ILLINOIS COLLEGE

CATALOG :: 2025 - 2026

Table of Contents

The College ... 5
Mission Statement and Vision ... 5
Illinois College - Mission and Vision ... 5
Affirmation of Community Responsibility ... 6
Academic Calendar ... 6
Undergraduate Academic Program ... 8
The Undergraduate Academic Program ... 8
The BLUEprint General Education Program ... 9
Convocations ... 17
Degree Information ... 17
Minors ... 19
Academic Advisors ... 20
Combined Degree Programs ... 20
Second Degrees ... 22
Unit of Credit ... 23
Classification of Students ... 23
Course Descriptions, Numbering, and Prerequisites ... 23
Graduate Academic Program ... 23
MSN Admission Requirements ... 24
Transfer Credit ... 24
Progression Requirements ... 24
Academic Standing ... 24
Dismissal ... 25
Graduation Requirements ... 25
Graduate Program Full-time Status ... 25
Academic Rights and Policies ... 25
Undergraduate Full-time Status ... 25
Part-time/Special Status ... 26
Grades, Quality Points and GPA ... 26
Academic Honors and Awards ... 27
Satisfactory Academic Progress, Warning, Probation and Suspension ... 28
Completing Out-of-Residence ... 32
Class Registration ... 32
Withdrawals ... 32
Credit/No Credit Registration ... 33
Repeat Courses ... 33
Incomplete Grades ... 33
Summer Study on an Individual Basis and Internships ... 34
Transfer Credits ... 34
Policies for Transfer Students Seeking to Satisfy BLUEprint Requirements ... 35
Graduation and Commencement Participation ... 35
Exceptions to Academic Policies and Requirements ... 36
Online Course Policies for Campus-Based Students ... 36
Declaring a Major ... 36
Online Student Complaint Procedure ... 36
Academic Program Complaint Process ... 37
Grade Change Process ... 37
Student Conduct Rights and Responsibilities ... 38
Class Attendance ... 38
Confidentiality of Records and Release of Information ... 38
Responsibility for Off-Campus Activities ... 38
Cellular Phone Policy ... 39
Appeal Procedure ... 39
Intellectual and Academic Integrity ... 39
Academic Freedom ... 40
Co-Curricular and Special Academic Programs ... 41
BreakAway Program ... 41
Campus Writing Center ... 41
Center for Academic Excellence ... 41
Community-Engaged Learning ... 42
TRIO Summer Bridge Program ... 42
Intercultural Exchange Program ... 42
Professional Experience Programs ... 43
Law School Advising Program ... 46
Global Business Certificate ... 46
Global Science Certificate ... 47
Gender and Women's Studies Certificate in Biology ... 48
Gender and Women's Studies Certificate in Business ... 49
Gender and Women's Studies Certificate in Criminal Justice ... 49
Gender and Women's Studies Certificate in Diversity, Equity, & Inclusion ... 49
Student Services ... 51
Career Readiness & Experiential Learning ... 51
Chesley Health & Wellness Center ... 52
Public Safety ... 52
Religious & Spiritual Life ... 53
Residential Life ... 53
Student Engagement, Inclusion, and Belonging ... 53
Student Employment ... 53
Facilities ... 54
Residential Facilities ... 57
Athletic Fields ... 57
Admission ... 58
Admission to Illinois College ... 58
Suggested Course Preparation for First-time, First-Year Applicants ... 58
First-Year Application Procedures ... 58

Standardized Test Scores . . . 59
Personal Interviews and Campus Visits . . . 59
Admission Notification . . . 59
Enrollment Deposits . . . 60
Final Transcripts . . . 60
Online Programs . . . 60
Home-Schooled Students . . . 60
International Students . . . 61
Advanced Placement . . . 61
Transfer Admission . . . 61
Health and Immunization Records . . . 62
Visiting Students . . . 62
Applicants with a GED . . . 62
Returning Students . . . 63
Finish in 4 . . . 63
Expenses . . . 63
Room and Board . . . 63
Payment of Semester Charges . . . 64
Refunds . . . 64
Delinquent Bills . . . 65
IC Store . . . 65
Textbooks . . . 65
Financial Aid . . . 65
Faculty . . . 66
Professors . . . 66
Associate Professors . . . 67
Assistant Professors . . . 68
Instructors . . . 70
Emeriti Faculty . . . 72
Administration . . . 74
Presidents of the College . . . 74
Office of the President . . . 75
Office of Academic Affairs . . . 76
Office of Advancement and Alumni Engagement . . . 78
Office of Enrollment and College Marketing . . . 78
Office of Business Affairs . . . 79
Board of Trustees . . . 80
MAY 2024 COMMENCEMENT . . . 84
Campus Map . . . 86
Programs . . . 87
Accounting . . . 87
Actuarial Science . . . 91
Addiction Studies . . . 92
African American Studies . . . 93
Agribusiness Management . . . 95
Behavioral Health . . . 100
Biochemistry . . . 103
Biology . . . 105
Biology with Ecology Concentration . . . 107
Biology with Physiology Concentration . . . 109
Biology with Secondary Science Concentration . . . 111
Biology . . . 112
Molecular Biology . . . 113
Biology with Medical Laboratory Science . . . 113
Biology with Occupational Therapy . . . 115
Business Administration . . . 125
Chemistry . . . 129
Communication and Rhetorical Studies . . . 138
Organizational & Strategic Communication . . . 139
Communication and Rhetorical Studies . . . 141
Computer Science . . . 149
Criminal Justice . . . 156
Digital Marketing . . . 160
Economics . . . 163
Education . . . 168
Education with Elementary Licensure . . . 168
Education with Foreign Language - Spanish Licensure . . . 169
Education with Middle Grades Licensure . . . 170
Education with Middle Grades Licensure - English Language Arts . . . 171
Education with Physical Education Licensure . . . 171
Education with Secondary English . . . 172
Education with Secondary Mathematics . . . 173
Education with Secondary Science-Biology . . . 173
Education with Secondary Social Studies-History Licensure . . . 174
Education . . . 175
Online English as a Second Language Endorsement . . . 175
Online Reading Teacher Endorsement . . . 176
Online Post-Baccalaureate Licensure - Elementary . . . 176
Online Post-Baccalaureate Licensure - Middle Grades Programs . . . 177
Online Post-Baccalaureate Licensure - Physical Education Licensure . . . 178
Online Post-Baccalaureate Licensure - Secondary Programs . . . 178
Online Post-Baccalaureate Licensure Middle Grades and Secondary ELA . . . 179
English . . . 190
Education with Middle Grades Licensure - English Language Arts . . . 191
Education with Secondary English . . . 191
English with Creative Writing and Editing Concentration . . . 192
English with Literature Concentration . . . 193
English . . . 195
Entrepreneurship . . . 204
Environmental Studies and Wildlife Management . . . 206
Finance . . . 210
Financial Planning . . . 214

Fine Arts ... 218
Fine Arts Administration ... 219
French ... 220
Gender and Women's Studies ... 221
Gender and Women's Studies ... 221
Global Studies ... 225
Education with Foreign Language - Spanish Licensure ... 225
Global Studies with Asian Studies Concentration ... 226
Global Studies with Caribbean Studies Concentration ... 228
Global Studies with European Studies Concentration ... 230
Global Studies with International Relations Concentration ... 231
French in Global Studies ... 233
Global Studies ... 233
Japanese in Global Studies ... 234
Graphic Design and Art ... 244
Health Care Management ... 249
Health Sciences ... 252
History ... 256
Honors Program ... 267
Human Resources Management ... 268
Human Resource Management ... 268
Individualized Studies ... 272
Interdisciplinary Studies ... 273
Japanese ... 279
Kinesiology and Exercise Science ... 280
Kinesiology with Exercise Science ... 280
Kinesiology with Physical Education ... 281
Kinesiology and Exercise Science ... 282
Leadership Studies ... 286
Management ... 288
Marketing ... 292
Mathematics ... 295
Mechanical Engineering ... 302
Music ... 309
Neuroscience ... 315
Nursing ... 319
Nursing Traditional Track ... 319
Master of Science in Nursing (Online) ... 320
Philosophy ... 329
Physics ... 332
Physics: Engineering Track ... 333
Physics ... 334
Political Science ... 339
Pre-Law ... 345
Psychology ... 346
Religious Studies ... 356
Sociology ... 362
Spanish ... 370
Spanish Teaching License ... 372
Sports Management ... 376
Sport Management ... 377
Theatre ... 380

The 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.

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. Illinois College is an Equal Opportunity Educator/Employer.

Illinois College is a charger member of and accredited by Higher Learning Commission (https://www.hlcommission.org/, 312.263.0456). It is also a member of the Association of American College & Universities, the National Association of Independent 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 stat and federal policy that its students are fully functioning adults. Within its framework and tradition, Illinois College will continue to provide a caring environment to all of its academic and social life.

Mission Statement and Vision

Illinois College - Mission and Vision

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.

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 Calendar

Academic Calendar
FALL SEMESTER

Advising Day (1 to 4 p.m.)	August 25, 2025
Classes Begin	August 26, 2025
Last day to add/drop course WITHOUT course instructor's signature	September 1, 2025
Last day to add course WITH course instructor's signature	September 5, 2025
• Last day to drop course with advisor's signature	
• Last day to drop a course WITHOUT a grade	September 8, 2025
Fall Break begins at the end of classes	October 8, 2025
Classes Resume	October 13, 2025
Mid-Semester	
• Midterm grades computed as of this day for all students	October 24, 2025
• Last day for students to drop a course with a W grade	
• Last day to withdraw from the College with W grades	November 10, 2025
Thanksgiving Break begins at the end of classes	
• Residence halls close at 4:30 p.m.	November 25, 2025
Residence Halls open at 1 p.m.	November 30, 2025
Classes Resume	December 1, 2025
Last Day of Classes	December 5, 2025

Academic Calendar

Final Exams Begin	December 8, 2025
Fall Term Ends	
• Residence halls close at 4:30 p.m.	December 12, 2025

SPRING SEMESTER

Residence halls open at 1 p.m.	January 11, 2026
Advising Day (1 to 4 p.m.)	January 12, 2026
Classes Begin	January 13, 2026
Last day to add/drop course WITHOUT course instructor's signature	January 19, 2026
Last day to add/drop course WITH course instructor's signature	January 23, 2026
• Last day to drop course with advisor's signature • Last day to drop a course WITHOUT a grade	January 26, 2026
Spring Break begins at the end of classes	
• Residence halls close at 4:30 p.m.	February 27, 2026
Mid-Semester	
• Midterm grades computed as of this day for all students	March 13, 2026
Residence halls open at 1 p.m.	March 8, 2026
Classes Resume	March 9, 2026
• Last day for students to drop a course with a W grade • Last day to withdraw from the College with W grades	March 30, 2026
Easter Break begins at the end of classes	April 2, 2026
Classes Resume	April 6, 2026
Celebration of Excellence	April 17, 2026
Last Day of Classes	April 24, 2026
Final Exams Begin	April 27, 2026
Final Exams End	
• Residence halls close at 4:30 p.m. for students not participating in Commencement	May 1, 2026
Commencement	May 3, 2026

ONLINE ACADEMIC CALENDAR

Summer A Subterm Starts	May 6, 2025
• Last day for schedule changes (11:59 p.m.) • Deadline to withdraw with a grade and to received a refund	May 12, 2025
11:59 p.m. deadline to withdraw with a W grade	June 9, 2025
Summer A Subterm Ends	June 27, 2025
Grades DUE before Noon for Summer A Subterm	June 20, 2025
Summer B Subterm Starts	July 1, 2025
• Last day for schedule changes (11: 59 p.m.) • Deadline to withdraw with a grade and to received a refund	July 7, 2025
11:59 p.m. deadline to withdraw with a W grade	August 4, 2025
Summer B Subterm Ends	August 23, 2025
Grades DUE before Noon for Summer B Subterm (Monday)	August 25, 2025
Fall A Subterm Starts	August 26, 2025

Academic Calendar

• Last day for schedule changes (11:59 p.m.) • Deadline to withdraw with a grade and to received a refund	September 1, 2025
11:59 p.m. deadline to withdraw with a W grade	September 29, 2025
Fall A Subterm Ends	October 17, 2025
Grades DUE before Noon for Fall A Subterm	October 20, 2025
Fall B Subterm Starts	October 21, 2025
• Last day for schedule changes (11:59 p.m.) • Deadline to withdraw with a grade and to received a refund	October 27, 2025
11:59 p.m. deadline to withdraw with a W grade	November 24, 2025
Fall B Subterm Ends	December 12, 2025
Grades DUE before Noon for Fall B Subterm	December 14, 2025
Spring A Subterm Starts	January 13, 2026
• Last day for schedule changes (11:59 p.m.) • Deadline to withdraw with a grade and to received a refund	January 19, 2026
11:59 p.m. deadline to withdraw with a W grade	February 16, 2026
Spring A Subterm Ends	March 6, 2026
Grades DUE before Noon for Spring A Subterm	March 9, 2026
Spring B Subterm Starts	March 10, 2026
• Last day for schedule changes (11:59 p.m.) • Deadline to withdraw with a grade and to received a refund	March 16, 2026
11:59 p.m. deadline to withdraw with a W grade	April 13, 2026
Spring B Subterm Ends	May 1, 2026
Grades DUE before Noon for Spring B Subterm (Monday)	May 4, 2026

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.

The Undergraduate Academic Program

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

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

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 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 for detailed information.

The BLUEprint General Education Program

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

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

- **Building a Strong Foundations – 4 courses**
- First-Year Seminar (of varying themes)*
  - Meets 3 hours each week with professor
  - Meets 1 hour each week with professor, student mentor, and other professional mentors to discuss common themes and issues related to college transitional success
- Oral Communication
- Written Communication
- IC 102: Introduction to Information Literacy and Critical Thinking

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

- **Exploring the Liberal Arts – 5 courses**
  All courses within Exploring the Liberal Arts must be 3 or 4 credit hours, except for Creative Expressions Studio courses which may be 1-4 credit hours. Courses in the Exploring the Liberal Arts theme must also meet one of the following BLUEprint Skills: Writing Extensive, Speaking Extensive, Information Literacy, or Empirical Analysis (however, 1-2 credit hour Creative Expression Studio courses are excluded from the skills requirement).
  - Creative Expressions Studio
    - Students in the Creative Expressions Studio category will develop an aesthetic appreciation of formal artistic elements, will evaluate art from a variety of perspectives, and will engage in the artistic process through their own creations.
  - Cultural Literacy
    - Students in Cultural Literacy courses will learn how various cultures, past and present, address both unique and shared challenges of human life. Through the analysis of cultural artifacts, students will gain an understanding of particular cultures and ways of being. Grounded in specific cultures, including their own, students will reflect on the way culture shapes their worldviews.
  - Science and Society Lab
    - Students in Science and Society Lab courses will apply the scientific method using concepts and tools from the natural or physical world by conducting experiments in the lab or in the field and analyze quantitative or qualitative data to form conclusions. In doing so, students will explore how the products of the scientific method serve to inform the interaction of human societies and the natural world.
  - Social Behavior
    - Students in Social Behavior courses will examine fundamental principles of human nature as a product of social influences, structures, and institutions. Students will analyze human thought, behavior, and action in light of social constructs at the individual and group levels. In addition, students will explore how these constructs inform human realities.
  - Humanistic Values
    - Students in Humanistic Values courses will recognize and engage with foundational questions of meaning and values within human communities. Through careful study of written texts representing philosophical, religious, and/or literary traditions, students will examine and refine their own values in the context of exploring those they study.
- **Preparing for Leadership and Service – 5 Classes**
  All courses within Preparing for Leadership and Service must be 2 to 4 credit hours.
  - Modern Languages
    - Complete at least one course in modern language at the 102-level or beyond.
  - Global Awareness
    - Students will learn from and about various cultures in the world. Global Awareness courses enable students to know about diverse cultures beyond the geographical borders of the United States. Students will reflect on issues of global importance.
  - U.S. Diversity
    - Students in U.S. Diversity courses will learn from and about various cultures in the United States and will understand how the dynamic character of the nation is comprised of many diverse cultures.
  - Community and Civic Engagement

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

*If a student does not pass the First-Year Seminar during their first year, an additional Humanistic Values course will be substituted to fulfill the First-Year Seminar general education requirement.

Community and Civic Engagement

- AC 407: Volunteer Income Tax Assistance (VITA)
- CO 353: Communication and Leadership in Teams
- ED 101: Introduction to Education
- EG 150: Community Systems Engineering
- EN 281: Professional Writing
- GB 231: Puerto Rican Culture & History
- GW 110: Gender and Social Justice
- HI 177: Public History
- IS 204: Integrating Cross-Cultural Experiences
- IS 270: Latino Community Tutoring
- LD 205: Ethical Leadership in a Democracy
- NU 428: Public, Community, & Population Nursing
- PO 101: U.S. Federal Government
- PO 275: Campaigns and Elections
- PS 226: Introduction to Neuroscience and Behavior
- PS 275: Child Development
- SO 206: Social Stratification
- SO 224: Families and Society
- SO 337: Aging and the Life Course

Creative Expressions Studio

- AR 100: Two-dimensional Aesthetics
- AR 123: Spatial Understanding in 3-D Design
- AR 131: Visual Perceptions through Drawing
- AR 204: Visual Communication
- AR 225: Teaching Fine Arts in the Elementary Schools
- AR 251: Maker Space
- AR 342: Research and Professional Practice
- AR 344: Motion Graphics and Animation
- EN 181: Introduction to Creative Writing
- EN 208: Persuasive Writing
- EN 226: Scriptwriting
- EN 304: Advanced Writing: Fiction
- EN 305: Advanced Writing: Poetry
- EN 309: Advanced Writing: Creative Nonfiction

- MU 105: IC Band
- MU 106: Concert Choir
- MU 107: Symphony Orchestra
- MU 109: Class Voice
- MU 111: Introduction to Music and Music Theory
- MU 113: Small Ensemble
- MU 144: Intro to Digital Music Production
- MU 250: Voice: Music Minor
- MU 260: Instrument: Music Minor
- RE 216: Religion and Film
- TH 150: Theatre Practice
- TH 190: From Comic Books to Blockbusters
- TH 222: Acting
- TH 226: Scriptwriting
- TH 352: Theatre on the Edge
- TH 353: Acting II

Cultural Literacy

- AR 346: Contemporary Design and Culture
- CO 226: Intercultural Communication
- EN 123: Monsters and Myth in the British Literary Tradition
- EN 132: American Literature: Between the Living and Dead
- EN 251: Lit Goes Pop! (Culture)
- EN 331: Mapping the English Novel
- EN 351: Romantic Movement
- EN 357: Modern American Literature
- EN 359: Global Modernisms
- FR 203: French for the Professions
- FR 301: French Conversation through Film
- GB 105: Languages and Their Place in the World
- GB 170: Japanese Culture and Society
- GB 251: Torture in Spain and Latin America
- GB 270: Serving 21st-Century Populations within the Health Professions
- HI 101: United States History to 1877
- HI 102: United States History since 1877
- HI 185: History of Ghosts & Monsters
- HI 223: Japanese History and Religion
- HI 224: China: History and Religion
- HI 254: Ordinary People and War: Germany, 1900 to Present
- HI 256: The Pity of War: World War I
- HI 272: Civil War and Reconstruction
- HI 276: Museum Studies
- HI 292: Modern Europe since 1789
- HI 300: Making History
- HI 313: Rethinking American Enslavement
- HI 325: Love and War in Ancient Greece and Rome
- HI 358: The Holocaust
- JP 111: Japanese for Global Citizens 3
- JP 112: Japanese for Global Citizens 4
- MU 102: Music Appreciation

- PH 180: Science and Philosophy
- RE 112: Introduction to the New Testament
- RE 223: Japanese History and Religion
- RE 224: China: History and Religion
- TH 180: Audio-Visual Feasts: Music Video Analysis

First-Year Seminar

- BI 130: Invisible Defenders
- CH 130: Molecular Marvels and Missteps: Chemistry's Impact on Our World
- CO 130: Arguably the Best
- CO 130: Sports Communication
- EC 130: Economics of Everyday Things
- ED 130: Schooling America: Examining Education, Fact and Fiction, Through the Media
- HI 130: Hard Choices: War and Morality
- HN 130: Big Tech IS Watching You
- HN 130: Chemistry and Color
- HN 130: Health Humanities
- IS 130: Go Pro!
- IS 130: Becoming a Leader
- PO 130: Winning the War on War
- TH 130: Myself in Community

Global Awareness

- AF 160: Global Black Cultures
- AG 211: Introduction to Agribusiness
- BI 307: Cell and Molecular Biology
- BI 325: Tropical Ecology
- BI 342: Parasitology
- CO 330: Developing Talent and Intercultural Competence
- CO 336: Rhetoric of Women’s Discourse
- EC 344: Development Economics
- EN 171: Global Literatures
- EN 230: Young Adult Literature
- EN 358: Women Writers: Global Voices/World Visions
- FI 357: International Finance
- GB 101: Introduction to Global Studies
- GB 150: The Culture and History of Spain
- GB 160: Global Black Cultures
- GB 237: Complexities of Cuba
- GB 250: Introduction to Business in the E.U.
- HI 111: World Civilization I
- HI 112: World Civilization II
- IS 202: Travel Study Abroad Program
- MU 142: Introduction to World Music
- MU 217: Music of Latin America and Hispanic Caribbean
- PO 180: Comparative Politics
- PO 280: Authoritarianism and Democracy in China and Japan
- PO 383: Third World Politics

- PO 386: International Relations
- PO 388: International Political Economy
- PS 276: Lifespan Development
- PS 312: Adolescent Psychology
- RE 167: Cults and the End of the World
- RE 190: World Religions
- RE 214: Healing and Healthcare
- SO 326: Modern Love
- SP 302: Conversation and Composition

Humanistic Values

- BU 315: Business Ethics
- CO 211: Argumentation & Debate
- CO 220: The Rhetorical Tradition
- CO 224: Rhetorical Criticism
- CO 314: Freedom of Expression
- CO 315: Communication Ethics
- EC 217: Buying Gods
- EN 145: Literature and Science
- EN 180: LOL: Concepts of Comedy
- EN 236: Narrative in Fiction and Film
- EN 250: Introduction to Literature: Special Topics
- EN 261: Shakespeare on Stage and Screen
- EN 354: Major American Writers
- EN 368: Contemporary American Literature
- GB 255: Spain's Textual Heritage
- GB 256: Cervantes and Don Quixote
- HI 181: Gods, Monsters, and Sex in East Asia
- PH 115: Introduction to Logic
- PH 170: Philosophy of Mind
- PH 224: Political Theory
- PH 315: Business Ethics
- PH 350: Biomedical Ethics
- PO 224: Political Theory
- RE 101: Introduction to the Bible
- RE 105: Afterlives of the Bible
- RE 166: Satan in Popular Culture
- RE 173: Space, Place, and Religion
- RE 181: Gods, Monsters, and Sex in East Asia
- RE 207: Killing in the Name of God(s)
- RE 217: Buying Gods
- TH 250: Shakespeare on Stage and Screen

Modern Languages

- FR 102: French for Global Citizens II
- JP 102: Japanese for Global Citizens 2
- SP 102: Spanish for Global Citizens II
- SP 206: Conversational Spanish

- SP 217: Listening Comprehension through Film
- SP 306: Conversational Spanish
- SP 317: Listening Comprehension through Film

Oral Communication

- CO 101: Speech Fundamentals

Science in Society Lab

- BI 107: Human Biology
- BI 109: Plants & Society
- BI 110: General Biology
- BI 191: Forensic Anthropology
- BI 192: Forensic Science
- CH 103: General, Organic, & Biological Chemistry
- CH 110: General Chemistry
- EV 105: Earth's Physical Systems

Social Behavior

- AR 304: Visual Communication II
- CO 195: Introduction to Communication
- CO 210: Business Communication
- CO 230: Organizational Communication
- EC 105: Principles of Economics
- ED 305: Teaching Diverse Learners
- GW 101: Introduction to Gender and Women's Studies
- HI 140: The Sixties in America
- HI 279: Archival Methods
- HI 306: The Gilded Age and Progressive Era
- HI 379: Digital History
- PO 150: World Politics
- PO 260: Political Psychology
- PO 347: The Presidency and Congress
- PO 369: Political Behavior
- PO 387: American Foreign Policy
- PS 101: Introduction to Psychology
- PS 219: Social Psychology
- PS 241: Personality and Individual Differences
- SO 101: Introduction to Sociology
- SO 219: Social Psychology
- SO 343: Prisons and Institutions of Social Control
- SO 345: Green Criminology
- SO 387: Sociological Theory

Statistical and Quantitative Literacy

- CH 211: Quantitative Analysis

- EC 245: Statistics
- ED 389: Assessment: Becoming a Data-Informed Teacher
- EG 341: Computational Analysis
- IS 144: Our World Through Data
- MA 102: Statistics for Citizens
- MA 123: Elementary Statistics
- MA 125: Elementary Statistics & Gender
- MA 332: Introduction to Differential Equations
- PS 243: Introduction to Research Methods and Statistics
- SO 210: Social Statistics

U.S. Diversity

- AF 176: Introduction to African American Studies
- CO 214: Advertising and Public Relations
- CO 324: American Public Address
- EC 321: Economics of Inequality
- ED 203: Multicultural Issues and Social Justice in Education
- EN 131: American Literature 17th-19th C.: Witch Hunts to the White City
- EN 172: Multicultural Literature of the Americas
- EN 201: How Stories Make Us Human
- EN 355: American Women Writers
- EN 373: African-American Literature
- GW 102: Introduction to Gender and Men's Studies
- HI 211: The African American Experience I
- HI 212: The African American Experience II
- HI 231: Women in U.S. History
- HI 234: Sex, Science and the Female Body
- HI 262: Food and the Environment in US History
- HI 341: Social Movements in U.S. History
- HR 253: Diversity and Inclusion in the Workplace
- LD 201: Introduction to Leadership Theory
- MU 141: American Popular Music
- RE 176: Religion and Business
- SO 202: Race and Ethnicity
- SO 207: Gender and Sexuality
- SO 218: Social Problems
- SO 280: Sociology of Sport
- SO 338: Childhood and Adolescence
- SP 210: Spanish for Heritage Speakers
- TH 185: America on Film: Race, Gender, and Class

Written Communication

- EN 121: Writing

Convocations

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

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

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

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

Degree Information

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 undergraduate nursing program will graduate with a Bachelor of Science in Nursing (BSN). See the list below to view the degree earned for a specific major.

Bachelor of Arts

- Actuarial Science
- Communication and Rhetorical Studies
- Criminal Justice
- Education with Elementary Licensure
- Education with Foreign Language - Spanish Licensure
- Education with Middle Grades Licensure
- Education with Middle Grades Licensure - English Language Arts
- Education with Physical Education Licensure
- Education with Secondary English
- Education with Secondary Mathematics
- Education with Secondary Science-Biology
- Education with Secondary Social Studies-History Licensure
- English with Creative Writing and Editing Concentration
- English with Literature Concentration
- Global Studies with Asian Studies Concentration
- Global Studies with Caribbean Studies Concentration
- Global Studies with European Studies Concentration
- Global Studies with International Relations Concentration
- Graphic Design and Art
- History

- Individualized Studies
- Mathematics
- Organizational & Strategic Communication
- Political Science
- Sociology
- Spanish

Bachelor of Science

- Accounting
- Agribusiness Management
- Behavioral Health
- Biochemistry
- Biology
- Biology with Ecology Concentration
- Biology with Physiology Concentration
- Biology with Secondary Science Concentration
- Business Administration
- Chemistry
- Computer Science
- Digital Marketing
- Economics
- Environmental Studies and Wildlife Management
- Finance
- Financial Planning
- Health Care Management
- Health Sciences
- Human Resource Management
- Kinesiology with Exercise Science
- Kinesiology with Physical Education
- Management
- Marketing
- Mechanical Engineering
- Neuroscience
- Physics
- Physics: Engineering Track
- Psychology
- Sports Management

Bachelor of Science in Nursing

- Nursing Traditional Track

Minors

An academic minor consists of 16 to 24 hours of work with grades as designated in a particular field. Students are not required to have a minor but may elect to complete one or more. Please find the list of available minors below:

- Accounting
- Addiction Studies
- African American Studies
- Agribusiness Management
- Biology
- Business Administration
- Chemistry
- Communication and Rhetorical Studies
- Computer Science
- Criminal Justice
- Economics
- Education
- English
- Entrepreneurship
- Environmental Studies and Wildlife Management
- Finance
- Fine Arts
- Fine Arts Administration
- French in Global Studies
- Gender and Women's Studies
- Global Studies
- Graphic Design and Art
- History
- Human Resource Management
- Japanese in Global Studies
- Kinesiology and Exercise Science
- Leadership Studies
- Management
- Marketing
- Mathematics
- Mechanical Engineering
- Molecular Biology
- Music
- Neuroscience
- Philosophy

- Physics
- Political Science
- Pre-Law
- Psychology
- Religious Studies
- Sociology
- Spanish
- Sport Management
- Theatre

Academic Advisors

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

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

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

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

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

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 Washington University School of Engineering in dual degree programs in a broad range of engineering fields such as biomedical, chemical, and electrical engineering. Admission is guaranteed to WashU for students with a GPA above 3.25/4.00. During the three years at Illinois College, students follow the typical program for science students and complete the specified courses required for an Illinois College degree. WashU has additional course requirements that can be satisfied at Illinois College depending on the individual program; for example, environmental engineering requires introductory environmental science. During the two years at WashU, students complete studies in a specified field of engineering. Upon completion of the program, students qualify for degrees from both institutions: a physics degree from Illinois College and an engineering degree from WashU. The dual degree may be alternatively

completed at any other engineering institution, but the agreement is not articulated (for example, neither the admission nor the timeline are guaranteed). Previous students have completed their degrees in a timely manner at SIUE, Missouri S&T, and University of Nebraska-Lincoln. For Illinois College's Engineering program, see **Mechanical Engineering**.

CLINICAL LABORATORY SCIENCE
Illinois College cooperates with OSF Saint Francis Medical Center, Peoria, Illinois, in a 3-1 program in clinical laboratory science. See **Clinical Laboratory Science**.

OCCUPATIONAL THERAPY
Illinois College cooperates with Washington University in a combined degree program in occupational therapy. During their three years at Illinois College, candidates for this program fulfill most of the general requirements for graduation at Illinois College and carry a specific concentration in biology or psychology. Students must apply for admission to the graduate program at Washington University. A cumulative grade point average of 3.2 and a recommendation from the faculty are required for admission into the program. Other prerequisite courses for entry into the Washington University Program in Occupational Therapy include PS 275 or 276, PS 346, an additional social science course, and MA 123. Note that a B- or better in all prerequisite courses is required for entry into the Washington University Program. Admission is competitive; however, Washington University gives preference to qualified students from its 3-2 affiliates. Students admitted to the graduate program at Washington University will be granted a degree from Illinois College after successful completion of the first year of the professional program and submission of official transcript to Illinois College. See **Occupational Therapy**.

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

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

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

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

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

North Park University
Illinois College also entered an affiliation with North Park University in Chicago, Illinois in 2024 in order to facilitate students earning a Master of Science in Athletic Training (MSAT) through a direct admission process. North Park University reserves two spaces in each cohort every year in the MSAT Program for IC students/ alumni. These potential candidates must be identified by the IC faculty and meet the following requirements:

1. Earned a bachelor's degree from IC by MSAT start date
2. Have an overall GPA of 3.0 on a 4.0 scale
3. Earn a 'C" or better in all required prerequisite courses
4. Possess current CPR/AED Certification
5. Completed 50 observational hours approved by an athletic trainer
6. Completed Technical Standards of Agreement
7. Submitted a Resume and Personal Statement and two letters of recommendations, one of which must be from the athletic trainer who supervised the majority of the applicant's observational hours.

Students must also complete the following courses with a C or better: BI 315 Anatomy and Physiology I, BI 316 Anatomy and Physiology II, BI 107 Human Biology/BI 110 General Biology, CH 10 General Chemistry/CH 103 General, Organic, & Biological Chemistry, PY 181 General Physics I/PY 201 College Physics, PS 101 Introduction to Psychology. North Park University also prefers students to complete MA 102 Statistics for Citizens/MA 123 General Statistics, KI 340 Exercise Physiology, KI 225 Nutrition, KI 341 Biomechanics, and a senior capstone research project.

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.

Second Degrees

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

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

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

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 Prerequisites

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. Also, general education courses are categorized by the requirement they fulfill in this catalog under the BLUEprint General Education Program section.

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

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

Graduate Academic Program

Illinois College offers one online graduate program, a Masters of Science in Nursing program. Please find the policies and requirements for this program included in the sections below.

MSN Admission Requirements

Acceptance into the MSN program is contingent on meeting the following admission requirements:

- Bachelor of Science Degree in Nursing (BSN) from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Accrediting Commission (NLNAC).
- Minimum grade point average of 2.5 on a 4.0 scale for the last 60 semester credit hours of undergraduate course work.
- Official transcripts of all prior collegiate academic work.
- Evidence of satisfactory completion of introductory courses in statistics, nursing research, and health assessment, or their equivalent, with a grade of "C" or better at the baccalaureate level.
- Basic computer skills.
- Evidence of licensure as a registered professional nurse in any state or territory of the United States.
- Evidence of liability insurance.
- Current CPR certification.
- Evidence of the following immunization: Hepatitis, MMR, tetanus, and diphtheria.
- Evidence of an annual TB skin test.
- Evidence of health insurance.
- Criminal background check within 90 days prior to the first practicum experience.

Acceptance into the program for any student who speaks English as a second language is also contingent on meeting the following admission requirement:

- TOEFL score or other acceptable proof of English proficiency.
    - Students for whom English is a second language may be referred to an ESL program of study as a condition for enrollment into the program.

Transfer Credit

Students may transfer a maximum of 4 semester credit hours of previous graduate level course work (from a regionally accredited university or college). Only courses with a grade of B or better will be transferred.

Progression Requirements

Students in the BSN to MSN Track at Illinois College are required to maintain a 3.0 grade point average. A student may earn one “C” in a Masters level nursing course or cognate course if they maintain the 3.0 GPA. Students who earn in excess of one “C” in either a nursing or elective course may be dismissed. All issues regarding student’s academic progress will be decided by the faculty on a case-by-case basis.

Academic Standing

Students in the BSN to MSN Track are required to maintain a cumulative GPA of 3.0 on a 4.0 scale. Students who fail to meet this standard will be subject to an academic review by the Coordinator of Online Nursing and may be dismissed from the program depending on the severity of the academic deficiency. All students must have a cumulative GPA of 3.0 or better to graduate from the MSN Track.

A student who is dismissed from the program for academic reasons may appeal the dismissal within 30 calendar days from the date on the dismissal letter. While the appeal is pending, the student cannot register

for or attend classes. The Department of Nursing is responsible for deciding the merits of an appeal. The appeal must be in writing and addressed to the Coordinator of the MSN Program. The appeal must provide in detail the following information:

- Description of the unusual or non-recurring events that lead to the student's poor academic performance.
- Actions that have been taken or will be taken by the student to ensure there will be no recurrence of these events.
- Actions that have been taken or will be taken by the student to ensure his/her cumulative GPA will quickly reach a minimum of 3.0.
- Any additional evidence or information that may be helpful in reaching a decision.

Dismissal

Dismissal

Illinois College Department of Nursing reserves the right to dismiss students from the MSN program regardless of the cumulative grade point average for:

- Not meeting progression requirements
- Unsafe clinical performance as outlined in the "Unsafe Student Practice Policy."
- Failure to comply with the policies of the program
- Failure to maintain licensure as a professional nursing
- Unsafe performance as a nurse in general

Immediate Dismissal

- Immediate dismissal may result from the following:
- Knowingly causing a patient harm
- Appearance in the class or practicum under the influence of drugs or alcohol. Student may be asked to take a drug screening test.

Graduation Requirements

- 36 credit hours at the graduate level
- Complete all core, concentration, and elective courses
- Completion of student's project.
- A cumulative grade point average of 3.0 or above

Graduate Program Full-time Status

For graduate students, 8 semester credit hours per semester is considered full-time.

Academic Rights and Policies

Undergraduate Full-time Status

Undergraduate students must register for a minimum of 12 semester hours to be considered full-time. The normal schedule is 16 hours each semester, although schedules range from 12 to 18 hours. Permission to take

more than 18 hours must be obtained from the Registrar and Assistant Dean and the Associate Provost of Student Success. 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

Undergraduate 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.

For graduate students, the following course loads correspond to the following statuses:

- 6 semester credit hours is three-fourths time
- 4 semester credit hours is half-time
- Anything below 4 hours in less than half-time

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 12 hours with a grade point average of 3.5 or above, have no grade below 'C', have no more than one 'C' grade, and no 'Incomplete' grades are placed on the Dean's List.

GRADUATION HONORS

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

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

The cumulative grade point will be based on grades received at Illinois College alone and will be based on 48 hours of coursework at Illinois College. Students with fewer than 48 hours at Illinois College are not eligible for graduation honors. (Note: These standards are effective for all students who graduate in the academic year 2024-25 and later.)

PHI BETA KAPPA

Phi Beta Kappa is a national honor society that recognizes high scholarship. The first chapter was formed at the College of William and Mary in Virginia in 1776. Colleges merit a local chapter of Phi Beta Kappa on the basis of their high scholastic attainments, and membership in the society is a mark of distinction. Four universities and seven colleges in the state of Illinois have chapters of Phi Beta Kappa; the Illinois College chapter is the Epsilon of Illinois. During the second semester of each year the faculty members of the chapter, who are solely responsible for selection, elect to membership a limited number of graduating seniors whose scholastic records show marked attainment and promise in the liberal arts and sciences tradition of Phi Beta Kappa. Grades in internships, field work and the professional semester are not included. Students entering in fall 2003 or later must have a broad program in the liberal arts and sciences, including at least 90 hours of liberal arts coursework, successful completion of a language course at the 200-level or beyond, successful completion of a mathematics course at the 200-level or beyond, and must have completed at least 75 semester hours at Illinois College to be considered as candidates. Membership in Phi Beta Kappa is the highest scholastic distinction which undergraduates can receive.

STUDENT MARSHALS

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

Satisfactory Academic Progress, Warning, Probation and Suspension

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

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

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

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

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

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

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

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

2. Completion Rate
   All students in their first year at Illinois College must successfully complete 66% of all attempted credit hours. After the first year, a student must reach a cumulative Completion Rate of 75% of all attempted

credit hours. The Completion Rate is calculated by dividing the cumulative number of earned hours the student has successfully completed by the cumulative number of hours the student has attempted. These percentages will be calculated to two decimal places and will not round up.

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

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

FINANCIAL AID GOOD STANDING STATUS

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

SAP WARNING

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

SAP PROBATION STATUS

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

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

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

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

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

SAP SUSPENSION STATUS

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

SAP REINSTATEMENT

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

1. Successfully appealing the loss of eligibility. To appeal, the student must submit a Satisfactory Academic Progress (SAP) Appeal with supporting documentation to the Office of Academic Affairs. If, based on the appeal, the Office of Academic Affairs determines the student should be able to meet the SAP standards by the end of the subsequent semester; he or she may be placed on probation without an academic plan for one semester only. A progress review is required at the end of that semester. If, based on the initial appeal, the student will require more than one semester to meet progress standards; he or she may be placed on probation with an Academic Plan that ensures the student is able to meet the SAP standards by a specific time. A progress review at the end of one semester is required of a student on probation status to determine if the student is meeting the requirements of the Academic Plan. If the student is meeting the requirements of the Academic Plan, the student is eligible to receive financial aid as long as the student continues to meet those requirements and is reviewed every semester according to the requirements specified in the plan. If the conditions of the Academic Plan are not met, the student will no longer be eligible to continue at Illinois College or to receive financial aid funding until such time as SAP Standards are met. A student must also appeal to change their plan. He or she must explain what has happened to make the change necessary and how he or she will be able to make academic progress.
2. By completing one full-time semester or two full-time quarters at another college/ university which allow the student to achieve the SAP standards. Keep in mind that credits taken elsewhere will not resolve the Cumulative GPA component of SAP, except under certain conditions, but may be used to resolve the Completion Rate requirement. Courses taken must be chosen in consultation with the Registrar. Simply sitting out of school for a semester or two will not restore eligibility for a student who has lost eligibility to receive financial aid funding due to not meeting SAP Standards. A student who has been suspended from

Illinois College by the Academic Affairs Office but is subsequently given permission to re-enroll is not automatically eligible to receive financial aid funding. Readmission decisions are separate from funding decisions.

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

SAP APPEAL PROCESS

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

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

NOTIFICATION

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

RE-ADMISSION WITHOUT FINANCIAL AID

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

TRANSFER STUDENTS

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

Completing Out-of-Residence

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

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

Class Registration

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

With advisor approval, students may add courses to their schedule through the fifth class day of the semester without the instructor's approval. For on-campus students, adding a course after the fifth class day and prior to the end of the ninth 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 twelfth week of classes with a grade of 'W'. If a student withdraws from a repeated course, the 'W' does not replace a grade in the previous course. See **Satisfactory Academic Progress** for the impact of withdrawals.

The College may administratively withdraw students from a course(s) with the grade of 'W' or 'F' due to excessive absence or lack of academic participation.

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 who have not academically participated during the first five business days of class will be administratively withdrawn due to lack of academic participation. Students can withdraw from a course with a “W” appearing on their transcript until 11:59 p.m. on Monday of the sixth week in the term. Students must accept a grade for the course or petition the Office of Academic Affairs for an exception if they do not withdraw from the class on or prior to the Monday of the sixth week in the term.

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 twelfth 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. 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 Faculty, an instructor may award the grade of Incomplete (I) when extenuating circumstances make successful completion of course requirements impossible. A grade of incomplete must be made up prior to the 10th day of the subsequent semester (census date) at which time the grade defaults to an ‘F’ unless a Course Completion Contract is filed with the Provost specifying an alternative timetable and default grade. For students taking courses online, those in the A subterm have until the end of the semester to complete the course requirements; students taking courses in the B subterm have until the 5th day of the

subsequent semester (census date) to complete the course requirements. If a student, on campus or online, has incomplete course work, all federal and state financial aid, including loans, cannot be disbursed until all incomplete work has been completed. If a student has not made satisfactory academic progress (SAP) by the census date and is placed on SAP suspension, the student is not eligible for any financial aid funding and will be responsible for all charges incurred.

Summer Study on an Individual Basis and Internships

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

Transfer Credits

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

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

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

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

Policies for Transfer Students Seeking to Satisfy BLUEprint Requirements

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

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

GENERAL EDUCATION AND TRANSFER POLICIES FOR ONLINE DEGREE PROGRAMS

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

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

Graduation and Commencement Participation

Students may participate in the May Commencement Ceremony following completion of degree requirements or under one of the conditions below:

1) Students who have completed all graduation requirements except two courses equaling no more than eight credit hours. These hours may be taken at Illinois College or another institution.

2) Students who have completed all graduation requirements except sixteen credit hours that can be completed at Illinois College by the end of the following fall semester. Students must be fully enrolled at Illinois College for their final coursework prior to participation in commencement.

The Convocation requirement must be completed by April 1 to participate in the Commencement ceremony.

Students completing degree requirements after participating in the May Commencement ceremony will graduate at the end of the semester that they complete the requirements. Students will receive their diplomas in the mail.

Students may participate in only one Commencement ceremony.

Applications for graduation must be submitted to the Office of 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 and Educational Policies 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.

Online Course Policies for Campus-Based Students

There are several circumstances under which on-campus students may take courses online as part of their academic program. In summer, because it's outside the regular academic year, students may take courses online at IC for an additional charge. During the academic year (fall and spring semesters) students may take fully online classes as part of their regular course load under the following circumstances.

- Students must have earned 45 credit hours and have a minimum cumulative GPA of 2.0. Transfer students should successfully complete at least one semester at IC before taking online courses; exceptions must be approved by either the Registrar or the Dean of Faculty.
- In order to take an online course as part of the regular semester load, the course must be required for the student's program **and** not available on campus in a reasonable timeframe for the student to take the course on campus. (A student's desire to graduate early is not a basis for approval).
- Students are normally limited to one fully online course per semester; exceptions must be approved first by the student's academic advisor and then by either the Registrar or the Dean of Faculty. Students in the Financial Planning major may take up to two online courses a semester in their junior and senior years due to the number of online courses required to sit for the Certified Financial Planner exam.
- For majors or concentrations requiring online coursework, a minimum of a 'C' grade in all pre-requisite courses is required in addition to a GPA of 2.0 both overall and in the major before students may enroll in online courses. Students who do not maintain the minimum GPAs may be prohibited from taking additional online classes and may therefore have to change their major.

Declaring a Major

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

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

Online Student Complaint Procedure

If a student has a complaint resulting from distance education courses, activities, and operations, the student should follow the process outline below:

1. Initial responsibility for the investigation and resolution of complaints resides within Illinois College. To formally submit a complaint, go to https://www.ic.edu/academics/OLcomplaintform and describe the complaint or issue.

2. The Office of Academic Affairs will respond to the complaint within 2 business days. The Office of Academic Affairs is open from 8 a.m. to 5 p.m. central standard time, Monday through Friday. The Office of Academic Affairs will be closed on official school holidays.
3. If a student bringing a complaint is not satisfied by the response from the Office of Academic Affairs, the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to Illinois Board of Higher Education (IBHE).
    1. The Illinois Board of Higher Education. IBHE has the responsibility and authority to resolve complaints against Illinois institutions. Students may file a complaint with the IBHE via the online complaint system.

The National Council for State Authorization Reciprocity Agreement (NC-SARA) policy and process regarding the complaint process can be found at their website: https://nc-sara.org/resources/sara-policy-manual-242.

Academic Program Complaint Process

If a student has any other sort of complaint about the academic program (faculty members' teaching or mentoring, courses and so forth), she or he should:

1. Contact the Dean of Faculty (217.245.3010) to make an appointment. When they come to the office, they should bring as much information about their complaint as possible (dates and times of incidents, emails, texts, etc.) to help document their concerns.
2. The Dean will discuss the situation with the student and together determine the best course of action to follow.
3. If appropriate, the Dean will investigate the complaint, seeking information from the student, faculty and/or staff members and others, as appropriate.
4. The Dean will attempt to determine the accuracy of the complaint and what actions should be taken in response to it. These actions may vary widely, depending on the type of complaint and the findings of the Dean.

If the student's complaint is about the Dean or someone in the Office of Academic Affairs, the student should contact the President's Office (217.245.3001) to make an appointment. The complaint process would be similar to that described above.

Grade Change Process

If a student feels she or he has been graded unfairly, he or she should:

1. Talk to their professor to see if they can understand why they received the grade they did.
2. If the student still has a question about their grade, they should make an appointment with the chair of the department. The student should bring materials relating to the assignment (the assignment sheet, syllabus, grading rubrics, and the graded work) to the meeting with the department chair. The chair will review these materials and facilitate a discussion between the student and the professor.
3. **If the student remains unsatisfied, they should call the Office of Academic Affairs (217.245.3010) to set-up an appointment with the Dean of Faculty.** The student should bring the same materials to the Dean's office. The Dean will review the materials, talk to the chair and the professor, and will determine the best course of action to follow.

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 *https://www.ic.edu/studenthandbook*), which also includes the Code of Student Conduct, disciplinary process and appeal information.

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

Class Attendance

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

Confidentiality of Records and Release of Information

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

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

Responsibility for Off-Campus Activities

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

Cellular Phone Policy

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

Appeal Procedure

While Illinois College operates according to specific policies established by the faculty and administration, the appeal procedure allows for the orderly suspension or change of policy for cause, or in case of extenuating circumstances. Students may appeal an academic action or seek the change or suspension of an academic policy through written petitions to the Curriculum and Educational Policies Committee with the guidance of their academic advisor.

Appeals related to the Teacher Preparation Program, the Nursing Program, and the Behavioral Health Program may be found in their respective program handbooks. Students have the right to advice from the College community before and during all such proceedings.

Disciplinary actions may be appealed to the Office of Academic Affairs. Detailed information on disciplinary policies and appeal processes can be found in the Student Handbook (Blue Book).

Intellectual and Academic 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. This Statement on Intellectual Integrity includes the basic policies, the penalties for violations, and recommended procedures for avoiding violations.

The Illinois College community is founded on the principles of excellence, integrity, respect and communication in pursuit of developing students committed to achieving high levels of scholarship, leadership and service in the liberal arts.

Academic integrity is the completion of course tasks with one's own ideas and/or accurately acknowledging sources. Violations of academic integrity include the following acts: plagiarism, cheating, falsification, bribery and collusion.

View the entire **Code of Integrity here**

Code of Integrity Pledge

Professors have been encouraged to require students to write and sign the following Academic Integrity Pledge on appropriate assignments: As a member of the Illinois College academic community, I hereby confirm that this assignment is entirely my own work, except where I have cited other sources.

Procedure

When a professor finds a student who has violated the Honor Code, she or he will follow this process:

- She or he will contact the Office of Academic Affairs to determine whether this is the student's first violation. If so, they will execute a consequence that seems appropriate. They will submit documentation or evidence of cheating and their punishment to the Office of Academic Affairs within five (5) class days.
- If the incident is not the student's first offense, the faculty member will submit the evidence of cheating to the Office of Academic Affairs, which will investigate the incident and mete out an appropriate punishment. This may include suspension or dismissal.
- If a student accepts the finding of cheating and the punishment, no further action is needed.

Appeals Process
If a student wishes to appeal the finding of cheating and/or the severity of the punishment, they must make an appeal in writing to the Office of Academic Affairs within five (5) class days of receiving notification of the accusation of cheating and punishment.

The Office of Academic Affairs will organize a meeting of the Honor Board to hear the student's appeal within five (5) class days. The Honor Board will consist of two students and two faculty members.

The Office of Academic Affairs will report the Board's decision to the student as quickly as possible and must do so within five (5) class days.

Can a student withdraw from a class after being found guilty of an honor code violation?

If the incident is the student's first Honor Code violation and the punishment is a zero (0) on the test or assignment, the student may withdraw from the class as long as they do so before the withdrawal deadline.

If the incident is the student's first Honor Code violation and the punishment is an F in the class, the student may not withdraw from the class.

If the incident is not the student's first Honor Code violation, they may not withdraw from the class.

If the student began the appeal process before the deadline but the Honor Board had not issued a ruling before the deadline, the deadline for that student to withdraw from the class will be extended to the date of the hearing plus six (6) class days.

Other Information
The Honor Board's decision is final.

All materials related to Academic Integrity Hearings will be retained by the Office of Academic Affairs for one year after the student graduates and then will be destroyed.

Academic Freedom

Academic freedom is essential to teaching and learning in higher education. Illinois College staunchly defends academic freedom for all members of the College community, including the freedom to study and to report findings that are at the heart of scholarly work. Freedom of expression is a fundamental right in a democratic society, a right that Illinois College strives to ensure. Assurance of academic freedom is central to the by-laws of the College.

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. Online students must be enrolled in 12 hours of coursework for the semester in which the BreakAway they are interested in is being taught. More information about the BreakAway program can be found at ***https://www.ic.edu/breakaways***

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 Resource Center. 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/disabilityresources.*

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*.

TRIO Summer Bridge Program

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

Intercultural Exchange Program

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

Professional Experience Programs

Illinois College has a history of creating unique learning experiences for its students. Through clinicals, field work, internships, practicums, 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.

CLINICAL EXPERIENCES IN EDUCATION

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

ENVIRONMENTAL ISSUES INTERNSHIP PROGRAM

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

FIELD WORK IN PSYCHOLOGY AND BEHAVIORAL HEALTH

Students participate in clinical experiences in local facilities arranged through the department. Most students in the Behavioral Health program complete their practicum hours at Gateway Foundation located in Jacksonville. Other AOD clinical settings may be approved by request.

INTERNSHIPS

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 experience form, the requirements for internship academic work. Internships can be 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 ninth day of the academic term for campus based students and by the fourth day of the term for online students. It is important to start the internship search process early to provide enough time to secure the details and register for credit before the start date of an internship.

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

Students can set up internships on-campus, off-campus, and they can be paid or unpaid. Many students locate internships in their home geographical area for the summer. One college-sponsored internship program is the IC Explorer program described below.

IC EXPLORER INTERNSHIP PROGRAM

Illinois College has partnerships with organizations throughout the state of Illinois that offer opportunities for students to pursue paid 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.

Internships are available during the academic year and during the summer. Students interested in participating in any of the programs should watch for application announcements each semester. Interested students should contact the Office of Career Readiness & Experiential Learning. Program partners have included:

ABRAHAM LINCOLN PRESIDENTIAL LIBRARY AND MUSEUM

Interns have the opportunity to work in various areas of the library and museum in Springfield. The site offers the areas of education, facility management,marketing and acquisitions, among others.

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.

JACKSONVILLE AREA CONVENTION AND VISITORS BUREAU

The Jacksonville Area Convention & Visitors Bureau promotes a community rich in historical treasures, with thriving arts, education, and culture wrapped in Midwest hospitality.Interns will assist with many bureau-based projects such as updating and maintaining the JACVB website and E-newsletter, development of marketing materials, creating promotional Jacksonville videos, and photographing various Jacksonville locations and events.

JACKSONVILLE MAIN STREET

Interns will assist with the planning and implementation of several events each year that promote the downtown area. Students may also help with the marketing and social media of events, as well as working with downtown merchants.

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 near Petersburg where Abraham Lincoln spent his early adulthood. Students work collaboratively with park employees and volunteers as historical interpreters in the village.

MIDWEST YOUTH SERVICES

Midwest Youth Services is a local 501c3 nonprofit agency. Their mission is to divert youth from system involvement while strengthening and restoring families. The agency is collaborating with Illinois College to provide internship opportunities to students to promote social services and hands-on learning.

MORGAN COUNTY PROBATION DEPARTMENT

Interns have the opportunity to assist the probation officers of the Morgan County Probation Department. Their mission is to strive to ensure public safety through the reduction of recidivism by enforcing court orders and rehabilitating clients, utilizing empowerment, motivation, accountability, assessment, and referrals to appropriate services, while restoring victims and raising community awareness through the use of evidence based practices.

MEDICAL SCHOOL PREPARATION PROGRAM

The Medical School Preparation Program is a paid summer opportunity designed for rising juniors who plan to take the MCAT and apply to medical school. Participants receive summer housing and up to $1,000 in financial support toward the cost of an online MCAT preparation course. To ensure adequate time to focus on MCAT preparation and strengthen medical school applications, research with Illinois College faculty—as well as any other internal or external work or internship commitments—is limited to part-time during the program.

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.

NURSING PROGRAM

Professional experience is provided in various methods. Clinically focused simulation labs are used in the curriculum where students will explore fundamental concepts and engage in hands-on learning opportunities to develop clinical judgment and provide safe, quality nursing care. Clinical rotations in area hospitals and community clinics enhance student ability to care for patients with complex health issues and collaborate with interdisciplinary team members to maximize patient outcomes. Additionally, area hospitals provide opportunities for students to apply for internships and externships where the student gains supplemental real life experience in caring for patients.

STUDY ABROAD

The Study Abroad program at Illinois College allows students with majors in any discipline to spend a summer, 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 studying abroad should 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, but these courses must be approved by the Illinois College faculty.

Academic and travel awards, for which students may apply, are available to help offset any additional costs of the program.

WASHINGTON CENTER PROGRAM

The Washington Center enables students of all majors to earn college credit for internships and academic seminars in Washington, DC. Through Illinois College's affiliation, students can acquire substantive internships at any of the thousands of governmental, for-profit and nonprofit organizations for which The Washington Center maintains ties. Students participate in a topical seminar program incorporating guest experts and taught by faculty members from Washington area universities.

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

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

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

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

Law School Advising Program

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.

Global Business Certificate

Administered by the Department of Global Studies

In today's world, business is both global and local. Businesses operate in communities built around different languages and cultures. Even local businesses are global with imports, exports, and a multicultural workforce. By completing the requirements of the Global Business Certificate, students will develop the linguistic competencies and cultural knowledge needed to work and live in environments that are culturally different from their own. Students will also learn the ethics of doing business internationally and will develop the

strategies and flexibility necessary to conduct business in countries with differing socioeconomics conditions and cultures. Students will achieve this through a combination of classes and immersive experiences in a country where the language studied is spoken.

- Declare a major or minor offered by the Business Department.
- Take the IS 120 Introduction to Global Professional Skills class (1 credit).
- Choose at least one course from the following internally relevant business offerings. Options include the following but may include others in consultation with faculty.
    - EC/RE 217 Buying Gods
    - EC 344 Development Economics
    - EC 372 Environmental Economics
    - FI 357 International Finance
- Complete at least one Global Studies Course that is culturally and linguistically relevant to the region where an experience abroad is planned. Options include the following but may include others in consultation with faculty.
    - GB 101 Introduction to Global Studies
    - GB 131 Intro to Caribbean Studies
    - GB 150 The Cultural and History of Spain
    - GB 160 Global Black Cultures
    - GB 231 Puerto Rican Culture and History
    - GB 237 Complexities of Cuba
    - GB 250 Introduction to Business in the E.U.
    - GB 251 Torture in Spain and Latin America
    - RE 167 Cults and the End of the World
    - RE/HI 181 Gods, Monsters, and Sex in East Asia
    - RE 173 Space, Place, and Religion
    - RE 176 Religion and Business
    - RE/HI 223 Japanese History and Religion
    - SP 310 Professional Spanish
- Complete a language course at the 200+ level (Japanese equivalency is JP 111). If unable to complete the requirement due to lack of course offerings, students may substitute a culturally relevant course in consultation with faculty.
- Complete an approved global business experience, including appropriate pre-departure and post-return components. Students are encourage to complete IS 120 Introduction to Global Professional Skills at any time; this course is structured to provide opportunities for both pre-departure and post-return activities.

Global Science Certificate

GLOBAL SCIENCE CERTIFICATE

Learning about scientific research in other countries and conducting scientific research internationally helps prepare students to contribute to a multicultural society, in which the greatest problems to be solved are both local and global in nature. By completing the requirements of the Global Science Certificate, students will develop the linguistic competencies and cultural knowledge needed to work and live in environments that are culturally different from their own. Students will also learn the ethics of doing science internationally and will learn the strategies and flexibility necessary to successfully conduct scientific research or apply scientific knowledge abroad. Students will achieve this through a combination of classes and immersive laboratory and/or field study experience in the country where the target language is spoken.

Requirements:

1. Declare a major or minor in a department or program that offers the Bachelor of Science or Bachelor of Nursing degree. Graduation from Illinois College with a BS, BSN or a minor in a scientific discipline is a requirement for earning the Global Science Certificate.
2. Complete at least one Global Studies course that is culturally and linguistically relevant to the region where research abroad is planned. Options include the following but may include others in consultation with faculty:
    - GB 101 Intro to Global Studies
    - GB 131 Intro to Caribbean Studies
    - GB 150 The Culture and History of Spain
    - GB 230 The Caribbean and the African Diaspora
    - GB 231, Puerto Rican Culture and History
    - GB 251 Torture in Spain and Latin America
    - RE 167 Cults and the End of the World
    - RE/HI 181 Gods, Monsters, and Sex in East Asia RE 173, Space, Place, and Religion
    - RE 214 Healing and Health Care
    - RE/HI 223 Japanese History and Religion
3. Complete a language course at the 203 level or above (Japanese equivalency is JP111). In case of being unable to complete this requirement due to lack of course offerings, students may substitute a culturally relevant course in consultation with faculty.
4. Complete an approved global science experience including appropriate pre-departure and post-return components. Students are encouraged to complete IS 115 Introduction to Global Science and Health at any time; this course is structured to provide opportunities for both pre-departure and post-return activities.

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 their primary area of study of Biology, Business, 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 (8 credit hours):

- GW 101 Introduction to Gender and Women's Studies
- GW 102 Introduction to Gender and Men's Studies
- GW 110 Gender and Social Justice

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

Internship or Research Experience (2 to 4 credits)

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.

Gender and Women's Studies Certificate in Business

Students may complete coursework and an experiential learning component that focuses on the role of gender in their primary area of study of Biology, Business, 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 (8 credit)

- GW 101 Introduction to Gender and Women's Studies
- GW 102 Introduction to Gender and Men's Studies
- GW 110 Gender and Social Justice

One of the following courses (4 credits)

- EC 321 Economics of Inequality
- HR 253 Diversity and Inclusion in the Workplace

Internship or Research Experience (2-4 credits)

An internship or research experience that allows student's to gain experience in their discipline with the academic component having students apply gender studies' texts, topics, and theories in their practical work.

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 their primary area of study of Biology, Business, 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 (8 credit)

- GW 101 Introduction to Gender and Women's Studies
- GW 102 Introduction to Gender and Men's Studies
- GW 110 Gender and Social Justice

Students must take SO 341 Criminology.

Internship or Research Experience (2-4 credit hours)

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.

Gender and Women's Studies Certificate in Diversity, Equity, & Inclusion

The diversity studies certificate is interdisciplinary, focused on complementing and enhancing students' course of study and career readiness. Students complete coursework across the three organizing categories – at least

one course per category and from different disciplines – and an experiential learning component that reflects the intersection of all three categories. Students must limit selection to one course from their major. Students who wish to pursue the certificate should contact the Gender and Women's Studies coordinator.

The certificate will consist of one course from each of the following categories and from different disciplines:

One Social Class/Economic Inequality course from the following:

- EC 321 Economics of Inequality
- EC 344 Developmental Economics
- EC 372 Environmental Economics
- GB 231 Puerto Rican Culture & History
- HI 306 The Gilded Age and Progressive Era
- HI 3431 Social Movements in U.S. History
- HR 253 Diversity and Inclusion in the Workplace
- PO 180 Comparative Politics
- PO 383 Third World Politics
- PO 388 International Political Economy
- SO 101 Introduction to Sociology
- SO 206 Social Stratification

One Gender/Sexuality Course from the following:

- GW 101 Introduction to Gender and Women's Studies
- GW 102 Introduction to Gender and Men's Studies
- GW 110 Gender and Social Justice
- RE 181 God's, Monsters, and Sex in East Asia
- HI 231 Women in U.S. History
- HI 234 Sex, Science, and the Female Body
- PO 383 Third World Politics
- SO 207 Gender and Sexuality
- SO 326 Modern Love

One Race/Ethnicity Course from the following:

- CO 226 Intercultural Communication
- ED 203 Multicultural Issues and Social Justice in Education
- ED 172 Multicultural Literature of the Americas\
- EN 356 Native American Literature
- EN 373 African-American Literature
- GB 101 Introduction to Global Studies
- GB 131 Introduction to Caribbean Studies
- GB 230 The Caribbean and the African Diaspora
- GB 270 Serving 21st Century Populations within the Health Professions
- HI 211 The African American Experience I
- HI 212 The African American Experience II
- HI 313 Rethinking American Enslavement
- HI 341 Social Movements in U.S. History
- SO 202 Race and Ethnicity

Internship or Research Experience (2-4 credit hours)

An internship or research experience (2-4 credits) that allows students to gain experience in diversity, equity, and inclusion with the academic component having students apply relevant texts, topics, and theories to their practical work. For example, the Impact Internship Program, offered through the Center for Engagement, Inclusion, and Belonging Office, offers flexible credit hours and fulfills this requirement. Projects should be approved by the GWS committee.

Students may complete coursework and an experiential learning component that focuses on the role of gender in their primary area of study of Biology, Business, 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 Introduction to Gender and Women's Studies
- GW 102 Introduction to Gender and Men's
- GW 110 Gender and Social Justice

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.

Internship or Research Experience

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

Student Services

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

Career Readiness & Experiential Learning

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

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

Chesley Health & Wellness Center

Chesley Health & Wellness Center (CHWC) provides medical and mental health counseling support for students. CHWC provides culturally sensitive primary care medical services, education on healthy lifestyles, disease and injury prevention, management of chronic illness and supports public health initiatives. CHWC also offers a range of free mental health counseling and outreach services including short-term, confidential mental health counseling for IC students, educational workshops and presentations, and consultations and referrals.

Clinical services are provided by licensed professionals. The cost of tuition covers services provided by our staff members on site. Medical and counseling records are confidential, and we adhere to state and federal laws and professional ethics in maintaining confidentiality.

CHWC is located in the Lincoln Hall HUB and is open Monday through Friday from 8:00am-4:00pm (Closed 1:00-2:00 pm for lunch). Services are by appointment only.

Contact our office with questions or to scheduled an appointment at 217.245.3038 or email health@ic.edu or counseling@ic.edu

Log in to Connect 2 to view Student Medical Excuse/Absence Policy

Uwill Teletherapy

Illinois College has contracted services with Uwill, a technology-based teletherapy platform for all Illinois College full-time students. Uwill's innovative platform links students to a diverse and experienced team of licensed mental health professionals within 24 hours. Students can then connect and receive support from their assigned counselor in any format they like – video, chat, text or phone. Choose a time that fits your schedule with day, night and weekend availability. To get connected with Uwill, select the Uwill button on your Single Sign On or go to https://app.uwill.com/login

Health Compliance

Mandated health forms, including a completed physical, medical information, and proof of immunizations are required to attend Illinois College. Failure to complete the required process will result in a non-compliant status, including a health hold on the student account. Students with a health hold will not be able to register for the following semester's classes. Once compliance is reached, the hold will be removed.

In order to avoid a hold, all required health forms must be uploaded by 5:00 p.m. by the 10th day of class of the 1st semester. It is not necessary to upload these records each semester, however it is each student's responsibility to verify they are compliant with the health record policy and up to date with all immunizations and clinical requirements each semester.

Log in to Connect 2 to view Health Compliance Policy

Public Safety

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

Public Safety officers currently conduct foot and vehicle patrols of the campus 24 hours a day when school is in session. The officers enforce all regulations and laws on campus of both the College and the state of Illinois. The College has a good working relationship with the Jacksonville Police Department, who assist with incidents

that may occur on or near campus. Illinois College enforces regulations concerning underage drinking, the use of controlled substances and weapons. For a copy of the annual crime report contact the Office of Public Safety or visit the following web link: *https://www.ic.edu/safety-report*.

Religious & Spiritual Life

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

Residential Life

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

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

Student Engagement, Inclusion, and Belonging

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

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

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

Student Employment

Many students at Illinois College work part-time on campus for up to 10 hours per week. The College employs students in departments on campus including the library, dining hall, academic departments, administrative

offices, recreation center and in buildings and facilities management. Students may also hold part-time jobs in the community. Students interested in working on campus should attend the on-campus job expo during the first week of school and follow up with the Director of Student Employment in the Human Resource Office. It is important to keep in mind, however, that a normal schedule of college classes, along with the preparation that is necessary outside of a class, is itself a full-time activity. Students employed on campus are paid once a month. Contact Sarah Kaisner at *Sarah.Kaisner@ic.edu* or the Office of Human Resources for more information.

Facilities

Alumni House

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

Barnes House (1901)

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

Baxter Hall (1929; remodeled 2005)

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

Becker Center for Teacher Education (2022)

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

Beecher Hall (1829; renovated 1991)

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

Bruner Fitness and Recreation Center (2003)

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

Caine Student Center (1967)

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

Center for Global Studies (2018)

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

Crispin Science Hall (1963; renovated 2023)

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

Cummings Dining Hall (1986)

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

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

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

Kirby Learning Center (1992)

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

Abraham Lincoln Hall (2006)

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

McGaw Fine Arts Center (1980)

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

C. Reed Parker Science Building (2002)

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

Rammelkamp Chapel (1962)

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

David A. Smith House (1854)

The David A. Smith House, built by an early trustee, is utilized by the College's three women's literary societies. The Women's Building Association (WBA) has maintained the historic home's interior since 1924.

Schewe Library (1976)

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

Sturtevant Hall (1857; remodeled 1993)

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

Tanner Memorial Hall (1929; remodeled 1977)

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

Whipple Hall (1882; renovated 2010)

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

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

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

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

Residential Facilities

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

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

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

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

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

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

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

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

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

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

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

Athletic Fields

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

Admission

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

217.245.3030
Fax: 217.245.3034
Tollfree:866.464.526

E-mail: admission@ic.edu
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

Standardized Test Scores

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

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

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

Personal Interviews and Campus Visits

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

Admission Notification

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

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

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

Enrollment Deposits

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

Final Transcripts

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

Online Programs

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

Home-Schooled Students

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

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

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

- Results from either the ACT or the SAT Reasoning Test. Official scores are preferred, but students may submit a copy of their official score report.

If 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.

Transfer Admission

The Specific Minimum Requirements for Transfers Include:

- Graduation from an accredited four-year high school or the equivalent with at least fifteen (15) hours of credit.

- Verification of good academic standing at the institution from which the applicant wishes to transfer.
- A minimum 2.5 for their most recent full-time semester of college level coursework and a minimum cumulative 2.0 G.P.A. for all college level coursework attempted.
- A minimum of 24 transferable credits completed. If 24 credits have not been completed at the time the candidate submits their application, the student's high school record will also be evaluated.

Transfer Application Procedure

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

To complete the application, transfer students should also submit:

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

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

Evaluation of Transfer Credit

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

Health and Immunization Records

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

Visiting Students

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

Applicants with a GED

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

Returning Students

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

Finish in 4

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

Expenses

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

At the beginning of the academic year, all first-year, sophomores and juniors that have not successfully completed 88 credit hours or have not lived on campus for at least six semesters, are required to live on campus. Room reservations at the opening of the academic year are for both semesters. Students are obligated to keep the commitment for room and board arrangements for the second semester unless not enrolling for the second semester or unless the Executive Director of Residential Life gives written permission for canceling the room reservation. Residence halls will be closed during extended vacations and after commencement.

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

Payment of Semester Charges

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

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

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

Refunds

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

ON CAMPUS CLASSES

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

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

ONLINE CLASSES

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

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

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

A student's federal financial aid eligibility (including Federal Pell Grant, SEOG, Direct Loans: Stafford and PLUS) is recalculated if the student withdraws, drops out, is dismissed or takes a leave of absence prior to completing 60 percent of a semester. The amount of the Title IV Aid earned by the student is based on the percent of earned aid using the following formula: 'percent earned' equals the number of days completed up to the 'withdrawal date' divided by total days in the period of enrollment. The 'withdrawal date' is defined as the actual date the student began the College's withdrawal process, the student's last date of recorded attendance or the midpoint of the semester for a student who leaves without notifying the College. Federal financial aid is then returned to the federal government based on the percent of the unearned aid using the following formula: The aid to be returned equals 100 percent minus the 'percent earned' (see above), times the amount of aid disbursed toward institutional charges. When the student owes funds to the College due to federal aid being returned, the student should contact the Office of Student Financial Services to make payment arrangements for the balance.

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

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

Delinquent Bills

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

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

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

IC Store

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

Textbooks

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

Financial Aid

Office of Student Financial Service
Illinois College
1101 West College Avenue
Jacksonville, IL 62650
FAFSA code: 001688

217.245.3035 Fax: 217.245.3274 Toll free: 866.464.5265
Email: sfs@ic.edu
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

BRYAN ARNOLD, Professor of Biology (2013, 2025) B.S., Ohio University; M.S., John Carroll University; Ph.D., University of Maryland.

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

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

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

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

LAURA COREY, 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.

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 Global Studies (Spanish) (2001, 2013) B.A., Alma College; M.A., University of Delaware-Newark; Ph.D., University of Illinois at Urbana-Champaign.

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

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

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

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

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

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

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

CHRISTOPHER OLDENBURG, Professor of Communication and Rhetorical Studies (2010, 2024) B.A., M.A., University of Dayton; Ph.D., University of Memphis.

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

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

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

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

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

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

Associate Professors

ALLISON BURRUS, Associate Professor of Business (2019, 2025) 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.

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

NICHOL DELGIORNO '97, College Organist and Associate Professor of Music (2019, 2025) B.A., Illinois College; M.M., University of Iowa; D.M.A., University of Illinois.

KARA DORRIS, Associate Professor of English (2018, 2025) B.A., M.A., University of North Texas; M.F.A., New Mexico State University; Ph.D., University of North Texas.

GWENDOLYN GILLSON, Associate Professor of Asian Studies (2019, 2024) B.A., Gustavus Adolphus College; M.L.I.S., University of Oklahoma; M.A., Ph.D., University of Iowa.

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

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

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

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

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

ALEX MOORE, Associate Professor of Psychology (2019, 2023) B.A., Southern Illinois University Edwardsville; M.A., Ph.D., University of Nevada Las Vegas.

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

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

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

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

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

Assistant Professors

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

EMILY ADAMS, Visiting Assistant Professor of Global Studies (French & Spanish) (2012, 2016) B.A., Tulane University; M.A., Ph.D., University of Pennsylvania.

KAREN BAUR, Part-time Assistant Professor of Nursing (online) (2023) B.S.N. Sangamon State University; M.P.H., University of Illinois at Springfield; M.S.N., University of South Alabama; D.N.P., University of South Alabama.

JAYE BEETEM, Technical Director/Designer (2025), B.F.A., University of Utah, M.A., Northeast Louisiana University, M.F.A., Wayne State University.

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

MUNIA CABAL-JIMÉNEZ, Assistant Professor of Spanish. (2025) B.A., Universidad de Costa Rica, M.A., Universidad de Costa Rica, Ph.D., University of Illinois at Urbana-Champaign.

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

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

T.J. DEVINE, Assistant Professor of Business (2009, 2024) B.S., University of Central Missouri.

TIMOTHY FINLAY, Assistant Professor of Agribusiness (2023). B.S. University of Illinois at Urbana-Champaign; M.B.A., Quincy University.

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

AMY HYRNEWYCH, Assistant Professor of Nursing (2023) B.S.N., St. John's College of Nursing; M.S.N., Southern Illinois University.

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

ROGER KERFOOT, Assistant Professor of Sports Management (2024) B.S., Eureka College, M.S., Western Illinois University.

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

SUZANNE KELL, Assistant Professor of Education (2018, 2024) B.S., Eastern Illinois University; M.S., Walden University.

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

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

MEREDITH KUNZ, Assistant Professor of Education (2023) B.S., North Park University; M.S., Indiana University; Ph.D, Liberty University

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

YANAN LIU, Assistant Professor Business (2024) B.M., Zhejiang University, M.Sc., University of Guelph. PhD., Ohio State University.

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

ERIC MCCLAREY, Assistant Professor of Physical Education and Health (2018, 2024) B.S., M.S., University of Illinois at Urbana- Champaign.

LISA MURRAY, Assistant Professor of Engineering (2024) B.S, Western New England University, M.E, American International College, M.E.M, Western New England University, Ph.D., Western New England University.

ABHISHEK NANAVATI, ASIANetwork Postdoctoral Teaching Fellow and Visiting Assistant Professor of Asian Studies (2024) B.A., Earlham College, M.A., Columbia University, Ph.D., Georgetown University.

BLESSED NGOE, Assistant Professor of Communication (2025) B.S., University of Buea, M.A. University of Buea, M.A., New Mexico State University, Ph.D., University of Colorado, Boulder.

YORKOW OPPON-ACQUA, Assistant Professor of Political Science (2024) B.A., University of Ghana, M.A. P., University of Akron, Ph.D., University of Cincinnati.

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

ASHIQ RAHMAN, Assistant Professor of Physics (2025), B.S., BRAC University, Dhaka, Bangladesh, M.S., University of Connecticut, Ph.D., University of Connecticut.

COURTNEY SIMPKINS, Assistant Professor of English (2024) B.A., Longwood University, M.A. Radford University, Ph.D. , Southern Illinois University, Carbondale.

JONI SMITH, Assistant Professor of Nursing (2025), M.B.A., Culver-Stockton College, MSN, Blessing Rieman College of Nursing.

SAMANTHA SMITH, Assistant Professor of Psychology (2025), B.S., Southern Illinois University Edwardsville, M.S., Southern Illinois University Edwardsville, Ph.D., Wichita State University.

ARASH TAHRIRI, Assistant Professor of Accounting (2025), B.S., Imam Khomeini International University, M.S., University of Tehran, Ph.D., University of Tehran.

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

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

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

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

KIMI YUCHS, Part-time Assistant Professor of Nursing (online) (2024), B.S.N. Marycrest College; M.A. University of Iowa; D.P.N, University of Southern Indiana.

Instructors

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

DANA BANGERT, Instructor in Accounting (2024) B.S., Illinois College; M.A., University of Illinois Springfield.

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

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

JODI COLBERT, Part-time Instructor in Psychology (online) (2024) B.S.W., MacMurray College; M.S.W. Saint Louis University.

GLORIA COX, Skills Lab Coordinator (2024) A.S.N., Lincoln Land Community College; B.S.N. Western Governors University.

JAYME DAVIS ‘13, Instructor in Education (online) (2024) B.S. Illinois College; M.A. Olivet Nazarene University.

MALLORY DEMUZIO ’16, Instructor in Nursing (2024) B.S., Illinois College; M.S.N., Millikin University.

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

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

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

RANDY KREPEL, Instructor in Education (2023) B.A. Illinois Wesleyan; M.S. Eastern Illinois University; M.A. Concordia University.

ELIZABETH LAHEY. Instructor of Business (2021) B.A. Northwestern; M.B.A. University of Illinois at Chicago.

TAUNA LUMMIS, Instructor in Nursing (2024) B.S., Indiana Wesleyan University, M.S., Indiana Wesleyan University.

KEN MANSELL, Instructor in Education (2022) B.S., MacMurray College.

RICHARD MCCOY, Instructor in Theatre (2024) B.A., Illinois Wesleyan University.

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

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

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

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

KARLIE RANDALL ‘21, Instructor in Nursing (2023), B.S.N., Illinois College.

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

KELLY SILTMAN ‘84, Part-time Instruction in Education (2024) B.A. Illinois College.

M. TIMOTHY SMITH, Instructor in Music & Applied Lessons (2023) B.M., University of Illinois Urbana-

Champaign; M.M. University of Kansas Lawrence.

GEORGE SPARROW, Part-time Instructor in Education (2024) B.A., Southern Illinois University Carbondale; M.A., University of Illinois Springfield.

TIMOTHY STOWERS ‘03, Part-time Instructor in Education (2024) B.A. Illinois College; M.A. American College of Education.

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

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

ALLISON TINCH, Instructor in Education (2024) B.S. Indiana Wesleyan; M.A., LCC International University.

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

MEGAN VANT, Part-time Instructor in Psychology (2024), B.S. Psychology; M.A. University of Illinois Springfield.

ANTHONY WILLIAMS, Part-time Instructor in Criminal Justice (2024) B.A. Eastern Illinois University.

RACHELLE WISEHART ‘11, Part-time Instructor in Global Studies (Spanish) (2024), B.A. Illinois College.

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.

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.

CYNTHIA A. COCHRAN, Associate Professor of English (1997, 2024) A.B., M.S., University of Illinois at Urbana-Champaign; Ph.D., Carnegie Mellon 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.

ADRIENNE HACKER DANIELS, A. Boyd Pixley Professor of Humanities and Professor of Communication and Rhetorical Studies (2000, 2024) B.A., Brooklyn College; M.A., Northwestern University, Ph.D., University of Wisconsin-Madison.

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

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

BERND K. ESTABROOK, Professor of Global Studies (German) (1994, 2024) B.A., Whitman College; M.A., Ph.D., University of California-Berkeley.

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

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

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

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.

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

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

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

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

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

LISA J. UDEL, Associate Professor of English (2002, 2025) B.A., University of Michigan; M.A., Indiana University; Ph.D., University of Cincinnati.

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-

Office of the President

President of the College	Barbara A. Farley
Executive Assistant to the President	Clare Mills
Director of Athletics	Meghan Roman
Director of Sports Information	Scott Reed
Assistant Sports Information Director	James Keck
Associate Director of Athletics / Head Men's Basketball Coach	Steve Schweer
Assistant Director of Athletics	Abby Vorreyer
Head Athletic Trainer	Terry J. Geirnaeirt
Assistant Athletic Trainers	Shawn Woods Jr. Sydney Stevelinck
Head Strength and Conditioning Coach	Matthew Saey
Head Baseball Coach	Jacob Waddle
Assistant Baseball Coaches	VACANT Logan Bledsaw Jayden Kasai
Assistant Men’s Basketball Coach	TJ Ervin
Head Women’s Basketball Coach	Jennifer McCormick
Assistant Women’s Basketball Coaches	Ross Faldet Lakeida Nichols
Head Cheer Coach	Marisa Antonacci
Head Dance Coach and Director of Spirit Teams	Samantha Laster
Head Clay Target Coach	Bruce Shafer
Assistant Clay Target Coach	Angela Gonzales Balfe
Head Cross Country Coach & Assistant Track and Field Coach	Anthony Flores
Head Esports Coach	David Seering
Head Football Coach	Ray DeFrisco
Assistant Football Coaches	Austin Guptel Sam Chilsen Bryan Wade James Champion Jacob Barnes Matthew Krawczyk Jack Neumann Chris Welton Dinari Ellis Cody Leonard Chidubem Okonkwo
Head Men’s and Women’s Golf Coach	Jay Rowell
Head Men’s Soccer Coach	Evan Philpott
Assistant Men's Soccer Coaches	John Antoine Dan Keller
Head Women’s Soccer Coach	Hunter Gray
Assistant Women’s Soccer Coach	Nicholas Bohuslawsky Hillary Waddle
Head Softball Coach	Samantha Mendez

Assistant Softball Coaches	Kiwi Moran Payton Cloe
Head Track and Field Coach	Dirk Doehring
Assistant Track and Field Coach	VACANT Rylan Hynek
Head Women's Volleyball Coach	Claire Scully
Assistant Women's Volleyball Coaches	Dillan Baum Amy Bordean
Head Men's and Women's Swim Coach	Christopher Sykes
Assistant Swim Coaches	Lance Bergmann Elisha Herr
Head Men's and Women's Tennis Coach	Scott Weakley
Assistant Tennis Coach	Patrick Embley

Office of Academic Affairs

Provost and Dean of the College	Catharine O'Connell
Executive Assistant to the Provost	Elise Meyer
Dean of Faculty/Associate Professor of Political Science	Dane Wendell
Executive Director for Institutional Research	Robert A. Sweatman
Director of Grants	Jenny Chandler
Registrar	Kelly McCormick
Senior Associate Registrar and Technology Manager	Dixie Freehill
Assistant Registrar	McKenna Service
Academic Records Coordinator	Abby Millitello
Data and Compliance Analyst	Rose Marshall
Administrative Assistant - Provost	Leah Honnen
Academic Support Staff	Joanne Leeds
Academic Support Staff	Julie Samaras
Library Director	Bree Kirsch
Information Literacy Specialist	Jaeda Calaway
Research Services Librarian and Information Literary Librarian	McKenna Jacquement
Technical Services Manager	Adam Enz
Access Services Manager	Emma Norris
Archivist and Curator of Special Collections	Elizabeth Ray
Associate Provost for Student Success	Amy Schwiderski
Director TRIO Student Support Services	Olivia Raya
Director for the Center for Academic Excellence	Sarah Scheufele
TRIO Operations Manager	Marsha Mayner
Administrative Assistant for Lincoln HUB	Missy Naeve
Coordinator of Disability Resources	Anna Anderson
TRIO Academic Coach and Coordinator for Student Engagement	Lakeida Nichols
TRIO Academic Coach	Brooke Rhoades
Academic Coach	Amanda Dober
Title III Operations Manager	Kathy Simmons
Data Manager for Student Support	Jennifer Claussen

Director of Nursing Program	VACANT
Assistant Director of Nursing Program	Tracey Kreipe
Online Nursing Program Coordinator	Pamela Brown
Nursing Clinical and Simulation Lab Coordinator	Danielle Heneisen
Nursing Administrative Specialist	Angela Bentley
Nursing Academic Coach and Skills Lab Coordinator	Tasha Bartlett
Nursing Skills and Simulation Lab Coordinator	Jessica Ford
Director of Student Engagement and Belonging	Kayla Ward
Assistant Director of Student Engagement and Belonging	Squire Prince
Assistant Director of Diversity, Inclusion, and Belonging	Kierstyn Worthem
Program Coordinator of Student Engagement, Inclusion and Belonging	Alessandra Rider
Campus Compliance and Conduct Officer/Title IX Coordinator	Angela Valuck
Director of Global Programming	Rebecca Spencer
Director of the Drumline	Tyler Carpenter
Head Debate and Speech Coach	Shawna Merrill
Education Program Coordinator and Licensure Officer	Camille Mably
Laboratory Manager	Andrew L. Stice
Coordinator of Online Business Programs	Kevin Klein
Chief Information Officer	Patrick Brown
Assistant Chief Information Officer	Marc Benner
Associate Director of Administrative IT Solutions/Database Administrator	Quinton Miller
Administrative Systems/Web Development Specialist	Tonia Berry
IT Support Specialist	Joe Mendala
IT Office Manager	Jennifer Phebus
Educational Technology Manager	Jeremy Hommowun
Manager of End User Security and Support	Kelsi Simmert
Director of Residential Life	Tarome Alford
Assistant Director of Residential Life	VACANT
Administrative Coordinator of Residential Life	Paula Danielewicz
Director of Public Safety	Adam Mefford
Senior Public Safety Officer	Mark Lawson
Public Safety Officers	Mark McAuliffe Matt Courty Brad Petefish Chris Prewitt
Associate Provost for Student Development	Kelly Pool
Director of Career Counseling and Internship Development	Susie Drake
Assistant Director of Civic Engagement and Public Service Pathways	Lauren Dodge
Director of Student Professional Development	Sarah Kaisner
Assistant Director of Career and Leadership Development	Jessamy Hintz
Administrative and Data Coordinator	Shannon Killday
Director of Student Health and Wellbeing	Leah Hamilton
Assistant Director of Student Health and Wellbeing	VACANT
Mental Health Counselor	Nicole Crockett
Mental Health Counselor	LaNise Kirk

College Health Nurse	Allie Snodgrass
Health Services Coordinator	Kristi Smith
Program Coordinator of Empower Your Life Program	Jonna Cooley

Office of Advancement and Alumni Engagement

Vice President of External Relations	Stephanie Chipman
Executive Director of Development and Alumni Relations	Katie Carls
Assistant Director of Annual Programs and Advancement Communication	Kayleigh Blaney
Donor Experience Manager	Taylor Force
Senior Operations Manager	Eric Sustaita
Major Gift Officer	Zach Wittmann
Major Gift Officer	Scott Belobrajdic
Director of Annual Programs and Advancement Communication	Amy Rourke Jones
Director of Alumni and Family Engagement	VACANT
Advancement Services Specialist	Laura Beard

Office of Enrollment and College Marketing

Vice President of External Relations	Stephanie Chipman
Associate Vice President of Enrollment Management	Evan Wilson
Senior Associate Director of Admission	Richard L. Bystry
Director of Recruitment and Outreach	Mikaela Brown
Chicago Regional Representative	Sarah Twaddle
Project Manager	Kristen Reed
Enrollment Operations Coordinator	Beth Kaufmann
Admission Counselor - Specialized Initiatives	VACANT
Guest Experience Coordinator	VACANT
Assistant Director of Admission/St. Louis Regional Representative	Joe Legendre
Admission Counselor (Nursing)	VACANT
Admission Counselor	Rylan Hynek
Admission Counselor	Maya Smith
Admission Counselor	Jayden Kasai
Director of Divisional Technology and Operations	Michael Bendorf
Director of Specialized Admission Initiatives	Sarah Wayne
Director of Campus Events	Sara-Jean Gilbert
Events and Project Manager	VACANT
IC Store Manager	Ashley Sieving
Director of Student Financial Services	Rebecca S. Birdsell
Student Financial Services Coordinator and Technology Manager	Dustin Leifheit
Student Financial Services Counselor	Miranda Klopfer
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Associate Director of SFS	Jen Neff
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**Inclusion in this program indicates only participation in the Commencement Ceremony. Inclusion does not necessarily indicate completion of degree requirements.*

Campus Map

Visit ic.edu/about/visitcampus for the most up to date campus map.

Programs

Accounting

Assistant Professor Emily Wright
Assistant Professor of Accounting Arash Tahriri
Part-time Instructor Mallory Fairless
Part-time Instructor Jafar Qutob

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

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

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

Accounting

Major

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

A major in Accounting shall consist of 46 credit hours as follows:

Required Courses

Item #	Title	Credits
AC 231	Principles of Accounting	4.0
AC 325	Intermediate Financial Accounting I	4.0
AC 326	Intermediate Financial Accounting II	4.0
AC 485	Senior Seminar	4.0
BU 315	Business Ethics	4.0
CO 210	Business Communication	4.0
EC 105	Principles of Economics	4.0
	Sub-Total Credits	28

Statistics Requirement

Choose EC 245 or MA 123.

Item #	Title	Credits
EC 245	Statistics	4.0
MA 123	Elementary Statistics	4.0
	Sub-Total Credits	4

Three Courses chosen from the following:

Item #	Title	Credits
AC 321	Accounting Information Systems	4.0
AC 323	Intermediate Cost Accounting	4.0
AC 329	Tax Accounting	4.0
AC 433	Auditing	4.0
	Sub-Total Credits	12

Experiential Learning Requirement

Take one two-credit Experiential Learning requirement.

Item #	Title	Credits
AC 463	Internship in Accounting	1.0-4.0
IC 421	Graduate READY: Career Strategies	2.0
	Sub-Total Credits	2
	Total Credits	46

Accounting

Minor

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

Required Course

Item #	Title	Credits
AC 231	Principles of Accounting	4.0
	Sub-Total Credits	4

Statistics Requirement

Students must take one statistics class from the following options:

Item #	Title	Credits
EC 245	Statistics	4.0
MA 123	Elementary Statistics	4.0
	Sub-Total Credits	4

Three other courses chosen from the following:

Item #	Title	Credits
AC 321	Accounting Information Systems	4.0
AC 323	Intermediate Cost Accounting	4.0
AC 325	Intermediate Financial Accounting I	4.0
AC 326	Intermediate Financial Accounting II	4.0
AC 329	Tax Accounting	4.0
AC 433	Auditing	4.0
	Sub-Total Credits	12
	Total Credits	20

Accounting Course Descriptions

AC 231 : Principles of Accounting

Fundamental financial and managerial accounting concepts used in decision making. Emphasis is on operating, investing, and financing activities and planning, controlling, and evaluating performance.
Credits 4.0

AC 321 : Accounting Information Systems

Study of Accounting Information Systems (AIS) internal control, the system development cycle, relational data structure, and e-commerce solutions. Learning application of AIS in the business environment by using an integrated accounting package, building flowcharting skills, and choosing and implementing a computerized accounting system. Also, discussion of Enterprise Resource Planning (ERP) and the valuation of Information Technology (IT) resources.
Credits 4.0

Prerequisite Courses
AC 231: Principles of Accounting

AC 323 : Intermediate Cost Accounting

Use of costs for planning, controlling and decision making with emphasis on standard costs, flexible budgets, cost behavior, direct costing, relevant costs, responsibility accounting and cost analysis for control and motivation.
Credits 4.0

Prerequisite Courses
AC 231: Principles of Accounting

AC 325 : Intermediate Financial Accounting I

In depth study of the accounting process and financial statements preparation. Analysis of balance sheet elements relating to income determination through conceptual discussion and procedural presentation.
Credits 4.0

Prerequisite Courses
AC 231: Principles of Accounting

AC 326 : Intermediate Financial Accounting II

Discusses in depth the traditional financial accounting topics as well as the recent developments in accounting valuation and reporting. Special topics are EPS, accounting for deferred income taxes, leases, pensions, changes/errors preparation of the statement of cash-flows, and financial analysis.
Credits 4.0

Prerequisite Courses
AC 325: Intermediate Financial Accounting I

AC 329 : Tax Accounting

The federal income tax principles and applications with primary emphasis upon personal income taxes.
Credits 4.0

Prerequisite Courses
AC 231: Principles of Accounting
Prerequisites
Declared Accounting Major or Consent of the Instructor

AC 407 : Volunteer Income Tax Assistance (VITA)

A study of basic income tax preparation and tax preparation software. Students will prepare tax returns for those with incomes of $60,000 or less in the local area. All work is supervised in person by a faculty member. May be repeated for a maximum of 4 hours.
Credits 2.0

Co-Requisite Courses
AC 329: Tax Accounting
BLUEprint
Community and Civic Engagement

AC 433 : Auditing

A study of the external principles, procedures and techniques used by auditors in verification of the financial statements of the business enterprise.
Credits 4.0

Prerequisite Courses
AC 326: Intermediate Financial Accounting II

AC 461 : Independent Study in Accounting

Credits 1.0-4.0

AC 463 : Internship in Accounting

A practical application of theoretical skills in actual job-related situations. Open to Junior and Senior majors. May be repeated for a maximum of 6 hours.
Credits 1.0-4.0
Prerequisites
Consent of the Instructor

AC 465 : Independent Research in Accounting

Credits 1.0-4.0

AC 485 : Senior Seminar

As an interdisciplinary capstone course, students will analyze and evaluate financial information with respect to profitability, corporate risk management, and proper financial reporting.
Credits 4.0

Prerequisites
Senior Standing, Declared Accounting or Finance Major Only
Notes
Cross-listed with **FI 485**

Actuarial Science

Actuarial Science

Major

The Actuarial Science major is an interdisciplinary program that is housed in the Math program. It requires 48 semester hours, with 28 hours of the courses taking place in Math and the remaining 20 hours in Accounting, Economics, and Finance. The focus of the program is to prepare students for careers as actuaries, with at least one course focused around actuarial exam preparation. The program will ensure that students will also complete a Math minor and be prepared to attempt two professional exams prior to graduation. For timely progress toward the degree students should complete MA 223 before the start of their junior year. For more information, contact Professor Patricia Kiihne in the Mathematics program. The courses required for the major are:

Mathematics Core

Item #	Title	Credits
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
MA 233	Calculus III	4.0
MA 323	Introduction to Linear Algebra	4.0
MA 343	Probability & Statistics	4.0
MA 347	Mathematics of Investment	4.0
	Sub-Total Credits	28

Business/Other Core

Item #	Title	Credits
AC 231	Principles of Accounting	4.0
AC 325	Intermediate Financial Accounting I	4.0
AC 326	Intermediate Financial Accounting II	4.0
EC 105	Principles of Economics	4.0
FI 362	Corporate Risk Management	4.0
IS 485	A Liberal Arts Survival Guide	4.0
	Sub-Total Credits	20
	Total Credits	48

Addiction Studies

Instructor Sarah Seely - Clinical Program Coordinator

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

Addiction Studies

Minor

The Addiction Studies minor consists of 24 hours:

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

African American Studies

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

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

African American Studies

Minor

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

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

Required Course

Item #	Title	Credits
AF 176	Introduction to African American Studies	4.0
	Sub-Total Credits	4

Four electives from this list:

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

Item #	Title	Credits
AF 160	Global Black Cultures	4.0
EN 373	African-American Literature	4.0
HI 211	The African American Experience I	4.0
HI 212	The African American Experience II	4.0
HI 313	Rethinking American Enslavement	4.0
HI 341	Social Movements in U.S. History	4.0
SO 202	Race and Ethnicity	4.0
HI 177	Public History	4.0
TH 185	America on Film: Race, Gender, and Class	4.0
PO 265	Race and Politics	4.0
	Sub-Total Credits	16
	Total Credits	20

African American Studies Course Descriptions

AF 160 : Global Black Cultures

In this course students will increase their understanding of both global cultures and Black cultures in the U.S. by studying the process of diaspora—the dispersal of people from a central location. People of African descent live in cultures around the world due to the African diaspora. This means that Black traditions, histories, practices, and values in the U.S. are intimately connected to Black traditions, histories, practices, and values in other parts of the world. This course will explore those connections. Possible topics include the Caribbean, West Africa, France, Black liberation struggle, music, social change, African literature and film, Black artists in Paris.

Credits 4.0

Semester Offered
Offered alternate years
BLUEprint
Global Awareness

AF 176 : Introduction to African American Studies

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

Credits 4.0

BLUEprint
U.S. Diversity

Agribusiness Management

Professor Kevin Klein
Assistant Professor T.J. Devine
Assistant Professor Tim Finlay
Assistant Professor Yanan Liu

Agribusiness Management
Major

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

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

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

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

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

An Agribusiness Management major consists of 46 credit hours. The courses required are:

Business Core

Item #	Title	Credits
AC 231	Principles of Accounting	4.0
EC 105	Principles of Economics	4.0
CO 210	Business Communication	4.0
MG 364	Management	4.0
	Sub-Total Credits	16

Agribusiness Core

Item #	Title	Credits
AG 111	Emerging Issues in Ag & Natural Resources	4.0
AG 211	Introduction to Agribusiness	4.0
AG 321	Agricultural Sales and Marketing	4.0
AG 330	Agricultural Finance & Farm Management	4.0
AG 491	Agribusiness Management Senior Capstone	4.0
	Sub-Total Credits	20

Agribusiness Elective

Choose one Agribusiness elective course.

Item #	Title	Credits
AG 331	Agricultural Economics	4.0
AG 332	Agricultural Commodities and Futures	4.0
	Sub-Total Credits	4

Experiential Learning Requirement

Choose one two-credit Experiential Learning requirement:

Item #	Title	Credits
AG 463	Internship in Agribusiness	1.0-4.0
IC 421	Graduate READY: Career Strategies	2.0
	Sub-Total Credits	2

Ethics Elective

Choose one Ethics course.

Item #	Title	Credits
BU 315	Business Ethics	4.0
CO 315	Communication Ethics	4.0
PH 315	Business Ethics	4.0
	Sub-Total Credits	4
	Total Credits	46

Agribusiness Management

Minor

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

A minor in Agribusiness consists of 20 hours as follows:

Required Courses

Item #	Title	Credits
AG 111	Emerging Issues in Ag & Natural Resources	4.0
AG 211	Introduction to Agribusiness	4.0
EC 105	Principles of Economics	4.0
	Sub-Total Credits	12

Required Elective

Choose one course:

Item #	Title	Credits
AG 321	Agricultural Sales and Marketing	4.0
AG 330	Agricultural Finance & Farm Management	4.0
	Sub-Total Credits	4

One additional course selected from the following :

Item #	Title	Credits
AG 321	Agricultural Sales and Marketing	4.0
AG 330	Agricultural Finance & Farm Management	4.0
EC 331	Agricultural Economics	4.0
	Sub-Total Credits	4
	Total Credits	20

Agribusiness Management Course Descriptions

AG 111 : Emerging Issues in Ag & Natural Resources

Survey of emerging issues in the food and agricultural industry, including: 1) geography of food production and consumption; 2) human agricultural and natural resource relations; 3) agriculture in the United States and abroad; 4) modern agribusiness; 5) food, agriculture, and natural resources policy; 6) ethical and legal implications; and 7) role and impact of science and technology.
Credits 4.0

AG 211 : Introduction to Agribusiness

The role of agricultural business in the economy. Introductory economic and business principles and their application to the solution of agricultural problems.
Credits 4.0

BLUEprint
Global Awareness

AG 235 : Agricultural Animal Science

This course provides the science of agricultural animals including cattle, swine, horses, goats, sheep, poultry 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 with each animal systems.

Credits 4.0

AG 321 : Agricultural Sales and Marketing

This course provides students with an overview of marketing strategies and techniques in the agricultural sector. Students will learn how agricultural products move from production to market. Key topics include market research, consumer behavior, pricing, distribution, and promotion within agribusiness. The course also emphasizes essential sales skills such as relationship-building and negotiation.
Credits 4.0

Prerequisites
AG 211 or equivalent

AG 330 : Agricultural Finance & Farm Management

This course provides students with the tools and knowledge to effectively manage and financially oversee farming operations. Students will apply business management principles to real-world scenarios, focusing on budgeting, financial analysis, and decision-making processes that are essential for farm operators and managers.
Credits 4.0

Prerequisite Courses
EC 105: Principles of Economics
AC 231: Principles of Accounting
AG 211: Introduction to Agribusiness

AG 331 : Agricultural Economics

An introduction to the principles of economics including production principles; production costs, supply and revenue; profit maximization; consumption and demand; price elasticity; market price determination; and competitive versus noncompetitive market models These principles are applied to agriculture and the role of agriculture in the United States and world economies. Other topics include a survey of the world food situation; natural, human and capital resources; commodity product marketing; and agricultural problems and policies. (See EC 331.)
Credits 4.0

Prerequisites
Cross-listed with **EC 331**

AG 332 : Agricultural Commodities and Futures

Economic theory and methods are used to analyze agricultural production decisions and their relationship to futures and options markets. In this course, students will learn about the institutional structure of these markets, price formation, and the strategic use of financial instruments by producers and agribusinesses. U.S. and international markets will be explored, and students will gain practical insights into how commodities trading impacts agricultural economics.
Credits 4.0

Prerequisites
AG 330 or FI 352

AG 340 : Farm Management

Economic principles are applied to the management of farms using budgeting system analysis record analysis, financial management, and lease analysis. Students develop expertise in evaluating and making decisions like those faced by farm operators and managers.
Credits 4.0

Prerequisites
AG 211 or equivalent and EC 105

AG 461 : Independent Study in Agribusiness Management

Advanced independent study in the field of agribusiness management or marketing. Open to senior majors seeking advanced study in their areas of specialization. May be repeated with different subject matter for a maximum of 6 hours
Credits 1.0-4.0
Prerequisites
Consent of the instructor

AG 463 : Internship in Agribusiness

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

Credits 1.0-4.0

Prerequisites

Consent of the Instructor

AG 465 : Independent Research in Agribusiness

Credits 1.0-4.0

AG 491 : Agribusiness Management Senior Capstone

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

Credits 4.0

Prerequisites

Senior Standing or Consent of the Instructor

Behavioral Health

Instructor Sarah Seely

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

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

Behavioral Health

Major

Core Courses

Item #	Title	Credits
PS 101	Introduction to Psychology	4.0
PS 255	Introduction to Counseling	4.0
PS 346	Abnormal Psychology	4.0
PS 355	Crisis Intervention & Counseling	4.0
SO 101	Introduction to Sociology	4.0
SO 218	Social Problems	4.0
	Sub-Total Credits	24

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

Psychology Sequence

Item #	Title	Credits
PS 243	Introduction to Research Methods and Statistics	4.0
PS 244	Advanced Research Methods and Statistics	4.0
PS 401	Seminar	4.0
	Sub-Total Credits	12

Sociology Sequence

Item #	Title	Credits
SO 210	Social Statistics	4.0
SO 286	Introduction to Social Science Methods	4.0
SO 384	Data Collection and Analysis	4.0
	Sub-Total Credits	12

Alcohol and Other Drug (AOD) Counseling Concentration

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

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

Students pursuing the AOD Counseling Concentration will still take either PS 243 & PS 244 or SO 210 & SO 286.

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

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

Alcohol and Other Drug (AOD) Counseling Stand-Alone Licensure

Instructor Sarah Seely - *Training Program Coordinator*

Illinois College also offers a stand-along CADC Program which will accept students who have already earned a bachelor's degree and who have completed Introduction to Psychology. These students will then be able to meet the criteria to become a Certified Alcohol and Other Drug Counselor. The stand-alone CADC program totals 24 hours (not including Introduction to Psychology) and can be completed in one year. If a student has not taken Introduction to Psychology, Illinois College offers this course online so students can gain entrance into the program.

Item #	Title	Credits
PS 255	Introduction to Counseling	4.0
PS 355	Crisis Intervention & Counseling	4.0
PS 356	Intro to Addictive Disorders	4.0
PS 357	Assessment & Treatment of Addiction	4.0
PS 455	AOD Practicum I	1.0-4.0
PS 456	AOD Practicum I	1.0-4.0
	Sub-Total Credits	24
	Total Credits	40-48

Behavioral Health Course Descriptions

PS 101 : Introduction to Psychology

A general survey course prerequisite for all courses in the department.
Credits 4.0

BLUEprint
Social Behavior

PS 255 : Introduction to Counseling

This course in an overview of the field of counseling techniques, the importance of the therapeutic relationship and how to facilitate it, several different theories, types, and settings of psychotherapy/counseling, including those that treat individuals struggling with addiction, and research foundations of counseling. This course will also introduce students to an array of careers in the helping professions and have a major focus on cultural considerations and professional ethics as they relate to counseling and other critical interventions.
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology

PS 346 : Abnormal Psychology

A study of the various patterns of mental, behavioral, and personality disorders. Major emphasis is on the diagnosis and understanding of the disorder. Pertinent legal issues are also discussed.
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology

PS 355 : Crisis Intervention & Counseling

This course is an overview of crisis intervention and counseling. Major theoretical models across a variety of settings, including settings that treat individuals struggling with addiction, will be examined. Topics include triage assessment, skills for identifying individuals in crisis and how to intervene using evidence-based approaches, cultural considerations including race and equity, and application of crisis intervention to various types of crises including suicide, grief, and loss, sexual assault, domestic violence, school violence, and natural disasters.
Credits 4.0

Prerequisite Courses
PS 255: Introduction to Counseling

SO 101 : Introduction to Sociology

This course is an introduction to the study of society, including the basic concepts of society, culture and personality, and their relationship to one another. This course is required for majors and minors and is a prerequisite for most 300 level sociology courses.
Credits 4.0

BLUEprint
Social Behavior

SO 218 : Social Problems

This course entails a sociological examination and analysis of selected social phenomena that are defined as social problems by a significant number of persons. This course will examine social problems from each of the major sociological paradigms (symbolic interactionist, conflict, and functionalist) to illuminate recurring substantive problems in the areas of economic inequality, social inequality, and the restriction of democracy.
Credits 4.0

BLUEprint
U.S. Diversity

Biochemistry

Administered jointly by the Chemistry and Biology Departments

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

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

Biochemistry

Major

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

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

Core Courses

Item #	Title	Credits
BI 110	General Biology	4.0
BI 207	Molecular Genetics	4.0
BI 307	Cell and Molecular Biology	4.0
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
CH 304	Organic Chemistry II	4.0
CH 309	Biochemistry I	4.0
CH 410	Biochemistry II	4.0
CH 441	Senior Seminar I	2.0
CH 442	Senior Seminar II	2.0
	Sub-Total Credits	40

Electives

At least three selected from:

Item #	Title	Credits
BI 306	Developmental Biology	4.0
BI 310	Immunology	4.0
BI 311	Virology	4.0
BI 345	Principles of Microbiology	4.0
CH 231	Inorganic Chemistry	4.0
CH 314	Instrumental Methods: Forensics	4.0
CH 327	Medicinal Chemistry	4.0
CH 332	Advanced Inorganic Chemistry	4.0
	Sub-Total Credits	12

Required Corequisites

Couse one physics sequence (two courses) depending on math preparation:

Item #	Title	Credits
PY 181	General Physics I	4.0
PY 182	General Physics II	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
	Sub-Total Credits	8
	Total Credits	60

Biology

Professor Laura Corey
Professor Lawrence W. Zettler
Associate Professor Bryan Arnold
Associate Professor Miranda Karban
Associate Professor Paul Hamilton
Assistant Professor Prasanna Acharya
Assistant Professor Gwendowlyn Knapp
Edith Sternberg, Adjunct instructor, Starhill Arboretum
Guy Sternberg, Adjunct instructor, Starhill Arboretum

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

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

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

Biology

Major

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

Required Courses

Item #	Title	Credits
BI 110	General Biology	4.0
BI 207	Molecular Genetics	4.0
BI 238	Ecology and Evolution	4.0
	Sub-Total Credits	12

Four Biology Electives - 200-level or Higher

Students must complete a minimum of four biology courses numbered 200 or higher, including at least one from each of the following sections:

Cellular and Molecular Biology

Item #	Title	Credits
BI 306	Developmental Biology	4.0
BI 307	Cell and Molecular Biology	4.0
BI 310	Immunology	4.0
BI 311	Virology	4.0
BI 345	Principles of Microbiology	4.0
	Sub-Total Credits	4-8.00

Organismal Biology

Item #	Title	Credits
BI 201	Botany	4.0
BI 206	Vertebrate Zoology	4.0
BI 318	Algae and Fungi	4.0
BI 328	Animal Behavior	4.0
BI 342	Parasitology	4.0
BI 350	Entomology	4.0
	Sub-Total Credits	4-8.00

Systems Biology

Item #	Title	Credits
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
BI 325	Tropical Ecology	4.0
BI 326	Marine Biology	4.0
BI 332	Aquatic Biology	4.0
	Sub-Total Credits	4-8.00

Tool Courses

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

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

Item #	Title	Credits
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
CH 231	Inorganic Chemistry	4.0
CH 304	Organic Chemistry II	4.0
CH 309	Biochemistry I	4.0
	Sub-Total Credits	12

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

Item #	Title	Credits
CS 160	Introduction to Computer Science	4.0
CS 170	Introduction to Data Structures	4.0
MA 201	Discrete Mathematics	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
PY 181	General Physics I	4.0
PY 182	General Physics II	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
	Sub-Total Credits	8

Capstone

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

- BI 404 for students who have conducted research or completed an internship supervised by faculty in Biology
- BI 441 for Biology, Health Sciences, or Kinesiology Students who need a capstone course.

Item #	Title	Credits
BI 404	Experiential Learning Capstone	3.0-4.0
BI 441	Senior Seminar	4.0
	Sub-Total Credits	4
	Total Credits	52

Biology with Ecology Concentration

Major

The ecology concentration within the biology major is intended for students interested in conservation biology, ecology, or environmental biology. To complete the biology major with a concentration in ecology, students take the three required Biology core courses (BI 110, BI 207, and BI 238), complete a biology capstone course (BI 404 or BI 441) in their final year, and choose a total of four electives from two categories:

Required Courses

Item #	Title	Credits
BI 110	General Biology	4.0
BI 207	Molecular Genetics	4.0
BI 238	Ecology and Evolution	4.0
	Sub-Total Credits	12

Organismal Biology Courses

Choose a total of two courses from the following list:

Item #	Title	Credits
BI 201	Botany	4.0
BI 206	Vertebrate Zoology	4.0
BI 318	Algae and Fungi	4.0
BI 342	Parasitology	4.0
BI 350	Entomology	4.0
	Sub-Total Credits	8

Ecology Courses

Choose two Ecology courses from the following list:

Item #	Title	Credits
BI 325	Tropical Ecology	4.0
BI 326	Marine Biology	4.0
BI 328	Animal Behavior	4.0
BI 332	Aquatic Biology	4.0
	Sub-Total Credits	8

Tool Courses

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

Three courses chosen from the following:

Item #	Title	Credits
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
CH 231	Inorganic Chemistry	4.0
CH 304	Organic Chemistry II	4.0
CH 309	Biochemistry I	4.0
	Sub-Total Credits	12

Two quantitative electives from the following list:

Item #	Title	Credits
CS 160	Introduction to Computer Science	4.0
CS 170	Introduction to Data Structures	4.0
MA 201	Discrete Mathematics	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
PY 181	General Physics I	4.0
PY 182	General Physics II	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
	Sub-Total Credits	8

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

Capstone

Complete a biology capstone course in their final year (BI 404 or BI 441).

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Item #	Title	Credits
BI 404	Experiential Learning Capstone	3.0-4.0
BI 441	Senior Seminar	4.0
	Sub-Total Credits	4
	Total Credits	52

Biology with Physiology Concentration

Major

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

Biology Core Courses

Item #	Title	Credits
BI 110	General Biology	4.0
BI 207	Molecular Genetics	4.0
BI 238	Ecology and Evolution	4.0
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
	Sub-Total Credits	20

Capstone

Student must complete a biology capstone in their final year (BI 404 or BI 441).

Item #	Title	Credits
BI 404	Experiential Learning Capstone	3.0-4.0
BI 441	Senior Seminar	4.0
	Sub-Total Credits	4

Physiology Concentration

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

The chemistry courses available are:

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

The quantitative electives available are:

Item #	Title	Credits
CS 160	Introduction to Computer Science	4.0
CS 170	Introduction to Data Structures	4.0
MA 201	Discrete Mathematics	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
PY 181	General Physics I	4.0
PY 182	General Physics II	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
	Sub-Total Credits	16

Biology Electives

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

Item #	Title	Credits
BI 306	Developmental Biology	4.0
BI 307	Cell and Molecular Biology	4.0
BI 310	Immunology	4.0
BI 311	Virology	4.0
BI 342	Parasitology	4.0
BI 345	Principles of Microbiology	4.0
KI 340	Exercise Physiology	4.0
	Sub-Total Credits	8

Notes

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

	Total Credits	48

Biology with Secondary Science Concentration

Major

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

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

Required Courses

Item #	Title	Credits
BI 110	General Biology	4.0
BI 207	Molecular Genetics	4.0
BI 238	Ecology and Evolution	4.0
	Sub-Total Credits	12

Choose One Organismal Biology Courses from this list:

Item #	Title	Credits
BI 201	Botany	4.0
BI 206	Vertebrate Zoology	4.0
BI 318	Algae and Fungi	4.0
BI 342	Parasitology	4.0
BI 350	Entomology	4.0
	Sub-Total Credits	4

Choose One Cellular and Molecular Biology Course from this list:

Item #	Title	Credits
BI 306	Developmental Biology	4.0
BI 307	Cell and Molecular Biology	4.0
BI 310	Immunology	4.0
BI 311	Virology	4.0
BI 345	Principles of Microbiology	4.0
	Sub-Total Credits	4

Choose One Biology Systems Course from this list:

Item #	Title	Credits
BI 107	Human Biology	4.0
BI 315	Anatomy and Physiology I	4.0
BI 324	Ecological Interactions	4.0
BI 325	Tropical Ecology	4.0
BI 326	Marine Biology	4.0
BI 332	Aquatic Biology	4.0
	Sub-Total Credits	4

Required Supporting STEM courses:

Item #	Title	Credits
	MA 133 Precalculus or higher	**4.0**

Precalculus or higher

CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
EV 105	Earth's Physical Systems	4.0
PY 181	General Physics I	4.0
PY 182	General Physics II	4.0
	One Additional Elective:	**4.0**

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

	Sub-Total Credits	28

Capstone

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

Item #	Title	Credits
ED 434	Teacher Professionalism	4.0
	Sub-Total Credits	4

Recommended Courses

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

Item #	Title	Credits
PS 312	Adolescent Psychology	4.0
	Sub-Total Credits	4
	Total Credits	52

Biology

Minor

Required Courses

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

Item #	Title	Credits
BI 110	General Biology	4.0
CH 110	General Chemistry	4.0
	Sub-Total Credits	8

200-level Biology Electives

Student must take 16 hours of biology electives at the 200-level or beyond.

	Sub-Total Credits	16

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

	Total Credits	24

Molecular Biology

Minor

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

Core Courses:

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

Item #	Title	Credits
BI 110	General Biology	4.0
BI 207	Molecular Genetics	4.0
BI 307	Cell and Molecular Biology	4.0
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
	Sub-Total Credits	20

Electives

One selected from:

Item #	Title	Credits
BI 306	Developmental Biology	4.0
BI 310	Immunology	4.0
BI 311	Virology	4.0
	Sub-Total Credits	4
	Total Credits	24

Biology with Medical Laboratory Science

3-1

Medical Laboratory Science is an excellent career option for students with strong laboratory skills who do not wish to pursue lengthy graduate study. Medical 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 medical 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 medical laboratory science/medical laboratory technician from OSF.

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

Item #	Title	Credits
BI 110	General Biology	4.0
BI 207	Molecular Genetics	4.0
BI 215	Medical Terminology	2.0
BI 310	Immunology	4.0
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
BI 345	Principles of Microbiology	4.0
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
MA 123	Elementary Statistics	4.0
MA 133	Precalculus	4.0
	Sub-Total Credits	42

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

Item #	Title	Credits
CH 211	Quantitative Analysis	4.0
CH 304	Organic Chemistry II	4.0
CH 309	Biochemistry I	4.0
	Sub-Total Credits	8

Additional Requirements

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

Students who choose 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 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.

Total Credits	50

Biology with Occupational Therapy

3-2

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

Required Courses

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

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

Item #	Title	Credits
BI 110	General Biology	4.0
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
BI 345	Principles of Microbiology	4.0
CH 110	General Chemistry	4.0
CH 211	Quantitative Analysis	4.0
MA 133	Precalculus	4.0
PS 346	Abnormal Psychology	4.0
MA 123	Elementary Statistics	4.0
	Social Science Elective	**4.0**
EC 105	Principles of Economics	4.0
GW 101	Introduction to Gender and Women's Studies	4.0
GW 102	Introduction to Gender and Men's Studies	4.0
HI 101	United States History to 1877	4.0
HI 102	United States History since 1877	4.0
PO 101	U.S. Federal Government	4.0
PS 101	Introduction to Psychology	4.0
SO 101	Introduction to Sociology	4.0
	Sub-Total Credits	32
	Sub-Total Credits	40

Psychology Requirement

Students must take either PS 275 or PS 276.

Item #	Title	Credits
PS 275	Child Development	4.0
PS 276	Lifespan Development	4.0
	Sub-Total Credits	4

Social Science Requirements

Students must take one Social Science course from the following list:

Item #	Title	Credits
EC 105	Principles of Economics	4.0
GW 101	Introduction to Gender and Women's Studies	4.0
GW 102	Introduction to Gender and Men's Studies	4.0
HI 101	United States History to 1877	4.0
HI 102	United States History since 1877	4.0
PO 101	U.S. Federal Government	4.0
PS 101	Introduction to Psychology	4.0
SO 101	Introduction to Sociology	4.0
	Sub-Total Credits	4

Notes:

Students may also opt to complete the Biology major in a fourth year by enrolling in BI 207 (Molecular Genetics); BI 238 (Ecology and Evolution); CH 203 (Organic Chemistry I); BI 441 Senior Seminar, and completing two quantitative electives. Students with a bachelor's degree may apply to any occupational therapy program in the U.S. For further information, contact the Biology department chair or pre-health professions advisor.

Item #	Title	Credits
BI 207	Molecular Genetics	4.0
BI 238	Ecology and Evolution	4.0
CH 203	Organic Chemistry I	4.0
BI 441	Senior Seminar	4.0
	Sub-Total Credits	16

Quantitative Course Requirement - Additional Year

Students must take two quantitative courses from the following list if they decide to stay for a fourth year at IC:

Item #	Title	Credits
CS 160	Introduction to Computer Science	4.0
CS 170	Introduction to Data Structures	4.0
MA 201	Discrete Mathematics	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
	Sub-Total Credits	8
	Total Credits	56

Biology Course Descriptions

BI 107 : Human Biology

Fundamental concepts of normal human anatomy and physiology, including basic cell biology, examination of organ systems, experimental design, and scientific writing. One 2-hour laboratory per week. Does not count towards the biology major.
Credits 4.0

Semester Offered
Offered fall semesters
BLUEprint
Science in Society Lab

BI 109 : Plants & Society

A presentation of the relationships between plants and people with strong emphasis on the economic aspects and implications of plants and fungi. One 2-hour laboratory per week. Does not count towards the biology major.
Credits 4.0

Semester Offered
Offered alternate fall semesters
BLUEprint
Science in Society Lab

BI 110 : General Biology

This course introduces major topics in biological science, including macromolecules, cell structure and function, genetics, evolution, organismal diversity, ecology, and conservation. Students will learn about the processes and systems shared by all living organisms, including humans. Laboratory sessions will provide hands-on opportunities to explore and apply key biological concepts through experimentation and data analysis, developing basic critical thinking skills in scientific inquiry. One two-hour laboratory period per week.
Credits 4.0

Semester Offered
Offered every semester
BLUEprint
Science in Society Lab

BI 130 : Invisible Defenders

Come along on a grand tour of your immune system. Bask in the Desert Kingdom of the Skin, snorkel in the Mucosal Swamp, and visit the Murder University of the Thymus. Race long-distance with billions of blood cells, watch the slow dance of antigen presentation, and meet trillions of new friends (your commensal organisms.) Find out what keeps you alive in the face of plentiful pathogens - and what happens when it all goes wrong. Main text: Immune by Phillip Dettmer.
Credits 4.0

BLUEprint
First-Year Seminar

BI 191 : Forensic Anthropology

This course examines the field of forensic anthropology through an applied, scientific approach. Covered topics include an overview of human osteology, examination of trauma and postmortem processes affecting the human body, discussion of ethical issues pertinent to the field of forensic anthropology, and techniques of estimating sex, age-at-death, ancestry, and stature from human skeletal remains. (For online programs only.)
Credits 4.0

BLUEprint
Science in Society Lab

BI 192 : Forensic Science

An introduction to forensic science and crime scene investigation through a realistic, applied approach. Methods used in a number of forensic fields will be covered, including forensic anthropology and odontology, pathology, forensic genetics, forensic chemistry and toxicology, forensic facial reconstruction, and forensic entomology. One 2-hour laboratory session per week.
Credits 4.0

BLUEprint
Science in Society Lab

BI 201 : Botany

A detailed study of the plant kingdom with an emphasis on diversity, identification of the local flora, and collecting/preparing herbarium specimens. One 2-hour laboratory period per week.
Credits 4.0

Prerequisites
BI 110 or consent of instructor
Semester Offered
Offered alternate fall semesters

BI 206 : Vertebrate Zoology

A detailed study of the vertebrates (especially those in the Midwest) emphasizing the diversity, identification, comparative physiology and anatomy, ecology, and human impact on their populations. One 2-hour laboratory per week.
Credits 4.0

Prerequisite Courses
BI 110: General Biology
Semester Offered
Offered alternate fall semesters

BI 207 : Molecular Genetics

This course provides an overview of Mendelian and molecular genetics, as well as an introduction to the molecular biology of the nucleus and modern applications of biotechnology. Required for the biology major. Prerequisite: BI 110. Co-requisite: CH 110. Offered fall semesters.
Credits 4.0

Prerequisite Courses
BI 110: General Biology
Corequisites
CH 110
Semester Offered
Offered fall semesters

BI 215 : Medical Terminology

An introduction to medical terminology commonly used in a wide variety of health professions. Special emphasis is placed on learning the prefixes, suffixes, and combining forms used to generate informative terms that are commonly encountered in health professions or anatomy and physiology.
Credits 2.0

Prerequisites
BI 107, BI 110 or consent of the instructor
Semester Offered
Offered every semester

BI 238 : Ecology and Evolution

An introduction to the theoretical and practical concepts of ecology and evolution. Topics include application of the principles of genetics to populations, phylogenetics, history of evolutionary thought from Darwin to the Modern Synthesis, origins of life on Earth, and speciation. One 2-hour laboratory period per week.
Credits 4.0

Prerequisite Courses
BI 110: General Biology
Semester Offered
Offered spring semesters

BI 245 : Microbiology

Introduction to the core concepts and basic principles of microbiology, examining microorganisms and how they interact with humans. Survey of the physiology structure, metabolism, diversity, and genetics of microorganisms. Correlated laboratory investigations. One 2-hour lab period per week.
Credits 4.0

Prerequisite Courses
BI 107: Human Biology
Corequisites
CH 103 or consent of instructor
Semester Offered
Offered fall semesters

BI 306 : Developmental Biology

Consideration of the concepts of development in biological systems; developmental processes, events of embryogenesis, and mechanisms of development in animal systems. One 2-hour laboratory period per week.
Credits 4.0

Prerequisites
BI 207, or consent of the instructor
Semester Offered
Offered alternate fall semesters

BI 307 : Cell and Molecular Biology

A detailed investigation of the structure, physiology and biochemistry of eukaryotic cells and their organelles. One 3-hour lab period per week.
Credits 4.0

Prerequisites
BI 207 and CH 203
Semester Offered
Offered alternate spring semesters
BLUEprint
Global Awareness

BI 310 : Immunology

Study of the vertebrate immune system, including the principles of cellular and humoral defense mechanisms, and reviews of current research in the field.
Credits 4.0

Prerequisites
BI 207 or consent of instructor
Semester Offered
Offered alternate spring semesters

BI 311 : Virology

An exploration of the viruses that infect all three domains of life, with a focus on the molecular biology and genomic diversity of pathogens that threaten human life and economic activity. Topics to be considered include long-studied pathogens such as poliovirus, variola (smallpox), and tobacco mosaic virus, as well as emerging or re-emerging agents such as hepatitis C and D, prions, and viroids. Discussions of the primary literature will be used to examine recent scientific and clinical developments.
Credits 4.0

Prerequisite Courses
BI 207: Molecular Genetics
Semester Offered
Offered alternate years

BI 315 : Anatomy and Physiology I

An exploration of the fundamental concepts of anatomy, histology, and physiology with consideration of integumentary, skeletal, muscular, and nervous systems. One 2-hour laboratory per week.
Credits 4.0

Prerequisite Courses
BI 110: General Biology
Semester Offered
Offered fall semesters

BI 316 : Anatomy and Physiology II

Emphasis on human anatomy, histology, and physiology with consideration of endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and testicular/ovarian (reproductive) systems. One 2-hour laboratory per week.
Credits 4.0

Prerequisite Courses
BI 315: Anatomy and Physiology I
Semester Offered
Offered spring semesters

BI 318 : Algae and Fungi

A detailed study of fungi and autotrophic protists (algae) with an emphasis on diversity, identification of microscopic algae, seaweeds and mushrooms. One 2-hour laboratory period per week.
Credits 4.0

Prerequisites
BI 110 or consent of instructor
Semester Offered
Offered alternate years

BI 324 : Ecological Interactions

Principles of ecology, illustrated by lecture and by the investigation of selected types of habitats.
Credits 4.0

Prerequisite Courses
BI 110: General Biology
Semester Offered
Offered alternate years

BI 325 : Tropical Ecology

An introduction to the composition, structure, and function of tropical rainforests. Laboratory, held during spring break in Costa Rica or Cuba, will emphasize biological diversity. Three lecture hours per week.
Credits 4.0

Prerequisites
BI 110 and consent of instructor
Semester Offered
Offered alternate springs semesters
BLUEprint
Global Awareness

BI 326 : Marine Biology

An introduction to the study of the plants, animals, and other organisms that live in the ocean. Lecture topics include the principles of marine science, life forms in the marine environment, the structure and function of marine ecosystems, and the role of humans on the sea. Laboratory held during spring break in the Florida Keys.
Credits 4.0

Prerequisites
BI 110 and consent of instructor
Semester Offered
Offered alternate springs semesters

BI 328 : Animal Behavior

The behavior of animals as revealed by the ethological approach. Orientation, learning, social behavior, migration, and agonistic behavior. One 2-hour laboratory period per week.
Credits 4.0

Prerequisites
BI 110 or consent of instructor
Semester Offered
Offered alternate fall semesters
Notes
Cross-listed with **PS 328**

BI 332 : Aquatic Biology

Field course covering biological, physicochemical and geological attributes of both lotic (flowing) and lentic (still) freshwater habitats. Emphasis on aquatic entomology, field data collection techniques, data analysis and critical reading of the primary literature in aquatic biology. One 2-hour laboratory period per week with trips to local aquatic habitats.
Credits 4.0

Prerequisite Courses
BI 110: General Biology
Semester Offered
Offered alternate spring semesters

BI 342 : Parasitology

A detailed study of eukaryotic parasites (protozoa, helminths, and medically relevant arthropods) that afflict animals and humans with an emphasis on life cycles, treatment and control, and the impact on human and animal lives.
Credits 4.0

Prerequisites
BI 110 or BI 107 or consent of the instructor
Semester Offered
Offered alternate years
BLUEprint
Global Awareness

BI 345 : Principles of Microbiology

Students will develop a working understanding of the structure, growth, nutrition, metabolism, genetics, diversity, and ecology of prokaryotes, and become familiar with medical, agricultural and some other applied aspects of the field of microbiology. One 2-hour lab period per week. BI 110, CH 110 (or concurrent enrollment) and BI 207, consent of instructor
Credits 4.0

BI 350 : Entomology

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

Credits 4.0

Prerequisites

BI 110 or consent of instructor

Semester Offered

Offered alternate years

BI 404 : Experiential Learning Capstone

This course serves as the capstone experience for students in biology, health sciences, and kinesiology and exercise science program who participate in experiential learning opportunities via faculty research projects or on-campus or off-campus internships. Pre-requisite: completion of at least one hour of student faculty research (BI 465) or internship in Biology (BI 463) or Kinesiology (KI 463) and consent of the instructor.

Credits 3.0-4.0

Prerequisites

Completion of at least one hour of student faculty research (BI 465/466) or Kinesiology (465/466) or internship in Biology (BI 463/464), or Kinesiology (KI 463/464) and consent of instructor.

BI 441 : Senior Seminar

This Biology Senior Seminar features discussion of primary literature related to topics under the broad umbrella of biology including, but not limited so, human health and disease, ecology, conservation and organismal diversity, anatomy and physiology, etc. with emphasis on critical analysis of data and research articles. The seminar requires completion of a presentation of the topic based on publish research, and a written literature review synthesizing what's known about the topic and what future directions are necessary to expand knowledge of the topic.

Credits 4.0

Prerequisites

Senior standing

BI 461 : Independent Study in Biology

Credits 1.0-4.0

BI 463 : Internship in Biology

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

Credits 1.0-4.0

Prerequisites

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

BI 465 : Independent Research in Biology

Credits 1.0-4.0

Business Administration

Assistant Professor Allison Burrus
Assistant Professor T.J. Devine
Assistant Professor Tim Finlay
Assistant Professor Michael Harden
Assistant Professor Roger Kerfoot
Assistant Professor Sam Levey
Assistant Professor Marilyn Markel
Assistant Professor Arash Tahriri
Assistant Professor Emily Wright
Part-time Instructor Jeremy Briggs
Part-time Instructor Mallory Fairless
Part-time Instructor Elizabeth Lahey
Part-time Instructor Jafar Qutob

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

Business Administration

Major

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

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

Core Courses

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
CO 210	Business Communication	4.0
BU 491	Senior Capstone	4.0
	Sub-Total Credits	16

Business Administration Courses

Item #	Title	Credits
FI 352	Financial Management (Corporate Finance)	4.0
MG 364	Management	4.0
MK 354	Marketing	4.0
	Sub-Total Credits	12

Ethics Requirement

Student must take one ethics course from the following list:

Item #	Title	Credits
BU 315	Business Ethics	4.0
CO 315	Communication Ethics	4.0
PH 315	Business Ethics	4.0
	Sub-Total Credits	4

Elective Courses

Students must complete 12 semester hours from 300- or 400-level courses in Accounting, Agribusiness Management, Business, Economics, Finance, Human Resource Management, Management, Marketing, or Sports Management.

	Sub-Total Credits	12

Internship Requirement

Students must complete a two-credit internship or complete IC 421.

Item #	Title	Credits
BU 463	Internship in Business Administration	1.0-4.0
IS 302	Summer Internship	1.0-6.0
IC 421	Graduate READY: Career Strategies	2.0
	Sub-Total Credits	2

AC 321 and SM 355 will not count toward the Business Administration major.

	Total Credits	46

Business Administration

Minor

The minor in Business Administration consists of 20 credit hours from the following courses:

Required Courses

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
FI 352	Financial Management (Corporate Finance)	4.0
MK 354	Marketing	4.0
MG 364	Management	4.0
	Sub-Total Credits	20
	Total Credits	20

Business Administration Course Descriptions

BU 100 : Introduction to Business Administration

An overview of the functions of business administration, including the interrelationships of accounting, finance, organization, management, law, and marketing. The course seeks to orient students to business and organizational practices. Does not count towards any major in the Business Administration Department. Not open to students who have taken EC 105, AC 231, or any 200-level MG course.
Credits 4.0

BU 120 : Business Software Applications

This course introduces some essential software tools used in business problem-solving. The primary focus is on Microsoft Excel, a high-demand skill in multiple business disciplines, plus other popular software tools such as OneNote, PowerPoint, and Canva. The course will also explore emerging AI tools.
Credits 4.0

BU 315 : Business Ethics

Consideration of the problem of determining the rules which should govern the relationship between industry and government, a company and its customers, and management and employees.
Credits 4.0

Notes
Cross-listed with PH 315.
BLUEprint
Humanistic Values

BU 357 : Business Law

This course is designed to provide students with a general overview and introduction to the American legal system, both procedural and substantive, with an emphasis on civil law. Topics include: the courts, trial procedure, torts, personal property, real property, insurance, contracts, and contemporary issues.
Credits 4.0

BU 371 : International Business

An understanding of international business is important in today's global economy. This course explores the application of core business concepts in a global context. Topics include culture, political and economic systems, marketing, and global operations.
Credits 4.0

BU 461 : Independent Study in Business Administration

Advanced independent study in the field of business administration. Open to senior majors seeking advanced study in their areas of specialization. May be repeated with different subject matter for a maximum of 6 hours.
Credits 1.0-4.0

BU 463 : Internship in Business Administration

A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to junior and senior majors.
Credits 1.0-4.0
Prerequisites
Consent of the intructor

BU 491 : Senior Capstone

The capstone seminar for the business major, BU 491 integrates and applies concepts from management, accounting, economics, and related fields, with a focus on developing and applying skills for problem solving and leadership in an organizational environment. A semester-long project in which students study a real-world problem and develop solutions is required.
Credits 4.0

Prerequisites
AC 231, EC 105, and Senior Standing and Declared Major in a Business Discipline

MG 265 : Small Business Management

This course provides a comprehensive overview of the key activities involved in starting and managing a small business. Students will explore practical aspects of business operations, including management, marketing and finance, with an emphasis on real-world application. This course is suitable for aspiring business owners from any major.
Credits 4.0

Chemistry

Professor Zvi Pasman
Associate Professor Brent Chandler
Associate Professor Clayton F. Spencer
Associate Professor Jocelyn Lanorio

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

- Their intellectual curiosity about the nature of the physical world and the underlying chemical principles that govern it.
- Admission to graduate programs in chemistry and related fields.
- Admission to professional programs in healthcare and engineering.
- Employment or service in areas such as education, business, industry, and government where a chemical and technical background is essential.

Chemistry

Major

A major in chemistry consists of coursework distributed as follows:

Core Courses

All required:

Item #	Title	Credits
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
CH 231	Inorganic Chemistry	4.0
	Sub-Total Credits	16

Scientific Breadth Courses

Select two:

Item #	Title	Credits
BI 110	General Biology	4.0
CS 160	Introduction to Computer Science	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
	Sub-Total Credits	8

Advanced Courses

Select three:

Item #	Title	Credits
CH 304	Organic Chemistry II	4.0
CH 309	Biochemistry I	4.0
CH 314	Instrumental Methods: Forensics	4.0
CH 323	Thermodynamics	4.0
CH 327	Medicinal Chemistry	4.0
CH 332	Advanced Inorganic Chemistry	4.0
CH 365	Quantum Theory & Spectroscopy	4.0
CH 410	Biochemistry II	4.0
CH 461	Independent Study in Chemistry	1.0-4.0
CH 465	Independent Research in Chemistry	1.0-4.0
	Sub-Total Credits	12

Capstone

Both required:

Item #	Title	Credits
CH 441	Senior Seminar I	2.0
CH 442	Senior Seminar II	2.0
	Sub-Total Credits	4

Students may elect to concentrate in a particular sub-field as follows:

Analytical Chemistry

Item #	Title	Credits
CH 211	Quantitative Analysis	4.0
CH 314	Instrumental Methods: Forensics	4.0
	Sub-Total Credits	8

Biochemistry:

Item #	Title	Credits
CH 309	Biochemistry I	4.0
CH 410	Biochemistry II	4.0
BI 110	General Biology	4.0
BI 307	Cell and Molecular Biology	4.0
	Sub-Total Credits	16

Inorganic Chemistry

Item #	Title	Credits
CH 231	Inorganic Chemistry	4.0
CH 304	Organic Chemistry II	4.0
CH 332	Advanced Inorganic Chemistry	4.0
	Sub-Total Credits	12

Physical Chemistry:

Item #	Title	Credits
CH 314	Instrumental Methods: Forensics	4.0
CH 323	Thermodynamics	4.0
CH 365	Quantum Theory & Spectroscopy	4.0
	Sub-Total Credits	12

Medicinal Chemistry

Item #	Title	Credits
CH 304	Organic Chemistry II	4.0
CH 327	Medicinal Chemistry	4.0
	Sub-Total Credits	8

Pursuit of Graduate Chemistry

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

Item #	Title	Credits
CH 110	General Chemistry	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
MA 233	Calculus III	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
CH 231	Inorganic Chemistry	4.0
CH 323	Thermodynamics	4.0
CH 309	Biochemistry I	4.0
CH 304	Organic Chemistry II	4.0
CH 314	Instrumental Methods: Forensics	4.0
CH 332	Advanced Inorganic Chemistry	4.0
CH 365	Quantum Theory & Spectroscopy	4.0
	Sub-Total Credits	60
	Total Credits	40

Chemistry

Minor

Required Course

Item #	Title	Credits
CH 110	General Chemistry	4.0
	Sub-Total Credits	4

Chemistry Electives

Students must take four chemistry courses at the 200-level or above.

Sub-Total Credits	16
Total Credits	20

Chemistry Course Descriptions

CH 103 : General, Organic, & Biological Chemistry

This introductory course to the chemical sciences is designed to demonstrate how chemistry affects our lives and communities. The course emphasizes critical thinking and problem-solving development, which allow students to understand, evaluate, and respond to societal issues. Students will study key chemical concepts and principles from the perspectives of organic and biological chemistry. The course satisfies the Science Society with lab general education category but may not be used as a prerequisite for advanced courses in the Department. Four class hours and one two-hours laboratory per week.
Credits 4.0

Semester Offered
Offered every semester
BLUEprint
Science in Society Lab

CH 110 : General Chemistry

Chemistry is the study of the material world. It is essential to the understanding of a wide range of scientific disciplines and is applicable to diverse career interests. Intended primarily for students majoring in the natural sciences, this course introduces the principles of chemistry. Major themes include the microscopic structure of matter and the role of energy, stability, and entropy as drivers of chemical change. Topics include: atomic structure, periodicity, chemical bonding, molecular structure and geometry, inorganic reaction classes, stoichiometry, thermochemistry, kinetic theory of gases and liquids, and intermolecular forces. Laboratory work will provide practice in basic measurements, liquid handling, experimental design, application of scientific method, and data processing and interpretation. Three class hours and one three-hour laboratory period per week.
Credits 4.0

Corequisites
MA 133 (or placement into a higher level mathematics course)
Semester Offered
Offered every semester
Notes
CH 110 is a prerequisite to all chemistry courses above the 100-level.
BLUEprint
Science in Society Lab

CH 130 : Molecular Marvels and Missteps: Chemistry's Impact on Our World

Explore the fascinating ways chemistry shapes our world, from life-saving innovations to environmental challenges. This interdisciplinary seminar investigates topics such as ozone depletion, climate change, leaded gasoline, and agricultural chemistry, connecting scientific discovery to ethics, policy, and sustainability. Students will develop college-level skills in writing, speaking, and critical thinking while examining the broader societal impacts of science. Through engaging discussions, hands-on projects, and collaborative learning, this course introduces students to the values of a liberal arts education and prepares them for academic success.
Credits 4.0

BLUEprint
First-Year Seminar

CH 203 : Organic Chemistry I

Organic chemistry focuses on the chemistry of carbon compounds and provides a basis for understanding much of the chemistry of the biological world around us. Lectures will focus on the properties of organic compounds, on the reactions of functional groups and reaction mechanisms. You will develop the critical thinking skills and knowledge necessary to understand, evaluate, and respond to major events, reports, and ideas using the key concepts and principles associated with organic chemistry. In the lab you will synthesize and analyze organic compounds with known molecular structure using fundamental laboratory techniques and report your experimental results. Three class hours and one three-hour laboratory period per week.
Credits 4.0

Prerequisites
CH 110. CH 203 with a 'C' grade or better is a prerequisite to CH 304
Semester Offered
Offered every year

CH 211 : Quantitative Analysis

Volumetric and gravimetric analysis. Introduction to instrumental analysis. Three class hours and one three-hour laboratory period per week.
Credits 4.0

Prerequisite Courses
CH 110: General Chemistry
Semester Offered
Offered every spring
BLUEprint
Statistical and Quantitative Literacy

CH 231 : Inorganic Chemistry

This course will teach students about the field of Inorganic Chemistry which addresses some of the most pressing challenges of our time. Whether the problem involves making new materials to harness solar energy, drawing inspiration from nature to convert methane to methanol, or developing metal-based pharmaceuticals and catalysts, inorganic chemistry is fundamental to the solutions. This course is designed to introduce students to the fundamental principles of inorganic chemistry and expands upon what is learned in general chemistry by providing new ways of understanding electronic structure, bonding, and reactivity. In this course we will explore the entire periodic table (even carbon - as long as it's bound to a metal!). We will start by discussing about the properties of the nucleus, the origin of atoms and how they bond, and then apply our bonding models to transition metal chemistry. Additionally, we will devote class time to examining current research in order to learn what the big questions are in inorganic chemistry and what motivates leading researchers in this field. Three class hours and one three-hour laboratory period per week.
Credits 4.0

Prerequisite Courses
CH 110: General Chemistry
Semester Offered
Offered every fall

CH 304 : Organic Chemistry II

Organic chemistry focuses on the chemistry of carbon compounds and provides a basis for understanding much of the chemistry of the biological world around us. Lectures will focus on the properties of organic compounds, on the reactions of functional groups and reaction mechanisms. You will develop the critical thinking skills and knowledge necessary to understand, evaluate, and respond to major events, reports, and ideas using the key concepts and principles associated with organic chemistry. In the lab you will synthesize and analyze organic compounds with known molecular structure using fundamental laboratory techniques and report your experimental results. Three class hours and one three-hour laboratory period per week.
Credits 4.0

Prerequisites
CH 110. CH 203 with a 'C' grade or better is a prerequisite to CH 304
Semester Offered
Offered every year

CH 309 : Biochemistry I

The morphological diversity of living things is fantastic. Nevertheless, many living systems are confined to aqueous environments, constant pressure and salt conditions, and little if any internal temperature fluctuations. Within these chemical restrictions all organisms must carry out chemical reactions that result in the sustenance and proliferation of life. In this course we will discuss the chemical reactions that often are shared among a vast number of organisms. We will start with an outline of the basic chemical environment of the cell and then describe the three-dimensional structures of proteins. We will consider how representative protein structures are assembled and how they perform their respective functions. Through the combined use of kinetic, structural, and genetic approaches, we will examine how enzymes carry out catalysis of chemical reactions within living systems. Three class hours and one three-hour lab per week.
Credits 4.0

Prerequisites
BI110, CH 203
Semester Offered
Offered every fall

CH 314 : Instrumental Methods: Forensics

Intended for Chemistry or Biochemistry majors, this course will survey the major classes of chemical instrumentation. The focus of the course will be on applications in the field of forensic chemistry, but the general principles are relevant to anyone planning for careers involving laboratory work in the molecular sciences. The three main classes of instrumentations surveyed include: 1) Spectroscopic Methods such as UV-visible, infrared, Raman, fluorescence, and atomic absorption spectroscopy (AAS), 2) Mass Spectrometry, and 3) Chromatographic Methods such as gas chromatography (GC) and high-performance liquid chromatography (HPLC). Samples preparation methods such as solid phase extraction (SPE) and headspace analysis will also be surveyed. The course will also examine forensic methods for the analysis of arson/fire debris, document analysis, bulk drugs, explosive residues, glass, paints, and toxicology (blood alcohol and drug metabolites in urine). Three hours of classes meetings plus one three-hour lab meeting per week. Counts as an advanced course towards the Chemistry major or as an elective course for the Biochemistry major. Course also counts as writing extensive (WEE) and ethical responsible actions (ERA) embedded skills within the Chemistry and Biochemistry majors. Offered alternate fall semester. Prerequisite: CH 211 Quantitative Chemical Analysis or permission of the instructor.

Credits 4.0

Prerequisite Courses

CH 211: Quantitative Analysis

Semester Offered

Offered alternate fall semesters

CH 323 : Thermodynamics

This course covers the fundamental concepts of temperature, work, and heat. Specific topics include the Laws of Thermodynamics, gas laws, entropy, conditions of equilibrium, gas cycles, the Maxwell relations, chemical potential and equilibrium, Gibbs' phase rule, Clapeyron-Clausius equation, kinetic-molecular theory, and the Maxwell-Boltzmann distribution. Includes one lab per week.

Credits 4.0

Prerequisite Courses

CH 110: General Chemistry
PY 201: College Physics I
MA 223: Calculus II

Semester Offered

Offered alternate fall semesters

Notes

Cross-listed with **PY 323**

CH 327 : Medicinal Chemistry

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

Credits 4.0

Prerequisite Courses

CH 203: Organic Chemistry I

Semester Offered

Offered alternate spring semesters

CH 332 : Advanced Inorganic Chemistry

This course presents an overview of the physical/theoretical aspects relating to transition metal and main group chemistry, with emphasis on bonding, structure, thermodynamics, kinetics and mechanisms, and periodic relationships. Atomic structure, theories of bonding, symmetry, molecular shapes (point groups), crystal geometries, acid-base theories, survey of familiar elements, solid-state materials, nomenclature, crystal field theory, molecular orbital theory, isomerism, geometries, magnetic and optical phenomena, spectra, Tanabe-Sugano diagrams, synthetic methods, boron hydrides, organometallic compounds, cage structures, clusters, lanthanides, actinides. Three class hours and one three-hour laboratory periods per week.
Credits 4.0

Prerequisite Courses
CH 203: Organic Chemistry I
Semester Offered
Offered alternate years

CH 365 : Quantum Theory & Spectroscopy

Introduces chemistry and physics students to principles of quantum theory with applications to material and chemical systems and spectroscopy. Topics include development of quantum theory, fundamental postulates, quantum theory of simple systems, quantum theory of molecules and extended systems, application of quantum theory to spectroscopy of atoms, molecules, and extended systems. Appropriate as an introduction to quantum theory for students of physics or as a physical chemical treatment for students of chemistry. Cross-listed between physics and chemistry.
Credits 4.0

Prerequisite Courses
PY 202: College Physics II
MA 223: Calculus II
CH 110: General Chemistry
Semester Offered
Offered alternate fall semesters
Notes
Cross-listed with **PY 365**

CH 410 : Biochemistry II

This course is a direct continuation of CH 309. We will continue investigating how protein and nucleic acid structures are suited for their function and concentrate on the regulation of catalyzed reactions. To demonstrate these principles, we will discuss representative allosteric regulatory systems, carbohydrate metabolism, chemical information transfer and utilization, and the regulation of these processes. Three class hours and one three-hour lab per week.
Credits 4.0

Prerequisite Courses
CH 309: Biochemistry I
Semester Offered
Offered alternate spring semesters

CH 441 : Senior Seminar I

Introduction to topics at the “cutting-edge” of chemical research as presented in the chemical literature and departmental seminars. Course introduces strategies for researching the chemical literature and for preparing formal seminars, posters, and manuscripts (including reviews, research articles, and research proposals). Course culminates in the research and formal presentation of a contemporary topic of interest.
Credits 2.0

Prerequisites
24 semester hours in chemistry and senior standing
Semester Offered
Offered every year

CH 442 : Senior Seminar II

Introduction to topics at the “cutting-edge” of chemical research as presented in the chemical literature and departmental seminars. Course introduces strategies for researching the chemical literature and for preparing formal seminars, posters, and manuscripts (including reviews, research articles, and research proposals). Course culminates in the research and formal presentation of a contemporary topic of interest.
Credits 2.0

Prerequisites
24 semester hours in chemistry and senior standing
Semester Offered
Offered every year

CH 461 : Independent Study in Chemistry

Credits 1.0-4.0

CH 463 : Internship in Chemistry

Students spend the summer or an academic semester as an intern or research assistant in government, academic or industrial settings learning to apply chemistry to real-world problems Students will be required to complete a final project (determined through consultation with the department) that serves to demonstrate the educational value of the experience.
Credits 1.0-4.0
Prerequisites
Approval of the department and on-site supervisor

CH 465 : Independent Research in Chemistry

Research on relevant topics.
Credits 1.0-4.0
Prerequisites
Consent of the instructor

Communication and Rhetorical Studies

Associate Professor Adam C. Jones
Professor Christopher J. Oldenburg
Visiting Assistant Professor Will Buss
Instructor Shawna Merrill

The mission of the Communication and Rhetorical Studies Program is to cultivate in students theoretically grounded and highly developed competencies in the production, delivery, and criticism of diverse forms of human communication. It is the expectation of the department that students will use their communication expertise ethically in the pursuit of both personal growth and professional advancement as well as in the fulfillment of their duties as responsible citizens and community leaders.

Studies in Communication and Rhetorical Studies are the heir of a long and honored tradition. Since its inception in ancient Greece, the art of rhetoric (effective discourse) has consistently been recognized as a pillar of humane learning and assigned a foundational role within the liberal arts. Contemporary studies of communication and rhetoric focus on the construction, evaluation and use of communication theories, the criticism of communication practices, and the refinement of skills necessary for communicating effectively in a technology-permeated, multicultural world.

While the heart of the field's self-understanding remains the humanistic rhetorical tradition, its broader contours also seek to integrate methodologies from the social sciences as well as to extend its collective insights into the application and criticism of diverse communication media.

Education in the rhetorical tradition and its intrinsically adaptive dynamics thus constitutes the conceptual core of the curriculum which integrates theory and practice and combines work in the classroom with co-curricular activities. Majors also learn to advance their understanding of communication processes through the use of empirical research methods as well as have an opportunity to develop communication expertise for a variety of contexts (interpersonal, professional, organizational, small group, and intercultural).

Communication and Rhetorical Studies

Major

A major in Communication and Rhetorical Studies requires the completion of 40 hours of credit beyond CO 101.

Required Courses

Item #	Title	Credits
CO 195	Introduction to Communication	4.0
CO 220	The Rhetorical Tradition	4.0
CO 240	Mass Media Through the Ages	4.0
CO 315	Communication Ethics	4.0
CO 415	Senior Seminar in Communication	4.0
	Sub-Total Credits	20

200-level Communication Electives

Take two 200-level Communication courses:

Item #	Title	Credits
CO 210	Business Communication	4.0
CO 211	Argumentation & Debate	4.0
CO 214	Advertising and Public Relations	4.0
CO 224	Rhetorical Criticism	4.0
CO 225	Interpersonal Communication	4.0
CO 226	Intercultural Communication	4.0
CO 230	Organizational Communication	4.0
CO 235	Strategic Communication and Social Media	4.0
	Sub-Total Credits	8

300-level Communication Electives

Take three 300-level Communication courses

Item #	Title	Credits
CO 324	American Public Address	4.0
CO 325	Public Relations in Practice	4.0
CO 330	Developing Talent and Intercultural Competence	4.0
CO 336	Rhetoric of Women's Discourse	4.0
CO 353	Communication and Leadership in Teams	4.0
CO 381	Health Communication	4.0
CO 388	Special Topics in Communication Studies	4.0
	Sub-Total Credits	12
	Total Credits	40

Organizational & Strategic Communication

Major

The Organizational and Strategic Communication major is designed for students who are interested in the communication and relationship component of organizations and have a desire to learn how to communicate strategic messages to fulfill an organization's mission. Students in this major study communication across organizational and business settings, gaining an understanding of how communication is integral to the effective management of people and behaviors in an organizational context. Students will learn how to communicate clear messages in organizations, including through social media. They will gain a foundation of communication theory and practices that will help them interact with, lead, and manage individuals in the organizational process. In addition, a significant component of this major are the interdisciplinary connections made to the disciplines of Art & Design in Visual Studies, English, and Business. Specifically, students majoring in Organizational and Strategic Communication will be required to take courses in either graphic design, digital art (including digital technology and new media), and/or professional writing as well as a course in the content area of marketing, all of which are important for students to understand as they enter today's professional environment.

With an Organizational and Strategic Communication major, students could work in corporations as sales representatives, advertising account executives, communication coaches/ specialists/analysts, human

resources, social media managers, event coordinators, trainers, project managers, and recruiters, just to name a few. Similarly, they can find careers in higher education, training and development, public relations, or political communication.

A major in Organizational and Strategic Communication requires the completion of 40 hours of credit beyond CO 101.

Communication & Rhetorical Studies Core Courses

Item #	Title	Credits
CO 195	Introduction to Communication	4.0
CO 230	Organizational Communication	4.0
CO 315	Communication Ethics	4.0
	Sub-Total Credits	12

Organizational and Strategic Communication Courses

Choose two from the following courses:

Item #	Title	Credits
CO 235	Strategic Communication and Social Media	4.0
CO 330	Developing Talent and Intercultural Competence	4.0
CO 353	Communication and Leadership in Teams	4.0
	Sub-Total Credits	8

Public Relations Course

Choose one of the following:

Item #	Title	Credits
CO 214	Advertising and Public Relations	4.0
CO 325	Public Relations in Practice	4.0
	Sub-Total Credits	4

Marketing Course

Choose one from the following:

Item #	Title	Credits
MK 354	Marketing	4.0
MK 356	Integrated Marketing Communications	4.0
	Sub-Total Credits	4

Professional Writing and Digital Media Courses

Choose two from the following:

Item #	Title	Credits
AR 204	Visual Communication	4.0
AR 304	Visual Communication II	4.0
EN 208	Persuasive Writing	4.0
EN 280	Editing and the English Language	4.0
EN 281	Professional Writing	4.0
EN 309	Advanced Writing: Creative Nonfiction	4.0
	Sub-Total Credits	8

Senior Seminar Course

Double majors in Business may substitute BU 491 – Senior Capstone, taking note of the limit on double counting*

*Students pursuing a double major may double count no more than a maximum of 16 credit hours; students may double count no more than 8 credits toward a major and a minor or two minors.

Item #	Title	Credits
CO 415	Senior Seminar in Communication	4.0
	Sub-Total Credits	4
	Total Credits	40

Communication and Rhetorical Studies

Minor

A minor in Communication and Rhetorical Studies requires the completion of 24 semester hours of credit beyond CO 101.

Required Courses

Item #	Title	Credits
CO 195	Introduction to Communication	4.0
CO 220	The Rhetorical Tradition	4.0
CO 240	Mass Media Through the Ages	4.0
	Sub-Total Credits	12

200-level Course Requirement

Students must choose one 200-level Communication & Rhetorical Studies course from the following list:

Item #	Title	Credits
CO 210	Business Communication	4.0
CO 211	Argumentation & Debate	4.0
CO 214	Advertising and Public Relations	4.0
CO 224	Rhetorical Criticism	4.0
CO 225	Interpersonal Communication	4.0
CO 226	Intercultural Communication	4.0
CO 230	Organizational Communication	4.0
CO 235	Strategic Communication and Social Media	4.0
	Sub-Total Credits	4

300-Level Course Requirements

Students must choose two 300-level Communication & Rhetorical Studies course from the following list:

Item #	Title	Credits
CO 315	Communication Ethics	4.0
CO 324	American Public Address	4.0
CO 325	Public Relations in Practice	4.0
CO 330	Developing Talent and Intercultural Competence	4.0
CO 336	Rhetoric of Women's Discourse	4.0
CO 353	Communication and Leadership in Teams	4.0
CO 381	Health Communication	4.0
CO 388	Special Topics in Communication Studies	4.0
	Sub-Total Credits	8
	Total Credits	24

Communication and Rhetorical Studies Course Descriptions

CO 101 : Speech Fundamentals

An introduction to the various types of speech. Required except for those students whose background and competence in speech qualifies them for departmental approval for substituting an advanced course.
Credits 4.0

BLUEprint
Oral Communication

CO 130 : Arguably the Best

“Is cereal a soup?” “Is college worth the investment?” “Is capital punishment unethical?” “Should we adopt Medicare for All?” Debate and argumentation are all around us. Unfortunately, many average citizens and world leaders alike have trouble articulating their ideas respectfully and discussing important topics without allowing emotions to take over. Debate can be the starting point for progress, innovation, and a powerful democratic voice. Being able to express your own ideas and respond to others’ is what will set you apart as a potential hire, an engaged citizen, and a community leader. In this course, we learn the basics of argumentation, refutation, and general communication skills. You will observe and participate in debates over different topics – some fun, some serious – all while establishing a network of connections to help you succeed. If debate sounds scary to you, I encourage you to join this class. You will experience a welcoming environment where you can try new things with low-stakes costs. And you might even discover a new passion!
Credits 4.0

BLUEprint
First-Year Seminar

CO 130 : Sports Communication

This course is designed to provide students with an overview of the sports communication field by focusing on a wide variety of topics necessary to understand sports media, rhetoric, culture, and organizations from micro- to macro-level issues. All levels of sports are addressed through varied lenses such as mythology, community, and identity. More specifically, in this course, students will examine important sports-related topics including fan cultures, racial identity and gender in sports media, politics and nationality in sports, crisis communication in sports organizations, etc.
Credits 4.0

BLUEprint
First-Year Seminar

CO 195 : Introduction to Communication

This course allows students to understand both the humanistic and social scientific theories in Communication. Areas of inquiry include the ethical implications of individual theories, the development of knowledge and appreciation of theory building in the Communication discipline, the ability to discern roles that communication theories play in our daily lives, and the examination and testing of communication theories using different methodological approaches. This course is a foundational requirement for all students majoring or minoring in Communication and Rhetorical Studies.
Credits 4.0

Prerequisite Courses
CO 101: Speech Fundamentals
BLUEprint
Social Behavior

CO 210 : Business Communication

This course is designed to enhance one's understanding of the skills, principles and contexts of communication in business and organizational settings. Oral presentations and written assignments are utilized to evaluate competencies in verbal and nonverbal communication efforts. A framework of strategic communication is introduced for the planning and implementation of various interpersonal and presentational principles and skills along with an examination of important theories of organizational communication.
Credits 4.0

BLUEprint
Social Behavior

CO 211 : Argumentation & Debate

An introduction to both the mechanics of academic debate and principles of argumentation that can be applied to other methods of decision-making in which people weigh reasons pro and con. Students apply these insights to the analysis of arguments in the public sphere and participation in oral debate.
Credits 4.0

BLUEprint
Humanistic Values

CO 214 : Advertising and Public Relations

This course is designed to provide the student with an understanding of the advertising industry's “identity,'' an identity which has mirrored - as well as participated in the creation of - a uniquely American identity. Significant historical, cultural, gender, aesthetic, ethical, legal, and rhetorical perspectives are examined. Public relations will be examined in theory and practice as it intersects with advertising theories and practices in their roles within a mass media framework.
Credits 4.0

BLUEprint
U.S. Diversity

CO 220 : The Rhetorical Tradition

A survey of major trends in the development of rhetorical theory from Homer to the present. Special attention is given to comparing and contrasting different theories of rhetoric, the implications of these theories primarily for oral communication and its consequences, and the ways these theories are adapted to a variety of philosophical, social and political contexts. This course is a foundational requirement for all students majoring or minoring in Communication and Rhetorical Studies.
Credits 4.0

BLUEprint
Humanistic Values

CO 224 : Rhetorical Criticism

A quasi-chronological examination of the variety of methods used by rhetorical critics in analyzing the suasory dimensions of public civic texts. The issues and circumstances that have generated these methods will be considered as well. Students develop a familiarity with the tools, purposes and problems faced by rhetorical critics and an ability to produce rudimentary rhetorical criticism.
Credits 4.0

BLUEprint
Humanistic Values

CO 225 : Interpersonal Communication

This course explores the motivations, characteristics, and consequences of interpersonal communication. Over the semester, students will learn the various theories, models, and vocabulary of the interpersonal communication field. Attention is paid to topics such as self-concept, perception, and disclosure as well as uncertainty, affection, maintenance, and conflict across a variety of relational contexts. Students reflect on and improve their own interpersonal skills while learning to apply various interpersonal communication theories toward the end of developing more positive relationships in their personal and professional lives.
Credits 4.0

CO 226 : Intercultural Communication

This course explores the synergy between communication and culture. Specifically, students investigate various value orientations and verbal and nonverbal behaviors that occur in several cultural contexts, such as within the religious, business and health contexts. A variety of intercultural communication issues are explored including cultural identity, disability, sexual orientation, ethnocentrism and stereotypes. Emphasis within all assignments is placed on the importance of developing intercultural communication competence in all contexts.
Credits 4.0

BLUEprint
Cultural Literacy

CO 230 : Organizational Communication

This course is broadly designed to explore communication processes and problems that occur within the organizational context. To accomplish this, students will be exposed to the managerial and communicative theories pertaining to organizations and relevant research covering a host of topics. Specifically, this course will examine organizational culture (and how to adapt one's communication successfully one's culture), communication in the superior-subordinate relationship, impact of organizational structure on communication, and techniques for assessing and improving organization and individual communication effectiveness.
Credits 4.0

BLUEprint
Social Behavior

CO 235 : Strategic Communication and Social Media

This course examines how recent advances in information technology and online social networking provide opportunities as well as challenges for those who practice and research strategic communication. Issues covered in this course will include ways that various organizations (corporate, governmental, and non-profit) strategically identify key audiences, effectively create and share social media content, evaluate social media-based strategic communication initiatives, and use social media to improve their image and brand. Students will also learn about the significant changes in strategic communication approaches brought about by the networked information society. This course combines theoretical and hands-on approaches to these issues. Additionally, in conjunction with the theoretical understandings of social media, students will study and use different social media applications throughout the course.
Credits 4.0

CO 240 : Mass Media Through the Ages

This course provides a comprehensive introduction to mass media, offering a historical and critical analysis of various media forms. Students will explore the evolution of media from print (books, magazines, and newspapers), to electronic formats (television, radio, and recordings), film, the internet, and the rise of social and digital media in the 21st century. This course also examines key topics such as media research, the impact of media on society and government, and the ethical and legal frameworks that shape the field.
Credits 4.0

CO 252 : Competitive Debate and Speech

Participation and competition in intercollegiate policy debate. This course may be repeated; however, no more than 4 semester hours of CO 252 may be applied to the major or minor. Permission of instructor required.
Credits 0.5

CO 314 : Freedom of Expression

This course examines the verbal and nonverbal communication tenets of the freedom of speech clause of the first amendment of the Constitution. The history of the first amendment will be traced, including careful analysis of Supreme Court decisions. Topics covered include political heresy, defamation, obscenity, commercial speech, and technology.
Credits 4.0

Prerequisites
junior standing or consent of the instructor
BLUEprint
Humanistic Values

CO 315 : Communication Ethics

This course examines the ethical issues surrounding the role of verbal and nonverbal communication in distinguishing human participation in society. Students are asked to think critically about the range of issues germane to communication from a variety of normative perspectives.
Credits 4.0

Prerequisites
junior standing or consent of the instructor
BLUEprint
Humanistic Values

CO 324 : American Public Address

A history and critical appraisal of the rhetors, movements and rhetoric from the First Great Awakening to the present. Analysis and discussion of specific rhetorical episodes are designed to nurture the student's understanding of the exigencies and constraints that confront public advocates as well as to illustrate the relationship between rhetorical practice and American public culture.
Credits 4.0

BLUEprint
U.S. Diversity

CO 325 : Public Relations in Practice

Public Relations (PR) helps to establish and maintain mutual lines of communication, understanding, acceptance, cooperation, and mutually beneficial relationships between organizations or public personalities and their various publics. Among the topics this course will cover are the social function of public relations, its diverse forms (e.g. media and community relations, the management function of public relations, and the role of the practitioner in crisis communication). The students will also develop their skills in public relations by creating publicity products, such as press releases, feature stories, brochures, posters/flyers, photo essays, and speeches.
Credits 4.0

CO 330 : Developing Talent and Intercultural Competence

Training employees in today's increasingly diverse world requires a great deal of knowledge. This course will discuss intercultural competence in global organizations. Then, building upon that foundation, the course will discuss how to train and develop employees, giving perspective to working in different world cultures. Major topics include the ADDIE training model, training methods, and intercultural communication in the workplace.
Credits 4.0

BLUEprint
Global Awareness

CO 336 : Rhetoric of Women's Discourse

This course examines women's "voices" through a myriad of modalities and genres in order to understand the themes of women's discourse for the achievement of empowerment and enfranchisement in a society whose "order" has been at odds with such goals. Areas of inquiry include the relationship between public and private communication as understood through the prism of gender, polemical issues such as reproduction and pornography, and the meaning of the literary and visual arts in pursuit of a feminist rhetoric.
Credits 4.0

BLUEprint
Global Awareness

CO 353 : Communication and Leadership in Teams

This course explores how communicating in small groups and teams is a significant part of the human experience. In this course, students will examine how the behavior of groups, leaders, and followers is inherently communicative. Specifically, students will study small group communication theory, research, and practice from several different perspectives, focusing on how individual and group behavior "emerges" from group communication and interaction. In addition, students enrolled in this course will participate in small groups on a semester-long service-learning project connected to local community non-profit or charitable organizations.
Credits 4.0

BLUEprint
Community and Civic Engagement

CO 381 : Health Communication

People who face illness or who try to maintain or achieve good health experience a number of challenges, such as decisions about treatments, coping with large volumes of medical information, and responding to changes in their identities as a consequence of illness. Managing those challenges can be helped or hindered by communication with others (e.g. family, friends, and healthcare providers). Both theoretical and practical in nature, this course will help students understand the impact of communication in a health context. Among the topics that will be addressed are: health and identity, patient-practitioner communication, cultural perceptions of health, healthcare policies, health communication campaigns, and health images in the media.
Credits 4.0

CO 388 : Special Topics in Communication Studies

Topics vary by semester. Study of some selected period or genre of public discourse, some significant social movement or some major issue or individual within the field of rhetoric and communication theory.
Credits 4.0

CO 415 : Senior Seminar in Communication

This course will serve as the capstone course for all Senior-level students majoring in Communication and Rhetorical Studies. In addition, a strong emphasis will be placed on undergraduate research. Specifically, students will be asked to research relevant communication topics from either the social scientific or humanistic perspectives during the semester and formally present their scholarly findings. As part of the capstone experience in this course, students will also be asked to synthesize their previous coursework and critically reflect on their experiences in the Communication and Rhetorical Studies program.
Credits 4.0

Prerequisites
Senior standing or consent of the instructor

CO 461 : Independent Study in Communications

Advanced study in some aspect of the communications field.
Credits 1.0-4.0
Prerequisites
Consent of faculty supervisor

CO 463 : Internship in Communications

An internship in some aspect of the communication field.
Credits 1.0-4.0
Prerequisites
Consent of faculty supervisor

CO 465 : Independent Research in Communications

Credits 1.0-4.0

CO 520 : Leadership and Instructional Communication

The overall focus of this course is to help students explore the various leadership and instructional communication skills and knowledge that are foundational for effective learning to occur across any and all educational settings. Specifically, students will learn about the founding perspectives of leadership and instructional communication scholarship, examine the different contexts of leadership and instructional communication research (e.g., leadership styles, teacher effectiveness, instructional strategies, teacher immediacy and credibility behaviors, etc.), and then apply the lessons learned in this course to the nursing educational setting. After completion of this course, students going into nursing leadership or educator roles will leave with a broad, interdisciplinary set of leadership and communication skills and knowledge that will help them be more clear, interesting, and engaging instructors. This, in turn, will ultimately help produce an even better “next generation” of nurses in the future.
Credits 4.0

Prerequisites
MSN Student

Computer Science

Associate Professor Takako Soma

The Department of Computer Science offers both a major and minor in Computer Science. The primary focus of the major in Computer Science is for students to learn a solid practical foundation in software development (algorithm development and programming). Students also learn the fundamentals of theory and hardware, and how both relate to software. Students further have the opportunity to learn various advanced topics by taking elective courses in computer science. Students are carefully advised by faculty members of the department. The major in computer science helps to prepare students for a career in the field and/or further study in a graduate program. The ACM curriculum recommendations are used as guidelines to create the computer science curriculum.

A student must earn a grade of 'C-' (1.67) or better in all classes for a major and minor in Computer Science with an average of 'C' (2.0) or above in computer science and 'C' or above in MA 201. Computer Science majors must earn a 'C' or above in CS 160, CS 170, and CS 260.

Computer Science

Major

A major in Computer Science consists of a minimum of 44 semester hours. Depending on mathematical preparation, the student may need to take up to an additional 8 hours (two courses) of mathematics.

A student must earn a grade of 'C-' (1.67) or better in all classes for a major in Computer Science with an average of 'C' (2.0) or above in computer science and 'C' or above in MA 201. Computer Science majors must earn a 'C' or above in CS 160, CS 170, and CS 260.

Computer Science Core Courses

Item #	Title	Credits
CS 160	Introduction to Computer Science	4.0
CS 170	Introduction to Data Structures	4.0
CS 260	Data Structures and Algorithms	4.0
CS 275	Web Development	3.0
CS 280	Computer Organization and Architecture	4.0
CS 320	Application Development I	3.0
CS 360	Theory of Computation	4.0
CS 475	Software Development	3.0
MA 201	Discrete Mathematics	4.0
IS 485	A Liberal Arts Survival Guide	4.0
	Sub-Total Credits	37

Computer Science Elective

Choose one course from the following list:

Item #	Title	Credits
CS 250	Programming Practicum	1.0-4.0
CS 350	Concepts of Programming Languages	4.0
CS 380	Operating Systems	4.0
CS 410	Computer Networking	4.0
CS 420	Artificial Intelligence and Expert Systems	4.0
CS 460	Theory of Database Systems	4.0
	Sub-Total Credits	4

Computer Science Elective

Choose one elective from the following list:

Item #	Title	Credits
CS 322	Application Development II	3.0
CS 385	Career Navigation & Exploration in Computer Science	3.0
	Sub-Total Credits	3

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.

	Total Credits	44

Computer Science

Minor

A minor in Computer Science consists of 24 credit hours (six courses). Depending on mathematical preparation, the student may need to take up to an additional 8 hours (two courses) of mathematics.

A student must earn a grade of 'C-' (1.67) or better in all classes for a minor in Computer Science with an average of 'C' (2.0) or above in computer science and 'C' or above in MA 201.

Required Courses

Five courses from computer science including and one math course:

Item #	Title	Credits
CS 160	Introduction to Computer Science	4.0
CS 170	Introduction to Data Structures	4.0
CS 260	Data Structures and Algorithms	4.0
CS 280	Computer Organization and Architecture	4.0
CS 360	Theory of Computation	4.0
MA 201	Discrete Mathematics	4.0
	Sub-Total Credits	24

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.

Total Credits	24

Computer Science Course Descriptions

CS 125 : Introduction to Web Design

This course offers fundamental concepts of web design, including learning the basic web design using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). Additionally, students would learn to use drag and drop website builder to rapidly develop their websites without any previous experience.
Credits 4.0

CS 160 : Introduction to Computer Science

An introduction to the fundamental concepts of computer science. Topics include I/O, control structures, arrays, and structured programming techniques. This course, along with CS 170, is the basis for the rest of the computer science curriculum. A programming language will be introduced.
Credits 4.0

Semester Offered
Offered fall semesters

CS 170 : Introduction to Data Structures

A continuation of CS 160. An introduction to basic data structures such as stacks, queues, linked lists, and expression trees all with an emphasis on object-oriented programming. Searching, sorting, elementary algorithm analysis, and recursion will be introduced.
Credits 4.0

Prerequisite Courses
CS 160: Introduction to Computer Science
Semester Offered
Offered spring semesters

CS 250 : Programming Practicum

Fundamental syntactic and stylistic techniques of an individual programming language such as assembly languages, FORTRAN, Ada, Prolog, LISP, C, C++, C#, and others. Maybe repeated for credit with different languages.
Credits 1.0-4.0
Prerequisites
CS 160 and permission of the instructor

CS 260 : Data Structures and Algorithms

Algorithms and data structures for sorting, searching, trees, and graph algorithms. Algorithms and data structures associated with file processing, such as hashing, indexing, and B-trees, along with a continued examination of algorithm analysis.
Credits 4.0

Prerequisite Courses
CS 170: Introduction to Data Structures
Semester Offered
Offered fall semesters

CS 270 : Software Design

Introduction to the software development process: gathering requirements, designing, implementing, testing, debugging, and maintaining. The class particularly focuses on the design phase of the software development life cycle.
Credits 4.0

Co-Requisite Courses
CS 260: Data Structures and Algorithms
Semester Offered
Offered spring semesters

CS 275 : Web Development

Have you ever wondered how you'd manage without websites – no online banking, instant information, or social media? Fortunately, web development brings these essential services to life. In this course, you'll learn the fundamentals of web development, from HTML to CSS to JavaScript. You'll discover how to create visually appealing and interactive sites. By the end, you'll build responsive, user-friendly websites that captivate and engage users. This course is only offered online and is offered through a course-sharing consortium agreement.
Credits 3.0

Prerequisite Courses
CS 260: Data Structures and Algorithms
Prerequisites
Or consent of the instructor.

CS 280 : Computer Organization and Architecture

Introduction to computer systems, organization, and architecture. Topics include representation of data, instructions sets, addressing modes, digital logic, logic circuits, logic devices, memory, register transfer, and alternative architectures.
Credits 4.0

Prerequisite Courses
CS 170: Introduction to Data Structures
Semester Offered
Offered spring semesters

CS 320 : Application Development I

This course is all about equipping you with the skills to build dynamic, database-driven web applications - the core of great app development. You will create powerful backend scripts using Java and JavaScript, build RESTful APIs, and develop miiddleware for user authentication and session management. By the end, you'll create apps that are not only functional but also beautiful, engaging, and solve real-world problems. This course is only offered online and is offered through a course-sharing consortium agreement.
Credits 3.0

Prerequisite Courses
CS 275: Web Development
Prerequisites
Or consent of the instructor.

CS 322 : Application Development II

This course will have you building sleek, dynamic web apps using tools, such as React and Angular. Learn to create stunning front-end interfaces, seamlessly connect them with backend services, and ensure everything runs smoothly. You'll dive into component-based architecture, manage state like a pro, and master the art of making your apps faster and responsive. By the end, you'll be ready to create full-stack applications that stand out and wow users. This course is only offered online and is offered through a course-sharing consortium agreement.

Credits 3.0

Prerequisite Courses

CS 320: Application Development I

Prerequisites

Or consent of the instructor.

CS 350 : Concepts of Programming Languages

History of programming languages. Organizational issues: data and control structures; run-time behavior of programs. Lexical and syntactic specification and analysis. Examination of procedural, obj ect-oriented, functional, and logic programming languages.

Credits 4.0

Co-Requisite Courses

CS 260: Data Structures and Algorithms

CS 360 : Theory of Computation

A study of the theoretical aspects of computer science in relation to programming languages. Topics includes regular languages, context-free languages, the Church-Turing thesis, decidability and reducibility.

Credits 4.0

Prerequisite Courses

CS 260: Data Structures and Algorithms

Co-Requisite Courses

MA 201: Discrete Mathematics

Semester Offered

Offered spring semesters

CS 380 : Operating Systems

Introduction to operating system concepts including process, device, and memory management. Other topics include the history of operating systems and security.

Credits 4.0

Prerequisite Courses

CS 260: Data Structures and Algorithms

Semester Offered

Offered spring semesters

CS 385 : Career Navigation & Exploration in Computer Science

This course will help you find a job in Software Engineering upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in Software Engineering, potential salary outcomes, and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you and make a clear plan of action toward securing them. This course is only offered online and is offered through a course-sharing consortium agreement.
Credits 3.0

Prerequisite Courses
CS 260: Data Structures and Algorithms
Prerequisites
Or consent of the instructor.

CS 410 : Computer Networking

Topics include basic hardware, software and architectural components for computer communications, computer networks, switching, routing, protocols and security. Topics involving interfacing operating systems and networks are covered. Students will get hands-on experience with local area networks.
Credits 4.0

Prerequisite Courses
CS 260: Data Structures and Algorithms

CS 420 : Artificial Intelligence and Expert Systems

Introduction to artificial Intelligence and expert systems concepts. Topics include knowledge representation, search algorithms, reasoning, and shells. Programming in an AI language such as LISP and/or PROLOG.
Credits 4.0

Prerequisite Courses
CS 260: Data Structures and Algorithms

CS 440 : Computer Graphics Programming

An introduction to computer graphics programming. Topics include lines, curves, windows, clipping, two- and three-dimensional transformations, projections, and hidden line removal.
Credits 4.0

Prerequisite Courses
CS 260: Data Structures and Algorithms

CS 460 : Theory of Database Systems

File structures and access methods. Database modeling, design and user interface. Emphasis on relational database models. Information storage and retrieval, query languages, and high-level language interface with database systems. The students develop a nontrivial database system using a language designed for databases.
Credits 4.0

Co-Requisite Courses
CS 260: Data Structures and Algorithms

CS 461 : Independent Study in Computer Science

Course of study to be arranged with a computer science faculty member with the approval of the department. A plan of study must be written before approval will be given.
Credits 1.0-4.0
Prerequisites
Consent of the instructor

CS 463 : Internship in Computer Science

Work experience in the computer environment of a business, financial institution, government agency, or National Laboratory, such as Argonne, Oak Ridge, etc. This work experience must advance the student's knowledge of computing.

Credits 1.0-4.0

Prerequisites

Overall GPA 2.75, consent of department chair

Semester Offered

Offered on a credit/fail basis

Notes

May be repeated with a different firm or agency for a maximum of 8 credit hours. Complete guidelines for a computer science internship may be obtained from the department chair.

CS 465 : Independent Research in Computer Science

Independent research to be arranged with a computer science faculty member with the approval of the department. A plan of study must be written before approval will be given.

Credits 1.0-4.0

Prerequisites

Consent of the instructor

CS 475 : Software Development

Ever wonder what it takes to turn a great idea into a fully functional software product? This course covers everything from concept to implementation. Learn to use Git for efficient code management, ensure quality with comprehensive testing, and streamline delivery with CI/CD pipelines. Discover design patterns and apply SDLC methods. By the end, you'll be equipped to tackle any software project with confidence and expertise. This course is only offered online and is offered through a course-sharing consortium agreement.

Credits 3.0

Prerequisite Courses

CS 320: Application Development I

Prerequisites

Or consent of the instructor.

Criminal Justice

Professor Kelly A. Dagan
Instructor Peter Cavanagh
Instructor Angela Gonzales Balfe
Instructor Tony Williams

The Criminal Justice Major at Illinois College is housed in the Department of Sociology and is rooted in the liberal arts and the sociological perspective. At Illinois College, a major in Criminal Justice is dedicated to developing students' knowledge of the breadth, depth, and complexities of the criminal justice system. Through our courses, experiential learning, and faculty advising, 1) we ask students to examine the impact of larger cultural values and social dynamics on the operation of this social institution, paying particular attention to issues of stratification, and 2) we prepare students to pursue various criminal justice careers. In addition, we encourage students to recognize the ways in which various academic disciplines usefully illuminate issues in criminal justice.

Students must earn a 'C-' or better in each course to be counted toward the major or minor. All prerequisite courses must be completed with a C or better. Courses in the Criminal Justice major can share only three courses with a Sociology major. Courses in the Criminal Justice minor can share one course with a Sociology minor.

Note: CJ 160 is a prerequisite for CJ 210 and CJ 215. CJ 160 or SO 101 is a prerequisite for SO 286, SO 341, and SO 343. Status as a sophomore or above is a prerequisite for CJ 220, CJ 310, and PO 379.

Criminal Justice

Major

A major in Criminal Justice consists of a minimum of 46 required semester hours, 36 required hours and 8 hours of electives. These hours are as follows:

Criminal Justice Requirements

Item #	Title	Credits
CJ 160	Introduction to Criminal Justice	4.0
CJ 201	Criminal Justice Administration and Leadership	4.0
CJ 210	Issues in Policing	4.0
CJ 310	Criminal Law and Procedure	4.0
CJ 463	Internship in Criminal Justice	2.0
PO 379	Constitutional Law	4.0
SO 286	Introduction to Social Science Methods	4.0
SO 341	Criminology	4.0
SO 343	Prisons and Institutions of Social Control	4.0
SO 384	Data Collection and Analysis	4.0
	Sub-Total Credits	38

Criminal Justice Elective

Students choose one of the following Criminal Justice courses:

Item #	Title	Credits
CJ 215	Criminal Investigations	4.0
CJ 220	Victimology	4.0
	Sub-Total Credits	4

Sociology Elective

Students choose one of the following Sociology courses:

Item #	Title	Credits
SO 202	Race and Ethnicity	4.0
SO 206	Social Stratification	4.0
SO 207	Gender and Sexuality	4.0
SO 218	Social Problems	4.0
	Sub-Total Credits	4
	Total Credits	46

Criminal Justice

Minor

A minor in Criminal Justice consists of CJ 160 and 16 elective hours.

Mandatory Sociology Department Courses

Item #	Title	Credits
CJ 160	Introduction to Criminal Justice	4.0
	Sub-Total Credits	4

Electives

Four courses (16 hours) from the following list:

Item #	Title	Credits
CJ 201	Criminal Justice Administration and Leadership	4.0
CJ 210	Issues in Policing	4.0
CJ 215	Criminal Investigations	4.0
CJ 220	Victimology	4.0
CJ 310	Criminal Law and Procedure	4.0
PO 379	Constitutional Law	4.0
SO 341	Criminology	4.0
SO 343	Prisons and Institutions of Social Control	4.0
SO 345	Green Criminology	4.0
	Sub-Total Credits	36
	Total Credits	40

Criminal Justice Course Descriptions

CJ 160 : Introduction to Criminal Justice

An introduction to the evolution of the system of criminal justice in the United States; differing approaches to law enforcement, the process of criminal justice from intake to dismissal through its main agencies: police, courts, corrections, probation, and parole. Current ethical issues, experiments, and reforms in criminal justice, as well as planning for a career in criminal justice are covered.
Credits 4.0

CJ 201 : Criminal Justice Administration and Leadership

This course is designed to provide the student with a solid foundation in understanding criminal justice agencies. It will provide the student with the tools and knowledge they will need in order to build an understanding of what, how, and to what end management is conceived and implemented in criminal justice agencies. In doing so, this course will present a general descriptive and theoretical overview of agencies and their components (structures, processes, and behaviors). The readings and discussions will focus primarily on equipping students with the skills, knowledge, and solid understanding they need to effectively deal with the challenges they will face in their own criminal justice careers. Key topics as civil liability, political power, ethics and budgeting will be covered.
Credits 4.0

CJ 210 : Issues in Policing

Study and practice of policing in a free society. Included are crime prevention and detection, patrol tactics, criminal and traffic enforcement, accident investigation, arrest and apprehension procedures, trial court testimony, and an emphasis on ethical issues in police work. This course is designed to give the student an understanding of the importance that each of the above components have on the success of a police agency.
Credits 4.0

CJ 215 : Criminal Investigations

This course design is to introduce students to the unique aspects of criminal investigations. Students will explore the investigative theory, the collection and preservation of evidence, concepts of interviewing and interrogation, the use of forensic sciences, and trial preparation. The course focus is investigative techniques employed, how to gather information, and applying legal concepts to solving crime. The course will examine concepts and methods of investigation of major index crimes.
Credits 4.0

CJ 220 : Victimology

This course focuses upon crime and the justice system from the victims' perspective. Students will study and gain an understanding of the legal, social, psychological, and economic perspectives, approaches, and consequences of victimization from an individual, institutional, and legal point of view. The course will examine the levels, dynamics, and major correlates and consequences of primary and secondary criminal victimization, and the appropriateness of a variety of formal and informal responses aimed at preventing and/or remedying them Emphasis throughout the course will be upon developing students skill at systematically clarifying the definition of those problems and proposed or existing responses as well as understanding and applying criteria and methods by which alternative responses might be evaluated.
Credits 4.0

Prerequisites
sophomore standing or above

CJ 310 : Criminal Law and Procedure

This course introduces students to substantive criminal law and criminal procedure. Students will develop skills in legal analysis and learn the elements and defenses associated with criminal offenses. The course examines criminal statute^ the common law, legal terminology, defenses, court procedures, the trial process, evidence, sentencing, appeal probation, jail, prison, parole, civil commitment, and current events. Extensive reading, analysis, classroom participation, and writing is required.
Credits 4.0

Prerequisites
sophomore standing or above

CJ 461 : Independent Study Criminal Justice

Credits 1.0-4.0

CJ 463 : Internship in Criminal Justice

This course begins with a brief review of the basic assumptions, designs and ethics of quantitative social research. We will make an in-depth examination of both qualitative and approaches to data collection, and explore effective ways to analyze data collected from each of these methodological approaches. Students will collect and analyze data from their own original research projects, and develop a comprehensive research paper integrating all components of research design. This course serves as the capstone experience in the Sociology Department.
Credits 2.0

Prerequisites
SO 101 or CJ 160 and SO 286

CJ 465 : Independent Research in Criminal Justice

Credits 1.0-4.0
Prerequisites
Consent of the instructor

Digital Marketing

The Digital Marketing major equips students with the skills and knowledge to succeed in a variety of careers within the marketing field. At is core, the program focuses on understanding the needs of potential customers and developing innovative strategies to meet those needs. Throughout their studies, students will develop both specialized skills in areas like promotion, social media, and sales, and broader strategic skills in integrating these elements into an organization's overall marketing strategy. This blend of practical and strategic skills prepares graduates for success in a variety of marketing-related roles.

The Digital Marketing major focuses on the development of a set of engagement skills related to content creating, social media, and digital advertising. Throughout the program, students will have the opportunity to earn three industry-recognized certifications from HubSpot and Google, enhancing their professional credentials.

Digital Marketing is a hybrid program that combines both in-person and online learning experiences. While the majority of the coursework is completed on-campus, the digital marketing courses are delivered exclusively online with industry professionals.

Note: Students who choose to declare a Digital Marketing major must have a cumulative GPA of 2.0 or above. All prerequisite courses must be completed with a grade of 'C' or above.

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 of16 additional hours of new content beyond the requirements of the declared majors in the department.

Digital Marketing

Major

A major in Digital Marketing consists of 46 credit hours as follows:

Note: Students who choose to declare a Digital Marketing major must have a minimum cumulative GPA of 2.0 or above. All prerequisite courses must be completed with a grade of 'C' or above.

Core Business Requirements

The Core Business Requirement consists of 16 credits hours from the following courses:

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
CO 210	Business Communication	4.0
BU 491	Senior Capstone	4.0
	Sub-Total Credits	16

Marketing Requirements

Required Marketing and Digital Marketing Courses:

Item #	Title	Credits
BU 120	Business Software Applications	4.0
DM 360	Introduction to Digital Marketing	3.0
DM 380	Social Media Marketing, Brand Awareness, and Engagement	3.0
DM 390	Lifecyle and Email Marketing	3.0
DM 400	Digital Marketing Analytics and Experimentation	3.0
MK 354	Marketing	4.0
MK 454	Marketing Management	4.0
	Sub-Total Credits	24

Ethics Requirement

Choose one ethics course from the following list:

Item #	Title	Credits
BU 315	Business Ethics	4.0
CO 315	Communication Ethics	4.0
PH 315	Business Ethics	4.0
	Sub-Total Credits	4

Experiential Learning Requirement

Complete one Experiential Learning requirement for a minimum of two credit hours:

Item #	Title	Credits
DM 421	Career Navigation and Exploration in Digital Marketing	3.0
IC 421	Graduate READY: Career Strategies	2.0
MK 463	Internship in Marketing	1.0-4.0
	Sub-Total Credits	2-3.00
	Total Credits	46-47

Digital Marketing Course Descriptions

DM 360 : Introduction to Digital Marketing

Digital Marketing is a dynamic field with many different channels, each targeting unique audiences using specific analytics tools and strategies. This course uses case studies and hands-on exploration to survey these channels and trends, introducing key marketing concepts and how they connect to business and sales goals. Students will practice using real-world digital marketing tools and create strategy plans based on research and analysis of successful campaigns. This course is only offered online and is part of a consortium agreement.
Credits 3.0

Prerequisite Courses
EC 105: Principles of Economics
MK 354: Marketing
Prerequisites
Sophomore standing and declared Digital Marketing major

DM 380 : Social Media Marketing, Brand Awareness, and Engagement

The average consumer spends 2.5 hours per day on social media sites. This course explores how to effectively use social media to move those consumers to action. In order to be a successful marketer, you must be able to plan a campaign that aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of your efforts. By the end of this course, you will learn how to do just that. This course is only offered online and is part of a consortium agreement.
Credits 3.0

Prerequisite Courses
DM 360: Introduction to Digital Marketing

DM 390 : Lifecyle and Email Marketing

Lifecycle marketing is essential for businesses to maintain continuous engagement with customers by tailoring content to their specific stages. Emails are crucial for creating direct, personalized communication that varies by lifecycle stage. In this course, you'll learn to craft successful email campaigns within lifecycle marketing plans. By the end, you'll build a marketing campaign that drives customers to take desired actions based on their lifecycle stage. This course is only offered online and is part of a consortium agreement.
Credits 3.0

Prerequisite Courses
DM 360: Introduction to Digital Marketing

DM 400 : Digital Marketing Analytics and Experimentation

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. In this course, you'll learn to design experiments that rigorously test various marketing decisions, analyze digital customer behavior data using a variety of tools, and leverage data to refine marketing strategies and improve customer acquisition. This course is only offered online and is part of a consortium agreement.
Credits 3.0

Prerequisite Courses
DM 360: Introduction to Digital Marketing

DM 421 : Career Navigation and Exploration in Digital Marketing

This course will help you find a job in Digital Marketing upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in Digital Marketing, potential salary outcomes, and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you and make a clear plan of action toward securing them. This course is only offered online and is offered through a course-sharing consortium agreement. Prerequisite: DM 200 and declared Digital Marketing Major.
Credits 3.0

Prerequisite Courses
DM 360: Introduction to Digital Marketing
Prerequisites
Declared Digital Marketing major

Economics

Assistant Professor T. J. Devine
Assistant Professor Sam Levey
Assistant Professor Marilyn Markel

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

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

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

Economics

Major

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

Required Courses

Item #	Title	Credits
EC 105	Principles of Economics	4.0
EC 255	Quantitative Methods in Economics	4.0
EC 312	Intermediate Microeconomics	4.0
EC 318	Intermediate Macroeconomics	4.0
EC 485	Senior Seminar	4.0
	Sub-Total Credits	20

Statistics Requirement

Students must take either EC 245 or MA 123.

Item #	Title	Credits
EC 245	Statistics	4.0
MA 123	Elementary Statistics	4.0
	Sub-Total Credits	4

Four courses chosen from the following:

Item #	Title	Credits
EC 217	Buying Gods	4.0
EC 321	Economics of Inequality	4.0
EC 331	Agricultural Economics	4.0
EC 341	Money, Banking, and Financial Markets	4.0
EC 344	Development Economics	4.0
EC 362	Labor Economics	4.0
EC 372	Environmental Economics	4.0
	Sub-Total Credits	16

Internship Requirement

Students must complete a two-credit internship requirement or complete IC 421.

Item #	Title	Credits
EC 463	Internship in Economics	1.0-4.0
IC 421	Graduate READY: Career Strategies	2.0
IS 302	Summer Internship	1.0-6.0
	Sub-Total Credits	2
	Total Credits	42

Economics

Minor

Required Course

Item #	Title	Credits
EC 105	Principles of Economics	4.0
	Sub-Total Credits	4

Statistics Requirement

Student must take either EC 245 or MA 123.

Item #	Title	Credits
EC 245	Statistics	4.0
MA 123	Elementary Statistics	4.0
	Sub-Total Credits	4

Elective Courses

Three Courses chosen from the following:

Item #	Title	Credits
EC 217	Buying Gods	4.0
EC 312	Intermediate Microeconomics	4.0
EC 318	Intermediate Macroeconomics	4.0
EC 321	Economics of Inequality	4.0
EC 331	Agricultural Economics	4.0
EC 341	Money, Banking, and Financial Markets	4.0
EC 344	Development Economics	4.0
EC 362	Labor Economics	4.0
EC 372	Environmental Economics	4.0
	Sub-Total Credits	12
	Total Credits	20

Economics Course Descriptions

EC 105 : Principles of Economics

This course is a one-semester combination of both micro- and macro-economics. In this course, students are introduced to analysis of supply and demand, national income theory, the banking system, fiscal and monetary policy and the corresponding usage for economic stabilization, theory of the consumer, theory of the firm, and other selected microeconomic topics.
Credits 4.0

BLUEprint
Social Behavior

EC 130 : Economics of Everyday Things

Have you ever looked around at your possessions, like your food, backpack, or phone, and thought: Where did this stuff come from? How do these things get made when and how I need them? Why do I have it instead of somebody else? By asking about "the economics of everyday things," this course will get you thinking about how key institutions like businesses and governments cooperate (and compete!) to supply us with the goods and services that we demand in order to survive and thrive. By learning about the markets for a variety of products, we'll discover some of the many ways that our world economy is interconnected and get ideas for how you can chart your own course through it.
Credits 4.0

BLUEprint
First-Year Seminar

EC 217 : Buying Gods

How does religion trouble the traditional assumptions like rationality and perfect information made by economics? How are religion and economics allies? Howa re religion and economics enemies? Explore how religion and economics have come together to create the globalized capitalistic world we inhabit today and how we can envision more productive ways for the two to work together.
Credits 4.0

Prerequisites
Cross-listed with RE 217
BLUEprint
Humanistic Values

EC 245 : Statistics

An introduction to the use of statistics. Topics include summary statistics, introduction to probability estimation, hypothesis testing, regression analysis, time series and non-parametric statistics.
Credits 4.0

BLUEprint
Statistical and Quantitative Literacy

EC 255 : Quantitative Methods in Economics

Fundamentals of business calculus paired with linear statistical modeling. Topics will include differentiation, integration, constrained optimization, multiple regression analysis, OLS, multicollinearity, and heteroskedasticity.
Credits 4.0

Prerequisites
EC 245 or MA 123

EC 312 : Intermediate Microeconomics

Theories of consumer behavior, business firms, pricing in different market structures, input markets and welfare economics are discussed at the intermediate level.
Credits 4.0

Prerequisites
EC 105 or equivalent

EC 318 : Intermediate Macroeconomics

Theories of national income determination, price level and economic growth and their application to public policy.
Credits 4.0

Prerequisites
EC 105 or equivalent

EC 321 : Economics of Inequality

This course is an overview of the differences and discrimination associated with race, ethnicity, gender, sexual orientation, citizenship status, the nation of birth, other identities, and their intersections, specifically related to economic outcomes. We will focus on the sources of economic inequality and the resulting differences in outcomes such as wages, wealth, consumption, entrepreneurship, incarceration, and health. We will study theories of discrimination, applied empirical work testing those theories, and policies intended to mitigate these group differences.
Credits 4.0

Prerequisites
EC 105 or equivalent
BLUEprint
U.S. Diversity

EC 331 : Agricultural Economics

An introduction to the principles of economics including production principles; production costs, supply and revenue; profit maximization; consumption and demand; price elasticity; market price determination; and competitive versus noncompetitive market models. These principles are applied to agriculture and the role of agriculture in the United States and world economies. Other topics include a survey of the world food situation; natural, human and capital resources; commodity product marketing; and agricultural problems and policies.
Credits 4.0

Prerequisites
EC 105 or equivalent
Notes
Cross-listed with **AG 331**

EC 341 : Money, Banking, and Financial Markets

A study of the theory of Money and Banking. Topics covered include an overview of the financial system, different perspectives on the nature and origin of money, operations of commercial banks and the Federal Reserve System, and financial crises.
Credits 4.0

Prerequisites
EC 105 or equivalent

EC 344 : Development Economics

This course is an introduction to the theory of economic development. Why have some parts of the world developed economically while other parts of the world have remained underdeveloped? The purpose of this class is to develop a deeper understanding of the social, political, and economic conditions necessary to promote economic development.
Credits 4.0

Prerequisites
EC 105 or equivalent
BLUEprint
Global Awareness

EC 362 : Labor Economics

This course analyzes the economic theories related to the labor market and the problems workers face. Topics include labor supply and demand, wage determination, the impact of unions and collective bargaining, discrimination, earnings differentials, labor force participation, and unemployment.
Credits 4.0

Prerequisites
EC 105 or equivalent

EC 372 : Environmental Economics

A theoretical analysis of environmental pollution generation and of suggestions for corrective policies. Emphasis is on resource allocation and the welfare and income distributional implications of public policy decisions.
Credits 4.0

Prerequisites
EC 105 or equivalent

EC 461 : Independent Study in Economics

An individual reading or project course for advanced qualified students under the direction of a member of the department, on a subject mutually satisfactory to student and instructor. May be repeated with different subject matter for a maximum of 6 hours.
Credits 1.0-4.0
Prerequisites
Consent of the Instructor

EC 463 : Internship in Economics

A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to junior and senior majors
Credits 1.0-4.0
Prerequisites
Consent of the Instructor

EC 465 : Independent Research in Economics

Credits 1.0-4.0

EC 485 : Senior Seminar

Seminar devoted to special topics of themes, with individual research by participants. This seminar is designed to make connections between overarching themes in the various journal of Economic Literature QEL) subject classifications. This is a required senior experience and is open only to economics majors.
Credits 4.0

Education

Professor Todd D. Oberg
Assistant Professor Suzanne Kell
Assistant Professor Meredith Kunz
Assistant Professor Eric McClarey
Assistant Professor Jennifer Tygret
Assistant Professor Jacob Warren
Part-Time Instructor Randy Krepel
Part-Time Assistant Professor Jaime Klein

Students wishing to become teachers take courses in the Department of Education along with courses in the content area(s) in which they plan to teach. Most education courses include an experiential learning component so that students have many opportunities to work with K-12 students in order to become excellent teachers. Students interested in earning a teaching license should contact the Department of Education as soon as possible to construct a four-year plan.

Anyone interested in entering the Teacher Preparation Program should register for ED 101 during their first year or as soon as possible thereafter. This course will introduce prospective candidates to the requirements for entering and completing a licensure program and to the dispositions, skills, and competencies necessary for successful completion of an Illinois College teaching licensure program. ED 289 should be taken in the second semester of the sophomore year and includes application into the Teacher Preparation Program.

All courses that count toward teaching licensure must be completed with a grade of "C -" or above. A GPA of 2.75 or better must be earned to be admitted into the Teacher Preparation Program and must be retained throughout completion of the program.

Education Major Courses and Professional Education Courses

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

Online Post Baccalaureate Licensure

Anyone who already holds a bachelor's degree in specific content areas and wishes to earn a teaching license can enroll in the online licensure program. All candidates in this program are to have completed a degree and, pending transcript analysis, can finish their licensure program in 13 months for all programs. Please consult the college website for more information.

Candidates Seeking Additional Teaching License Endorsement

After earning their initial teaching license, any educator may add subsequent endorsements in other content areas or grade bands. Most subsequent teaching endorsements require 18 credit hours in the specific subject area, along with passing the applicable content area test. Some endorsements require a specific distribution of coursework, including particular teaching methods courses. All candidates seeking to add additional content area or grade band endorsements should speak with Illinois College's Licensure Officer.

Education with Elementary Licensure

Major

Students wishing to earn a teaching license in one of our State of Illinois approved programs and/ or major in Education must complete the following concentrations. ED 434 in the student teaching semester serves as the capstone for the education major. Anyone completing the education major without licensure will be required to complete an alternate capstone.

Elementary Licensure requires specific content area coursework in disciplines outside of the Education Department. Students should consult the Education Department for the current list of these courses. Many of these courses fulfill the BLUEprint general education requirements.

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 217	Wellness and Movement in the Elementary Classroom	2.0
ED 267	Foundational Literacy	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 330	Teaching Language Arts and Literacy in the Elementary Schools	3.0
ED 340	Teaching Social Science in the Elementary Schools	3.0
ED 342	Teaching Science in the Elementary Schools	3.0
ED 343	Teaching Math in the Elementary Schools	3.0
ED 375	Children's Literature Throughout the Disciplines	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
ED 431	Organizing Content Knowledge for Student Learning	4.0
ED 432	Creating a Classroom Environment for Student Learning	4.0
ED 433	Teaching for Student Learning	4.0
ED 434	Teacher Professionalism	4.0
PS 101	Introduction to Psychology	4.0
PS 275	Child Development	4.0
	Sub-Total Credits	62
	Total Credits	62

Education with Foreign Language - Spanish Licensure

Major

FOREIGN LANGUAGE – SPANISH EDUCATION (PK-12)*

Completion of the appropriate content major (Global Studies - Spanish concentration) is also required for licensure. A specific distribution of courses within the content major may be required. Students should work closely with their advisors in both departments to ensure all requirements are fulfilled.

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 320	Teaching K-12 Foreign Language	3.0
ED 335	Disciplinary Literacy in the Content Areas	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
ED 431	Organizing Content Knowledge for Student Learning	4.0
ED 432	Creating a Classroom Environment for Student Learning	4.0
ED 433	Teaching for Student Learning	4.0
ED 434	Teacher Professionalism	4.0
PS 312	Adolescent Psychology	4.0
	Sub-Total Credits	44
	Total Credits	44

Education with Middle Grades Licensure

Major

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

Middle Grades Licensure requires specific content area courses in the candidate's chosen teaching area. Students should consult the Education Department for the current list of these courses.

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 335	Disciplinary Literacy in the Content Areas	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
PS 312	Adolescent Psychology	4.0
ED 431	Organizing Content Knowledge for Student Learning	4.0
ED 432	Creating a Classroom Environment for Student Learning	4.0
ED 433	Teaching for Student Learning	4.0
ED 434	Teacher Professionalism	4.0
	Sub-Total Credits	41

Content Area Methods Course

Choose one appropriate area content course. Math students are required to take both ED 366 and ED 323.

Item #	Title	Credits
ED 323	Teaching Mathematics in the Middle and Secondary Schools	3.0
ED 324	Teaching Science in the Middle and Secondary Schools	3.0
ED 325	Teaching Social Science in the Middle and Secondary Schools	3.0
ED 366	Teaching Math in the Middle Grades	3.0
	Sub-Total Credits	3
	Total Credits	44-47

Education with Middle Grades Licensure - English Language Arts

Major

MIDDLE GRADES EDUCATION (5-8) IN LANGUAGE ARTS

Middle Grades Licensure requires specific content area courses in the candidate's chosen teaching area. Students should consult the Education Department for the current list of these courses.

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 267	Foundational Literacy	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 322	Teaching English Methods & Disciplinary Literacy in the Middle and Secondary Schools	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
PS 312	Adolescent Psychology	4.0
ED 431	Organizing Content Knowledge for Student Learning	4.0
ED 432	Creating a Classroom Environment for Student Learning	4.0
ED 433	Teaching for Student Learning	4.0
ED 434	Teacher Professionalism	4.0
	Additional Requirements for Teaching Licensure	**20.0**
	Sub-Total Credits	64
	Total Credits	44

Education with Physical Education Licensure

Major

Physical Education (PK-12)

Completion of the appropriate content major (Kinesiology and Exercise Science with a concentration in Physical Education) is also required for licensure. A specific distribution of courses within the content major may be required. Students should work closely with their advisors in both departments to ensure all requirements are fulfilled.

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
ED 431	Organizing Content Knowledge for Student Learning	4.0
ED 432	Creating a Classroom Environment for Student Learning	4.0
ED 433	Teaching for Student Learning	4.0
ED 434	Teacher Professionalism	4.0
KI 326	Teaching Pre K-12 Physical Education	3.0
PS 312	Adolescent Psychology	4.0
	Sub-Total Credits	38
	Total Credits	38

Education with Secondary English

Major

English students interested in earning a teaching license should plan to double major in English and education and student teach their final semester. These students should enroll in ED 101 their first semester or as soon as possible thereafter and work closely with their advisors in both departments to ensure all State of Illinois requirements for licensure are met.

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 267	Foundational Literacy	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 322	Teaching English Methods & Disciplinary Literacy in the Middle and Secondary Schools	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
ED 431	Organizing Content Knowledge for Student Learning	4.0
ED 432	Creating a Classroom Environment for Student Learning	4.0
ED 433	Teaching for Student Learning	4.0
ED 434	Teacher Professionalism	4.0
	Sub-Total Credits	40

Other Requirements

Completion of the English major is also required for licensure. A specific distribution of courses within the content major may be required. Students should work closely with their advisors in both departments to ensure all requirements are fulfilled.

	Total Credits	40

Education with Secondary Mathematics

Major

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 323	Teaching Mathematics in the Middle and Secondary Schools	3.0
ED 335	Disciplinary Literacy in the Content Areas	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
ED 431	Organizing Content Knowledge for Student Learning	4.0
ED 432	Creating a Classroom Environment for Student Learning	4.0
ED 433	Teaching for Student Learning	4.0
ED 434	Teacher Professionalism	4.0
PS 312	Adolescent Psychology	4.0
	Sub-Total Credits	44

Other Requierments

Completion of a mathematics major is also required for licensure. A specific distribution of courses within the content major may be required. Students should work closely with their advisors in both departments to ensure all requirements are fulfilled.

	Total Credits	44

Education with Secondary Science-Biology

Major

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 324	Teaching Science in the Middle and Secondary Schools	3.0
ED 335	Disciplinary Literacy in the Content Areas	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
ED 431	Organizing Content Knowledge for Student Learning	4.0
ED 432	Creating a Classroom Environment for Student Learning	4.0
ED 433	Teaching for Student Learning	4.0
ED 434	Teacher Professionalism	4.0
	Sub-Total Credits	40

Other Requirements

Completion of a biology major with the secondary education concentration is also required for licensure. A specific distribution of courses within the content major may be required. Students should work closely with their advisors in both departments to ensure all requirements are fulfilled.

	Total Credits	40

Education with Secondary Social Studies-History Licensure

Major

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 325	Teaching Social Science in the Middle and Secondary Schools	3.0
ED 335	Disciplinary Literacy in the Content Areas	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
ED 431	Organizing Content Knowledge for Student Learning	4.0
ED 432	Creating a Classroom Environment for Student Learning	4.0
ED 433	Teaching for Student Learning	4.0
ED 434	Teacher Professionalism	4.0
	Sub-Total Credits	40

Other Requirements

Completion of a history major is also required for licensure. A specific distribution of courses within the content major may be required. Students should work closely with their advisors in both departments to ensure all requirements are fulfilled.

	Total Credits	40

Education

Minor

A minor in Education consists of a minimum of 18 credit hours, with a grade of "C" or better in each course, from the following list of courses.

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
	Sub-Total Credits	12

Elective:

Students must take at least two additional 200- or 300-level approved elective (from areas such as, but not limited to, ED, KI, MG, PS, or SO). The elective course should be chosen in consultation with the Education Department and is intended to best serve the individual student and their professional interests.

	Total Credits	18

Online English as a Second Language Endorsement

Endorsement

Online English as a Second Language Endorsement

The English as a Second Language (ESL) Endorsement is designed to be added to an existing Professional Educator License (PEL). According to the **Illinois State Board of Education**, this endorsement may be added to the Early Childhood, Elementary, Middle-grade, High school level, and Special Certificates (PreK to Grade 12).

A teacher with an ESL PreK to Grade 12 (PK-12) endorsement is qualified to teach ESL classes within the grade range of their PEL. ESL teachers are generally responsible for working with English language learners who would benefit from additional ESL instruction as well as assessing students to determine their ESL needs and strengths.

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. Coursework older than 10 years will

not be considered toward program requirements. Anyone transferring in the equivalent of any of these courses for fewer than 3 credits may add a practicum independent study in any fall or spring semester to get to a total of 18 credit hours.

Required Courses

Item #	Title	Credits
ED 450	Linguistics for ESL Learners	3.0
ED 451	Theoretical Foundations: Second Language Acquisition	3.0
ED 452	Assessment and Evaluation in ESL Education	3.0
ED 453	Second Language Acquisition & Materials	3.0
ED 454	Culturally and Linguistically Responsive Teaching	3.0
ED 474	Foundations in Writing	3.0
	Sub-Total Credits	18
	Total Credits	18

Online Reading Teacher Endorsement

Endorsement

The PK-12 Reading Teacher Endorsement is designed to be added to an existing Professional Educator License (PEL) at any level. Reading teachers are generally responsible for working with students who would benefit from additional reading instruction and assessing students to determine their reading needs and strengths. These professionals collaborate with reading specialists and other professionals to improve instruction and to modify the physical and social environments as needed to meet the needs of all readers.

Required Courses

Many Illinois licensed teachers will have completed these courses during their initial licensure program. Substitutions will be made as approved by the IC Education Department. Coursework older than 10 years will not be considered toward program requirements. Anyone transferring in the equivalent of any of these courses for fewer than 4 credits may add a practicum independent study in any fall or spring semester to get to a total of 18 credit hours.

Item #	Title	Credits
ED 470	Foundations in Reading	3.0
ED 471	Reading Skills and Strategies in the Content Area	3.0
ED 472	Assessment and Diagnosis of Reading Problems	3.0
ED 473	Developmental and Remedial Instruction, Materials and Support	3.0
ED 474	Foundations in Writing	3.0
ED 475	Literature for Children and Adolescents	3.0
	Sub-Total Credits	18
	Total Credits	18

Online Post-Baccalaureate Licensure - Elementary

Licensure

The Online Post-Baccalaureate Licensure - Elementary program (grades 1-6) is designed to prepare students with an undergraduate degree to obtain their Illinois Professional Educator License (PEL) upon completion. Transcripts are reviewed prior to admittance, therefore some of these courses may transfer in. This could also mean some other coursework might be required besides what is listed below. In order to ensure all education coursework is current and relevant, we will only accept education transfer credits from previous institutions that are no more than 10 years old.

Required Courses

Item #	Title	Credits
ED 305	Teaching Diverse Learners	3.0
ED 442	Math for Elementary Teachers	3.0
ED 443	Integrated Curriculum & Instruction	4.0
ED 444	Math Literacy and Methods	3.0
ED 445	Creating an Environment for Learning	4.0
ED 447	Disciplinary Literacy for English, Language Arts, Science & Social Science	4.0
ED 448	Student Teaching & Assessment	4.0
ED 454	Culturally and Linguistically Responsive Teaching	3.0
ED 470	Foundations in Reading	3.0
PS 274	Child Development for Educators	4.0
	Sub-Total Credits	35
	Total Credits	35

Online Post-Baccalaureate Licensure - Middle Grades Programs

Licensure

The Online Post-Baccalaureate Licensure - Middle Grades (grades 5-8) and Secondary program (grades 9-12) is designed to prepare students with an undergraduate degree to obtain their Illinois Professional Educator License (PEL) upon completion. The programs offered are Middle Grades: Science, and Social Science. Transcripts are reviewed prior to admittance, therefore some of these courses may transfer in. In order to ensure all education coursework is current and relevant, we will only accept education transfer credits from previous institutions that are no more than 10 years old. This could also mean some other coursework might be required besides what is listed below. The post-baccalaureate middle grades program will require that students have earned an appropriate undergraduate major. This program requires 26 credit hours as well as passing required state assessments. It is designed to be started in May of the first year and completed after summer A of the following year.

Required Courses

Item #	Title	Credits
ED 305	Teaching Diverse Learners	3.0
ED 443	Integrated Curriculum & Instruction	4.0
ED 445	Creating an Environment for Learning	4.0
ED 446	Disciplinary Literacy & Methods for Middle Grades and Secondary Education	4.0
ED 448	Student Teaching & Assessment	4.0
ED 454	Culturally and Linguistically Responsive Teaching	3.0
PS 312	Adolescent Psychology	4.0
	Sub-Total Credits	26

	Total Credits	26

Online Post-Baccalaureate Licensure - Physical Education Licensure

Licensure

The Online Post-Baccalaureate Licensure - Physical Education (PK-12) is designed to prepare students with an undergraduate degree to obtain their Illinois Professional Educator License (PEL) upon completion. Transcripts are reviewed prior to admittance, therefore some of these courses may transfer in. This could also mean some other coursework might be required besides what is listed below. In order to ensure all education coursework is current and relevant, we will only accept education transfer credits from previous institutions that are no more than 10 years old. The post-baccalaureate middle grades and secondary program will require that students have earned an appropriate undergraduate major. This program requires 26 credit hours as well as passing required state assessments. It is designed to be started in May of the first year and completed after summer A of the following year.

Required Courses

Item #	Title	Credits
ED 305	Teaching Diverse Learners	3.0
ED 443	Integrated Curriculum & Instruction	4.0
ED 445	Creating an Environment for Learning	4.0
ED 446	Disciplinary Literacy & Methods for Middle Grades and Secondary Education	4.0
ED 448	Student Teaching & Assessment	4.0
ED 454	Culturally and Linguistically Responsive Teaching	3.0
PS 312	Adolescent Psychology	4.0
	Sub-Total Credits	26
	Total Credits	26

Online Post-Baccalaureate Licensure - Secondary Programs

Licensure

The Online Post-Baccalaureate Licensure - Secondary program (grades 9-12) is designed to prepare students with an undergraduate degree to obtain their Illinois Professional Educator License (PEL) upon completion. The programs offered are Biology, Social Science: History, and Math are offered. Transcripts are reviewed prior to admittance, therefore some of these courses may transfer in. This could also mean some other coursework might be required besides what is listed below. In order to ensure all education coursework is current and relevant, we will only accept education transfer credits from previous institutions that are no more than 10 years old. The post-baccalaureate middle grades and secondary program will require that students have earned an appropriate undergraduate major. This program requires 26 credit hours as well as passing required state assessments. It is designed to be started in May of the first year and completed after summer A of the following year.

Required Courses

Item #	Title	Credits
ED 305	Teaching Diverse Learners	3.0
ED 443	Integrated Curriculum & Instruction	4.0
ED 445	Creating an Environment for Learning	4.0
ED 446	Disciplinary Literacy & Methods for Middle Grades and Secondary Education	4.0
ED 448	Student Teaching & Assessment	4.0
ED 454	Culturally and Linguistically Responsive Teaching	3.0
PS 312	Adolescent Psychology	4.0
	Sub-Total Credits	26
	Total Credits	26

Online Post-Baccalaureate Licensure Middle Grades and Secondary ELA

Licensure

The online licensure programs are designed for career changers and those currently working in schools with a temporary teachings license (or no license at all). All programs (Elementary, Middle Grades, Secondary, and Physical Education) are designed to meet Illinois State standards and be as efficient as possible.

The post-baccalaureate middle grades and secondary program will require that students have earned an appropriate undergraduate major. This program requires 29 credit hours as well as passing required state assessments. It is designed to be started in May of the first year and completed after summer A of the following year. Transcripts are reviewed prior to admittance, therefore some of these courses may transfer in. This could also mean some other coursework might be required besides what is listed below. In order to ensure all education coursework is current and relevant, we will only accept education transfer credits from previous institutions that are no more than 10 years old.

Required Coureses

Students must take the following courses:

Item #	Title	Credits
ED 305	Teaching Diverse Learners	3.0
ED 443	Integrated Curriculum & Instruction	4.0
ED 445	Creating an Environment for Learning	4.0
ED 446	Disciplinary Literacy & Methods for Middle Grades and Secondary Education	4.0
ED 448	Student Teaching & Assessment	4.0
ED 454	Culturally and Linguistically Responsive Teaching	3.0
ED 470	Foundations in Reading	3.0
PS 312	Adolescent Psychology	4.0
	Sub-Total Credits	29
	Total Credits	29

Education Course Descriptions

ED 101 : Introduction to Education

This beginning level education course offers students philosophical, historical, and current views of teaching and education and encourages students to think more deeply about what teaching is, what teachers do, and whether teaching is an appropriate career choice for them. Through readings, class discussions, educational research, and field work in a K-12 classroom, students will reflect upon and articulate their own beliefs and values about teaching, learning, and schooling.
Credits 3.0

Prerequisites
No prerequisite
BLUEprint
Community and Civic Engagement

ED 130 : Schooling America: Examining Education, Fact and Fiction, Through the Media

“Failing Schools, Frustrated Nation” and “Who’s to Blame for America’s Failing Schools” – these headlines are two examples of how the media portrays American education. But what do these headlines really mean? What is the purpose of these headlines and how is our perception of education formed through media depictions? How can we decipher what is true, a partial truth, or a whole lie when it comes to American schools? This course will explore how education is portrayed through a wide range of media, including film, journalism, podcasts, social media, and others. Perhaps the truth about education may be overshadowed by the pursuit of clicks and views...
Credits 4.0

BLUEprint
First-Year Seminar

ED 203 : Multicultural Issues and Social Justice in Education

This course explores different cultural and identity issues (such as socioeconomic status, gender, language, religion, sexual orientation, race ethnicity, age, and exceptionalities), and examines their influence on the teaching in today's classrooms. Participants will examine and develop culturally appropriate and responsive teaching techniques and skills to differentiate instruction and support the academic and social achievement of students from multiple identity groups. Participants will also become aware of their own social identities and how those identities inform their personal values, beliefs, and norms.
Credits 3.0

Prerequisite Courses
ED 101: Introduction to Education
BLUEprint
U.S. Diversity

ED 217 : Wellness and Movement in the Elementary Classroom

This course is designed to help the Elementary Education Teacher better understand and utilize brain research focusing on the relationship between movement and student's academic performance. Course content will emphasize the importance of health, dance and physical education and provide techniques to incorporate them within the elementary classroom.
Credits 2.0

ED 267 : Foundational Literacy

Reading research over the last 20 years has identified the critical skills that students must acquire very early in reading development to ensure
success in the later years and that may need to be reinforced in later years. These skills are in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. The development of these skills are 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 multilingual 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, Middle Grades Language Arts Program, and the Secondary English Language Arts Program, and should be completed prior to admission to the Teacher Preparation Program
Credits 3.0

Prerequisite Courses
ED 101: Introduction to Education

ED 289 : Foundations of Curriculum and Instruction

This course is part one of two courses in Curriculum, Instruction, and Assessment. Through both college classroom and field-based experiences, teacher candidates will begin looking at and practicing planning quality instruction by: a) setting strong, challenging, but achievable objectives based on Common Core standards and other state standards b) choosing, developing, and using teaching activities that are engaging, relevant, and designed to help the student successfully meet the intended objective; c) using assessment for learning that guides instruction for all students, and d) exploring the ideas of curriculum and instructional design, as well as research based best practice. At the end of this course, students will apply for admission to the teacher preparation program which is required for most 300-level education coursework.
Credits 3.0

Prerequisites
ED 101 or permission of instructor

ED 305 : Teaching Diverse Learners

This course addresses two primary goals: 1) to examine and develop the skills regarding instruction, assessment, and adaptations necessary to teach diverse learners. 2) to learn what important issues are most relevant to instruction of diverse learners and how best to acquire proficiency in those areas. To this end, the course focuses on topics such as recent law and policy changes, cultural issues relevant to immigration, the process of acquiring a second language and the impact of that process on students' academic and social well-being, definitions of second-language acquisition, language difference and disability, and accommodations and modifications for students with special education needs or those in the process of second-language acquisition. Additionally, the course will explore strategies to improve achievement of diverse learners in specific content areas.
Credits 3.0

Prerequisites
ED 101 and ED 203 or permission of instructor
BLUEprint
Social Behavior

ED 320 : Teaching K-12 Foreign Language

This course is generally met through participation in the Tandem Education Semester in Madrid, Spain, where teacher candidates will take the “Teaching Methodology for Teachers of Spanish and Bilingual Educators" course, along with appropriate Spanish language courses.
Credits 3.0

ED 322 : Teaching English Methods & Disciplinary Literacy in the Middle and Secondary Schools

This course is a study of the specific skills and techniques utilized by middle grades and secondary teachers of English. With an included emphasis on understanding and using academic language 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.
Credits 3.0

Prerequisites
Admission to the Program

ED 323 : Teaching Mathematics in the Middle and Secondary Schools

This course is a study of the specific skills and techniques utilized by both junior high and senior high school teachers of mathematics.
Credits 3.0

Prerequisites
Admission to the Program

ED 324 : Teaching Science in the Middle and Secondary Schools

This course is a study of the specific skills and techniques utilized by middle grades and secondary teachers of science.
Credits 3.0

Prerequisites
Admission to the Program

ED 325 : Teaching Social Science in the Middle and Secondary Schools

This course explores the specific skills and techniques utilized by middle grades and secondary teachers of social studies.
Credits 3.0

Prerequisites
Admission to the Program

ED 330 : Teaching Language Arts and Literacy in the Elementary Schools

In this literacy course, prospective educators acquire necessary skills for teaching English Language Arts at the elementary level. Emphasis is placed on the interrelatedness of reading, writing, speaking, and listening as guided by our Common Core State Standards. This methods course integrates models such as co-teaching for differentiation of skill levels within the literacy classroom. This course includes assignments on lesson planning, utilizing assessment in order to drive instruction, and reflecting upon instructor efficacy.
Credits 3.0

Prerequisites
ED 267 and admission to the Program

ED 335 : Disciplinary Literacy in the Content Areas

A study of the disciplinary literacy with an emphasis on understanding the academic language of subj ect matter across the curriculum. Teacher candidates will study the interrelatedness of reading, writing, speaking and listening, and will develop the ability to use these processes to help students learn subject matter in different content areas. Candidates will explore effective ways of creating active learning environments and strategies to support learning in knowing how, when, and why to use all modes of language to learn with texts. This course is part of the Secondary and K-12 Education Programs.
Credits 3.0

Prerequisites
ED 101 or permission of instructor

ED 340 : Teaching Social Science in the Elementary Schools

This course explores various theories and practices designed to teach social science to diverse learners in the elementary classroom in general and specifically through disciplinary literacy. Students will learn to create engaging instruction, encompassing the five strands of social science, by utilizing practices and resources such as case studies and primary sources while implementing Common Core standards. Special focus will be placed on using technology to enhance learning in the social sciences.
Credits 3.0

Prerequisites
Admission to the Program

ED 342 : Teaching Science in the Elementary Schools

A study of current theory, research, and best practices in the learning and teaching of science for all elementary school children, with a focus on student-centered inquiry and science and engineering practices. The course includes unit and lesson planning, assessment, task selection, design, and evaluation.
Credits 3.0

Prerequisites
Admission to the Program

ED 343 : Teaching Math in the Elementary Schools

This course is a study of the specific theories, practices and resources utilized by elementary school teachers to create effective and engaging learning environments for the study of mathematics. A particular focus will be on the Common Core State Standards, the eight Mathematical Practices, use of literacy and meeting the mathematical needs of English Language Learners. Candidates will learn to write lesson and unit plans, to analyze student work, to provide effective feedback and to use technology to enhance learning.
Credits 3.0

Prerequisites
MA 128 and admission to the Program

ED 366 : Teaching Math in the Middle Grades

This course is a study of the specific theories, practices, and resources utilized by middle grade teachers to create effective and engaging learning environments for the study of mathematics. A particular focus will be on the IL Learning Standards (Common Core State Standards), the eight Mathematical Practices, use of literacy and academic language, and meeting the mathematical needs of diverse adolescent learners. Candidates will learn about the ideal middle school, to write (integrated) lesson and unit plans, to analyze student work, to provide effective feedback, and to use technology to enhance learning.
Credits 3.0

Prerequisites
Admission to the Program

ED 375 : Children's Literature Throughout the Disciplines

This course will provide students with the opportunity to read, discuss and analyze past and present children's literature. Participants will focus on using children's literature that represents a wide range or genres and diverse cultures to develop and implement instructional activities aligned with the Illinois Professional Teaching Standards in the areas of language arts, social studies, science, and math. Registration: Junior Education majors.
Credits 3.0

Prerequisites
Admission to the program.
Semester Offered
Offered every fall

ED 385 : Creating and Managing Classroom Environments

This course will explore research, theory, and best practices related to effective classroom management. Topics will include establishing an environment for learning, organizing and managing instruction, coping with the challenges, and developing relationships with students, staff, and parents. This course includes an off-campus field experience in a classroom for 36-50 clock hours.
Credits 3.0

Prerequisites
Admission to the Program

ED 389 : Assessment: Becoming a Data-Informed Teacher

This course is an advanced course in Curriculum, Instruction, and Assessment focusing most specifically on curriculum and the application of assessment. In the context of their field placement, students will complete a full cycle of assessment, including formative assessment, summative assessment and feedback. Students will devise a variety of assessments in their teaching area.
Credits 3.0

Prerequisites
Admission to the Program and ED 289
BLUEprint
Statistical and Quantitative Literacy

ED 431 : Organizing Content Knowledge for Student Learning

This student teaching course focuses on how teachers use their understanding of the community, the school, the students and subject matter to decide on learning goals, to design or select appropriate activities and instructional materials, to sequence instruction in ways that will help students to meet short- and long-term goals, and to design or select informative evaluation strategies.
Credits 4.0

Prerequisites
Admission to Student Teaching

ED 432 : Creating a Classroom Environment for Student Learning

This student teaching course addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges and the issues of establishing and maintaining constructive standards for behavior in the classroom. It enables candidates to consider all environmental factors that impact student learning, ranging from the physical setting to the subgroups and learning needs of individual students.
Credits 4.0

Prerequisites
Admission to Student Teaching

ED 433 : Teaching for Student Learning

This student teaching course focuses on the act of teaching and its overall goal: helping students to learn. Candidates are expected to make learning goals and instructional procedures clear to students, encourage students to extend their thinking, monitor students' understanding of content through various forms of assessments, design and implement effective instruction, and use time effectively.
Credits 4.0

Prerequisites
Admission to Student Teaching

ED 434 : Teacher Professionalism

In this student teaching course, candidates are assessed on their abilities to reflect on and analyze the extent to which learning goals were met, their demonstration of a sense of efficacy, their professional relationships with colleagues, their communication with parents, and their ability to develop plans for self-improvement. Participation in weekly seminars augments these skills. This student teaching course serves as the Senior Capstone for education majors seeking licensure.
Credits 4.0

Prerequisites
Admission to Student Teaching

ED 441 : Problems and Solutions in Education

This course serves as an alternative Senior Capstone for education majors who choose not to seek licensure, and therefore choose not to complete student teaching. In the course, students develop a proposal to address a problem in education.
Credits 4.0

ED 442 : Math for Elementary Teachers

This foundational course focuses on learning mathematics in the elementary classroom. Content explored in this class includes algebraic thinking, numeration, theory of whole numbers, integers, rational numbers, and real numbers. It also includes operations of arithmetic, elementary number theory, proportional reasoning, elementary data analysis, and basic concepts of geometry. This course is a prerequisite for ED 444 Math Methods of Elementary Teachers. This course in part of the post-baccalaureate online licensure program.
Credits 3.0

ED 443 : Integrated Curriculum & Instruction

This course will focus on instruction with the acknowledgement of how instruction is influenced by both the curriculum (and thus the global world in which we live) and continuous and on-going assessment. Grounded in research and theory, teacher candidates will begin practicing the process of planning quality instruction. Particular focus will be on integrating curriculum, specifically the areas of fine arts, PE, and Health with core content areas. This course is a prerequisite for ED 447 Disciplinary Literacy Methods for Elementary Teachers, ED 444 Math Literacy and Methods for Elementary Teachers, and ED 446 Disciplinary Literacy and Secondary Methods. This course is part of the post-baccalaureate online licensure program.
Credits 4.0

ED 444 : Math Literacy and Methods

This course is the study of specific theories, practices, and resources used by successful teachers to create engaging learning environments for the study of mathematics. Candidates will learn to write effective lesson and unit plans, analyze student work, provide meaningful feedback and use technology to enhance learning. Prerequisites: ED 442 Math for Elementary School Teachers and ED 443 Integrated Curriculum and Instruction. This course is part of the post-baccalaureate online licensure program.
Credits 3.0

ED 445 : Creating an Environment for Learning

In this course, students will explore research, theory, and best practices related to effective classroom management and assessments. Topics will include establishing an environment for learning, organizing and managing instruction, developing assessments and using results to design effective instruction for all students, coping with daily challenges, and developing relationships with students, staff, and parents. This course is part of the post-baccalaureate online licensure program.
Credits 4.0

ED 446 : Disciplinary Literacy & Methods for Middle Grades and Secondary Education

In this course, teachers will acquire the pedagogical skills necessary for teaching a wide range of literacy methods in English language arts, math, social studies, and science curriculum at the middle grades and secondary level. Teachers will be taught effective, research-based instruction generally and within each content area. Specific topics will include the creation of cohesive lessons based on state standards, the development of appropriate assessments for learning, and learning design. This course is part of the post-baccalaureate online licensure program.
Credits 4.0

Prerequisite Courses
ED 443: Integrated Curriculum & Instruction

ED 447 : Disciplinary Literacy for English, Language Arts, Science & Social Science

In this course, teachers will explore and analyze research-based practices for teaching social studies, science, and English Language Arts, as well as ways to engage students in disciplinary literacy for each content area. Teachers will acquire the pedagogical skills necessary for teaching a wide range of literacy methods in the content areas, as well as assessment and instruction of foundational reading skills, strategies to develop reading and comprehension of narrative and informational text to build discipline-specific knowledge, methods of differentiating instruction for all learners, and selection of appropriate instructional materials. This course is part of the post-baccalaureate online licensure program.
Credits 4.0

Prerequisite Courses
ED 443: Integrated Curriculum & Instruction
ED 470: Foundations in Reading

ED 448 : Student Teaching & Assessment

This 8-week instruction includes both a full-time teaching presence in a relevant K-12 classroom. Course material which will focus on the Teaching Code of Ethics and the creation and analysis of effective assessments. This course is part of the post-baccalaureate online licensure program.
Credits 4.0

ED 450 : Linguistics for ESL Learners

This course will examine and analyze the fundamental concepts of linguistics and connect this information to routine work in the ESL classroom. Students will study linguistics including phonology, orthography, morphology, and syntax, as well as the implications of all of these topics for teaching all students, including ESL learners. Over the course of the semester, students will be provided with readings, videos, and podcasts that complement the information in the textbook, and assists students in developing a solid understanding of the intricacies of studying and teaching language. Through engagement in online whole-class discussions, group, and individual assignments, students will be able to use their understanding of essential linguistic principles to inform instruction and assessment at all levels. This course will include a 15-hour ESL Practicum.
Credits 3.0

ED 451 : Theoretical Foundations: Second Language Acquisition

This course will give students of all levels an understanding of the main linguistic theories; first and second acquisition; cognitive, affective, and cultural factors in teaching ESL learners. This course will discuss how theoretical foundations of second language acquisition can be applied to their work in the ESL classroom. Major discussion topics in this course include language acquisition theories, language policy, models of ESL education, as well as information regarding the teaching of academic language to native English speakers and English language learners. This course will include a 10-hour ESL Practicum.
Credits 3.0

ED 452 : Assessment and Evaluation in ESL Education

This course will focus on the assessment of ESL learners with an emphasis on alternative assessments. The course will examine key concepts and issues of assessment, principles of language assessment including reliability, validity, authenticity, etc.; different purposes of assessment such as English learner identification, placement, diagnostic, and reclassification; different types of assessment (standards-based assessment, classroom-based assessment, standardized testing including norm-referenced and criterion-referenced standardized testing, alternative assessment such as dynamic assessment); steps in designing classroom-based or standardized language assessments; assessment of oral language (listening, speaking) and literacy (reading, writing), and language of content areas; use of technology in assessment; assessment of special populations such as young dual language learners and children with learning disabilities, analysis, interpretation, and reporting of assessment results. This course will include a 30-hour ESL Practicum.
Credits 3.0

ED 453 : Second Language Acquisition & Materials

This course will provide methodologies and techniques for teaching ESL learners, evaluation of ESL materials for various levels and instructional goals. This course will discuss second language methodology theoretical bases, approaches, strategies, materials, and techniques needed for effective teaching in ESL classrooms. Students will explore different pedagogical issues that relate to various ESL teaching strategies. They will have the opportunity to understand how language learning impacts content area learning and vice versa. Students will also have opportunities to reflect on teaching practices and how they impact ESL learners. Accordingly, students will learn to develop lessons and materials to put ESL theory and methods into practice, tailored to meet the needs of individual English language learners. This course will include a 30-hour ESL Practicum.
Credits 3.0

Prerequisite Courses
ED 451: Theoretical Foundations: Second Language Acquisition

ED 454 : Culturally and Linguistically Responsive Teaching

This course prepares teacher candidates to engage in culturally and linguistically responsive practices to support diverse learners in PreK-12 classrooms. In this course, students will explore relationships between language, culture, and cultural awareness to support diverse student learners, as well as methods for building cultural and linguistic diversity in classroom. Students will also examine best practices for supporting culturally and linguistically diverse learners and their families. All post-baccalaureate licensure and ESL endorsement students are required to take this class.
Credits 3.0

ED 461 : Independent Study in Education

This course is an independent study in the field of education, as approved by the Department of Education chair.
Credits 1.0-4.0

ED 462 : Independent Study in Education

This course is an independent study in the field of education, as approved by the Department of Education chair.
Credits 1.0-4.0

ED 463 : Internship in Education

This course is an internship in the field of education, as approved by the Department of Education chair.
Credits 1.0-4.0

ED 464 : Internship in Education

This course is an internship in the field of education, as approved by the Department of Education chair.
Credits 1.0-4.0

ED 465 : Independent Research in Education

This course is independent research in the field of education, as approved by the Department of Education chair.
Credits 1.0-4.0

ED 466 : Independent Research in Education

This course is independent research in the field of education, as approved by the Department of Education chair.
Credits 1.0-4.0

ED 470 : Foundations in Reading

This course will lay the foundation in each of the five pillars of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension) so that teachers understand the theory, research, and practices needed to empower themselves as teachers of reading. Attention will be paid to foundational literacy development as it pertains to the needs of diverse learners. This course includes an 8-10-hour Reading Practicum.
Credits 3.0

ED 471 : Reading Skills and Strategies in the Content Area

In this course, students will acquire the necessary skills for helping students successfully navigate through texts with strategies that apply to many content areas. Specifically, students will learn about, develop, and apply teaching methods for reading, writing, speaking, and listening that are relevant to multiple content areas, including academic vocabulary common to various content areas. This course includes an 8-10-hour Reading Practicum.
Credits 3.0

ED 472 : Assessment and Diagnosis of Reading Problems

This course will introduce teachers to the various types and causes of reading difficulty. Teachers will learn how to administer and interpret literacy assessments and use other diagnostic techniques with diverse populations. The information teachers obtain will assist in their identification of students' areas of reading difficulty and guide their instructional recommendations. This course includes an 8-10-hour Reading Practicum.
Credits 3.0

Prerequisite Courses
ED 470: Foundations in Reading
Prerequisites
ED 470: Foundations in Reading is required to enroll in ED 472: Assessment and Diagnosis of Reading Problems. Based on approval from the Education Department, a signed letter stating their background in education, as well as acknowledging that ED 472 builds upon the knowledge gained in ED 470 from the student would be accepted in lieu of the ED 470 prerequisite. Please contact the Office of the Registrar with questions

ED 473 : Developmental and Remedial Instruction, Materials and Support

This course builds on knowledge gained in ED 472 as students learn to use diagnostic information as a basis for planning remedial instruction in reading. Prospective and licensed teachers will be introduced to various practices, procedures and materials which are useful for remediation of reading problems. This course includes an 8-10-hour Reading Practicum.
Credits 3.0

Prerequisite Courses
ED 472: Assessment and Diagnosis of Reading Problems

ED 474 : Foundations in Writing

This course focuses on writing as a method of communication and a resource for learning in K-12 classrooms. Through readings, activities, and assignments, the course will develop teachers' knowledge, skills, and dispositions about writing processes, writing genres, the reading-writing connection, and students' writing development in the content areas. This course will also focus on the relationships between research, theory, and practice in teaching writing for all students.
Credits 3.0

ED 475 : Literature for Children and Adolescents

This course will examine the scope and nature of literature written specifically for children and adolescents. It will examine a variety of genres as well as include literature representing a range of diversities including ethnicities, culture, ability, gender, and sexual orientation. Emphasis will be on the identification, selection, and evaluation of high-quality literature as appropriate for children's developmental level and interest.
Credits 3.0

English

Professor Beth W. Capo
Professor Nicholas P. Capo
Professor Catharine O'Connell
Associate Professor Kara Dorris
Assistant Professor Courtney Simpkins

Why Should You Study English at Illinois College?

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

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

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

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

Honors in English

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

Education with Middle Grades Licensure - English Language Arts

Major

MIDDLE GRADES EDUCATION (5-8) IN LANGUAGE ARTS

Middle Grades Licensure requires specific content area courses in the candidate's chosen teaching area. Students should consult the Education Department for the current list of these courses.

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 267	Foundational Literacy	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 322	Teaching English Methods & Disciplinary Literacy in the Middle and Secondary Schools	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
PS 312	Adolescent Psychology	4.0
ED 431	Organizing Content Knowledge for Student Learning	4.0
ED 432	Creating a Classroom Environment for Student Learning	4.0
ED 433	Teaching for Student Learning	4.0
ED 434	Teacher Professionalism	4.0
	Additional Requirements for Teaching Licensure	**20.0**
	Sub-Total Credits	64
	Total Credits	44

Education with Secondary English

Major

English students interested in earning a teaching license should plan to double major in English and education and student teach their final semester. These students should enroll in ED 101 their first semester or as soon as possible thereafter and work closely with their advisors in both departments to ensure all State of Illinois requirements for licensure are met.

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 267	Foundational Literacy	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 322	Teaching English Methods & Disciplinary Literacy in the Middle and Secondary Schools	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
ED 431	Organizing Content Knowledge for Student Learning	4.0
ED 432	Creating a Classroom Environment for Student Learning	4.0
ED 433	Teaching for Student Learning	4.0
ED 434	Teacher Professionalism	4.0
	Sub-Total Credits	40

Other Requirements

Completion of the English major is also required for licensure. A specific distribution of courses within the content major may be required. Students should work closely with their advisors in both departments to ensure all requirements are fulfilled.

	Total Credits	40

English with Creative Writing and Editing Concentration

Major

English majors choose to concentrate in literature or creative writing and editing. Students who wish to pursue more than one concentration should meet with the department chair. The major consists of a minimum of forty (40) semester hours of course work within the department with a grade point average of 'C' (2.0) or above, exclusive of EN 104: Writing Foundations or EN 121: Writing. All majors in English must complete satisfactorily the Senior Seminar, the department's capstone course.

Required Courses

Students must take the following four courses:

Item #	Title	Credits
AR 204	Visual Communication	4.0
EN 181	Introduction to Creative Writing	4.0
EN 208	Persuasive Writing	4.0
EN 280	Editing and the English Language	4.0
	Sub-Total Credits	16

Writing Electives

Students must choose two upper level writing courses from the following list:

Item #	Title	Credits
EN 304	Advanced Writing: Fiction	4.0
EN 305	Advanced Writing: Poetry	4.0
EN 309	Advanced Writing: Creative Nonfiction	4.0
	Sub-Total Credits	8

Literature Electives

Students must take three literatures courses. One course must be at the 300-level. EN 463 Independent Study can count as one of the three electives.

	Sub-Total Credits	12

Capstone Requirement

Students must take either EN 430 or IS 485 to fulfill their capstone requirement.

Item #	Title	Credits
EN 430	Capstone Seminar	4.0
IS 485	A Liberal Arts Survival Guide	4.0
	Sub-Total Credits	4
	Total Credits	40

English with Literature Concentration

Major

English majors choose to concentrate in literature or creative writing and editing. Students who wish to pursue more than one concentration should meet with the department chair. The major consists of a minimum of forty (40) semester hours of course work within the department with a grade point average of 'C' (2.0) or above, exclusive of EN 104: Writing Foundations or EN 121: Writing. All majors in English must complete satisfactorily the Senior Seminar, the department's capstone course.

Required Course

Item #	Title	Credits
EN 201	How Stories Make Us Human	4.0
	Sub-Total Credits	4

Lower Level Literature Requirement

Students must take one lower level literature course at the 100- or 200-level. Choose one course from the list below:

Item #	Title	Credits
EN 123	Monsters and Myth in the British Literary Tradition	4.0
EN 124	Literary DNA: Investigating the Gothic	4.0
EN 131	American Literature 17th-19th C.: Witch Hunts to the White City	4.0
EN 132	American Literature: Between the Living and Dead	4.0
EN 145	Literature and Science	4.0
EN 171	Global Literatures	4.0
EN 172	Multicultural Literature of the Americas	4.0
EN 180	LOL: Concepts of Comedy	4.0
EN 230	Young Adult Literature	4.0
EN 236	Narrative in Fiction and Film	4.0
EN 250	Introduction to Literature: Special Topics	4.0
EN 251	Lit Goes Pop! (Culture)	4.0
EN 261	Shakespeare on Stage and Screen	4.0
	Sub-Total Credits	4

300-level Literature Requirement

Students must take four literature courses at the 300-level. One independent study can count as meeting one literature course at the 300-level. See the course options below:

Item #	Title	Credits
EN 326	Studies in the Renaissance	4.0
EN 331	Mapping the English Novel	4.0
EN 339	Studies in Global Literature	4.0
EN 351	Romantic Movement	4.0
EN 354	Major American Writers	4.0
EN 355	American Women Writers	4.0
EN 357	Modern American Literature	4.0
EN 358	Women Writers: Global Voices/World Visions	4.0
EN 359	Global Modernisms	4.0
EN 368	Contemporary American Literature	4.0
EN 373	African-American Literature	4.0
EN 388	Literary Explorations	4.0
EN 461	Independent Study in English	1.0-4.0
	Sub-Total Credits	16

English Electives

Students must take three English courses (writing or literature focused) at any level.

	Sub-Total Credits	12

Capstone Requirement

Students must take either EN 430 or IS 485 for their capstone experience.

Item #	Title	Credits
EN 430	Capstone Seminar	4.0
IS 485	A Liberal Arts Survival Guide	4.0
	Sub-Total Credits	4
	Total Credits	40

English

Minor

Required Courses

Five English courses, with at least two at the 300-level, excluding EN 121.

	Sub-Total Credits	20
	Total Credits	20

English Course Descriptions

EN 104 : Writing Foundations

This course reviews basic strategies for forming good college-level sentences (including good thesis statements), paragraphs and essays. Students also learn to plan and edit their writing. Students will review rules of grammar, mechanics, vocabulary usage, and punctuation and apply them to short essays. The work will be tailored to individual needs: the course has a lab studio component to help practice skills, and students will work with the instructor as well as writing center peer consultants. This course does not fulfill the all-college general education requirement in writing (this requirement can be met by taking EN 121, 205, or 208) or count toward the English major or minor.

Credits 4.0

Prerequisites

No prerequisite

EN 121 : Writing

A writing course designed to enable the student through practice and revision to demonstrate an acceptable standard of written expression. Focus upon description, exposition, and argumentation. Critical reading and thinking are also stressed. Course requirements include completion of a research paper. Course theme varies. This course does not count toward the English major or minor.

Credits 4.0

BLUEprint

Written Communication

EN 123 : Monsters and Myth in the British Literary Tradition

This course is designed for majors and non-majors and will survey British literature from the Medieval period through the long eighteenth century. Special attention will be paid to monsters and myths across these literary periods. The course will attend to the global scope of the literature, to its cultural context, and to the persistence of "othering" across periods and genres. This is an introductory course appropriate for first-year students.
Credits 4.0

BLUEprint
Cultural Literacy

EN 124 : Literary DNA: Investigating the Gothic

This course is designed for majors and non-majors and will survey British literature from the nineteenth century through the post-modern period. By reading poetry and prose, special attention will be paid to one or more specific literary traditions. Within these traditions, the course will explore specific genres and themes such as the gothic, feminism, fairy tales, and disability. By reading texts throughout the time period, the course will explore how British traditions influenced the writers who came after. This is an introductory course appropriate for first-year students.
Credits 4.0

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

This is an introduction to American Literature from its beginnings until the 1890s. It goes beyond just books by looking at the fascinating places, people, and periods that produced the texts, in addition to sampling the many types of writing that have helped Americans tell their stories, from bloody captivity narratives on the frontier to haunting gas-lit ghost stories in the city. Themes might include "The Devil in the 'Howling Wilderness'", "Revolution: Reason Armed'', "American Renaissance: The Transparent Eyeball'', "Conditions of the Working Class'', "Women Write the Weird'', and "Black in the White City: Chicago's Columbian Exposition.'' This is an introductory course appropriate for first-year students.
Credits 4.0

BLUEprint
U.S. Diversity

EN 132 : American Literature: Between the Living and Dead

Think you know American Literature? Would you dare to read a blood-spattered Robert Frost poem about a farm boy fatally cutting his hand off with a noisy buzz saw, in "Out, Out-", or will you stay with Frost's quiet and lovely "Stopping by Woods on a Snowy Evening''? How about braving a classic American horror story, "The Damned Thing'', featuring an invisible predator, set in a late 19th-century version of a CSI morgue, and written by a traumatized Civil War veteran--who wrote with a real human skull on his desk. Do you have a taste for the gothic, sympathy for outsiders, or an urge to follow clues and dig up underground history? Take this course, if you do! Starting with our own backyard ghost tour, for example, we will visit a small-town cemetery whose undead creep out to speak their lives in poetry, near the Spoon River in Illinois. Generally, we will try to understand both the fears and desires imagined by literature, and we will do so by placing each text in the context of its place in time. The 20th century is what connects us, the generations of the living, with the dead of the past and the American tradition as a whole. Possible themes include violence, war, trauma, (im) migration, and their impact on the values that span the twentieth and twenty-first centuries. This is an introductory course appropriate for first-year students.
Credits 4.0

BLUEprint
Cultural Literacy

EN 145 : Literature and Science

This course focuses on how works of literature depict science and scientists. In 1959, scientist and novelist C.P. Snow declared that there were two cultures, the literary and the scientific, and that this divide prevented us from finding solutions to important problems. Scientists have written literature, and writers have written about science in ways that influence how society understands science and its achievements. The course may be themed around literature and medicine, climate change and the environment, technology and science fiction, or other topics bridging the “two cultures." This is an introductory course appropriate for first-year students.
Credits 4.0

BLUEprint
Humanistic Values

EN 171 : Global Literatures

Consideration of varying themes as they appear in texts from diverse cultures around the world. Genres of fiction, autobiography, graphic novel, and film included. This is an introductory course appropriate for first-year students.
Credits 4.0

BLUEprint
Global Awareness

EN 172 : Multicultural Literature of the Americas

Focus on literatures and cultures of the Americas with special consideration of the formation of cultural and individual identity in a variety of texts. Topics include the Culture of War, immigration and assimilation, cross-cultural contact, Sundown towns in the Midwest, among others. Genres of fiction, memoir, graphic novel, and film included. This is an introductory course appropriate for first-year students.
Credits 4.0

BLUEprint
U.S. Diversity

EN 180 : LOL: Concepts of Comedy

An exploration of various forms of 'literature of laughter' - from humor to satire, from comedy to the Absurd - focusing on the uses and effects of comic genres and techniques to express what it is to be human. This is an introductory course appropriate for first-year students.
Credits 4.0

BLUEprint
Humanistic Values

EN 181 : Introduction to Creative Writing

A workshop for students interested in exploring the various forms of creative writing including fiction, creative nonfiction, and/or poetry. Students and instructor work closely together to evaluate the individual and class writing projects in an informal setting. This is an introductory course appropriate for first-year students.
Credits 4.0

BLUEprint
Creative Expressions Studio

EN 201 : How Stories Make Us Human

This course is for students who love to read and write, but also those of us who like to delve deeper into the meaning of things, who like to question and think critically, who don't want to be told what to do but discover the rights paths for themselves. Stories allow all these things to be possible. This class explore various fields in English Studies, such as film analysis, literary theory, creative writing, rhetoric, linguistics, education, editing, technical writing, and bookmaking. This course is appropriate for both majors and non-majors.
Credits 4.0

BLUEprint
U.S. Diversity

EN 208 : Persuasive Writing

The study and practice of writing persuasively and logically.
Credits 4.0

BLUEprint
Creative Expressions Studio

EN 226 : Scriptwriting

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.
Credits 4.0

Notes
Cross-listed with **TH 226**
BLUEprint
Creative Expressions Studio

EN 230 : Young Adult Literature

What is "YA" literature? Should it only be read by Young Adults? How does it fit into literary studies and into popular culture? What can fiction do for Young Adult (or adult) readers? Can it make readers more aware of global diversity and world events? In this course we will read and analyze works of YA fiction and discuss genre, theme, representation, and interpretation. This is an introductory course appropriate for first-year students.
Credits 4.0

BLUEprint
Global Awareness

EN 236 : Narrative in Fiction and Film

Students will read literature and watch movies for how meaning is made both visually and textually. They will analyze stories using basic critical concepts from literary and film studies, such as genre conventions or editing techniques. Special attention will be paid to works with social, global, and philosophical implications. For example, semester organizing themes have included the suffering and sacrifice of children, workplace satire, women and true crime, and the graveyard. This is an introductory course appropriate for first-year students.
Credits 4.0

BLUEprint
Humanistic Values

EN 250 : Introduction to Literature: Special Topics

A course with a topical approach to literary study. The particular topic for a given offering of this course will be indicated in the semester's course schedule. The courses are introductory and appropriate for first-year students.
Credits 4.0

BLUEprint
Humanistic Values

EN 251 : Lit Goes Pop! (Culture)

This course will provide the opportunity to study literature in its historical, social, and popular contexts “then” and “now.” In addition to studying the original literary work, you will also examine a variety of its adaptations, including literary, film, theatrical, and graphic novel adaptations. This is an introductory course appropriate for first-year students.
Credits 4.0

BLUEprint
Cultural Literacy

EN 261 : Shakespeare on Stage and Screen

A study of some of Shakespeare’s greatest hits and how these plays have been transformed into movies, from filmed stage productions to contemporary riffs on the characters and storylines. The course will also include analysis of relevant cultural artifacts connected to the plays’ content as well as filmic techniques and principles of adaptation.
Credits 4.0

Notes
Cross-listed with TH 250
BLUEprint
Humanistic Values

EN 280 : Editing and the English Language

Wherever there are words, there are writers, and jobs for writers. The Internet has created a staggering array of new platforms through which writers seek to reach readers. This course will offer students the opportunity to study these new writing landscapes, to participate and publish their thinking and writing, and to learn how to protect against the various hazards of such activity. This is an introductory course appropriate for first-year students.
Credits 4.0

EN 281 : Professional Writing

This course studies the types of professional writing, with particular attention to factual, analytical and evaluative, and proposal arguments. Topic selection within the assignment sequence is flexible to allow students to shape more focused study into the themes and conventions of business writing, journalism, science and technical writing, writing for the Internet and social media, and writing about health and medicine.
Credits 4.0

BLUEprint
Community and Civic Engagement

EN 304 : Advanced Writing: Fiction

A course in fiction writing for advanced students. May be repeated for a maximum of eight (8) hours.
Credits 4.0

Prerequisites
EN 181 or consent of the instructor.
BLUEprint
Creative Expressions Studio

EN 305 : Advanced Writing: Poetry

A course in poetry writing for advanced students.
Credits 4.0

Prerequisites
EN 181 or consent of the instructor
Notes
May be repeated for a maximum of eight (8) hours.
BLUEprint
Creative Expressions Studio

EN 309 : Advanced Writing: Creative Nonfiction

A workshop focused on the study and production of the four major genres of contemporary creative nonfiction: the profile, the general-interest article, popular criticism, and the personal or programmatic informal essay.
Credits 4.0

Prerequisites
EN 181,182, 208, or consent of the instructor
Notes
May be repeated for a maximum of eight (8) hours.
BLUEprint
Creative Expressions Studio

EN 326 : Studies in the Renaissance

A study of the major works of British and Continental literature written during the sixteenth and seventeenth centuries, including the dramatic works of Shakespeare.
Credits 4.0

EN 331 : Mapping the English Novel

This course will examine place and space in the English novel, utilizing digital tools like GIS and story mapping to explore the effects of physical, imagined, and hybrid locations on identity. Some examples may include: Aphra Behn's Oroonoko and Surinam, Jane Austen's Northanger Abbey and Bath, Charles Dickens's Bleak House and London, Joseph Conrad's Lord Jim and the fictional Island of Patusan, E.M. Forster's A Room with a View and Florence, and Monica Ali's Brick Lane and Bangladeshi London.
Credits 4.0

BLUEprint
Cultural Literacy

EN 339 : Studies in Global Literature

Consideration of a genre, period, or theme in transnational literatures, such as European, Japanese, or Russian (in translation). The specific topic will be announced in the course listing and schedule of classes for the semester
Credits 4.0

EN 351 : Romantic Movement

In addition to examining major writers of the Romantic period in England, from the 1770's-1830's, this course will emphasize the role of material and global culture in the formation of the Romantic imagination. Through the study of material objects-collections brought back from global voyages, scrapbooks, letters, journals, women's collections of objects and ephemera--we will access voices from this period often left out of the Romantic canon. Moving beyond Keats, Shelley, Wordsworth, Coleridge and Byron, we will explore this period from multiple perspectives that account for the diverse experiences of people from a variety of social, gender, and racial and ethnic backgrounds, both in Europe and beyond. Special attention will be paid to Romantic writers outside of Europe and to female Romantic authors like Helen Maria Williams, Charlotte Smith, Felicia Hemans, and Jane Austen, as well as to women who contributed to the cultural and literary life of the period through their experiences and collections.
Credits 4.0

BLUEprint
Cultural Literacy

EN 354 : Major American Writers

Evolution of American literature from Poe onward to Transcendentalism, Realism, and Naturalism. Focus on such figures as Emerson, Thoreau, Hawthorne, Twain, James, and Dreiser.
Credits 4.0

BLUEprint
Humanistic Values

EN 355 : American Women Writers

Focus on the accomplishments, conditions and contributions of American women writers from the seventeenth century to the present. Readings will cover works of fiction, poetry and drama by writers such as Bradstreet, Dickinson, Sedgwick, Stowe, Wharton, Cather, Stein, Hurston and Morrison.
Credits 4.0

BLUEprint
U.S. Diversity

EN 357 : Modern American Literature

Developments in American literature from the early twentieth century to the '60s. Readings will cover major works of fiction, poetry and drama.
Credits 4.0

BLUEprint
Cultural Literacy

EN 358 : Women Writers: Global Voices/World Visions

A critical investigation of representative works by major women writers that reflect the social, philosophical, literary, and aesthetic standards of women's literature worldwide from the late 19th century to the present. Readings will cover fiction, non-fiction, poetry, and drama by writers such as Anna Akhmatova, Buchi Emecheta, Simone de Beauvoir, Nadine Gordimer, Arundhati Roy, Christa Wolf, and Virginia Woolf, among others.
Credits 4.0

BLUEprint
Global Awareness

EN 359 : Global Modernisms

What does it mean to "make it new?' As countries modernized through industrialization. colonialism, warfare, and increased globalization, artists and writers reacted by breaking away from traditional forms of expressions and experimenting with form, style, and subject. This course will examine how modernism impacted national literatures throuhgout the twentieth century. Texts may include works by William Faulkner and T.S. Eliiot (America), Virginia Wolf and James Joyce (United Kingdom), Junichiro Tanizaki and Hayashi Fumiko (Japan), Tayeb Salih (Sudan), Aimé Césaire (Martinique), and others.
Credits 4.0

BLUEprint
Cultural Literacy

EN 368 : Contemporary American Literature

A study of American literature - fiction, poetry, and drama - from the '60s to the present.
Credits 4.0

BLUEprint
Humanistic Values

EN 373 : African-American Literature

Focus on African-American literature from the period of slavery to the present. Consideration of writers such as Frederick Douglass, Harriet Jacobs, W.E.B. DuBois, Zora Neale Hurston, Ralph Ellison, Toni Morrison, and Octavia Butler. Consideration of such artistic forms of music (Blues, Spiritual, Jazz, Hip Hop), genres as the vernacular, the slave narrative, video representation, and speculative fiction.
Credits 4.0

BLUEprint
U.S. Diversity

EN 388 : Literary Explorations

Topic, area, or authors chosen by the instructor. This course provides the opportunity for the instructor and students to work intensively in a special area of interest. May be repeated with consent of instructor.
Credits 4.0

EN 410 : English Honors Thesis

Open to English majors entering the second semester of their junior year. Students with a minimum 3.5 GPA in their English courses and a minimum 3.0 GPA overall can apply to enroll in English 410 by writing a proposal specifying the original project to be undertaken and indicating, via signature, the agreement of a supervising faculty member. This proposal should be submitted to the department chair no later than the end of the junior year. A second faculty reader will be selected in consultation with the primary supervisor and the department chair. This project is to be pursued over two semesters (2 credits per semester) and will be beyond the 40-credit minimum required for the major. Students will conduct a sustained project culminating in an article-length essay or new creative work of approximately 20-30 pages that engages with relevant literary scholarship while aiming for an original contribution to the topic. Students will also give a public presentation of their work at the end of the spring semester
Credits 1.0-4.0

EN 430 : Capstone Seminar

A seminar bringing together all junior/senior majors and department faculty in literary study designed to synthesize learning within the discipline, requiring comprehensive proficiency in literary techniques and critical concepts treated throughout the major and culminating in a major project.
Credits 4.0

Prerequisites
Junior or senior standing and completion of one 200-or 300-level literature course before enrolling. All juniors, excepting those in special circumstances, should take the course if it is offered in their junior year.
Semester Offered
Offered alternate spring semesters

EN 461 : Independent Study in English

Independent Study in Language and Literature: A tutorial course providing intensive study of authors or areas of mutual interest to the instructor and students. Instructor permission required. May be repeated.
Credits 1.0-4.0

EN 463 : Internship in English

A work-study internship in public relations, journalism, technical or professional writing, or publishing. Permission of instructor and department chair required. May be repeated for a maximum of 8 hours.
Credits 1.0-4.0

EN 465 : Independent Research in English

Credits 1.0-4.0

Entrepreneurship

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

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

Entrepreneurship

Minor

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

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

Required Courses

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
MG 265	Small Business Management	4.0
	Sub-Total Credits	12

Business Elective

Choose one course from the following list:

Item #	Title	Credits
FI 352	Financial Management (Corporate Finance)	4.0
HR 259	Human Resource Management	4.0
MG 364	Management	4.0
MK 354	Marketing	4.0
	Sub-Total Credits	4

Electives

Item #	Title	Credits
AC 321	Accounting Information Systems	4.0
AC 323	Intermediate Cost Accounting	4.0
AC 325	Intermediate Financial Accounting I	4.0
AC 326	Intermediate Financial Accounting II	4.0
AC 329	Tax Accounting	4.0
AC 433	Auditing	4.0
AC 463	Internship in Accounting	1.0-4.0
EC 255	Quantitative Methods in Economics	4.0
EC 312	Intermediate Microeconomics	4.0
EC 318	Intermediate Macroeconomics	4.0
EC 321	Economics of Inequality	4.0
EC 331	Agricultural Economics	4.0
EC 341	Money, Banking, and Financial Markets	4.0
EC 362	Labor Economics	4.0
EC 372	Environmental Economics	4.0
EC 463	Internship in Economics	1.0-4.0
FI 352	Financial Management (Corporate Finance)	4.0
FI 353	Investments	4.0
FI 355	Financial Institutions Management	4.0
FI 357	International Finance	4.0
FI 362	Corporate Risk Management	4.0
FI 463	Internship in Finance	1.0-4.0
MG 366	Event and Facilities Management	4.0
MG 425	Management Information Systems	4.0
MG 426	Operations Management	4.0
MG 463	Internship in Management	1.0-4.0
MG 485	Strategic Management	4.0
	Sub-Total Credits	4
	Total Credits	20

Environmental Studies and Wildlife Management

Administered by the Biology Department
Professor Lawrence W. Zettler
Associate Professor Bryan Arnold - Biology, Coordinator
Part-time Instructor Ray Geroff

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

Environmental Studies and Wildlife Management

Major

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

Core Classes

Item #	Title	Credits
EV 105	Earth's Physical Systems	4.0
EV 310	Environmental Policy	4.0
EV 344	Principles of Wildlife Management	4.0
CH 110	General Chemistry	4.0
BI 110	General Biology	4.0
BI 206	Vertebrate Zoology	4.0
BI 350	Entomology	4.0
	Sub-Total Credits	28

Elective Course

Student must take either BI 201 or BI 318.

Item #	Title	Credits
BI 201	Botany	4.0
BI 318	Algae and Fungi	4.0
	Sub-Total Credits	4

Ecological or Systems Requirement

Students must take one course with an Ecological or Systems focus.

Item #	Title	Credits
BI 325	Tropical Ecology	4.0
BI 326	Marine Biology	4.0
BI 328	Animal Behavior	4.0
BI 332	Aquatic Biology	4.0
	Sub-Total Credits	4

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

Item #	Title	Credits
EC 105	Principles of Economics	4.0
EC 372	Environmental Economics	4.0
CJ 160	Introduction to Criminal Justice	4.0
CJ 210	Issues in Policing	4.0
SO 101	Introduction to Sociology	4.0
SO 218	Social Problems	4.0
	Sub-Total Credits	8

Capstone Course - Choose One

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

Item #	Title	Credits
EV 485	Environmental Studies Capstone	3.0-4.0
BI 404	Experiential Learning Capstone	3.0-4.0
	Sub-Total Credits	4
	Total Credits	48

Environmental Studies and Wildlife Management

Minor

Required Courses

Students choosing a minor in environmental studies need not complete the capstone experience.

Item #	Title	Credits
EV 105	Earth's Physical Systems	4.0
EV 310	Environmental Policy	4.0
EV 344	Principles of Wildlife Management	4.0
	Sub-Total Credits	12

Elective Course Requirements

Students must take three courses (12 credit hours) of coursework chosen from the following list:

Item #	Title	Credits
BI 110	General Biology	4.0
BI 201	Botany	4.0
BI 206	Vertebrate Zoology	4.0
BI 318	Algae and Fungi	4.0
BI 325	Tropical Ecology	4.0
BI 326	Marine Biology	4.0
BI 328	Animal Behavior	4.0
BI 332	Aquatic Biology	4.0
BI 350	Entomology	4.0
CH 110	General Chemistry	4.0
	Sub-Total Credits	12
	Total Credits	24

Environmental Studies and Wildlife Management Course Descriptions

EV 105 : Earth's Physical Systems

The goal of this course is to understand the dynamic natural systems that operate in Earth's environments. Emphasis is placed on processes that form and transform the surface of the planet. Factors that impact human activities are stressed. Topics include earth-sun relationships, weather, classification of climate, composition and structure of the solid earth, soil formation, groundwater, streams, glaciers and coastal processes. One two-hour lab each week.
Credits 4.0

Semester Offered
Offered fall semesters
BLUEprint
Science in Society Lab

EV 310 : Environmental Policy

This course provides an introduction to environmental policy with an applied approach focusing on how policies like the endangered species act, the clean water act etc. correspond with the work of practicing field biologists, wildlife managers, land managers, and natural resource professionals. The course will consider the roles of government (local, state, and federal), private stakeholders, and the community in environmental policymaking and governance with an emphasis on the intersection of nature and society.
Credits 4.0

Semester Offered
Offered alternate spring semesters

EV 344 : Principles of Wildlife Management

Wildlife management and other natural resource fields are both arts and sciences that deal with complex interactions in the environment. Wildlife "science" is based on scientific principles, which will be covered in this course. Techniques of managing wildlife, managing nature preserves and problems of managing large 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.
Credits 4.0

Semester Offered
Offered alternate fall semesters

EV 461 : Independent Study Environmental Studies

Credits 1.0-4.0

EV 463 : Internship in Environmental Studies

Students serve as interns in private or public organizations which oversee, study, or manage environmental resources. Internships may involve public issues, scientific research, or have business applications. For horticulture, students will work at a local landscape company, learning all aspects of horticulture. Topics covered will include plant cultivation, plant diseases, and small business management techniques. Students must have junior standing and permission of the Academic Dean or EV coordinator to enroll.
Credits 1.0-4.0

EV 465 : Independent Research in Environmental Studies

Credits 1.0-4.0

EV 485 : Environmental Studies Capstone

This course serves as the capstone experience for seniors in the Environmental Studies and Wildlife Management major. It may include an internship and/or independent research experience or may follow successful completion of an internship (EV 463 and/or EV 464) and/or independent research (EV 465 and/or EV 466). A capstone internship or independent study must be completed during, or the summer prior to, the senior year.
Credits 3.0-4.0
Prerequisites
Consent of instructor

Finance

Assistant Professor T.J. Devine
Assistant Professor Tim Finlay
Assistant Professor Michael Harden
Assistant Professor Sam Levey

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

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

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

Finance

Major

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

Required Courses

Item #	Title	Credits
AC 231	Principles of Accounting	4.0
EC 105	Principles of Economics	4.0
EC 255	Quantitative Methods in Economics	4.0
FI 352	Financial Management (Corporate Finance)	4.0
FI 353	Investments	4.0
FI 485	Senior Seminar	4.0
	Sub-Total Credits	24

Statistics Requirement

Students must take either EC 245 or MA 123.

Item #	Title	Credits
EC 245	Statistics	4.0
MA 123	Elementary Statistics	4.0
	Sub-Total Credits	4

Other requirements

Three other courses chosen from the following:

Item #	Title	Credits
EC 341	Money, Banking, and Financial Markets	4.0
FI 152	Personal Financial Literacy	4.0
FI 355	Financial Institutions Management	4.0
FI 357	International Finance	4.0
FI 362	Corporate Risk Management	4.0
	Sub-Total Credits	12

Internship Requirement

Students must complete a two-credit internship requirement or complete IC 421.

Item #	Title	Credits
FI 463	Internship in Finance	1.0-4.0
IC 421	Graduate READY: Career Strategies	2.0
	Sub-Total Credits	2
	Total Credits	42

Finance

Minor

Required Course

Item #	Title	Credits
AC 231	Principles of Accounting	4.0
	Sub-Total Credits	4

Four additional courses chosen from:

Item #	Title	Credits
EC 255	Quantitative Methods in Economics	4.0
EC 341	Money, Banking, and Financial Markets	4.0
FI 152	Personal Financial Literacy	4.0
FI 352	Financial Management (Corporate Finance)	4.0
FI 353	Investments	4.0
FI 355	Financial Institutions Management	4.0
FI 357	International Finance	4.0
FI 362	Corporate Risk Management	4.0
	Sub-Total Credits	16
	Total Credits	20

Finance Course Descriptions

FI 152 : Personal Financial Literacy

Fundamentals of financial analysis and planning for the individual. Topics include the time value of money, financial statements and budgeting, cash management, credit management, consumer durables, housing, financial markets and institutions, investment basics, insurance, and retirement planning. The course cannot be taken after a student has completed FI 352.
Credits 4.0

FI 352 : Financial Management (Corporate Finance)

Study of the financial management of the typical corporation. Topics include stock valuation, risk analysis, capital structure, dividend policy and capital budgeting. Current developments such as mergers and acquisitions, new securities, and small business finance are also studied.
Credits 4.0

Prerequisites
AC 231 and EC 105

FI 353 : Investments

An understanding of the mechanics of the securities market, the investment media, security selection and analysis, and the formulation of investment policy for individuals.
Credits 4.0

Prerequisite Courses
FI 352: Financial Management (Corporate Finance)

FI 355 : Financial Institutions Management

Comprehensive survey of the role of the each of the major financial institutions in our economy. The emphasis of the course is on the management of these institutions.
Credits 4.0

Prerequisites
EC 105 and AC 231

FI 357 : International Finance

Theories and practical aspects of international finance. Topics analyzed include international payments mechanism, exchange market operations, international capital movements, risk evaluation and protection, capital budgeting, and international financial institutions.
Credits 4.0

Prerequisite Courses
EC 105: Principles of Economics
BLUEprint
Global Awareness

FI 362 : Corporate Risk Management

This course examines the scientific approach to the problem of dealing with the risks that companies face today. Students will learn to develop comprehensive risk management plans incorporating identification, control, and financing of all corporate.
Credits 4.0

Prerequisite Courses
EC 245: Statistics

FI 406 : Investment Practicum

This course is designed to teach students how to invest their money wisely and to familiarize students with the different available investment instruments. Students in this course participate in the Illinois College Warren Billhartz Student Investment Organization. Through this organization, students gain firsthand experience, using real-world money and investments, with the effects markets have on investment portfolios. All final investment decisions are made by the participating students with the guidance of economics/business faculty and investment professionals. This course is open to students of all majors at Illinois College.
Credits 1.0-6.0

FI 461 : Independent Study in Finance

Credits 1.0-4.0

FI 463 : Internship in Finance

A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to junior and senior majors.
Credits 1.0-4.0
Prerequisites
Consent of the department chair

FI 465 : Independent Study in Finance

Credits 1.0-4.0

FI 485 : Senior Seminar

As an interdisciplinary capstone course, students will analyze and evaluate financial information with respect to profitability, corporate risk management, and proper financial reporting.
Credits 4.0

Prerequisites
Senior standing, declared Accounting or Finance Major only
Notes
Cross-listed with **AC 485**

Financial Planning

The Financial Planning Major prepares students to help individuals manage their financial futures. Students will gain knowledge in retirement planning, estate planning, investment strategies, tax planning and risk management. This program will provide students with the educational background that is required to prepare for the Certified Financial Planner (CFP) exam.

This is a hybrid program that combines both in-person and online learning experiences. While the majority of coursework is completed on campus, the Financial Planning courses are delivered exclusively online with industry professionals.

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 of16 additional hours of new content beyond the requirements of the declared majors in the department.

Financial Planning

Major

A major in Financial Planning shall consists of 51 credit hours as follows:

Note: Students who choose to declare a Financial Planning major must have a minimum cumulative GPA of 2.0 or above. All prerequisite courses must be completed with a grade of 'C' or above.

Core Business Requirements

Item #	Title	Credits
AC 231	Principles of Accounting	4.0
BU 315	Business Ethics	4.0
CO 210	Business Communication	4.0
EC 105	Principles of Economics	4.0
EC 245	Statistics	4.0
EC 255	Quantitative Methods in Economics	4.0
EC 485	Senior Seminar	4.0
FI 406	Investment Practicum	1.0-6.0
	Sub-Total Credits	30

Financial Planning Requirements

Item #	Title	Credits
FP 200	Principles of Financial Planning	3.0
FP 302	Risk Management and Insurance Planning	3.0
FP 303	Investment Planning	3.0
FP 304	Tax Planning	3.0
FP 305	Retirement Savings and Income Planning	3.0
FP 306	Estate Planning	3.0
FP 400	Financial Plan Development	3.0
	Sub-Total Credits	21

Experiential Learning Requirements

Choose one Experiential Learning Oppurtnity for a minimum of 2 credit hours.

Item #	Title	Credits
IC 421	Graduate READY: Career Strategies	2.0
FI 463	Internship in Finance	1.0-4.0
	Sub-Total Credits	2
	Total Credits	53

Financial Planning Course Descriptions

FP 200 : Principles of Financial Planning

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principle knowledge topics tested on the CFP Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, students will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts. This course is only offered online and is offered through a course-sharing consortium agreement.
Credits 3.0

Prerequisites
Sophomore Standing and declared Financial Planning Major.

FP 302 : Risk Management and Insurance Planning

This course provides a comprehensive examination of the general principles of risk management and insurance planning for individual and family clients. These topics constitute approximately seventeen percent of the principle knowledge topics tested on the CFP Certification Examination. The course first introduces students to the risk management and insurance planning process and working with clients to analyze and evaluate risk exposures. Second, the core insurance lines of coverage are explored in detail, including health, disability, long-term care, life, and personal property and casualty (homeowners', personal auto policy, etc.) In addition, the student will learn to analyze an individual and family's insurance needs, to select the most appropriate insurance policy and company, and to understand a business owner's use of insurance to protect the business' assets and future income. This course is only offered online and is offered through a course-sharing consortium agreement.
Credits 3.0

Prerequisite Courses
FP 200: Principles of Financial Planning
Prerequisites
Declared Financial Planning major

FP 303 : Investment Planning

This course is designed for students interested in pursing careers in financial planning and asset risk management profession. The course and curriculum are approved by the CFP Board of Standards and meet one component of the educational requirement for becoming a Certified Financial Planner. This course explores the securities market, sources of information, risk/return, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. You will learn how to evaluate different asset classes for different investment objectives and determine their suitability for investors considering investment goals, time horizons, risk tolerance, and tax situation. Will be required for the Financial Planning major. This course is only offered online and is offered through a course-sharing consortium agreement.
Credits 3.0

Prerequisites
Sophomore Standing and declared Financial Planning Major.

FP 304 : Tax Planning

This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies. This course is only offered online and is offered through a course-sharing consortium agreement.
Credits 3.0

Prerequisite Courses
FP 200: Principles of Financial Planning
Prerequisites
Declared Financial Planning major

FP 305 : Retirement Savings and Income Planning

This course is designed to provide students with the foundation to conduct a retirement needs analysis for individuals, to understand the different types of retirement plans available to individuals, and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans, address client suitability, and provide plan recommendations. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations. This course is only offered online and is offered through a course-sharing consortium agreement.

In particular, the course covers strategies used by financial planners to help clients assess employee benefits and to reduce the tax burden while planning for retirement. Topics include retirement needs analysis, defined benefit and contribution plans, profit sharing, 401k, 403b, ESOP, IRA, SEP-IRA, Roth-RIA, KEOGH, TSA, social security benefits and integration, vesting, employee benefits analysis, funding vehicles, plan installation and administration, asset balancing, but-sell agreements, ERISA, stock redemption and cross-purchase plans, evaluation, of retirement timing, life-cycle planning, retirement lifestyle issues, distribution planning, and post-retirement financial and qualitative assessment of needs.

Credits 3.0

Prerequisite Courses
FP 200: Principles of Financial Planning
Prerequisites
Declared Financial Planning major.

FP 306 : Estate Planning

This course provides an introduction to federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize the impact of these taxes and the many planning techniques used to minimize the impact of these taxes on transfers of wealth. IT also explores the income-tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The non-tax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, ad planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples. The course stresses the need for balancing tax and non-tax considerations in creating successful estate plans. This course is only offered online and is offered through a course-sharing consortium agreement.
Credits 3.0

Prerequisite Courses
FP 200: Principles of Financial Planning
Prerequisites
Declared Financial Planning major.

FP 400 : Financial Plan Development

This course provides students an opportunity to demonstrate the knowledge learned through the prerequisite six course CFP curriculum. Students will participate in developing a complete financial plan through the use of case studies and interviewing mock clients. Presentations of a formal financial plan, demonstrating the ability to set client expectations and communicate with clients by answering questions and concerns, are also required. This course is only offered online and is offered through a course-sharing consortium agreement.
Credits 3.0

Prerequisite Courses
FP 200: Principles of Financial Planning
FP 302: Risk Management and Insurance Planning
FP 303: Investment Planning
FP 304: Tax Planning
FP 305: Retirement Savings and Income Planning
FP 306: Estate Planning

Fine Arts

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

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

Fine Arts

Minor

Sub-Total Credits	20
Total Credits	20

Fine Arts Administration

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.

Fine Arts Administration

Minor

The Fine Arts Administration minor consists of 18 hours:

Course Requirements

Item #	Title	Credits
AC 231	Principles of Accounting	4.0
MG 265	Small Business Management	4.0
MG 364	Management	4.0
	Sub-Total Credits	12

Business Elective

Student must take either HR 259 or MK 354.

Item #	Title	Credits
HR 259	Human Resource Management	4.0
MK 354	Marketing	4.0
	Sub-Total Credits	4

Internship Requirement

Students must complete a two credit hour Fine Arts Internship.

Item #	Title	Credits
AR 463	Internship in Art	1.0-4.0
MU 463	Internship in Music	1.0-4.0
TH 463	Internship in Theatre	1.0-4.0
	Sub-Total Credits	2
	Total Credits	18

French

French Course Descriptions

FR 101 : French for Global Citizens I

Students learn basic sentence structures and vocabulary in French language and are introduced to the culture of the French and Francophone people. Students also acquire the language skills and cultural knowledge to travel on their own to the countries where French is spoken.
Credits 4.0

FR 102 : French for Global Citizens II

This course is designed for students who have taken FR101 or have had some French language instruction in high school, building upon what they have already learned. Students learn basic sentence structures and vocabulary in French language and are introduced to the culture of the French and Francophone people. They also acquire the language skills and cultural knowledge to travel on their own to the countries where French is spoken.
Credits 4.0

Prerequisites
FR 101 or equivalent or consent of the instructor
BLUEprint
Modern Languages

FR 203 : French for the Professions

Students review the fundamentals of French language and become acquainted with basic vocabulary related to array of professions. Students become familiar with the role that language and cultural knowledge play in the professions.
Credits 4.0

Prerequisites
FR 102 or placement test or consent of the instructor
BLUEprint
Cultural Literacy

FR 301 : French Conversation through Film

In this course, the focus is on developing speaking fluency. Students will explore topics in Francophone and French cultures and societies through the medium of film; and discuss historical and current issues raised in classical and contemporary Francophone and French cinema. Language skill activities draw upon cultural perspectives and personal needs.
Credits 4.0

Prerequisites
FR 102 or consent of the instructor
BLUEprint
Cultural Literacy

Gender and Women's Studies

Assistant Professor Allison Burrus - Coordinator (Business)

Gender and Women's Studies

Minor

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

Beyond the three core courses (GW 101, GW 102, and GW 110), student must choose two courses total from two disciplines, with at least one at the 300-level or above. EN 250, 354, 357, 368 373, MA 125, SO 218 count only with special arrangement with the professor. Contact the program coordinator for a full and updated list of courses.

1. A student may decide to add a concentration to the minor by selecting two elective courses (from two disciplines, with at least one at the 300-level or above) from one of the concentrations: Human Rights, Human Relations, Global Issues, or The Arts.
2. If no minor concentration is desired, the two elective courses (from two disciplines, with at least one at the 300-level or above) may be chosen from any of the concentrations below. Contact the program coordinator for a full and updated list of courses.

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:

Item #	Title	Credits
GW 101	Introduction to Gender and Women's Studies	4.0
GW 102	Introduction to Gender and Men's Studies	4.0
GW 110	Gender and Social Justice	4.0
	Sub-Total Credits	12

Human Rights Concentration

Item #	Title	Credits
CO 336	Rhetoric of Women's Discourse	4.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
EN 354	Major American Writers	4.0
EN 358	Women Writers: Global Voices/World Visions	4.0
EN 368	Contemporary American Literature	4.0
EN 373	African-American Literature	4.0
HI 231	Women in U.S. History	4.0
HI 234	Sex, Science and the Female Body	4.0
MA 125	Elementary Statistics & Gender	4.0
SO 338	Childhood and Adolescence	4.0

Human Relations Concentration

Item #	Title	Credits
CO 214	Advertising and Public Relations	4.0
CO 336	Rhetoric of Women's Discourse	4.0
HI 231	Women in U.S. History	4.0
HR 253	Diversity and Inclusion in the Workplace	4.0
PS 312	Adolescent Psychology	4.0
SO 207	Gender and Sexuality	4.0
SO 224	Families and Society	4.0
SO 326	Modern Love	4.0
SO 337	Aging and the Life Course	4.0
	Sub-Total Credits	36

Global Issues

Item #	Title	Credits
EN 357	Modern American Literature	4.0
EN 358	Women Writers: Global Voices/World Visions	4.0
EN 359	Global Modernisms	4.0
EN 368	Contemporary American Literature	4.0
EN 373	African-American Literature	4.0
HI 181	Gods, Monsters, and Sex in East Asia	4.0
HI 325	Love and War in Ancient Greece and Rome	4.0
	Sub-Total Credits	32

The Arts

Item #	Title	Credits
CO 336	Rhetoric of Women's Discourse	4.0
EN 250	Introduction to Literature: Special Topics	4.0
EN 354	Major American Writers	4.0
EN 355	American Women Writers	4.0
EN 357	Modern American Literature	4.0
EN 358	Women Writers: Global Voices/World Visions	4.0
EN 359	Global Modernisms	4.0
EN 368	Contemporary American Literature	4.0
EN 373	African-American Literature	4.0
	Sub-Total Credits	40
	Total Credits	20

Gender and Women's Studies Course Descriptions

GW 101 : Introduction to Gender and Women's Studies

This course asks fundamental question such as: What is gender? What is sex? How do cultures construct gender and gender differences? How do gender, race, class, ethnicity, and sexuality interrelate in our society? The course encourages students to find links between their own lives and issues raised by scholars in the field. Readings, discussions and lectures cover material ranging from the humanities to the social sciences.
Credits 4.0

Semester Offered
Offered fall and some spring semesters
BLUEprint
Social Behavior

GW 102 : Introduction to Gender and Men's Studies

This course asks fundamental questions such as: What is gender? What is sex? What is masculinity? How do cultures construct gender and gender differences in terms of various perceptions of masculinity? How do ideas of maleness, race, class, ethnicity, and sexuality interrelate in our society? The course encourages students to find links between their own lives and historic and political issues raised by scholars in women's studies. Readings, discussions, and lectures cover materials ranging from the humanities to the social sciences.
Credits 4.0

BLUEprint
U.S. Diversity

GW 110 : Gender and Social Justice

Sexual assault. The gender pay gap. Female genital mutilation. Police brutality. Workplace discrimination. Economic inequality. These are just some of the examples of global social injustice that this course examines. Students will be introduced to feminist theories that help them better understand the causes of social injustice and possible solutions. This will include how feminist theories intersect with concepts of race, class, nationality, the environment, sexuality, etc. There will be a particular focus on putting theory into practice by doing activism work for social justice in students' own communities.
Credits 4.0

Semester Offered
Offered spring semesters
BLUEprint
Community and Civic Engagement

GW 461 : Independent Study in Gender and Women's Studies

An opportunity for students to investigate a special topic of interest.
Credits 1.0-4.0
Prerequisites
Declared GW minor, consent of instructor and GW program chair

GW 463 : Internship in Gender and Women's Studies

An opportunity for students to participate in experiential learning related to GW.
Credits 1.0-4.0
Prerequisites
Declared GW minor, consent of instructor and GW program chair

GW 465 : Independent Research in Gender and Women's Studies

An opportunity for students to pursue advanced research in a field of interest in collaboration with a faculty supervisor.

Credits 1.0-4.0

Prerequisites

Declared GW minor, consent of instructor and GW program chair

Global Studies

Professor Devin Bryson (French)
Professor Steven M. Gardner (Spanish)
Professor Margaret A. Marek (Spanish)
Professor Winston R. Wells (Political Science)
Assistant Professor Gwendolyn Gillson (Asian Studies)
Assistant Professor Munia Cabal Jiménez (Spanish)
Visiting Assistant Professor Abhishek Nanavati (Asian Studies)
Visiting Assistant Professor Emily Adams (French & Spanish)

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

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

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

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

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

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

Education with Foreign Language - Spanish Licensure

Major

FOREIGN LANGUAGE – SPANISH EDUCATION (PK-12)*

Completion of the appropriate content major (Global Studies - Spanish concentration) is also required for licensure. A specific distribution of courses within the content major may be required. Students should work closely with their advisors in both departments to ensure all requirements are fulfilled.

Required Courses

Item #	Title	Credits
ED 101	Introduction to Education	3.0
ED 203	Multicultural Issues and Social Justice in Education	3.0
ED 289	Foundations of Curriculum and Instruction	3.0
ED 305	Teaching Diverse Learners	3.0
ED 320	Teaching K-12 Foreign Language	3.0
ED 335	Disciplinary Literacy in the Content Areas	3.0
ED 385	Creating and Managing Classroom Environments	3.0
ED 389	Assessment: Becoming a Data-Informed Teacher	3.0
ED 431	Organizing Content Knowledge for Student Learning	4.0
ED 432	Creating a Classroom Environment for Student Learning	4.0
ED 433	Teaching for Student Learning	4.0
ED 434	Teacher Professionalism	4.0
PS 312	Adolescent Psychology	4.0
	Sub-Total Credits	44
	Total Credits	44

Global Studies with Asian Studies Concentration

Major

Core Courses

Item #	Title	Credits
GB 101	Introduction to Global Studies	4.0
GB 105	Languages and Their Place in the World	4.0
	Sub-Total Credits	8

Global Studies Elective

Choose one course from the following:

Item #	Title	Credits
EC 105	Principles of Economics	4.0
HI 112	World Civilization II	4.0
PO 150	World Politics	4.0
PO 180	Comparative Politics	4.0
RE 190	World Religions	4.0
	Sub-Total Credits	4

Language Requirement

Students who do not have previous language experience must take beginning level language courses (FR, JP, or 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 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 more 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.

Item #	Title	Credits
FR 203	French for the Professions	4.0
FR 301	French Conversation through Film	4.0
JP 111	Japanese for Global Citizens 3	4.0
JP 112	Japanese for Global Citizens 4	4.0
SP 210	Spanish for Heritage Speakers	4.0
SP 302	Conversation and Composition	4.0
SP 307	Intermediate Spanish Grammar	4.0
SP 310	Advanced Spanish for Professions	4.0
	Sub-Total Credits	8

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.

Asian Studies Electives

Concentration electives (16 hours) may be completed at Illinois College and/or abroad with the approval of a Global Studies advisor. Choose four courses from the list:

Item #	Title	Credits
GB 170	Japanese Culture and Society	4.0
HI 181	Gods, Monsters, and Sex in East Asia	4.0
HI 223	Japanese History and Religion	4.0
HI 224	China: History and Religion	4.0
PO 280	Authoritarianism and Democracy in China and Japan	4.0
PO 383	Third World Politics	4.0
RE 167	Cults and the End of the World	4.0
RE 173	Space, Place, and Religion	4.0
RE 207	Killing in the Name of God(s)	4.0
RE 214	Healing and Healthcare	4.0
	Sub-Total Credits	16
	Total Credits	36

Global Studies with Caribbean Studies Concentration

Major

Core Courses

Item #	Title	Credits
GB 101	Introduction to Global Studies	4.0
GB 105	Languages and Their Place in the World	4.0
	Sub-Total Credits	8

Global Studies Elective

Choose one course from the list:

Item #	Title	Credits
EC 105	Principles of Economics	4.0
HI 112	World Civilization II	4.0
PO 150	World Politics	4.0
PO 180	Comparative Politics	4.0
RE 190	World Religions	4.0
	Sub-Total Credits	4

Language Requirement

Students who do not have previous language experience must take beginning level language courses (FR, JP, or 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 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 more 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.

Item #	Title	Credits
FR 203	French for the Professions	4.0
FR 301	French Conversation through Film	4.0
JP 111	Japanese for Global Citizens 3	4.0
JP 112	Japanese for Global Citizens 4	4.0
SP 210	Spanish for Heritage Speakers	4.0
SP 302	Conversation and Composition	4.0
SP 307	Intermediate Spanish Grammar	4.0
SP 310	Advanced Spanish for Professions	4.0
	Sub-Total Credits	8

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.

Caribbean Studies Electives

Concentration electives (16 hours) may be completed at Illinois College and/or abroad with the approval of a Global Studies advisor. Choose four courses from the list:

Item #	Title	Credits
BI 325	Tropical Ecology	4.0
GB 131	Introduction to Caribbean Studies	4.0
GB 160	Global Black Cultures	4.0
GB 231	Puerto Rican Culture & History	4.0
GB 235	Hispanic Caribbean Literature	4.0
GB 251	Torture in Spain and Latin America	4.0
HI 313	Rethinking American Enslavement	4.0
PO 383	Third World Politics	4.0
	Sub-Total Credits	16
	Total Credits	36

Global Studies with European Studies Concentration

Major

Core Courses

Item #	Title	Credits
GB 101	Introduction to Global Studies	4.0
GB 105	Languages and Their Place in the World	4.0
	Sub-Total Credits	8

Global Studies Elective Course

Choose one course from the list:

Item #	Title	Credits
EC 105	Principles of Economics	4.0
HI 112	World Civilization II	4.0
PO 150	World Politics	4.0
PO 180	Comparative Politics	4.0
RE 190	World Religions	4.0
	Sub-Total Credits	4

Language Requirement

Students who do not have previous language experience must take beginning level language courses (FR, JP, or 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 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 more 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.

Item #	Title	Credits
FR 203	French for the Professions	4.0
FR 301	French Conversation through Film	4.0
JP 111	Japanese for Global Citizens 3	4.0
JP 112	Japanese for Global Citizens 4	4.0
SP 210	Spanish for Heritage Speakers	4.0
SP 302	Conversation and Composition	4.0
SP 307	Intermediate Spanish Grammar	4.0
SP 310	Advanced Spanish for Professions	4.0
	Sub-Total Credits	8

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.

European Studies Concentration

Concentration electives (16 hours) may be completed at Illinois College and/or abroad with the approval of a Global Studies advisor. Choose four courses from the list:

Item #	Title	Credits
GB 150	The Culture and History of Spain	4.0
GB 250	Introduction to Business in the E.U.	4.0
GB 251	Torture in Spain and Latin America	4.0
GB 255	Spain's Textual Heritage	4.0
GB 256	Cervantes and Don Quixote	4.0
HI 254	Ordinary People and War: Germany, 1900 to Present	4.0
HI 292	Modern Europe since 1789	
HI 358	The Holocaust	4.0
	Sub-Total Credits	16
	Total Credits	36

Global Studies with International Relations Concentration

Major

Core Courses

Item #	Title	Credits
GB 101	Introduction to Global Studies	4.0
GB 105	Languages and Their Place in the World	4.0
	Sub-Total Credits	8

Global Studies Electives

Choose one course from the list:

Item #	Title	Credits
EC 105	Principles of Economics	4.0
HI 112	World Civilization II	4.0
PO 150	World Politics	4.0
PO 180	Comparative Politics	4.0
RE 190	World Religions	4.0
	Sub-Total Credits	4

Language Requirement

Students who do not have previous language experience must take beginning level language courses (FR, JP, or 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 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 more 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.

Item #	Title	Credits
FR 203	French for the Professions	4.0
FR 301	French Conversation through Film	4.0
JP 111	Japanese for Global Citizens 3	4.0
JP 112	Japanese for Global Citizens 4	4.0
SP 210	Spanish for Heritage Speakers	4.0
SP 302	Conversation and Composition	4.0
SP 307	Intermediate Spanish Grammar	4.0
SP 310	Advanced Spanish for Professions	4.0
	Sub-Total Credits	8

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.

International Relations Electives

Choose four courses from the list:

Item #	Title	Credits
EC 344	Development Economics	4.0
EC 372	Environmental Economics	4.0
GB 250	Introduction to Business in the E.U.	4.0
PO 280	Authoritarianism and Democracy in China and Japan	4.0
PO 383	Third World Politics	4.0
PO 386	International Relations	4.0
PO 388	International Political Economy	4.0
	Sub-Total Credits	16
	Total Credits	36

French in Global Studies

Minor

Global Studies Core Courses

Choose one course:

Item #	Title	Credits
GB 101	Introduction to Global Studies	4.0
GB 105	Languages and Their Place in the World	4.0
	Sub-Total Credits	4

French Electives

Item #	Title	Credits
FR 102	French for Global Citizens II	4.0
FR 203	French for the Professions	4.0
FR 301	French Conversation through Film	4.0
	Sub-Total Credits	16
	Total Credits	20

Global Studies

Minor

Required Courses

Item #	Title	Credits
GB 101	Introduction to Global Studies	4.0
GB 105	Languages and Their Place in the World	4.0
	Sub-Total Credits	8

Choose one:

Item #	Title	Credits
EC 105	Principles of Economics	4.0
HI 112	World Civilization II	4.0
PO 150	World Politics	4.0
PO 180	Comparative Politics	4.0
RE 190	World Religions	4.0
	Sub-Total Credits	4

Choose two in consultation with a Global Studies advisor:

Item #	Title	Credits
BI 325	Tropical Ecology	4.0
EC 344	Development Economics	4.0
EC 372	Environmental Economics	4.0
GB 131	Introduction to Caribbean Studies	4.0
GB 150	The Culture and History of Spain	4.0
GB 170	Japanese Culture and Society	4.0
GB 231	Puerto Rican Culture & History	4.0
GB 235	Hispanic Caribbean Literature	4.0
GB 250	Introduction to Business in the E.U.	4.0
GB 251	Torture in Spain and Latin America	4.0
GB 255	Spain's Textual Heritage	4.0
GB 256	Cervantes and Don Quixote	4.0
RE 181	Gods, Monsters, and Sex in East Asia	4.0
RE 223	Japanese History and Religion	4.0
RE 224	China: History and Religion	4.0
HI 254	Ordinary People and War: Germany, 1900 to Present	4.0
HI 292	Modern Europe since 1789	
HI 313	Rethinking American Enslavement	4.0
HI 358	The Holocaust	4.0
PO 280	Authoritarianism and Democracy in China and Japan	4.0
PO 383	Third World Politics	4.0
PO 386	International Relations	4.0
PO 388	International Political Economy	4.0
SP 310	Advanced Spanish for Professions	4.0
	Sub-Total Credits	8
	Total Credits	20

Japanese in Global Studies

Minor

Global Studies Core

Choose between GB 105 or GB 101

Item #	Title	Credits
GB 101	Introduction to Global Studies	4.0
GB 105	Languages and Their Place in the World	4.0
	Sub-Total Credits	4

Asian Studies Electives

Choose four courses from the list:

Item #	Title	Credits
JP 102	Japanese for Global Citizens 2	4.0
JP 111	Japanese for Global Citizens 3	4.0
JP 112	Japanese for Global Citizens 4	4.0
PO 280	Authoritarianism and Democracy in China and Japan	4.0
PO 383	Third World Politics	4.0
RE 167	Cults and the End of the World	4.0
RE 173	Space, Place, and Religion	4.0
RE 181	Gods, Monsters, and Sex in East Asia	4.0
RE 207	Killing in the Name of God(s)	4.0
RE 214	Healing and Healthcare	4.0
RE 223	Japanese History and Religion	4.0
RE 224	China: History and Religion	4.0
	Sub-Total Credits	16
	Total Credits	20

Global Studies Course Descriptions

GB 101 : Introduction to Global Studies

An interdisciplinary course that examines humanitarian, economic, political, social, cultural, and ecological issues from a global perspective. Highlights the contributions that history, geography, anthropology, political science, economics, and other disciplines make to the field of Global Studies.
Credits 4.0

BLUEprint
Global Awareness

GB 105 : Languages and Their Place in the World

This core course will explore the essential role played by language in the liberal arts, in the professional world, and in international contexts. In addition, students will examine the complex, often undefined relationship between language and culture, as well as strategies for learning the components of speaking, listening, writing, and reading in a foreign language. We will investigate a variety of topics which are drawn from the fields of sociolinguistics, literary and cultural studies etc. The course will begin with a general overview of what constitutes language. We will examine the different proposed hypotheses which attempt to account for the nature of the relationship between language and culture. The remainder of the course will cover a variety of topics which explore language in its social context. Some questions that we will consider include: How is language used to create and maintain social institutions and rituals? How do we use language to create different personae? How is language used by people of different genders, ethnicities, and social classes? How are social and linguistic roles acquired by children?
Credits 4.0

Prerequisites
Open to all students; no specific language prerequisite
BLUEprint
Cultural Literacy

GB 131 : Introduction to Caribbean Studies

This course introduces students to the interdisciplinary field of Caribbean Studies, providing an understanding of the concepts that define the region within the framework of its society, history, and culture. Students will examine issues pertinent to the unique physical, political, environmental, and socio-economic challenges confronting the area. They will study literary, historical, and political primary and secondary sources, including various forms of art from Pan-Caribbean cultures, emphasizing the Francophone, Hispanophone, and Anglophone Caribbean and its diaspora. The course aims to develop critical thinking about the region in terms of its origin, geography, common historical experiences, cultural identities, the mixture, melange or mestizaje of diverse ethnic and racial groups, and its ongoing struggle for sovereignty and survival seen from the pre-colonial and colonial period to today's 21st-century natural/unnatural disasters.
Credits 4.0

GB 150 : The Culture and History of Spain

The Spanish world is studied in its historical and cultural context.
Credits 4.0

BLUEprint
Global Awareness

GB 160 : Global Black Cultures

In this course students will increase their understanding of both global cultures and Black cultures in the U.S. by studying the process of diaspora—the dispersal of people from a central location. People of African descent live in cultures around the world due to the African diaspora. This means that Black traditions, histories, practices, and values in the U.S. are intimately connected to Black traditions, histories, practices, and values in other parts of the world. This course will explore those connections. Possible topics include the Caribbean, West Africa, France, Black liberation struggle, music, social change, African literature and film, Black artists in Paris.
Credits 4.0

Notes
AF 160
BLUEprint
Global Awareness

GB 170 : Japanese Culture and Society

This course examines basic themes and issues in Japanese culture and society. Throughout the course we will be paying attention to the contexts in which culture is produced and consumed. A diverse range of materials will introduce students to the different foundations for cultural knowledge and deepen their understanding and appreciation of Japanese culture and society.
Credits 4.0

BLUEprint
Cultural Literacy

GB 231 : Puerto Rican Culture & History

This course introduces students to the social-political realities in Puerto Rico and its colonial relationship with the United States. September 20th, 2017, has marked a drastic change in the history and culture of the island. When Hurricane Maria struck the country, a more serious situation was unveiled. This course will focus on the colonial historical and economical context of Puerto Rico, including the debt crisis, the question of sovereignty, its infrastructure and the aftermath of the hurricanes of 2017. The course aims to give a concise view to the social, political, historical and cultural paradigms in which Puerto Rican Studies are based. This course includes a required service-learning component in Puerto Rico taking place during Spring Break.
Credits 4.0

BLUEprint
Community and Civic Engagement

GB 235 : Hispanic Caribbean Literature

This course examines the rhetoric of literary genres within the framework of Hispanic Caribbean intellectual history and culture. It focuses on the role of metaphors in the construction of Caribbean identity representations in essays, poetry, short stories, novels and plays from the 19th to the 21st centuries. Regarding the Hispanic Caribbean national interpretations, this course focuses on analyzing different manifestations, problems, origins, developments, and implications. In particular, students will study literature, history, politics, art, and music components from the cultures of Cuba, Dominican Republic and Puerto Rico. Taught in Spanish.
Credits 4.0

GB 237 : Complexities of Cuba

What do you know (or think you know) about tropical Cuba? Common associations in the U.S. include Castro, communism, Cold War, classic cars, and cigars. Close-by, yet closed off. This course unpacks these conceptions and introduces you to Cuba's social, political, historical, cultural, and artistic complexities. Listen to son Cubano, featuring a blend of indigenous, African, and Spanish instruments. Try ajiaco, a signature Cuban dish that combines Indigenous, African, and Spanish ingredients. Collaborate with students from the University of Pinar Del Rio and meet them in person when you travel to Cuban during Spring Break. Taught in English; prior study of Spanish not required.
Credits 4.0

BLUEprint
Global Awareness

GB 250 : Introduction to Business in the E.U.

This course is designed to introduce students to the structures and cultural practices typical of interactions with the contemporary EU – the European Union. The course will help the student develop familiarity with current European business/cultural vocabulary through selected readings, written assignments, video programs and interaction with other communications technologies. There will be special segments devoted to the traditions and cultural assumptions of European professionals, information on current economic developments in the European Union, and Germany's unique role in that union. Students will use the internet to research current economic information on particular companies, as well as investigate possibilities for future business internships in Europe.
Credits 4.0

BLUEprint
Global Awareness

GB 251 : Torture in Spain and Latin America

From the Inquisition to 20th Century dictatorships, in this course explores the role that torture has played in the history of Spain and Latin America. It examines the perspectives of both the torturers and the tortured through autobiographical accounts, official government documents, short stories, plays and novels.
Credits 4.0

BLUEprint
Cultural Literacy

GB 255 : Spain's Textual Heritage

Take on topics such as the multiple languages of Spain, race, family and gender roles, religion, and empire in texts both literary and non-literary (e.g., painting, architecture, music) from medieval and early modern Spain. What is their impact on the world today? Taught in English. Students in the "Spanish" concentration will complete assignments in Spanish.
Credits 4.0

BLUEprint
Humanistic Values

GB 256 : Cervantes and Don Quixote

Have you heard term "quixotic" or the phrase "tilting at windmills"? Don Quixote has shaped cultural productions for more than 400 years (think: R2-D2 and C-3PO, the Lone Ranger, and so many others). In this course you will embark on a guided tour through (the English translation of) this bestselling book and learn to spot new iterations of the knight and his squire in the present-day, while you analyze their significance in early modern Spain. Taught in English. Students in the "Spanish" concentration will complete assignments in Spanish.
Credits 4.0

BLUEprint
Humanistic Values

GB 267 : Research Add-On Course in French, German, Japanese or Spanish

Students enrolled in a course outside the Department of Global Studies that involves a major research project may earn credit for conducting research in French, German, Japanese or Spanish. The research should be related to a major paper and/or presentation in the other discipline. A student who wishes to conduct research for a project in another field using language sources will submit a credit request to both the professor of the research related course and to the Chair of the Department of Global Studies. The course level will be determined upon consultation with the language supervisor and the Chair of the Department of Global Studies.
Credits 1.0

GB 270 : Serving 21st-Century Populations within the Health Professions

This course focuses on meeting the needs of the increasingly diverse populations served by the U.S. healthcare system, with particular emphasis on the Hispanic and Francophone populations in the Jacksonville area. Basic medical Spanish and French will be studied, and students will build skills for conversational and written expression needed in health-related situations. The course will address both theoretical issues such as intercultural competency and barriers to healthcare access, as well as practical strategies for working successfully with diverse communities.

Credits 4.0

Prerequisites

SP 101 or FR 101

BLUEprint

Cultural Literacy

GB 367 : Research Add-On Course in French, German, Japanese or Spanish

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

Credits 1.0

GB 461 : Independent Study in Global Studies

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

Credits 1.0-4.0

GB 463 : Internship in Global Studies

Credits 1.0-4.0

GB 465 : Independent Research in Global Studies

Credits 1.0-4.0

GB 467 : Research Add-On Course in French, German, Japanese or Spanish

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

Credits 1.0

GB 480 : Honors Thesis in Global Studies

An honors thesis based on extensive research conducted abroad or at intercultural domestic sites, through authentic cultural documents, and, if appropriate, in foreign language(s). Students can take this course in the second semester of their senior year. The thesis will be defended orally (in English) at a public presentation open to the entire Illinois College community. The written thesis can be completed in English or in a second language, in consultation with the supervising professor(s).
Credits 2.0

Prerequisites
Consent of the professor(s)

SP 101 : Spanish for Global Citizens I

Students learn basic sentence structure and vocabulary in Spanish and are introduced to the culture of the peoples who speak Spanish. They also acquire the language skills and cultural knowledge to travel on their own to the countries where Spanish is spoken.
Credits 4.0

SP 102 : Spanish for Global Citizens II

The course is designed for students who have taken 101 or have had some language instruction in high school, building upon what they have already learned. Students learn basic sentence structures and vocabulary in Spanish and are introduced to the cultures of the people who speak Spanish. They also acquire the language skills and cultural knowledge to travel on their own to the countries where Spanish is spoken.
Credits 4.0

Prerequisites
SP 101 or equivalent or consent of instructor
BLUEprint
Modern Languages

SP 105 : Reading in Spanish

Selected reading for summer study.
Credits 1.0

SP 205 : Reading in Spanish

Selected reading for summer study.
Credits 1.0

SP 206 : Conversational Spanish

Conversational Spanish is an intermediate conversation course designed for students who want to improve their communicative abilities in Spanish. With this goal in mind, the course will also provide exposure to the other language skills (reading and listening-comprehension, writing, vocabulary acquisition, cultural knowledge) which are integral to developing speaking fluency. Certain grammar points will be reviewed with a focus on improving oral communication. This course helps to prepare students to travel to Spanish-speaking country, participate in a BreakAway, research, or study abroad experience in a Spanish-speaking country, and work professionally with Spanish-speaking communities. Students with higher levels of proficiency can take class as SP 306.
Credits 4.0

Prerequisite Courses
SP 102: Spanish for Global Citizens II
BLUEprint
Modern Languages

SP 210 : Spanish for Heritage Speakers

Heritage speakers of Spanish advance their proficiency for multiple contexts, including professional use. Students build vocabulary, acquire learning strategies, improve oral and written expression, with particular consideration to grammar, and orthography. Special emphasis on cultural topics about the Hispanic/Latino(a) community in the United States. (Not open to students who have taken SP 203.)
Credits 4.0

BLUEprint
U.S. Diversity

SP 217 : Listening Comprehension through Film

Listening Comprehension through Film is an intermediate conversation course designed for students who want to improve their listening comprehension abilities in Spanish. With this goal in mind, the course will also provide exposure to other language skills (conversation, reading, writing, vocabulary acquisition, cultural knowledge) which are integral to developing proficiency. Specific grammatical topics will be reviewed based on the texts and on issues that arise in class. Students will listen to aural texts of various types, such as news broadcasts, podcasts, films, and more, enhancing their ability to understand spoken Spanish. Individual and group presentations provide students with practice in making formal presentations in Spanish, a skill that is necessary for many professional settings. Classroom, forums, and small group discussions will provide practice in a more informal style of speech. Students will have conversation sessions with the Spanish Cultural Assistants in person, and they will interact with students at partnering situations in Spanish or Latin American through Zoom, WhatsApp, or through other means. These activities are designed to improve the students' listening comprehension skills and practical knowledge about culture and language both in formal and informal settings.
Credits 4.0

Prerequisite Courses
SP 102: Spanish for Global Citizens II
BLUEprint
Modern Languages

SP 218 : Texts in Context

Texts in Context is an intermediate/high-intermediate conversation course designed for students who want to improve their communicate abilities in Spanish. With this goal in mind, the course will also provide exposure to other language skills (conversation, reading, writing, vocabulary acquisition, cultural knowledge) which are integral to developing proficiency. Specific grammatical topics will be reviewed based on the texts and on issues that arise in class. Students will read and write texts of various types, such as descriptions, narratives, advertisements, blogs, articles, literature and more, enhancing their ability to read and write in Spanish. Short writing assignments of various types provide students with practice in formal and informal written communication in Spanish, a skill that is necessary for many professional settings. Students will work on their writing assignments in person with their professor and with the Spanish Cultural Assistant, and they will interact with students from our partnering institutions in Spain or Latin America through email, Zoom, WhatsApp, or other platforms. These activities are designed to improve the students' reading and writing skills and practical knowledge about culture and language both in formal and informal settings. Individual and group presentations provide students.
Credits 4.0

Prerequisite Courses
SP 102: Spanish for Global Citizens II

SP 302 : Conversation and Composition

Students explore other cultures through readings video, and other media, and they practice Spanish through compositions and discussions
Credits 4.0

Prerequisites
SP 301 or equivalent or consent of instructor
BLUEprint
Global Awareness

SP 305 : Reading in Spanish

Selected reading for summer study.
Credits 1.0

SP 306 : Conversational Spanish

Conversational Spanish is an intermediate conversation course designed for students who want to improve their communicative abilities in Spanish. With this goal in mind, the course will also provide exposure to the other language skills (reading and listening-comprehension, writing, vocabulary acquisition, cultural knowledge) which are integral to developing speaking fluency. Certain grammar points will be reviewed with a focus on improving oral communication. This course helps to prepare students to travel to Spanish-speaking country, participate in a BreakAway, research, or study abroad experience in a Spanish-speaking country, and work professionally with Spanish-speaking communities. Students with higher levels of proficiency can take class as SP 306.
Credits 4.0

Prerequisite Courses
SP 102: Spanish for Global Citizens II
BLUEprint
Modern Languages

SP 307 : Intermediate Spanish Grammar

Advanced study of Spanish grammar and syntax—verbs.
Credits 4.0

SP 310 : Advanced Spanish for Professions

An introduction to Spanish business vocabulary, forms, economic matters and career possibilities. Comprehension and communication in many common business situations.
Credits 4.0

Prerequisites
SP 203, SP 210 or consent of instructor

SP 317 : Listening Comprehension through Film

Listening Comprehension through Film is an intermediate conversation course designed for students who want to improve their listening comprehension abilities in Spanish. With this goal in mind, the course will also provide exposure to other language skills (conversation, reading, writing, vocabulary acquisition, cultural knowledge) which are integral to developing proficiency. Specific grammatical topics will be reviewed based on the texts and on issues that arise in class. Students will listen to aural texts of various types, such as news broadcasts, podcasts, films, and more, enhancing their ability to understand spoken Spanish. Individual and group presentations provide students with practice in making formal presentations in Spanish, a skill that is necessary for many professional settings. Classroom, forums, and small group discussions will provide practice in a more informal style of speech. Students will have conversation sessions with the Spanish Cultural Assistants in person, and they will interact with students at partnering situations in Spanish or Latin American through Zoom, WhatsApp, or through other means. These activities are designed to improve the students' listening comprehension skills and practical knowledge about culture and language both in formal and informal settings.

Credits 4.0

Prerequisite Courses

SP 102: Spanish for Global Citizens II

BLUEprint

Modern Languages

SP 318 : Texts in Context

Texts in Context is an intermediate/high-intermediate conversation course designed for students who want to improve their communicate abilities in Spanish. With this goal in mind, the course will also provide exposure to other language skills (conversation, reading, writing, vocabulary acquisition, cultural knowledge) which are integral to developing proficiency. Specific grammatical topics will be reviewed based on the texts and on issues that arise in class. Students will read and write texts of various types, such as descriptions, narratives, advertisements, blogs, articles, literature and more, enhancing their ability to read and write in Spanish. Short writing assignments of various types provide students with practice in formal and informal written communication in Spanish, a skill that is necessary for many professional settings. Students will work on their writing assignments in person with their professor and with the Spanish Cultural Assistant, and they will interact with students from our partnering institutions in Spain or Latin America through email, Zoom, WhatsApp, or other platforms. These activities are designed to improve the students' reading and writing skills and practical knowledge about culture and language both in formal and informal settings. Individual and group presentations provide students.

Credits 4.0

Prerequisite Courses

SP 102: Spanish for Global Citizens II

Graphic Design and Art

Assistant Professor Katelyn Pattillo
Visiting Assistant Professor Khara Koffel

The courses for a major in Graphic Design and Art foster the 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 Graphic Design and Art 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.

Graphic Design and Art
Major

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

Core Courses:

Item #	Title	Credits
AR 100	Two-dimensional Aesthetics	4.0
AR 204	Visual Communication	4.0
AR 304	Visual Communication II	4.0
AR 342	Research and Professional Practice	4.0
AR 344	Motion Graphics and Animation	4.0
AR 346	Contemporary Design and Culture	4.0
AR 402	Senior Seminar	4.0
	Sub-Total Credits	28

Elective courses

One two of the following courses:

Item #	Title	Credits
AR 123	Spatial Understanding in 3-D Design	4.0
AR 131	Visual Perceptions through Drawing	4.0
AR 251	Maker Space	4.0
AR 261	Digital Art	4.0
	Sub-Total Credits	4
	Total Credits	36

Graphic Design and Art
Minor

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

Required Courses

Item #	Title	Credits
AR 100	Two-dimensional Aesthetics	4.0
AR 204	Visual Communication	4.0
AR 346	Contemporary Design and Culture	4.0
	Sub-Total Credits	12

Electives

The remaining 8 hours in electives can be drawn from any departmental offering. See course options below:

Item #	Title	Credits
AR 123	Spatial Understanding in 3-D Design	4.0
AR 131	Visual Perceptions through Drawing	4.0
AR 225	Teaching Fine Arts in the Elementary Schools	4.0
AR 251	Maker Space	4.0
AR 261	Digital Art	4.0
AR 304	Visual Communication II	4.0
AR 342	Research and Professional Practice	4.0
AR 344	Motion Graphics and Animation	4.0
	Sub-Total Credits	8
	Total Credits	20

Graphic Design and Art Course Descriptions

AR 100 : Two-dimensional Aesthetics

An introductory course that introduces the core concepts of visual design theory and aesthetics, using elements and principles of design in the creative process. Strategies in visual design are explored through examples, exercises, critiques, and creative projects. Additional fee may apply.
Credits 4.0

Prerequisites
No prerequisite
BLUEprint
Creative Expressions Studio

AR 123 : Spatial Understanding in 3-D Design

An introductory course in basic 3D design through projects and exercises in line, plane, volume, space, and texture in three-dimensional form. Students are introduced to simple construction methods using a variety of materials and tools with an emphasis on craftsmanship, problem solving, and ideation in a three-dimensional construct. Additional fee may apply.
Credits 4.0

Prerequisites
No prerequisite
BLUEprint
Creative Expressions Studio

AR 131 : Visual Perceptions through Drawing

An introductory course that explores basic drawing methods, media, and concepts. Emphasizes drawing from observation with development of proportion, accuracy, value, implied shape, composition, line, edge development, volumetric analysis of form, light, and perspective. Use of wide range of techniques, materials, and subject matter. Additional fee may apply.
Credits 4.0

Prerequisites
No prerequisite
BLUEprint
Creative Expressions Studio

AR 204 : Visual Communication

Basic graphic design concepts and software with an emphasis on typography, visual hierarchy, and grid layouts. Students will gain a working knowledge of Adobe software used to create and manipulate vector graphics and bitmap images. Additional fee may apply.
Credits 4.0

Prerequisites
No Prerequisite
BLUEprint
Creative Expressions Studio

AR 225 : Teaching Fine Arts in the Elementary Schools

This course is a synthesis of the principles of fine arts (visual arts, drama, and music) teaching and learning at the elementary school level. Emphasis is placed on the integration of creative processes (visual arts, drama, and music) in the elementary school curriculum and instruction, on the teacher as problem-solver and creative artist, and on the creation of classroom structures that accommodate individualization of instruction and creative problem solving in children. Studio projects will supplement lectures.
Credits 4.0

BLUEprint
Creative Expressions Studio

AR 251 : Maker Space

A studio course on concepts and creative techniques used in classic and contemporary methods of deconstruction of materials. Methods involve 2D and 3D making. This course will revolve around the development of basic skills and understanding of drawing, painting, fiber, plaster, wood, and metal projects. We will focus on safety, craftsmanship, and creating fluid transitions between concept, execution, context, and intention. This would be a Creative Expressions Studio course designed primarily for majors and minors but open to other students.
Credits 4.0

BLUEprint
Creative Expressions Studio

AR 261 : Digital Art

This studio-based course engages students in the dynamic world of digital arts, where creativity meets technology. Topics may include materiality, interactivity, time, social media and an exploration of 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 such as art, technology, humanities, and social sciences. Students will be encouraged to integrate their disciplines into creative digital projects.
Credits 4.0

AR 304 : Visual Communication II

This course emphasizes the development of design solutions through in-depth research into demographics, history, and culture. Through hands-on projects and critical analysis, students will explore how social constructs inform visual choices and communication strategies. It further develops skills in design and topography, introduces conceptual problem solving, audience considerations, and the broad-based tools that designers must use to develop effective visual communication solutions.
Credits 4.0

Prerequisite Courses
AR 204: Visual Communication
BLUEprint
Social Behavior

AR 342 : Research and Professional Practice

Continued exploration of various media. Students work with original ideas and methods to reinforce independence, enthusiasm, and personal creativity. This course is typically taken during your junior year or no later than your first semester of your senior year. Students engage in research and professional practice to develop expertise in the art and graphic design field, fostering a comprehensive understanding of contemporary media and its application.
Credits 4.0

BLUEprint
Creative Expressions Studio

AR 344 : Motion Graphics and Animation

Digital media arts course covering topics and skills in 2D animation, motion graphics, video editing, composing, and visual effects. Project-based studio art course focusing on broadening the range of digital imaging through the integration of multi-media elements including animation, video, and sound. The primary software for the course will be Adobe After Effects with projects also covering Premiere, Illustrator, and Photoshop. Additional fee may apply.
Credits 4.0

Prerequisite Courses
AR 204: Visual Communication
BLUEprint
Creative Expressions Studio

AR 346 : Contemporary Design and Culture

A survey of contemporary art from mid-20th century to present and an examination of the broader social, cultural, aesthetic, and theoretical developments in which contemporary art and design was produced, presented, and interpreted. With a focus on how design shapes consumer culture and how consumer culture conversely influences design. This course analyzes contemporary design in the context of architecture, interiors and decorative arts, products, graphics, fashion and interactive media.
Credits 4.0

Prerequisites
No prerequisite
BLUEprint
Cultural Literacy

AR 402 : Senior Seminar

Independent work in a specialized area of study intended to result in a senior exhibition, a thesis paper, or an internship.
Credits 4.0

Prerequisites
senior art major standing and consent of the department

AR 461 : Independent Study in Art

Advanced studio course in a specific area beyond listed course offerings.
Credits 1.0-4.0
Prerequisites
consent of the instructor

AR 463 : Internship in Art

A practical application of skills in an art related job experience
Credits 1.0-4.0
Prerequisites
consent of the department chair

AR 465 : Independent Research in Art

Credits 1.0-4.0

Health Care Management

Administered by the Business Department

Through completion of the Health Care Management Program requirements, students will develop professional knowledge and general critical thinking and problem-solving skills to manage the intricate regulatory and human components present in health care organizations. By studying aspects of economics, accounting, finance, human behavior, health care law, and health care strategic management, students will be prepared for various management positions within a health care organization.

Health Care Management

Major

A major in Health Care Management shall consist of 46 hours as follows:

(46 credit hours in major and minimum 10 hours in required prerequisite coursework) Minimum of 50% credit hours in major coursework must be taken at IC (24 credit hours)

Human Health Prerequisites:

Students must take BI 215 and either PS 101 or SO 101.

Item #	Title	Credits
BI 215	Medical Terminology	2.0
PS 101	Introduction to Psychology	4.0
SO 101	Introduction to Sociology	4.0
	Sub-Total Credits	6

Health Sciences Course

Choose one general Health Sciences course like microbiology, human biology, chemistry, kinesiology, nutrition or other relevant course approved by advisor.

Item #	Title	Credits
BI 107	Human Biology	4.0
BI 110	General Biology	4.0
CH 103	General, Organic, & Biological Chemistry	4.0
HS 140	Introduction to Public and Community Health	3.0
KI 225	Nutrition	4.0
	Sub-Total Credits	4

Business Core

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
CO 381	Health Communication	4.0
BU 491	Senior Capstone	4.0
MG 463	Internship in Management	1.0-4.0
	Sub-Total Credits	18

Health Care Management and Administration

Item #	Title	Credits
BU 120	Business Software Applications	4.0
HM 352	Health Care Finance and Economics	4.0
HM 379	Health Care Law	4.0
HM 485	Health Care Strategic Management	4.0
MG 364	Management	4.0
	Sub-Total Credits	20

Human Resource Management Elective

Choose either HR 259 or HR 337.

Item #	Title	Credits
HR 259	Human Resource Management	4.0
HR 337	Organizational Behavior	4.0
	Sub-Total Credits	4

Ethics Requirement

Choose one ethics course:

Item #	Title	Credits
BU 315	Business Ethics	4.0
PH 350	Biomedical Ethics	4.0
PH 315	Business Ethics	4.0
	Sub-Total Credits	4
	Total Credits	56

Health Care Management Course Descriptions

HM 352 : Health Care Finance and Economics

This course is an introduction to the study of the health care industry with focus on financial and economic considerations. Topics include understanding the structure of health care organizations, health insurance, health care financial management, and health care policy.

Credits 4.0

Prerequisites

EC 105 and AC 231

HM 379 : Health Care Law

This course is designed to provide students with a general overview and introduction to the American legal system, both procedural and substantive, with an emphasis on civil law as it relates to healthcare professionals. Risk management, tort liability, criminal law, agency, contracts, ethics, civil procedure, privacy, end-of-life decisions, administrative regulation, and basic employment law are among the topics covered. Textbook readings are supplemented with online resources which include a sample professional liability complaint against a hospital, the videotaped deposition of a nurse, the videotaped closing argument in a medical malpractice case against four doctors, the Illinois civil jury instructions used in medical malpractice lawsuits and footage of an appellate argument. At the conclusion of each module, students are expected to apply their knowledge and problem-solving skills to answer questions based upon realistic scenarios, thereby bringing theory to life.
Credits 4.0

HM 485 : Health Care Strategic Management

The study of management and leadership within health care organizations Focus on the elements of the U.& health care system and approaches to strategic planning, human resources management, and leadership within health care organizations.
Credits 4.0

Prerequisite Courses
MG 364: Management

Health Sciences

Associate Professor Paul Hamilton
Assistant Professor Gwendowlyn Knapp - Coordinator
Associate Professor Miranda Karban
Assistant Professor Prasanna Acharya

The Health Sciences program is administered by the Biology department.

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

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

Health Sciences

Major

The Health Sciences major offers students opportunities to explore coursework in a range of disciplines related to human health. A major in Health Sciences consists of the Health Sciences Core, 16 credits of directed electives, four credits of social science electives, and a capstone course. Health Sciences students will work with their academic advisors to select appropriate elective coursework. Depending on the career or graduate training plans of the student, additional courses may be necessary beyond the minimum required for the major. Students should plan to complete the three introductory science courses in their first two or three semesters.

A student wishing to double major in Health Sciences and another field may count no more than 12 credit hours in the major field towards both majors.

Health Sciences Core

CH 110: Requires MA 133 or equivalent.

Item #	Title	Credits
BI 110	General Biology	4.0
PS 101	Introduction to Psychology	4.0
BI 215	Medical Terminology	2.0
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
	Sub-Total Credits	18

Chemistry Requirement

Students must take either CH 103 or CH 110.

Item #	Title	Credits
CH 103	General, Organic, & Biological Chemistry	4.0
CH 110	General Chemistry	4.0
	Sub-Total Credits	4

Psychology Requirement

Students must take either PS 276 or PS 346.

Item #	Title	Credits
PS 276	Lifespan Development	4.0
PS 346	Abnormal Psychology	4.0
	Sub-Total Credits	4

Directed Electives

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

Item #	Title	Credits
BI 207	Molecular Genetics	4.0
BI 245	Microbiology	4.0
BI 342	Parasitology	4.0
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
KI 225	Nutrition	4.0
KI 335	Personal Wellness and Fitness	4.0
KI 340	Exercise Physiology	4.0
KI 232	Motor Development	4.0
KI 308	Prevention and Care of Athletic Injuries	4.0
PS 261	Drugs, Behavior, and Neuropharmacology	4.0
PS 275	Child Development	4.0
PS 276	Lifespan Development	4.0
PS 312	Adolescent Psychology	4.0
PS 346	Abnormal Psychology	4.0
PY 181	General Physics I	4.0
PY 182	General Physics II	4.0
	Sub-Total Credits	16

Social Science or Humanities Elective

Students must take one course from the following list:

SO 337: Requires SO 101 Introduction to Sociology

Item #	Title	Credits
CO 226	Intercultural Communication	4.0
CO 381	Health Communication	4.0
EN 145	Literature and Science	4.0
HI 234	Sex, Science and the Female Body	4.0
PH 115	Introduction to Logic	4.0
SO 218	Social Problems	4.0
SO 337	Aging and the Life Course	4.0
	Sub-Total Credits	4

Capstone

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

Item #	Title	Credits
BI 404	Experiential Learning Capstone	3.0-4.0
BI 441	Senior Seminar	4.0
IS 485	A Liberal Arts Survival Guide	4.0
	Sub-Total Credits	4
	Total Credits	50

Health Sciences Course Descriptions

HS 140 : Introduction to Public and Community Health

This course describes organization and administration of local, state, and national health agencies, their purposes, and functions. The student is expected to understand the differences among public, community, and population health, methods for identifying and meeting community health needs and gaps in services. Student assessments consisting of in-class activities, exams, projects, and hands-on learning, incorporate the foundations of health, factors of influence, social determinants of health, health education, communication strategies, epidemiology, and health acre delivery systems.
Credits 3.0

HS 441 : Senior Seminar

This Health Sciences Senior Seminar features discussion of primary literature related to topics under the broad umbrella of biology including, but not limited so, human health and disease, ecology, conservation and organismal diversity, anatomy and physiology, etc. with emphasis on critical analysis of data and research articles. The seminar requires completion of a presentation of the topic based on publish research, and a written literature review synthesizing what's known about the topic and what future directions are necessary to expand knowledge of the topic.

Credits 4.0

Prerequisites
Senior standing

History

Professor Jenny Barker-Devine
Professor Robert C. Kunath
Associate Professor Gwendolyn Gillson
Assistant Professor Brittney Yancy

History courses offer understanding of the development of civilization; appreciation of its varied social, economic, political, and cultural components and their historical interaction; and basic familiarity with historical methods and reasoning. These courses have vocational value for students preparing for the legal, ministerial, journalistic, library, and teaching professions and for others intending to enter governmental service.

Students must complete the major or minor in history with a grade point average of 2.0 or better for courses in the discipline. No courses in which a student earns below a "C-" will be counted as meeting major or minor course requirements.

History

Major

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.

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.

Required Courses

Item #	Title	Credits
HI 200	History as High Adventure	1.0
HI 300	Making History	4.0
HI 485	Senior Seminar	4.0
	Sub-Total Credits	9

Lower Level Course Requirements

Students must take two, but no more than three, coursers at the 100 level.

Item #	Title	Credits
HI 101	United States History to 1877	4.0
HI 102	United States History since 1877	4.0
HI 111	World Civilization I	4.0
HI 112	World Civilization II	4.0
HI 140	The Sixties in America	4.0
HI 177	Public History	4.0
HI 181	Gods, Monsters, and Sex in East Asia	4.0
HI 185	History of Ghosts & Monsters	4.0
	Sub-Total Credits	8-12.00

U.S. History Requirement

Students must take one 300-level U.S. History course.

Item #	Title	Credits
HI 306	The Gilded Age and Progressive Era	4.0
HI 313	Rethinking American Enslavement	4.0
HI 341	Social Movements in U.S. History	4.0
HI 379	Digital History	4.0
	Sub-Total Credits	4

Non-U.S. History Requirement

Students must take one 300-level Non-U.S. HIstory course.

Item #	Title	Credits
HI 325	Love and War in Ancient Greece and Rome	4.0
HI 358	The Holocaust	4.0
	Sub-Total Credits	4

Elective Requirements or Concentration in Public History

Student must take two or three history courses at any level.

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 177, HI 276, HI 279, and HI 379.

The concentration requirements are three from the following:

Item #	Title	Credits
HI 177	Public History	4.0
HI 276	Museum Studies	4.0
HI 279	Archival Methods	4.0
HI 379	Digital History	4.0
	Sub-Total Credits	8-12.00

Total Credits	37

History

Minor

Required Courses

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

Sub-Total Credits	20
Total Credits	20

History Course Descriptions

HI 101 : United States History to 1877

A survey of the social, economic, political, and constitutional development of the United States through the Reconstruction period.
Credits 4.0

BLUEprint
Cultural Literacy

HI 102 : United States History since 1877

A continuation of 101 looking at developments since Reconstruction.
Credits 4.0

BLUEprint
Cultural Literacy

HI 111 : World Civilization I

A survey of the development of world civilizations from antiquity to approximately 1500 A.D. Readings will include many historical documents.
Credits 4.0

Semester Offered
Offered fall semesters
BLUEprint
Global Awareness

HI 112 : World Civilization II

A general survey of the development of world civilizations since approximately 1500 A.D., emphasizing the rise of Europe and the “West” to world power. Readings will include many historical documents.
Credits 4.0

Semester Offered
Offered spring semesters
BLUEprint
Global Awareness

HI 130 : Hard Choices: War and Morality

Over the semester, we will examine the ways in which war acts as a unifying and fragmenting force, as well as a moral challenge, in human society. The United States was at war for much of the last 80 years and has recently emerged from the longest war in its history. We can only understand the legacy of those conflicts by looking to the lessons of the past. We will examine a series of historical cases in which we can begin to understand how war promotes or undermines moral values. We will begin with two examples from ancient Greece: selections from Herodotus' history of the Persian Wars and Thucydides' history of the Peloponnesian War. Those accounts frame the contrast between the perception of war as a heroic epic and the perception of war as a force that undermines moral integrity and social values. Journalist Chris Hedges analyzes that dichotomy in his book *War is a Force That Gives Us Meaning*, based on his experiences as a war correspondent. We will then examine additional case studies from the Holocaust (World War II), from the French colonial war in Algeria (1954-1962), and from the early years of the United States' wars in Iraq and Afghanistan (2001-2021).
Credits 4.0

BLUEprint
First-Year Seminar

HI 140 : The Sixties in America

The 1960s represent a period of tremendous social, political, economic, and cultural transitions in U.S. History. We will study the historical events that unfolded during this decade, as well as their precedents and lasting effects on the modern United States. We will discuss the contentious issues Americans argued about during the 1960s, and perhaps argue about them again: Cold War, civil rights, Vietnam War, women's liberation, student movements, drugs. Through course readings, lectures, films, music, and web exhibits, students will learn to critically evaluate historical sources and arguments.
Credits 4.0

BLUEprint
Social Behavior

HI 177 : Public History

How is the past remembered? How do we get our ideas about history outside the traditional classroom? How do venues like museums shape how we understand the 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 Jacksonville African American History Museum, the Jacksonville Area Museum, etc.
Credits 4.0

BLUEprint
Community and Civic Engagement

HI 181 : Gods, Monsters, and Sex in East Asia

What do femininity and masculinity look like in East Asia? How many genders are there according to East Asian religions? This course will examine these and other related questions to explore the meaning f 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.
Credits 4.0

Notes
Cross-listed with **RE 181**
BLUEprint
Humanistic Values

HI 185 : History of Ghosts & Monsters

H.P. Lovecraft, now considered the greatest American writer of horror stories since Edgar Alan Poe, wrote in the 1930s that "The oldest and strongest emotion of mankind is fear, and the oldest and strongest kind of fear is the fear of the unknown." Ghost and monster stories therefore become historical sources that enable us to have a sense of what people in the past and in different cultures have fears, and that historical knowledge tells us important things about those societies. Students in HI 185 will read a variety of ghost and monster stories, using them as sources that reflect how past era and different cultures have drawn the boundaries of the known and the unknown, and what their fears were. The course will cover ghost and monster stories from ancient Mesopotamia, Japan, Latin America, and Europe and the United States. We will place the stories in the context of broader cultural and intellectual developments, especially common elements in folktales and the emergence of modern science and psychology. In doing so, we will see how ghosts and monster stories address basic social and cultural beliefs, form human mortality to social justice, and from evolution of the psychology of unconscious.
Credits 4.0

BLUEprint
Cultural Literacy

HI 200 : History as High Adventure

This proseminar introduces new and prospective History majors to the art of doing history, asking historical questions, and employing research methods. Readings and discussions will better equip students to succeed in 200- and 300-level history courses and will provide a strong foundation on which to prepare for their work on the capstone essay. The course is open to all interested students, but declared majors will have priority for registration and minors are encouraged to participate. HI 200 is required for all History majors.
Credits 1.0

Semester Offered
Offered fall semesters

HI 211 : The African American Experience I

This course examines the experiences of African Americans from 1619 to 1877/Reconstruction Era. This course presents African American history both as an integral part of American history, and as a unique subject of historical investigation.
Credits 4.0

BLUEprint
U.S. Diversity

HI 212 : The African American Experience II

This course examines the experiences of African Americans since the Reconstruction Era. This course presents African American history both as an integral part of American history, and as a unique subject of historical investigation.
Credits 4.0

BLUEprint
U.S. Diversity

HI 223 : Japanese History and Religion

Japanese history and religion are intimately intertwined; indeed, it is impossible to understand one without the other. This course is intended to assist you in understanding Japan in the context of its history and major religious traditions. It will cover the sweep of Japan's story from its archaeological and mythical beginnings to today. We will explore the development of its primary religious traditions, Buddhism and Shinto, as well as other religions such as Confucianism that play an important part in Japanese history and thought. Readings will include texts by Japanese and non-Japanese alike. No previous knowledge of Japan is assumed.
Credits 4.0

Notes
Cross-listed with **RE 223**
BLUEprint
Cultural Literacy

HI 224 : China: History and Religion

This course is intended to assist you in understanding contemporary China in the context of its history and major religions. It will cover the sweep of China's story from its beginnings to the 21st century. Traditions treated will include ancient beliefs and practices, Confucianism, Daoism, Buddhism, and modern political ideologies such as Maoism. Readings will include texts by Chinese and non-Chinese alike. No previous knowledge of China is assumed.
Credits 4.0

Notes
Cross-listed with **RE 224**
BLUEprint
Cultural Literacy

HI 231 : Women in U.S. History

From Pocahontas to Hillary Clinton, this broad survey provides an overview of women's intellectual, political, literary, and material contributions to American society, from the colonial period to the present. This course also offers an introduction to theories of race, class, and gender in historical inquiry.
Credits 4.0

BLUEprint
U.S. Diversity

HI 234 : Sex, Science and the Female Body

This course investigates intimate representations of women's bodies and social constructions of gender throughout American history, in fields such as education, entertainment, and medicine. Students will gain an understanding of how gendered identities and images evolve over time and play a significant role in ordering our society. Embedded within this course are overviews of theories related to gender, science and technology, embodiment, and cultural identities.
Credits 4.0

BLUEprint
U.S. Diversity

HI 254 : Ordinary People and War: Germany, 1900 to Present

Germany was at the center of the three most destructive wars in history: World War I, World War II, and the Cold War. This course will cover the history of Germany over those times as seen through the eyes of common people: German students on the front in World War I, a small German town experiencing the takeover by the Nazis from the late 1920s to the end of World War II, a sister and brother determined to resist the Nazis, and men and women in Communist East Germany betrayed to the secret police by their friends and even their spouses. We will also examine how Germany responded to its defeat and occupation, and how nationalist movements are rising again in Germany.
Credits 4.0

BLUEprint
Cultural Literacy

HI 256 : The Pity of War: World War I

World War I was one of the most disastrous conflicts in human history, leaving a legacy of death, suffering, and disillusionment that laid the foundation for World War II. History 256 offers an overview of World War I, focusing especially on the lived experience of the men and women who endured the war on the battlefield and home front, and who communicated their experiences in memoirs, novels, poems, music, and art.
Credits 4.0

BLUEprint
Cultural Literacy

HI 262 : Food and the Environment in US History

In 1782, Thomas Jefferson wrote, “Those who labor in the earth are the chosen people of God,'' and declared that democracy could only thrive though the influence of farmers and small town folks. At that time, 90 percent of Americans lived on farms. Today that number stands as less than 2 percent. Yet Jefferson's ideas, and others like them, have had a tremendous influence on the history of the United States, even as it became an increasingly urban, industrial nation. This course explores the social and political aspects of rural America from the colonial period to the present, covering such topics as daily life in colonial America, the institution of slavery, Westward expansion, and the current decline of small towns across the country.
Credits 4.0

BLUEprint
U.S. Diversity

HI 272 : Civil War and Reconstruction

This course is designed to introduce students to the history of the American Civil War and its profound impact on the United States. It focuses on the period from the nullification crisis of 1830 through the end of Reconstruction in 1877 and takes as its central theme, an in-depth exploration of the concept of freedom for nineteenth-century Americans. To that end, we will discuss national debates concerning slavery, the politics of the 1850s, and the creation of Southern nationalism, paying particular attention to concepts of freedom and nationality. It also examines the military, economic, and social aspects of the war, the process of emancipation, and the role of African Americans in these events. Finally, this course concludes with an exploration into the Reconstruction era and its legacy for race and gender issues, as well as politics and economics.
Credits 4.0

BLUEprint
Cultural Literacy

HI 276 : Museum Studies

Why do we have museums? What do museums do? Are museums relevant or necessary in a digital world? This course will engage students with a foundation in the museum field, exploring the role of museums in society today by exploring their past and contemplating their future. Students will discover the behind-the-scenes of museums, gaining insight into current practices and debates from class discussions, visiting experts, hands-on class activities, and site visits. Students will gain an understanding of the range of skills and expertise needed in this varied career field by investigating the history and philosophy of museums; the social, economic, and political context that shapes museums; and the main operating functions of museums - collection and care of objects, exhibits, interpretation, education, and governance.
Credits 4.0

BLUEprint
Cultural Literacy

HI 279 : Archival Methods

This course takes students into the archives to explore both practical archival methodologies, as well as the ethical, political, and historical aspects of creating and maintaining archives in public and private institutions. In addition to completing course readings and discussions, students will work in the Khalaf A1 Habtoor Archives at Illinois Colleges, gaining hands on experience in accessions and assessment of archival materials, processing collections, appraising rare books, and providing patron access.
Credits 4.0

BLUEprint
Social Behavior

HI 291 : Reason and Terror: The Enlightenment, the French Revolution, and the Birth of Modern Politics

In the 1700s, writers and philosophers in Europe championed a new movement called the Enlightenment, dedicated to religious tolerance, individual liberty, and human rights. But the 1700s ended with the French Revolution, the Reign of Terror, and wars of unprecedented destructiveness. How did that happen? Is there a connection between Enlightenment and violence, reason and terror? History 291 seeks an answer by reading major Enlightenment writers and French Revolution documents to search for connections between the Enlightenment and the Revolution.
Credits 4.0

HI 292 : Modern Europe since 1789

Survey of modern European history from the French Revolution to the present, focusing especially on the theme of the tension between the rise of democracy and the development of repressive and totalitarian governments in the nineteenth and twentieth centuries. Special attention will be given to the French Revolution, the Industrial Revolution, the rise of movements seeking political, social, and legal equality for workers, minorities, and women, the rise and decline of Imperialism, and the rise of and resistance to Fascism, Nazism, and Soviet Communism. The readings and assignments will emphasize how cultural products (art, music, and literature) express the experiences of individual men and women in these turbulent centuries.

BLUEprint
Cultural Literacy

HI 300 : Making History

What do historians do? This course offers students an introduction to historiography — the history of historical writings and methods. Students will learn the major approaches to writing history since 1700, concentrating especially on the period since 1900, and students will apply their knowledge by developing a personal historical research project.

Credits 4.0

Semester Offered
Offered spring semesters

BLUEprint
Cultural Literacy

HI 306 : The Gilded Age and Progressive Era

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

Credits 4.0

BLUEprint
Social Behavior

HI 313 : Rethinking American Enslavement

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

Credits 4.0

BLUEprint
Cultural Literacy

HI 325 : Love and War in Ancient Greece and Rome

The Greeks and Romans created models of politics, culture, and life that still influence societies. This course focuses on reading primary sources by Greek and Roman authors to understand their views of war and death, love and sex, men and women, and power and corruption. Among the readings are classics that have endured for more than 2,000 years, which range from the tragedy of Achilles facing death in Homer's Iliad, to the comedy of Greek women stopping a war with a sex strike in Aristophanes' Lysistrata, and to the epic of the founding of Rome and its human cost in Virgil's Aeneid.
Credits 4.0

BLUEprint
Cultural Literacy

HI 341 : Social Movements in U.S. History

An exploration of social movements throughout U.S. history. This course explores the roots of varied movements in economic, social, and political conditions, and the effects of reform efforts. Consult instructor for specific topic. Prior completion of HI 101 or 102, or junior standing recommended.
Credits 4.0

BLUEprint
U.S. Diversity

HI 358 : The Holocaust

An introduction to Nazi Germany's systematic attempt to murder the Jews of Europe. Special focus on the mentality of the killers and issues of moral responsibility. Readings will include many documents from the period
Credits 4.0

Prerequisites
junior standing or consent of instructor
Semester Offered
Offered spring semesters
BLUEprint
Cultural Literacy

HI 379 : Digital History

This course explores the applications of digital tools to public history. Students will consider the ethical and methodological challenges of digital history, as well as the various tools of the trade, including databases, websites, crowdsourcing, text analysis, GIS, and digitization hardware. Integrated with the existing resources in Schewe Library, including the Digital Learning Center, the GIS Lab, and the Kahlaf A1 Habtoor Archives, students will complete hands-on projects that may include digitization projects, the creation of a website or mobile app, managing a collection on SharedShelf, or completing a research project using the GIS Lab.
Credits 4.0

BLUEprint
Social Behavior

HI 461 : Independent Study in History

Independent reading or study in an area of particular interest to the student.
Credits 1.0-4.0
Prerequisites
B average and consent of the instructor
Semester Offered
Offered as needed

HI 463 : Internship in History

Students serve as interns in such institutions as the Illinois State Museum in Springfield, Illinois, for approximately 120 hours and keep a journal of their work.
Credits 1.0-4.0

HI 465 : Independent Research in History

Credits 1.0-4.0

HI 485 : Senior Seminar

A capstone seminar bringing together all Senior majors to write senior essays on topics of their own choosing, advised by a member of the History faculty. This is a required senior experience and is open only to history majors.
Credits 4.0

Semester Offered
Offered fall semesters

Honors Program

Honors Program Course Descriptions

HN 130 : Big Tech IS Watching You

Americans have worried about the government spying on them for decades. But we are more surveilled today than ever before. We will consider the plethora of ways that corporations spy on people every day, monitoring their health, media consumption, driving. How can we fight back? This course will raise your awareness and provide tools for you to resist, if you wish to do so.
Credits 4.0

BLUEprint
First-Year Seminar

HN 130 : Chemistry and Color

Art is everywhere; so are the particles and forces that make art trigger our senses. In this course we will strive to understand how artists use material and light energy. We ill discuss the properties on light and color, both of which affect how we experience our environment, and are in turn used by artists to influence how we perceive their work. We will investigate the atomic composition of matter and the properties of elements and compounds. We will study reactions between elements and compounds that provide artists with materials such as pigments, binders, and polymers. We will occasionally work in the lab to produce paint, ink, and dye. Finally, we will discuss artwork analysis, performed to establish authorship and carry out restoration and preservation.
Credits 4.0

BLUEprint
First-Year Seminar

HN 130 : Health Humanities

How do we experience illness and pain? How do healthcare providers interpret the stories their patients tell them? And how do these narratives shape our larger cultural understanding of embodiment, health, ability, and suffering? This introductory course in Health Humanities invites students to explore the connections between healthcare, culture (literature, film, and art), and ethics. We will consider how medicine, illness, and disability have been portrayed in a variety of genres, especially fiction, drama, poetry, and film. In addition to discussing representations of patients, healers, and diseases in popular culture, we will consider the role of the humanities in building empathy, observation, and self-reflection in medical training. Students will gain insight into how medical practices are shaped by cultural norms and social contexts, while also exploring how storytelling and the humanities can transform the way we understand health and healthcare.
Credits 4.0

BLUEprint
First-Year Seminar

Human Resources Management

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

Human Resource Management

Major

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

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

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

Core Courses

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
CO 210	Business Communication	4.0
BU 491	Senior Capstone	4.0
	Sub-Total Credits	16

Ethics Requirement

Student must take one 300-level ethics course:

Item #	Title	Credits
BU 315	Business Ethics	4.0
CO 315	Communication Ethics	4.0
PH 315	Business Ethics	4.0
	Sub-Total Credits	4

Human Resource Management Courses:

Item #	Title	Credits
BU 357	Business Law	4.0
CO 330	Developing Talent and Intercultural Competence	4.0
HR 337	Organizational Behavior	4.0
HR 259	Human Resource Management	4.0
HR 360	Talent Acquisition and Retention	4.0
HR 362	Rewarding Employees	4.0
	Sub-Total Credits	24

Internship Requirement

Students must complete a two-credit hours internshp or take IC 421.

Item #	Title	Credits
HR 463	Internship in Human Resource Management	1.0-4.0
IC 421	Graduate READY: Career Strategies	2.0
IS 302	Summer Internship	1.0-6.0
	Sub-Total Credits	2
	Total Credits	46

Human Resource Management

Minor

Required Course

Item #	Title	Credits
HR 259	Human Resource Management	4.0
	Sub-Total Credits	4

Four of the following:

Item #	Title	Credits
HR 337	Organizational Behavior	4.0
BU 357	Business Law	4.0
HR 362	Rewarding Employees	4.0
	CO 330 or CO 353	**4.0**

CO 330 or CO 353

Choose between one of the following:

CO 330	Developing Talent and Intercultural Competence	4.0
CO 353	Communication and Leadership in Teams	4.0
	Sub-Total Credits	8
	Sub-Total Credits	16
	Total Credits	20

Human Resources Management Course Descriptions

HR 253 : Diversity and Inclusion in the Workplace

Shifting demographics contribute to a workplace that continues to grow more diverse over time. Individuals in the workplace will constantly interact with peers, managers, and customers with very different backgrounds and experiences. When managed successfully, these differences can be a powerful tool that broadens perspectives and creates organizational advantage. Alternatively, when these differences are misunderstood or mismanaged, it can lead to challenges with employee well-being and organizational goals. This course is designed to encourage students to think critically about a variety of topics relevant to diversity in the workplace. We will consider cultural and psychological processes that influence how people interact with one another. Students will think critically on topics such as identity, relationships across difference and bias, and equality of opportunity in organizations. Students will utilize theory and empirical research to assess the management of diversity and inclusion in the workplace.
Credits 4.0

BLUEprint
U.S. Diversity

HR 259 : Human Resource Management

Study of concepts and methods used by the HRM unit in building and maintaining an effective work force in profit and nonprofit organizations. Topics include recruitment, selection, training, wage and salary administration, job design and EEOC.
Credits 4.0

HR 337 : Organizational Behavior

This course focuses on the examination of research and theory as it relates to the organization and the organizational environment as a social system. Within this context, the course explores factors that influence the way members of an organization behave. Topics include individual and cultural differences, perceptions, attitudes, emotions, motivation, learning and reinforcement, managing diversity, decision-making, relationship management, performance, group/team relationships, leadership, conflict and negotiations, strategy, and organizational change management.
Credits 4.0

HR 360 : Talent Acquisition and Retention

Overview of the basic principles and techniques of staffing the workplace. Introduction of basic and intermediate level theories and strategies utilized in staffing, planning, recruiting, and selection. Topics covered include job analysis, recruitment, selection, and performance assessment.
Credits 4.0

HR 362 : Rewarding Employees

Overview of the theoretical frameworks and practices pertaining to rewarding human resources in organizations. The course will introduce students to the Total Rewards approach and aide in the understanding of tangible and intangible aspects of compensation.
Credits 4.0

HR 461 : Independent Study in Human Resource Management

Advanced independent study in the field of human resource management. Open to senior majors seeking advanced study in their areas of specialization. May be repeated with different subject matter for a maximum of 6 hours.
Credits 1.0-4.0

HR 463 : Internship in Human Resource Management

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

Credits 1.0-4.0

Prerequisites

Consent of the instructor

Individualized Studies

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

Individualized Studies

Major

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 and Educational Policies Committee (CEPC) 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.

Total Credits	36

Interdisciplinary Studies

Interdisciplinary Studies Course Descriptions

IC 102 : Introduction to Information Literacy and Critical Thinking

This course will teach students the ins and outs of college-level research. It will ensure students are prepared to meet their professors' research expectations when it comes to preparing papers, presentations, speeches, and other projects. Students will learn a variety of searching techniques and information evaluation strategies. Taught by a librarian who will work closely with students throughout the course.
Credits 1.0

IC 107 : Pathways to Success

This class is meant to support your academic success at IC and is designed to challenge your thinking about what it actually means, and takes, to be a “good” and “successful” student. Your engagement in this course is a requirement of your academic success plan. It’s not enough to master the actions of college, but to practice holistic actions that contribute to living a successful life. You must explore what you don’t know and challenge yourself to put the past semester behind you and move forward in your academic endeavors. Furthermore, if you commit to the work and successfully complete the course, this is an opportunity to improve your overall GPA and academic progress.
Credits 1.0

Corequisites
Invitation to course
Semester Offered
Offered every semester

IC 121 : Career Exploration in Liberal Arts

The purpose of this course will be for students to begin to understand how their career exploration can be enhanced by their liberal arts experience. Students will utilize various methods of self-discovery to help them identify potential majors and career directions that might align with their skills, qualities, and interests, while also exploring what IC has to offer through its general education curriculum.
Credits 1.0

IC 421 : Graduate READY: Career Strategies

Students will learn how to transition from the college campus to a workplace environment through this interactive course. Within a supportive learning community, students will develop strategies from executing a successful job search to beginning their entry-level job or graduate program. Course topics in preparing for the role as new young professional include determining personal strengths through self-reflection and assessment, locating and applying for available positions, successfully interviewing, and identifying workplace “rules of the game."
Credits 2.0

IS 130 : Go Pro!

What determines who we are? College is a time to really explore who you've been and who you want to become. It is a time to understand the multiple layers of our identities and use that knowledge to find success in the classroom and beyond. Students will utilize storytelling in peeling away these layers to examine and evaluate their own cooperating and competing identities. Throughout the semester, students will analyze various texts literature, film, music, videos – to explore the value of narratives in understanding identities we choose and those chosen for us and how those identities can help and hinder us when navigating college.
Credits 4.0

BLUEprint
First-Year Seminar

IS 130 : Becoming a Leader

What does it mean to be the first in your family to go to college? How does being first make you a leader? What if you don't believe you are a leader? What if who you're asked to be is different than who you're meant to be? In this course, you will examine concepts of leadership, exploration, and what it means to be first in your family to go to college. This course will be supported through contextual mediums including literature, articles, poetry, videos, podcasts, and personal reflection. Strengths-based assessments will be used alongside as tools to take on your newest challenge, becoming a leader. (This course is open to first-generation college students to assist in navigating Illinois College. You must apply and be accepted into the Yates Fellowship Program.)
Credits 4.0

BLUEprint
First-Year Seminar

Interdisciplinary Studies

Interdisciplinary Studies Course Descriptions

IC 221 : TRIO: From College to Career

This course will explore opportunities for students to engage in hands-on learning that is aligned with creating education and work-based settings that are supportive, positive, identity-safe, and inclusive by allowing students to apply their knowledge and skills, strengthen their employability skills, and access career exploration opportunities.
Credits 1.0

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.
Credits 4.0

Semester Offered
Offered fall semesters

IS 115 : Introduction to Global Studies and Healthcare

This class introduces students to the ethical implications of working on scientific research and/or applying science in healthcare in other countries and cultures. Students will identify the basic language, cultural, and scientific/healthcare knowledge and skills they will need to perform such work successfully. The course also introduces students to various opportunities to experience science and healthcare globally, in which they can use and contribute to develop the knowledge and skills they gained in this course. The course is especially beneficial to first year students who want to learn what opportunities are available to participate in science and healthcare experiences globally and want to begin the process of preparing for such an experience. But the class is open to all students. The course fulfills a requirement for the Global Science Certificate.
Credits 1.0

IS 120 : Introduction to Global Business

This class introduces students to the ethics implications of working in international/global business including conducting research in other countries, cultures, and language communities. The course will provide them with a foundational awareness of the need for language, cultural, and business knowledge and skills to perform such work ethically and successfully. The course will also introduce students to various global and intercultural opportunities to enact and hone the knowledge and skills gained in this course. Through reflection students will consider and plan for future work and research abroad. Students will do this 1-credit course for credit/no credit.
Credits 1.0

IS 144 : Our World Through Data

Students will learn how to analyze data and to visualize it well (in graphs, charts, and maps); they will also learn how to identify misleading or erroneous charts. This will be done with basic Python programming and the Python tools that data scientists use in their work.
Credits 4.0

BLUEprint
Statistical and Quantitative Literacy

IS 201 : Travel Study Program within the United States

This course number designates academic credit in connection with a BreakAway trip within the United States. BreakAways: Credits vary (1-3), depending on the length of the trip and hours of preparatory course sessions. Students register for a BreakA way trip during the semester in which the trip and/or preparatory course takes place. (December-January BreakAways require Fall registration for the course; May-June BreakAways require Spring registration for the course.)
Credits 1.0-3.0
Prerequisites
application to participate in a BreakAway and instructor approval

IS 202 : Travel Study Abroad Program

This course number designates academic credit in connection with either an international BreakA way trip or study abroad. BreakAways: Credits vary (1-3), depending on the length of the trip and hours of preparatory course sessions. Students register for a BreakA way trip during the semester in which the trip and/or preparatory course takes place. (December-January BreakAways require Fall registration for the course; May-June BreakAways require Spring registration for the course.) Study abroad: For Fall or Spring study abroad, a student registers at IC for a block of 15 credits. After receipt of the transcript from the program abroad, the 15-block credit is replaced by individual course titles with their respective credits. Summer study abroad credits vary according to program.
Credits 1.0-15.0
Prerequisites
BreakAways: application to participate in a BreakAway and instructor approval. Study abroad: application for study abroad and approval by the Committee on Study Abroad and BreakAways, IS 203, and IS 204 (upon return)
BLUEprint
Global Awareness

IS 203 : Introduction to Cross-Cultural Experiences

This course constitutes the first of an interdisciplinary two-course sequence related to study abroad. This course focuses on getting ready for departure and is specifically designed for students who have been approved for study abroad. During the semester prior to their anticipated term abroad, students develop a mindset and skills that will help them make the most of their experience outside the United States. Required for study abroad participants.
Credits 1.0

Semester Offered
Offered every semester

IS 204 : Integrating Cross-Cultural Experiences

This course constitutes the second of an interdisciplinary two-course sequence related to study abroad. This part focuses on integrating the experience of students returned from abroad into the remainder of their undergraduate career, anticipating graduation, applying to graduate school, or searching for a job. Required for students returned to campus from study abroad.
Credits 1.0

Semester Offered
Offered every semester
BLUEprint
Community and Civic Engagement

IS 270 : Latino Community Tutoring

Students tutor Spanish-Speakers in the community on a weekly basis, helping them improve their use of English. Their work helps Spanish-speakers in the local community gain the language and intercultural skills to integrate into society. Through working with Spanish-speakers, students learn about local Hispanic cultures. Through training and practice, students gain basic skills in second-language tutoring. Class is repeatable.
Credits 1.0

BLUEprint
Community and Civic Engagement

IS 301 : IC Explorers Internship

The IC Explorers program partners agencies throughout the state of Illinois with Illinois College interns who engage in learning opportunities that encourage them to put their academic knowledge to work. Students who are chosen to participate in the program complete a three-credit internship as a requirement of their internship.
Credits 1.0-6.0

IS 302 : Summer Internship

Summer Internship
Credits 1.0-6.0

IS 400 : Internship: Washington Center Program

Training in a number of disciplines through internships in Washington, D.C., under the auspices of the Washington Center Program As part of the program, students take one, sometimes two courses parallel to the internship experience. For Fall or Spring internships, a student registers at IC for a block of IS credits. After receipt of the transcript from TWC, the 15-block credit is replaced by individual course and internship titles with their respective credits Summer internship credits vary. Open to juniors and seniors.
Credits 1.0-15.0
Prerequisites
application for off-campus study and approval by the Committee on Study Abroad and BreakAways

IS 461 : Independent Study in Interdisciplinary Studies

Credits 1.0-4.0

IS 463 : Internship in Interdisciplinary Studies

Credits 1.0-4.0

IS 465 : Independent Research in Interdisciplinary Studies

Credits 1.0-4.0

IS 467 : Summer Research

Credits 1.0-4.0

IS 485 : A Liberal Arts Survival Guide

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

Credits 4.0

Japanese

Japanese Course Descriptions

JP 101 : Japanese for Global Citizens 1

This is the first semester of the first-year study of Japanese language. It introduces students to Japanese language and culture centering on conversation that deals with life situations. It also provides students with the language skills and cultural knowledge to travel on their own to Japan. Two phonetic writing systems (hiragana and katakana) are introduced.
Credits 4.0

JP 102 : Japanese for Global Citizens 2

This is the second semester of the first-year Japanese. Students receive further instruction in basic skills and culture that deals with life situations. It also provides students with the language skills and cultural knowledge to travel on their own to Japan. The kanji writing system is introduced.
Credits 4.0

Prerequisites
JP 101 or equivalent or consent of the instructor
BLUEprint
Modern Languages

JP 111 : Japanese for Global Citizens 3

This is the first semester of the second-year Japanese. Students acquire further basic grammar that enables them to communicate in a more complex manner. Students also acquire better understanding of Japanese culture through conversation and text. This course also provides students with the language skills and cultural knowledge to travel on their own to Japan.
Credits 4.0

Prerequisites
JP 102 or equivalent or consent of the instructor
BLUEprint
Cultural Literacy

JP 112 : Japanese for Global Citizens 4

This is the second semester of the second-year Japanese. Students acquire further basic grammar that enables them to communicate in an increasingly sophisticated manner. Students also acquire better understanding of Japanese culture through conversation and text. This course also provides students with the language skills and cultural knowledge to travel on their own to Japan.
Credits 4.0

Prerequisites
JP 111 or equivalent or consent of the instructor
BLUEprint
Cultural Literacy

Kinesiology and Exercise Science

Assistant Professor Prasanna Acharya
Assistant Professor Eric McClarey
Part-time Instructor Shawn Woods, Jr.

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

Kinesiology with Exercise Science

Major

The Kinesiology with Exercise Science major requires kinesiology core coursework, electives, and a capstone experience. A detailed summary of the course requirements for the core and the Kinesiology with Exercise Science concentration are provided below. This concentration is well suited for students preparing for careers in a wide range of careers in wellness and health promotion fields as well as students preparing for graduate work in Athletic Training, Exercise Science, and Exercise Physiology.

Core Courses

Item #	Title	Credits
BI 110	General Biology	4.0
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
KI 201	Introduction to Kinesiology	4.0
KI 340	Exercise Physiology	4.0
KI 341	Biomechanics	4.0
	Sub-Total Credits	24

Kinesiology and Exercise Science Electives

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

Item #	Title	Credits
CH 110	General Chemistry	4.0
CH 203	Organic Chemistry I	4.0
KI 225	Nutrition	4.0
KI 232	Motor Development	4.0
KI 240	Principles of Strength Training and Conditioning	4.0
KI 308	Prevention and Care of Athletic Injuries	4.0
KI 335	Personal Wellness and Fitness	4.0
KI 383	Exercise Testing, Evaluation, and Prescription	4.0
PS 286	Health Psychology	4.0
PY 181	General Physics I	4.0
PY 182	General Physics II	4.0
	Sub-Total Credits	20

Two-Credit Hours Experience

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

Item #	Title	Credits
KI 101	First Aid and CPR/AED	2.0
KI 463	Internship in Kinesiology and Exercise Science	1.0-4.0
	Sub-Total Credits	2

Capstone Requirement

Students must choose one capstone requirements;

Item #	Title	Credits
BI 441	Senior Seminar	4.0
BI 404	Experiential Learning Capstone	3.0-4.0
IS 485	A Liberal Arts Survival Guide	4.0
	Sub-Total Credits	4
	Total Credits	50

Kinesiology with Physical Education

Major

This concentration is intended for students pursing PE teacher licensure. Students in this concentration will also major in Education. Student teaching will serve as the capstone experience for students pursing licensure, as it does for other education majors.

Kinesiology Core Courses

Item #	Title	Credits
BI 110	General Biology	4.0
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
KI 201	Introduction to Kinesiology	4.0
KI 340	Exercise Physiology	4.0
KI 341	Biomechanics	4.0
	Sub-Total Credits	24

Physical Education Courses

Item #	Title	Credits
KI 211	Foundations of Physical Education	3.0
KI 214	Teaching Physical Activities	3.0
KI 232	Motor Development	4.0
KI 310	Adaptive Physical Education	3.0
KI 326	Teaching Pre K-12 Physical Education	3.0
KI 332	Applied Motor Learning	2.0
KI 335	Personal Wellness and Fitness	4.0
PS 312	Adolescent Psychology	4.0
	Sub-Total Credits	26

Capstone Requirement

Capstone Requirement usually met through student teaching.

Item #	Title	Credits
ED 434	Teacher Professionalism	4.0
	Sub-Total Credits	4
	Total Credits	54

Kinesiology and Exercise Science

Minor

Required Course

Item #	Title	Credits
BI 110	General Biology	4.0
KI 201	Introduction to Kinesiology	4.0
	Sub-Total Credits	8

Electives

Students must take 16 credit hours from the courses listed below:

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.

Item #	Title	Credits
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
KI 225	Nutrition	4.0
KI 232	Motor Development	4.0
KI 308	Prevention and Care of Athletic Injuries	4.0
KI 335	Personal Wellness and Fitness	4.0
KI 340	Exercise Physiology	4.0
KI 463	Internship in Kinesiology and Exercise Science	1.0-4.0
SM 305	Athletic Administration	4.0
	Sub-Total Credits	16
	Total Credits	24

Kinesiology and Exercise Science Course Descriptions

HS 441 : Senior Seminar

This Health Sciences Senior Seminar features discussion of primary literature related to topics under the broad umbrella of biology including, but not limited so, human health and disease, ecology, conservation and organismal diversity, anatomy and physiology, etc. with emphasis on critical analysis of data and research articles. The seminar requires completion of a presentation of the topic based on publish research, and a written literature review synthesizing what's known about the topic and what future directions are necessary to expand knowledge of the topic.

Credits 4.0

Prerequisites
Senior standing

KI 101 : First Aid and CPR/AED

The purpose of this course is to teach students how to recognize, assess, and respond to emergency situations. Students will learn how to provide first aid and CPR, as well as administer an AED. Students can choose to become certified at the end of the course.
Credits 2.0

KI 201 : Introduction to Kinesiology

The purpose of this course is to introduce the exciting field of study that is kinesiology. This course lays the foundation for studying the many aspects of human movement, performance, and health. Students will explore topics such as career paths, anatomy, biomechanics, exercise physiology, and movement terminology.
Credits 4.0

Semester Offered
Offered spring semesters

KI 211 : Foundations of Physical Education

This is a study of significant concepts of physical education with emphasis on history, current issues and trends in the field. Students learn about and gain experience teaching locomotor and manipulative skills. May include relevant field placement/trips.
Credits 3.0

Semester Offered
Offered fall semesters

KI 214 : Teaching Physical Activities

This course teaches how to guide the dynamic interaction between individuals and within groups engaged in activities for personal and social development. It applies techniques, skills, and strategies involved in individual and team sports, fitness activities and dance. The course includes units on team building and ethical decision-making in physical education and sport settings.
Credits 3.0

KI 225 : Nutrition

The primary focus of this course is to provide the student with a broad foundation of basic and advanced nutritional concepts such that they will acquire an increased understanding of the biological implications which govern the study of nutrition. Topics include the action, interaction, and balance of food constituents as they pertain to human health and disease.
Credits 4.0

Prerequisites
BI107 or BI 110
Semester Offered
Offered every fall semester

KI 232 : Motor Development

This course is intended to introduce students to changes in motor skills (like walking, reaching and grasping, etc.) across different stages of the human lifespan (from infancy to older adulthood), the processes that underlie these changes factors that affect them. Further, this course also discusses different theoretical perspectives that are relevant to understand human motor development.
Credits 4.0

Semester Offered
Offered spring semesters

KI 240 : Principles of Strength Training and Conditioning

A study of the physiological, psychological, and practical aspects of strength training and cardiovascular conditioning.
Credits 4.0

Prerequisites
BI 107 or BI 315 or consent of the instructor

KI 308 : Prevention and Care of Athletic Injuries

This course includes how to follow safety practices, principles of emergency first aid and equipment maintenance procedures. It also involves the practice and study of the recognition of athletic injuries and rehabilitation of these injuries.
Credits 4.0

KI 310 : Adaptive Physical Education

This course explores the techniques and methods of involving children with physical disabilities in physical education activities. May include relevant field placement/trips.
Credits 3.0

KI 326 : Teaching Pre K-12 Physical Education

Teaching Pre K-12 Physical Education will make an in-depth investigation of teaching methods for all grade levels; pre-k, elementary, middle, and high school. Students will be asked to develop curriculum, create unit and lesson plans, complete observation hours, and teach two separate learning segments. There will be special focus on disciplinary literacy and developmentally appropriate language for each grade level.
Credits 3.0

Semester Offered
Offered alternate fall semesters

KI 332 : Applied Motor Learning

This is a required course for Kinesiology and Exercise Science majors who choose the physical education track. It will build on the concepts of KI 232 (Motor Development) by directly applying them to the physical education setting. Topics include discrete vs continuous skills, locomotor, non-locomotor, and manipulative skills, gross and fine skills, and open and closed skills. Other topics are stages of motor learning, whole vs part learning, and types of feedback specific to teaching.
Credits 2.0

KI 335 : Personal Wellness and Fitness

An introduction to nutrition, conditioning, aerobic fitness, personal fitness assessment, and stress management.
Credits 4.0

Prerequisites
BI 107 or BI 110
Semester Offered
Offered alternate fall semesters

KI 340 : Exercise Physiology

An analysis of muscle function/biomechanics, and study of the responses and adaptations of the human body during exercise. Four class hours and one two-hours laboratory per week.
Credits 4.0

Prerequisites
BI 107 or BI 110 and KI 201
Co-Requisite Courses
BI 315: Anatomy and Physiology I

KI 341 : Biomechanics

This course examines the concepts of body mechanics as they are applied to movement. Students will investigate how forces act on the body and how the body creates force for exercise and sport performance. Topics include internal/external kinetics, linear and angular motion, and kinematics. Four class hours and one two-hours laboratory per week.
Credits 4.0

Prerequisites
MA 133 and either KI 201 or BI 315
Semester Offered
Offered every fall semester

KI 383 : Exercise Testing, Evaluation, and Prescription

This course explores the practical application of testing and measurement of personal fitness. It requires students to develop and analyze assessment tools for use in the weight room as well as to know and understand current scholarly research on this area.
Credits 4.0

KI 461 : Independent Study in Kinesiology and Exercise Science

Credits 1.0-4.0

KI 463 : Internship in Kinesiology and Exercise Science

Credits 1.0-4.0

KI 465 : Independent Research Kinesiology and Exercise Science

Credits 1.0-4.0

Leadership Studies

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

Leadership Studies

Minor

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

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

Required Courses

Item #	Title	Credits
LD 201	Introduction to Leadership Theory	4.0
LD 205	Ethical Leadership in a Democracy	4.0
	Sub-Total Credits	8

Diversity and Social Justice in Leadership

Choose one course:

Item #	Title	Credits
ED 203	Multicultural Issues and Social Justice in Education	3.0
GW 110	Gender and Social Justice	4.0
HI 341	Social Movements in U.S. History	4.0
SO 206	Social Stratification	4.0
SO 218	Social Problems	4.0
	Sub-Total Credits	4

Ethics and Self-Awareness in Leadership

Choose one course:

Item #	Title	Credits
BU 315	Business Ethics	4.0
CO 225	Interpersonal Communication	4.0
CO 226	Intercultural Communication	4.0
CO 315	Communication Ethics	4.0
PS 241	Personality and Individual Differences	4.0
	Sub-Total Credits	4

Group Dynamics in Leadership

Choose one course:

Item #	Title	Credits
CO 353	Communication and Leadership in Teams	4.0
HR 337	Organizational Behavior	4.0
MG 485	Strategic Management	4.0
PO 369	Political Behavior	4.0
PS 219	Social Psychology	4.0
	Sub-Total Credits	4
	Total Credits	20

Leadership Studies Course Descriptions

LD 201 : Introduction to Leadership Theory

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

Credits 4.0

BLUEprint

U.S. Diversity

LD 205 : Ethical Leadership in a Democracy

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

Credits 4.0

BLUEprint

Community and Civic Engagement

Management

Management

Major

The Management Major allows students to prepare for a wide variety of career paths. The core principles of management can be found in most organizations including large & small companies, non-profit organizations, schools, government organizations and in entrepreneurial ventures.

These principles involve developing plans, organizing resources, leading people, and evaluating results. Students will develop interpersonal, critical thinking, and analytical skills while they seek out ways to achieve business objectives through case study analysis and business simulations.

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

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

Core Courses:

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
CO 210	Business Communication	4.0
BU 491	Senior Capstone	4.0
	Sub-Total Credits	16

Management Courses:

Item #	Title	Credits
BU 120	Business Software Applications	4.0
BU 357	Business Law	4.0
MG 364	Management	4.0
MG 485	Strategic Management	4.0
	Sub-Total Credits	16

Ethics Requirement

Students must take one 300-level Ethics course from the following list:

Item #	Title	Credits
BU 315	Business Ethics	4.0
CO 315	Communication Ethics	4.0
PH 315	Business Ethics	4.0
	Sub-Total Credits	4

And two of the following:

Item #	Title	Credits
HR 259	Human Resource Management	4.0
HR 337	Organizational Behavior	4.0
HR 360	Talent Acquisition and Retention	4.0
HR 362	Rewarding Employees	4.0
MG 265	Small Business Management	4.0
MG 366	Event and Facilities Management	4.0
MG 425	Management Information Systems	4.0
MG 426	Operations Management	4.0
	Sub-Total Credits	8

Internship Requirement

Students must complete a two-credit internship or IC 421 as part of the major:

Item #	Title	Credits
IC 421	Graduate READY: Career Strategies	2.0
MG 463	Internship in Management	1.0-4.0
IS 302	Summer Internship	1.0-6.0
	Sub-Total Credits	2
	Total Credits	46

Management

Minor

Required Courses

Item #	Title	Credits
BU 357	Business Law	4.0
MG 364	Management	4.0
MG 485	Strategic Management	4.0
	Sub-Total Credits	12

Two of the following:

Item #	Title	Credits
HR 259	Human Resource Management	4.0
HR 337	Organizational Behavior	4.0
HR 360	Talent Acquisition and Retention	4.0
HR 362	Rewarding Employees	4.0
MG 366	Event and Facilities Management	4.0
MG 425	Management Information Systems	4.0
MG 426	Operations Management	4.0
	Sub-Total Credits	8
	Total Credits	20

Management Course Descriptions

MG 265 : Small Business Management

This course provides a comprehensive overview of the key activities involved in starting and managing a small business. Students will explore practical aspects of business operations, including management, marketing and finance, with an emphasis on real-world application. This course is suitable for aspiring business owners from any major.
Credits 4.0

MG 364 : Management

The study of the managerial process in an organizational setting with emphasis on decision making, planning, organizing, and controlling; including discussion of motivation, leadership, communication and group dynamics in an organizational context.
Credits 4.0

Prerequisites
Sophomore standing

MG 366 : Event and Facilities Management

This course studies the guidelines and principles of managing sport and recreation events with hands-on application in how to administer, organize, direct personnel, fundraise, market, and carry out an event. Additionally, this course will focus on information and knowledge in the area of operation and management of athletic and recreational facilities. Topics include critical/crisis planning techniques, negotiations, funding, facility design, operation, and maintenance.
Credits 4.0

MG 425 : Management Information Systems

Introduction to the management of information within an organization: planning, organizing, and controlling of effective information and accounting systems. Topics include analysis of available hardware and software, data base management systems, and development and management of an information system.
Credits 4.0

Prerequisites
Junior standing

MG 426 : Operations Management

Introduction to production and operation management including: forecasting, capacity and material planning, inventory control, production and shop scheduling, quality control, work management, special techniques including PERT, linear programming, MRP, EOQ, and the design and location of facilities. Open to junior and senior majors.
Credits 4.0

MG 461 : Independent Study in Management

Advanced independent study in the field of management or marketing. Open to senior majors seeking advanced study in their areas of specialization. May be repeated with different subject matter for a maximum of 6 hours.
Credits 1.0-4.0
Prerequisites
Consent of the instructor

MG 463 : Internship in Management

A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to junior and senior majors.
Credits 1.0-4.0
Prerequisites
Consent of the instructor

MG 485 : Strategic Management

This senior-level course focuses on formulating and executing competitive business strategies. Students will integrate and apply management, marketing, finance, and operations concepts to develop solutions to complex business challenges. Case study analysis and a business simulation will be used.
Credits 4.0

Marketing

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.

Marketing

Major

A major in Marketing shall consist of 46 credit hours.

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

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

Core Courses

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
CO 210	Business Communication	4.0
BU 491	Senior Capstone	4.0
	Sub-Total Credits	16

Marketing Requirements

Item #	Title	Credits
BU 120	Business Software Applications	4.0
MK 354	Marketing	4.0
MK 454	Marketing Management	4.0
	Sub-Total Credits	12

Marketing Electives

Three of the following:

Item #	Title	Credits
AG 321	Agricultural Sales and Marketing	4.0
CO 214	Advertising and Public Relations	4.0
CO 235	Strategic Communication and Social Media	4.0
CO 325	Public Relations in Practice	4.0
MG 366	Event and Facilities Management	4.0
MK 350	Consumer Behavior	4.0
MK 356	Integrated Marketing Communications	4.0
SM 355	Sports Promotion	4.0
	Sub-Total Credits	12

Ethics Requirement

Choose one Ethics course:

Item #	Title	Credits
BU 315	Business Ethics	4.0
CO 315	Communication Ethics	4.0
PH 315	Business Ethics	4.0
	Sub-Total Credits	4

Experiential Learning Requirement

Choose one two-credit Experiential Learning course:

Item #	Title	Credits
IC 421	Graduate READY: Career Strategies	2.0
MK 463	Internship in Marketing	1.0-4.0
	Sub-Total Credits	2
	Total Credits	46

Marketing

Minor

Required Courses

Item #	Title	Credits
MK 354	Marketing	4.0
MK 454	Marketing Management	4.0
	Sub-Total Credits	8

Three of the following:

Item #	Title	Credits
AG 321	Agricultural Sales and Marketing	4.0
CO 214	Advertising and Public Relations	4.0
CO 235	Strategic Communication and Social Media	4.0
CO 325	Public Relations in Practice	4.0
MG 366	Event and Facilities Management	4.0
MK 350	Consumer Behavior	4.0
MK 356	Integrated Marketing Communications	4.0
SM 355	Sports Promotion	4.0
	Sub-Total Credits	12
	Total Credits	20

Marketing Course Descriptions

MK 350 : Consumer Behavior

Studies the factors affecting consumer behavior of individuals and organizations; provides an overview of explanations of consumption; and surveys consumer decision-making processes and their implications for marketing strategy.
Credits 4.0

Notes
Cross-listed with **PS 350**

MK 354 : Marketing

Emphasizes the concepts of planning, organizing, controlling and decision making as they are applied to management of the marketing function. Attention is given to the marketing environment, consumer behavior, marketing research, product management, distribution promotion and pricing policies. May not be taken for credit if a student has earned credit for AG 321.
Credits 4.0

Prerequisites
Sophomore Standing

MK 356 : Integrated Marketing Communications

This course examines how to integrate all of the available marketing communication tools into one clear voice that breaks through today's communication clutter. Students will study and create various forms of communication materials that are used in the promotions mix. These items will include advertisements for print media, radio, television, social media, websites, and YouTube. In addition, product demonstrations, sales promotions, personal selling, and public relations will be examined. Students will gain understanding of how to coordinate these elements to achieve an organization's objectives.
Credits 4.0

MK 454 : Marketing Management

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.
Credits 4.0

Prerequisite Courses
MK 354: Marketing

MK 461 : Independent Study in Marketing

Advanced independent study in the field of marketing. Open to senior majors seeking advanced study in their areas of specialization. May be repeated with different subject matter for a maximum of 6 hours.
Credits 1.0-4.0

MK 463 : Internship in Marketing

A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to junior and senior majors.
Credits 1.0-4.0
Prerequisites
Consent of the instructor

Mathematics

Professor Patricia Kiihne
Professor James Marshall
Professor Mary Marshall
Professor Todd Oberg

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

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.

Mathematics

Major

Core Courses

Item #	Title	Credits
MA 201	Discrete Mathematics	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
MA 233	Calculus III	4.0
MA 323	Introduction to Linear Algebra	4.0
MA 334	Modeling and Technology	4.0
MA 343	Probability & Statistics	4.0
MA 383	Abstract Algebra	4.0
	Sub-Total Credits	32

One course chosen from:

Item #	Title	Credits
MA 302	Survey of Geometry	4.0
MA 332	Introduction to Differential Equations	4.0
	Sub-Total Credits	4

One course chosen from:

Item #	Title	Credits
MA 304	Foundations for Mathematical Thinking	4.0
MA 347	Mathematics of Investment	4.0
	Sub-Total Credits	4

Remaining requirements

Mathematics majors take either EC 485 or the capstone of another department to complete the BLUEprint Capstone Requirement.

	Total Credits	44

Mathematics

Minor

Required Courses

The mathematics minor will consist of 5 or more mathematics courses (20 credit hours), at least two of which must be at the 300-level.

	Sub-Total Credits	20
	Total Credits	20

Mathematics

Licensure

Math students interested in earning a teaching license should plan to double major in math and education and student teach their final semester.

These students should enroll in ED 101 their first semester or as soon as possible thereafter and work closely with their advisors in both departments to ensure all State of Illinois requirements for licensure are met.

Required Courses

Secondary Education Mathematics students must take these 10 mathematics courses (40 credit hours):

Item #	Title	Credits
MA 201	Discrete Mathematics	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
MA 233	Calculus III	4.0
MA 302	Survey of Geometry	4.0
MA 304	Foundations for Mathematical Thinking	4.0
MA 323	Introduction to Linear Algebra	4.0
MA 334	Modeling and Technology	4.0
MA 343	Probability & Statistics	4.0
MA 383	Abstract Algebra	4.0
	Sub-Total Credits	40

Mathematics majors seeking secondary teaching licensure complete their capstone requirement through student teaching.

Total Credits	40

Mathematics Course Descriptions

MA 102 : Statistics for Citizens

The study of basic descriptive and inferential statistics, with a focus on statistical ideas and statistical reasoning and on their relevance to public policy and to the human sciences from medicine to sociology.
Credits 4.0

BLUEprint
Statistical and Quantitative Literacy

MA 103 : College Algebra

College Algebra provides an introduction to algebra. Topics include functions, rates of change and linear functions, quadratic functions, polynomial functions, exponential functions, and logarithmic functions.
Credits 4.0

Prerequisites
Appropriate placement recommendation

MA 123 : Elementary Statistics

The study of basic descriptive and inferential statistical methods, with applications primarily to the biological, behavioral, and social sciences.
Credits 4.0

Prerequisites
MA 103, appropriate placement recommendation, or consent of the instructor
BLUEprint
Statistical and Quantitative Literacy

MA 124 : Elementary Statistics through Baseball

Introduction to standard statistical concepts and techniques through the study of baseball and baseball statistics. General topics include surveys and sampling, observational studies vs. controlled experiments, binomial and normal distributions, correlation and regression. Baseball-specific topics include nontraditional statistics such as OPS, making strategic decisions using run-production tables, using individual batting statistics to predict team runs and team win/ loss ratios, and modeling game play with chance models. Students will have the opportunity to conduct analyses of their own design.
Credits 4.0

MA 125 : Elementary Statistics & Gender

Introduction to standard statistical concepts and techniques particularly as they apply to the study of gender, race, and class.
Credits 4.0

BLUEprint
Statistical and Quantitative Literacy

MA 127 : Theory of Arithmetic

A foundation course for elementary education: foundations for learning mathematics; manipulatives; algebraic thinking; numeration; theory of whole numbers, integers, rational numbers, and real numbers; operations of arithmetic; mental math; elementary number theory; and proportional reasoning.
Credits 4.0

Prerequisites
MA 103 or appropriate placement recommendation and ED 101 or permission of instructor
Semester Offered
Offered fall semesters

MA 128 : Uncertainty and Shape

A continuation of MA 127: elementary data analysis; concepts of chance; basic concepts of geometry; two- and three-dimensional geometry; congruence; similarity; symmetry; tessellations; geometric manipulatives; and measurement.
Credits 4.0

Prerequisite Courses
MA 127: Theory of Arithmetic
Semester Offered
Offered spring semesters

MA 133 : Precalculus

Precalculus is a course that explores functions (linear, power, exponential, logarithmic, and trigonometric), and triangle trigonometry through multiple representations of mathematical ideas - words, numbers, graphs, and symbols. The course includes using these functions to create mathematical models to address questions about phenomena from the world around us.
Credits 4.0

Prerequisites
MA 103, appropriate placement recommendation, or consent of the instructor

MA 201 : Discrete Mathematics

An introduction to the study of discrete mathematical structures. This course includes some set theory, relations and functions, logic and proof, mathematical induction, and graphs.
Credits 4.0

Prerequisites
MA 133, or appropriate placement recommendation, or consent of the instructor
Semester Offered
Offered spring semesters

MA 213 : Calculus I

The first course of the three-semester calculus sequence. This course includes limits, continuity, derivatives and their applications, and an introduction to integration. Offered every semester.
Credits 4.0

Prerequisites
MA 133, appropriate placement recommendation, or consent of the instructor

MA 223 : Calculus II

The second course of the three-semester calculus sequence. This course covers calculus of transcendental functions; integration techniques; applications of integration including volumes, work, average value, arc length, and area of a surface of revolution; and infinite sequences and series. Offered fall semesters.
Credits 4.0

Prerequisites
MA 213, appropriate placement recommendation, or consent of the instructor

MA 233 : Calculus III

The final course of the three-semester calculus sequence. This course includes parametric equations and polar coordinates, vector-valued functions, partial derivatives, curves and surfaces in space, and multiple integrals. Offered spring semesters.
Credits 4.0

Prerequisites
MA 223, appropriate placement recommendation, or consent of the instructor

MA 302 : Survey of Geometry

Inductive and deductive study of topics from Euclidean, Transformational, Coordinate, and Non-Euclidean geometries.
Credits 4.0

Prerequisites
MA 223 or consent of the instructor
Semester Offered
Offered spring semester of odd years

MA 304 : Foundations for Mathematical Thinking

This course investigates foundational topics in numbers, algebra, geometry, functions, trigonometry, and Calculus from a mathematically advanced perspective. In addition to exploring the theoretical perspectives and interconnectedness of topics in these areas, we will consider the historical and conceptual evolution of the theory in order to better understand how these topics provide a foundation from which to build mathematical understanding in other disciplines and areas.
Credits 4.0

Prerequisites
MA 223 or consent of the instructor
Semester Offered
Offered fall semester of even years

MA 323 : Introduction to Linear Algebra

Matrix algebra, linear systems, vector spaces, and linear transformations.
Credits 4.0

Co-Requisite Courses
MA 223: Calculus II
Semester Offered
Offered fall semesters

MA 332 : Introduction to Differential Equations

First and higher order linear differential equations, variable coefficients, series methods, Laplace transforms, and a brief introduction to systems and numerical methods.
Credits 4.0

Prerequisite Courses
MA 223: Calculus II
Semester Offered
Offered spring semesters
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Statistical and Quantitative Literacy

MA 334 : Modeling and Technology

Discrete and continuous mathematical models from a variety of disciplines using appropriate technology. Includes experiences using various types of technology and addresses when technology is appropriate and when it is not.
Credits 4.0

Prerequisite Courses
MA 223: Calculus II
Semester Offered
Offered spring semester of even years

MA 343 : Probability & Statistics

Probability theory and statistical analysis. Topics include axioms of probability, combinatorial methods, discrete and continuous random variables, expectation and variance, data analysis, parameter hypothesis testing. The course will emphasize applications of probability and statistics to specific data sets.
Credits 4.0

Co-Requisite Courses
MA 223: Calculus II
Semester Offered
Offered fall semesters of odd years

MA 347 : Mathematics of Investment

Mathematics of investment and credit. Topics include interest rate measurements, annuities, loan repayments, bond valuation, rates of return of investments, and cashflow duration and immunization. This course covers a preponderance of the material needed to pass Exam FM of the Society of Actuaries.
Credits 4.0

Prerequisite Courses
MA 223: Calculus II

MA 353 : Topology

A rigorous study of the fundamental concepts of point-set topology, including metric spaces, separation, connectedness compactness, and homeomorphisms.
Credits 4.0

Prerequisite Courses
MA 223: Calculus II
Semester Offered
Offered spring semesters of odd years

MA 373 : Real Analysis

A rigorous study of the concepts of continuity, differentiation, integration and convergence.
Credits 4.0

Prerequisites
MA 201 and MA 223 or consent of the instructor
Semester Offered
Offered spring semesters of even years

MA 383 : Abstract Algebra

This course will introduce basic algebraic structures including groups rings and fields. In this context, the student will gain significant experience in finding and writing mathematical proofs. Optional topics may be chosen from solvable groups Sylow theorems, Galois theory, extension fields, and integral domains
Credits 4.0

Prerequisites
MA 201 and MA 223 or consent of the instructor
Semester Offered
Offered fall semesters of even years

MA 461 : Independent Study in Mathematics

Selected topics from the usual subject matter of undergraduate mathematics. Students work independently, but under the supervision of an instructor. A final examination, notebook, term paper, or any combination of these may be required. May be elected more than once, with a limit of eight hours credit.
Credits 1.0-4.0
Prerequisites
consent of the instructor
Notes
1-4 credits each semester

MA 463 : Internship in Mathematics

Credits 1.0-4.0

MA 465 : Independent Research in Mathematics

Credits 1.0-4.0

MA 466 : Independent Research in Mathematics

Credits 1.0-4.0

Mechanical Engineering

Assistant Professor Josiah Kunz
Assistant Professor Lisa Murray
Assistant Professor Ashiq Rahman

The mechanical engineering program at Illinois College prepares students to serve and solve problems both locally and globally. Training in engineering is intense and rigorous. Students will improve academically via critical thinking, quantitative reasoning, laboratory practices, and design and analysis. Mechanical engineering students will also learn how to work collaboratively, provide documentation, analyze systems, and ethically reason. With this robust foundation, students will be prepared to go directly into industry or continue their education at a post-graduate institution.

Mechanical Engineering

Major

A major in mechanical engineering consists of 86 credit hours with a grade of 'C–' or better in the required majors courses. This may be achieved by taking the core engineering requirements along with a selected concentration. Moreover, students whose level of language participation necessitates their enrollment in a world language course at the 101 level will have successfully completed the world language requirement upon completion of this course.

Core Engineering Courses

Item #	Title	Credits
CH 110	General Chemistry	4.0
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
MA 233	Calculus III	4.0
MA 332	Introduction to Differential Equations	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
	Sub-Total Credits	28

Mechanical Engineering Requirements

Item #	Title	Credits
EG 124	Introduction to CAD	2.0
EG 141	Applied Programming	4.0
EG 143	Introduction to Engineering	4.0
EG 150	Community Systems Engineering	4.0
EG 301	Circuits	4.0
EG 304	Materials Science	4.0
EG 321	Analytical Mechanics: Statics	4.0
EG 322	Analytical Mechanics: Dynamics	4.0
EG 323	Thermodynamics	4.0
EG 341	Computational Analysis	4.0
EG 423	Fluid Dynamics	4.0
EG 433	Heat and Mass Transfer	4.0
EG 495	Senior Seminar I	2.0
EG 496	Senior Seminar II	2.0
	Sub-Total Credits	50

Math or Chemistry Elective

Students must take one math or chemistry course from the following list:

Item #	Title	Credits
CH 203	Organic Chemistry I	4.0
CH 211	Quantitative Analysis	4.0
CH 231	Inorganic Chemistry	4.0
CH 231	Inorganic Chemistry	4.0
MA 123	Elementary Statistics	4.0
MA 323	Introduction to Linear Algebra	4.0
	Sub-Total Credits	4

Engineering Electives

Choose two from the following list:

Item #	Title	Credits
EG 151	Design for America	1.0-2.0
EG 463	Internship in Engineering	1.0-4.0
EG 465	Engineering Research	1.0-4.0
EG 490	FE Exam Preparation	
	Sub-Total Credits	3-10
	Total Credits	86

Mechanical Engineering

Minor

A minor in Mechanical Engineering requires the completion of a total of 24 semester hours:

Item #	Title	Credits
MA 213	Calculus I	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
	Sub-Total Credits	12

Engineering Electives

Students must take two Engineering courses at any level.

	Sub-Total Credits	8

300-Level Engineering Elective

Students must take one 300-level Engineering course.

Item #	Title	Credits
EG 301	Circuits	4.0
EG 304	Materials Science	4.0
EG 321	Analytical Mechanics: Statics	4.0
EG 322	Analytical Mechanics: Dynamics	4.0
EG 323	Thermodynamics	4.0
EG 341	Computational Analysis	4.0
	Sub-Total Credits	4
	Total Credits	24

Mechanical Engineering Course Descriptions

EG 124 : Introduction to CAD

This course is intended to be an overview of computer-aided design (CAD) for students with no prior 2D or 3D experience. In this introductory CAD class, students learn basic drawing and modifying techniques for drafting and technical drawing, using CAD software to create drawings that can be used to build objects in real life. This course will provide an emphasis on translating real objects into computer space and vice versa. Through this, students will learn how to create suable designs and will be able to evaluate the different uses of design. Not only is this a good introduction to computer-aided design for students pursuing engineering, but it is also a good way for other students to add CAD design to their resumes.
Credits 2.0

EG 141 : Applied Programming

An introduction to programming without the expectation of prior experience. Emphasis on learning the language of choice, solving problems, visualizing data via simple plots, and using modern tools. Weekly lab involves hardware. No prerequisites.
Credits 4.0

EG 143 : Introduction to Engineering

This course is designed to introduce students to the engineering profession and its practices. Various projects and activities are completed. The students learn about engineering analysis, data acquisition, sketching, critical thinking, ethical decision making, the design process, problem formulation, design evaluation and selection, teamwork, oral presentation skills, and effective writing.
Credits 4.0

Co-Requisite Courses
MA 133: Precalculus

EG 150 : Community Systems Engineering

Engineering as it relates to the immediate community around us. Theoretical work includes systems risk analysis, project planning, and engineering economics, but also highlights ethical implications inherent in the decisions made by engineers as they design products ranging from automobiles to healthcare devices to software to appliances for communities. Concretely, students will complete a project designed to make a positive impact in the community. No prerequisites.
Credits 4.0

BLUEprint
Community and Civic Engagement

EG 151 : Design for America

Design for America (DFA) Studio will develop a pipeline of innovation leaders that create impact through the implementation of DFA projects. This course is open to all Illinois College students and has no prerequisites. The course can be taken for 1 or 2 credit hours. A one-credit hour course would meet once per week while a two-credit hours course would be twice per week. Students will use the DFA process and utilize design software such as SketchUp for projects. Projects may be with local communities or Illinois College.
Credits 1.0-2.0

EG 301 : Circuits

This course covers the analysis and behavior of resistors, capacitors, and inductors in both static and dynamic contexts, alongside the types of electrical energy sources utilized. Students will learn to apply Ohm's Law, Kirchhoff's laws, and various network theorems to analyze DC and AC circuits, focusing on power flow and response characteristics. The course also includes the design and analysis of operational amplifier (op amp) circuits for instrumentation purposes. Students will gain the ability to model and mathematically describe circuit behavior under static and dynamic conditions. The course features extensive use of a strong laboratory component to reinforce theoretical concepts and develop hands-on skills with electronic instruments. The course includes 4 class hours and 2.5 lab/tutorial hours each week.
Credits 4.0

Prerequisite Courses
PY 202: College Physics II
MA 223: Calculus II
Semester Offered
Offered alternate years
Notes
Cross-listed with **PY 301**

EG 304 : Materials Science

This course in Materials Sciences and Engineering is ideal for 3-2 engineering and physics students interested to pursue mechanical, civil, industrial, materials science and general engineering. This course provides balanced, current treatment of the full spectrum of engineering materials, covering all the physical properties, applications and relevant properties associated with engineering materials. It explores all the major categories of materials while also offering detailed examinations of new materials with high-tech applications. The course involves investigating the relationships that exist between the structures and properties of materials.
Credits 4.0

Prerequisite Courses
PY 202: College Physics II
MA 223: Calculus II
Notes
Cross-listed with **PY 304**

EG 321 : Analytical Mechanics: Statics

Force, moments, and couples; conditions of equilibrium; distributed forces; center of gravity and moment of inertia; trusses; frames; beams.
Credits 4.0

Prerequisite Courses
PY 201: College Physics I
MA 213: Calculus I
Notes
Cross-listed with **PY 321**

EG 322 : Analytical Mechanics: Dynamics

Kinematics, kinetics, simple harmonic motion, work, energy, power.
Credits 4.0

Prerequisite Courses
PY 201: College Physics I
Co-Requisite Courses
MA 223: Calculus II
Notes
Cross-listed with **PY 322**

EG 323 : Thermodynamics

This course covers the fundamental concepts of temperature, work, and heat. Specific topics include the Laws of Thermodynamics, gas laws, entropy, conditions of equilibrium, gas cycles, the Maxwell relations, chemical potential and equilibrium, Gibbs' phase rule, Clapeyron-Clausius equation, kinetic-molecular theory, and the Maxwell-Boltzmann distribution. This course does not include a lab period.
Credits 4.0

Prerequisite Courses
CH 110: General Chemistry
PY 201: College Physics I
MA 223: Calculus II
Semester Offered
Offered spring semesters of even years
Notes
Cross-listed with **PY 323**

EG 341 : Computational Analysis

This course is designed to equip students to use software to analyze and solve practical engineering problems. After completing this course, students can move from a general problem statement to a software solution. Students will develop skills in logic, algorithm design, data structure design, and debugging. Students apply these skills to a variety of engineering, mathematical, and numerical methods problem areas. The topics covered include analysis of data from source files (e.g. text files, Excel files), advanced plotting, methods of solving differential equations, numerical integration, linear algebra, roots of polynomials, curve fitting (linear and polynomial regression), interpolation, and finite element analysis.
Credits 4.0

Prerequisite Courses
CS 160: Introduction to Computer Science
Prerequisites
; **MA 223**; **PY 202;** or proficiency in a coding language
BLUEprint
Statistical and Quantitative Literacy

EG 413 : Mechatronics Design

Mechatronics is a multidisciplinary field of engineering that combines mechanical engineering, electronics, computer science, and control engineering to design and create intelligent systems and products. It focuses on the integration of mechanical systems with electrical and digital components to develop smart, automated, and efficient solutions. This course is designed to introduce engineering students to the field of mechatronics and its applications in robotics, automotive systems, manufacturing & automation, medical devices, consumer electronics, and aerospace and defense. The students complete various projects, including a major design project. Through these projects and other activities, the students learn about the development of smart, efficient, and adaptive systems that improve automation, precision, and functionality in various industries, teamwork, oral presentation skills, and effective writing. Students are assessed through performance on projects, exams, quizzes, homework, written reports, and oral presentations.
Credits 4.0

Prerequisite Courses
MA 223: Calculus II
PY 202: College Physics II
EG 141: Applied Programming
Prerequisites
If you have not taken EG 141, another programming class will substitute as a prerequisite.
Semester Offered
Offered alternate years

EG 423 : Fluid Dynamics

This course is designed to provide students with a fundamental understanding of fluid behavior with an emphasis on liquids. The topics covered include fluid statics and dynamics, laminar and turbulent flow, pressure, forces including hydrostatic forces on submerged surfaces, momentum and energy equations, dimensional analysis, drag, incompressible and compressible flow, energy and hydraulic grade lines, and simple pumps. The course includes 4 class hours and 2.5 lab/tutorial hours each week.
Credits 4.0

Prerequisite Courses
EG 323: Thermodynamics

EG 433 : Heat and Mass Transfer

Introduction to advanced conduction, convection, and radiation models, as well as studies in mass transfer. A special focus is placed on applying these models (for example, in cooling electronics, building thermal management, or the industrial refrigeration of foods).
Credits 4.0

Prerequisite Courses
EG 423: Fluid Dynamics

EG 463 : Internship in Engineering

Credits 1.0-4.0

EG 465 : Engineering Research

Credits 1.0-4.0

EG 490 : FE Exam Preparation

In order to become a U.S. licensed professional engineer, one must first pass the NCEES Fundamentals of Engineering (FE) exam. This course prepares students to pass this exam by going over the extended list of topics. This course is strongly encouraged for students going into the industry.
Prerequisites
Senior Standing; Engineering major.

EG 495 : Senior Seminar I

The first of a two-course sequence, Senior Seminar I is the culmination of the engineering education experience at Illinois College. During this course, the instructor will introduce students to the selected, real-world problem and may form students into teams. Class time may be used for lecture on a specialized topic, project selection, documentation, literature reviews, hands-on experiences with the project, or visits to the site of interest.
Credits 2.0

EG 496 : Senior Seminar II

A continuation of Senior Seminar I, this class focuses on the execution and documentation of the project started the semester before.
Credits 2.0

Music

Associate Professor Christian Secrist
Assistant Professor Nichol DelGiorno
Instructor Tyler Carpenter

The courses in music are designed to enrich and broaden the understanding of music as an art form in all its cultural contexts. Some courses encourage participation in performance, while others deal with aspects of music history, notation, and analysis. The music minor offers immersive study in music for those who are passionate about music but wish to major in another subject. Prospective students may audition for fine arts scholarships, and all music ensembles (MU103, 105, 106, 107, and 113) are open to students (some, but not all, require an audition). Enrollment in the ensembles is counted in determining tuition charges. A fee is charged for private lessons, but this fee is waived for music minors.

Music

Minor

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

Students may count a maximum of 8 hours of ensemble coursework toward their degree requirements. Music ensemble hours are included in determining tuition charges for all students. Participation in music ensembles will satisfy the general education requirement in Creative Expressions with Studio with successful completion of 3 hours of credit.

Required Courses

Item #	Title	Credits
MU 111	Introduction to Music and Music Theory	4.0
MU 102	Music Appreciation	4.0
	Sub-Total Credits	8

Electives

8 hours of electives chosen from the following:

Item #	Title	Credits
MU 141	American Popular Music	4.0
MU 142	Introduction to World Music	4.0
MU 144	Intro to Digital Music Production	4.0
MU 216	Jazz History and Appreciation	4.0
MU 217	Music of Latin America and Hispanic Caribbean	4.0
	Sub-Total Credits	8

Applied Music Requirement

Students must take 2 credit hours of applied Music at the 200-level in 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.

	Sub-Total Credits	2

Additional Requirements

Students must also complete two hours of ensemble participation. Ensemble classes are listed below:

Item #	Title	Credits
MU 103	Symphony Chorale	0.0-1.0
MU 105	IC Band	0.0-1.0
MU 106	Concert Choir	0.0-1.0
MU 107	Symphony Orchestra	0.0-1.0
MU 113	Small Ensemble	0.0-1.0
	Sub-Total Credits	2
Students must also successfully complete of MU SR.		
	Total Credits	20

Music Course Descriptions

MU 102 : Music Appreciation

This class explores music through the lenses of culture and history, allowing us a deeper understanding of music-makers and listeners. Students will explore the dominant trends of Western music, including the major composers, musical styles, and historical eras that have shaped music from the Middle Ages to the present. A special emphasis will be given to developing active listening skills, as well as communication skills regarding aesthetic expression.

Credits 4.0

BLUEprint

Cultural Literacy

MU 103 : Symphony Chorale

Two and one-half hours of weekly rehearsal and two to four performances during the year. Includes the preparation and performance of major works for chorus and orchestra. Sponsored by the Jacksonville Symphony Society.

Credits 0.0-1.0

Prerequisites

consent of the instructor

Notes

0-1 credits each semester

MU 105 : IC Band

Three hours of weekly rehearsal, several performances both on and off campus throughout the year, including a Spring Concert Tour with other music ensembles to major metropolitan area. Repertoire performed includes sacred and secular concert music and original works for wind ensemble and concert band. Student should contact instructor for placement.

Credits 0.0-1.0

Notes

0-1 credits each semester

BLUEprint

Creative Expressions Studio

MU 106 : Concert Choir

Three hours of weekly rehearsal, several performances both on and off campus throughout the year, including a Spring Concert Tour with other music ensembles to major metropolitan areas. A variety of music is performed, including great masterworks from all periods of music history. Student should contact instructor for placement.

Credits 0.0-1.0

Notes

0-1 credits each semester

BLUEprint

Creative Expressions Studio

MU 107 : Symphony Orchestra

Two and one-half hours of weekly rehearsal and five or six concerts during the year. Sponsored by the Jacksonville Symphony Society.

Credits 0.0-1.0

Prerequisites

consent of the instructor

Notes

0-1 credits each semester

BLUEprint

Creative Expressions Studio

MU 109 : Class Voice

Introduction to singing, the development of the solo voice. Study of problems of vocal production, interpretation, style, and stage deportment. Vocal exercises and songs learned and memorized.

Credits 2.0

Prerequisites

No prerequisite

Semester Offered

Offered fall semesters

BLUEprint

Creative Expressions Studio

MU 111 : Introduction to Music and Music Theory

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

Credits 4.0

Semester Offered

Offered fall semesters

BLUEprint

Creative Expressions Studio

MU 113 : Small Ensemble

Percussion Ensemble, Brass Ensemble, Woodwind Quintet, String Quartet, Bella Voce (treble vocal ensemble) or other small chamber ensemble organized by the department.
Credits 0.0-1.0
Prerequisites
consent of instructor
Notes
0-1 credits each semester
BLUEprint
Creative Expressions Studio

MU 141 : American Popular Music

This course examines the characteristics and significance of popular music in the United States from the late nineteenth century to the present. No prior musical experience or knowledge is required to enroll in this course. We will explore musical characteristics such as form and instrumentation as well as the meaning and implications of text in music. The relationship of popular music to cultural, social, economic, and political dimensions will be central to the study and understanding of popular music in the United States.
Credits 4.0

BLUEprint
U.S. Diversity

MU 142 : Introduction to World Music

This is an introductory course covering a survey of music that falls outside of the traditional canon of Western Art Music. Historical and cultural backgrounds pertaining to the creation and performance of music will be considered, as will the roles of music and musicians in various culture and comparisons of musical practices in different geographical regions.
Credits 4.0

BLUEprint
Global Awareness

MU 144 : Intro to Digital Music Production

A hands-on introduction to the creation of original projects, using contemporary popular music techniques, including presets, loops, digital sampling, and basic recording. No Prerequisite. Open to any student regardless of musical background.
Credits 4.0

BLUEprint
Creative Expressions Studio

MU 152 : Voice

Private instruction in singing and vocal technique.
Credits 1.0-2.0
Notes
1-2 credits each semester

MU 162 : Instrument

Private instruction in, Piano, Organ, Brass, Woodwind, Percussion, Guitar, Bass, or Strings. Other instruments available by request when a well-qualified instructor is available to fulfill student demand.
Credits 1.0-2.0
Notes
1-2 credits each semester

MU 208 : Accompanying

Practical training and experience in the tradition, interpretation and execution of accompaniment. Students will accompany specific vocalists and/or instrumentalists in lessons, classes and performances.
Credits 1.0

Prerequisites
Consent of instructor

MU 216 : Jazz History and Appreciation

A study of the development of Jazz music from its origins to the present day. Students will explore the different eras, styles, artists, literature and social issues associated with Jazz, with a strong emphasis on audio and visual examples. The course will also provide a basic understanding of the structure of Jazz with the goal of developing greater skills for listening and appreciation of this uniquely American genre.
Credits 4.0

MU 217 : Music of Latin America and Hispanic Caribbean

This course explores the role of music in the human experience through the lens of Latin American and Hispanic Caribbean cultures as we investigate the intersection of music and film, religion, identity, movement, politics, and globalization. We will consider the historical and cultural backgrounds pertaining to the creation and performance of music, as well as the roles of music and musicians in various cultures and comparisons of musical practices in different geographical regions throughout Latin America and the Hispanic Caribbean.
Credits 4.0

Semester Offered
Offered alternate spring semesters
BLUEprint
Global Awareness

MU 250 : Voice: Music Minor

Private instruction in singing and vocal technique for music minors as their primary area of applied study.
Credits 1.0-2.0
Notes
1-2 credits each semester
BLUEprint
Creative Expressions Studio

MU 260 : Instrument: Music Minor

Private instruction in, Piano, Organ, Brass, Woodwind, Percussion, Strings, or Guitar for music minors as their primary area of applied study.
Credits 1.0-2.0
Notes
1-2 credits each semester
BLUEprint
Creative Expressions Studio

MU 270 : Composition

Credits 1.0-2.0
Prerequisites
Consent of instructor
Notes
1-2 credits each semester

MU 370 : Composition

Credits 1.0-2.0
Prerequisites
Consent of instructor
Notes
1-2 credits each semester

MU 461 : Independent Study in Music

Advanced supervised study in music theory or history, music performances (not a solo recital), or music administration.
Credits 1.0-4.0
Prerequisites
Consent of the instructor
Semester Offered
Offered fall semesters

MU 463 : Internship in Music

Credits 1.0-4.0

MU 465 : Independent Research in Music

Credits 1.0-4.0

MU SR : Student Recital

Attendance at recitals, concerts, and lectures is required of all music minors after declaration of the degree program. Attendance at these events is similar to convocation requirements, minors must attend at least 6 events per semester. The Department of Music will make a list of approved events available to the students.

Neuroscience

Administered by the Psychology Department

The Neuroscience major is interdisciplinary in nature, connecting many disciplines across campus (such as Psychology, Biology, Chemistry, Computer Science, Philosophy, and Political Science, as well as others) to better understand the brain. The major has been developed to help students gain admission to neuroscience graduate programs or to move directly into careers in related areas.

Its interdisciplinary liberal arts nature lends itself well to inquisitive students with interests across disciplines, enabling double majors and major-minor combinations. For example, beyond the traditional applications in Biology and Psychology, the program can be useful to Education majors who want to learn more about the developing brains of their students, English majors interested in medical journalism, Art majors interested in perception, Business majors interested in careers in the Pharmaceutical/Biotech industry, Math or Computer Science or Engineering majors interested in computational neuroscience, neural networks, brain-machine interfaces, etc.

Neuroscience

Major

The major will consist of 45 credit hours, including 12 hours of interdisciplinary preparatory courses, 21 hours of core neuroscience courses, and 12 hours of interdisciplinary neuroscience electives spread across disciplines.

A student wishing to double major in Neuroscience and another field must have a minimum of 33 credits of non-duplicated coursework for the Neuroscience Major.

A student wishing to pursue a minor in Psychology must have 12 credits of non-duplicated coursework in the minor field.

Interdisciplinary Preparatory Courses

Students must take three 100-level courses - one from Psychology, one from Biology, and one from Chemistry, Computer Science or Physics.

Item #	Title	Credits
PS 101	Introduction to Psychology	4.0
BI 107	Human Biology	4.0
BI 109	Plants & Society	4.0
BI 110	General Biology	4.0
CH 103	General, Organic, & Biological Chemistry	4.0
CH 110	General Chemistry	4.0
CS 125	Introduction to Web Design	4.0
CS 160	Introduction to Computer Science	4.0
CS 170	Introduction to Data Structures	4.0
PY 181	General Physics I	4.0
PY 182	General Physics II	4.0
	Sub-Total Credits	12

Core Neuroscience Courses

Item #	Title	Credits
PS 226	Introduction to Neuroscience and Behavior	4.0
PS 243	Introduction to Research Methods and Statistics	4.0
PS 327	Sensory and Motor Systems	4.0
NE 316	Advanced Neuroscience	4.0
PS 401	Seminar	4.0
	Sub-Total Credits	20

Neuroscience Electives

Choose an additional 3 courses from the following Neuroscience electives:

Item #	Title	Credits
BI 306	Developmental Biology	4.0
BI 307	Cell and Molecular Biology	4.0
BI 315	Anatomy and Physiology I	4.0
BI 328	Animal Behavior	4.0
CH 203	Organic Chemistry I	4.0
CH 309	Biochemistry I	4.0
CH 327	Medicinal Chemistry	4.0
CS 260	Data Structures and Algorithms	4.0
CS 420	Artificial Intelligence and Expert Systems	4.0
KI 232	Motor Development	4.0
KI 341	Biomechanics	4.0
PH 170	Philosophy of Mind	4.0
PS 244	Advanced Research Methods and Statistics	4.0
PS 261	Drugs, Behavior, and Neuropharmacology	4.0
PS 322	Cognitive Psychology	4.0
PS 346	Abnormal Psychology	4.0
PY 202	College Physics II	4.0
PY 301	Circuits	4.0
	Sub-Total Credits	12

Experiential Learning

Student must complete one-credit hour of experiential learning. Student can choose between PS 463 Internship or PS 465 Independent Research.

Item #	Title	Credits
PS 463	Internship in Psychology	1.0-4.0
PS 465	Independent Research in Psychology	1.0-4.0
	Sub-Total Credits	1
	Total Credits	45

Neuroscience

Minor

A student wishing to double minor in Neuroscience and Psychology must have 12 credits of non-duplicated coursework in the minor fields.

Introductory Course

An Introductory Course in Biology or Psychology (PS 101, BI 110 or BI 107)

Item #	Title	Credits
PS 101	Introduction to Psychology	4.0
BI 110	General Biology	4.0
BI 107	Human Biology	4.0
	Sub-Total Credits	4

Core Neuroscience Courses

Item #	Title	Credits
PH 170	Philosophy of Mind	4.0
PS 226	Introduction to Neuroscience and Behavior	4.0
PS 327	Sensory and Motor Systems	4.0
PS 261	Drugs, Behavior, and Neuropharmacology	4.0
	Sub-Total Credits	16

Neuroscience in the Liberal Arts

Choose one of the following (4 hours):

Item #	Title	Credits
BI 328	Animal Behavior	4.0
PS 330	Behavioral Genetics	4.0
	Sub-Total Credits	4
	Total Credits	24

Neuroscience Course Descriptions

NE 316 : Advanced Neuroscience

Advanced study of the brain. Topics include brain development, aging, plasticity, memory, and diseases/disorders of the brain. Course readings and topics will vary depending upon the interests of the class. Common readings and discussions are paired with individualized study in the student's areas of interest, culminating in a laboratory research project.

Credits 4.0

Prerequisites

PS 226 and a Statistical and Quantitative Literacy BLUEprint Course.

Notes

Cross-listed with **PS 316**

NE 401 : Liberal Arts & the Brain

This 1-credit hour course is designed to give neuroscience majors exposure to readings and discussions that demonstrate the connections between the brain and many other disciplinary areas across campus. Weekly meetings will discuss common readings. Additional topics include graduate school and career opportunities in the neurosciences.

Credits 1.0

Prerequisite Courses
PS 226: Introduction to Neuroscience and Behavior
Prerequisites
and a declared Neuroscience major.
Co-Requisite Courses
NE 316: Advanced Neuroscience

NE 461 : Independent Study in Neuroscience

Credits 1.0-4.0
Prerequisites
Consent of the instructor

NE 463 : Internship in Neuroscience

Clinical experiences in psychologically relevant facility.
Credits 1.0-4.0
Prerequisites
Consent of the instructor

NE 465 : Independent Research in Neuroscience

Independent Research
Credits 1.0-4.0
Prerequisites
Consent of the instructor

Nursing

Assistant Professor Angela Bentley - Director of Nursing
Assistant Professor Pamela Brown - MSN Program Coordinator
Assistant Professor Carrie Carls
Assistant Professor Amy Hyrnewych
Assistant Professor Jordan Jarzen
Assistant Professor Tracey Kreipe
Instructor Mallory Demuzio
Instructor Tauna Lummis
Instructor Karlie Randall
Part-time Assistant Professor Kimi Yuchs
Part-time Instructor April Howard
Part-time Instructor Cheryl Pope

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

The nursing program has a Holistic and Caring Framework that is essential for preparing nurses for professional practice in the 21st Century. The Illinois College Nursing Program recognizes that individuals, families, communities, and populations have inherent worth and should be treated with dignity and compassion.

The prelicensure or traditional track prepares you to be “practice ready” in addition to being prepared to take the National Council Licensing Examination (NCLEX) which allows you to become licensed as a Registered Professional Nurse (RN). Our traditional track requires a total of 130 credits and combines classroom instruction with hands on practice in our nursing laboratory and various clinical sites. Students begin hands on clinical in the second semester of the sophomore year.

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

Nursing Traditional Track

Major

Requirements for declaring a nursing major at the end of the first year:

- A “C” or better in BI 110 – General Biology (or the equivalent) and CH 103—General, Organic, & Biological Chemistry (or the equivalent)
- A college cumulative GPA of 2.75 or higher
- Successful completion of a minimum of 28 college credits
- A score of Proficient or higher on the Test of Essential Academic Skills (ATI TEAS)

Traditional Track: Required Courses

Item #	Title	Credits
BI 110	General Biology	4.0
BI 215	Medical Terminology	2.0
BI 245	Microbiology	4.0
BI 315	Anatomy and Physiology I	4.0
BI 316	Anatomy and Physiology II	4.0
CH 103	General, Organic, & Biological Chemistry	4.0
NU 255	Foundations of Nursing II	7.0
NU 311	Pharmacology I	3.0
NU 312	Pharmacology II	3.0
NU 336	Adult & Geriatric Nursing	7.0
NU 338	High Acuity Nursing	7.0
NU 400	Nursing Research & Evidence-Based Practice	3.0
NU 426	Maternal and Child Nursing	7.0
NU 428	Public, Community, & Population Nursing	6.0
NU 432	Mental Health Nursing	6.0
NU 452	Leadership & Health Policy in Nursing Practice	6.0
NU 460	Nursing Transitions	2.0
PH 350	Biomedical Ethics	4.0
PS 101	Introduction to Psychology	4.0
PS 276	Lifespan Development	4.0
SO 218	Social Problems	4.0
	Sub-Total Credits	100

Statistics Requirement

Students must take either MA 123 or SO 210.

Item #	Title	Credits
MA 123	Elementary Statistics	4.0
SO 210	Social Statistics	4.0
	Sub-Total Credits	4

Additional Requirements

Students must earn a grade of “C-” or higher in all nursing and nursing support courses required for the nursing major. A failure in the clinical practicum will result in failure of the course, regardless of classroom performance. (See the Nursing Handbook for additional information on program requirements.)

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

	Total Credits	104

Master of Science in Nursing (Online)

Master

The Master of Science in Nursing online program offers students two areas of concentration: leadership/ administration or education. Both concentrations consist of a 36-credit hour track with core courses, interdisciplinary courses, and concentration courses. Each student completes all core and interdisciplinary courses and then completes their chosen area of concentration courses. This track is based on and meets the standards of the American Association of Colleges of Nursing's Essentials of Master's Education in Nursing (2011), and the Commission on Collegiate Nursing Education's Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2017).

Admissions Requirements

Acceptance into the MSN program is contingent on meeting the following admission requirements:

- Bachelor of Science Degree in Nursing (BSN) from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Accrediting Commission (NLNAC).
- Minimum grade point average of 2.5 on a 4.0 scale for the last 60 semester credit hours of undergraduate course work.
- Official transcripts of all prior collegiate academic work.
- Evidence of satisfactory completion of introductory courses in statistics, nursing research, and health assessment, or their equivalent, with a grade of "C" or better at the baccalaureate level.
- Basic computer skills.
- Evidence of licensure as a registered professional nurse in any state or territory of the United States.
- Evidence of liability insurance.
- Current CPR certification.
- Evidence of the following immunization: Hepatitis, MMR, tetanus, and diphtheria.
- Evidence of an annual TB skin test.
- Evidence of health insurance.
- Criminal background check within 90 days prior to the first practicum experience.

Acceptance into the program for any student who speaks English as a second language is also contingent on meeting the following admission requirement:

- TOEFL score or other acceptable proof of English proficiency.
    - Students for whom English is a second language may be referred to an ESL program of study as a condition for enrollment into the program.

Transfer of Credit

Students may transfer a maximum of 4 semester credit hours of previous graduate level course work (from a regionally accredited university or college). Only courses with a grade of B or better will be transferred.

Core Courses

Item #	Title	Credits
NU 510	Nursing Philosophy/Theories	4.0
NU 512	Advanced Assessment, Pathophysiology and Pharmacology	4.0
NU 514	Evidence-Based Research in Advanced Nursing Practice	4.0
NU 516	Leadership in Healthcare Policy & Advocacy	4.0
	Sub-Total Credits	16

Interdisciplinary Courses

Item #	Title	Credits
PS 543	Data Analysis & Statistics	4.0
CO 520	Leadership and Instructional Communication	4.0
	Sub-Total Credits	8

Nursing Leadership/Administration Concentration Courses

Item #	Title	Credits
NU 610	Nursing Leadership and Healthcare Finance	4.0
NU 612	Organizational Behavior in Healthcare	4.0
NU 614	Leadership in Healthcare Systems: Advanced Roles in Nursing	4.0
	Sub-Total Credits	12

Nursing Education Concentration Courses

Item #	Title	Credits
NU 630	Curriculum Development and Evaluation	4.0
NU 632	Innovative Teaching Strategies in Nursing	4.0
NU 634	Evaluation and Testing in Nursing Education	4.0
	Sub-Total Credits	12

Notes

Licensure

Students in the MSN program practice professional nursing during their practicums and therefore must have a current registered nurse license from a state or territory of the United States and liability insurance. All students must submit proof of licensure and insurance when applying for the program and whenever their license and/or insurance are renewed.

The names and origin of license of all "out-of-state" professional nurses are filed with the Illinois Division of Professional Regulation at the beginning of each semester, allowing these students to practice nursing during their practicums. According to the Illinois Nurse Practice Act, students who have a license from another state or territory can practice in the state as a graduate student when under the supervision of faculty. Students who wish to work in the State of Illinois while enrolled in the program must apply to the Illinois Department of Financial and Professional Regulation, Division of Professional Regulation, for an Illinois registered professional nurse license.

Progression Requirements and Policy

Students in the BSN to MSN Track at Illinois College are required to maintain a 3.0 grade point average. A student may earn one "C" in a Masters level nursing course or cognate course if they maintain the 3.0 GPA. Students who earn in excess of one "C" in either a nursing or elective course may be dismissed. All issues regarding student's academic progress will be decided by the faculty on a case-by-case basis.

Academic Standing

Students in the BSN to MSN Track are required to maintain a cumulative GPA of 3.0 on a 4.0 scale. Students who fail to meet this standard will be subject to an academic review by the Coordinator of Online Nursing and may be dismissed from the program depending on the severity of the academic deficiency. All students must have a cumulative GPA of 3.0 or better to graduate from the MSN Track.

A student who is dismissed from the program for academic reasons may appeal the dismissal within 30 calendar days from the date on the dismissal letter. While the appeal is pending, the student cannot register for or attend classes. The Department of Nursing is responsible for deciding the merits of an appeal. The appeal must be in writing and addressed to the Coordinator of the MSN Program. The appeal must provide in detail the following information:

- Description of the unusual or non-recurring events that lead to the student's poor academic performance.
- Actions that have been taken or will be taken by the student to ensure there will be no recurrence of these events.
- Actions that have been taken or will be taken by the student to ensure his/her cumulative GPA will quickly reach a minimum of 3.0.
- Any additional evidence or information that may be helpful in reaching a decision.

Dismissal

Illinois College Department of Nursing reserves the right to dismiss students from the MSN program regardless of the cumulative grade point average for:

- Not meeting progression requirements
- Unsafe clinical performance as outlined in the "Unsafe Student Practice Policy."
- Failure to comply with the policies of the program
- Failure to maintain licensure as a professional nursing
- Unsafe performance as a nurse in general

Immediate Dismissal

- Immediate dismissal may result from the following:
- Knowingly causing a patient harm
- Appearance in the class or practicum under the influence of drugs or alcohol. Student may be asked to take a drug screening test.

Graduation Requirements

- 36 credit hours at the graduate level
- Complete all core, concentration, and elective courses
- Completion of student's project.
- A cumulative grade point average of 3.0 or above

Total Credits	36

Nursing Course Descriptions

NU 254 : Foundations of Nursing I

This course will socialize students to the nursing profession and introduce them to foundational knowledge and competencies necessary for nursing. The course focuses on integrating critical thinking, clinical reasoning, and professional standards such as values, ethics, and legal responsibilities. This course emphasizes the fundamental concepts of caring, communication, the nursing process, and technical nursing skills including integration of health assessment concepts and competencies. This course is designed as a foundation for subsequent nursing courses and a bridge between the natural and social sciences and nursing. This course includes a clinically focused simulation lab where students will get to explore the fundamental concepts and engage in hands-on learning opportunities to facilitate understanding and application of the foundational skills necessary to develop clinical judgment and provide safe, quality nursing care. Co-requisites: BI 215 Medical Terminology and BI 315 Anatomy & Physiology.
Credits 5.0

Co-Requisite Courses
BI 215: Medical Terminology
BI 315: Anatomy and Physiology I
Semester Offered
Offered every fall

NU 255 : Foundations of Nursing II

This course is designed to build upon the knowledge and concepts learned in Foundations of Nursing I. In addition to continued development of health assessment skills, fundamental theory and skill acquisition, this course will focus on patient teaching, surgical asepsis, wound care, pain management, oxygenation, digestion and bowel elimination, urinary elimination, medication administration, and end-of-life care. This course includes a clinically focused simulation lab where students will further explore fundamental concepts and engage in hands-on learning opportunities to strengthen the understanding and application of foundational skills needed to develop clinical judgment and provide safe, quality nursing care. This course will also provide students, functioning in the role of providers of care, the opportunity to apply the acquired knowledge and skills in an adult health care setting.
Credits 7.0

Prerequisite Courses
BI 316: Anatomy and Physiology II

NU 311 : Pharmacology I

This course brings a pathophysiological approach to pharmacology. Students use a systems approach to learning drug classifications and key drug prototypes. The principals of safe medication administration are emphasized. Students integrate knowledge from biological and physiological sciences to make connections between pharmacology, pathophysiology, and the safe administration of medication therapies. Patient teaching is key to safe medication administration and students use current research to create patient teaching plans.
Credits 3.0

NU 312 : Pharmacology II

Pharmacology II is a continuation course that provides the knowledge necessary to understand the physiological and pharmacological aspects of illness and disease. It addresses the scientific principles and rationales necessary to recognize the relationships between pathophysiology, pharmacology, and nursing care for diverse patient populations.
Credits 3.0

NU 336 : Adult & Geriatric Nursing

This course focuses on holistic nursing theory and concepts related to managing care for young, middle, and older adults with acute and chronic health conditions. Gender aspects of biological, epidemiological, psychological, and sociological health are considered. Growth and development and health promotion/disease prevention are emphasized. Attitudes about age, historical perspectives, transcultural concepts, growing old, and end-of-life issues are also addressed.
Credits 7.0

NU 338 : High Acuity Nursing

This course emphasizes holistic nursing theory and concepts related to care of patients with multi-system, unpredictable, and complex health conditions. Students practice across settings, from high-skill home care to long-term care to specialized critical care units. Students focus on the relationship between pathophysiology, disease management, and evidence-based holistic care to further develop clinical reasoning skills that lead to optimal decision making in high-acuity situations. This course includes a lab focused on simulation-based critical thinking scenarios which allow opportunities for safe practice and delivery of care to high-acuity populations. Clinical rotations enhance student ability to monitor and care for patients with complex health issues and collaborate with interdisciplinary team members to maximize patient outcomes.
Credits 7.0

Co-Requisite Courses
NU 312: Pharmacology II

NU 400 : Nursing Research & Evidence-Based Practice

This course focuses on the fundamental competencies the student needs in order to effectively use and communicate the process of scientific inquiry as the basis for professional nursing practice. Opportunities are provided for the student to apply evidence-based practice and the research process to critically read and analyze nursing research studies. A general understanding of and appreciation for research is provided. In this course the students will be exposed to an overview of evidence-based practice and research, consider ethical aspects related to the conduct of research, and explore processes related to qualitative and quantitative research.
Credits 3.0

NU 426 : Maternal and Child Nursing

This course focuses on holistic nursing care related to childbearing women, neonates, infants, children and adolescents in acute, and community settings. Common acute and chronic health conditions are addressed. Contemporary issues in women's, families', infants, children's, and adolescent's health are emphasized. Emerging and evolving models of families are discussed. Students integrate concepts from genetics, growth and development, and health promotion/disease prevention into care. Students write a scholarly paper documenting a holistic family assessment with a family centered disease prevention/health promotion plan.
Credits 7.0

NU 428 : Public, Community, & Population Nursing

This course focuses on theories and concepts related to managing care for vulnerable and other populations in community settings. Central themes include promoting and protecting the health of the public using health promotion, risk reduction and disease management, and strategies related to vulnerable populations. Evidence-based practice is guided by community assessments, epidemiologic data, environmental data, change, political action, and case management frameworks. Concepts of social justice, disparities in health and health care, and vulnerable and culturally diverse populations are addressed within a global context.
Credits 6.0

BLUEprint
Community and Civic Engagement

NU 432 : Mental Health Nursing

This course focuses on holistic nursing theory and concepts related to managing care for persons with acute and chronic psychiatric/mental health needs/conditions in acute and community settings. A developmental lifespan approach is used to situate mental health within the wellness-illness continuum. Emphasis is on establishing therapeutic relationships, therapeutic communications, interdisciplinary collaboration, and on applying psychopharmacologic and therapeutic treatment principles.
Credits 6.0

Prerequisites
Satisfactory progress through and completion of freshman and sophomore year courses in accordance with the Traditional Track Degree Plan.

NU 452 : Leadership & Health Policy in Nursing Practice

This course emphasizes theories and concepts related to leadership, management and the nurse's role in the political process and health policy. Students focus on concepts of leadership, management, power politics, delegation, and conflict management. Students are expected to apply concepts of professional practice models, professionalism, and interpersonal communication skills to foster positive work environments. Students engage with interdisciplinary teams to effect change that directly or indirectly improves patient-centered care. The role of the political process and health policy is explored, and students interact with legislators to inform and influence change in health care and/or the nursing profession. Students spend at least 80 hours in clinical practice during NU 452.
Credits 6.0

Corequisites
Student must also be enrolled in NU 451

NU 460 : Nursing Transitions

Students will synthesize knowledge for science and humanities into nursing in order to competently enter professional nursing practice. Students focus on self-performance and individual readiness for professional practice. Student conduct ongoing assessments and self-evaluations of their integrated knowledge and create a plan for successful transition into nursing practice.
Credits 2.0

NU 510 : Nursing Philosophy/Theories

Analysis of philosophy and theoretical models, and mid-range theories in nursing. Students conduct concept analysis and develop a testable mid-range theory relevant to directly or indirectly improving health promotion and patient care.
Credits 4.0

NU 512 : Advanced Assessment, Pathophysiology and Pharmacology

Students examine pathophysiological processes and the pharmacological therapies related to common health conditions encountered in nursing practice settings. Students focus on analyzing health histories, physical assessment findings, test results, and medical treatments to design nursing care for a variety of patient populations.

Note: This course requires students to complete a 45-hour practicum with a qualified preceptor. This practicum focuses on integrative nursing practice. Students use advanced knowledge of physiology, pathophysiology, assessment, and pharmacological management to deliver person-centered care across time and development levels.

Credits 4.0

NU 514 : Evidence-Based Research in Advanced Nursing Practice

Students explore theories related to the generation and evaluation of evidence, research utilization, and evidence-based practice. Issues from nursing practice are identified, developed and refined into an evidence-based researchable project based on testing a mid-range theory.
Credits 4.0

NU 516 : Leadership in Healthcare Policy & Advocacy

This course explores the role of nursing leadership in healthcare policy. Students study the role of nursing leaders in formulating and advocating for healthcare policy that supports health promotion and ensures the delivery of safe and effective healthcare. Students examine policy initiatives in wellness and promotion of health including self-care. Students analyze the impact of health policy at the local, regional, national, and/or international levels, addressing effects of healthcare economics, regulation, and care delivery.
Credits 4.0

NU 610 : Nursing Leadership and Healthcare Finance

This course focuses on theories, concepts, and principles from nursing and related disciplines to form a foundation for nursing leadership and administration. Theories of change, role, adaptation, need and leadership are investigated in relationship to advanced nursing practice. Students complete a 60-hour practicum, related to their change project, within a faculty approved health care agency or system.
Credits 4.0

NU 612 : Organizational Behavior in Healthcare

This course explores human behavior at the individual, interpersonal and group levels, examines the effects of organizational structure on behavior in multi-cultural organizations, and studies practices and methods within the organization that promote or hinder a healthy work environment. Key concepts include ethical management and leadership, and the history and evolution of management and leadership in the United States.
Credits 4.0

Notes
4 credits (Includes Practicum)

NU 614 : Leadership in Healthcare Systems: Advanced Roles in Nursing

This course focuses on leadership theory and the role of advanced practice nurses in leadership/ management, and as a colleague and/or consultant in health care systems. An emphasis is placed on transformational leadership and the leaders' responsibility to create a healthy work environment, develop staff, and ensure safe, quality patient-centered care while complying with regulatory, legal and ethical standards.
Credits 4.0

Notes
4 credits (Includes Practicum)

NU 630 : Curriculum Development and Evaluation

This course provides an introduction to curriculum development in nursing education. Core processes of curriculum development, scholarship in curriculum work, organization of curriculum, and ongoing evaluation for continuous improvement are emphasized. Examples of nursing curricula are available to students.
Credits 4.0

NU 632 : Innovative Teaching Strategies in Nursing

This course focuses on theories of teaching/learning and various approaches to classroom, clinical, and virtual learning. Key concepts include culture and diversity in the classroom, learning styles, socializing professional behaviors; strategies for innovation in teaching, action-focused thinking use of technology and other media.
Credits 4.0

Notes
4 credits (Includes Practicum)

NU 634 : Evaluation and Testing in Nursing Education

This course focuses on evaluation of student performance, evaluation of aggregates and evaluation of the nursing program. Key concepts include significance of giving and receiving feedback, formative and summative assessments, grading policies, perspectives on program evaluation, frameworks for program evaluation, and standards and processes of program evaluation.
Credits 4.0

Notes
4 credits (Includes Practicum)

Philosophy

Associate Professor John A. Laumakis

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

Philosophy
Minor

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

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

Total Credits	20

Philosophy Course Descriptions

PH 115 : Introduction to Logic

Is there an afterlife for human beings? To address this question, we will study (1) arguments, (2) systems of reasoning (deduction and induction), (3) definitions, and (4) fallacies so that we can apply logical terminology, concepts, and techniques to primary philosophical texts, including classical and more recent texts, about human immortality. Using logic in reading and discussing these texts will enable us to examine and refine our own beliefs throughout the semester as we try to determine whether there is an afterlife for human beings.

The difference in these descriptions regards the course's unifying question—a shift from what is a good human life? to is there an afterlife for human beings? Both are foundational questions of human life, and both are addressed in philosophy. The new one is a different topic
Credits 4.0

BLUEprint
Humanistic Values

PH 170 : Philosophy of Mind

What is the human mind? To address this question, we will read traditional and recent texts in philosophy of the mind that focus on (1) the nature of the self, including the mind-body problem and personal identity, (2) the self's way of knowing and communication, including sensation, perception, imagination, understanding, thinking, and language, and (3) the self's awareness, that is, consciousness. By investigating philosophical views of the human mind in this way, we will learn about the historical background and current broader context for psychology as the scientific study of the human mind as we examine and refine our own beliefs throughout the semester to determine what the human mind is.
Credits 4.0

BLUEprint
Humanistic Values

PH 180 : Science and Philosophy

In this course, we will study the origin of science in Western philosophy. Beginning where we are, we will first clarify what science is today in the United States, and then we will read texts by some of the earliest thinkers in the history of Western philosophy, including the Presocratics, Plato, and Aristotle as well as Lucretius and Sextus Empiricus, to learn how science began and developed in the civilizations of ancient Greece and Rome. Throughout the course, we will examine basic concepts in epistemology, including truth and falsity, belief and knowledge, sensation and reasoning, and Dogmatism and Skepticism, as we learn how the civilizations of ancient Greece and Rome—specifically, their philosophical dimensions—shaped the worldviews of individuals, just as the civilization of the United States today shapes our own individual views of science.
Credits 4.0

Semester Offered
Offered alternate fall semesters
BLUEprint
Cultural Literacy

PH 216 : Computer Ethics

An introduction to the ethical theories needed to examine various ethical issues in computing such as privacy, security, reliability, responsibility, intellectual property, and freedom of expression. Examples illustrating important concepts are drawn from both the past and current media. A brief history and overview of computing is provided so that prerequisite courses in computer science are not needed other than familiarity with current popular applications software.
Credits 4.0

PH 224 : Political Theory

Which is a better form of government: monarchy or democracy? To address this question, we will study classical texts in political theory from the history of Western philosophy that examine human nature, law, justice, rights, equality, economics, freedom, ethics, religion, property, power, and war. Our textual analyses and discussions of these topics will enable us to examine and refine our own values throughout the semester as we think about the best form of government for a good human life and, thus, determine whether monarchy or democracy is the better form of government.
Credits 4.0

Notes
Cross-listed with **PO 224**
BLUEprint
Humanistic Values

PH 315 : Business Ethics

What role, if any, does business have in a good human life? To address this question, we will study and apply ethical principles and theories—both religious and philosophical—to the policies and actions of business in the mixed market economy of the United States, that is, and economy in which the production and sale of goods and services are structured by a combination of market forces and government regulations. Focusing on the triad of (1) consumers, (2) businesses, and (3) government, not only will we explore business cases about topics such as product safety, marketing, and consumers' rights, but also, in our spotlight section in the second half of the semester, we will conduct and extended moral analysis of the healthcare industry in the United States. We will thus examine and refine our own values throughout the semester as we think about the story of business—what business is—and try to determine what role, if any, business has in a good human life.
Credits 4.0

Notes
Cross-listed with BU 315
BLUEprint
Humanistic Values

PH 350 : Biomedical Ethics

What role, if any, does medicine have in a good human life? To address this question, this course explores matters of social justice in the healthcare system of the United States. The primary focus is on fundamental ethical principles and their corresponding theories that function as ethics decision-making model, such as the Principle of Utility and its corresponding theory of Utilitarianism. Case studies from across the lifespan are used to apply ethical decision-making models to patient-health professional interactions and the use of human subjects in medical research, thereby enabling us to examine and refine our own values throughout the semester as we try to determine what role, if any, medicine has in a good human life.
Credits 4.0

BLUEprint
Humanistic Values

Physics

Assistant Professor Josiah Kunz
Assistant Professor Lisa Murray
Assistant Professor Ashiq Rahman

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

Prerequisites must be completed with a grade of 'C' or above.

Physics

Major

A major in Physics consists of a minimum of 28 semester hours in classroom and laboratory physics courses, along with a minimum of 16 semester hours of Mathematics courses as tool courses for the major.

Required Courses

Item #	Title	Credits
MA 213	Calculus I	4.0
MA 223	Calculus II	4.0
MA 233	Calculus III	4.0
MA 332	Introduction to Differential Equations	4.0
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
PY 321	Analytic Mechanics: Statics	4.0
	Sub-Total Credits	28

Physics Electives

Students must choose three courses from the following list:

Item #	Title	Credits
PY 301	Circuits	4.0
PY 302	Electricity and Magnetism	4.0
PY 303	Light	4.0
PY 365	Quantum Theory & Spectroscopy	4.0
	Sub-Total Credits	12

Second Physics Elective

Students must choose one course from the following list:

Item #	Title	Credits
PY 304	Materials Science for Engineers	4.0
PY 321	Analytic Mechanics: Statics	4.0
PY 322	Analytic Mechanics: Dynamics	4.0
PY 323	Thermodynamics	4.0
	Sub-Total Credits	4

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.

	Total Credits	44

Physics: Engineering Track

Major

The Department of Physics offers a program in dual degree engineering through cooperative agreements with larger universities. Other names for this type of program include pre-engineering programs and 3-2 engineering (reflects the number of years spent at each institution). Dual degree refers to the fact that the student will receive degrees from two institutions. Students typically spend three years at Illinois College taking courses in physics, math, computer science and chemistry along with courses in the humanities, social sciences, and arts. Two years are then spent at the partner university concentrating on a specific engineering discipline. Upon completion of the program, the student receives a Bachelor of Science degree in physics with engineering from Illinois College and a Bachelor of Science Engineering from the partner university.

Required Courses

The major requires a minimum of 24 hours in classroom and laboratory physics courses at Illinois College of which 16 hours must be at the 300-level. MA 332 and three additional courses chosen from the major requirements for the chemistry, biology, or computer science major are also required. These three should be chosen in consultation with the student's Physics advisor to best meet the needs of the particular engineering program that the student wishes to pursue. The most commonly selected courses are CH 110, CS 160 and CS 170.

	Sub-Total Credits	24

Additional Requirements

PY 202 and MA 223 are prerequisite to all upper division courses unless waived by the department chair. Prerequisites must be completed with a grade of 'C' or above. The students must complete at least 88 hours of academic credit (senior standing) at Illinois College before approval will be given for continuation of the program at the engineering institution. The Illinois College senior residency requirement is waived for participants in this program. The completion of a degree program in mechanical, civil, or electrical engineering or related discipline at an approved institution is required for the award of the Illinois College bachelor's degree. A student who elects not to continue the dual degree program will need to complete all **BLUEprint requirements** for graduation from Illinois College. Faculty approval to be in a 3-2 program is given if a 2.75 average (on a 4.0 scale) is achieved in courses in Division II (Biology, Chemistry, Computer Science, Mathematics, and Physics). Students are strongly encouraged to work closely with their advisors to verify that the general education requirements of the engineering institution are also fulfilled by their Illinois College studies. Students need to complete their graduation application and degree audit with the Illinois College Office of the Registrar prior to leaving campus to attend the transfer institution.

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

1. Students in the 3-2 Program in Engineering whose level of language participation necessitates their enrollment in a world language course at the 101 level will have successfully completed the world language requirement upon completion of this course.
2. Since participants in the 3-2 Program in Engineering attend Illinois College for only three years, they are not required to have a senior capstone course or experience.

	Total Credits	24

Physics

Minor

Prerequisites must be completed with a grade of 'C' or above.

Required Courses

Item #	Title	Credits
PY 201	College Physics I	4.0
PY 202	College Physics II	4.0
	Sub-Total Credits	8

8 additional hours of Physics at the 300-level

Including at least one of the following courses:

Item #	Title	Credits
PY 301	Circuits	4.0
PY 302	Electricity and Magnetism	4.0
PY 303	Light	4.0
PY 365	Quantum Theory & Spectroscopy	4.0
	Sub-Total Credits	8

Total Credits	16

Physics Course Descriptions

PY 181 : General Physics I

Mechanics, heat, and sound. Three class hours and one two-hour laboratory per week. Students with sufficient mathematical preparation for PY 201 are strongly encouraged to take PY 201 instead.
Credits 4.0

Prerequisites
One semester of college mathematics at the level of MA 133 or higher, with a grade of C or better.

PY 182 : General Physics II

A continuation of PY 181 covering electricity, magnetism, and light. Three class hours and one two-hour laboratory per week. Students with sufficient mathematical prerequisites for PY 202 are strongly encouraged to take PY 202 instead.
Credits 4.0

Prerequisite Courses
PY 181: General Physics I
Semester Offered
Offered spring semesters

PY 201 : College Physics I

Fundamental for work in advanced physics, engineering, chemistry, and applications of mathematics and computer science. Covers mechanics, and heat with the use of calculus. Four class hours and one two-hour laboratory period per week.
Credits 4.0

Co-Requisite Courses
MA 213: Calculus I

PY 202 : College Physics II

A continuation of PY 201 covering electricity, magnetism, and light with the use of calculus. Four class hours and one two-hour laboratory period per week.
Credits 4.0

Prerequisite Courses
PY 201: College Physics I
Prerequisites
PY 201 with a grade of C or above.

PY 301 : Circuits

This course covers the analysis and behavior of resistors, capacitors, and inductors in both static and dynamic contexts, alongside the types of electrical energy sources utilized. Students will learn to apply Ohm's Law, Kirchhoff's laws, and various network theorems to analyze DC and AC circuits, focusing on power flow and response characteristics. The course also includes the design and analysis of operational amplifier (op amp) circuits for instrumentation purposes. Students will gain the ability to model and mathematically describe circuit behavior under static and dynamic conditions. The course features extensive use of a strong laboratory component to reinforce theoretical concepts and develop hands-on skills with electronic instruments. The course includes 4 class hours and 2.5 lab/tutorial hours each week.
Credits 4.0

Prerequisites
PY 202 and MA 223
Notes
EG 301

PY 302 : Electricity and Magnetism

Electrostatics, magnetism, Maxwell's Equations, and introduction to the electromagnetic theory of light. Includes one three-hour laboratory period per week.
Credits 4.0

Prerequisite Courses
PY 202: College Physics II
Corequisites
MA 233, or permission of instructor

PY 303 : Light

Geometrical and physical optics: reflection, refraction, dispersion, lasers, interference, diffraction, polarization, and spectroscopy. Includes one three-hour laboratory period per week.
Credits 4.0

Prerequisites
PY 202 and MA 223

PY 304 : Materials Science for Engineers

This course in Materials Sciences and Engineering is ideal for 3-2 engineering and physics students interested to pursue mechanical, civil, industrial, materials science and general engineering. This course provides balanced, current treatment of the full spectrum of engineering materials, covering all the physical properties, applications and relevant properties associated with engineering materials. It explores all the major categories of materials while also offering detailed examinations of new materials with high-tech applications. The course involves investigating the relationships that exist between the structures and properties of materials.
Credits 4.0

Prerequisites
PY 202 and MA 223

PY 321 : Analytic Mechanics: Statics

Force, moments, and couples; conditions of equilibrium; distributed forces; center of gravity and moment of inertia; trusses; frames; beams.
Credits 4.0

Prerequisites
PY 201 and MA 213

PY 322 : Analytic Mechanics: Dynamics

Kinematics, kinetics, simple harmonic motion, work, energy, power.
Credits 4.0

Prerequisite Courses
PY 201: College Physics I
Co-Requisite Courses
MA 223: Calculus II

PY 323 : Thermodynamics

This course covers the fundamental concepts of temperature, work, and heat. Specific topics include the Laws of Thermodynamics, gas laws, entropy, conditions of equilibrium, gas cycles, the Maxwell relations, chemical potential and equilibrium, Gibbs' phase rule, ClapeyronClausius equation, kinetic-molecular theory, and the Maxwell-Boltzmann distribution. This course does not include a lab period.
Credits 4.0

Prerequisite Courses
CH 110: General Chemistry
PY 201: College Physics I
MA 223: Calculus II
Semester Offered
Offered spring semester of even years

PY 365 : Quantum Theory & Spectroscopy

Introduces chemistry and physics students to principles of quantum theory with applications to material and chemical systems, and spectroscopy. Topics include: development of quantum theory, fundamental postulates, quantum theory of simple systems, quantum theory of molecules and extended systems, application of quantum theory to spectroscopy of atoms, molecules, and extended systems. Appropriate as an introduction to quantum theory for students of physics or as a physical chemical treatment for students of chemistry. Course replaces CH342 (Physical Chemistry II) and PY306 (Modern Physics). Cross-listed between physics and chemistry. Three class hours and one three-hour lab per week
Credits 4.0

Prerequisite Courses
CH 110: General Chemistry
PY 202: College Physics II
MA 223: Calculus II
Notes
Cross-listed with **CH 365**

PY 411 : Senior Seminar I

The first half of the Physics senior seminar experience. Students develop lab-based or expository projects which include literature review and interdisciplinary aspects.
Credits 2.0

Prerequisites
Senior standing and two 300-level physics courses

PY 412 : Senior Seminar II

The second of a two-semester sequence of 2-credit hour courses which together make up the senior seminar. Students continue to work independently on research projects (lab-based or expository) under the supervision of a faculty member. The projects will include an interdisciplinary component developed with the aid of the instructor.
Credits 2.0

Prerequisite Courses
PY 411: Senior Seminar I

PY 461 : Independent Study in Physics

Individual projects course for advanced qualified students
Credits 2.0-6.0
Prerequisites
Consent of the instructor

PY 463 : Internship in Physics

Students spend an entire summer or academic semester as interns in physics/engineering research projects at Argonne National Laboratory, other government agencies or in the private sector.
Credits 2.0-8.0
Prerequisites
Approval of department chair and on-site supervisor

PY 465 : Independent Research in Physics

Credits 1.0-4.0

PY 466 : Independent Research in Physics

Credits 1.0-4.0

Political Science

Professor Winston R. Wells
Associate Professor Dane G. Wendell
Assistant Professor Yorkow Oppun-Acquah

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

Students must complete the major or minor in political science with a grade point average of 2.0 or better for courses in the discipline. No student may register for IS 485 with less than a 2.0 GPA in the major. No courses in which a student earns below a 'C-' will be counted as meeting major or minor course requirements.

Political Science

Major

Political Science courses are designed to give students an understanding of government and politics, political behavior, and public policy in the US and around the world. Students become experts in American and international political institutions and they develop the skills necessary for civic leadership and global citizenship. 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 and PO 150 or PO 180. Students must complete the major in Political Science with a GPA 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 the major course requirements.

Required Courses

Item #	Title	Credits
PO 101	U.S. Federal Government	4.0
PO 150	World Politics	4.0
IS 485	A Liberal Arts Survival Guide	4.0
	Sub-Total Credits	12

American Politics Electives

Students must complete two American Politics courses at the 300-level.

Item #	Title	Credits
PO 347	The Presidency and Congress	4.0
PO 379	Constitutional Law	4.0
PO 387	American Foreign Policy	4.0
	Sub-Total Credits	8

International/Comparative Politics Elective

Students must complete International Relations or Comparative Politics courses at the 300-level.

Item #	Title	Credits
PO 383	Third World Politics	4.0
PO 386	International Relations	4.0
PO 388	International Political Economy	4.0
	Sub-Total Credits	8

Additional Electives

Students must also complete an additional two political science courses at any level.

	Sub-Total Credits	8

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.

	Total Credits	36

Political Science

Minor

Required Courses

Item #	Title	Credits
PO 101	U.S. Federal Government	4.0
PO 150	World Politics	4.0
	Sub-Total Credits	8

Electives

Students must complete three other Political Science courses at any level.

	Sub-Total Credits	12
	Total Credits	20

Political Science Course Descriptions

PO 101 : U.S. Federal Government

A survey of the principles, problems, structure, and functions of the United States federal government including the concept of democracy, the constitution, the federal system, civil and political rights, the party system, public opinion, pressure groups, governmental institutions, and public policies.
Credits 4.0

BLUEprint
Community and Civic Engagement

PO 130 : Winning the War on War

Scholars have long argued that the number of wars in the world, along with battlefield deaths, have declined significantly in recent years. But are we still winning "the war on war?" We'll examine some of the world's current conflicts to see if war is making a comeback.
Credits 4.0

BLUEprint
First-Year Seminar

PO 150 : World Politics

This introductory course explores the ways in which countries and organizations like the United Nations, global corporations, and humanitarian groups interact with each other. How do these actors address global problems like the spread of nuclear weapons, poverty in the developing world, and climate change? Why do wars occur, and how do world leaders try to promote peace? Assumes no prior study of Political Science.
Credits 4.0

BLUEprint
Social Behavior

PO 180 : Comparative Politics

Are politics in countries like the United Kingdom, France, China, and Japan as contentious and troubled as those in the United States? Comparative politics is the study of political systems outside of the United States. Why do countries have different types of governments? How do politicians decide which problems and issues to address, and why do citizens in one country behave differently from those in another? This introductory course assumes no prior study of Political Science.
Credits 4.0

BLUEprint
Global Awareness

PO 224 : Political Theory

Credits 4.0

Notes
Cross-listed with **PH 224**
BLUEprint
Humanistic Values

PO 260 : Political Psychology

Political psychology is an exploding interdisciplinary field of study dedicated to understanding the psychological underpinnings of political cognition and political behavior. Researchers in this field use the tools of psychologists, behavioral economists, and cognitive scientists to study core questions about politics in novel and exciting new directions. Key questions answered in this course include: How is personality related to politics? Are politicians psychopathic? Are there psychological underpinnings of authoritarianism? Are there intuitive ethics and moral foundations that underlie all societies? Can humans overcome cognitive biases and prejudices in politics? Why are conspiracy theories so hard to combat?
Credits 4.0

BLUEprint
Social Behavior

PO 265 : Race and Politics

This course explores race and ethnicity's role in American politics. In this class, students will focus on the 'big questions' surrounding race: What is race? Can race be measured—and, if so, how? How have questions about race and ethnicity shaped American legal, social, cultural, and political institutions? How have Americans thought about race and immigration throughout the 21st century, and how have these opinions shaped political engagement and behavior?
Credits 4.0

PO 275 : Campaigns and Elections

A study of the nature of parties; the history, organization, and government of the American party system; suffrage and elections; political socialization and behavior; primaries and conventions; campaign techniques and finance; pressure groups.
Credits 4.0

BLUEprint
Community and Civic Engagement

PO 280 : Authoritarianism and Democracy in China and Japan

This course explores the history and politics of China and Japan since the middle of the 19th century, with a comparative focus on the remarkable political and economic experiences of both countries. Current domestic and international issues in the region are examined as well.
Credits 4.0

BLUEprint
Global Awareness

PO 347 : The Presidency and Congress

A study of the basic institutional components of the Presidency and the Congress and the interrelationships between these two branches of government.
Credits 4.0

Prerequisite Courses
PO 101: U.S. Federal Government
BLUEprint
Social Behavior

PO 369 : Political Behavior

Political behavior is the study of how people think and act politically. This course deeply investigates several important questions about people and politics: Is the mass public hopelessly divided by politics? Are American citizens knowledgeable about politics? Should we trust American citizens to elect good officials? Can misinformation hurt our democracy? In what ways do men and women operate differently in politics, as both voters and policy makers?
Credits 4.0

Prerequisite Courses
PO 101: U.S. Federal Government
BLUEprint
Social Behavior

PO 379 : Constitutional Law

This course examines governmental foundations as well as individual rights and freedoms. Students will study the plain language of the U.S. Constitution, the evils that it sought to remedy, Supreme Court decisions applying that text to situations unimagined by its drafters, and current events. The subjects explored in this course include: Judicial review, methods of interpretation, incorporation, the Bill of Rights, Terry stops, interrogation, custody, warrants, search and seizure, plain view, the exclusionary rule, arrest, right to counsel, Miranda, Massiah, lineups, photographic identification, grand juries, indictment, information, initial appearance, bail, preliminary hearing, probable cause, arraignment, discovery, the prosecutor's duty to disclose exculpatory evidence, the right to a speedy trial, the right to trial by jury, pretrial conferences, motions in limine, the confrontation clause, voir dire, and conditions of confinement. Students will learn how the Constitution impacts all Americans, from the artist to the anarchist, and the preacher to the police officer. This course requires extensive reading, analysis, classroom participation, and an oral presentation.
Credits 4.0

PO 383 : Third World Politics

This course examines the nature of politics in the developing world. Topics include the political legacies of colonialism and the contemporary spread of democracy and open markets throughout Asia, Africa, and Latin America.
Credits 4.0

Prerequisites
PO 150 or PO 180
BLUEprint
Global Awareness

PO 386 : International Relations

A study of international systems, relations among states, problems of war and peace, and theoretical issues.
Credits 4.0

Prerequisites
PO 150 or PO 180
BLUEprint
Global Awareness

PO 387 : American Foreign Policy

An analysis of American attitudes toward international problems, the process of foreign policy making, and the content of U.S. policy. Particular attention is focused on current issues.
Credits 4.0

Prerequisites
PO 150 or PO 180
BLUEprint
Social Behavior

PO 388 : International Political Economy

A study of the interactions between states and markets in the international arena. Topics explored include the politics of international trade, the political regulation of international financial flows, and relations between developed and developing countries.
Credits 4.0

Prerequisites
PO 150 or PO 180
BLUEprint
Global Awareness

PO 461 : Independent Study in Political Science

Students will read in depth on a subject in the general field of government or political science. A research paper is usually required.
Credits 1.0-4.0
Prerequisites
B average and consent of the instructor

PO 463 : Internship in Political Science

Students normally serve as interns in the state legislature or a government office.
Credits 1.0-4.0
Prerequisites
consent of the instructor

Pre-Law

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

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

Pre-Law

Minor

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

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

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

Core Courses

Item #	Title	Credits
PO 101	U.S. Federal Government	4.0
PH 115	Introduction to Logic	4.0
PO 379	Constitutional Law	4.0
	Sub-Total Credits	12

Electives

Two courses from the following:

Item #	Title	Credits
BU 357	Business Law	4.0
CJ 310	Criminal Law and Procedure	4.0
CO 211	Argumentation & Debate	4.0
CO 314	Freedom of Expression	4.0
EN 208	Persuasive Writing	4.0
	Sub-Total Credits	8
	Total Credits	20

Psychology

Professor Elizabeth Rellinger Zettler
Associate Professor Alex Moore
Assistant Professor Samantha Smith
Assistant Professor Yu-Hua Yeh
Part-time Instructor Megan Vant
Part-time Instructor Jodi Colbert

The general goals held by the Department of Psychology are to provide courses that give students a broad background, varieties of concepts, self-awareness, and self-understanding for the development of skills, tools, and knowledge for the understanding of behavior, especially human behavior. Basic language, concepts, theories, and symbols associated with the various fields of psychology are emphasized.

Students must earn at least a 'C-' (1.67) in each course counted towards the psychology major or minor.

Psychology

Major

A student wishing to double major in Psychology and another field must have a minimum of 28 credits of non-duplicated coursework for the Psychology major.

A student wishing to pursue a minor in Neuroscience must have 12 credits of nonduplicated coursework in the minor field and must take NE/PS 316 Advanced Neuroscience.

Required Courses

Psychology majors must complete a minimum of 40 semester hours in the department and must include:

Item #	Title	Credits
PS 101	Introduction to Psychology	4.0
PS 243	Introduction to Research Methods and Statistics	4.0
PS 244	Advanced Research Methods and Statistics	4.0
PS 226	Introduction to Neuroscience and Behavior	4.0
PS 401	Seminar	4.0
	Sub-Total Credits	20

Psychology Elective

Students must take either PS 241 or PS 346.

Item #	Title	Credits
PS 241	Personality and Individual Differences	4.0
PS 346	Abnormal Psychology	4.0
	Sub-Total Credits	4

Remaining Requirements

Student can fulfill the remaining 16 credit hours requirements by taking any other psychology courses or by completing one of the two psychology concentrations listed below

An Addictions Studies concentration is available to Psychology majors. It consists of 20 hours of coursework.

Item #	Title	Credits
PS 255	Introduction to Counseling	4.0
PS 346	Abnormal Psychology	4.0
PS 355	Crisis Intervention & Counseling	4.0
PS 356	Intro to Addictive Disorders	4.0
PS 357	Assessment & Treatment of Addiction	4.0
	Sub-Total Credits	20

An Alcohol and Other Drug concentration is available to Psychology majors. It consists of 28 hours of coursework.

Item #	Title	Credits
PS 255	Introduction to Counseling	4.0
PS 346	Abnormal Psychology	4.0
PS 355	Crisis Intervention & Counseling	4.0
PS 356	Intro to Addictive Disorders	4.0
PS 357	Assessment & Treatment of Addiction	4.0
PS 455	AOD Practicum I	1.0-4.0
PS 456	AOD Practicum I	1.0-4.0
	Sub-Total Credits	28
	Total Credits	40

Psychology

Minor

A student wishing to double minor in Psychology and Neuroscience must have 12 credits of non-duplicated coursework in the minor fields.

Required Courses

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

	Sub-Total Credits	20
	Total Credits	20

Psychology Course Descriptions

PS 101 : Introduction to Psychology

A general survey course prerequisite for all courses in the department.
Credits 4.0

BLUEprint
Social Behavior

PS 203 : Careers in Psychology

A survey of topics designed to support the pursuit of a career within the field of Psychology, broadly speaking. Major topics include succeeding in the major, job prospects for students at different levels of education across subfields, and approaches that support career development.
Credits 4.0

PS 209 : Psychology of the Exceptional Child

A detailed study of all areas of exceptionality, from the challenged to the challenging.
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology

PS 219 : Social Psychology

A study of the psychological and sociological factors of interaction between individuals in social groups and collectives.
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology
Notes
Cross-listed with **SO 219**
BLUEprint
Social Behavior

PS 226 : Introduction to Neuroscience and Behavior

An introduction to the physiological substrate of behavior. Topics include brain structure, function and development, sensory and motor systems and the brain basis for a variety of normal and abnormal human behaviors. Laboratory experiences included.
Credits 4.0

Prerequisites
PS 101, BI110, or BI 107
Semester Offered
Offered spring semesters
BLUEprint
Community and Civic Engagement

PS 235 : Psychology through Films

Normal and psychopathological individuals as depicted in commercially produced films. An orientation toward an understanding of the behaviors and psychological dynamics that differentiate the normal from the psychopathological individual.
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology

PS 241 : Personality and Individual Differences

An introduction to the understanding of individuals and their personalities through the study of the ways persons differ and the meaning of these differences.
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology
BLUEprint
Social Behavior

PS 243 : Introduction to Research Methods and Statistics

An introduction to the research methods and statistical tools used in the psychological and related sciences. Topics include an introduction to some of the most commonly used research methods; defining, measuring, and manipulating variables; descriptive methods and statistics; correlational methods and statistics; probability, hypothesis testing, and inferential statistics; two-group experimental designs and inferential statistics (including t-tests, Wilcoxon and Chi-Square tests.)
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology
Semester Offered
Offered fall semesters
BLUEprint
Statistical and Quantitative Literacy

PS 244 : Advanced Research Methods and Statistics

A continuation of the methods and statistics covered in PS 243. Topics include experimental designs with more than two groups, or more complex designs with more than one manipulated variable (factorial design); One-Way and Two-Way ANOVAs; quasi-experimental designs; introduction to multiple regression; communication of research findings.
Credits 4.0

Prerequisites
PS 243 or consent of instructor
Semester Offered
Offered spring semesters

PS 255 : Introduction to Counseling

This course in an overview of the field of counseling techniques, the importance of the therapeutic relationship and how to facilitate it, several different theories, types, and settings of psychotherapy/counseling, including those that treat individuals struggling with addiction, and research foundations of counseling. This course will also introduce students to an array of careers in the helping professions and have a major focus on cultural considerations and professional ethics as they relate to counseling and other critical interventions.
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology

PS 261 : Drugs, Behavior, and Neuropharmacology

A survey of the neural, pharmacological, and psychological mechanisms of psychoactive drugs. Major topics include principles of pharmacology, basic properties of neurotransmission/ neurophysiology, and physiological and psychological aspects of addiction. Psychotherapeutic drugs (e.g., for depression, anxiety, schizophrenia, ADHD), legal drugs of abuse (e.g., alcohol and nicotine), and illegal drugs of abuse (e.g., methamphetamine, opiates, Hallucinogens, club drugs) are surveyed. Attention is also given to drug development and regulations, the problem of drugs in the workplace and treatment options.
Credits 4.0

Prerequisites
PS 101, BI 110, or BI 107

PS 274 : Child Development for Educators

This class, designed for educators, takes an interdisciplinary approach to the study of development across the early stages of the lifespan. There will be an emphasis on the interactions between genetic and environmental influences. The course covers prenatal development through the elementary school years. (Not open to students who have taken PS 275 or PS 276.)
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology
Notes
Only offered online

PS 275 : Child Development

An interdisciplinary approach to the study of development across the early stages of the lifespan with emphasis on genetic and environmental influences; includes prenatal development through the elementary school years. A prerequisite for PS 312, Adolescent Psychology. (Not open to students who have taken PS 276.)
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology
BLUEprint
Community and Civic Engagement

PS 276 : Lifespan Development

An interdisciplinary approach to the study of development across all stages of the lifespan with emphasis on genetic and environmental influences; includes prenatal development through death. (Not open to students who have taken PS 275.)
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology
BLUEprint
Global Awareness

PS 278 : Recreation and Environment

An overview of the interrelated issues in the psychology of recreation and in environmental psychology, including outdoor recreation and environmental values, self and cultural identities, and political and public policy issues related to recreation and our environment.
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology

PS 286 : Health Psychology

An introduction to scientific research and theory on the relationship between physical health and mental processes, emotion, and behavior. Topics include current research on stress and stress management, coping and illness, pain, heart disease, cancer, AIDS and health behaviors (e.g., smoking, diet, exercise).
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology

PS 301 : Industrial - Organizational Psychology

An in depth look at the principles of psychology as applied to all organizational settings. Course oriented towards student discovering how psychologists have improved the satisfaction, safety, and productivity of the work environment.
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology

PS 312 : Adolescent Psychology

An interdisciplinary study of adolescents. Focus is on how various social and psychological phenomena affect individuals within this age group.
Credits 4.0

Prerequisites
PS 275, PS 276 or consent of the instructor
BLUEprint
Global Awareness

PS 313 : Learning

A study of the categories of learning, applicable to both humans and animals.
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology

PS 316 : Advanced Neuroscience

Advanced study of the brain. Topics include brain development, aging, plasticity, memory, and diseases/disorders of the brain. Course readings and topics will vary depending upon the interests of the class. Common readings and discussions are paired with individualized study in the student's areas of interest, culminating in a laboratory research project.
Credits 4.0

Prerequisites
PS 226 and a Statistical and Quantitative Literacy BLUEprint Course
Semester Offered
Offered fall semesters
Notes
Cross-listed with **NE 316**

PS 322 : Cognitive Psychology

A survey of theory and principles that reveal the nature of thought and mental processes engaged during thinking. Major topics include perception, attention, memory, language, neural function, and consciousness.
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology

PS 327 : Sensory and Motor Systems

A survey of all major senses (vision, hearing, balance, touch, taste, smell) and how we organize and interpret sensory information in the brain to understand the external world. Additional topics include principles of psychophysics; natural history of the senses; development and aging of the sensory systems; and the role of the senses in communication.
Credits 4.0

Prerequisites
PS 101, BI 110, or BI 107

PS 328 : Animal Behavior

Credits 4.0

Notes
Cross-listed with **BI 328**

PS 330 : Behavioral Genetics

An introduction to the theory and methodology of behavior genetic psychology. Includes twin and adoptive studies, family designs, and molecular genetic approaches to psychology.
Credits 4.0

Prerequisites
PS 101 and PS 243 (or other statistics course) or consent of instructor

PS 337 : Aging and the Life Course

The behavior of animals as revealed by the ethological approach. Orientation, learning, social behavior, migration, and agnostic behavior. One two-hour laboratory period per week.
Credits 4.0

Prerequisite Courses
BI 110: General Biology
Notes
Cross-listed with **SO 337**

PS 341 : Psychological Tests and Measurements

A comprehensive study of the principles of test construction, knowledge of the behavior being measured, and acquaintance with the major types of available tests.
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology

PS 346 : Abnormal Psychology

A study of the various patterns of mental, behavioral, and personality disorders. Major emphasis is on the diagnosis and understanding of the disorder. Pertinent legal issues are also discussed.
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology

PS 350 : Consumer Behavior

Credits 4.0

Notes
Cross-listed with MK 350

PS 355 : Crisis Intervention & Counseling

This course is an overview of crisis intervention and counseling. Major theoretical models across a variety of settings, including settings that treat individuals struggling with addiction, will be examined. Topics include triage assessment, skills for identifying individuals in crisis and how to intervene using evidence-based approaches, cultural considerations including race and equity, and application of crisis intervention to various types of crises including suicide, grief, and loss, sexual assault, domestic violence, school violence, and natural disasters.
Credits 4.0

Prerequisite Courses
PS 255: Introduction to Counseling

PS 356 : Intro to Addictive Disorders

This course is an introduction to addictive disorders. Topics include historical perspectives of alcohol and other drug treatment, pharmacology of drugs, signs and symptoms associated with difference classifications of drugs, substance use disorder, withdrawal, and overdose/toxicity, substance use disorder treatment approaches, cultural considerations including focus on minorities, women, families, and adolescents, and professional ethics.
Credits 4.0

PS 357 : Assessment & Treatment of Addiction

This course is focused on assessment, treatment, and prevention of addictive disorders. Topics include treatment delivery models, assessment/diagnosis of alcohol and other drug problems, how to make appropriate referrals, understanding and navigating rules, regulations, and professional ethics that govern alcohol and other drug treatment and cultural considerations including focus on minorities, women, family and adolescents.
Credits 4.0

Prerequisite Courses
PS 356: Intro to Addictive Disorders

PS 365 : Understanding Social / Emotional Disorders in Children

A study of the developmental and environmental causes of social and emotional problems in children as related to their characteristic behaviors, with emphasis on identifying these behaviors and diagnosing their probable causes.
Credits 4.0

Prerequisite Courses
PS 101: Introduction to Psychology

PS 371 : Therapies

An orientation toward the differential application and effectiveness of biological, individual, and group therapies in the treatment of psychopathological disturbances.
Credits 2.0-4.0
Prerequisite Courses
PS 101: Introduction to Psychology

PS 385 : Field Work

Clinical experience in psychologically relevant facility.
Credits 1.0-4.0
Prerequisites
12 credit hours of course work in Psychology and consent of instructor. PS 101
Notes
Total number of hours of credit cannot be more than four (4).

PS 391 : Report Project

An individual directed investigation arranged with an instructor on a topic of mutual interest. Project requires a final report that includes a presentation of the problem, review of the literature, and a description of the specific procedures to be employed.
Credits 2.0

Prerequisites
PS 243

PS 401 : Seminar

Offered fall semesters.
Credits 4.0

Prerequisites
PS 101, PS 243, and consent of the instructor if not a senior

PS 455 : AOD Practicum I

Clinical experience in an alcohol and other drug (AOD) setting to build skills and competencies in assessment/diagnosis and treatment. Total number of hours of credit may be 1-4 per semester. A total of 4 credits is required for completion of the Behavior Health Major capstone and/or CADC certificate.
Credits 1.0-4.0
Prerequisites
PS 255 , **PS 356**, and background check.

PS 456 : AOD Practicum I

Clinical experience in an alcohol and other drug (AOD) setting to build skills and competencies in assessment/diagnosis and treatment. Total number of hours of credit may be 1-4 per semester. A total of 4 credits is required for completion of the Behavior Health Major capstone and/or CADC certificate.
Credits 1.0-4.0
Prerequisites
PS 255 , **PS 356**, and background check.

PS 461 : Independent Study in Psychology

Credits 1.0-4.0
Prerequisites
consent of the instructor

PS 463 : Internship in Psychology

Clinical experience in psychologically relevant facility.
Credits 1.0-4.0
Prerequisites
12 credit hours of course work in Psychology and consent of instructor
Notes
Total number of hours of credit cannot be more than four (4).

PS 465 : Independent Research in Psychology

Credits 1.0-4.0

PS 543 : Data Analysis & Statistics

A graduate level course for nursing that is offered asynchronously online. Topics include correlational designs, analyzing data in SPSS software, including correlations, regressions, and ANOVAs, and communication of research findings.
Credits 4.0

Prerequisites
MSN Student

Religious Studies

Professor Adam L. Porter
Associate Professor Gwendolyn Gillson

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

Religious Studies

Minor

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

Required Courses

Item #	Title	Credits
RE 190	World Religions	4.0
	16 additional hours in religion classes	**16.0**
	Sub-Total Credits	20
	Total Credits	20

Religious Studies Course Descriptions

RE 101 : Introduction to the Bible

This course explores the contents, historical contexts, themes, development, and transmission of the Hebrew Bible (Old Testament) and New Testament. Readings will be selected portions of most biblical books, in a translation that offers explanatory notes and other helps. Class sessions will focus in great part on trying to understand these writings in their original situations, and how people ever since have used and interpreted them. No previous knowledge of the Bible is assumed.
Credits 4.0

BLUEprint
Humanistic Values

RE 105 : Afterlives of the Bible

Contrary to popular belief, the Bible doesn't have a single meaning. Rather, it means different things to people depending on the questions they ask, when they live, how they understand the world, and their social location. This class will explore this by reading three Bible stories: Creation and the Garden of Eden, the Exodus, and Revelation. We will then examine how different people (other Biblical authors, ancient Jews and Christians, Renaissance artists and writers, and modern Americans, both black and white) have found different meanings in these texts.
Credits 4.0

BLUEprint
Humanistic Values

RE 112 : Introduction to the New Testament

The New Testament is a collection of documents produced during the earliest period of Christianity. In this course, we will study the history and culture of the New Testament world, both Jewish and Greek, to better understand the messages of Jesus, Paul, and other important figures in the history of Christianity in their original context. A variety of reading methodologies will be introduced, so students will have a better understanding of how biblical scholars work; students will also be able to engage in their own scholarship.
Credits 4.0

BLUEprint
Cultural Literacy

RE 166 : Satan in Popular Culture

Satan is hot in popular culture. This course will explore how Satan has been viewed by the West. We will consider Satan's (few) appearances in the Bible but most of the class will be spent looking at more recent representations of Satan in literature, comics, film, music, and television. We will focus on how people have imagined Satan differently and what has prompted these different versions of Satan to be imagined.
Credits 4.0

BLUEprint
Humanistic Values

RE 167 : Cults and the End of the World

What is a cult and why would somebody want to join one? What might the end of the world look like? Why are people worried about the apocalypse? This course will attempt to answer these questions through the study of different groups that have been labelled “cults.” We will explore why people choose to join new religions and why others call those new religions “cults” but why we're supposed to call them “New Religious Movements.” We will also try to discover why many of these new religions focus on the end of the world, the coming apocalypse, and the rebirth of humanity and society. Throughout the semester we will use a variety of groups from America and Asia to illustrate four key themes within New Religious Movements: charismatic leadership, the end of the world, race and gender, and violence.
Credits 4.0

BLUEprint
Global Awareness

RE 173 : Space, Place, and Religion

Where does religion happen? Why are people so interested in and protective of religious spaces? This class examines the ways that people experience and live religion through interactions with particular spaces and places. We will examine the nature of "sacred space" and why religion, which is considered by many to be relatively abstract, is in fact often grounded in geography at the intersection between the physical and the spiritual realms. Covering religions from across the globe and their interactions across space and time, we will examine the ways that religions interact, develop, and establish themselves in new locations and with new peoples and cultures. We will also look at how various religions understand and interact with the environment.
Credits 4.0

BLUEprint
Humanistic Values

RE 176 : Religion and Business

This course will explore the connections between Business and Economics and Religion. Religion has played a major role in shaping American business practices and continue to influence business decisions especially related to the environment and agriculture. We will also think about how big business has sought to influence American religion.
Credits 4.0

BLUEprint
U.S. Diversity

RE 181 : Gods, Monsters, and Sex in East Asia

What do femininity and masculinity look like in East Asia? How many genders are there according to East Asian religions? This course will examine these and other related questions to explore the meaning of gender and sexuality in East Asian religions. Using stories, traditions, and testimonies of gender transformation and fluid sexuality, along with their counterpoints of gender rigidity and restrictive sexuality, it will look at both historical and contemporary expressions of gender and sexuality across East Asia to show the variety of interpretations of women, men, and everything in between that lie at the heart of East Asia.
Credits 4.0

Notes
Cross-listed with **HI 181**
BLUEprint
Humanistic Values

RE 190 : World Religions

This class helps students expand beyond their own religious tradition in order to see the way other traditions view their worlds and explore how religion can be understood as a reflection of attempts to comprehend the human condition. In this course, we examine Judaism, Christianity, Islam, Hinduism, Buddhism, and Chinese Traditions, alongside a select number of additional traditional and new religious movements to reflect the diversity inherent in religious experiences across the globe. Using the lived experience of religion as a launching point, we compare and contrast these religions and critically examine texts from each one to illuminate how misunderstandings about religion can easily arise. We pay particular attention to the ways that historical practices and beliefs are present in contemporary expressions of religious identity.
Credits 4.0

BLUEprint
Global Awareness

RE 207 : Killing in the Name of God(s)

In this course, you will learn about global politics as manifest in religious terrorism from five global religions, one case study of a violent new religious movement in the United States, and the intersection of religion and the physical and imagined body. Drawing together historical, textual, philosophical, and theoretical examinations of religion and violence, this class will question the enduring relationship of the two, with a particular focus on the contemporary landscape and all that came to form it. The class will conclude with an examination of responses to religious violence like Martin Luther King Jr.'s and Mohandas Ghandi's work on nonviolence.
Credits 4.0

BLUEprint
Humanistic Values

RE 214 : Healing and Healthcare

Illness is a universal human experience and so is the desire to give meaning to illness. Nevertheless, cultural and religious differences can produce very different interpretations of the meaning and significance of illness for both individuals and those around them. In this course we will examine religiously-informed understandings of illness (of body, mind, and spirit) as well as the interpretative and healing strategies different cultures have developed to explain, address, and alleviate it. We will cover faith healing, Ayurveda, Traditional Chinese Medicine, shamanism and a variety of alternative ways of thinking about health and the human body in order to make sense of why people pursue non- Western biomedical forms of medicine. In addition, we will explore how different ways of healing raises questions about the differences between disease and illness, curing and healing, and religion and folk tradition.
Credits 4.0

BLUEprint
Global Awareness

RE 216 : Religion and Film

Many people's ideas about religion are shaped by how it is presented in film. This class will introduce the vocabulary of film analysis to students and then use it to study a variety of films. We will see that films often reflect the concerns of the time in which they were made, even if they claim to represent the life of Jesus or other biblical figures. Films to be studied include several Bible films (that is, films adapting stories from Bible), films that represent Jewish and/or Christian ideas, and films representing other religions. Films are one of the most complex art forms, but most people watch them passively. In this class we will learn to “read” them carefully, analyze them, and reflect upon them. While the content of the films will be biblical and religious, the skills learned in this class are applicable to any film-based medium.
Credits 4.0

BLUEprint
Creative Expressions Studio

RE 217 : Buying Gods

How does religion trouble the traditional assumptions like rationality and perfect information made by economics? How are religion and economics allies? Howa re religion and economics enemies? Explore how religion and economics have come together to create the globalized capitalistic world we inhabit today and how we can envision more productive ways for the two to work together.
Credits 4.0

Prerequisites
Cross-listed with EC 217
BLUEprint
Humanistic Values

RE 223 : Japanese History and Religion

Japanese history and religion are intimately intertwined; indeed, it is impossible to understand one without the other. This course is intended to assist you in understanding Japan in the context of its history and major religious traditions. It will cover the sweep of Japan's story from its archaeological and mythical beginnings to today. We will explore the development of its primary religious traditions, Buddhism and Shinto, as well as other religions such as Confucianism that play an important part in Japanese history and thought. Readings will include texts by Japanese and non-Japanese alike. No previous knowledge of Japan is assumed.
Credits 4.0

Notes
Cross-listed with **HI 223**
BLUEprint
Cultural Literacy

RE 224 : China: History and Religion

This course is intended to assist you in understanding contemporary China in the context of its history and major religions. It will cover the sweep of China's story from its beginnings to the 21st century. Traditions treated will include ancient beliefs and practices, Confucianism, Daoism, Buddhism, and modern political ideologies such as Maoism. Readings will include texts by Chinese and non-Chinese alike. No previous knowledge of China is assumed.
Credits 4.0

Notes
Cross-listed with **HI 224**
BLUEprint
Cultural Literacy

RE 341 : Introduction to Classical Hebrew I

A thorough and rigorous introduction to biblical Hebrew, with emphasis on grammar, syntax and vocabulary, in preparation for translation of biblical prose. Readings in the Hebrew Bible/Old Testament begin in the first semester and increase in complexity throughout the year. This course is offered upon student request. Please contact Dr. Porter if you are interested.
Credits 4.0

RE 342 : Introduction to Classical Hebrew II

A continuation of RE 341, with emphasis on reading more complex materials, such as poetry.
Credits 4.0

Prerequisite Courses
RE 341: Introduction to Classical Hebrew I

RE 351 : Introduction to Biblical Greek I

A thorough and rigorous introduction to biblical Greek, with emphasis on grammar, syntax and vocabulary, in preparation for translation of biblical prose. Readings in the New Testament begin in the first semester and increase in complexity throughout the year. This course is offered upon student request. Please contact Dr. Porter if you are interested.
Credits 4.0

RE 352 : Introduction to Biblical Greek II

A continuation of RE 351, with emphasis on reading more complex materials, including Greek documents outside the New Testament.
Credits 4.0

Prerequisite Courses
RE 351: Introduction to Biblical Greek I

RE 461 : Independent Study in Religion

A detailed study of some topic or a movement in religion.
Credits 1.0-4.0
Prerequisites
9 hours in religion or consent of the instructor

RE 463 : Internship in Religion

Credits 1.0-4.0

Sociology

Professor Kelly A. Dagan

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

Students must earn a 'C-' or better in each course to be counted towards the major or minor. All prerequisite courses must be completed with a C or better.

Sociology

Major

General Requirements

Item #	Title	Credits
SO 101	Introduction to Sociology	4.0
SO 210	Social Statistics	4.0
SO 286	Introduction to Social Science Methods	4.0
SO 384	Data Collection and Analysis	4.0
SO 387	Sociological Theory	4.0
	Sub-Total Credits	20

One course designated as a diversity course:

Item #	Title	Credits
SO 202	Race and Ethnicity	4.0
SO 206	Social Stratification	4.0
SO 207	Gender and Sexuality	4.0
	Sub-Total Credits	4

One course designated as a civic engagement course:

Item #	Title	Credits
SO 206	Social Stratification	4.0
SO 224	Families and Society	4.0
SO 337	Aging and the Life Course	4.0
	Sub-Total Credits	4

Electives

The remaining 12 hours needed to fulfill the sociology major are electives. Here are a few examples of combining courses that will focus on the various subfields offered in the department:

- Community Health: SO 218, SO 280, SO 337
- Criminology: SO 218, SO 341, SO 343
- Family Studies: SO 224, SO 326, SO 338
- Human Services: SO 206, SO 224, SO 337
- Inequality/Intersectionality: SO 206, SO 202, SO 207

	Sub-Total Credits	12

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.

	Total Credits	40

Sociology

Minor

Required Courses

Item #	Title	Credits
SO 101	Introduction to Sociology	4.0
	Sub-Total Credits	4

Electives

The remaining 16 elective course hours can be any other SO-designated course, except SO 286 and SO 384

	Sub-Total Credits	16
	Total Credits	4

Sociology Course Descriptions

SO 101 : Introduction to Sociology

This course is an introduction to the study of society, including the basic concepts of society, culture and personality, and their relationship to one another. This course is required for majors and minors and is a prerequisite for most 300 level sociology courses.
Credits 4.0

BLUEprint
Social Behavior

SO 202 : Race and Ethnicity

This course is a study of the social processes that create minorities and govern the interrelations between minority and dominant groups including both ethnic sub-societies and other socially differentiated collectivities that are stereotyped, stigmatized, and subjected to discrimination. A few specific topics will be chosen to focus on such as desegregation, multiethnic immigration, reparations, etc.
Credits 4.0

Semester Offered
Offered every spring semester
BLUEprint
U.S. Diversity

SO 206 : Social Stratification

This course is focused on the study of the major concepts, theories and findings regarding dimensions of social class in the United States. A major component of this course is service in one of many community organizations and therefore, this is considered a service-learning course.
Credits 4.0

Prerequisite Courses
SO 101: Introduction to Sociology
Semester Offered
Offered every fall semester
BLUEprint
Community and Civic Engagement

SO 207 : Gender and Sexuality

This course highlights the social construction gender and sexuality and highlights how these concepts are intricately intertwined. This course will examine the history of gender sexuality and theories of gender and sexuality. A variety of topics may be chosen for inclusion by the instructor, such as gender and sexuality in the workplace and sexuality in the military, etc.
Credits 4.0

Semester Offered
Offered every fall semester
BLUEprint
U.S. Diversity

SO 210 : Social Statistics

This course introduces the student to the basics of social statistics-techniques which sociologists and other social scientists use to summarize numeric data obtained from censuses, surveys, and experiments. The topics include frequency distribution, central tendency, variability, probability theory, and estimation. The student will also learn how to test hypotheses for group differences in means (z test, t test) and for association between two variables (correlation, chi-square test).
Credits 4.0

Semester Offered
Offered every fall semester
BLUEprint
Statistical and Quantitative Literacy

SO 218 : Social Problems

This course entails a sociological examination and analysis of selected social phenomena that are defined as social problems by a significant number of persons. This course will examine social problems from each of the major sociological paradigms (symbolic interactionist, conflict, and functionalist) to illuminate recurring substantive problems in the areas of economic inequality, social inequality, and the restriction of democracy.
Credits 4.0

BLUEprint
U.S. Diversity

SO 219 : Social Psychology

Credits 4.0

Prerequisite Courses
SO 101: Introduction to Sociology
Notes
Cross-listed with **PS 219**
BLUEprint
Social Behavior

SO 224 : Families and Society

This course will introduce you to how sociologists study families, identifying the core concepts, theories, and methods used by scholars as well as exploring the history, present, and future of families in America. We will consider both the “public” and “private” dimensions of families over the course of the semester - families as settings for socially important tasks such as raising children and caring for family members, but also as the place where we experience much of our private lives. The course culminates in a research paper exploring a family-related social problem.
Credits 4.0

BLUEprint
Community and Civic Engagement

SO 248 : Health and Society

How did depression become an “epidemic”? Why do many racial minorities get better healthcare in prison than in their communities? When did doctors become one of the richest professional groups in America? This course introduces students to medical sociology through three lenses. First, we examine the social determinants of health: the ways that race, class, and gender intersect to produce disease and disability for some and wellness for others. Second, we look at the social construction of illness, asking how cultural conceptions can help explain why – for example – people with schizophrenia live better in poor developing countries than in rich, Western ones. Finally, we explore the political economy of medicine: how our health care system does more than just heal, but also serves as a tool for social control and an engine for capitalist accumulation. Although many of our readings will refer to the United States, we will use examples from outside the United States to highlight alternatives to dominant ways of thinking about health, illness, and medicine.
Credits 4.0

SO 280 : Sociology of Sport

This course approaches the understanding of sport by applying sociological theory and concepts. Specific issues that will be addressed include the history of sport in America, the centrality of sport to American culture, and how sport reflects and affects the structure of social class, gender, sexuality, and race in America.
Credits 4.0

Prerequisite Courses
SO 101: Introduction to Sociology
Semester Offered
Offered alternate spring semesters
BLUEprint
U.S. Diversity

SO 286 : Introduction to Social Science Methods

This course is the first course in a year-long sequence of two courses. If you take this course, it is expected that you will continue with the sequence and take SO 384 in spring semester of the same year. This course provides an introduction to social research from an interdisciplinary perspective and examines a number of research methodologies that include both quantitative and qualitative approaches. Course objectives include gaining an understanding of the value and importance of social research and learning to evaluate key components of research design. During the course of the semester, students initiate and develop a comprehensive research proposal integrating theory, data collection strategies, and ethical considerations.
Credits 4.0

Prerequisites
SO 101 or PS 101 or CJ 160
Corequisites
SO 210 or equivalent statistics course
Semester Offered
Offered every fall semester

SO 326 : Modern Love

Integrating sociology with other social science perspectives (including history, psychology, and anthropology), this course will explore romantic love, sexuality, and intimate relationships in the modern world. Progressing through the semester, class readings, films, and discussions focus on the various ways that individuals fall in love, come together, settle down, break apart, and find love again. In doing so, we critically interrogate the evolution of dating and marriage in U.S. history and abroad along with their impact on contemporary society. We will also consider contemporary issues that impact our current understandings of romance, dating, and marriage - including cohabitation, online dating, the legalization of same-sex marriage, and the #Metoo movement.
Credits 4.0

Prerequisite Courses
SO 101: Introduction to Sociology
BLUEprint
Global Awareness

SO 337 : Aging and the Life Course

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

Credits 4.0

Prerequisite Courses

SO 101: Introduction to Sociology

Notes

Cross-listed with **PS 337**

BLUEprint

Community and Civic Engagement

SO 338 : Childhood and Adolescence

This course examines the processes of childhood and adolescence within contemporary U.S. culture. Readings, discussions, and coursework focus on the evolution of childhood and adolescence and how these phases of the life course have been constructed and shaped by human societies, both historically and in the present day. This course involves a critical examination of the impacts of these social constructions to children and adolescents themselves, but also to parents, other family members, and peers, the society as a whole. This course also examines the two-way relationship between specific social institutions, and ways that these institutions both impact and are influenced by children and adolescents at this point in our culture.

Credits 4.0

Prerequisite Courses

SO 101: Introduction to Sociology

BLUEprint

U.S. Diversity

SO 341 : Criminology

Grounded in a political-economics approach, this course examines the definition of green crime, the historical development of green criminology, major areas of green criminological research, and potential future developments. Accordingly, green criminology draws attention to the ways in which political-economic organization of U.S. Society causes ecological destruction and disorganization. Focusing on real-world issues of green crime and environmental justice, this course examines ecological withdrawals, ecological additions, toxic towns/sites, wildlife poaching and trafficking, environmental justice, environmental laws and regulations, enforcement and compliance, and more.

Credits 4.0

Prerequisites

SO 101 or CJ 160

Semester Offered

Offered every fall semester

SO 343 : Prisons and Institutions of Social Control

This course will familiarize students with the treatment of adult offenders in detention and incarcerations in both short and long-term institutions. This course also emphasizes the analysis of punishment in our criminal justice system, with a focus on why we punish. This is all examined in the context of correctional philosophies, history and development of corrections, including relevant theories, practices, systems analysis, and treatment modalities.
Credits 4.0

Prerequisites
SO 101 or CJ 160
Semester Offered
Offered every spring
BLUEprint
Social Behavior

SO 345 : Green Criminology

This course will familiarize students with the treatment of adult offenders in detention and incarcerations in both short and long-term institutions. This course also emphasizes the analysis of punishment in our criminal justice system, with a focus on why we punish. This is all examined in the context of correctional philosophies, history and development of corrections, including relevant theories, practices, systems analysis, and treatment modalities.
Credits 4.0

Prerequisites
SO 101 or CJ 160
Semester Offered
Offered alternate spring semesters
BLUEprint
Social Behavior

SO 384 : Data Collection and Analysis

This course begins with a brief review of the basic assumptions, designs and ethics of quantitative social research. We will make an in-depth examination of both qualitative and approaches to data collection and explore effective ways to analyze data collected from each of these methodological approaches. Students will collect and analyze data from their own original research projects and develop a comprehensive research paper integrating all components of research design. This course serves as the capstone experience in the Sociology Department.
Credits 4.0

Prerequisites
SO 101 or **CJ 160** and **SO 286**
Semester Offered
Offered every spring semester

SO 387 : Sociological Theory

This course focuses on understanding theories and concepts of sociological theory from Comte to the present. We will investigate the historical context in which Sociology developed, as well as how contemporary theory has built upon classical theory and how they all offer insight into social issues. Students will be asked to not only understand the theories themselves but to engage in critiques of them as well as application of them to real-world issues

Credits 4.0

Prerequisites

SO 101, one 300-level SO course and junior standing

Semester Offered

Offered alternate spring semesters

BLUEprint

Social Behavior

SO 461 : Independent Study in Sociology

This course provides the opportunity for junior or senior sociology majors to investigate a topic of special interest by means of theory and research. Participation in these hours will result in a grade.

Credits 1.0-4.0

Prerequisites

one 300-level SO course and junior standing, or consent of the department chair

SO 463 : Internship in Sociology

Credits 1.0-4.0

SO 465 : Independent Research in Sociology

Credits 1.0-4.0

Spanish

Professor Steven M. Gardner
Professor Margaret A. Marek
Assistant Professor Munia Cabal Jiménez
Visiting Assistant Professor Emily Adams (French & Spanish)

The study of foreign languages is a vital part of a liberal arts education. As students learn to speak, read, and write in a language other than, they gain direct experience of foreign cultures that deepen their understanding of the world. In turn, this close engagement with different cultures encourages students to reexamine their own cultural experiences, applying the unique insights that each language offers across cultural boundaries. A major or minor in a foreign language helps students interact professionally with a greater diversity of people, as they incorporate themselves into an increasingly globalized society.

Spanish

Major

The study of foreign languages is a vital part of a liberal arts education. As students learn to speak, read, and write in a language other than, they gain direct experience of foreign cultures that deepen their understanding of the world. In turn, this close engagement with different cultures encourages students to reexamine their own cultural experiences, applying the unique insights that each language offers across cultural boundaries. A major or minor in a foreign language helps students interact professionally with a greater diversity of people, as they incorporate themselves into an increasingly globalized society.

A major in Spanish consists of a minimum of 36 hours, with grades at C or above.

Foundations Courses

Student must take two courses (8 credit hours) of foundation Global Studies courses.

Item #	Title	Credits
GB 101	Introduction to Global Studies	4.0
GB 105	Languages and Their Place in the World	4.0
	Sub-Total Credits	8

Essential Skill Courses

Students must take three essential skill courses (12 credit hours) from the speaking, listening, and writing series. One course must be at the 300-level. Once a student takes a course at the 200-level, the same course cannot be taken at the 300-level

Item #	Title	Credits
SP 206	Conversational Spanish	4.0
SP 217	Listening Comprehension through Film	4.0
SP 218	Texts in Context	4.0
SP 306	Conversational Spanish	4.0
SP 317	Listening Comprehension through Film	4.0
SP 318	Texts in Context	4.0
	Sub-Total Credits	12

Cultural Exploration Courses

Students must take three courses (12 credit hours) from the following list:

Item #	Title	Credits
GB 150	The Culture and History of Spain	4.0
GB 237	Complexities of Cuba	4.0
GB 255	Spain's Textual Heritage	4.0
GB 256	Cervantes and Don Quixote	4.0
SP 307	Intermediate Spanish Grammar	4.0
SP 310	Advanced Spanish for Professions	4.0
	Sub-Total Credits	12

Study Abroad or International Experience

Students must complete a study abroad or other international experience with our partner institutions in Cuba, Ecuador, or Spain.

Capstone

Students must complete a capstone experience through the interdisciplinary capstone course (IS 485) or an advisor approved capstone course experience for 4 credit hours.

Item #	Title	Credits
IS 485	A Liberal Arts Survival Guide	4.0
	Sub-Total Credits	4
	Total Credits	36

Spanish

Minor

A Spanish minor consists of a minimum of 16 credits hours, with grades at a C or above.

Elective Courses

Students must choose four courses (16 credit hours) at the 200-level or beyond

Item #	Title	Credits
GB 237	Complexities of Cuba	4.0
GB 255	Spain's Textual Heritage	4.0
GB 256	Cervantes and Don Quixote	4.0
SP 206	Conversational Spanish	4.0
SP 210	Spanish for Heritage Speakers	4.0
SP 217	Listening Comprehension through Film	4.0
SP 218	Texts in Context	4.0
SP 306	Conversational Spanish	4.0
SP 307	Intermediate Spanish Grammar	4.0
SP 310	Advanced Spanish for Professions	4.0
SP 317	Listening Comprehension through Film	4.0
SP 318	Texts in Context	4.0
	Sub-Total Credits	16

Study Abroad or International Experience

Students must complete a study abroad or other international experience with our partner institutions in Cuba, Ecuador, or Spain.

Total Credits	16

Spanish Teaching License

Licensure

Students wishing to earn a license to teach Spanish should double major in Education and Spanish. 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.

Spanish Course Descriptions

SP 101 : Spanish for Global Citizens I

Students learn basic sentence structure and vocabulary in Spanish and are introduced to the culture of the peoples who speak Spanish. They also acquire the language skills and cultural knowledge to travel on their own to the countries where Spanish is spoken.
Credits 4.0

SP 102 : Spanish for Global Citizens II

The course is designed for students who have taken 101 or have had some language instruction in high school, building upon what they have already learned. Students learn basic sentence structures and vocabulary in Spanish and are introduced to the cultures of the people who speak Spanish. They also acquire the language skills and cultural knowledge to travel on their own to the countries where Spanish is spoken.
Credits 4.0

Prerequisites
SP 101 or equivalent or consent of instructor
BLUEprint
Modern Languages

SP 105 : Reading in Spanish

Selected reading for summer study.
Credits 1.0

SP 205 : Reading in Spanish

Selected reading for summer study.
Credits 1.0

SP 206 : Conversational Spanish

Conversational Spanish is an intermediate conversation course designed for students who want to improve their communicative abilities in Spanish. With this goal in mind, the course will also provide exposure to the other language skills (reading and listening-comprehension, writing, vocabulary acquisition, cultural knowledge) which are integral to developing speaking fluency. Certain grammar points will be reviewed with a focus on improving oral communication. This course helps to prepare students to travel to Spanish-speaking country, participate in a BreakAway, research, or study abroad experience in a Spanish-speaking country, and work professionally with Spanish-speaking communities. Students with higher levels of proficiency can take class as SP 306.

Credits 4.0

Prerequisite Courses

SP 102: Spanish for Global Citizens II

BLUEprint

Modern Languages

SP 210 : Spanish for Heritage Speakers

Heritage speakers of Spanish advance their proficiency for multiple contexts, including professional use. Students build vocabulary, acquire learning strategies, improve oral and written expression, with particular consideration to grammar, and orthography. Special emphasis on cultural topics about the Hispanic/Latino(a) community in the United States. (Not open to students who have taken SP 203.)

Credits 4.0

BLUEprint

U.S. Diversity

SP 217 : Listening Comprehension through Film

Listening Comprehension through Film is an intermediate conversation course designed for students who want to improve their listening comprehension abilities in Spanish. With this goal in mind, the course will also provide exposure to other language skills (conversation, reading, writing, vocabulary acquisition, cultural knowledge) which are integral to developing proficiency. Specific grammatical topics will be reviewed based on the texts and on issues that arise in class. Students will listen to aural texts of various types, such as news broadcasts, podcasts, films, and more, enhancing their ability to understand spoken Spanish. Individual and group presentations provide students with practice in making formal presentations in Spanish, a skill that is necessary for many professional settings. Classroom, forums, and small group discussions will provide practice in a more informal style of speech. Students will have conversation sessions with the Spanish Cultural Assistants in person, and they will interact with students at partnering situations in Spanish or Latin American through Zoom, WhatsApp, or through other means. These activities are designed to improve the students' listening comprehension skills and practical knowledge about culture and language both in formal and informal settings.

Credits 4.0

Prerequisite Courses

SP 102: Spanish for Global Citizens II

BLUEprint

Modern Languages

SP 218 : Texts in Context

Texts in Context is an intermediate/high-intermediate conversation course designed for students who want to improve their communicate abilities in Spanish. With this goal in mind, the course will also provide exposure to other language skills (conversation, reading, writing, vocabulary acquisition, cultural knowledge) which are integral to developing proficiency. Specific grammatical topics will be reviewed based on the texts and on issues that arise in class. Students will read and write texts of various types, such as descriptions, narratives, advertisements, blogs, articles, literature and more, enhancing their ability to read and write in Spanish. Short writing assignments of various types provide students with practice in formal and informal written communication in Spanish, a skill that is necessary for many professional settings. Students will work on their writing assignments in person with their professor and with the Spanish Cultural Assistant, and they will interact with students from our partnering institutions in Spain or Latin America through email, Zoom, WhatsApp, or other platforms. These activities are designed to improve the students' reading and writing skills and practical knowledge about culture and language both in formal and informal settings. Individual and group presentations provide students.

Credits 4.0

Prerequisite Courses

SP 102: Spanish for Global Citizens II

SP 302 : Conversation and Composition

Students explore other cultures through readings video, and other media, and they practice Spanish through compositions and discussions

Credits 4.0

Prerequisites

SP 301 or equivalent or consent of instructor

BLUEprint

Global Awareness

SP 305 : Reading in Spanish

Selected reading for summer study.

Credits 1.0

SP 306 : Conversational Spanish

Conversational Spanish is an intermediate conversation course designed for students who want to improve their communicative abilities in Spanish. With this goal in mind, the course will also provide exposure to the other language skills (reading and listening-comprehension, writing, vocabulary acquisition, cultural knowledge) which are integral to developing speaking fluency. Certain grammar points will be reviewed with a focus on improving oral communication. This course helps to prepare students to travel to Spanish-speaking country, participate in a BreakAway, research, or study abroad experience in a Spanish-speaking country, and work professionally with Spanish-speaking communities. Students with higher levels of proficiency can take class as SP 306.

Credits 4.0

Prerequisite Courses

SP 102: Spanish for Global Citizens II

BLUEprint

Modern Languages

SP 307 : Intermediate Spanish Grammar

Advanced study of Spanish grammar and syntax—verbs.

Credits 4.0

SP 310 : Advanced Spanish for Professions

An introduction to Spanish business vocabulary, forms, economic matters and career possibilities. Comprehension and communication in many common business situations.
Credits 4.0

Prerequisites
SP 203, SP 210 or consent of instructor

SP 317 : Listening Comprehension through Film

Listening Comprehension through Film is an intermediate conversation course designed for students who want to improve their listening comprehension abilities in Spanish. With this goal in mind, the course will also provide exposure to other language skills (conversation, reading, writing, vocabulary acquisition, cultural knowledge) which are integral to developing proficiency. Specific grammatical topics will be reviewed based on the texts and on issues that arise in class. Students will listen to aural texts of various types, such as news broadcasts, podcasts, films, and more, enhancing their ability to understand spoken Spanish. Individual and group presentations provide students with practice in making formal presentations in Spanish, a skill that is necessary for many professional settings. Classroom, forums, and small group discussions will provide practice in a more informal style of speech. Students will have conversation sessions with the Spanish Cultural Assistants in person, and they will interact with students at partnering situations in Spanish or Latin American through Zoom, WhatsApp, or through other means. These activities are designed to improve the students' listening comprehension skills and practical knowledge about culture and language both in formal and informal settings.
Credits 4.0

Prerequisite Courses
SP 102: Spanish for Global Citizens II
BLUEprint
Modern Languages

SP 318 : Texts in Context

Texts in Context is an intermediate/high-intermediate conversation course designed for students who want to improve their communicate abilities in Spanish. With this goal in mind, the course will also provide exposure to other language skills (conversation, reading, writing, vocabulary acquisition, cultural knowledge) which are integral to developing proficiency. Specific grammatical topics will be reviewed based on the texts and on issues that arise in class. Students will read and write texts of various types, such as descriptions, narratives, advertisements, blogs, articles, literature and more, enhancing their ability to read and write in Spanish. Short writing assignments of various types provide students with practice in formal and informal written communication in Spanish, a skill that is necessary for many professional settings. Students will work on their writing assignments in person with their professor and with the Spanish Cultural Assistant, and they will interact with students from our partnering institutions in Spain or Latin America through email, Zoom, WhatsApp, or other platforms. These activities are designed to improve the students' reading and writing skills and practical knowledge about culture and language both in formal and informal settings. Individual and group presentations provide students.
Credits 4.0

Prerequisite Courses
SP 102: Spanish for Global Citizens II

Sports Management

Assistant Professor Roger Kerfoot

The Sports Management major prepares students for a variety of career paths connected to professional and collegiate sports, as well as the organizations that surround pro/college sports. Problem solving, data analysis, hard work, and creativity are critical skills emphasized within the major.

Sports Management

Major

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

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

Core Courses

Item #	Title	Credits
EC 105	Principles of Economics	4.0
AC 231	Principles of Accounting	4.0
CO 210	Business Communication	4.0
BU 491	Senior Capstone	4.0
	Sub-Total Credits	16

Sports Management

Item #	Title	Credits
SM 280	The Business of Sport	4.0
SM 355	Sports Promotion	4.0
	Sub-Total Credits	8

Sports Management Electives

Choose four Sports Management Electives (16 credit hours):

Item #	Title	Credits
KI 214	Teaching Physical Activities	3.0
MG 364	Management	4.0
MG 366	Event and Facilities Management	4.0
MK 354	Marketing	4.0
SM 305	Athletic Administration	4.0
SM 325	Legal and Ethical Aspects of Sports	4.0-4.0
SM 410	Fitness Management	4.0
SO 280	Sociology of Sport	4.0
	Sub-Total Credits	16

Ethics Requirement

Choose one Ethics requirement:

Item #	Title	Credits
BU 315	Business Ethics	4.0
CO 315	Communication Ethics	4.0
PH 315	Business Ethics	4.0
	Sub-Total Credits	4

Experiential Learning Requirement

Choose one two-credit Experiential Learning opportunity:

Item #	Title	Credits
BU 463	Internship in Business Administration	1.0-4.0
IC 421	Graduate READY: Career Strategies	2.0
SM 463	Internship in Sports Management	1.0-4.0
	Sub-Total Credits	2
	Total Credits	46

Sport Management

Minor

Required Courses

Item #	Title	Credits
SM 280	The Business of Sport	4.0
SM 355	Sports Promotion	4.0
	Sub-Total Credits	8

Three of the following:

Item #	Title	Credits
KI 214	Teaching Physical Activities	3.0
MG 366	Event and Facilities Management	4.0
SM 305	Athletic Administration	4.0
SM 325	Legal and Ethical Aspects of Sports	4.0-4.0
SM 410	Fitness Management	4.0
SO 280	Sociology of Sport	4.0
	Sub-Total Credits	12
	Total Credits	19-20

Sports Management Course Descriptions

SM 280 : The Business of Sport

An overview of the business aspects of professional and amateur sports. Topics covered include league structure and operation, sports marketing, pricing, media, agents and contracts.
Credits 4.0

Prerequisites
Sophomore standing. AC 231 would be beneficial but not required

SM 305 : Athletic Administration

This course emphasizes the aims, objectives and problems involved in managing athletics and a physical education curriculum. Students study and analyze the strategic planning process in athletic departments. Assignments require real-life applications relevant to field settings.
Credits 4.0

SM 325 : Legal and Ethical Aspects of Sports

This course examines legal and ethical concepts related to sports management, including, but not limited to participation and eligibility issues, negligence, Title IX, torts, and sports contracts. This course will also help students conceptualize concepts, models, and techniques to use when managing ethical dilemmas. Career opportunities and field experiences will be investigated. Upon successful completion of this course, the student will be able to describe the basic principles of law, the different areas of concern for sport managers and opportunities in the field.
Credits 4.0-4.0
Prerequisite Courses
SM 280: The Business of Sport
Semester Offered
Offered alternate years

SM 355 : Sports Promotion

An examination of the field of promotion, with a focus and applications into the sports industry. Topics covered include advertising, sales promotion, ticketing, sponsorships, and social media.
Credits 4.0

Prerequisites
SM 280 recommended

SM 410 : Fitness Management

An application of business principles to the health/fitness/recreation area, with an emphasis on starting and running a successful fitness business. Students will be introduced to various types of fitness opportunities, including health and fitness clubs, athletic training facilities, indoor and outdoor recreation, and online/virtual fitness. Topics include legal/financial/budgeting issues, creating high value customer experiences, staffing/training, organizational structure. The emphasis is NOT on training but on how to run a fitness-related business.
Credits 4.0

Prerequisite Courses
AC 231: Principles of Accounting
MG 364: Management

SM 461 : Independent Study in Sports Management

Advanced independent study in the field of sport management. Open to senior majors seeking advanced study in their areas of specialization. May be repeated with different subject matter for a maximum of 6 hours.
Credits 1.0-4.0

SM 463 : Internship in Sports Management

A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to junior and senior majors.
Credits 1.0-4.0
Prerequisites
Consent of the instructor

Theatre

Professor Nancy Taylor Porter
Assistant Professor Aasne Daniels
Technical Director/Designer Jaye Beetem

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 Music and English, but other combinations are possible. If you are interested in this option, please see the Individualized Studies Major and contact Dr. Nancy Taylor Porter.

Theatre

Minor

The minor consists of 20 hours of coursework (5 courses) and 3 productions (TH 150/151).

Required Courses

Item #	Title	Credits
TH 150	Theatre Practice	0.0-2.5
TH 151	Theatre Practice	0.0-1.0
TH 222	Acting	4.0
TH 231	Stagecrafts	4.0
	Sub-Total Credits	8

100-level Elective

Students must take one course at the 100-level theatre.

Item #	Title	Credits
TH 180	Audio-Visual Feasts: Music Video Analysis	4.0
TH 185	America on Film: Race, Gender, and Class	4.0
TH 190	From Comic Books to Blockbusters	4.0
	Sub-Total Credits	4

200-level Elective

Students must take one course at the 200-level theatre.

Item #	Title	Credits
TH 226	Scriptwriting	4.0
TH 250	Shakespeare on Stage and Screen	4.0
	Sub-Total Credits	4

300-level Elective

Students must take one 300-level theatre course.

Item #	Title	Credits
TH 352	Theatre on the Edge	4.0
TH 353	Acting II	4.0
	Sub-Total Credits	4
	Total Credits	20

Theatre Course Descriptions

TH 130 : Myself in Community

The prevalence of social media in contemporary life has meant an explosion of self-expression, of private experiences becoming public, sometimes to an audience of thousands or even millions. As audience members, we crave the excitement of revelation, of witnessing vulnerability and triumph. As performers, we long for recognition, knowing we are not alone. Coming to college means leaving behind a familiar place in the world and making a new home—which can be both daunting and exhilarating. How do we forge the friendships and communities that we, as social beings, allow us to thrive? This course will explore the concept of who we are in community in a variety of written, virtual, and performative contexts. We will experiment with different creative media and individually as well as collectively generate theatrical / artistic expressions in the process of making our seminar a place to belong. For our final project, we will share our discoveries with the IC community.
Credits 4.0

BLUEprint
First-Year Seminar

TH 150 : Theatre Practice

A theatre practicum consists of significant participation in some facet of an Illinois College TheatreWorks production or an outside production, approved by the program chair.

- 1 credit hour awarded for backstage crew, or light and sound board operators
- 1.5 credit hours awarded for assistant stage managers*
- 2-2.5 credit hours awarded for stage managers
- 1.5-2.5 credit hours awarded to actors

Credits 0.0-2.5
Notes
Each credit hour is awarded for 45 hours of work, so credits earned vary depending on the student's role in the production. Students may count 8 theatre practice credit hours toward graduation. Participation beyond these limits is registered at 0 credit hours.
BLUEprint
Creative Expressions Studio

TH 151 : Theatre Practice

- .5 credit hour awarded for backstage crew or light and sound board operators
- .5-1 credit hour awarded for actors

Credits 0.0-1.0

Notes

Each credit hour is awarded for 45 hours of work, so credits earned vary depending on the student's role in the production. Students may count 8 theatre practice credit hours toward graduation, and non-majors may count 8. Participation beyond these limits is registered at 0 credit hours.

TH 172 : Stagecraft Lab

This course is for students who have already taken TH 170 Stagecraft. They will repeat the lab section of TH 170 to earn an additional credit toward fulfilling their BLUEprint Creative Expressions Studio requirement.

Credits 1.0

Semester Offered

Offered every spring semester

TH 180 : Audio-Visual Feasts: Music Video Analysis

Music videos provide a platform for music artists to comment on issues of sexuality and gender identity, race and ethnicity, and even politics. In this class, students will learn how to recognize and discuss the power of this theatrical art form as a cultural agent, as well as analyzing the audio, visual, and narrative components of contemporary music videos.

Credits 4.0

Semester Offered

Offered spring semesters

BLUEprint

Cultural Literacy

TH 185 : America on Film: Race, Gender, and Class

An exploration of various diverse cultures in the United States through the medium of film. Students will consider how their own histories and identities intersect with other cultures and develop a greater understanding of people identifying as different from themselves.

Credits 4.0

BLUEprint

U.S. Diversity

TH 190 : From Comic Books to Blockbusters

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

Credits 4.0

Semester Offered

Offered most fall semesters

BLUEprint

Creative Expressions Studio

TH 222 : Acting

An introductory workshop experience for actors, designed to foster a basic competence in the uses of the voice, body, and imagination for dramatic performance.
Credits 4.0

Semester Offered
Offered every fall semester
BLUEprint
Creative Expressions Studio

TH 226 : Scriptwriting

This class is designed to teach students about the nuts and bolts of play and screenwriting. It covers topics such as action/plot, structure, character development, dialogue, and setting in the abstract and in plays written by both professionals and college students. It encourages writers to choose workable ideas, draft them, and improve them through exploration and peer review. The final project is a one-act script for stage or film.
Credits 4.0

Semester Offered
Offered alternate springs
Notes
Cross-listed with **EN 226**
BLUEprint
Creative Expressions Studio

TH 231 : Stagecrafts

Students will acquire a hands-on knowledge of the methods, principles, and conventions of scenic production by way of both lab and lecture periods. As this is a prerequisite for advanced classes in technical theatre, basic skills as well as a working vocabulary in scenery and property construction, scene painting, lighting, and sound will be stressed.
Credits 4.0

Semester Offered
Offered every semester

TH 250 : Shakespeare on Stage and Screen

A study of some of Shakespeare's greatest hits and how these plays have been transformed into movies, from filmed stage productions to contemporary riffs on the characters and storylines. The course will also include analysis of relevant cultural artifacts connected to the play's content as well as filmic techniques and principles of adaptation.
Credits 4.0

Semester Offered
Offered alternate springs
Notes
Cross-listed with EN 261
BLUEprint
Humanistic Values

TH 352 : Theatre on the Edge

A studio class exploring various non-realistic approaches to theatre-making, including the body as object, masks, commedia dell'arte, clown, physical comedy, soundscapes, and translations of film, art, and music into theatrical performance. The course culminates in a piece of student-centered theatre on a topic of their choice that is performed at the Celebration of Excellence.
Credits 4.0

Semester Offered
Offered once every three years in the spring semester
BLUEprint
Creative Expressions Studio

TH 353 : Acting II

Advanced studio work with a focus on classical training for body and voice, physical characterization, and stage combat. The course covers neutrality, an overview of the work of Rudolf Laban, classical textual analysis, voice work, monologues, and scene study.
Credits 4.0

Prerequisites
TH 222 or consent of the instructor
Semester Offered
Offered once every three years in the spring semester
BLUEprint
Creative Expressions Studio

TH 461 : Independent Study in Theatre

Advanced tutorial on an appropriate topic. Students who want to study directing can register for this course. An independent study in directing focuses on how the director translates technique and theory into the world of the state and emphasizes explorations and collaboration with actors and designers. If the student earns a C or higher and has completed all analysis assignments related to their chosen one-act, they may continue to the second section of the course and direct the play. In this section of the course, students gain project management and leadership experience, practicing the organizational and communication skills required to helm a production.
Credits 1.0-3.0
Prerequisites
Consent of the instructor

TH 463 : Internship in Theatre

Internship with a theatre company or company utilizing theatre, usually during the summer. Areas of emphasis include acting, playwriting, stage management, lighting, sound, and box office/ house management.
Credits 1.0-4.0

TH 465 : Independent Research in Theatre

When a faculty-directed production is entered in the Kennedy Center American College Theatre Festival, an outside evaluator and the director choose two students to participate in the regional Irene Ryan Scholarship Audition. In conjunction with their director, they research and prepare scenes to present at the festival.
Credits 1.0-2.0

TH 480 : Honors Project

Completed in either the junior or senior year, this course represents a milestone in the student's development and is intended to prepare him or her for professional work in the field. Typically, this will be a significant role or design for a faculty-directed show. For students not strictly in the acting or tech tracks, alternative possibilities will be considered, such as writing and/or directing a play, stage managing a challenging faculty-directed show, or working as the program's business manager in an arts administration capacity.
Credits 4.0

1101 West College Avenue
Jacksonville, Illinois 62650

Office of Academic Affairs | 217.245.3010
Office of Admission | 217.245.3030

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