 37.

The Business Department also offers majors and minors in ACCOUNTING (page 19), AGRIBUSINESS (page 22), BUSINESS ADMINISTRATION (page 37), ECONOMICS (page 58), FINANCE (page 85), HUMAN RESOURCE MANAGEMENT (page 109), MARKETING (page 122), and SPORTS MANAGEMENT (page 169). Please see the department chair for any further details.

MARKETING

Administered by the Business Department

The Marketing major prepares students for a broad range of careers that fall underneath the umbrella of marketing. At the heart of the discipline is learning how to understand what potential buyers want and developing creative solutions to help buyers meet their needs. Students will develop of specific marketing skills related to promotion, sales, social media, supply chain management, and other marketing areas, as well as the broader issue of incorporating these into marketing strategy. The program culminates with the opportunity to work with a company on a semester-long project to solve a marketing problem.

A major in Marketing shall consist of 46 credit hours.

- A. Core Courses (22 credit hours):
EC 105; AC 231; CO 210; one of MG 315, PH 315, or CO 315; and one of MG 463/464, IS 302, or IC 421 and MG 491.
- B. Marketing Concentration (24 credit hours):
MG 354, MG 454, MI 120, either MG 350 or MG 356; and two of the following: MG 350, MG 356, MG 365, CO 214, CO 325, AG 321

A minor in Marketing consists of 20 credit hours from MG 354, MG 454, and three of the following: MG 350, MG 356, MG 365, AG 321, CO 214, or CO 325.

The required MG numbered courses are listed in the Business Administration section of the catalog on page 37.

The Business Department also offers majors and minors in ACCOUNTING (page 19), AGRIBUSINESS (page 22), BUSINESS ADMINISTRATION (page 37), ECONOMICS (page 58), FINANCE (page 85), HUMAN RESOURCE MANAGEMENT (page 109), MANAGEMENT (page 121), and SPORTS MANAGEMENT (page 169). Please see the department chair for any further details.

MATHEMATICS

Professor Patricia L. Kiihne
 Professor James P. Marshall
 Professor Mary K. Marshall
 Professor Todd D. Oberg

The courses in mathematics are designed to satisfy the general cultural needs of students and to provide a broad background for those who plan a career in mathematics, computer science, actuarial sciences, engineering sciences, or the natural sciences.

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;
- :: At least one chosen from MA 310, MA 342, or MA 484; and
- :: Any remaining courses chosen from the 300-level mathematics courses.

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 9 Professional Education courses (36 credit hours) and the 4 courses (16 credit hours) associated with the Clinical Experience semester through the Department of Education. (See page 64 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.

Note: Students will take IS 485 or the capstone of another department to fulfill the BLUEprint 2.0 Capstone Experience.

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 Precalculus (4)

Precalculus is a course that explores functions (linear, power, exponential, logarithmic, and trigonometric), and triangle trigonometry through multiple representations of mathematical ideas – words, numbers, graphs, and symbols. The course includes using these functions to create mathematical models to address questions about phenomena from the world around us. 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 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.

MOLECULAR BIOLOGY MINOR

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

CORE COURSES:

BI 110 (Biological Investigation), BI 207 (Molecular Genetics), BI 307 (Cell and Molecular Biology), CH 110* (General Chemistry), CH 203 (Organic Chemistry I)

*MA 133 (Precalculus) is a corequisite for CH 110.

ELECTIVES, ONE SELECTED FROM:

BI 208 (Developmental Biology), BI 310 (Immunology), or BI 311 (Virology)

MUSIC

Associate Professor Abby Musgrove

Associate Professor Christian Secrist

Assistant Professor 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 (200-300 level), last 3 semesters 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 declare a primary instrument or voice for applied study and must be continuously enrolled in private lessons at the 200- or 300-level on this instrument/voice during all semesters after a major has been declared. A student must complete a minimum of 3 semesters of lessons at the 300-level on their primary instrument/voice. Majors must pass the Applied Gateway Examination (typically taken during the sophomore year) before being permitted to enroll in lessons at the 300-level. Music Education students are exempted from this requirement during their student teaching semester.

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 Education is only available to transfer students entering Illinois College this year by special arrangement.

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. A minimum of four semesters of applied study at the 300-level is required for a performance emphasis.

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* (200-level) (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.

Note: Students will take MU 401, IS 485 or the capstone of another department to fulfill the BLUEprint 2.0 Capstone Experience.

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. Introduction to secondary function and modulation. Should be taken concurrently with MU 122. Prerequisite: MU 111. Offered spring semesters.

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 2.0 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.

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. Prerequisite MU 111. Offered one day a week.

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 Introduction to World Music (4)

This is an introductory course covering a survey of music that falls outside of the traditional canon of Western Art Music. Historical and cultural backgrounds pertaining to the creation and performance of music will be considered, as will the roles of music and musicians in various culture and comparisons of musical practices in different geographical regions.

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 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.

MU 212 Music Theory IV (3)

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 scales modes, set, serialism, aleatoric techniques, and the materials of current composers. Should be taken concurrently with MU 222. Prerequisite: MU 211. Offered spring semesters.

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.

MU 221 Aural Skills III (1)

A lab course designed to be taken concurrently with MU 211 focusing on sight-singing and ear-training skills. Prerequisite MU 122. Offered one day a week.

MU 222 Aural Skills IV (1)

A lab course designed to be taken concurrently with MU 212 focusing on sight-singing and ear-training skills. Offered one day a week. Prerequisite: MU 221.

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 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. To receive general education credit for lessons, a student must successfully complete a total of 4 hours of private lessons.

Declared music majors and minors, or incoming students intending to declare, should enroll in lessons at the 200-level of study on their primary instrument or voice. Music majors who have successfully completed the Applied Gateway Examination should enroll at the 300-level for their primary instrument or voice. Students taking lessons for personal enrichment or BLUEprint 2.0 credit should enroll at the 100-level. Music majors or minors should also enroll at the 100-level for any secondary areas of study.

MU 152 Voice (1 - 2 each semester)

Private instruction in singing and vocal technique.

MU 162 Instrument (1 - 2 each semester)

Private instruction in, Piano, Organ, Brass, Woodwind, Percussion, Guitar, Bass, or Strings. Other instruments available by request when a well-qualified instructor is available to fulfill student demand.

MU 250 Voice: Music Major/Minor (1 - 2 each semester)

Private instruction in singing and vocal technique for music majors and minors as their primary area of applied study.

MU 260 Instrument: Music Major/Minor (1 - 2 each semester)

Private instruction in, Piano, Organ, Brass, Woodwind, Percussion, Strings, or Guitar for music majors and minors as their primary area of applied study.

MU 350 Voice: Music Major, upper division (1 - 2 each semester)

Advanced private instruction in singing and vocal technique for music majors as their primary area of applied study. Prerequisite: successful completion of the Applied Gateway Examination.

MU 360 Instrument: Music Major, upper division (1 - 2 each semester)

Private instruction in singing and vocal technique for music majors as their primary area of applied study. Prerequisite: successful completion of the Applied Gateway Examination.

MU 270, 370 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 226 Introduction to Neuroscience
PS 327 Sensory and Motor Systems
PS 261 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

NURSING

Assistant Professor Pamela Brown, Program Director

Assistant Professor Barbara Chumley

Assistant Professor Rebecca Hoaglin

Assistant Professor Angela Pierson, Program Coordinator of Traditional Track

Assistant Professor Sheila Rhodes

Assistant Professor Sonia Williamson

Part-time Instructor Ann O'Sullivan

The Bachelor of Science in Nursing (BSN) at Illinois College has two tracks: 1) the traditional prelicensure track and 2) the online RN to BSN track.

The nursing program has a Holistic Nursing Framework with five central themes essential for preparing nurses for professional practice in the 21st Century:

- :: Professionalism and “Inter-professionalism”: Success in the interconnected health care environments in which nurse leaders work in the 21st Century requires the ability to collaborate effectively across health care disciplines and professions.
- :: Leadership: The professional nurse must effectively lead and manage diverse teams and have the confidence and knowledge to advocate for the wellbeing of individuals and communities.
- :: Communication: Nurse leaders must communicate effectively with other health care professionals, as well as a wide range of constituencies within the communities they serve.
- :: Respect and Care for Diverse Populations: The effective nurse leader must have the intercultural competence to interact respectfully with individuals from diverse backgrounds and experiences.
- :: Ethics: At all times, the nurse leader must make decisions and address problems based on integrity and respect for human dignity. Leaders must role model ethical comportment.

The prelicensure or traditional track prepares you to be “ready” to take the National Council Licensing Examination (NCLEX) which allows you to become licensed as a Registered Professional Nurse (RN). Our traditional track requires a total of 127 credits and combines classroom instruction, and hands on practice in our nursing laboratory and various clinical sites. Students begin hands on clinical in the second semester of the sophomore year.

A sample traditional track degree plan is available. Please consult with your advisor about your individual plan for course registration and completion of program/graduation requirements.

ADMISSION: TRADITIONAL BSN TRACK

Admission as a Nursing major:

- :: High School Cumulative Grade Point Average of 3.0 or higher.
- :: ACT of 22 or higher /SAT of 1100 or higher

Admission as Pre-Nursing Student :

- :: ACT less than 22/SAT less than 1100
- :: Test Optional: High School cumulative Grade Point Average less than 3.0

TRADITIONAL TRACK: REQUIRED COURSES

BI 107 Human Biology or BI 110 Biological Investigations

BI 215 Medical Terminology

BI 245 Microbiology

BI 315 Anatomy & Physiology I
 BI 316 Anatomy & Physiology II
 CH 101 Chemistry and Society or CH 110 General Chemistry
 KI 225 Nutrition
 Language 102 or SP 101 and NU/HS 370, if starting at 101-level
 MA 123 Statistics (prerequisite MA 103 or placement higher) or SO 210 Social Science
 Statistics
 PS 101 Intro to Psychology
 PS 276 Lifespan Development
 SO 101 Intro to Sociology
 NU 250 Health Assessment & Basic Nursing Concepts
 NU 251 Lab/Clinical – Assessment
 NU 253 Lab/Clinical – Basic Concepts
 NU 310 Pharmacology
 NU 324 Maternal-Child Nursing
 NU 325 Clinical – Maternity
 NU 327 Clinical – Pediatric & Adolescent
 NU 330 Mental Health Nursing
 NU 331 Clinical – Mental Health Nursing
 NU 334 Adult & Geriatric Nursing
 NU 335 Clinical – Adult & Geriatric
 NU/PH 350 Biomedical Ethics
 NU 400 Nursing Research & Evidence-Based Practice
 NU 424 Public, Community & Population Health Nursing
 NU 425 Clinical Public, Community & Population Health Nursing
 NU 440 High Acuity Nursing
 NU 441 Clinical – High Acuity
 NU 450 Leadership & Health Policy in Nursing
 NU 451 Clinical - Leadership
 NU 460 Nursing Capstone

Students also must complete all BLUEprint 2.0 requirements, with the exception of, if a student enters needing the 101-level of language, the student will take SP 101 followed by NU/HS 370, which will also count toward Cultures and Worldview.

Note: A student may need to take one or more summer courses if they do not enter ready to take the 102-level language or needing any other prerequisite courses.

Students must maintain satisfactory progress through and completion of courses in each semester, including first year and sophomore level, in accordance with the Traditional Track Degree Plan and must maintain a cumulative GPA of 2.75 to progress through the Nursing Program.

RN to BSN Track (Online)

The purpose of the online RN to BSN is to provide current licensed registered nurses with the skills, knowledge, and abilities necessary to provide excellence in health care practice and leadership within a variety of health care settings. This is a fully online program. See <https://online.ic.edu/> for more information.

ADMISSION TO THE RN TO BSN NURSING PROGRAM

An entering student must possess an associate degree or diploma in nursing, from an approved nursing program, as well as a valid and unencumbered RN state license issued in the U.S.

ADN/transfer credits must include the following courses:

English Composition I

English Composition II (preferred) or another writing-intensive course

Human Anatomy and Physiology I

Human Anatomy and Physiology II

Microbiology

Introduction to Psychology

ADN/transfer credits should include the following courses (although these courses may also be completed concurrently):

Statistics

Introduction to Sociology (preferred) or other sociology course

An additional arts or humanities course

Major, for a Bachelor of Science in Nursing: minimum of 36 credits in 9 courses (24 credit hours of nursing, and 12 credit hours of interdisciplinary/cross-over courses). The core nursing courses require admission into the program. The three interdisciplinary, or cross-over, courses do not require admission into the program.

RN to BSN Track: Required Nursing Courses

NU 320 Concepts of Professional Nursing and Healthcare Policy

NU 340 Advanced Health Assessment

NU 360 Pathophysiology in Disease Management & Health Promotion

NU 410 Ethical Leadership & Management in Nursing

NU 420 Community & Population Health Nursing

NU 430 Nursing Research & Statistical Analysis

RN to BSN Required Interdisciplinary/Cross-listed Courses

NU/PH 350 Biomedical Ethics

NU/HS 370 Serving 21st Century Populations

NU/CO 381 Health Communication

Note: For students doing 2-2 Nursing, see page 101.

Nursing Courses

NU 250 Health Assessment & Basic Nursing Concepts

This course introduces the student to holistic nursing theory and concepts, and explains how nursing practice interacts with society. A comprehensive approach to eliciting health histories and conducting health assessments is emphasized. Students are introduced to basic medical-surgical nursing concepts and skills with an emphasis on adults with common health conditions. Nursing process serves as the basis for assessing, diagnosing, planning, implementing, and evaluating care in both the laboratory and clinical settings. Students provide care in various settings and address the privilege of becoming a professional nurse. Students are introduced to the critical role of the American Nurses Association and specialty nursing organizations in setting high standards for professional nursing practice. Corequisites: Students must also be enrolled in NU 251, and NU 253.

NU 251 Laboratory/Clinical: Health Assessment

Experiences in this course correlate to theories and concepts in NU 250. Students are introduced to skills and techniques needed to perform a comprehensive, focused and condensed health assessment with practice in acute, sub-acute, and non-acute care settings. The significance of normal and abnormal findings is emphasized. Other basic concepts include the fundamental aspects of

communicating, caring, assessing, diagnosing and documenting the patient's unique responses to their health condition, medical diagnoses, tests, treatments and procedures, and prognosis. Additional fees are applied. Corequisites: Students must also be enrolled in NU 250 and NU 253.

NU 253 Laboratory/Clinical: Basic Nursing Concepts

Experiences in this course correlate to theories and concepts in NU 250. Students are introduced to medical-surgical nursing in acute and sub-acute settings with an emphasis on skills needed to provide basic nursing care to adults with common health conditions. Students focus on assessment, deducting nursing diagnoses, planning, providing, and evaluating patient-centered care. Communication and documentation are key skills. Categories of independent, dependent and interdependent nursing diagnoses are also addressed. Additional fees are applied. Corequisites: Students must also be enrolled in NU 250 and NU 251.

NU 310 Pharmacology

This course brings a pathophysiological approach to pharmacology. Students use a systems approach to learning drug classifications and key drug prototypes. The principles of safe medication administration are emphasized. Students integrate knowledge from biological and physiological sciences to make connections between pharmacology, pathophysiology and the safe administration of medication therapies. Patient teaching is key to safe medication administration and students use current research to create patient teaching plans.

NU 324 Maternal Child Nursing

This course focuses on holistic nursing care related to childbearing women, neonates, infants, children and adolescents in acute, and community settings. Common acute and chronic health conditions are addressed. Contemporary issues in women's, families', infants, children's, and adolescent's health is emphasized. Emerging and evolving models of families are discussed. Students integrate concepts from genetics, growth and development, and health promotion/ disease prevention into care. Students write a scholarly paper documenting a holistic family assessment with a family centered disease prevention/health promotion plan. Corequisite: Students must also be enrolled in NU 325 and NU 327.

NU 325 Laboratory/Clinical: Maternity Nursing

Experiences in this course relate to the theories and concepts in NU 324. Students focus on providing care for the childbearing woman, neonate, and family in various settings and throughout the perinatal process. Common acute and chronic health conditions of mother and neonate are addressed. Additional fees are applied.

NU 327 Laboratory/Clinical: Pediatric & Adolescent Nursing

Experiences in this course relate to the theory and concepts in NU 324. Students focus on providing care for the infant, toddler, child, adolescent and family with acute and chronic health conditions in various settings. Growth and development and health promotion/disease prevention are emphasized. Additional fees are applied. Corequisite: Students must also be enrolled in NU 324 and NU 325.

NU 330 Mental Health Nursing

This course focuses on holistic nursing theory and concepts related to managing care for persons with acute and chronic psychiatric/mental health needs/conditions in acute and community settings. A developmental lifespan approach is used to situate mental health within the wellness-illness continuum. Emphasis is on establishing therapeutic relationships, therapeutic communications, interdisciplinary collaboration and on applying psychopharmacologic and therapeutic treatment principles. Corequisite: Students must also be enrolled in NU 331.

NU 331 Laboratory/Clinical: Mental Health Nursing

Experiences in this course relate to theory and concepts in NU 330. Students focus on providing nursing care for persons with acute and chronic psychiatric/mental health conditions across the lifespan. Using therapeutic communication skills and establishing therapeutic relationships are key components of students participating in an interdisciplinary team approach in a variety of settings. Additional fees are applied. Corequisite: Students must also be enrolled in NU 330.

NU 334 Adult & Geriatric Nursing

This course focuses on holistic nursing theory and concepts related to managing care for young, middle, and older adults with acute and chronic health conditions. Gender aspects of biological, epidemiological, psychological, and sociological health are considered. Growth and development and health promotion/disease prevention are emphasized. Attitudes about the aged, historical perspectives, transcultural concepts, growing old, and end-of-life issues are addressed. Corequisite: Students must also be enrolled in NU 335.

NU 335 Laboratory/Clinical: Adult & Geriatric Nursing

Experiences in this course relate to the theory and concepts in NU 334. Students focus on the care of young, middle, and older adults with acute and chronic health conditions in a variety of settings. End-of-life issues, growth and development, and health promotion/disease prevention are emphasized. Additional fees are applied. Corequisite: Students must also be enrolled in NU 334.

NU/PH 350 Biomedical Ethics

This course introduces students to matters of social justice related to health. There is a focus on fundamental ethical theories and principles relevant to modern healthcare and health disparities. Case studies are used to emphasize and put into practice ethical decision-making models and processes.

NU 400 Nursing Research & Evidence-Based Practice

This course focuses on the fundamental competencies the student needs in order to effectively use and communicate the process of scientific inquiry as the basis for professional nursing practice. Opportunities are provided for the student to apply evidence-based practice and the research process to critically read and analyze nursing research studies. A general understanding of and appreciation for research is provided. In this course the students will be exposed to an overview of evidence-based practice and research, consider ethical aspects related to the conduct of research, and explore processes related to qualitative and quantitative research.

NU 424 Public, Community & Population Health Nursing

This course focuses on theories and concepts related to managing care for vulnerable and other populations in community settings. Central themes include promoting and protecting the health of the public using health promotion, risk reduction and disease management, and strategies related to vulnerable populations. Evidence-based practice is guided by community assessments, epidemiologic data, environmental data, change, political action, and case management frameworks. Concepts of social justice, disparities in health and health care, and vulnerable and culturally diverse populations are addressed within a global context. Corequisite: Student must also be enrolled in NU 425.

NU 425 Laboratory/Clinical: Public, Community & Population Health Nursing

Experiences in this course relate to the theory and concepts in NU 424. The student focuses on managing nursing care for families, groups, and populations in community settings. Corequisite: Student must also be enrolled in NU 424. Additional fees are applied.

NU 440 High Acuity Nursing

This course emphasizes holistic nursing theory and concepts related to the care of patients with multisystem, unpredictable and complex health conditions. Students practice across settings,

from high-skill home care to long-term care to specialized critical care units. Students focus on the relationship between pathophysiology, disease management, and evidence-based holistic care, to further develop clinical reasoning skills that lead to optimal decision making in high-acuity situations. Corequisite: Student must also be enrolled in NU 441.

NU 441 Laboratory/Clinical: High Acuity Nursing

Experiences in this course relate to theory and concepts in NU 440. Students focus on providing care to persons with multisystem, unpredictable, and complex health conditions across the lifespan and in a variety of settings. Professionalism, communication, and conflict management skills are imperative to becoming part of an interdisciplinary team collaborating to deliver safe quality patient-centered care in chaotic and high stress situations. Additional fees are applied. Corequisite: Student must also be enrolled in NU 440.

NU 450 Leadership & Health Policy in Nursing Practice

This course emphasizes theories and concepts related to leadership, management and the nurse's role in the political process and health policy. Students focus on concepts of leadership, management, power politics, delegation, budgeting, and conflict management. Students are expected to apply concepts of professional practice models, professionalism, and interpersonal communication skills to foster positive work environments. Students engage with interdisciplinary teams to effect change that improves patient-centered care. The role of the nurse in the political process and health policy is examined, and students interact with legislators to inform and influence change in health care and the nursing profession. Corequisite: Student must also be enrolled in NU 451.

NU 451 Laboratory/Clinical: Leadership & Health Policy in Nursing Practice

Experiences in this course relate to theories and concepts in NU 450. Students focus on managing safe quality care for groups of patients in a variety of settings. Students are expected to apply leadership and management principles and use healthcare informatics, and explore the nurse's role in the political/legislative process to improve patient-centered care and facilitate change in nursing practice. Additional fees are applied. Corequisite: Student must also be enrolled in NU 450.

NU 460 Nursing Capstone

Students examine the research process, evaluate published nursing and other related research and write and present in a scholarly and professional manner. The student is expected to critically appraise qualitative and quantitative research, engage in evidence-informed clinical decision making and practice, including quality improvement activities and projects. The capstone project includes students researching and writing a scholarly paper and creating an artful engaging narrated PowerPoint presentation. Students identify a clinical issue that warrants a systematic appraisal of the relevant literature with the purpose of informing clinicians, critically evaluating the evidence, and translating findings into recommendations for interdisciplinary care teams. Prerequisites: NU 400 or permission of the instructor.

RN to BSN Nursing Courses

Note: The American Association of Colleges of Nursing's (AACN) and the Commission on Collegiate Nursing Education's (CCNE) Essentials for Baccalaureate Nursing Education related to the courses are noted at the end of the course descriptions. A student must be admitted into the RN-to-BSN nursing program to take any of these six courses.

NU 320 Concepts of Professional Nursing and Healthcare Policy (4)

This course addresses the skills, attributes, and role development of the successful professional nurse. Case studies examine the nurse's role in essential political, economic, and social forces affecting health care. Concepts of multidimensional care, plus skills of inquiry and analysis that inform clinical reasoning, professional judgment, and lifelong learning are integrated into personal practice. [Essentials I, V, VIII, IX]

NU 340 Advanced Health Assessment (4)

This course focuses on the theoretical and practical skills necessary to perform comprehensive physical, psychosocial, and cultural assessments of individuals, families, and groups. Gathering of specific data, across the lifespan and in vulnerable populations, is used to address common health problems. [Essential I; II; VI; VIII]

NU 360 Pathophysiology in Disease Management and Health Promotion (4)

This course provides an in-depth study of human pathological processes and their effects on homeostasis. The focus is on interrelationships among organ systems in deviations from homeostasis. Etiology, physical signs and symptoms, prognosis, and complications of commonly occurring diseases, their management, and preventive measures inform management of nursing care. [Essentials I; IV VII; IX]

NU 410 Ethical Leadership and Management in Nursing (4)

Current theories of management, ethical leadership, and change theories are examined. Students use self-assessment and reflection drawing from ethical principles and virtues, moral theorists, caring and empathy to share how complex ethical decisions are made. Case studies are used to address how leaders manage common ethical issues within healthcare. [Essentials II; IV; VI; VIII]

NU 420 Community and Population Health Nursing (4)

This course focuses on caring for vulnerable and other populations in community settings. Central themes include promoting and protecting the health of the public using health promotion, risk reduction, and disease management and control strategies related to vulnerable populations. Evidence based practice is guided by community assessments, epidemiologic data, environmental data, change, political action, and case management frameworks. [Essential VII; IX]

NU 430 Nursing Research and Statistical Analysis (4)

This course provides an opportunity for students to continue to develop skills related to nursing research. Research skills include appraisal of literature, research design, measurement and statistical analysis, as well as scientific inquiry. Students discuss the philosophy underpinning qualitative versus quantitative, versus mixed methods research, and how to evaluate such studies. Students analyze evidence-based literature related to directly or indirectly improving patient-centered care, and classify the quality of evidence to design a 'best' practice. [Essentials II; III; IX]

Interdisciplinary/Cross-listed Courses

Note: These courses may be taken by all students who meet any prerequisite.

NU/PH 350 Biomedical Ethics (4)

This course introduces students to matters of social justice related to health. There is a focus on fundamental ethical theories and principles relevant to modern healthcare and health disparities. Case studies are used to emphasize and put into practice ethical decision-making models and processes. [Essential V, VII; VIII]

NU/HS 370 Serving 21st-Century Populations within the Health Professions (4)

This course focuses on meeting the needs of the increasingly diverse populations served by the U.S. health care system, with particular emphasis on Hispanic populations. Basic medical Spanish will be covered. The course will address both theoretical issues such as intercultural competency and barriers to health care access, as well as practical strategies for successfully working with diverse communities. Prerequisite: junior standing or permission of instructor. [Essential VII; VIII; IX]

NU/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. [Essential VI]

OCCUPATIONAL THERAPY

(See BIOLOGY page 13 and 32)

PHILOSOPHY MINOR

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)

Logic is the study of natural language, arguments, and systems of reasoning. This course will have five parts: (1) natural language and arguments; (2) fallacies; (3) inductive reasoning (e.g., arguments by analogy); (4) deductive reasoning (e.g., categorical syllogisms); and (5) using logic to explain and evaluate classic philosophical texts, including Plato's *Euthyphro*, *Meno*, and *Phaedo* (Platonism) and Lucretius's *On the Nature of the Universe* (materialism). Several times during the semester we will see the similarity between the study of logic and the study of law by examining the LSAT (Law School Admission Test).

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 213 Agricultural Ethics (4)

In this course, we will study and apply theories of ethics to agriculture—primarily agriculture in the United States. After noting the complexity of the food system and briefly considering the history of American farming, we will examine current moral issues in American agriculture concerning animals, fertilizers and pesticides, genetically modified organisms (GMOs), farmworkers, local food, organic farming, fair trade, agriculture’s sustainability, and the health of Americans.

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 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)

In this course, we will study and apply Western theories of ethics to the policies and actions of companies in the mixed market economy of the United States and other capitalist countries, that is, an economy in which the production and sale of goods and services are structured by a combination of market forces, such as supply and demand, and government regulations. We will discuss broad moral issues, such as the relation between business and government and what it takes to establish and maintain a company’s ethical culture, as well as specific issues that arise in ordinary business practices, such as marketing, product safety, and workers’ rights. In our spotlight section near the end of the semester, we will focus on the processed food industry in the United States. (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 350 Biomedical Ethics (4)

This course introduces students to matters of social justice related to health. There is a focus on fundamental ethical theories and principles relevant to modern healthcare and health disparities. Case studies are used to emphasize and put into practice ethical decision-making models and processes. (See NU 350.)

PH 461, 462 Independent Study in Philosophy (1 - 4)

PH 463, 464 Internship in Philosophy (1 - 4)

PH 465, 466 Independent Research in Philosophy (1 - 4)



PHYSICS

Associate Professor Jeffrey E. Chamberlain

Assistant Professor Josiah Kunz

The Department of Physics provides courses dealing with the basic principles of behavior of matter and energy and their relationship to human society. They enhance critical thinking ability and train students in the techniques of quantitative reasoning and laboratory measurement in physical science. The complete physics major program provides the student with a high level of competence in all these skills, which are valued by employers in the fields of science, engineering, medicine, business, law, management, and a large variety of interdisciplinary fields, and for admission to and success in graduate school.

Physics Major: Physics Track

A major in Physics consists of a minimum of 28 semester hours in classroom and laboratory physics courses, along with a minimum of 16 semester hours of Mathematics courses as tool courses for the major. Students must take PY 225 College Physics I, PY 226 College Physics II, PY 321 Analytic Mechanics: Statics, and 16 additional hours of course work in 300-level courses in Physics including at least 3 of PY 301 Circuits, PY 302 Electricity and Magnetism, PY 303 Light, or PY 365 Quantum Theory and Spectroscopy. Students must also take MA 213 Calculus I, MA 223 Calculus II, MA 233 Calculus III, and MA 332 Introduction to Differential Equations as tools for the major. Students who do not place into calculus will need to take additional hours in mathematics. Students interested in further study in physics should take additional courses in physics, chemistry, math, and computer science. It is strongly recommended that physics majors have at least one internship or research experience as PY 465/466 in addition to the above.

A Physics minor shall consist of PY 225, 226 and 8 additional hours of Physics at the 300-level including at least one of the following courses: PY 301 Circuits, PY 302 Electricity and Magnetism, PY 303 Light, or PY 365 Quantum Theory & Spectroscopy.

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 16 hours must be at the 300-level. MA 332 and three additional courses chosen from the major requirements for the chemistry, biology, or computer science major are also required. These three should be chosen in consultation with the student's Physics advisor to best meet the needs of the particular engineering program that the student wishes to pursue. The most commonly selected courses are CH 110, CS 160 and CS 170. 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 2.0 requirements for graduation from Illinois College. See page 13 for additional information. Faculty approval to be in a 3-2 program is given if a 2.75 average (on a 4.0 scale) is achieved in courses in Division II (Biology, Chemistry, Computer Science, Mathematics, and Physics). Students are strongly encouraged to work closely with their advisors to verify that the general education requirements of the engineering institution are also fulfilled by their Illinois College studies. Students need to complete their graduation application and degree audit with the Illinois College Office of the Registrar prior to leaving campus to attend the transfer institution.

Since students participating in the 3-2 Program in Engineering receive degrees from both Illinois College and the college or university at which they complete their degree, these students need to fulfill the general education requirements of both. In acknowledgement of the curricular constraints posed by this situation, the following accommodations will be made. They will be allowed only for those students in the 3-2 Program in Engineering who successfully complete the engineering program at the institution to which they transfer.

1. Students in the 3-2 Program in Engineering whose level of language participation necessitates their enrollment in a 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 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 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. 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. Four class hours and one two-hour laboratory period per week. 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. Prerequisites: PY 226 and MA 223.

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. Prerequisite: PY 226. Corequisite: MA 233, or permission of instructor.

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. Prerequisites: PY 226 and MA 223.

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. Prerequisites: PY 226 and MA 223.

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. Prerequisites: PY 225 and MA 213.

PY 322 Analytic Mechanics: Dynamics (4)

Kinematics, kinetics, simple harmonic motion, work, energy, power. Prerequisite: PY 225. Corequisite: MA 223.

PY 323 Thermodynamics (4)

This course covers the fundamental concepts of temperature, work, and heat. Specific topics include the Laws of Thermodynamics, gas laws, entropy, conditions of equilibrium, gas cycles, the Maxwell relations, chemical potential and equilibrium, Gibbs' phase rule, Clapeyron-Clausius equation, kinetic-molecular theory, and the Maxwell-Boltzmann distribution. This course does not include a lab period. Prerequisites: CH 110, PY 225, and MA 223. Offered spring semester of even years. (See CH 323.)

PY 365 Quantum Theory & Spectroscopy (4)

(See CH 365.)

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

Professor Winston R. Wells

Assistant Professor Dane G. Wendell

Political science courses are designed to give students a deep understanding of government and politics, political behavior, and public policy, both in the US and around the world. Students in our courses become experts in American and international political institutions, and they build concrete skills for global citizenship and civic leadership. Our courses prepare students for government service and careers in law, journalism, electoral politics, and teaching.

Political Science majors must complete a minimum of 36 semester hours (nine courses) in the discipline, including PO 101, PO 150 (or PO 180), a 200-level elective, two 300-level American Politics electives, two 300-level International Relations/Comparative Politics electives, one 200- or 300- level elective, and PO 485, the departmental capstone. In addition, all majors are strongly encouraged to pursue experiential learning opportunities such as internships, study abroad/ BreakAway, or service projects. Some departmental funds are available to support these activities.

To minor in political science, students must complete a minimum of 20 semester hours (5 courses) in the discipline, including PO 101, PO 150 (or PO 180), and three elective PO 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.

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.

PO 260 Political Psychology (4)

Political psychology is an exploding interdisciplinary field of study dedicated to understanding the psychological underpinnings of political cognition and political behavior. Researchers in this field use the tools of psychologists, behavioral economists, and cognitive scientists to study core questions about politics in novel and exciting new directions. Key questions answered in this course include: How is personality related to politics? Are politicians psychopathic? Are there psychological underpinnings of authoritarianism? Are there intuitive ethics and moral foundations that underlie all societies? Can humans overcome cognitive biases and prejudices in politics? Why are conspiracy theories so hard to combat?

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 275 Campaigns 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.

PO 280 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.

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.

PO 369 Political Behavior (4)

Political behavior is the study of how people think and act politically. This course deeply investigates several important questions about people and politics: Is the mass public hopelessly divided by politics? Are American citizens knowledgeable about politics? Should we trust American citizens to elect good officials? Can misinformation hurt our democracy? In what ways do men and women operate differently in politics, as both voters and policy makers?

PO 379 Constitutional Law (4)

An examination of both the governmental foundations and individual rights and freedoms. Students will study the plain language of the U.S. Constitution, the evils that it sought to remedy, Supreme Court decisions applying that text to situations unimagined by its drafters, and current events. Students will learn how the Constitution impacts all Americans, from the artist to the anarchist, and the preacher to the police officer. This course requires extensive reading, analysis, classroom participation, and writing.

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.

PO 386 International Relations (4)

A study of international systems, relations among states, problems of war and peace, and theoretical issues.

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.

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.

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.

PO 465, 466 Independent Research in Political Science (1 - 4)**PO 485 Senior Seminar (4)**

A capstone seminar bringing together all graduating majors to examine major themes in our discipline. Students will examine classic and current scholarship in the discipline that will lead to writing a senior essay and its formal presentation.

PRE-LAW MINOR

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

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

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

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

Professor Elizabeth Rellinger Zettler

Professor Jeremy Turner

Assistant Professor Alex Moore

Visiting Assistant Professor Shahyad Ghoncheh

Visiting Assistant Professor Loretta McKenzie

Visiting Assistant Professor Matthew Wiediger

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 226; and
- :: PS 401

A Neuroscience concentration consisting of 24 credit hours is available for Psychology majors. Students with other majors can minor in Neuroscience. (See page 136.)

The Neuroscience concentration consists of an introductory course in either Biology (BI 107 or 110) or Psychology (PS 101); three core Neuroscience courses: PS 226 (Intro to Neuroscience), PS 327 (Sensory & Motor Systems), and PS 261 (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.

PS 101 Introduction to Psychology (4)

A general survey course prerequisite for all courses in the department.

PS 203 Careers in Psychology (4)

A survey of topics designed to support the pursuit of a career within the field of Psychology, broadly speaking. Major topics include succeeding in the major, job prospects for students at different levels of education across subfields, and approaches that support career development.

PS 209 Psychology of the Exceptional Child (4)

A detailed study of all areas of exceptionality, from the challenged to the challenging. Prerequisite: PS 101.

PS 226 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. Prerequisite: PS 101, BI 110, or BI 107. Offered spring semesters.

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. Prerequisite: PS 101.

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. Prerequisite: PS 101.

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.) Prerequisite: PS 101. 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. Prerequisite: PS 101, BI 110, or BI 107.

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. Prerequisite: PS 101.

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.) Prerequisite: PS 101. 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.) Prerequisite: PS 101.

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. Prerequisite: PS 101.

PS 282 Social Psychology (4)

A study of the psychological and sociological factors of interaction between individuals in social groups and collectives. Prerequisite: PS 101. 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). Prerequisite: PS 101.

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. Prerequisite: PS 101.

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. Prerequisite: PS 101.

PS 322 Cognitive Psychology (4)

A survey of theory and principles that reveal the nature of thought and mental processes engaged during thinking. Major topics include perception, attention, memory, language, neural function, and consciousness. Prerequisite: PS 101.

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. Prerequisite: PS 101, BI 110, or BI 107.

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. Prerequisite: PS 101.

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. Prerequisite: PS 101.

PS 347 Alcoholism and Addiction (4)

(See SO 347.)

PS 350 Consumer Behavior (4)

(See MG 350.)

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. Prerequisite: PS 101.

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. Prerequisite: PS 101.

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). Prerequisite: PS 101.

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 Seminar (4)

Offered fall semesters. Prerequisite: PS 101, PS 243, 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

Professor Adam L. Porter

Assistant Professor Timothy McGee

Assistant Professor Gwendolyn Gillson

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

A Religion Minor consists of 20 hours in Religion: RE 190 and 16 additional hours in religion classes. It is an excellent choice to enrich any major subject area, whether in Math and Science, Social Science, Business and Economics, or Humanities and the Arts. It helps prepare students for any career in our increasingly interrelated, multicultural world.

An Interfaith Studies Minor is also available. See page 114 for details.

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 and Diversity (4)

“Who do you say that I am?” Throughout Christian history and in the contemporary world, there are numerous and sometimes quite incompatible responses to this question about Jesus’s identity. This course introduces students to the Christian tradition in history and the contemporary world through a focus on the diversity of these “interpretations of Jesus,” including in the global religious and interfaith context. Through this course, students will also gain the critical and cross-cultural thinking skills required for the academic study of religion. No previous knowledge of Christianity or religious studies is assumed.

RE 166 Satan in Popular Culture (4)

Satan is hot in popular culture. This course will explore how Satan has been viewed by the West. We will consider Satan’s (few) appearances in the Bible but most of the class will be spent looking at more recent representations of Satan in literature, comics, film, music, and television. We will focus on how people have imagined Satan differently and what has prompted these different versions of Satan to be imagined.

RE 167 Cults and the End of the World (4)

What is a cult and why would somebody want to join one? What might the end of the world look like? Why are people worried about the apocalypse? This course will attempt to answer these questions through the study of different groups that have been labelled “cults.” We will explore why people choose to join new religions and why others call those new religions “cults” but why we’re supposed to call them “New Religious Movements.” We will also try to discover why many

of these new religions focus on the end of the world, the coming apocalypse, and the rebirth of humanity and society. Throughout the semester we will use a variety of groups from America and Asia to illustrate four key themes within New Religious Movements: charismatic leadership, the end of the world, race and gender, and violence.

RE 175 Religion and Sports (4)

The relationship between athletic competition and religious worship is as old as the Olympics in ancient Greece. Why do some religions encourage athletic competition, while others see sports as incompatible with religious life? How do specific religious commitments conflict with athletic competition? Why do some religions borrow athletic imagery to describe the religious life? How do sports use religious imagery? In this class, we will look at the role of sports in several religions from ancient Greece to contemporary America. We will look at Jews, Christians, Muslims, among others, examining the relationship between their religious commitments and athletics. Finally, we will think of how athletics and religion often take on each other's qualities to the point that sports can be analyzed as a form of religion.

RE 177 Religion, Agriculture, and Environment (4)

Religion – and Christianity in particular – has been called one of the greatest threats to the environment, the Bible often being used to justify the exploitation of natural resources for human benefit. Is this true? Does it have to be the case? In this class, we will explore how religious commitments shape attitudes toward the environment, and ways that people can act in an environmentally ethical manner through their religious traditions. We will look, in particular, how the Bible has been called upon on all sides of the debate, but also turn to other traditions, such as Hinduism and Buddhism for comparison.

RE 181 Gods, Monsters, and Sex in East Asia (4)

What do femininity and masculinity look like in East Asia? How many genders are there according to East Asian religions? This course will examine these and other related questions to explore the meaning of gender and sexuality in East Asian religions. Using stories, traditions, and testimonies of gender transformation and fluid sexuality, along with their counterpoints of gender rigidity and restrictive sexuality, it will look at both historical and contemporary expressions of gender and sexuality across East Asia to show the variety of interpretations of women, men, and everything in between that lie at the heart of East Asia. (See HI 181.)

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. 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 207 Killing in the Name of God(s) (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 214 Healing and Healthcare (4)

Illness is a universal human experience and so is the desire to give meaning to illness. Nevertheless, cultural and religious differences can produce very different interpretations of the meaning and significance of illness for both individuals and those around them. In this course we will examine religiously-informed understandings of illness (of body, mind, and spirit) as well as the interpretative and healing strategies different cultures have developed to explain, address, and alleviate it. We will cover faith healing, Ayurveda, Traditional Chinese Medicine, shamanism and a variety of alternative ways of thinking about health and the human body in order to make sense of why people pursue non- Western biomedical forms of medicine. In addition, we will explore how different ways of healing raises questions about the differences between disease and illness, curing and healing, and religion and folk tradition.

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. Films are one of the most complex art forms, but most people watch them passively. In this class we will learn to "read" them carefully, analyze them, and reflect upon them. While the content of the films will be biblical and religious, the skills learned in this class are applicable to any film-based medium.

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 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
 Assistant Professor Jaclyn Tabor
 Assistant Professor David Walter

The Department of Sociology, rooted in the liberal arts at Illinois College, is dedicated to developing students' awareness of the interconnections between individual lives and the larger social context. Through our courses and faculty advising, we ask students to question the taken-for-granted by requiring them to examine the impact of society on individual choices, behaviors, and attitudes, as well as how patterns of individual choices, behaviors, and attitudes create the society in which we live. In addition, we encourage our students to recognize the ways in which their sociological knowledge complements understanding other disciplines in which they are participating.

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 encouraged to complete courses in government and policy and in computer literacy. 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. This course is a prerequisite for all other sociology courses.

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). Prerequisite: SO 101. 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. This course will examine social problems from each of the major sociological paradigms (symbolic interactionist, conflict, and functionalist) to illuminate recurring substantive problems in the areas of economic inequality, social inequality, and the restriction of democracy. Prerequisite: SO 101. Offered every spring semester.

SO 224 Family Relationships Across the Life Course (4)

This course will introduce you to how sociologists study families, identifying the core concepts, theories, and methods used by scholars as well as exploring the history, present, and future of families in America. We will consider both the “public” and “private” dimensions of families over the course of the semester - families as settings for socially important tasks such as raising children and caring for family members, but also as the place where we experience much of our private lives. The course culminates in a research paper exploring a family-related social problem. Prerequisite: SO 101. Offered every other fall semester.

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 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. Corequisite: SO 210 or equivalent statistics course. 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 semesters.

SO 326 Modern Love (4)

Integrating sociology with other social science perspectives (including history, psychology, and anthropology), this course will explore romantic love, sexuality, and intimate relationships in the modern world. Progressing through the semester, class readings, films, and discussions focus on the various ways individuals fall in love, come together, settle down, break apart, and find love

again. In doing so, we critically interrogate the evolution of dating and marriage in U.S. history and abroad along with their impact on contemporary society. We will also consider contemporary issues that impact our current understandings of romance, dating, and marriage – including cohabitation, online dating, the legalization of same-sex marriage, and the #Metoo movement. Prerequisite: SO 101. Offered every other fall semester.

SO 337 Aging and the Life Course (4)

This course makes a critical examination of the facts, fictions, and theoretical frameworks for understanding aging in its multicultural social contexts, and considers the implications for people's social and personal lives. We will examine perceptions of older individuals and the process of aging from social constructionist and life course perspectives, exploring our beliefs, values, and cultural traditions regarding aging. We will also look at the various social institutions impacting the lives of older Americans, such as work and the economy, government and politics, the healthcare system, and families. Major components of this class include service hours at a local senior home and the development of a proposal for elder-positive changes in Jacksonville, Illinois. Prerequisite: SO 101. Offered every other 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 other spring semester.

SO 341 Criminology (4)

Crime and delinquency as major forms of deviance; scope and distribution of crime and delinquency, and character of offenders; treatment of relevant theory as well as treatment, prevention, and control will be highlighted. Prerequisite: SO 101. Offered alternate fall semesters.

SO 343 Prisons and Institutions of Social Control (4)

This course will familiarize students with the treatment of adult offenders in detention and incarcerations in both short and long-term institutions. This course also emphasizes the analysis of punishment in our criminal justice system, with a focus on why we punish. This is all examined in the context of correctional philosophies, history and development of corrections, including relevant theories, practices, systems analysis, and treatment modalities. Prerequisite: SO 101. Offered alternate spring semesters.

SO 344 Juvenile Delinquency (4)

This course will focus on the nature, extent and causes of juvenile delinquency with attention also given to methods of prevention and treatment. Prerequisite: SO 101. Offered alternate 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 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. This course serves as the capstone experience in the Sociology Department. 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 IN GLOBAL STUDIES MINOR

Professor Steven M. Gardner

Professor Margaret A. Marek

Assistant Professor Diana Grullón-García

The Department of Global Studies offers five minors: French, German, Global Studies, Japanese, and Spanish as well as a Spanish major concentration. A minor consists of 20 hours.

Spanish in Global Studies minor:

- :: GB 101 or GB 105
- :: Four courses at the second semester level or above (SP 102). This includes GB 131, GB 150, GB 231, GB 235, GB 251, GB 255, GB 256. Students may complete coursework in Spanish in these courses.

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

See Global Studies (page 93) for more information on the Spanish major concentration and the 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.

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 310 Advanced Spanish for Professions (4)

An introduction to Spanish business vocabulary, forms, economic matters and career possibilities. Comprehension and communication in many common business situations. Prerequisite: SP 203 or consent of instructor.

SPORTS MANAGEMENT

Administered by the Business Department

The Sports Management major prepares students for a variety of career paths connected to professional and collegiate sports, as well as the organizations that surround pro/college sports. The Sports Management major emphasizes a combination of experiences in the classroom, with campus teams, and with professional sports teams to provide a unique preparation. Problem solving, data analysis, hard work, and creativity are critical skills emphasized within the major. All Sports Management majors have the option to culminate their majors by working on a project with a professional sports team. Recent clients have included teams from MLB, NFL, and the NBA.

A major in Sports Management shall consist of 46 credit hours.

- A. Core Courses (22 credit hours):
EC 105; AC 231; CO 210; one of MG 315, PH 315, or CO 315; and one of MG 463/464, IS 302, or IC 421; and MG 491.
- B. Sports Management (24 credit hours):
MG 280; MG 355; two of the following: MG 305, MG 365, MG 410; and two of the following: MG 354, MG 364, KI 214, or additional internship hours.

A minor in Sports Management consists of 20 credit hours from MG 280, MG 355, and three of the following: MG 305, MG 365, MG 410, or KI 214.

The required MG numbered courses are listed in the Business Administration section of the catalog on page 37.

The Business Department also offers majors and minors in ACCOUNTING (page 19), AGRIBUSINESS (page 22), BUSINESS ADMINISTRATION (page 37), ECONOMICS (page 58), FINANCE (page 85), HUMAN RESOURCE MANAGEMENT (page 109), MANAGEMENT (page 121), MARKETING (page 122). Please see the department chair for any further details.

THEATRE MINOR

Professor Nancy Taylor Porter
Associate Professor Craig Steenerson
Assistant Professor Aasne Daniels

The Theatre Program at Illinois College is dedicated to teaching students skills to prepare them for work and participation in the theatre world after graduation and to excel in the 21st-century workforce at large: leadership, creative problem-solving, collaboration, critical thinking, professionalism, and integrity. In addition to developing students' analytical and communication skills as part of a liberal arts institution, the program also encourages students to develop their theatrical abilities through a program of coursework and guided experience in acting, directing, management, design, and the use of technologies most common in theatre. Practical, hands-on experience in TheatreWorks productions allows students to put their knowledge into practice and to showcase their work for the larger community.

The Theatre Program currently offers a minor, but students may also pursue a Theatre Arts interdisciplinary major, designed by the student and a theatre faculty advisor. As part of the Communication Arts Department, the Theatre Program encourages explorations of connections with Art and Communication and Rhetorical Studies as well as English. If you are interested in this option, please see the Individualized Studies Major and contact Dr. Nancy Taylor Porter.

The minor consists of 24 hours of coursework (6 courses) and 3 productions (TH 150/151):

- :: TH 190, TH 222 or TH 231 (2 courses),
- :: TH 485
- :: 12 hours of electives (3 courses), 8 of which must be at the 300-level or above, including one of the tech theatre classes (361, 362, 363). Other options include upper-level acting classes (351, 352, 353) or Scriptwriting (TH 326).
- :: 3 productions (at least one onstage—which can include the semester in an improv troupe—and one backstage)

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 program chair.

- :: 1 credit hour awarded for backstage crew, or light and sound board operators
- :: 1.5 credit hours awarded for assistant stage managers
- :: 2-2.5 credit hours awarded for stage managers
- :: 1.5-2.5 credit hours awarded 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 190 From Comic Books to Blockbusters (4)

This course looks at superheroes as they appear in comic books and films dating from the 1940s to the present day. Special attention will be paid to the evolution of heroes' and heroines' identities across time. The final project is the creation of a short superhero film/comic.

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 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 as well as a working vocabulary in scenery and property construction, scene painting, lighting, and sound will be stressed. Offered every semester.

TH 326 Scriptwriting Workshop (4)

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 and peer review. The final project is a one-act play.

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, clown, physical comedy, soundscapes, and translations of film, art, and music into theatrical performance. The course culminates in a piece of devised theatre on a topic chosen by the students and performed 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 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, 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 and the director choose two students to participate in the regional Irene Ryan Scholarship Audition. In conjunction with their director, they research and prepare scenes to present at the festival.

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 program'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 stage with a focus on exploration and collaboration with actors and designers. Additionally, students will gain project management and leadership experience, practicing the organizational and communication skills required to helm a production. The final outcome of the course for each student will be a fully realized production of a one-act play in the ICEBOX. 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 program 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 Theatre Directing. All proposals are subject to program approval. Accepted proposals are contingent on students meeting the above conditions.

CO-CURRICULAR AND SPECIAL ACADEMIC PROGRAMS

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

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

BreakAway Program

The BreakAway program offers students a unique learning opportunity beyond the campus. Faculty members offer courses which include travel off campus, usually for 10 days to three weeks when classes are not in session. Students of any class standing are eligible to participate. Past BreakAways have included: Costa Rica, Mexico, England, Germany, Greece, Ireland, Italy, Morocco, Spain, Japan, China, Thailand, a Civil Rights Tour of the South, Tropical Ecology in the Florida Keys, the 2008 Democratic National Convention, and Tornado Chasing in the Midwest. BreakAway destinations 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 in Lincoln Hall. The Campus Writing Center offers peer tutoring, faculty assistance and a number of other support services to all writers at Illinois College. A select group of juniors and seniors are chosen from different departments to serve as peer consultants in the Center. Writers may make appointments or use the walk-in consultation service. Hours are posted each semester. The Center also hosts special events.

Center for Academic Excellence

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

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

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

Community-Engaged Learning

Illinois College's students are active members of the community, fulfilling our mission to develop qualities of mind and character needed for fulfilling lives of leadership and service. Illinois College has a long-standing tradition of service, and our students take great pride in being engaged within the community. Many students are involved in campus courses or organizations dedicated to service learning, while others seek out opportunities to share their talents with the Jacksonville community on their own time. Whether cleaning up the Illinois River, fundraising for the local women's shelter or building homes for Habitat for Humanity, IC students regularly incorporate service into their college experience, diversifying their backgrounds in the liberal arts.

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

First-Year Experience and Transfer Student Experience

The First-Year Experience and Transfer Student Experience are designed to help students successfully transition to Illinois College. The College wants all new students to be prepared for college courses, to learn effective study habits and to learn to engage with professors. The First-Year Experience and Transfer Student Experience offer exciting events and focused seminars where students will meet other new students and learn about the College. More information can be found at 217.245.3094 or www.ic.edu/firstyearexperience.

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. Prepare for fall semester by signing up for classes, talking with an academic advisor, and learning about your first-year experience. 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.)

FIRST-YEAR SEMINARS

The First-Year Seminar at Illinois College introduces students to the unique value of a liberal arts education and will help them develop strategies for success that they will build on throughout their college journey. 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.

TRANSFER STUDENT SEMINARS

Transfer Student Seminar courses at Illinois College provide incoming transfer 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

avariety of disciplinary perspectives, are developed to assist transfer students in completing requirements in the BLUEprint 2.0 General Education program. They also help connect transfer students to the campus resources and opportunities that are especially vital.

SUMMER COMMON READING PROGRAM

The IC summer common reading program is designed to introduce new students to the intellectual life of Illinois College. The goals of the program are to stimulate discussion and critical thinking surrounding topics of contemporary relevance, to enhance the connection between students, faculty and staff, and to provide a common experience.

All first-year students are expected to complete the common reading over the summer. As they read, students will also complete a note-taking assignment to be turned in the first day of their seminar class. This will prepare them to begin writing their first essay under the guidance of their seminar professor during the first weeks of classes. Details of the program will be introduced to students and their family members during the READY, Set, Go! registration days.

WELCOME WEEK

At Illinois College, you will find many opportunities to explore campus and beyond with various events geared toward first-year students. Starting during your arrival on campus for Welcome Week, you will have experiences that are designed to ease your transition to Illinois College. Before classes begin, new students and their families will arrive on campus to check-in. Once you get settled into your residence hall it will be time for your family to depart.

Through Welcome Week we provide a wide range of required and optional events to help you in getting connected. You will connect with your fellow new students, explore campus and settle into your new home. You'll spend evenings socializing with new friends as you enjoy a hypnotist, casino night, dance party and more. Learn all about the student organizations and other ways to develop your leadership skills and get involved on campus. Get yourself networked to all the technology resources and meet the staff here to help you succeed.

COMMUNITY CONNECTIONS

Illinois College's vision is to build an international reputation for inspiring achievement and empowering students to make a difference in the world. Students embody this during their first week on campus with the annual Service Blitz. 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.

SPECIAL FIRST-YEAR CONVOCATIONS

Attending convocations is a graduation requirement at illinois college. These events create a shared experience designed to give us something new to think about and discuss with each other. They are 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 community.

During your first semester, the entire first-year class will attend special first-year convocations together at least three times. These specially selected events cover important topics like diversity and equity, healthy choices and wellness, and the summer common reading. Your first-year seminar professor will list these special convocations on your syllabus and you will find out more about them in the fall.

If you'd like more information on the college's full convocation program, please go to <https://www.ic.edu/convocation>.

ADDITIONAL CONNECTIONS

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, practical and student teaching, students in every major have the opportunity to take part in supervised, credit-bearing professional experience programs.

These programs engage students in the application of theoretical or classroom knowledge in practical, work environments. Each student who participates in one of the professional experience programs works with a faculty member to establish learning objectives and course requirements through a learning contract or syllabus. These documents reflect the unique challenges and learning opportunities presented to each student while ensuring the academic quality of the program. Students interested in participating in one of the professional experience programs should begin the process by talking with their academic advisor. Internship credit hours are awarded based on a minimum of 45 hours of work for each hour of credit. Faculty supervisors will provide, as part of the internship learning contract, the projected hours for site work, writing and presentations. Many programs are offered during the academic semester and the summer, but it is important to plan ahead in order to meet application deadlines and assure appropriate course scheduling. Internships for academic credit must be established and recorded with the Office of Career Readiness & Experiential Learning and the Office of the Registrar by the tenth day of the academic term or by May 15 for summer internships.

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

CHICAGO CENTER FOR URBAN LIFE AND CULTURE

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

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

Applications are due during the fall semester. Once approved by Illinois College and accepted to the program, students register for credits 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. Financial aid may be available in the summer to assist in covering these fees depending on how many credits a student is enrolled in and academic standing. More information about the Chicago Center for Urban Life and Culture program is available in the Career Readiness Office and through the internet at www.chicagocenter.org.

CLINICAL EXPERIENCES IN EDUCATION

Courses in education are designed to provide preparation for students who anticipate careers in elementary, secondary or K-12 teaching. Students are assisted in selecting their required practicum and student teaching experiences by the director of clinical experience.

COMMUNICATION

Students who are interested in a career in journalism or public relations may wish to major in the Department of Communication and Rhetorical Studies or English. 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 Readiness or their academic department about these possibilities.

ENVIRONMENTAL ISSUES INTERNSHIP PROGRAM

Students interested in the environment may apply for a paid, summer internship with Starhill Forest Arboretum 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 EXPLORER INTERNSHIP PROGRAM

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

Summer internships are typically 10-11 weeks of full-time work beginning in May. 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 Readiness. Program partners have included:

ABRAHAM LINCOLN PRESIDENTIAL LIBRARY AND MUSEUM

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

HENSON ROBINSON ZOO

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

HERITAGE HEALTH THERAPY AND SENIOR CARE

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

ILLINOIS STATE MUSEUM

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

LINCOLN'S NEW SALEM STATE HISTORIC SITE

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

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

MILLS EXPERIENTIAL LEARNING FUND

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

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.

Financial aid may be available in the summer to assist in covering these fees depending on how many credits a student is enrolled in and their academic standing. Applications for this program are typically due in the fall semester of the year prior to the expected experience.

More information about The Washington Center program is available in the Office of Career Readiness and via the internet at www.twc.edu.

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

AFFIRMATION OF COMMUNITY RESPONSIBILITY

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

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

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

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

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

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

(Adopted by the Faculty, 2018)



ACADEMIC RIGHTS AND RESPONSIBILITIES

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.

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 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 32 hours, including 24 of their final 32 semester hours, at Illinois College. For sufficient cause, students may appeal this policy through written petitions in the Educational Policies Appeal form on Connect2.

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

Class Registration

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

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

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

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

Withdrawals

In courses in which a grade has not already been filed, on-campus students may withdraw from a full-term course until Monday of the tenth week of classes with a grade of ‘W’. If a student withdraws from a repeated course, the ‘W’ does not replace a grade in the previous course. See Satisfactory Academic Progress (page 184) for the impact of withdrawals.

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

On-campus students intending to withdraw from the college must report their intent to withdraw to the Office of Academic Affairs on the second floor of Tanner Hall. Students who withdraw from the College after the tenth day of classes and before the Monday of the tenth week of classes will receive a grade of ‘W’ (withdraw) in all courses for which a grade has not already been filed. Students withdrawing from the College prior to the seventh week of classes will receive a partial refund of tuition as stipulated on page 214. Students who withdraw from the College must receive permission to return from the Provost before re-enrolling.

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

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

Credit/No Credit Registration

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

Repeat Courses

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

Incomplete Grades

In consultation with the Dean of Student Success, an instructor may award the grade of Incomplete (I) when extenuating circumstances make successful completion of course requirements impossible. A grade of incomplete must be made up prior to the 10th day of the subsequent semester (census date) at which time the grade defaults to an 'F' unless a Course Completion Contract is filed with the Provost specifying an alternative timetable and default grade. For students taking courses online, those in the A subterm have until the end of the semester to complete the course requirements; students taking courses in the B subterm have until the 5th day of the subsequent semester (census date) to complete the course requirements. If a student, on campus or online, has incomplete course work, all federal and state financial aid, including loans, cannot be disbursed until all incomplete work has been completed. If a student has not made satisfactory academic progress (SAP) by the census date and is placed on SAP suspension, the student is not eligible for any financial aid funding and will be responsible for all charges incurred.

Summer Study on an Individual Basis and Internships

With faculty supervision, students may register for credit for an independent study or participate in college-approved internships during the summer. Internships for academic credit must include summer assignments, opportunities for reflection on the activities of the internship, and a culminating project. Approval by a faculty supervisor and the Office of Career Readiness is required by June 1 each year. The internship learning contract, available from Career Readiness, is required. (See page 176 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. No credit is given for any coursework for which the student received a grade below a 'C-', or a credit/no credit grade. An exception will be made and CR grades will be accepted for courses taken in spring 2020 due to the COVID-19 pandemic. Official transcripts from an accredited college are required before transfer credit can be 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 88 hours of transfer work from accredited two-year colleges or four-year institutions may be counted toward an Illinois College degree. Students must earn at least 32 semester hours of academic credit at Illinois College, with 24 of the last 32 completed with Illinois College.

For students already enrolled at the College, the Transfer Credit Approval form for pre-approval of courses to be taken out of residence is available from the Office of the Registrar, the Illinois College 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.

Policies for Transfer Students Seeking to Satisfy BLUEprint 2.0 Requirements

1. Students may transfer approved courses into Illinois College to substitute for BLUEprint 2.0 (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 2.0 requirements. In cases for which there is no appropriate department or program to approve such a course, students may petition for approval by submitting the Educational Policies Appeal (EPA) form.
2. 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 2.0 requirements.

TRANSFER STUDENT SEMINAR

The Transfer Student Seminar is designed to help transfer students fulfill BLUEprint 2.0 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.

Students may transfer into Illinois College courses which meet the embedded experience requirements.

GENERAL EDUCATION AND TRANSFER POLICIES FOR ONLINE DEGREE PROGRAMS

Illinois College welcomes students into its fully online programs, and the faculty have approved several substitutions to the general education requirements to acknowledge the different circumstances of this mode of study. Students in the fully online programs who possess an associate degree (A.A., A.D.N., A.S.) are exempt from all Foundations and Explorations requirements. They remain responsible for other BLUEprint 2.0 requirements.

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



STUDENT CONDUCT

RIGHTS AND RESPONSIBILITIES

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 AND INVOLVEMENT

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. Also, there may be options available to complete convocations online.

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, building leadership skills, 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

Center for Student Involvement Programming Team: The Center for Student Involvement (CSI) Programming Team is a student-run group that serves as Illinois College's principal organization for major student event planning and campus programming. The mission of the CSI Programming Team is to provide a diverse assortment of fun and safe events to entertain and engage students. The activities are supported and funded by the students of Illinois College and act in response to the needs and interests of the student body with a primary goal of fostering campus community and unity.

The students plan various programs and yearly events including Homecoming Week, Family & Friends Weekend, comedians, hypnotists, dances and concerts. In addition to the entertainment provided, 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 CSI Programming Team.

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.

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

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 LGBTQ+ students are helping to better educate staff, faculty and students of queer issues.

Students for Sexual and Gender 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.

Competitive Dance Team: The competitive dance team promotes school spirit by performing dance routines at football and basketball games and competing at the national level.

Disc Golf Club: The purpose of this organization shall be to expand the knowledge of disc golf and increase member's skills.

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.

Soccer for Fun: The purpose of this organization shall be to bring Illinois College students together through the love of soccer. For some people soccer is just a sport, but this organization values soccer as an opportunity to build friendships.

CULTURAL/INTERNATIONAL

African Student Union: The purpose of this organization shall be to provide a welcoming environment for African students at Illinois College, as well as students of all backgrounds who seek to learn about the African diaspora. Through activities of service and dedication to hospitality, we empower, encourage, and energize our members, facilitating a drive to achieve far and beyond.

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.

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 its members within the society while maintaining their cultural identity; it will foster diversity and cultural exchanges within the campus community.

Nuestra Casa (Latin Student Union): 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. 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.

Wind Ensemble: Open to all instrumentalists regardless of major, the Illinois College Wind Ensemble is dedicated to ensemble unity while recognizing and nourishing the individual musician. Repertoire includes standard works for band and symphonic transcriptions, as well as exciting contemporary compositions. Frequent tours and local performances highlight the year. For more information, contact bands@ic.edu.

Blue Band: IC's Pep Band is open to all instrumentalists, and performs at home football and basketball games, occasionally traveling with the team. Most Pep Band members are also members of the IC Wind Ensemble. The Pep Band is a volunteer organization, so no college credit is given. Join in and cheer our Lady Blues and Blueboys to victory! For more information, contact bands@ic.edu.

Blue Tie Affair: Illinois College's premier men's a cappella ensemble invites you to join in! Blue Tie Affair performs various popular and classical styles for campus and sporting events, community groups, and other concerts. Contact choirs@ic.edu for rehearsal times and more information.

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.

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.

Drumline: The drumline program gives students the opportunity to join a dynamic spirit band performing regularly with pregame and halftime performances at Illinois College athletic events and additional public showings throughout the community. The drumline serves as the primary musical marching ensemble to bring excitement and energy to Illinois College athletic and campus events.

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.

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.

NATIONAL HONOR SOCIETIES

Departmental chapters of the following national honorary societies have been established on campus: Alpha Kappa Delta (sociology), Alpha Lambda Delta (first-year), Alpha Psi Omega (theatre), Alpha Zeta (agriculture), Beta Beta Beta (biology), Delta Mu Delta (business), Iota Iota Iota (gender & women's studies), Kappa Delta Pi (education), Lambda Pi Eta (communication), Mu Phi Epsilon (music), 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): FCA is fellowship group that seeks to offer Christian athletes (and other interested persons) an opportunity to talk to others about their walk with Jesus Christ.

Identity Campus Ministry: The purpose of this organization shall be to provide an outlet for students, faculty and staff of IC to learn about Biblical teachings, the Apostolic faith, to be active members of the community, and develop a meaningful relationship with Christ.

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.

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

Art Club: An inclusive organization that aspires to bring cultural awareness to how creation can be used in everyday life as well as engage the College, Jacksonville and even national communities in service and the pursuit of Fine 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.

Democrats of Illinois College: The purpose of this organization shall be to create political activism and awareness on the Illinois College campus as well as foster connections between students interested in careers in politics.

English Club: The purpose of this organization shall be to help students explore all things related to reading, writing, and help promote the English Department.

Film Club: The purpose of this organization is to provide the students of Illinois College a creative environment that would allow students to view, learn, and participate in the filmmaking process. Students who attend the weekly meetings will take part in movie nights with discussion and help in all parts of creating short films - the writing, location scouting, pre production, filming, and post production.

Future Health Professionals: The purpose of this organization shall be to provide an assembly for students interested in learning more about diverse health careers through regular club meetings, discussions, guest speakers, field trips, conferences, and (in tandem with Career Readiness) graduate and professional school fairs.

Gaming Club: The purpose of this organization shall be to organize tournaments on campus for players of various skill levels, across multiple platforms and titles, to cultivate a positive gaming atmosphere on Illinois College's campus, by providing a nexus for which Illinois College students can express their passions and competitive nature.

IC Aggies: The purpose of this organization shall be to help students expand and cultivate their knowledge and passion of the diverse aspects of agricultural industry. To help students connect and network with industry professionals, role models and potential mentors.

Investment Club: Invest real money to see firsthand the effects the market has on investment portfolios. The student group also takes educational trips to businesses, such as the Archer Daniel Midland's headquarters in Decatur, Illinois and the Berkshire Hathaway annual shareholder meeting in Omaha, Nebraska.

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

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

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).

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.

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 173) and the opportunity for semester-long or year-long foreign study through the Study Abroad program (page 179).

STUDENT SERVICES

Career Readiness & Experiential Learning

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

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

Counseling

Templeton Counseling Center (TCC) is located in Lincoln Hall. 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 in Lincoln Hall.

Health Services

The Chesley Health and Wellness Center is located in Lincoln Hall. The philosophy and mission of health services is to provide health care in support of the whole person. Health Services seeks to maximize each individual's potential physically, emotionally, spiritually and intellectually. Health Services will provide culturally sensitive primary medical care to meet the needs of all enrolled

students, faculty and staff. Health Services also educates regarding healthy lifestyles, disease and injury prevention, and management of chronic illness or disability. Each individual is personally responsible and actively participates with the staff to attain/maintain his/her health status.

A Family Nurse Practitioner directs health services in collaboration with a physician. Our nurse practitioner diagnoses and manages acute episodic and chronic illnesses along with emphasizing health promotion and disease prevention.

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

Public Safety

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

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

Religious & Spiritual Life

Illinois College nurtures the religious and spiritual lives of all its students, helping them draw deeply from their own religious and spiritual traditions as they make a positive difference in our diverse and pluralistic world. Founded out of the Presbyterian and Congregationalist Churches, IC remains connected to this socially-engaged mode of the Christian faith while extending its support to students from any or no particular religious tradition. A campus-wide inclusive spiritual gathering takes place during the Wednesday morning (10 a.m.) chapel hour. In addition, multiple student organizations meet throughout the week to allow students to grow in their faith practices and support each other. The Campus Chaplain also offers individualized spiritual direction and support.

Residential Life

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

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

Student 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/student-involvement.

Student Employment

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



FACILITIES

A current campus map is located in the back of this catalog.

Alumni House

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

Barnes House (1901)

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

Baxter Hall (1929; remodeled 2005)

Baxter Hall contains the Office of Student Financial Services, classrooms, a computer lab, the mailroom, Mondo's sub shop, Starbucks, and a faculty lounge. The lower level contains faculty offices for the Department of Psychology, 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. Offices for the Athletic Department are located here.

Caine Student Center (1967)

Named in honor of Dr. L. Vernon Caine, tenth president of the College, Caine Student Center includes a fireplace lounge, the Office of Student Development, the Center for Student Involvement, the Office of Residential Life, the IC Store, and several student organization offices.

Center for Global Studies (2018)

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

Crispin Science Hall (1963)

The building includes classrooms, a multi-purpose room with flexible seating from 80 to 120, the Department of Education, the Office of Information Technology, and the Office of Institutional Research.

Cummings Dining Hall (1986)

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

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

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

Kirby Learning Center (1992)

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

Abraham Lincoln Hall (2006)

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

McGaw Fine Arts Center (1980)

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

C. Reed Parker Science Building (2002)

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

Rammelkamp Chapel (1962)

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

David A. Smith House (1854)

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

Schewe Library (1976)

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

Sturtevant Hall (1857; remodeled 1993)

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

Tanner Memorial Hall (1929; remodeled 1977)

Tanner Hall houses the Office of the President, the Offices of Academic Affairs, Admission,

Accounting Services, Business Affairs and the Registrar. The building was named for Edward Allen Tanner, a graduate in the class of 1857 and third president of the College.

Whipple Hall (1882; renovated 2010)

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

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

Paul Findley Congressional Office Museum examines the career of Paul Findley, a 1943 Phi Beta Kappa graduate of Illinois College, who represented the 20th Illinois Congressional District in the U.S. House of Representatives from 1961 to 1983. Reflecting Findley's political career, his interest in Abraham Lincoln, and in his involvement in the quest for universal human rights, the museum includes artifacts such as Lincoln's 1837 law office sofa, campaign memorabilia, and items from seven U.S. presidents and several international leaders.

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

Residential Facilities

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

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

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

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

Gardner Hall (1954) accommodates 114 men and 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 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 191 students in air-conditioned rooms. The Office of Career Readiness & Experiential Learning, Center for Academic Excellence, Chesley Health & Wellness Center, Office of Diversity, Equity and Inclusion, and the Campus Writing Center are located on the main floor.

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

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

Turner Hall (1965) is a male hall for 108 students in air-conditioned rooms, named for two brothers: Asa Turner, a member of the College’s founding “Yale Band,” and Jonathan Baldwin Turner, early faculty member and “father of the Land Grant College Act of 1862” that opened the possibility of a college education to many Americans.

Campus houses are also available. There are several houses that can accommodate anywhere from 4 to 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

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. 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 August with decisions beginning in mid-September. From that date, decisions are mailed weekly.

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

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

Enrollment Deposits

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

Final Transcripts

Enrolling students must submit an official record indicating the date of graduation from a secondary school approved by a state or regional accrediting agency prior to the first day of class.

Illinois College accepts credits earned by dual enrollment, provided the credits are presented on the transcript of an accredited institution of higher education. In no case does Illinois College allow double-dipping (e.g., credit for both the AP test results and a dual-credit high school course in the same area would not be allowed.) Students who have not submitted final transcripts to the College will not be allowed to register for second semester.

Online Programs

Illinois College welcomes candidates who seek to enroll in its fully online courses and fully online programs. New applicants who wish to learn more about online courses or programs should visit <http://online.ic.edu> or call 855-822-5202. Current students on campus who are interested in enrolling in the online summer courses should contact the Registrar's Office.

Home-Schooled Students

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

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

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

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

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

International Students

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

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

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

Advanced Placement

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

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

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

The Specific Minimum Requirements for Transfers Include:

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

Transfer Application Procedure

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

To complete the application, transfer students should also submit:

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

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

Evaluation of Transfer Credit

In most cases, credit is awarded for courses taken at regionally accredited institutions which have content similar to courses offered at Illinois College. No credit is given for any coursework for which the student received a grade below a ‘C-’, or a credit/no credit grade. An exception will be made and CR grades will be accepted for courses taken in spring 2020 due to the COVID-19 pandemic. Final evaluation of transfer credits resides with the Office of the Registrar and the Provost. (See Transfer Credits pages 190.) 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

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 web: 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, 2020, for fall semester, January 5, 2021, for spring semester and May 5, 2021, for summer semester.

Deferred payment options are available through Tuition Management Systems. Visit their website, <https://ic.afford.com> or call 800.332.7498.

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

Refunds

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

ON CAMPUS CLASSES

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

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

ONLINE CLASSES

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

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

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

A student's federal financial aid eligibility (including Federal Pell Grant, SEOG, Direct Loans: Stafford and PLUS) is recalculated if the student withdraws, drops out, is dismissed or takes a leave of absence prior to completing 60 percent of a semester. The amount of the Title IV Aid earned by the student is based on the percent of earned aid using the following formula: 'percent earned' equals the number of days completed up to the 'withdrawal date' divided by total days in the period of enrollment. The 'withdrawal date' is defined as the actual date the student began the College's withdrawal process, the student's last date of recorded attendance or the midpoint of the semester for a student who leaves without notifying the College. Federal financial aid is then returned to the federal government based on the percent of the unearned aid using the following formula: The aid to be returned equals 100 percent minus the 'percent earned' (see above), times the amount of aid disbursed toward institutional charges. When the student owes funds to the College due to federal aid being returned, the student should contact the Office of Student Financial Services to make payment arrangements for the balance.

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

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

Delinquent Bills

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

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

Textbooks

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

FINANCIAL AID

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 web: www.ic.edu

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

Eligibility for need-based financial aid is determined from the Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed online at 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

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

Professors

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

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

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

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

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

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

JOHN DREA, Professor of Business Administration (2014, 2014) B.A., Illinois College; M.B.A., University of Notre Dame; D.B.A., 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. (Sabbatical Leave – Fall 2020)

KEVIN C. KLEIN, Professor of Economics (1986, 2003) A.A.S., Illinois Central College; B.S., M.S., D.A., Illinois State University.

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

MARGARET A. MAREK, Professor of World Languages and Cultures (Spanish) (2003, 2020) B.A., St. Olaf College; M.A., Ph.D., Pennsylvania State University.

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

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

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

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

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

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

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

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

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

BRYAN ARNOLD, Associate Professor of Biology (2013, 2019) B.S., Ohio University; M.S., John Carroll University; Ph.D., University of Maryland. (Part-time Sabbatical Leave – 2020-2021)

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. (Sabbatical Leave – Spring 2021)

BRENT CHANDLER, Associate Professor of Chemistry (2012, 2019) B.S., University of Illinois at Urbana-Champaign; Ph.D., Princeton University. (Sabbatical Leave – Fall 2020)

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

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

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

JOANA RAMSEY, Associate Professor of Business and Sports Management (2020, 2020) B.A., Illinois College; M.S., Western Illinois University.

JOHN S. RUSH, Associate Professor of Accounting (1998, 2002) B.S., M.Acc., Western Illinois University.

CHRISTIAN SECRIST, Director of Bands and Associate Professor of Music (2014, 2019) B.M.Ed., University of Mount Union; M.M., Cleveland State University; D.M.A., Ohio State University. (Part-time Sabbatical Leave – 2020-2021)

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

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

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

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

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.

Assistant Professors

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

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

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.

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

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

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

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

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

KARA DORRIS, 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.

PAUL FULLER, Assistant Professor of Sociology (2014, 2014) B.A., M.A., Ph.D., University at Buffalo - State University of New York, Buffalo.

SHAHYAD GHONCHEH, Visiting Assistant Professor of Psychology (2020, 2020) A.A., Oakton Community College; B.A., M.A., Roosevelt University; Ph.D., Argosy University.

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

KATELYN GREENBERG, Visiting Assistant Professor of Art (2018, 2018) B.S., Illinois College; M.F.A., Indiana 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, Assistant Professor of Education (2018, 2018) B.S., M.S., University of Illinois at Urbana-Champaign; Ph.D., University of Missouri.

- PAUL HAMILTON, Assistant Professor of Biology (2016, 2016), B.S., Illinois College; Ph.D., University of Illinois at Urbana-Champaign.
- MICHAEL HARDEN, Assistant Professor of Business (2018, 2018) B.B.A., Robert Morris University; M.S., Benedictine University.
- JENNIFER HEMINGWAY, Associate Dean of Student Success/Director of Student Development and Assistant Professor of Education (2018, 2018) B.S., Old Dominion University; M.Ed., University of Idaho; Ph.D., Illinois State University.
- REBECCA HOAGLIN, Assistant Professor of Nursing (2020, 2020) B.S.N., MacMurray College; M.S.N., Benedictine University.
- MIRANDA KARBAN, Assistant Professor of Biology (2016, 2016) B.A., Illinois Wesleyan University; M.S., Illinois State University; Ph.D., University of Iowa. (Leave – Fall 2020)
- GWENDOWLYN KNAPP, Assistant Professor of Biology (2020, 2020) B.S., Purdue University; Ph.D., Texas A&M University.
- JAIME KLEIN, Assistant Professor of Education (1992, 2017) B.S., M.Ed., University of Wisconsin; Ed.D., Saint Louis University.
- JOSIAH KUNZ, Assistant Professor of Physics (2020, 2020) B.S., Illinois College; Ph.D., Illinois Institute of Technology.
- 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.
- 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.
- ALEX MOORE, Assistant Professor of Psychology (2019, 2019) B.A., Southern Illinois University Edwardsville; M.A., Ph.D., University of Nevada Las Vegas.
- ANGELA PIERSON, Program Coordinator of Traditional B.S.N. Track and Assistant Professor of Nursing (2020, 2020) A.D.N., Lincoln Land Community College; B.S.N., MacMurray College; M.S.N., Western Governors University.
- SHEILA RHODES, Assistant Professor of Nursing (2020, 2020) B.S., Bradley University; M.S.N., University of Illinois at Chicago.
- JACLYN TABOR, Assistant Professor of Sociology (2019, 2020) B.A., Purdue University; M.A., Indiana University. Ph.D., Sociology, Indiana University.
- SAMANTHA SAUER, Archivist and Curator of the Paul Findley Congressional Museum and Assistant Professor of History (2016, 2016) B.A., M.A., Eastern Illinois University.
- AMY S. SCHWIDERSKI, Director of the Center for Academic Excellence and TRIO Support Services and Assistant Professor in Education (2019, 2019) B.A., Illinois College; M.S.Ed., Western Illinois University; Ed.D., Saint Louis University.
- GARRETT TRAYLOR, Cataloging and Reference Librarian and Assistant Professor of Library Science (2016, 2016) B.A., M.S., University of Illinois at Urbana-Champaign.
- SARAH UNRUH, Assistant Professor of Biology (2020, 2020) B.A., University of Missouri, Columbia; Ph.D., University of Missouri, Columbia.
- TOMOKO WAKANA KERN, 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, 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.

MATTHEW WIEDIGER, Visiting Assistant Professor of Psychology (2020, 2020) A.A., Centralia College; B.S., M.S., Washington State University; Ph.D., Washington State University.

SONIA WILLIAMSON, Assistant Professor of Nursing (2020, 2020) A.G.S., Portland Community College; A.D.N., Clark College; B.S.H.C.A., Concordia University-Portland; M.S.N., Sacred Heart University.

KACIE WILLS, Assistant Professor of English (2019, 2019) B.F.A., Chapman University; M.A., California State University; Ph.D., University of California, Riverside.

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.

ANNA WRIGHT, Assistant Professor of Communication and Rhetorical Studies (2019, 2020) B.S., M.S., Illinois State University; Ed.D., Illinois 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.

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, Head Athletic Trainer and Part-time Instructor in Biology (1993) B.A., Monmouth College; M.S., Illinois State University.

RAY GEROFF, Instructor in Environmental Studies (2012) B.S., Illinois College; M.S., Western Illinois University.

LAUREN HADDEN, Instructor in Agribusiness (2020) B.S., M.S., University of Illinois at Urbana-Champaign.

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

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

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

NED KELLENBERGER, Applied Music Instructor-Violin (2017) B.M., Wichita State University; M.M., D.M.A., University of Illinois at Urbana-Champaign.

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.

JULIA LEISCHNER, Part-time Instructor in Biology (2009) B.S., Middle Tennessee State University; M.A., University of Illinois at Springfield; Ph.D., Walden 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.

DENNIS MARCOTTE, Applied Music Instructor-Woodwinds (1990) B.M.E., M.A., Western Illinois University.

ERIC MCCLAREY, Instructor in Physical Education and Health (2018) B.S., M.S., University of Illinois at Urbana-Champaign. (Leave – Fall 2020)

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

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

ANDREW NAHLIK, Instructor in Economics (2012) B.S., University of Central Missouri; M.A., University of Florida.

BETH NAHLIK, Assistant Dean of Student Success/Director of Title III and Instructor in Education (2015) B.S., University of Central Missouri; M.S., Florida State University.

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

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

OLIVIA RAYA, Instructor (2019) B.U.S., University of Nevada, Las Vegas; M.S.Ed., Texas A&M University-Kingsville.

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.

EVAN TAMMEN, Applied Music Instructor-Oboe and Bassoon; B.M., Illinois Wesleyan University; M.M., University of Illinois at Urbana Champaign.

ABIGAIL WALSH, Applied Music Instructor-Flute; B.M., M.A., University of Iowa; M.M., D.M.A., The Hartt School, University of Hartford.

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.
- KENT D. ELWOOD, Professor of Psychology (1975, 2018) B.A., Ph.D., Northwestern University.
- JOHN W. FRITSCHKE, Professor of Education (1989, 2015) B.A., Concordia College; M.A. University of Illinois at Springfield; Ed.D., Illinois State University.
- RICHARD T. FRY, Findley Family Professor of International Affairs (History and Political Science) College (1967, 2008) B.A., Grinnell College; M.A., Ph.D., University of Minnesota.
- 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.
- NAUSSER S. JAMALI, Associate Professor of Accounting (1982, 2020) B.S., Karaj College, Iran; M.Acc., Western Illinois University.
- ROBERT C. KOEPP, Frances McReynolds Smith Professor of International Understanding and Professor of English (1982, 2015) B.A., St. Olaf College; M.A., Ph.D., University of Wisconsin-Madison.
- TIMOTHY KRAMER, Edward Capps Professor of Humanities and Professor of Music (2010, 2020) B.M., Pacific Lutheran University; M.M., University of Michigan; a Fulbright Certificate from Hochschule für Musik, Detmold, Germany; D.M.A., University of Michigan.
- GEORGE J. MANN, Associate Professor of Physics (1965, 2000) B.S., Arkansas State College; M.S., University of Mississippi.
- WENDY McCARTY, Associate Professor of Education (1993, 2015) B.S., University of Texas-El Paso; M.Ed., University of Alaska; M.Ed., University of Washington; Ed.D., Harvard University.
- BRUCE D. McCOY, Associate Professor of Art (1985, 2014) A.F.A., Florissant Valley Community College; B.F.A. University of Illinois; M.F.A., Southern Illinois University Edwardsville.
- WILLIAM S. McKINLEY, Professor of Mathematics (1987, 1999) B.S., M.S., Western Illinois University; Ed.D., University of Northern Colorado.
- MARJORIE B. MEIER, Professor of Management and Organizational Leadership (1980, 2016) B.S., M.B.A., University of Illinois at Urbana-Champaign; D.P.A., University of Illinois at Springfield.
- 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.
- ALMUT SPALDING, Professor of World Languages and Cultures (German) and Director of Global Programming (2002, 2020) Vor-Diplom, Ruprecht-Karls-Universität Heidelberg, Germany; M.Div., McCormick Theological Seminary; M.A., University of Iowa; M.A., Ph.D., University of Illinois at Urbana-Champaign.
- PAUL S. SPALDING, Joel Scarborough Professor of Religion (1988, 2018) B.A., University of Wisconsin; M.A., M.Div., Yale University; Ph.D., University of Iowa.
- JAMES T. STREIB, Professor of Computer Science (1996, 2018) B.A., Michigan State University; M.S., Central Michigan University; Ed.D., University of Memphis.
- ELIZABETH H. TOBIN, Provost and Dean of the College and Professor of History (2006, 2016) B.A., Swarthmore College; Ph.D., Princeton University.
- DONALD R. TRACEY, Gardner Professor of History (1972, 1994) B.A., M.A., Ph.D., University of Maryland.
- RUDOLF J. ZUIDERVELD, Professor of Music and College Organist (1980, 2009) A.B., Calvin College; M.M., University of Michigan; D.M.A., University of Iowa.

ADMINISTRATION

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-

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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	Shanna Thompson
Cheer Coach	TBD
Head Dance Coach and Director of Spirit Teams	Samantha Laster
Head Esports Coach	TBD
Head Football Coach	Ray DeFrisco
Head Strength and Conditioning Coach	Jordan Bowman
Assistant Football Coach	Lee Tenenoff
Assistant Football Coach	Michael Tesch
Assistant Football Coach	TBD

Assistant Football Coach	Riley Reid
Head Men's and Women's Golf Coach	Abby Vorreyer
Head Men's Soccer Coach	Evan Philpott
Head Women's Soccer Coach	Hunter Gray
Assistant Men's and Women's Soccer Coach	Joshua Alcala
Head Women's Volleyball Coach	Alicia Wood
Assistant Women's Volleyball Coach	Dalton Tucker
Head Men's and Women's Swim Coach	Christopher Sykes
Head Men's and Women's Tennis Coach	Tyler Linscott
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Assistant Track & Field Coach - Jumps	Justin Fisher

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Administrative Assistant	Kathy Simmons
Disability Services Coordinator/TRIO Academic Counselor	Elizabeth Hommowun
TRIO Academic Coach/Coordinator of Student Engagement	Olivia Raya
TRIO Academic Coach	Terrance "TJ" Lockett
Title III Academic Coach	Marcus Gruwell
Title III Academic Coach	Abby Millitello
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Title III Operations Manager	Dixie Freehill
Title III Lead Academic Coach	Nicole Overcash
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Public Safety Officer	Matt Courty
Public Safety Officer	Brad Petefish
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**Students listed are graduates and others approved to participate in Commencement.*



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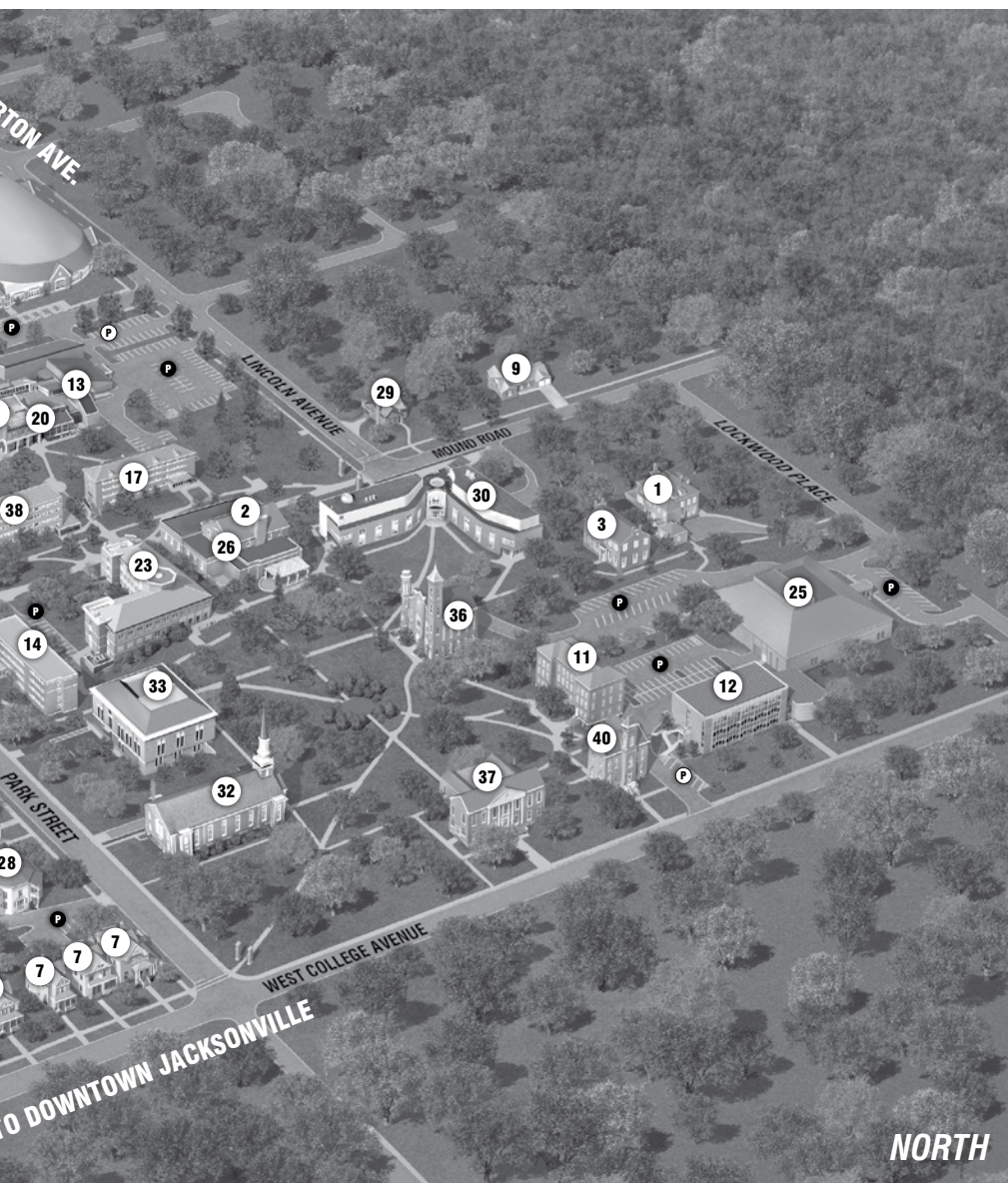
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ILLINOIS COLLEGE CAMPUS



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|---|-------------------------------|---------------------------------|
| 1. Barnes House | 8. Campus Services Building | 16. Fayerweather House |
| 2. Baxter Hall | 9. Center for Global Studies | 17. Gardner Hall |
| 3. Beecher Hall | 10. College Avenue Apartments | Office of Public Safety |
| 4. Bellatti Tennis Complex | 11. Crampton Hall | 18. Green Athletic Field |
| 5. Bruner Fitness and Recreation Center | 12. Crispin Hall | 19. Greene Hall |
| 6. Caine Student Center | 13. Cummings Dining Hall | 20. IC Store |
| 7. Campus Houses | 14. Ellis Hall | 21. Jessica Kamp Softball Field |
| | 15. England Stadium | 22. Joe Brooks Baseball Field |



- 23. Kirby Learning Center
- 24. Lincoln Hall
- 25. McGaw Fine Arts Center
- 26. Mondo's Subs
- 27. Munding Hall
- 28. Octagon House
- 29. Office of Development and Alumni Relations

- 30. Parker Science Building
- 31. Pixley Hall
- 32. Rammelkamp Chapel
- 33. Schewe Library
- 34. Smith House
- 35. Starbucks
- 36. Sturtevant Hall

- 37. Tanner Hall
Office of Admission
- 38. Turner Hall
- 39. Ware Family Track
- 40. Whipple Hall
- (P) Visitor Parking
- (P) Campus Parking



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