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- August 20 Welcome Week Begins
- August 24 Advising Day (9 a.m. to 12 p.m.)
- August 25 Classes Begin
- September 7 Last day to add a course or drop a course without record
- October 16 Midterm grades computed as of this day for full-term students
- November 2 Last day for students to drop a course with W grade  
Last day to withdraw from the College with W grades
- November 20 Thanksgiving Break begins at end of classes; Residence Halls Close
- November 30 Classes Resume
- December 4 Classes End
- December 7 Final Exams Begin
- December 11 Final Exams End
- December 11- January 17 Semester Break

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

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



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

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

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

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

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

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

True to its founding vision in 1829,  
Illinois College is a community committed  
to the highest standards of scholarship  
and integrity in the liberal arts.

The College develops  
in its students qualities of mind  
and character needed for fulfilling lives  
of leadership and service.

*Approved by the Trustees, 2004*

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



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





# ACADEMIC PROGRAM

Illinois College gives you a BLUEprint for your future, a general education program with the themes of connections, skills, and communities. The BLUEprint 2.0 lasts throughout college. You learn about the ways people act together, preparing you for citizenship. You learn the skills employers want: how to solve a problem, how to come up with new ideas, how to communicate well, and how to collaborate. BLUEprint 2.0 shows you the way to an inspiring and practical education.

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

## Foundations (3 courses)

Foundations (3 courses):

Foundations prepare you for the challenges of college.

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

Worldview (8 courses):

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

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

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

Senior Capstone Experience (1 course):

In your Senior Capstone Experience, you use skills and knowledge you've learned through BLUEprint 2.0 and in your major. It prepares you for post-college problem-solving. This course must be completed at Illinois College.

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

1. *Writing Extensive*: Learn how to write well, preparing for your future career.

Four experiences:

one satisfied in your Foundations writing course



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

Accounting

Actuarial Science

Agribusiness Management

Art and Design in Visual Studies

Biochemistry

Biology

- Biology with Clinical Laboratory Science
- Biology with Ecology

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



## Medical Professions Advising

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

:: Athletic Training

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

## ACADEMIC ADVISING

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

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

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

All students should see their advisor as one of their most important teachers, meet regularly with their advisor, and feel welcome to ask any question for which they need an answer. The student should think carefully and deeply about his or her interests and seek the advice or knowledge he or she needs to have a fulfilling and successful experience at Illinois College and a productive life of leadership and service after graduating.

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

## ACADEMIC APPEALS

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

## COMMENCEMENT CEREMONIES

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

Students may participate in graduation ceremonies prior to completing all graduation requirements in only one of two situations. 1) Students who have completed all graduation requirements except two courses, equaling no more than eight credit hours. 2) Students who have completed all graduation requirements except for one semester of student teaching.

Convocation requirements must be completed prior to participation in the commencement ceremony. See page 17 for details, or contact the Registrar for additional information.

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





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

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

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



**A** **Accounting for Planning and Control** ( )

Use of costs for planning, controlling and decision making with emphasis on standard costs, flexible budgets, cost behavior, direct costing, relevant costs, responsibility accounting and cost analysis for control and motivation. Prerequisite: AC 231.

**A** **Accounting Process and Financial Statements** ( )

In depth study of the accounting process and financial statements preparation. Analysis of balance sheet elements relating to income determination through conceptual discussion and procedural presentation. Prerequisite: AC 231.

**A** **Advanced Financial Accounting** ( )

Discusses in depth the traditional financial accounting topics as well as the recent developments in accounting valuation and reporting. Special topics are EPS, accounting for deferred income taxes, leases, pensions, changes/errors preparation of the statement of cash flows, and financial analysis. Prerequisite: AC 325.

**A** **Federal Income Tax** ( )

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

**A** **Accounting** ( )

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Administered jointly by the Mathematics and Business Administration Departments

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

- :: MA 213 Calculus I
- :: MA 223 Calculus II
- :: MA 233 Calculus III
- :: MA 323 Linear Algebra (3 hrs)::

Mathematics Core (28 hrs.) EC615 - 55 Ingrams (and I

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

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

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

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

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

Business Core (16 hours):

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

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

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

### **A 111** **Food & Agriculture ( )**

Survey of emerging issues in the food and agricultural industry, including: 1) geography of food

**A 1A** ( )

Marketing concepts, techniques, and management of the U.S. marketing system from agricultural production, agribusiness, and traditional business perspectives. Prerequisite: AG 211 or equivalent. May not be taken for credit if a student has earned credit for MG 354.

**A 1A** ( )

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

**A 0** ( )

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

**A 1/** **A** (1- )

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

**A /** **A** (1- )

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

**A 1A** ( )

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



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## Visiting Assistant Professor Katelyn Greenberg

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

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

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

### Core courses (28 credits)

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

### Electives Courses (8 credits):

One course from the following category:

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

One course from the following category:

- :: TH 190 16 -7hibit3b rcBooTH 1 andaj/Spa/Acrgecri
- :: s9 Td2 TdEdgosophies in Contemporary gital photography)

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:: stophies in Contemporary gital photography)

TH 190 16 -7hibit3b rcBooTH 1 andaj/Spa/AcHI 33b Dedia clHwork,

A major as well as a minor in 3and theatre.

131 Visual Perceptions through Drawing

346 Theories and Philo.TH 190 1ls

### A 100 Introduction to Visual Design (3)

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

### A 110 Introduction to 3D Design (3)

An introductory course in basic 3D design through projects and exercises in line, plane, volume, space, and texture in three-dimensional form. Students are introduced to simple construction methods using a variety of materials and tools with an emphasis on craftsmanship, problem-solving, and ideation in a three-dimensional construct. Additional fee may apply. No prerequisite.

### A 111 Introduction to Drawing (3)

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

### A 010 Basic Graphic Design (3)

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

### A 210 Introduction to the Arts (3)

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

### A 310 Introduction to Studio Art (3)

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.



**A** **1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**, **9**, **10**, **11**, **12**, **13**, **14**, **15**, **16**, **17**, **18**, **19**, **20**, **21**, **22**, **23**, **24**, **25**, **26**, **27**, **28**, **29**, **30**, **31**, **32**, **33**, **34**, **35**, **36**, **37**, **38**, **39**, **40**, **41**, **42**, **43**, **44**, **45**, **46**, **47**, **48**, **49**, **50**, **51**, **52**, **53**, **54**, **55**, **56**, **57**, **58**, **59**, **60**, **61**, **62**, **63**, **64**, **65**, **66**, **67**, **68**, **69**, **70**, **71**, **72**, **73**, **74**, **75**, **76**, **77**, **78**, **79**, **80**, **81**, **82**, **83**, **84**, **85**, **86**, **87**, **88**, **89**, **90**, **91**, **92**, **93**, **94**, **95**, **96**, **97**, **98**, **99**, **100** ( )  
Continued exploration of various media. Students work with original ideas and methods to reinforce independence, enthusiasm, and personal creativity. May be taken twice with different prompts. Additional fee may apply.

**A** **1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**, **9**, **10**, **11**, **12**, **13**, **14**, **15**, **16**, **17**, **18**, **19**, **20**, **21**, **22**, **23**, **24**, **25**, **26**, **27**, **28**, **29**, **30**, **31**, **32**, **33**, **34**, **35**, **36**, **37**, **38**, **39**, **40**, **41**, **42**, **43**, **44**, **45**, **46**, **47**, **48**, **49**, **50**, **51**, **52**, **53**, **54**, **55**, **56**, **57**, **58**, **59**, **60**, **61**, **62**, **63**, **64**, **65**, **66**, **67**, **68**, **69**, **70**, **71**, **72**, **73**, **74**, **75**, **76**, **77**, **78**, **79**, **80**, **81**, **82**, **83**, **84**, **85**, **86**, **87**, **88**, **89**, **90**, **91**, **92**, **93**, **94**, **95**, **96**, **97**, **98**, **99**, **100** ( )  
A survey of contemporary art from mid-20th century to present. Examination of the broader social, cultural, aesthetic, and theoretical developments in which contemporary art was produced, presented and interpreted. Focus on feminism, gender identity, and post-modernism in a global context. No prerequisite.

**A** **1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**, **9**, **10**, **11**, **12**, **13**, **14**, **15**, **16**, **17**, **18**, **19**, **20**, **21**, **22**, **23**, **24**, **25**, **26**, **27**, **28**, **29**, **30**, **31**, **32**, **33**, **34**, **35**, **36**, **37**, **38**, **39**, **40**, **41**, **42**, **43**, **44**, **45**, **46**, **47**, **48**, **49**, **50**, **51**, **52**, **53**, **54**, **55**, **56**, **57**, **58**, **59**, **60**, **61**, **62**, **63**, **64**, **65**, **66**, **67**, **68**, **69**, **70**, **71**, **72**, **73**, **74**, **75**, **76**, **77**, **78**, **79**, **80**, **81**, **82**, **83**, **84**, **85**, **86**, **87**, **88**, **89**, **90**, **91**, **92**, **93**, **94**, **95**, **96**, **97**, **98**, **99**, **100** ( )  
A studio course focused on a range of topics that include materiality, interactivity, time, social media, and exploring forms and technologies identified as new or emerging. Through practice, research, discussion, and lecture, this course introduces students to the changing new media landscape that is transforming the way we think about the intersection of disciplines, including art, technology, humanities, and social sciences. This is an upper-level course designed for majors and minors.

**A** **0**, **1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**, **9**, **10**, **11**, **12**, **13**, **14**, **15**, **16**, **17**, **18**, **19**, **20**, **21**, **22**, **23**, **24**, **25**, **26**, **27**, **28**, **29**, **30**, **31**, **32**, **33**, **34**, **35**, **36**, **37**, **38**, **39**, **40**, **41**, **42**, **43**, **44**, **45**, **46**, **47**, **48**, **49**, **50**, **51**, **52**, **53**, **54**, **55**, **56**, **57**, **58**, **59**, **60**, **61**, **62**, **63**, **64**, **65**, **66**, **67**, **68**, **69**, **70**, **71**, **72**, **73**, **74**, **75**, **76**, **77**, **78**, **79**, **80**, **81**, **82**, **83**, **84**, **85**, **86**, **87**, **88**, **89**, **90**, **91**, **92**, **93**, **94**, **95**, **96**, **97**, **98**, **99**, **100** ( )  
Independent work in a specialized area of study intended to result in a senior exhibition, a thesis paper, or an internship. Prerequisites: senior art major standing and consent of the department.

**A** **1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**, **9**, **10**, **11**, **12**, **13**, **14**, **15**, **16**, **17**, **18**, **19**, **20**, **21**, **22**, **23**, **24**, **25**, **26**, **27**, **28**, **29**, **30**, **31**, **32**, **33**, **34**, **35**, **36**, **37**, **38**, **39**, **40**, **41**, **42**, **43**, **44**, **45**, **46**, **47**, **48**, **49**, **50**, **51**, **52**, **53**, **54**, **55**, **56**, **57**, **58**, **59**, **60**, **61**, **62**, **63**, **64**, **65**, **66**, **67**, **68**, **69**, **70**, **71**, **72**, **73**, **74**, **75**, **76**, **77**, **78**, **79**, **80**, **81**, **82**, **83**, **84**, **85**, **86**, **87**, **88**, **89**, **90**, **91**, **92**, **93**, **94**, **95**, **96**, **97**, **98**, **99**, **100** ( )  
Advanced studio course in a specific area beyond listed course offerings. Prerequisite: consent of the instructor.

**A** **1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**, **9**, **10**, **11**, **12**, **13**, **14**, **15**, **16**, **17**, **18**, **19**, **20**, **21**, **22**, **23**, **24**, **25**, **26**, **27**, **28**, **29**, **30**, **31**, **32**, **33**, **34**, **35**, **36**, **37**, **38**, **39**, **40**, **41**, **42**, **43**, **44**, **45**, **46**, **47**, **48**, **49**, **50**, **51**, **52**, **53**, **54**, **55**, **56**, **57**, **58**, **59**, **60**, **61**, **62**, **63**, **64**, **65**, **66**, **67**, **68**, **69**, **70**, **71**, **72**, **73**, **74**, **75**, **76**, **77**, **78**, **79**, **80**, **81**, **82**, **83**, **84**, **85**, **86**, **87**, **88**, **89**, **90**, **91**, **92**, **93**, **94**, **95**, **96**, **97**, **98**, **99**, **100** ( )  
A practical application of skills in an art related job experience. Prerequisite: consent of the department chair.

**A** **1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**, **9**, **10**, **11**, **12**, **13**, **14**, **15**, **16**, **17**, **18**, **19**, **20**, **21**, **22**, **23**, **24**, **25**, **26**, **27**, **28**, **29**, **30**, **31**, **32**, **33**, **34**, **35**, **36**, **37**, **38**, **39**, **40**, **41**, **42**, **43**, **44**, **45**, **46**, **47**, **48**, **49**, **50**, **51**, **52**, **53**, **54**, **55**, **56**, **57**, **58**, **59**, **60**, **61**, **62**, **63**, **64**, **65**, **66**, **67**, **68**, **69**, **70**, **71**, **72**, **73**, **74**, **75**, **76**, **77**, **78**, **79**, **80**, **81**, **82**, **83**, **84**, **85**, **86**, **87**, **88**, **89**, **90**, **91**, **92**, **93**, **94**, **95**, **96**, **97**, **98**, **99**, **100** ( )

Administered jointly by the Biology and Chemistry Departments

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

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

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

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

ELECTIVES, AT LEAST THREE SELECTED FROM:

BI 208 (Developmental Biology), BI 245 (Microbiology), BI 310 (Immunology), BI 311 (Virology), CH 327 (Medicinal Chemistry), CH 332 (Advanced Inorganic Chemistry).

IN ADDITION, THESE COREQUISITES ARE REQUIRED

PY 225, 226 (College Physics)

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

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

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

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

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

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

### I. Organismal Biology

- BI 201 Botany
- BI 206 Vertebrate Zoology
- BI 208 Developmental Biology
- BI 245 Microbiology
- BI 318 Algae and Fungi
- BI 328 Animal Behavior
- BI 342 Parasitology
- BI 350 Entomology

- II. Cellular and Molecular Biology  
 BI 208 Developmental Biology  
 BI 245 Microbiology  
 BI 307 Cell and Molecular Biology  
 BI 310 Immunology  
 BI 311 Virology

- III. Systems Biology  
 BI 315 Anatomy and Physiology I  
 BI 316 Anatomy and Physiology II  
 BI 324 Ecological Interactions  
 BI 325 Tropical Ecology\*  
 BI 326 Marine Biology\*  
 BI 332 Aquatic Biology

\* Trip course. Additional fees assessed.

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

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

Students should complete as many of the following tool courses as possible before enrolling in 200-300 level courses. Math: MA 133 is required for CH 110; MA 123 and MA 213 are highly recommended. Three chemistry courses from the following list are required for the major: CH 110, CH 203, CH 304, CH 231, CH 211, and CH 309.

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

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

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

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

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

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

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

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

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

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

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

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

Courses taken at OSF will be:

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

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



BI 310 Immunology  
 BI 311 Virology  
 BI 342 Parasitology  
 KI 340 Exercise Physiology

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

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

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

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Students who are interested in pursuing a teaching certificate in biology should consult with the

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**BI 111 Forensic Anthropology (3)**

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

**BI 112 Forensic Science (3)**

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

**BI 113 Botany (3)**

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

**BI 114 Zoology (3)**

A detailed study of the vertebrates (especially those in the Midwest) emphasizing the diversity, identification, comparative physiology and anatomy, ecology, and human impact on their populations. One 2-hour laboratory per week. Prerequisite: BI 110. Offered alternate fall semesters.

**BI 115 Molecular Biology (3)**

The molecular principles of heredity and variation in living organisms. One 3-hour laboratory period per week. Required for the biology major. Prerequisite: BI 110. Corequisite: CH 110. Offered fall semesters.

**BI 116 Developmental Biology (3)**

Consideration of the concepts of development in biological systems; developmental processes, events of embryogenesis, and mechanisms of development in animal systems. One 2-hour laboratory period per week. Prerequisite: BI 207. Offered alternate fall semesters.

**BI 117 Medical Terminology (1)**

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

**BI 118 Ecology and Evolution (3)**

An introduction to the theoretical and practical concepts of ecology and evolution. Topics include application of the principles of genetics to populations, phylogenetics, history of evolutionary thought from Darwin to the Modern Synthesis, origins of life on Earth, and speciation. One 2-hour laboratory period per week. Prerequisites: BI 110. Offered spring semesters.

**BI 119 Microbiology (3)**

The study of the central role that microorganisms play in the web of life, including the study of physiology, structure, metabolism, cultivation, diversity, and genetics of microorganisms. Correlated laboratory investigations. One 3-hour lab period per week. Prerequisite: CH 110 (or concurrent enrollment) and BI 207 or consent of instructor. Offered spring semesters.

**0** **Cell Biology (3)**

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

**10** **Vertebrate Immunology (2)**

Study of the vertebrate immune system, including the principles of cellular and humoral defense mechanisms, and reviews of current research in the field. One 2-hour laboratory period per week. Prerequisite: BI 207 or consent of instructor. Offered alternate years.

**11** **Virology (2)**

An exploration of the viruses that infect all three domains of life, with a focus on the molecular biology and genomic diversity of pathogens that threaten human life and economic activity. Topics to be considered include long-studied pathogens such as poliovirus, variola (smallpox), and tobacco mosaic virus, as well as emerging or re-emerging agents such as hepatitis C and D, prions, and viroids. Discussions of the primary literature will be used to examine recent scientific and clinical developments. Prerequisite: BI 207. Offered alternate years.

**1A** **Human Anatomy and Physiology (2)**

Emphasis on human anatomy, histology, and physiology with consideration of endocrine, digestive, respiratory, cardiovascular, urinary, and reproductive systems. One 2-hour laboratory per week. Prerequisite: BI 110 or BI 107. Corequisite: CH 110. Offered fall semesters.

**1 A** **Human Anatomy and Physiology (2)**

Emphasis on human anatomy, histology, and physiology with consideration of endocrine, digestive, respiratory, cardiovascular, urinary, and reproductive systems. One 2-hour laboratory per week. Prerequisite: BI 315. Offered spring semesters.

**1 A** **Fungal and Protist Diversity (2)**

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

**1** **Ecology (2)**

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

**1** **Tropical Rainforests (2)**

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

**1** **Marine Biology (2)**

An introduction to the study of the plants, animals, and other organisms that live in the ocean. Lecture topics include the principles of marine science, life forms in the marine environment, the structure and function of marine ecosystems, and the role of humans on the sea. Laboratory held during spring break in the Florida Keys. Prerequisite: BI 110 and consent of instructor. Offered spring semesters, odd years.

**A** **Animal Behavior (2)**

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



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

## A

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

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

A. Core Courses (22 credit hours):

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

B. Business Administration (24 credit hours):

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

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

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

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

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

100 **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.

### 10 Introduction to Application Software ( )

An introduction to application software used in problem solving including advanced features of spreadsheets, introduction to databases, and project management tools. Includes in-class laboratory work. *(Pending approval.)*

### 100 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.

### 100 Business Aspects of Sports ( )

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

### 0>A 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. Offered spring semesters. *(Pending approval.)*

### 1> Business and Government ( )

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

### >0 Consumer Behavior ( )

Studies the factors affecting consumer behavior of individuals and organizations; provides an overview of explanations of consumption; and surveys consumer decision-making processes and their implications for marketing strategy. (See PS 350.)

### > Marketing Management ( )

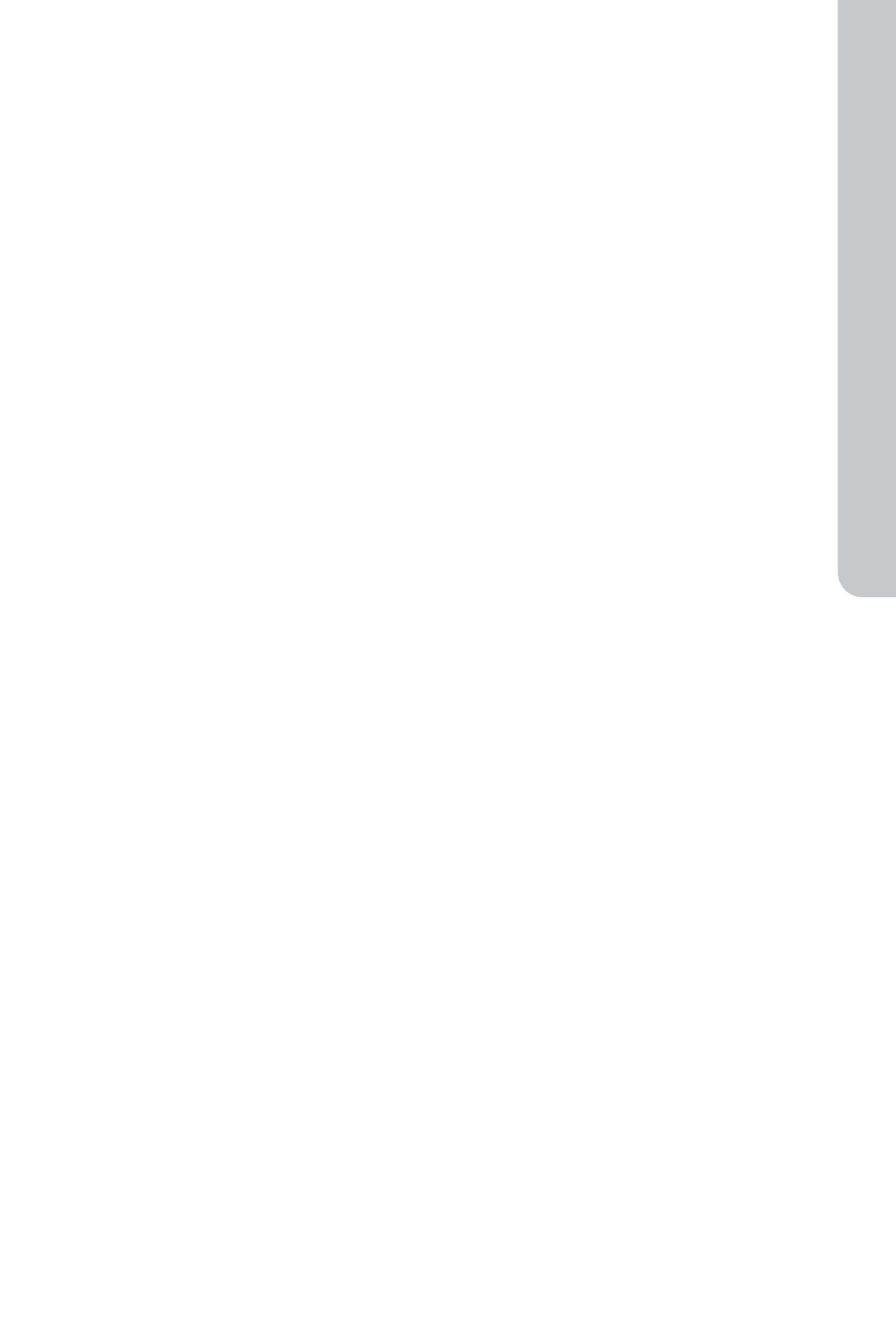
Emphasizes the concepts of planning, organizing, controlling and decision making as they are applied to management of the marketing function. Attention is given to the marketing environment, consumer behavior, marketing research, product management, distribution promotion and pricing policies. May not be taken for credit if a student has earned credit for AG 321. Prerequisite: sophomore standing.

### >> Promotion in the Sports Industry ( )

An examination of the field of promotion, with a focus and applications into the sports industry. Topics covered include advertising, sales promotion, ticketing, sponsorships, and social media. Prerequisite: MG 280 recommended.

### > Integrated Marketing Communication ( )

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



**MG 464 Introduction to Production and Operations Management (3)**

Introduction to production and operation management including: forecasting, capacity and material planning, inventory control, production and shop scheduling, quality control, work management, special techniques including PERT, linear programming, MRP, EOQ, and the design and location of facilities. Open to junior and senior majors.

**MG 465 Marketing Management (3)**

Marketing Management integrates the study of methods and models for marketing decision-making; emphasizes the application of analytical tools and behavioral and quantitative models to marketing decision-making. It is an expansion of the study and application of the marketing mix, SWOT analysis, consumer behavior and research. Prerequisite: MG 354.

**MG 466 Independent Research in Management (1-4)**

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

**MG 467 Applied Management (1-4)**

A practical application of theoretical skills in actual job-related situations. May be repeated for a maximum of 6 hours. Open to junior and senior majors. Prerequisite: consent of the instructor. MG 465, 466 Independent Research in Management (1 - 4)

**MG 491 Business Strategy (3)**

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

**MG 492 Business Capstone Seminar (1)**

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



Professor Zvi Pisman  
 Associate Professor Brent Chandler  
 Associate Professor Clayton F. Spencer  
 Assistant Professor Jocelyn Lanorio

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

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

Our goals are that all chemistry students be able to:

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

A major in chemistry consists of coursework distributed as follows:

#### Chemistry Major (40 hours)

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

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

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

- :: Analytical Chemistry: Quantitative Analysis (CH 211), Instrumental Analysis (CH 312)
- :: Biochemistry: Biochemistry I (CH 309) and Biochemistry II (CH 410), Biological Investigations (BI 110), Cell and Molecular Biology (BI 307)
- :: Inorganic Chemistry: Inorganic Chemistry (CH 231), Organic Chemistry II (CH304), Advanced Inorganic Chemistry (CH 332)
- :: Physical Chemistry: Physical Chemistry I and II (CH 323 and CH 365), Instrumental Methods (CH 312)
- :: Medicinal Chemistry: Organic Chemistry II (CH 304), Medicinal Chemistry (CH 327)

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

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

Other Departmental options:

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

Minor in chemistry. A chemistry minor consists of CH 110 and four additional chemistry courses at the 200-level or above.

## 101 Introduction to Chemistry (1)

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

## 110 General Chemistry (3)

Chemistry is the study of the material world. It is essential to the understanding of a wide range of scientific disciplines and is applicable to diverse career interests. Intended primarily for students majoring in the natural sciences, this course introduces the principles of chemistry. Major themes include the microscopic structure of matter and the role of energy, stability, and entropy as drivers of chemical change. Topics include: atomic structure, periodicity, chemical bonding, molecular structure and geometry, inorganic reaction classes, stoichiometry, thermochemistry, kinetic theory of gases and liquids, and intermolecular forces. Laboratory work will provide practice in

basic measurements, liquid handling, experimental design, application of scientific method, and data processing and interpretation. Three class hours and one three-hour laboratory period per week. Corequisite: MA 133 (or placement into a higher level mathematics course). CH110 is a prerequisite to all chemistry courses above the 100-level. Offered every semester.

### 0 Organic Chemistry (3, 0)

Organic chemistry focuses on the chemistry of carbon compounds and provides a basis for understanding much of the chemistry of the biological world around us. Lectures will focus on the properties of organic compounds, on the reactions of functional groups and reaction mechanisms. You will develop the critical thinking skills and knowledge necessary to understand, evaluate, and respond to major events, reports, and ideas using the key concepts and principles associated with organic chemistry. In the lab you will synthesize and analyze organic compounds with known molecular structure using fundamental laboratory techniques and report your experimental results. Three class hours and one three-hour laboratory period per week. Prerequisite: CH 110. CH 203 with a 'C' grade or better is a prerequisite to CH 304. Offered every year.

### 11 Volumetric and Gravimetric Analysis (3, 0)

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

### 1 Inorganic Chemistry (3, 0)

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

### 0 Cell and Molecular Biology (3, 0)

The morphological diversity of living things is fantastic. Nevertheless, many living systems are confined to aqueous environments, constant pressure and salt conditions, and little if any internal temperature fluctuations. Within these chemical restrictions all organisms must carry out chemical reactions that result in the sustenance and proliferation of life. In this course we will discuss the chemical reactions that often are shared among a vast number of organisms. We will start with an outline of the basic chemical environment of the cell and then describe the three-dimensional structures of proteins. We will consider how representative protein structures are assembled and how they perform their respective functions. Through the combined use of kinetic, structural, and genetic approaches, we will examine how enzymes carry out catalysis of chemical reactions within living systems. Three class hours and one three-hour lab per week. Prerequisites: BI 110, CH 203. Offered every fall.

### 1 Analytical Chemistry (3, 0)

Course presents a survey of the principles and applications of modern chemical instrumentation. Three class hours and one three-hour laboratory periods per week. Prerequisite: CH 211. Offered alternate years.

### PHARMACOLOGY ( )

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

### PHYSICAL CHEMISTRY ( )

(See PY 323.)

### ADVANCED PHYSICAL 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. Prerequisite: CH 203. Offered alternate years.

### QUANTUM CHEMISTRY & 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. Three class hours and one three-hour lab per week. Prerequisites: PY226, MA 223, and CH 110. (See PY 365.) Offered alternate fall semesters.

### 10 BIOCHEMISTRY ( )

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

### 1, CHEMICAL RESEARCH ( , )

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 37 ( Offered enate)111ry

**CHM 300 - Internship (1 - )**

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

**CHM 301 - Research (1 - )**

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



### 0 Introduction to Communication Theories ( )

This course allows students to understand both the humanistic and social scientific theories in communication. Areas of inquiry include the ethical implications of individual theories, the development of knowledge and appreciation of theory building in the communication discipline, the ability to discern roles that communication theories play in our daily lives, and the examination and testing of communication theories using different methodological approaches. This course is a foundational requirement for all students majoring or minoring in Communication and Rhetorical Studies. Prerequisite: CO 101 or consent of instructor.

### 10 Business and Organizational 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.

### 1 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.

### 0 History of Rhetorical Theory ( )

A survey of major trends in the development of rhetorical theory from Homer to the present. Special attention is given to comparing and contrasting different theories of rhetoric, the implications of these theories primarily for oral communication and its consequences, and the ways these theories are adapted to a variety of philosophical, social and political contexts. This course is a foundational requirement for all students majoring or minoring in Communication and Rhetorical Studies. Prerequisite: CO 101 or consent of instructor.

### 0 Rhetorical Criticism ( )

A quasi-chronological examination of the variety of methods used by rhetorical critics in analyzing the suasive 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.

### 0 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.

### 0 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.

### 0 Introduction to Mass Communication ( )

An introduction to the theory and practice of mass communication, with historical and critical examination of print media (books, magazines, and newspapers), electronic media (television, radio, and recordings), film, and the internet. Related topics covered include media research, mass media effects, mass media and society, mass media and government, mass media ethics, and mass media law.

### 1 Participation and Competition in Intercollegiate Policy Debate ( )

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.

### 0 Introduction to Communication Research & Methodology ( )

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

### 11A Introduction to Academic Debate & Argumentation ( )

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.

### 1 First Amendment and Freedom of Speech ( )

This course examines the verbal and nonverbal communication tenets of the freedom of speech clause of the first amendment of the Constitution. The history of the first amendment will be traced, including careful analysis of Supreme Court decisions. Topics covered include political heresy, defamation, obscenity, commercial speech, and technology. Prerequisite: junior standing or consent of the instructor.

### 1 Ethical Issues in Communication ( )

This course examines the ethical issues surrounding the role of verbal and nonverbal communication in distinguishing human participation in society. Students are asked to think critically about the range of issues germane to communication from a variety of normative perspectives. Prerequisite: junior standing or consent of the instructor.

### A History and Critical Appraisal of Rhetoric ( )

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.

### 1 Public Relations (PR) ( )

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/ yers, photo essays, and speeches.

**1** 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.

**2** 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.

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

**4** People who face illness or who try to maintain or achieve good health experience a number of challenges, such as decisions about treatments, coping with large volumes of medical information, and responding to changes in their identities as a consequence of illness. Managing those challenges can be helped or hindered by a variety of factors.

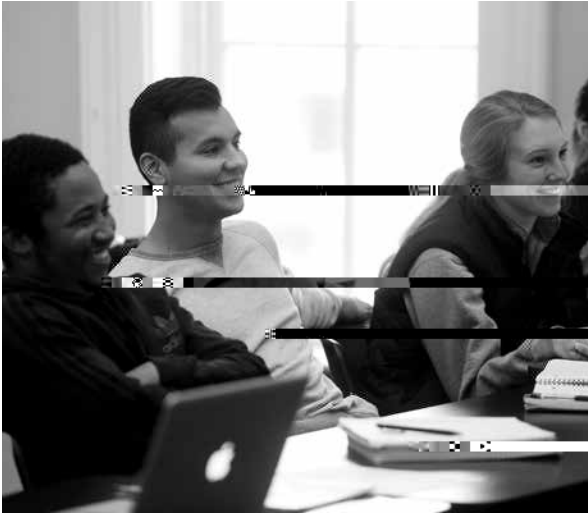
1, **COMMUNICATIONS** (1 - )

Advanced study in some aspect of the communications field. Prerequisite: consent of faculty supervisor.

2, **COMMUNICATIONS** (1 - )

An internship in some aspect of the communication field. Prerequisite: consent of faculty supervisor.

3, **COMMUNICATIONS** (1 - )



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A

Associate Professor Takako Soma  
 Instructor Zheng Huang  
 Part-time Instructor Kenneth Davis

The Department of Computer Science offers both a major and minor in Computer Science. The primary focus of the major in Computer Science is for students to learn a solid practical foundation in software development (algorithm development and programming). Students also learn the fundamentals of theory and hardware, and how both relate to software. Students further have the opportunity to learn various advanced topics by taking elective courses in computer science. Students are carefully advised by faculty members of the department. The major in computer science helps to prepare students for a career in the field and/or further study in a graduate program. The ACM curriculum recommendations are used as guidelines to create the computer science curriculum.

A major in Computer Science consists of a minimum of 44 semester hours (eleven courses). [Depending on mathematical preparation, the student may need to take up to an additional 8 hours (two courses) of mathematics.]

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

:: CS 160, CS 170, CS 260, CS 270, CS 280, CS 360, CS 485

And a minimum of 12 semester hours (three courses) of electives from CS250, CS 350, CS 380, CS 410, CS 420, CS 440, CS 421, or CS 460 (two of the three courses must be 300 or 400 level) plus MA 201 as a tool for the major.

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

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

A minor in Computer Science consists of 24 credit hours (six courses). [Depending on mathematical preparation, the student may need to take up to an additional 8 hours (two courses) of mathematics.]

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

:: CS 160, CS 170, CS 260, CS 270

:: and a minimum of one elective course (4 hours) from CS 250, CS 280, CS 350,

CS 360, CS 380, CS 410, CS 420, CS 440, CS 421, CS 460, or CS 485

plus MA 201 as a tool for the minor.

If a student does not place into MA 201, then the student may need to take 4 to 8 additional credit hours (one or two courses) from MA 103 and MA 133.

A student must earn a grade of 'C-' (1.67) or better in all classes for a major or minor in Computer Science with an average of 2.00 or above in computer science and 2.00 or above in MA 201. Prerequisites for Computer Science courses must be completed with a grade of 'C-' or above.

**11-100 Introduction to Computational Thinking (1 credit)**

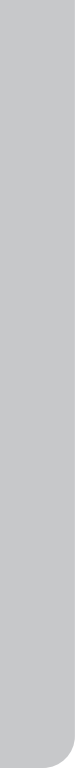
Having computational thinking skills, not just digital literacy or IT skills, is important. It is a problem-solving process that includes decomposition, abstraction, pattern recognition, and algorithms. This class introduces students to the elements of computational thinking which will improve real-life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

**10-100 Introduction to Computer Science (1 credit)**

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

**10-160 Data Structures (1 credit)**

A continuation of CS 160. An introduction to basic data structures such as stacks, queues, linked



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Advanced topics in Computer Science. Designed to make available topics not available in the regular curriculum, such as Systems Software Programming, Parallel Computing, and Numerical Analysis. Prerequisite: consent of the instructor.

## A

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

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

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

Required Sociology/CJ Courses: CJ 160, CJ 210, CJ 310, SO 341, SO 343, SO 286, and SO 384; two required Interdisciplinary Courses: PO 379 and BI 192; and one elective interdisciplinary course from the following: EN 172, EN 173, EN 176, EN 356, EN 373, GW 101, GW 102, GW 110, HI 211, HI 212, HI 313, RE 190, RE 200, SO 206, SO 302, SO 307 or SO 365; and one additional elective course from CO 226, SO 218, SO 260, SO 344, SO 347, or another course approved by the Department Chair.

A minor in Criminal Justice consists of a minimum of 20 hours and must include the following courses: CJ 160, CJ 210, SO 341; one elective CJ/SO course from CJ 310, SO 343, SO 286, or SO384; and one interdisciplinary course chosen from BI 192, CO 226, EN 172, EN 173, EN 176, EN 356, EN 373, GW 101, GW 102, GW 110, HI 211, HI 212, HI 313, PO 379, RE 190, RE 200, SO 206, SO 302, SO 307, or SO 365.

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

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

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

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

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This course examines the development and administration of criminal law and agencies (police,





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

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

A major in Economics shall consist of 42 credit hours as follows: EC 105, EC 245 or MA 123, EC 255, EC 312, EC 318, EC 463/464 or IC 421, EC 485, and four courses chosen from EC 265, EC 319, EC 331, EC 342, EC 344, or EC 372.

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

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

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

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

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

The Business Department also offers majors and minors in ACCOUNTING (page 19), AGRIBUSINESS (page 22), BUSINESS ADMINISTRATION (page 37), FINANCE (page

→ **Y** ( )  
Fundamentals of business calculus paired with linear statistical modeling. Topics will include

**1, Individual Reading or Project Course (1 - )**

An individual reading or project course for advanced qualified students, under the direction of a member of the department, on a subject mutually satisfactory to student and instructor. May be repeated with different subject matter for a maximum of 6 hours.

Prerequisite: consent of the department chair.

**2, Practical Application Course (1 - )**

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

Prerequisite: consent of the department chair.

## A

Professor Todd D. Oberg  
Assistant Professor Penny Haase Wittler  
Assistant Professor Jaime Klein  
Assistant Professor Amy Schwiderski  
Instructor Bridget English  
Instructor Suzanne Kell  
Instructor Eric McClarey  
Part-time Instructor Chelby Albrecht

- G. Earn a positive recommendation on field-based evaluations from cooperating teachers.
- H. Earn qualifying scores on the Program's Assessment of Dispositions for Teaching.
- I. Achieve a "passing" score on the signature assessments in Education coursework.
- J. Submit a letter of application for admission which includes reflection on recent clinical experiences and personal strengths and weakness as a future educator.
- K. Submit a signed current four-year plan approved by your academic advisor.
- L. Obtain TPC approval for admission and receive formal notification.

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

All courses in the professional education component, teaching content areas, area of concentration and specified courses in the general education component must be completed with a grade of "C" (2.0) or above.

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

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

- A. Have been previously admitted to the Teacher Preparation Program.
- B. Complete all major, endorsement, professional education, and general education requirements.
- C. Earn qualifying scores on the Program's Assessment of Dispositions for Teaching.
- D. Maintain an Illinois College GPA of at least 2.750 overall
- E. Earn a grade of "C" (2.0) or better in all courses required by the candidate's major and for licensure.
- F. Receive approval to student teach from the academic department representing the candidate's licensure program.
- G. Achieve a "passing" score on the Illinois Licensure Testing System Content Area Test. A passing score for the ILTS Content Area Test is required for admission to the Student Teaching Semester.
- H. Achieve a "passing" score on the signature assessments meeting requirements of the Teacher Preparation Program for admission to the student teaching semester.
- I. Document completion of all required fieldwork hours associated with Education courses.
- J. Earn a positive recommendation on field-based evaluations from cooperating teachers.
- K. Submit the Student Teaching Application packet.
- L. Obtain TPC approval for admission to Professional Semester and receive formal notification.

Candidates who have met all Illinois College teacher preparation program requirements including the Illinois College requirements for graduation and passed the edTPA performance assessment are entitled by the Illinois College Teacher Preparation Program to have a license issued to them by the Illinois State Board of Education.

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

All candidates completing Illinois College's approved teacher preparation program in elementary, secondary and K-12 teaching areas are required to pass the edTPA performance assessment for their licensure area to demonstrate that they are ready to be the teachers of record in classrooms. The edTPA is in addition to all other testing requirements from the state of Illinois. This performance assessment is completed during the student teaching semester.

Courses in education are designed to provide professional preparation for students who anticipate careers in elementary, secondary, or K-12 teaching. Candidates for Elementary, Middle Grades (Math, Language Arts, Science, Social Science) and Agricultural Education teaching licenses major in Education.

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

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

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

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

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

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

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

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

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A ( -1 )

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

A A A ( -1 )

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

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

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



A minor in Education consists of a minimum of 18 credit hours, with a grade of “C” or better in each course, from the following list of courses. Students are required to take ED 101, 203, 205,

proficiency in those areas. To this end, the course focuses on topics such as recent law and policy changes, cultural issues relevant to immigration, the process of acquiring a second language and the impact of that process on students' academic and social well-being, definitions of second-language acquisition, language difference and disability, and accommodations and modifications for students with special education needs or those in the process of second-language acquisition. Additionally, the course will explore strategies to improve achievement of diverse learners in specific content areas. Prerequisite: ED 101 or permission of instructor.

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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.

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

(1)

This practicum experience consists of an urban educational and multicultural experience. Students spend time observing an inner-city school and exploring models of education that work for diverse populations. Prerequisite: approval of the Department of Education.

( )

Reading research over the last 20 years has identified the critical skills that students must acquire very early in reading development to ensure success in the later years and that may need to be reinforced in later years. These skills are in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. The development of these skills is critical to getting a good start in reading and to flourishing in reading throughout the years. As a result, this course will lay the foundation in each of these five pillars of reading instruction so that teacher candidates understand the theory, research, and practice in order to empower themselves as true teachers of reading to children of all ages. Attention will be paid to foundational literacy as it occurs in multi-lingual households, in households where English is not spoken, and for children with special needs or talents. This course is part of the Elementary Education Program and should be completed prior to admission to the Teacher Preparation Program. No prerequisite.

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

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This course is part one of two courses in Curriculum, Instruction, and Assessment. Through both college classroom and field-based experiences, grounded in research and theory, teacher candidates will begin looking at and practicing with the process of understanding the development of curriculum and planning quality instruction by: a) setting strong, challenging, but achievable

objectives based on Common Core standards and other state standards for the content; b) choosing and developing teaching activities that are engaging, relevant, and designed to help the student successfully meet the intended objective; c) using assessment for learning that guides instruction for all students, and d) designing assessment of learning that allows students to demonstrate their newly acquired skills and knowledge. Prerequisite: ED 101 or permission of instructor.

**0** **Foreign Language Instruction** ( )

This course gives emphasis to theory and practice in teaching foreign language in elementary, middle and secondary schools, grades K through 12. The course will focus on curricula planning, teaching technology, and presenting and evaluating specific classroom procedures in the linguistically oriented teaching of communicative skills. Recommended immediately prior to student teaching. Includes a field experience. Prerequisite: admission to the Program.

**0** **English Instruction** ( - )

This course is a study of the specific skills and techniques utilized by middle grades and secondary teachers of English. Prerequisite: admission to the Program.

**0** **Mathematics Instruction** ( - )

This course is a study of the specific skills and techniques utilized by both junior high and senior high school teachers of mathematics. Prerequisite: admission to the Program.

**0** **Science Instruction** ( - )

This course is a study of the specific skills and techniques utilized by middle grades and secondary teachers of science. Prerequisite: admission to the Program.

**0** **Social Studies Instruction** ( - )

This course explores the specific skills and techniques utilized by middle grades and secondary teachers of social studies. Prerequisite: admission to the Program.

**-1** **Physical Education Instruction** ( - )

This course explores the specific skills and techniques utilized by K-12 teachers of physical education. Prerequisite: admission to the Program.

**-1** **Music Instruction** ( - )

(See MU 327 and MU 328.)

**0** **English Language Arts Instruction** ( )

In this literacy course, prospective educators acquire necessary skills for teaching English Language Arts at the elementary level. Emphasis is placed on the interrelatedness of reading, writing, speaking, and listening as guided by our Common Core State Standards. This methods course integrates models such as co-teaching for differentiation of skill levels within the literacy classroom. This course includes assignments on lesson planning, utilizing assessment in order to drive instruction, and reflecting upon instructor efficacy. Prerequisite: admission to the Program.

**0** **Disciplinary Literacy Instruction** ( )

A study of the disciplinary literacy with an emphasis on understanding the academic language of subject matter across the curriculum. Teacher candidates will study the interrelatedness of reading, writing, speaking and listening, and will develop the ability to use these processes to help students learn subject matter in different content areas. Prerequisite: to the Program.

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## 10. COMMUNITY AND CULTURE (1)

This course will be offered prior to student teaching. Prerequisite is admission to the student teaching semester.

### 1. COMMUNITY AND CULTURE (1)

This student teaching course focuses on how teachers use their understanding of the community, the school, the students and subject matter to decide on learning goals, to design or select appropriate activities and instructional materials, to sequence instruction in ways that will help students to meet short- and long-term goals, and to design or select informative evaluation strategies. Prerequisite: admission to Student Teaching.

### 2. CLASSROOM MANAGEMENT (1)

This student teaching course addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges and the issues of establishing and maintaining constructive standards for behavior in the classroom. It enables candidates to consider all environmental factors that impact student learning, ranging from the physical setting to the subgroups and learning needs of individual students. Topics include establishing an environment for learning, organizing and managing instruction, coping with the challenges, and developing relationships with students, staff, and parents. Prerequisite: admission to Student Teaching.

### 3. INSTRUCTIONAL DESIGN (1)

This student teaching course focuses on the act of teaching and its overall goal: helping students to learn. Candidates are expected to make learning goals and instructional procedures clear to students, encourage students to extend their thinking, monitor students' understanding of content through various forms of assessments, design and implement effective instruction, and use time effectively. Prerequisite: admission to Student Teaching.

### 4. REFLECTION (1)

In this student teaching course, candidates are assessed on their abilities to reflect on and analyze the extent to which learning goals were met, their demonstration of a sense of efficacy, their professional relationships with colleagues, their communication with parents, and their ability to develop plans for self-improvement. Participation in three department-sponsored seminars augments these skills. Prerequisite: admission to Student Teaching.

### 5. SENIOR CAPSTONE (1)

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

### 6. INDEPENDENT STUDY (1 - 3)

This course is an independent study in the field of education, as approved by the Department of Education chair.

### 7. INTERNSHIP (1 - 3)

This course is an internship in the field of education, as approved by the Department of Education chair.

### 8. INDEPENDENT RESEARCH (1 - 3)

This course is independent research in the field of education, as approved by the Department of Education chair.



Program Goals: 1) Understand and explain how reading acquisition works; 2) Demonstrate the ability to facilitate reading and comprehension specific to different content areas; 3) Demonstrate the ability to assess and diagnose reading problems; 4) Demonstrate the ability to develop remedial

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

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

(See page 13 & 148)



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

“A major strength is the diversity of experience in the faculty; someone was always able to help me. Post-graduate and job-search advice was very strategic and useful. (I still employ some of the





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

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

004 11.

ve courses:

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

six courses, including:

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

six courses:

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

English majors who choose to undertake a program in middle and/or secondary education coordinate their studies in English with the course work required for teacher certification, as outlined by the Department of Education. Students interested in middle and/or secondary education should visit the English Department chair as soon as possible. The chair will direct them to the English Education Coordinator, Dr. Cindy Cochran.

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

## 10 ( )

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

**11** ( )

A writing course designed to enable the student through practice and revision to demonstrate an acceptable standard of written expression. Focus upon description, exposition, and argumentation. Critical reading and thinking are also stressed. College librarians present class sessions focusing on the effective use of library and online resources, concentrating on developing research skills as well as locating and evaluating information sources. Course requirements include completion of a research paper. Course theme varies. This course does not count toward the English major or minor.

**0** ( )

The study and practice of expository writing in a variety of modes with attention paid to the analysis of texts and to developing an appropriate and engaging voice while writing in various rhetorical situations. Emphasis on non-fiction writing. Course topic varies.

**0** ( )

A workshop for students interested in exploring the various forms of creative writing including fiction, creative non-fiction, 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.

**0** ( )

The study and practice of writing persuasively and logically.

**1** ( )

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

**0** ( )

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.

**0** ( )

A course in fiction writing for advanced students. Prerequisite: EN 207 or consent of the instructor.

**0** ( )

A course in poetry writing for advanced students. Prerequisite: EN 207 or consent of the instructor.

**0** ( )

An advanced course in writing for students who wish to pursue their writing interests in one or more types of writing. Prerequisite: completion of EN 207, EN 208, or a 300-level writing workshop. May be repeated for a maximum of 8 hours.

**0** ( )

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

**0** ( )

A workshop focused on the study and production of the four major genres of contemporary creative non-fiction: the profile, the general-interest article, popular criticism, and the personal or programmatic informal essay. Prerequisite: EN 205, 207, 208, 212 or consent of the instructor.

0 *Engineering Mathematics* ( )

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-<sup>rst</sup> centuries.

1 1 ( )



## 16th and 17th Century Literature ( )

A study of the major works of British and Continental literature written during the sixteenth and seventeenth centuries, exclusive of the dramatic works of Shakespeare.

## 1 English Novel and Digital Tools ( )

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

➤ *Representative Works by Major Women Writers ( )*

A critical investigation of representative works by major women writers that reflect the social, philosophical,4)





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.)

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### 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. Offered alternate spring semesters. *(Pending approval.)*

### Principles of Ecology ( )

Principles of ecology, illustrated by lecture and by the e 517qersigan of natsetureby typrof ecohabie,

## A

Assistant Professor Michael Harden  
 Associate Professor John S. Rush  
 Instructor T.J. Devine

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

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

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

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

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

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

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

Study of the financial management of the typical corporation. Topics include stock valuation, risk analysis, capital structure, dividend policy and capital budgeting. Current developments such as mergers and acquisitions, new securities, and small business finance are also studied. Prerequisites: AC 231 and EC 105.

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

Comprehensive survey of the role of the each of the major financial institutions in our economy. The emphasis of the course is on the management of these institutions. Prerequisites: EC 105 and AC 231.

### INTERNATIONAL FINANCE (3)

Theories and practical aspects of international finance. Topics analyzed include international payments mechanism, exchange market operations, international capital movements, risk evaluation and protection, capital budgeting, and international financial institutions. Prerequisite: EC 105.

### RISK MANAGEMENT (3)

This course examines the scientific approach to the problem of dealing with the risks that companies face today. Students will learn to develop comprehensive risk management plans incorporating identification, control, and financing of all corporate. Prerequisite: EC 245.

This course examines the design of products and processes that will reduce the risk of investment. Students will learn to develop comprehensive risk management plans incorporating identification, control, and financing of all corporate. Prerequisite: EC 245.

# A

Administered by Art, Music and Theatre Departments

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

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

# A A A

Professor Nancy Taylor Porter, Coordinator (Theatre)

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

The Fine Arts Administration minor consists of 18 hours:

Course Requirements for the minor:

AC 231 – Introduction to Accounting

EC 265 – The Economics of Entrepreneurship

MG 364 – Management

MG 354 – Marketing OR MG 359 – Human Resource Management

See course descriptions in departmental sections for further details.

Practicum Requirements for the minor:

Fine Arts Administration Internship (2 credits)





## A

Associate Professor Devin Bryson  
Assistant Professor Emily Adams

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

French in Global Studies:

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

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

See Global Studies (page 93) for more information.

### 101 French I (3 credits)

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.

### 102 French II (3 credits)

This course is designed for students who have taken FR101 or have had some French language

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Associate Professor Lisa J. Udel, Coordinator

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

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

I.

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

### 101 *Gender and Society* ( )

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

### 10 *Gender and Society* ( )

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.

### 110 *Gender and Society* ( )

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

### 1, *Gender and Society* (1 - )

An opportunity for students to investigate a special topic of interest. Prerequisite: declared GW minor, consent of instructor and GW program chair.

### , *Gender and Society* (1 - )

An opportunity for students to participate in experiential learning related to GW. Prerequisite: declared GW minor or consent of instructor and GW program chair.

### , *Gender and Society* (1 - )

An opportunity for students to pursue advanced research in a field of interest in collaboration with a faculty supervisor. Prerequisite: declared GW minor or consent of instructor.

## A

## A

Professor Bernd K. Estabrook

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

German in Global Studies:

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

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

See Global Studies (page 93) for more information.

### 101 GERMAN IN GLOBAL STUDIES ( )

Students learn basic sentence structures and vocabulary in another language and are introduced to the cultures of the people who speak German. They also acquire the language skills and cultural knowledge to travel on their own to the countries where German is spoken.

### 10 GERMAN IN GLOBAL STUDIES ( )

The course is designed for students who have taken 101 or have had some language instruction in



concentration. Choose one of the two options below:

- :: Two courses in French, Japanese, or Spanish at the third semester intermediate level (FR and SP 203; JP 111) and above.
- :: A combination of two or more languages for a total of 8 hours beyond the BLUEprint language requirement that aligns with students' concentration in the Global Studies major.

Caribbean Studies Concentration: four courses from this list:

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

European Studies Concentration: four courses from this list:

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

International Relations Concentration: four courses from this list:

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

Spanish Concentration: four courses from this list:

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

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

Spanish Teaching K-12

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

### Global Studies Minors

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

### French in Global Studies:

:: GB 101 or GB 105

:: Four courses at the second semester level or above (FR 102), including GB 230. Students

French in Global Studies:

::



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

### 11. Postwar Reconstruction of Axis Nations ( )

This course focuses on the postwar reconstruction of the two primary Axis nations after their defeat by the Allies in the Second World War, examining how each nation has dealt with the political, social, ethical and cultural consequences of the war.

### 10. Japanese Culture from the Perspective of Deep Culture ( )

This course explores Japanese culture from the perspective of Deep Culture, focusing on the values



**1, Independent reading or study in an area of particular interest to the student engaged in Global Studies. (1 - )**

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.

**2, Independent reading or study in an area of particular interest to the student engaged in Global Studies. (1 - )****3, Independent reading or study in an area of particular interest to the student engaged in Global Studies. (1 - )****0 Honors thesis based on extensive research conducted abroad or at intercultural domestic sites. ( )**

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

## A

Associate Professor Bryan Arnold - Coordinator

Assistant Professor Paul Hamilton

Assistant Professor Miranda Karban

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

The Health Sciences program is administered by the Biology department.

Health Sciences Core (25 credits):

BI 110 Biological Investigation OR BI 107 Human Biology

\*CH 110 General Chemistry

PS 101 Introduction to Psychology

PS 276 Lifespan Development OR PS 346 Abnormal Psychology

BI 215 Medical Terminology (1 credit)

BI 315 Anatomy and Physiology I

BI 316 Anatomy and Physiology II

\*Requires MA 133 or equivalent.

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

BI 207 Molecular Genetics

BI 245 Microbiology

BI 342 Parasitology

CH 203 Organic Chemistry I

CH 211 Quantitative Analysis

KI 225 Nutrition

KI 335 Personal Wellness and Fitness

KI 340 Exercise Physiology

KI 232 Motor Development

KI 308 Prevention and Care of Athletic Injuries

PS 261 Neuropharmacology: Drugs and Behavior

PS 275 Child Development

PS 276 Lifespan Development (if not taken as part of the Health Sciences Core)

PS 312 Adolescent Psychology

PS 346 Abnormal Psychology ((if not taken as part of the Health Sciences Core)

PY 225 College Physics I

PY 226 College Physics II

One additional social science/humanities elective selected from (4 credits):

CO 226 - Intercultural Communication

CO 381 - Health Communication

EN 145 - Literature and Science

HI 234 - Sex, Science, and the Female Body

PH 115 - Introduction to Logic and Critical Thinking

RE 104 - Christianity and Diversity

RE 200 - Interfaith Studies

\*SO 218 - Social Problems

\*SO 337 - Aging and the Life Course

\*SO 347 - Alcoholism and Addiction

\*Requires SO 101 Introduction to Sociology

Capstone (4 credits):

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



0 1 - ( )

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

0 ( )

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

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

History courses offer understanding of the development of civilization; appreciation of its varied social, economic, political, and cultural components and their historical interaction; and basic familiarity with historical methods and reasoning. These courses have vocational value for students preparing for the legal, ministerial, journalistic, library, and teaching professions and for others intending to enter governmental service.

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



**1** **A** ( )

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

**1 0** **A** ( )

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.

**1 1** **A** ( )

(See RE 181.)

**00** **A** (1)

This proseminar introduces new and prospective History majors to the art of doing history, asking historical questions, and employing research methods. Readings and discussions will better equip students to succeed in 200- and 300-level history courses, and will provide a strong foundation on which to prepare for their work on the capstone essay. The course is open to all interested students, but declared majors will have priority for registration and minors are encouraged to participate. HI 200 is required for all History majors. Offered fall semesters.

**11** **A** **A** ( )

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.

**1** **A** **A** ( )

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.

**1** ( )

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.

**( )**

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.

**A** ( )

texts, films, art, etc.), you will learn to analyze the material and form supported arguments in class discussions and your writings.

**Germany in the Twentieth Century (100)**  
 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.

**Selected Topics in the Political, Cultural, and Intellectual History of Germany (100)**  
 Selected topics in the political, cultural, and intellectual history of Germany between 1870 and the present. Please see instructor for specific topic.

**Rural America (100)**  
 In 1782, Thomas Jefferson wrote, "Those who labor in the earth are the chosen people of God," and declared that democracy could only thrive through the influence of farmers and small town folks. At that time, 90 percent of Americans lived on farms. Today that number stands at less than 2 percent. Yet Jefferson's ideas, and others like them, have had a tremendous influence on the history of the United States, even as it became an increasingly urban, industrial nation. This course explores the social and political aspects of rural America from the colonial period to the present, covering such topics as daily life in colonial America, the institution of slavery, Westward expansion, and the current decline of small towns across the country.

**The American Civil War (100)**  
 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.

**Museums (100)**  
 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.

**Public History (100)**  
 How is the past remembered? How do we get our ideas about history outside the traditional classroom? How do venues like museums shape how we understand past? Public history, or applied history, refers to history that you find in public spaces outside of the pages of academic journals and beyond college walls. We encounter examples of public history every day through

exhibits, performances, walking tours, visits to historic sites, books, film, etc. This introductory course familiarizes students with examples of public history, with a focus on community engagement, unique hands-on experiences, and service hours with community partners. Through course readings, activities, guest speakers, and site visits, students learn how the study of history may be applied in public fields. Potential community partners include the Findley Congressional Office Museum, the Khalaf Al Habtoor Archives at Illinois College, the Prairie Land Heritage Center, the Governor Duncan Mansion, the Heritage Cultural Center Museum, etc.

### Archives Internship ( )

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

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.

### ANTHROPOLOGY AND CLASSICAL CIVILIZATION ( )

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.

### AMERICAN SOCIAL MOVEMENTS ( )

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.

### ANTHROPOLOGY AND CLASSICAL CIVILIZATION ( )

An introduction to Nazi Germany's systematic attempt to murder the Jews of Europe. Special focus on the mentality of the killers and issues of moral responsibility. Readings will include many documents from the period. Prerequisite: junior standing or consent of instructor. Offered spring semesters.

### ANTHROPOLOGY AND CLASSICAL CIVILIZATION ( )

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

### ANTHROPOLOGY AND CLASSICAL CIVILIZATION ( , )

Seminar devoted to special topic or theme, with individual research by participants. Prerequisite: consent of the instructor. Offered on demand.

### ANTHROPOLOGY AND CLASSICAL CIVILIZATION (1 - )

Independent reading or study in an area of particular interest to the student. Prerequisites: B average and consent of the instructor. Offered as needed.

### ANTHROPOLOGY AND CLASSICAL CIVILIZATION (1 - )

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.

### ANTHROPOLOGY AND CLASSICAL CIVILIZATION (1 - )

### ANTHROPOLOGY AND CLASSICAL CIVILIZATION ( )

A capstone seminar bringing together all Senior majors to write senior essays on topics of their own choosing, advised by a member of the History faculty. This is a required senior experience and is open only to history majors. Offered fall semesters.

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Administered by the Business Department

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

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

A. Core Courses (22 credit hours):

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

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

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

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

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

The Business Department also offers majors and minors in ACCOUNTING (page 19), AGRIBUSINESS (page 22), BUSINESS ADMINISTRATION (page 37), Eq4ADMINoMIC22),

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

10 **Success Strategies** (1)

The subject of this class is SUCCESS...what success is for students personally and how students can achieve it. In the coming weeks, students will learn many proven strategies for creating greater academic, professional and personal success. We will use guided journal writings to explore these strategies.

11 **Self-Discovery** (1)

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

0 **Transfer Credit** ( )

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

1 **Workplace Transition** ( )

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."

110 **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

## 0 BreakAway (1 - 1.5)

This course number designates academic credit in connection with either an international BreakAway trip or study abroad.

Credits vary (1-3), depending on the length of the trip and hours of preparatory course sessions. Students register for a BreakAway trip during the semester in which the trip and/or preparatory course takes place. (December-January BreakAways require Fall registration for the course; May-June BreakAways require Spring registration for the course.) Prerequisite: application to participate in a BreakAway and instructor approval.

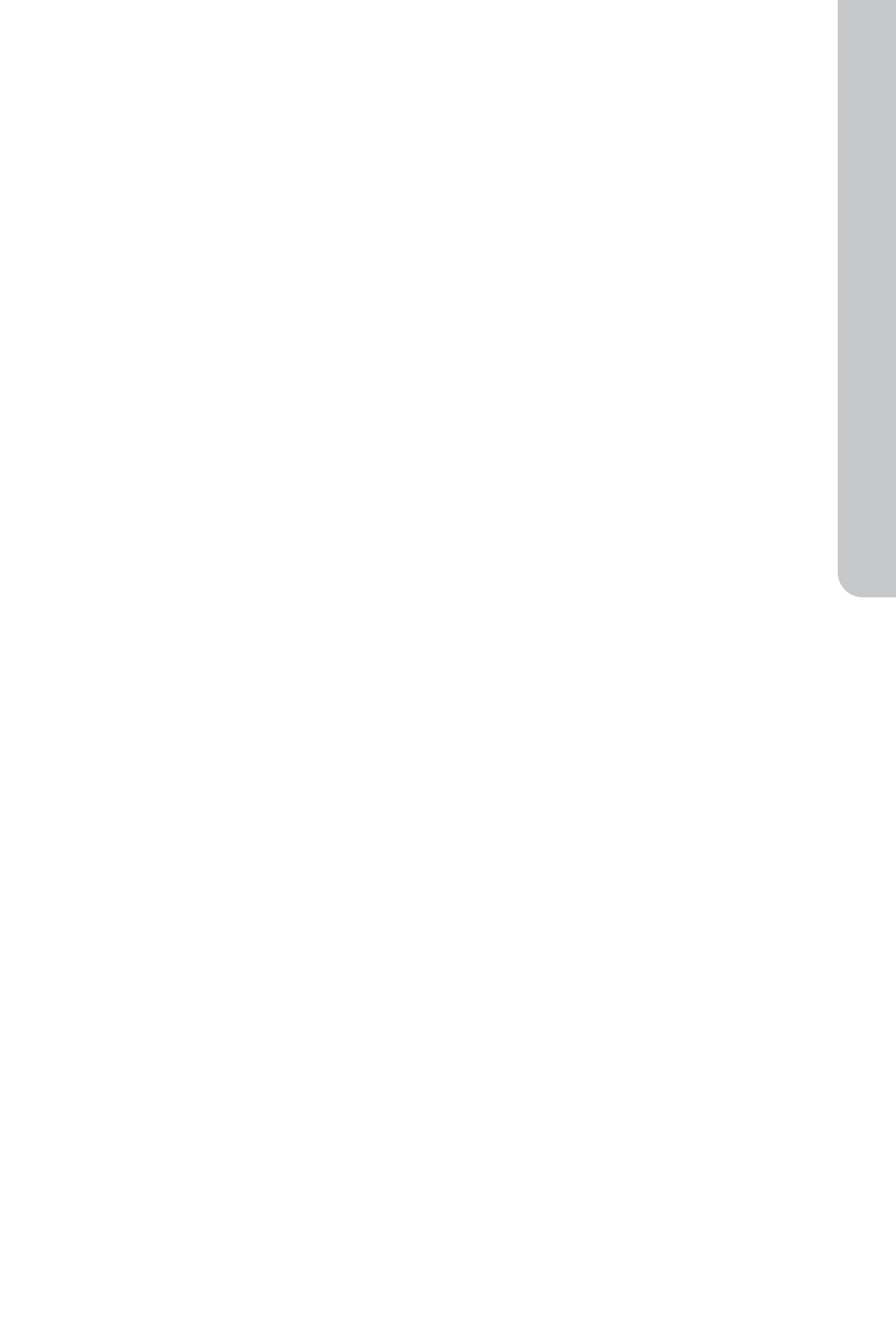


- **Contemporary American Literature** (1- )
- **Contemporary American Literature** (1- )
- **Contemporary American Literature** (1- )
- **Contemporary American Literature** ( )

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

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Interfaith Studies examines the multiple dimensions of how individuals and groups who orient around religion differently interact with one another. Grounded in religious literacy, this interdisciplinary minor empowers students to consider the implications of these interactions for



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Assistant Professor Prasanna Acharya  
 Instructor Eric McClarey  
 Part-time Instructor Terry Geirnaeirt

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

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

Core Courses (16 credit hours):

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

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

Exercise Science Concentration electives (22 credit hours)

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

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

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

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

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

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### Physical Education, Measurement and Testing ( )

This course explores the practical application of testing and measurement in physical education. It requires students to develop and analyze assessment tools for use in the physical education classroom as well as to know and understand current scholarly research on this area.

- 1, [Physical Education, Measurement and Testing \( \)](#) (1 - )
- 2, [Physical Education, Measurement and Testing \( \)](#) (1 - )
- 3, [Physical Education, Measurement and Testing \( \)](#) (1 - )

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Administered by the Business Department

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

A major in Management shall consist of 46 credit hours.

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

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

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

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

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## Administered by the Business Department

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

A major in Marketing shall consist of 46 credit hours.

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

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

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

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

# A A

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

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

Students who do not meet placement requirements for MA 213 will need to take an additional mathematics course or courses (4 to 8 credit hours) prior to enrolling in MA 213.

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

- :: Core courses: MA 201, MA 213, MA 223, MA 233, and MA 323;
- :: Two chosen from MA 302, MA 373, and MA 383;
- :: At least one chosen from MA 310, MA 342, or MA 484; and
- :: Any remaining courses chosen from the 300-level mathematics courses.

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

To major in mathematics and complete secondary licensure, additional criteria must be satisfied. In particular, one must take at least 11 mathematics courses (44 credit hours):

MA 123, MA 201, MA 213, MA 223, MA 233, MA 302, MA 310, MA 323, MA 334, MA 383, and MA 484. In addition, to be licensed by the state of Illinois, the student must complete 9 Professional Education courses (36 credit hours) and the 4 courses (16 credit hours) associated with the Clinical Experience semester through the Department of Education. (See page 64 for specific courses.)

The mathematics minor will consist of 5 or more mathematics courses (20 credit hours), at least two of which must be at the 300-level.

An exception to the ten-course requirement is the following. The department considers a student who places into Calculus II or Calculus III and completes that course with a 'C' or better to have met the major requirements for the preceding calculus courses. That is, a student who places into MA 223 and completes it with a 'C' or better is not required to take MA 213 for the major; a student who places into MA 233 and completes it with a 'C' or better is not required to take MA 213 or MA 223 for the major.

Prerequisites for mathematics courses must be completed with a grade of 'C' or above. No student who has completed a mathematics course with a grade of 'C' or above may enroll in a prerequisite to that course without the permission of the department chair. MA 223 is a prerequisite for all 300-level mathematics. Transfer credit for 300-level courses counting toward the major or minor requires permission of the department chair.

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

## A 10 ( )

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

**MA 103** ( )

College Algebra provides an introduction to algebra. Topics include functions, rates of change and linear functions, quadratic functions, polynomial functions, exponential functions, and logarithmic functions. Prerequisite: appropriate placement recommendation.

**MA 104** ( )

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

**MA 105** ( )

Introduction to standard statistical concepts and techniques through the study of baseball and baseball statistics. General topics include surveys and sampling, observational studies vs. controlled experiments, binomial and normal distributions, correlation and regression.

Baseball-specific topics include nontraditional statistics such as OPS, making strategic decisions using run-production tables, using individual batting statistics to predict team runs and team win/loss ratios, and modeling game play with chance models. Students will have the opportunity to conduct analyses of their own design.

**MA 106** & ( )

Introduction to standard statistical concepts and techniques particularly as they apply to the study of gender, race, and class.

**MA 107** ( )

A foundation course for elementary education: foundations for learning mathematics; manipulatives; algebraic thinking; numeration; theory of whole numbers, integers, rational numbers, and real numbers; operations of arithmetic; mental math; elementary number theory; and proportional reasoning. Prerequisite: MA 103 or appropriate placement recommendation and ED 101 or permission of instructor. Offered fall semesters.

**MA 108** ( )

A continuation of MA 127: elementary data analysis; concepts of chance; basic concepts of geometry; two- and three-dimensional geometry; congruence; similarity; symmetry; tessellations; geometric manipulatives; and measurement. Prerequisite: MA 127. Offered spring semesters.

**MA 109** ( )

Precalculus is a course that explores functions (linear, power, exponential, logarithmic, and trigonometric), and triangle trigonometry through multiple representations of mathematical ideas – words, numbers, graphs, and symbols. The course includes using these functions to create mathematical models to address questions about phenomena from the world around us. Prerequisite: MA 103, appropriate placement recommendation, or consent of the instructor.

**MA 133** ( )

An introduction to the study of discrete mathematical structures. This course includes some set theory, relations and functions, logic and proof, mathematical induction, and graphs. Prerequisite: MA 133, or appropriate placement recommendation, or consent of the instructor. Offered spring semesters.

**MA 128** ( )

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

### A 133 Calculus I (3 credits)

This is the basic calculus sequence with applications and covers: functions; limits; derivatives; integrals; conics; calculus of transcendental functions; sequences and series; vector valued functions; partial derivatives; curves and surfaces in space; and multiple integrals. Prerequisite: MA 133, appropriate placement recommendation, or consent of the instructor.

### A 213 Geometry (3 credits)

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

### A 223 Geometry II (3 credits)

Inductive and deductive study of topics from Euclidean, Transformational, Coordinate, and Non-Euclidean geometries. Prerequisite: MA 223 or consent of the instructor. Offered spring semester of odd years.

**MA 223: Point-Set Topology (3)**

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

**MA 224: Real Analysis (3)**

A rigorous study of the concepts of continuity, differentiation, integration and convergence. Prerequisites: MA 201 and MA 223 or consent of the instructor. Offered spring semesters of even years.

**MA 225: Abstract Algebra (3)**

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.

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

## CORE COURSES:

BI 110 (Biological Investigation), BI 207 (Molecular Genetics), BI 307 (Cell and Molecular Biology), CH 110\* (General Chemistry), CH 203 (Organic Chemistry I)  
\*MA 133 (Precalculus) is a corequisite for CH 110.

## ELECTIVES, ONE SELECTED FROM:

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

Associate Professor Abby Musgrove  
 Associate Professor Christian Secrist  
 Assistant Professor Nichol DelGiorno

The courses in music are designed to enrich and broaden the understanding of music as an art form in all its cultural contexts. Some courses encourage participation in performance, while others deal with aspects of music history, notation, and analysis. The music major offers specialized preparation in the areas of performance, music research, education\*, or composition. Students may also choose to major in another field and minor in music. Prospective students may audition for fine arts scholarships, and all music ensembles (MU103, 104, 105, 106, 107, 108, and 113) are open to students by audition. Enrollment in the ensembles is counted in determining tuition charges. A fee is charged for private lessons, but this fee is waived for music majors and minors.

A major in music consists of a minimum of 43 semester hours and must include the following core courses:

- :: 13 hours of Music Theory (MU 111 (4), 112 (3), 211 (3), 212 (3))
- :: 3 hours of Aural Skills (MU 122, 221, 222)
- :: 2 hours of Piano Skills (MU 119, 219)
- :: 8 hours of Music History (MU 303 and 304)
- :: 6 hours of Applied Music (200-300 level), last 3 semesters must be at 300-level
- :: 4 hours of Music Ensemble
- :: 4 hours of music electives
- :: 2 hours of Basic Conducting (MU302):: 1 hour of a Recital (MU 405) during the senior year or a Senior Seminar (MU 404)
- :: Successful completion of MU SR

Ensemble participation is required of all music majors each semester. All majors must also enroll



In addition to core courses, students may select a number of upper division courses that focus training in a specific area during their junior and senior year. These courses will provide a degree emphasis in Education, Performance, Music Research, or Composition. In each area the department requires the following courses: Music Education\*: Orchestration (MU 325), Elementary Music Methods (MU 327), Secondary Music Methods (MU 328), Advanced Conducting (MU 402), and Forms and Analysis (MU 401). The Department of Education also has a certification program in K-12 music that involves additional course work. Successful completion of that program will certify the student to teach at any level. Courses in Education should be taken throughout all four years of study.

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

Music Performance: Orchestration (MU 325), Advanced Conducting (MU 402), Forms and Analysis (MU 401), additional Applied Music, 4 credits of music electives, and either Vocal Diction I and II (MU 352, MU 353), Accompanying (MU 208) or another elective course. A minimum of four semesters of applied study at the 300-level is required for a performance emphasis.

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

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

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

- :: 7 hours of Music Theory (MU 111, MU 112)
- :: 4 hours of Music History (MU 303 or MU 304)
- :: 4 Hours of additional study in Music Theory or Musicology (211/221, 303, 304, 141 [popular music], 142 [world music])
- :: 2 hours of Applied Music\* (200-level) (two consecutive semesters of study)
- :: 2 hours of Ensemble Participation
- :: 1 elective hour of MU 122, Applied Music, or Ensemble Participation
- :: Successful completion of MU SR

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

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

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

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

## 101 Introduction to Music ( )

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

**10** **Music Appreciation ( )**

Music is everywhere, but are we really listening? This class explores music through the lenses of culture and history, allowing us a deeper understanding of music-makers and listeners. Students

popular music to cultural, social, economic, and political dimensions will be central to the study and understanding of popular music in the United States.

### 1 Introduction to World Music (1)

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.

### 0 Accompaniment (1)

Practical training and experience in the tradition, interpretation and execution of accompaniment. Students will accompany specific vocalists and/or instrumentalists in lessons, classes and performances. Prerequisite: consent of the instructor.

### 0 Introduction to Music Composition (1)

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

### 11 Harmonic Analysis (1)

Continuation of MU 112. A review of diatonic harmony and secondary functions. A study of chromaticism including modal mixture, Neapolitan sixth, augmented sixth chords, and enharmonic functions. An introduction to some musical forms. Should be taken concurrently with MU 221. Prerequisite: MU 112. Offered fall semesters.

### 1 Harmonic Analysis (1)

Continuation of MU 211. A review of chromatic harmony and enharmonic functions, including analysis of late 19th c. harmonic practices in the western Eur/Tl (TJ0ition.)37.1 ( )36.9 (A studyitionu279 Td

**MU 213** (1)

A practical course in the techniques of playing woodwind instruments, designed for music education students. Offered fall semesters.

**MU 214** (1)

A practical course in the techniques of playing brass instruments, designed for music education students. Offered spring semesters.

**MU 215** (1)

A practical course in the techniques of playing percussion instruments, designed for music education students. Typically offered fall semesters.

**MU 216** (1)

A practical course in the techniques of playing string instruments, designed for music education students.

**MU 217** (0)

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

the secondary schools. Prerequisite: two years of music theory and musicianship, and music history (may be taken concurrently). The course includes a clinical field experience in a secondary school.

### ► MU 353, Applied Music II ( )

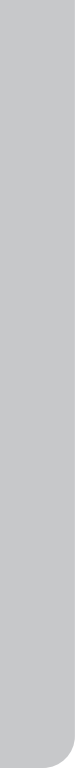
A specialized course for the serious singer, this course is designed to develop an appreciation for and application of the following common languages in professional singing: Latin, Italian, and German. Using the International Phonetic Alphabet, the student will acquire a working knowledge of rules for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

### ► MU 354, Applied Music III ( )

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

### 01 MU 355, Applied Music IV ( )

A detailed study of music in high schools. Composed of two trimesters. Prerequisite: MU 352 or consent of instructor. Offered fall and spring semesters.



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

100-0000 (1 - 1)

Private instruction in singing and vocal technique.

100-0000 (1 - 1)

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.

200-0000 / 200-0000 (1 - 1)

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

000-0000 / 000-0000 (1 - 1)

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

300-0000 (1 - 1)

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

000-0000 (1 - 1)

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

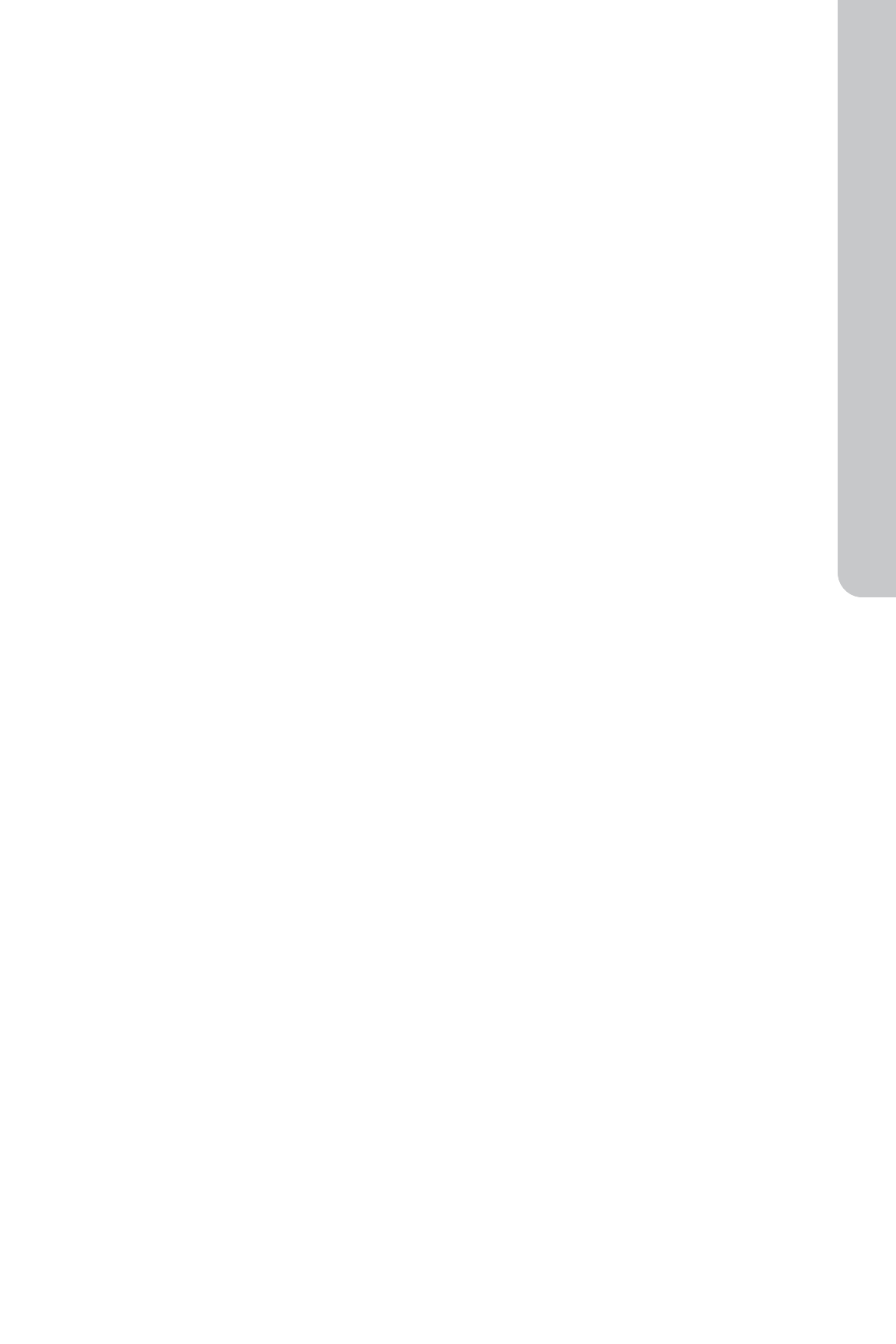
0, 000-0000 (1 - 1)

Prerequisite: consent of instructor.

## Professor Jeremy Turner, Coordinator (Psychology)

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







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

ADN/transfer credits must include the following courses:

English Composition I

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

Human Anatomy and Physiology I

Human Anatomy and Physiology II

Microbiology

Introduction to Psychology

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

Statistics

Introduction to Sociology (preferred) or other sociology course

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

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

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

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

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

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

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







## HEALTH CARE ETHICS

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

### HEALTH CARE ETHICS I (HCEI) (3 credits)

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

### HEALTH CARE ETHICS II (HCEII) (3 credits)

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

### HEALTH CARE ETHICS III (HCEIII) (3 credits)

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

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(See BIOLOGY page 13 and 32)



Associate Professor John A. Laumakis

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

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

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

### 11. PHIL 101: LOGIC (3)

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

### 12. PHIL 102: ANCIENT ETHICS (3)

A survey, based upon primary texts, of western philosophical thought from its origin in ancient Greece to the height of the Roman Empire. Theories of ethics will be emphasized. Major philosophers and schools of thought to be studied include Plato and Aristotle as well as the Epicureans, Stoics, and Skeptics.

### 13. PHIL 103: MEDIEVAL ETHICS (3)

A survey, based upon primary texts, of western philosophical thought from the fall of the Roman Empire to the beginning of the Renaissance. Theories of ethics will be emphasized. Major philosophers from the Jewish, Christian, and Islamic traditions will be studied, such as Saadia Gaon, Moses Maimonides, Boethius, Aquinas, Avicenna, and Averroes.

### 14. PHIL 104: MODERN ETHICS (3)

A survey, based upon primary texts, of western philosophical thought from the Renaissance through Kant. Theories of ethics will be emphasized. Major philosophers to be studied include Hume, Mill, and Kant.

### 15. PHIL 105: PSYCHOLOGY (3)

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

### 16. PHIL 106: PHILOSOPHY OF SCIENCE (3)

A course not to do science, but to talk about science from the perspective of philosophy. Students will first consider what science is and the nature of the scientific method, including inductivism and falsificationism. After discussing scientific literary among Americans, we will examine

scientific epistemology, including scientific observation and measurement, experiments, realism and anti-realism, hypotheses, theories, explanations (including the covering law, causal, pragmatic, unification, and information models), evidence and confirmation, and the unity of science and reductionism. This will be followed by an examination of scientific change that will focus, in particular, on paradigm shifts and research programs. Finally, we will discuss the interaction between science, on the one hand, and values, religion, and society, on the other.

### 1 ▶ *Philosophy of Sport* ( )

In this course, we will use philosophy to examine the nature and moral dimension of sport and, in particular, sport in the United States of America. We will begin by defining “sport” and studying some basic philosophical theories of ethics. We will then use those theories to examine issues in American sports.

### 1 A *Agriculture and Ethics* ( )

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

### 1 *Computing and 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.

### 0 *Philosophy of Faith* ( )

An examination of the nature of faith, its relation to reason, the nature and knowledge of God, and the problem of evil. Taught through discussions of classical readings in thinkers such as Augustine, Anselm, Aquinas, and Hume. (See RE 304.)

### 1▶ *Business Ethics* ( )

In this course, we will study and apply Western theories of ethics to the policies and actions of companies in the mixed market economy of the United States and other capitalist countries, that is, an economy in which the production and sale of goods and services are structured by a combination of market forces, such as supply and demand, and government regulations. We will discuss broad moral issues, such as the relation between business and government and what it takes to establish and maintain a company’s ethical culture, as well as specific issues that arise in ordinary business practices, such as marketing, product safety, and workers’ rights. In our spotlight section near the end of the semester, we will focus on the processed food industry in the United States. (See MG 315.)

### 1 V *Classical Readings in Political Philosophy* ( )

Discussion of classical readings from the social, moral, and political tradition of the Western world, leading to an examination of recent issues in political philosophy. (See PO 324.)

### 0 *Social Justice and Health* ( )

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



Associate Professor Jeffrey E. Chamberlain  
Assistant Professor Josiah Kunz

The Department of Physics provides courses dealing with the basic principles of behavior of matter and energy and their relationship to human society. They enhance critical thinking ability and

a degree program in mechanical, civil, or electrical engineering or related discipline at an approved institution is required for the award of the Illinois College bachelor's degree. A student who elects not to continue the dual degree program will need to complete all BLUEprint 2.0 requirements for graduation from Illinois College. See page 13 for additional information. Faculty approval to be in a 3-2 program is given if a 2.75 average (on a 4.0 scale) is achieved in courses in Division II (Biology, Chemistry, Computer Science, Mathematics, and Physics). Students are strongly encouraged to work closely with their advisors to verify that the general education requirements of the engineering institution are also fulfilled by their Illinois College studies. Students need to complete their graduation application and degree audit with the Illinois College Office of the Registrar prior to leaving campus to attend the transfer institution.

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

1. Students in the 3-2 Program in Engineering whose level of language participation necessitates their enrollment in a world language course at the 101 level will have successfully completed the world language portion of the connected courses requirement upon completion of this course and fulfill one Cultures and Worldview requirement.
2. Since participants in the 3-2 Program in Engineering attend Illinois College for only three years, they are not required to have a senior capstone course or experience.
3. Students in the 3-2 Program in Engineering may count up to 3 courses required for their major in the Science and Society category. Two of these classes must be outside the discipline of the student's major.

### PHYSICS 101 ( )

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

### PHYSICS 102 ( )

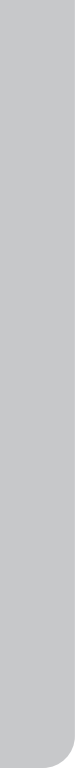
A continuation of PY 225 covering electricity, magnetism, and light with the use of calculus. Students with little or no calculus background enrolling for this course will be trained with limited but necessary math skills in the first few classes or as needed. Four class hours and one two-hour laboratory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

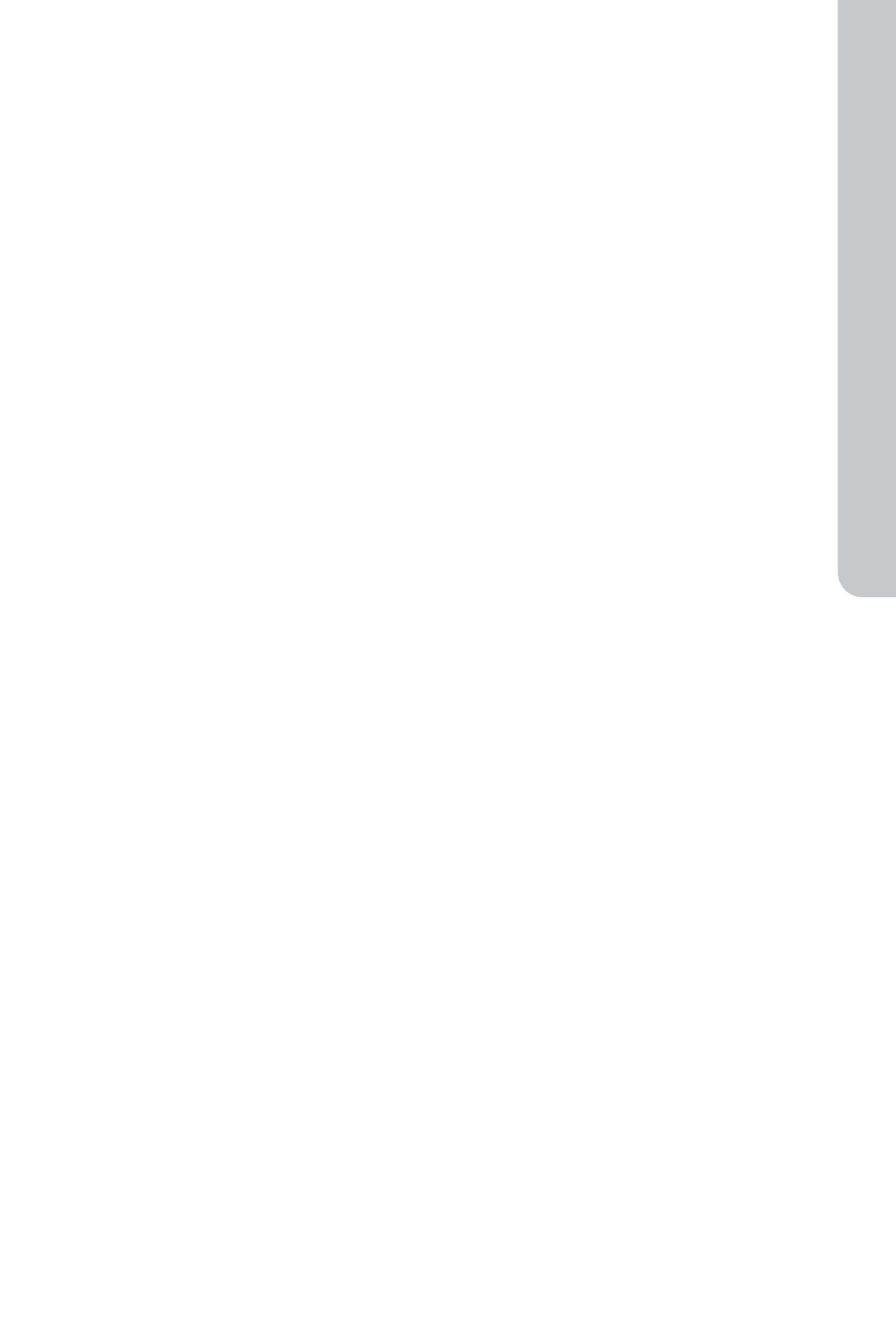
### PHYSICS 201 ( )

Electric circuits, node voltage and mesh current techniques, time domain and frequency domain. Laboratory determinations of potential, resistance, capacitance, inductance, transistor characteristics, and other electrical quantities. Includes one three-hour laboratory period per week. Prerequisites: PY 226 and MA 223.

### PHYSICS 200 ( )

Electrostatics, magnetism, Maxwell's Equations, and introduction to the electromagnetic theory of light. Includes one three-hour laboratory period per week. Prerequisite: PY 226. Corequisite: MA 233, or permission of instructor.





### 0 *Evolutionary Political Behavior* ( )

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

### 1 *American Party System* ( )

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;

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**American Attitudes Toward International Problems (1)**

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.

**International Trade and Markets (1)**

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.

**Special Topics Seminar (1)**

Seminar devoted to a special topic or theme, with individual research by participants. Prerequisite: consent of the instructor.

**Advanced Research Seminar (1)**

Students will read in depth on a subject in the general field of government or political science. A research paper is usually required. Prerequisites: B average and consent of the instructor.

**State Internship (1)**

Students normally serve as interns in the state legislature or a government of a foreign country. Prerequisite: consent of the instructor.

**Senior Capstone Seminar (1)****Senior Capstone Seminar (1)**

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

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

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

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

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

Professor Elizabeth Rellinger Zettler  
Professor Jeremy Turner  
Assistant Professor Alex Moore  
Visiting Assistant Professor Shahyad Ghoncheh  
Visiting Assistant Professor Loretta McKenzie  
Visiting Assistant Professor Matthew Wiediger

The general goals held by the Department of Psychology are to provide courses that give students a broad background, varieties of concepts, self-awareness, and self-understanding for the development of skills, tools, and knowledge for the understanding of behavior

**PS 101: Introduction to Psychology**

An introduction to the physiological substrate of behavior. Topics include brain structure, function and development, sensory and motor systems and the brain basis for a variety of normal and abnormal human behaviors. Laboratory experiences included. Prerequisite: PS 101, BI 110, or

**PS 275: Lifespan Development (3)**

An interdisciplinary approach to the study of development across all stages of the lifespan with emphasis on genetic and environmental influences; includes prenatal development through death. (Not open to students who have taken PS 275.) Prerequisite: PS 101.

**PS 276: Environmental Psychology (3)**

An overview of the interrelated issues in the psychology of recreation and in environmental psychology, including outdoor recreation and environmental values, self and cultural identities, and political and public policy issues related to recreation and our environment. Prerequisite: PS 101.

**PS 277: Social Psychology (3)**

A study of the psychological and sociological factors of interaction between individuals in social groups and collectives. Prerequisite: PS 101. Offered fall semesters. (See SO 282.)

**PS 278: Health Psychology (3)**

An introduction to scientific research and theory on the relationship between physical health and mental processes, emotion, and behavior. Topics include current research on stress and stress management, coping and illness, pain, heart disease, cancer, AIDS and health behaviors (e.g., smoking, diet, exercise). Prerequisite: PS 101.

**PS 279: Organizational Psychology (3)**

An in depth look at the principles of psychology as applied to all organizational settings. Course oriented towards student discovering how psychologists have improved the satisfaction, safety, and productivity of the work environment. Prerequisite: PS 101.

**PS 280: Psychology of Adolescents (3)**

An interdisciplinary study of adolescents. Focus is on how various social and psychological phenomena affect individuals within this age group. Prerequisite: PS 275, PS 276 or consent of the instructor.

**PS 281: Learning (3)**

A study of the categories of learning, applicable to both humans and animals. Prerequisite: PS 101.

**PS 282: Cognitive Psychology (3)**

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

**PS 283: Sensory Psychology (3)**

A survey of all major senses (vision, hearing, balance, touch, taste, smell) and how we organize and interpret sensory information in the brain to understand the external world. Additional topics include principles of psychophysics; natural history of the senses; development and aging of the sensory systems; and the role of the senses in communication. Prerequisite: PS 101, BI 110, or BI 107.

**PS 284: Behavioral Neuroscience (3)**

(See BI 328.)

**PS 285: Behavioral Genetics (3)**

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

**A** ( )  
(See SO 337.)

**1** ( )  
A comprehensive study of the principles of test construction, knowledge of the behavior being measured, and acquaintance with the major types of available tests. Prerequisite: PS 101.

**A** ( )  
A study of the various patterns of mental, behavioral, and personality disorders. Major emphasis is on the diagnosis and understanding of the disorder. Pertinent legal issues are also discussed. Prerequisite: PS 101.

**A** ( )  
(See SO 347.)

**0** ( )  
(See MG 350.)

**1** ( )  
A study of the developmental and environmental causes of social and emotional problems in children as related to their characteristic behaviors, with emphasis on identifying these behaviors and diagnosing their probable causes. Prerequisite: PS 101.

**1** ( - )  
An orientation toward the differential application and effectiveness of biological, individual, and group therapies in the treatment of psychopathological disturbances. Prerequisite: PS 101.

**1** (1 - )  
Clinical experience in psychologically relevant facility. Prerequisite: 12 credit hours of course work in Psychology and consent of instructor. Total number of hours of credit cannot be more than four (4). Prerequisite: PS 101.

Professor Adam L. Porter  
 Assistant Professor Timothy McGee  
 Assistant Professor Gwendolyn Gillson

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

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

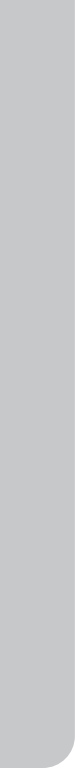
An Interfaith Studies Minor is also available. See page 114 for details.

### 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.

### 10 Who Do You Say That I Am? ( )

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





study of a contemporary fundamentalist group in the United States. Historical and theoretical analysis of religion and violence will frame this learning alongside responses to religious violence like Martin Luther King Jr.'s work on nonviolence and contemporary interfaith cooperation.

### 1. The Meaning of Illness ( )

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

• *Introduction to Business* (1- )

• *Introduction to Business* (1- )





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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

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

### AGING IN AMERICAN SOCIETY ( )

This course makes a critical examination of the facts, actions, and theoretical frameworks for understanding aging in its multicultural social contexts, and considers the implications for people's social and personal lives. We will examine perceptions of older individuals and the process of aging from social constructionist and life course perspectives, exploring our beliefs, values, and cultural traditions regarding aging. We will also look at the various social institutions impacting the lives of older Americans, such as work and the economy, government and politics, the healthcare system, and families. Major components of this class include service hours at a local senior home and the development of a proposal for elder-positive changes in Jacksonville, Illinois. Prerequisite: SO 101. Offered every other spring semester. (See PS 337.)

### ADOLESCENCE AND CHILDHOOD IN AMERICAN SOCIETY ( )

This course examines the processes of childhood and adolescence within contemporary U.S. culture. Readings, discussions, and coursework focus on the evolution of childhood and adolescence and how these phases of the life course have been constructed and shaped by human societies, both historically and in the present day. This course involves a critical examination of the impacts of these social constructions to children and adolescents themselves, but also to parents, other family members, and peers, the society as a whole. This course also examines the two-way relationship between specific social institutions, and ways that these institutions both impact and are influenced by children and adolescents at this point in our culture. Prerequisite: SO 101. Offered every other spring semester.

### ADULT CRIME AND DELINQUENCY ( )

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

### ADULT OFFENDERS IN DETENTION AND INCARCERATION ( )

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

### ADOLESCENT CRIME AND DELINQUENCY ( )

This course will focus on the nature, extent and causes of juvenile delinquency with attention also given to methods of prevention and treatment. Prerequisite: SO 101. Offered alternate spring semesters.

### ALCOHOL AND DRUG ABUSE AND ADDICTION ( )

This course will highlight various patterns of alcohol and drug usage, the problems of alcoholism and addiction, and treatment approaches used in dealing with these problems. Prerequisite: SO 101. Offered every spring semester. (See PS 347.)

### ANTHROPOLOGY AND SOCIOLOGY ( )

This course begins with a brief review of the basic assumptions, designs and ethics of quantitative social research. We will make an in-depth examination of both qualitative and approaches to data collection, and explore effective ways to analyze data collected from each of these methodological approaches. Students will collect and analyze data from their own original research projects, and develop a comprehensive research paper integrating all components of research design. This course serves as the capstone experience in the Sociology Department. Prerequisites: SO 101 and SO 286. Offered every spring semester.

### ANTHROPOLOGY AND SOCIOLOGY ( )

This course focuses on understanding theories and concepts of sociological theory from Comte to the present. We will investigate the historical context in which Sociology developed, as well as how contemporary theory has built upon classical theory and how they all offer insight into social issues. Students will be asked to not only understand the theories themselves, but to engage in critiques of them as well as application of them to real-world issues. Prerequisite: SO 101, one

# A

Professor Steven M. Gardner  
Professor Margaret A. Marek  
Assistant Professor Diana Grullón-García

# A

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

Spanish in Global Studies minor:

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

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





# A A

Administered by the Business Department

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

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

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



troupe competes in the College Improv Tournament and sometimes also attends guest artist or off-

## THEATRE MANAGEMENT ( )

This course combines stage management and production management, exploring the relationship between the artistry and execution of theatre from conception to final performance. Topics include stage management, production management, delegation, scheduling, professional unions, time and

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

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

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

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

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

The First-Year Experience and Transfer Student Experience are designed to help students successfully transition to Illinois College. The College wants all new students to be prepared for college courses, to learn effective study habits and to learn to engage with professors. (mmunivnce and colita7

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

## A A

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

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

At Illinois College, you will find many opportunities to explore campus and beyond with various events geared toward first-year students. Starting during your arrival on campus for Welcome Week, you will have experiential opportunities in campus activities. Also, participation in various events (T1\_rtc37 (Sta

## A A

All new students will be invited to a Presidential Dinner. The opening celebration is the official start of the academic year and all new students are recognized. Students living in the residence halls benefit from special programs planned for first-year students.

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.

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

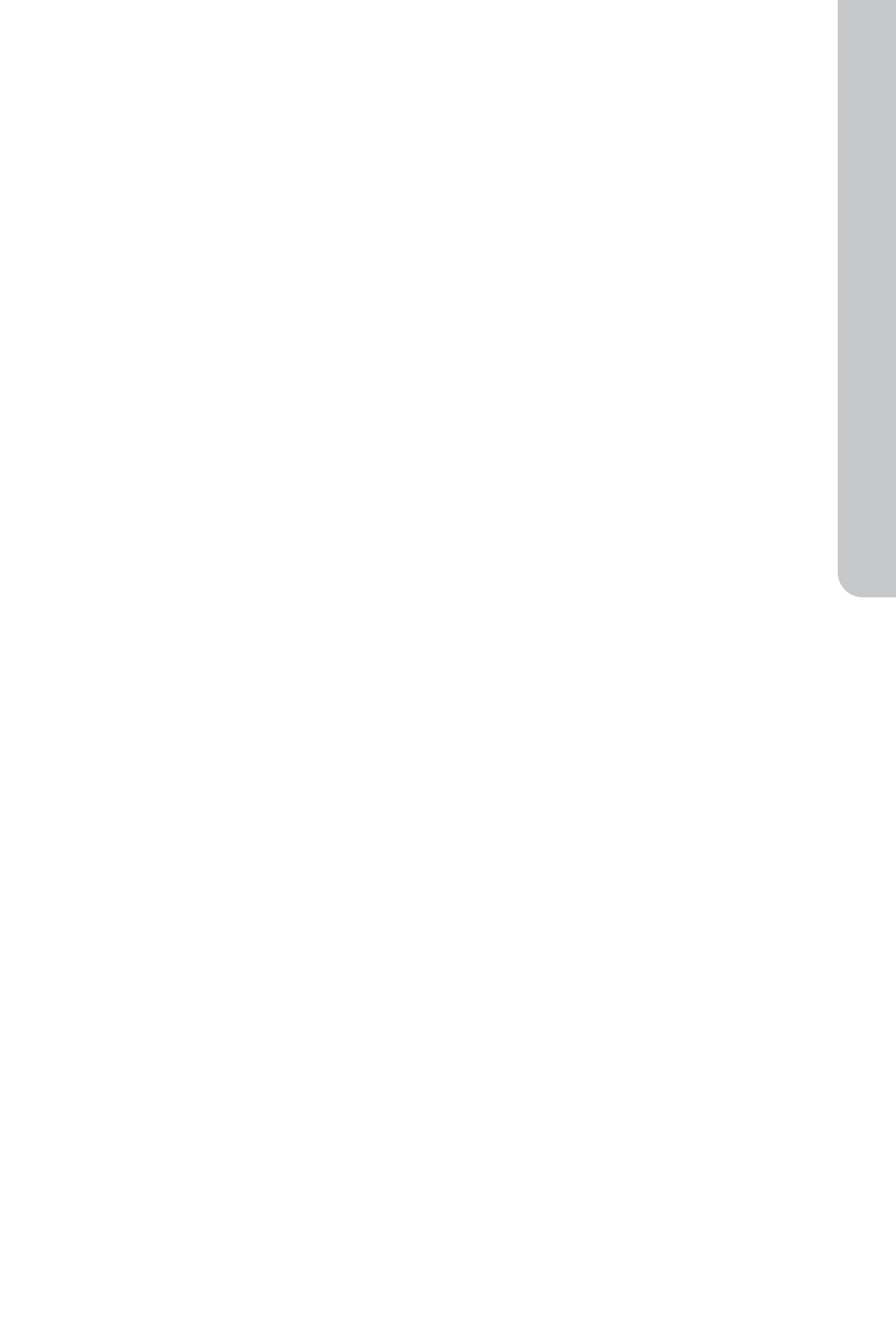
These programs engage students in the application of theoretical or classroom knowledge in practical, work environments. Each student who participates in one of the professional experience programs works with a faculty member to establish learning objectives and course requirements through a learning contract or syllabus. These documents reflect the unique challenges and learning opportunities presented to each student while ensuring the academic quality of the program. Students interested in participating in one of the professional experience programs should begin the process by talking with their academic advisor. Internship credit hours are awarded based on a



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

Applications are due during the fall semester. Once approved by Illinois College and accepted to the program, students register for credits with their faculty advisor. Details about eligibility, the application process, academic credit, and financial implications of studying off-campus are spelled out in the "Illinois College Off-Campus Study Policies," which can be found at <http://www.ic.edu/international>. Academic and travel awards, for which students may apply, are available to help offset any additional costs of the program. The Chicago Center also offers a summer term for students. Students are responsible for the Chicago Center fees and IC summer tuition rates apply

Summer internships are typically 10-11 weeks of full-time work beginning in May. Other internships are conducted during the academic year. Students interested in participating in any of the programs should watch for application announcements late in the fall semester. Interested



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

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

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

# A A

To ensure that all members of our community live, work, and learn in an environment where they can thrive, we affirm four guiding virtues: *Integrity*, *Excellence*, *Openness*, and *Respect*.

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

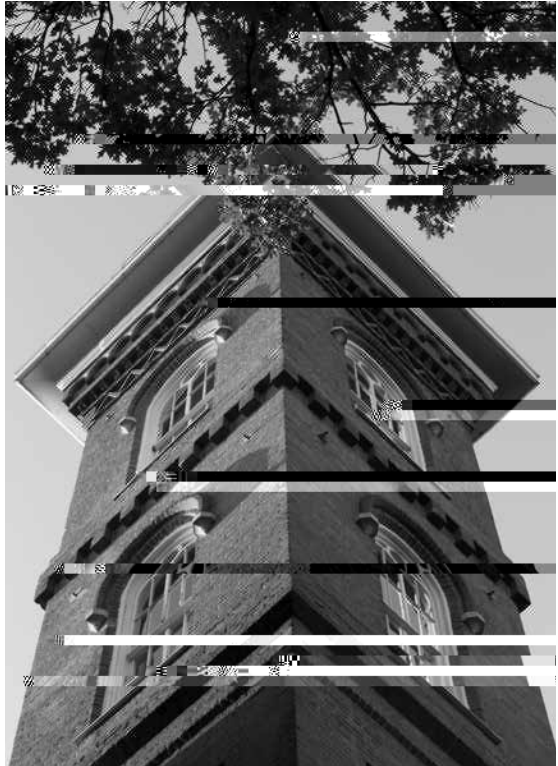
With *Excellence*, we will be eager to learn, open to new information, ready to take risks, and earnest in our pursuit of growth.

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

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

Through *Integrity*, *Excellence*, *Openness*, and *Respect*, 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)



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

Students must register for a minimum of 12 semester hours to be considered full-time. The normal

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.

## A C H I E V E M E N T

### A C H I E V E M E N T

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.

### A C H I E V E M E N T

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

### A C H I E V E M E N T

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

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

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

### A C H I E V E M E N T

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

beyond and successful completion of a mathematics course at the 200-level or beyond, and must have completed at least 75 semester hours at Illinois College to be considered as candidates. Membership in Phi Beta Kappa is the highest scholastic distinction which undergraduates can receive.

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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.

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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.

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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.





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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.

**A A A**

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

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

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.

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

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

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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.

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 of 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.

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

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

Students who withdraw from a course prior to the end of the tenth day (or fifth day for online students) can remove the course from their schedule without a “W” appearing on their transcript.

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.

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

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

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

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

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

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.

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

With faculty supervision, students may register for credit for an independent study or participate in college-approved internships during the summer. Internships for academic credit must include summer assignments, opportunities for reflection on the activities of the internship, and a culminating project. Approval by a faculty supervisor and the Office of Career Readiness is required by June 1 each year. The internship learning contract, available from Career Readiness, is required. (See page 176 for more information on internships.)

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

grade point average at Illinois College.

Illinois College accepts credits earned by dual enrollment, provided the credits are presented on the

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

Successful completion of TSS also guarantees credit for three embedded experiences: Community/Civic Engagement, Ethical and Responsible Actions, and Information Literacy.

Successful completion of TSS and a science lab course taken either at Illinois College or elsewhere will together satisfy the Exploration requirement of Science in Society with lab.

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

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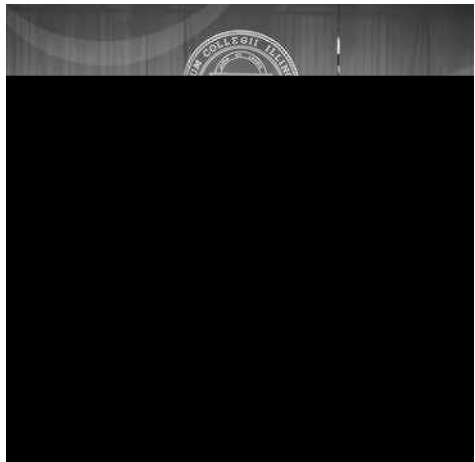
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Illinois College welcomes students into its fully online programs, and the faculty have approved several substitutions to the general education requirements to acknowledge the different circumstances of this mode of study. Students in the fully online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

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





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An academic community can only function if the rights and responsibilities of all its members are recognized. Illinois College requires that students be familiar with stated College policies and procedures as printed in the Student Handbook (Illinois College Blue Book), which also includes discipline and appeal procedures, information regarding traditions, programs, organizations and campus resources.

Students who violate Illinois College policies may be subject to warning, probation, suspension or dismissal. A student who has been dismissed for non-academic reasons and wishes to return must apply in writing to the Provost. The Provost in consultation with the Dean of Students will then make a determination on readmission. If the student is denied readmission by the Provost, the student may appeal the decision in writing to the President of the College. In general, an appeal should include evidence of new and substantive information or a lack of due process.

## A

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

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.

## A

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.



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An important part of life at Illinois College is embodied in the extracurricular program where students may find ample opportunity for self-expression in any of a variety of activities.

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Studio courses offered by the Department of Art provide students with an opportunity to display their work. Special exhibitions of the works of outstanding artists are arranged on campus. The Strawn Art Gallery of Jacksonville also offers monthly exhibitions of art. Occasional tours of St. Louis and Chicago museums and galleries are scheduled by the department.

## V

A significant part of an Illinois College education is a series of speakers and performers. Our Convocation Series brings in programs at 11 a.m. Mondays and in the evenings. The Illinois College Fine Arts Series, a partnership between the Jacksonville and Illinois College communities, sponsors concerts and performances. Students may attend free of charge. The Jacksonville Symphony practices and performs on campus. Endowed lectureships, such as the Joe Patterson Smith Lecture and the Claridge Lecture, offer talks and readings by nationally renowned historians, social scientists, poets and novelists. The College chapter of Phi Beta Kappa also hosts a scholar who visits multiple classes. In addition, Illinois College students perform often in music ensembles and dramatic performances. Also, there may be options available to complete convocations online.

## O

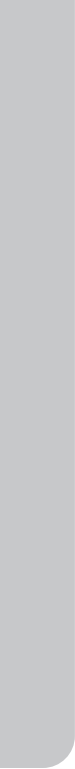
The mission of the Office of Intercollegiate Athletics is to reflect, reinforce and enhance the educational mission of Illinois College by creating an environment of excellence where student athletes develop life skills, academic skills, and athletic skills that will enable them to earn degrees, become leaders, and win championships. In all areas of its operations, the Office's student athletes, coaches, staff, and programs shall embody the character, integrity, and values needed to fulfill lives of leadership and service. Intercollegiate competition provides an outlet for those students who cannot find adequate competition in the intramural program.

Illinois College competes in intercollegiate athletics at the NCAA Division III level as a member of the Midwest Conference. The College has 20 varsity teams competing in baseball, basketball, cross country, football, golf, indoor and outdoor track and field, soccer, softball, swimming, tennis and volleyball.

Intramural sports introduce and foster the element of competition with its value in self-discipline and the development of leadership, courage and cooperation. The College's strong intramural program offers badminton, basketball, dodgeball, flag football, floor hockey, kickball, racquetball, soccer, softball, trivia and volleyball.

## C

Participation in clubs and organizations helps to round out the college experience by sharpening organizational, leadership and communication skills. The Center for Student Involvement serves as a resource to all student organizations to assist in developing their group, building leadership skills, and providing materials for publicizing their activities. Please contact the Center for Student Involvement at 217.245.3094 for more information on any of the following organizations.



The purpose of this club is to create an environment where creativity can be expressed through dance while also developing character, leadership and individual responsibility.

The Quidditch Club strives to spread the sport of Quidditch to the IC community while allowing students to engage in social and physical activity in a competitive and energetic manner.

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

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

( ) The purpose of this organization is to provide a space for education, business networking, entrepreneurial encouragement and community development among its members as it relates to the education, history and involvement of African Americans.

To explore and spread knowledge of Japanese culture.

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

( ) To enhance the quality of life and education at Illinois

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From the early days of the College, the literary societies have retained many traditions: debates,

often combines with the Symphonic Chorale, a community chorus open to Jacksonville-area residents. Those interested in membership should contact conductor garrett allman for openings. Join in! For more information, contact [gnallman@ic.edu](mailto:gnallman@ic.edu).

✘ The Illinois College Jazz Ensemble features many of our most talented musicians. The group specializes in diverse contemporary styles, such as jazz, swing, blues, rock and latin music. Members also develop improvisational skills as well a working knowledge of jazz theory. The addition of vocalists and guest soloists creates unique performance opportunities. For more information, contact [bands@ic.edu](mailto:bands@ic.edu).

## A A

Departmental chapters of the following national honorary societies have been established on campus: Alpha Kappa Delta (sociology), Alpha Lambda Delta ( irst-year), Alpha Psi Omega (theatre), Alpha Zeta (agriculture), Beta Beta Beta (biology), Delta Mu Delta (business), Iota Iota Iota (gender & women's studies), Kappa Delta Pi (education), Lambda Pi Eta (communication), Mu Phi Epsilon (music), Omicron Delta Epsilon (economics), Phi Alpha Theta (history), Phi Beta Kappa (national academic honorary), Phi Sigma Iota (modern language), Pi Kappa Delta (speech and debate), Psi Chi (psychology), Sigma Tau Delta (English), and Theta Alpha Kappa (religion).

## A

Forté is a student written and edited literary and art journal.

The Hilltop is the campus yearbook published and distributed in the fall.

The Rambler is the campus newspaper that is published twice a month.

(A ) BASIC is a fellowship group that guides members in Christian growth and discipleship.

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A. The purpose of the Business Club is to provide opportunities for students to meet and learn more about the business world.

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

The purpose of the Chemistry Club is to bring chemistry out of the classroom and present the ideas of chemistry in an exciting and intelligent way to those interested.

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

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

The purpose of this organization shall be to create political activism and awareness on the Illinois College campus as well as foster connections between



**Biology Club** Provides students who are interested in biology an opportunity to interact, discuss biological subjects and to hear about biological field occupations.

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

**Psychology Club** The Psychology Club aims at giving students of all majors a chance to learn about the field of psychology (i.e. prospective jobs/careers, internships).

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

**Tomorrow's Teachers** provides key academic and social activities for students interested in the field of education.

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**TheatreWorks** Illinois College TheatreWorks, the campus theatre organization, produces three mainstage productions annually. A fourth production, staged by students of the Oral Interpretation course, is also considered part of the mainstage season. Student directed plays are a regular feature of the program, and at least one mainstage production per season will be directed by a notable director from outside the College. Auditions, which are open to all students, faculty and staff, are held before each production.

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Students have opportunities for travel through a variety of College programs, both curricular and recreational. Most extensive are the trips associated with the BreakAway program (see page 173) and the opportunity for semester-long or year-long foreign study through the Study Abroad program (page 179).

## Office of Career Readiness & Experiential Learning

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

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

## Templeton Counseling Center

Templeton Counseling Center (TCC) is located in Lincoln Hall. It is dedicated to providing psychological support for students as they pursue their academic and personal goals, as well as program development that supports the efforts of faculty and staff in improving the college environment.

Templeton Counseling Center (TCC) offers a range of counseling services: individual, couples, family and group counseling as well as educational programming. These services are provided by licensed mental health professionals and are free to the students.

Illinois College is also contracted with the Center for Psychiatric Health and Memorial Behavioral Health for psychiatric and additional psychotherapy services. Contact TCC at 217.245.3073 for details and referrals. After hours psychological emergency services can be accessed by contacting your Resident Assistant, Security, or through the Emergency Room at Passavant Area Hospital.

All services are strictly confidential.

## Office of Diversity, Equity and Inclusion

The Office of Diversity, Equity and Inclusion is committed to offering programming and initiatives that allow for awareness, growth, understanding and celebration of the diverse backgrounds that compose our campus community and world. Our mission is to help build and maintain an environment at Illinois College that is enriching and welcoming to students of diverse backgrounds, cultures, races, ethnicities, religions, and experiences.

In addition, the office seeks to network and build partnerships with community entities that provide recourses, additional support, and opportunities for underrepresented students. We aim to assist in the continual development of an inclusive campus climate that is conducive for healthy social engagement, academic achievement, and ultimately degree attainment. The Office of Diversity, Equity and Inclusion also programs and manages space reservation for the Multicultural Center which is located in Lincoln Hall.

## Chesley Health and Wellness Center

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

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

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

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

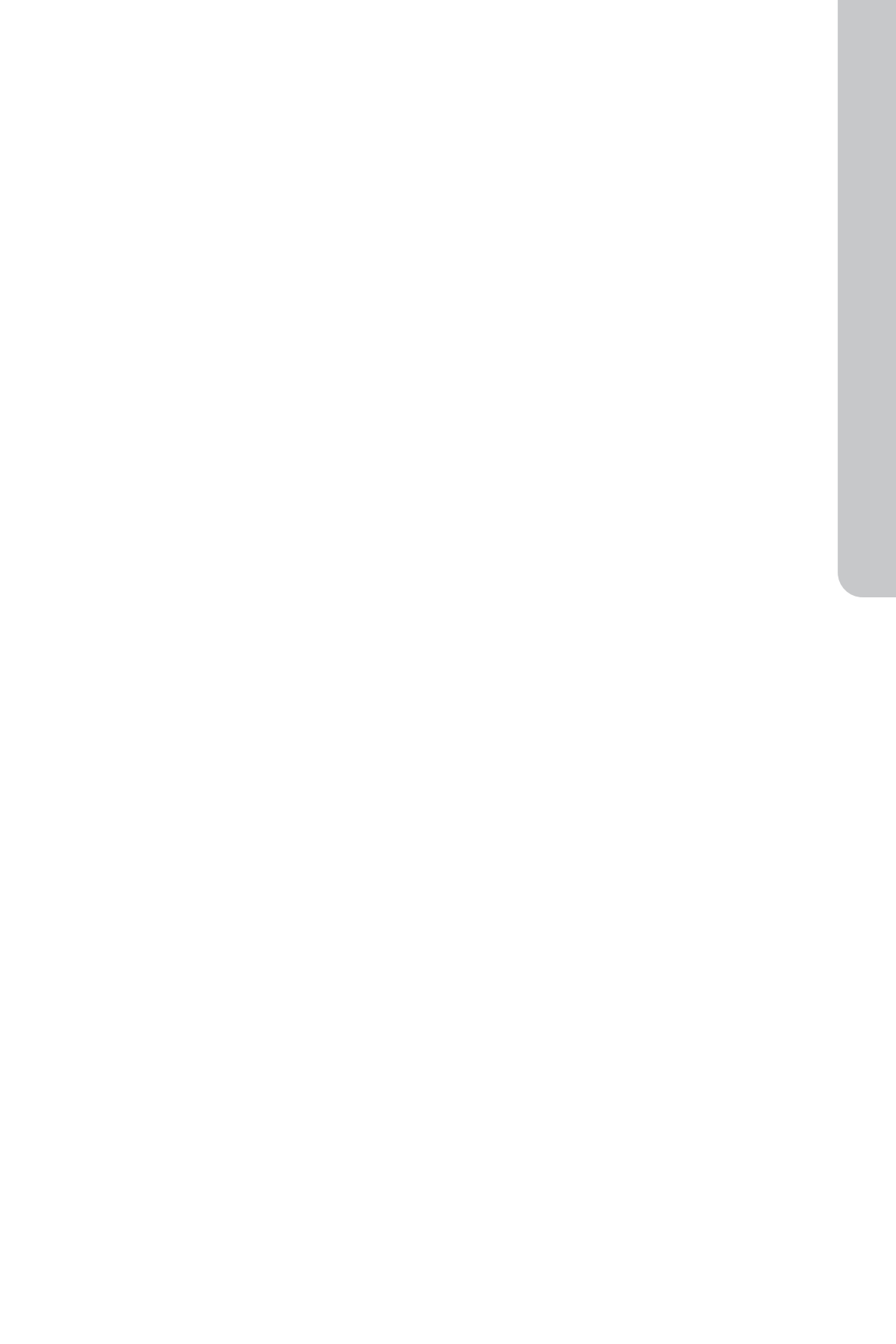
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The Center for Student Involvement, located on the first floor of Caine Student Center, complements academic programs through development of, exposure to and participation in a variety of programs, activities and leadership opportunities. The amount of energy – both physical and psychological – that students expend at their institution has been shown to affect positively their development during college. The Center for Student Involvement provides students a chance to develop their leadership skills, gain career-related experience, learn organizational skills, develop marketing and public relations skills, and have fun while getting involved in campus life.

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

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







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

**Whipple Hall (1882-1920)**

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.

The Khalaf Al Habtoor Leadership Center 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.

The 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.

The William Jennings Bryan Hall 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.

**Rufus C. Crampton Hall (1876-1920)**

Rufus C. Crampton Hall (1876-1920) 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).

The Al Habtoor Apartments (2000), apartments for 34 residents provide kitchenettes and optional meal plans.

The John M. Ellis Hall (1920), 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.

The Elizabeth Fayerweather Sturtevant Hall (1920), 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.

The William Gardner Hall (1920) accommodates 114 men and women and is named in memory of Judge William Gardner (A.B. 1884, A.M. 1887, Litt.D. 1943). Gardner Hall went through a major renovation during the 2011-2012 school year and is fully air-conditioned. The Office of Public Safety is located on the lower level.

The Coeducational Hall (1920) is a coeducational hall accommodating 78 students in suite-style, air-conditioned units.

The Coeducational Hall (2000) is a coeducational hall accommodating 191 students in air-conditioned rooms. The Office of Career Readiness & Experiential Learning, Center for Academic Excellence, Chesley Health & Wellness Center, Office of Diversity, Equity and Inclusion, and the Campus Writing Center are located on the main floor.

**Mundinger Hall** (1964), a coeducational residence hall named in honor of Donald C. Mundinger, eleventh president of the College, houses 64 students in air-conditioned rooms.

**Boyd Pixley and Ruth Badger Pixley Hall** (1964) 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."

**Boyd Pixley and Ruth Badger Pixley Hall** (1964) is a male hall for 108 students in air-conditioned rooms, named for two



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Office of Admission  
 Illinois College  
 1101 West College Avenue  
 Jacksonville, Illinois 62650  
 217.245.3030 Fax: 217.245.3034 Toll free: 866.464.5265  
 E-mail: admissions@ic.edu web: www.ic.edu

## Admission Requirements

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.

## High School Preparation and Coursework

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.

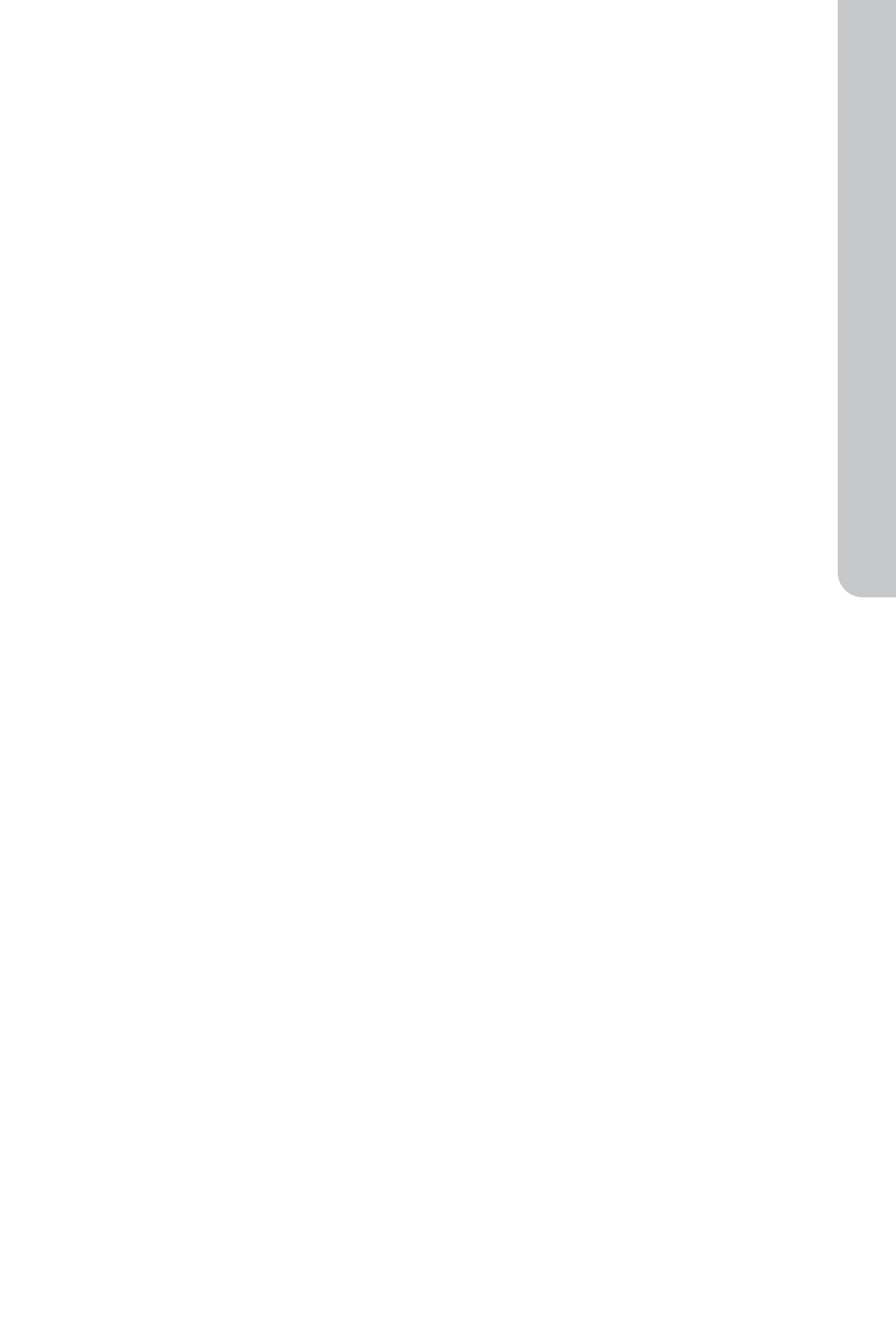
## Application Process

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

A complete application to Illinois College includes:

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







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

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.

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.

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.

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

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.

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

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

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

At the beginning of the academic year, all first-year, sophomores and juniors that have not

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

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





## A

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

- JENNY BARKER-DEVINE, Professor of History (2008, 2020) B.A., University of Central Missouri; M.A., Ph.D., Iowa State University.
- BETH W. CAPO, Professor of English (2003, 2014) B.A., Denison University; M.A., Ph.D., Pennsylvania State University.
- NICHOLAS P. CAPO, Director of Online Learning and Professor of English (2003, 2016) B.A., M.F.A., Pennsylvania State University.
- LAURA COREY, Dean of Faculty and Instructional Excellence and Professor of Biology (2009, 2020) B.A., Grinnell College; Ph.D., Harvard University.
- KELLY A. DAGAN, Professor of Sociology (2001, 2015) B.A., Hiram College; M.A., Ph.D., Kent State University.
- ADRIENNE HACKER DANIELS, A. Boyd Pixley Professor of Humanities and Professor of Communication and Rhetorical Studies (2000, 2010) B.A., Brooklyn College; M.A., Northwestern University, Ph.D., University of Wisconsin-Madison.
- JOHN DREA, Professor of Business Administration (2014, 2014) B.A., Illinois College; M.B.A., University of Notre Dame; D.B.A., Southern Illinois University Carbondale.
- BERND K. ESTABROOK, Professor of World Languages and Cultures (German) (1994, 2006) B.A., Whitman College; M.A., Ph.D., University of California-Berkeley.
- BARBARA A. FARLEY, President of the College and Professor of Business Administration (2013, 2013) B.A., College of Saint Benedict; M.B.A., Ph.D., Carlson School of Management, University of Minnesota.
- STEVEN M. GARDNER, Francis McReynolds Smith Professor of International Understanding and Professor of World Languages and Cultures (Spanish) (2001, 2013) B.A., Alma College; M.A., University of Delaware-Newark; Ph.D., University of Illinois at Urbana-Champaign.
- PATRICIA L. KIIHNE, Professor of Mathematics (1999, 2012) B.S., University of Nebraska-Lincoln; M.S., University of Nebraska-Omaha; Ph.D., University of Tennessee. (Sabbatical Leave – Fall 2020)
- KEVIN C. KLEIN, Professor of Economics (1986, 2003) A.A.S., Illinois Central College; B.S., M.S., D.A., Illinois State University.
- ROBERT C. KUNATH, William and Charlotte Gardner Professor of History (1994, 2006) B.A., University of Chicago; M.A., Ph.D., Stanford University.
- MARGARET A. MAREK, Professor of World Languages and Cultures (Spanish) (2003, 2020) B.A., St. Olaf College; M.A., Ph.D., Pennsylvania State University.
- JAMES P. MARSHALL, Hitchcock Professor of Mathematics (1993, 2005) B.A., Grand Valley State College; M.A., Ph.D., University of Wisconsin-Madison.
- MARY K. MARSHALL, Professor of Mathematics (1995, 2008) B.A., St. Olaf College; Ph.D., University of Wisconsin-Madison.
- TODD D. OBERG, Professor of Mathematics (1999, 2012) B.A., Luther College; M.S., University of Iowa; Ph.D., University of Montana.
- CATHARINE E. O'CONNELL, Professor of English (2016, 2016) B.A., Amherst College; M.A., Ph.D., University of Michigan-Ann Arbor.

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

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

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

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

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

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

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

## A

BRYAN ARNOLD, Associate Professor of Biology (2013, 2019) B.S., Ohio University; M.S., John Carroll University; Ph.D., University of Maryland. (Part-time Sabbatical Leave – 2020-2021)

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

JEFFREY E. CHAMBERLAIN, Associate Professor of Physics (2000, 2003) B.S., Northeast

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

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

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

KALLIA O. WRIGHT, Associate Professor of Communication and Rhetorical Studies (2012, 2017) B.A., University of the West Indies; M.S., Ph.D., Ohio University.

## A

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

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

ELUKE BEA74 (ATTY129 1 (,)37 ( )Libray Direcoriand C37 (Assistant Professor of )Libray Scinch (20014)3 TQueen'74 (AsUniversity)92 (,)37 ( Binegson )37 ( Ohntario M.AL.IS.,)37 ( PM.Ed.)37.9 ( )niversity of P M.F.A. University of PillinoisUat Sping eld M.A., Pniversity of Micsoruri PSt.37.9 ( )ouisi Ph.D., Tniversity of Micsoruri-St.37 ( Louisi)]TJ-1.628 -1.802 Td[(EP55 (.AMELA BR)4 (.O74 (eW,)37 (

- PAUL HAMILTON, Assistant Professor of Biology (2016, 2016), B.S., Illinois College; Ph.D., University of Illinois at Urbana-Champaign.
- MICHAEL HARDEN, Assistant Professor of Business (2018, 2018) B.B.A., Robert Morris University; M.S., Benedictine University.
- JENNIFER HEMINGWAY, Associate Dean of Student Success/Director of Student Development and Assistant Professor of Education (2018, 2018) B.S., Old Dominion University; M.Ed., University of Idaho; Ph.D., Illinois State University.
- REBECCA HOAGLIN, Assistant Professor of Nursing (2020, 2020) B.S.N., MacMurray College; M.S.N., Benedictine University.
- MIRANDA KARBAN, Assistant Professor of Biology (2016, 2016) B.A., Illinois Wesleyan University; M.S., Illinois State University; Ph.D., University of Iowa. (Leave – Fall 2020)
- GWENDOLYN KNAPP, Assistant Professor of Biology (2020, 2020) B.S., Purdue University; Ph.D., Texas A&M University.
- JAIME KLEIN, Assistant Professor of Education (1992, 2017) B.S., M.Ed., University of Wisconsin; Ed.D., Saint Louis University.
- JOSIAH KUNZ, Assistant Professor of Physics (2020, 2020) B.S., Illinois College; Ph.D., Illinois Institute of Technology.
- JOCELYN LANORIO, Assistant Professor of Chemistry (2017, 2017) B.S., University of the Philippines; M.S., Michigan State University; Ph.D., University of Nevada, Reno.
- TIMOTHY MCGEE, Chaplain and Coordinator of Interfaith and Inclusion Initiatives and Assistant Professor of Religion (2018, 2018) B.A., University of Texas at Austin; M.T.S., Duke Divinity School; Ph.D., Southern Methodist University.
- LORETTA MCKENZIE, Visiting Assistant Professor of Psychology (2010, 2010) B.S., M.S., Illinois State University; Ph.D., Adler School of Professional Psychology.
- ALEX MOORE, Assistant Professor of Psychology (2019, 2019) B.A., Southern Illinois University Edwardsville; M.A., Ph.D., University of Nevada Las Vegas.
- ANGELA PIERSON, Program Coordinator of Traditional B.S.N. Track and Assistant Professor of Nursing (2020, 2020) A.D.N., Lincoln Land Community College; B.S.N., MacMurray College; M.S.N., Western Governors University.
- SHEILA RHODES, Assistant Professor of Nursing (2020, 2020) B.S., Bradley University; M.S.N., University of Illinois at Chicago.
- JACLYN TABOR, Assistant Professor of Sociology (2019, 2020) B.A., Purdue University; M.A., Indiana University. Ph.D., Sociology, Indiana University.
- SAMANTHA SAUER, Archivist and Curator of the Paul Findley Congressional Museum and Assistant Professor of History (2016, 2016) B.A., M.A., Eastern Illinois University.
- AMY S. SCHWIDERSKI, Director of the Center for Academic Excellence and TRIO Support Services and Assistant Professor in Education (2019, 2019) B.A., Illinois College; M.S.Ed., Western Illinois University; Ed.D., Saint Louis University.
- GARRETT TRAYLOR, Cataloging and Reference Librarian and Assistant Professor of Library Science (2016, 2016) B.A., M.S., University of Illinois at Urbana-Champaign.
- SARAH UNRUH, Assistant Professor of Biology (2020, 2020) B.A., University of Missouri, Columbia; Ph.D., University of Missouri, Columbia.
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DAVID WALTER, Assistant Professor of Criminal Justice (2017, 2017) B.A., Southern Illinois University; J.D., Southern Illinois University School of Law.

ALONZO WARD, Assistant Professor of History (2015, 2015) B.A., Governor's State University; M.A., Chicago State University.

- MALLORY KONSTANS, Applied Music Instructor-Percussion; B.M., M.M., Illinois State University.
- JULIA LEISCHNER, Part-time Instructor in Biology (2009) B.S., Middle Tennessee State University; M.A., University of Illinois at Springfield; Ph.D., Walden University.
- JUANITA LEONHARD, Part-time Instructor in Biology (2003) B.S., Illinois College; M.T., Rush-Presbyterian St. Luke's Hospital School of Medical Technology; M.S., University of Illinois at Springfield.
- PETER LIRA, Part-time Instructor in Education (1991) B.S., Illinois State University; M.S., Western Illinois University.
- DENNIS MARCOTTE, Applied Music Instructor-Woodwinds (1990) B.M.E., M.A., Western Illinois University.
- ERIC MCCLAREY, Instructor in Physical Education and Health (2018) B.S., M.S., University of Illinois at Urbana-Champaign. (Leave – Fall 2020)
- SHAWNA MERRILL, Debate Coach and Instructor in Communication and Rhetorical Studies (2018) B.S., M.A., Missouri State University.
- STEPHANIE MYRE, Applied Music Instructor-Voice (2018) B.A., DePaul University; M.M.E., Boston University College of Fine Arts.
- ANDREW NAHLIK, Instructor in Economics (2012) B.S., University of Central Missouri; M.A., University of Florida.
- BETH NAHLIK, Assistant Dean of Student Success/Director of Title III and Instructor in Education (2015) B.S., University of Central Missouri; M.S., Florida State University.
- ANN O'SULLIVAN, Instructor in Nursing (2019) B.S., M.S.N., Northern Illinois University.
- SUSAN E. PHILLIPS, Applied Music Instructor-Cello; M.M., University of Michigan.
- OLIVIA RAYA, Instructor (2019) B.U.S., University of Nevada, Las Vegas; M.S.Ed., Texas A&M University-Kingsville.
- NELSON RUIZ, Applied Music Instructor-French Horn; B.A., Rollins College; M.M., Illinois State University.
- MATTHEW S. SCHULTZ, Instructor in English (2016) B.A., M.A. University of Michigan.
- EVAN TAMMEN, Applied Music Instructor-Oboe and Bassoon; B.M., Illinois Wesleyan University; M.M., University of Illinois at Urbana Champaign.
- ABIGAIL WALSH, Applied Music Instructor-Flute; B.M., M.A., University of Iowa; M.M., D.M.A.,

- JAMES E. DAVIS, Scholar in Residence, William and Charlotte Gardner Professor of History/  
Professor of Geography (1971, 2009) A.B., M.A., Wayne State University; Ph.D., University of  
Michigan.
- KAREN E. DEAN, Ruth Badger Pixley Professor of the Social Sciences and Professor of Political  
Science (1984, 2017) B.A., M.A., Ph.D., Kent State University.
- KENT D. ELWOOD, Professor of Psychology (1975, 2018) B.A., Ph.D., Northwestern University.
- JOHN W. FRITSCHKE, Professor of Education (1989, 2015) B.A., Concordia College; M.A.  
University of Illinois at Spring eld; Ed.D., Illinois State University.
- RICHARD T. FRY, Findley Family Professor of International Affairs (History and Political Science)  
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- LAWRENCE Y. FU, Professor of Economics (1989, 2014) B.A., National Taiwan University; M.S.,  
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Head Women's Volleyball Coach .....	Alicia Wood
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Head Men's and Women's Tennis Coach .....	Tyler Linscott
Director of Cross Country and Track & Field .....	Jason Haynes
Assistant Track & Field Coach - Sprints .....	Dirk Doehring
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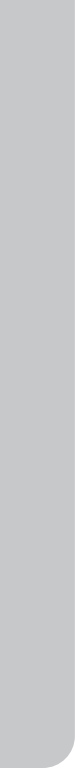
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**A**

Academic Advisors 16  
 Academic Honors and Awards 183  
 Academic Program 9  
 Academic Rights and Responsibilities 182  
 Academic Standing (SAP) 184  
 ACCOUNTING 19  
 Accreditation 6  
 Activities 195  
 ACTUARIAL SCIENCE 21  
 Administration 225  
 Admission 209  
 Advanced Placement 212  
 Advising 16  
 Affirmation of Community Responsibility 181  
 AGRIBUSINESS MANAGEMENT 22  
 Agribusiness 22  
 Apartments 207  
 Appeal Procedure 194  
 Art 25, 195  
 ART AND DESIGN IN VISUAL STUDIES 25  
 Athletic Fields 208  
 Attendance 193

**B**

Band - Wind Ensemble 133, 198  
 BIOCHEMISTRY 28  
 BIOLOGY 29  
 Biology with Clinical Laboratory Science 31  
 Biology Major - Ecology Concentration 30  
 Biology with Occupational Therapy 32  
 Biology Major - Physiology Concentration 32  
 BLUEprint 10, 191  
 Board of Trustees 230  
 Bookstore 215  
 BreakAway Program 111, 173  
 BUSINESS ADMINISTRATION 37

**C**

Calendar 4  
 Campus Visits 210  
 Campus Writing Center 173  
 Cellular Phone Policy 194  
 Center for Academic Excellence 173  
 CHEMISTRY 41  
 Chicago Center for Urban Life and Culture 176  
 Choir 134, 198  
 Civic Engagement 11, 196  
 Class Attendance 193  
 Classification of Students 17  
 Class Registration 188  
 Clinical Experiences in Education 177

Clinical Laboratory Science 13, 31  
 Club Sports 196  
 Co-curricular and Special Academic Program 173  
 Combined Degree Programs 13  
 Commencement 2019 232  
 COMMUNICATION & RHETORICAL STUDIES 46  
 Community-Based and Service Learning 174  
 Computational Biology 51  
 COMPUTER SCIENCE 52  
 Concert Choir 134, 198  
 Confidentiality of Records 193  
 Connections Leaders 167  
 Convocations 9, 175, 194  
 Counseling 16, 202  
 Course Descriptions, Numbering and Requirements 17  
 Credit/No Credit 189  
 Credit, unit of 17  
 CRIMINAL JUSTICE 56  
 Cultural/International Organizations 197

**D**

DeanTd(Computational o)4 t4-10E-1.176 Td[(Conv

Faculty 217  
 FERPA 193  
 Field Work in Psychology 177  
 Final Transcripts, Admission 210  
**FINANCE** 85  
 Financial Aid 216  
 Fine Arts Administration Minor 81  
 Fine Arts Minor 87  
 Finish in 4 213  
 First-Year Applicants 209  
 First-Year Experience 174  
 First-Year Seminars 8, 174  
 Foundations 10  
 French in Global Studies Minor 89  
 Full-time Status 182  
  
**G**  
 GED 213  
 Gender And Women's Studies Minor 90  
 General Descriptions 17  
 General Education Program 10  
 German in Global Studies Minor 92  
**GLOBAL STUDIES** 93  
 GPA 174  
 Grades, Honor Points and GPA 184  
 Graduation and Commencement  
   Participation 16  
 Graduation Honors 183  
 Graduation requirement 7  
  
**H**  
 Health and Immunization Records 213  
 Health Courses 33  
**HEALTH SCIENCES** 100  
 Biology With Pre-Athletic Training 14  
 Health Services 202  
**HISTORY** 104  
 Home-Schooled Students 211  
 Honorary Fraternities/Societies 199  
 Honors and Awards 183  
**HUMAN RESOURCE MANAGEMENT** 108  
 Human Performance Minor 101  
  
**I**  
 IC Scholars Honors Program 183  
 IC Store 215  
 Illinois College 6  
 Incomplete Grades 190  
**INDIVIDUALIZED STUDIES** 110  
 Interfaith Studies Minor 114  
 Intellectual Integrity 182  
 Intercultural Exchange Program 176  
**INTERDISCIPLINARY STUDIES** 111  
 International Students, Admission 209  
**INTERNATIONAL STUDIES** 177, 205  
 Internships (Professional Experience) 176

Internship Program 177  
 Intramurals 195

**J**

Jacksonville Symphony 198  
**JAPANESE STUDIES** 112  
 Jazz Ensemble 134, 199

**K**

**KINESIOLOGY AND EXERCISE  
 SCIENCE** 116

**L**

Law School Advising Program 14  
 Library 206  
 Literary Societies 198  
 Literature 76

**M**

Majors 12  
**MANAGEMENT** 121  
 Map 238  
**MARKETING** 122  
**MATHEMATICS** 123  
 Medical Professions Advising Program 15  
 Medical School Preparation Program 178  
 Mills Experiential Learning Fund 178  
 Minors 15  
 Mission of the College 7  
 Model United Nations 178  
 Molecular Biology Minor 127  
**MUSIC** 128, 134

**N**

National Honorary Societies 199  
 Neuroscience Minor 136  
**NURSING** 137

**O**

Occupational Therapy, preparation for 28  
 Off-Campus Activities 193  
 Office of Academic Affairs 226  
 Office of Business Affairs 229  
 Office of Development and Alumni  
   Relations 228  
 Office of Enrollment and College  
   Marketing 228  
 Office of the President 225  
 Online Program 9, 12, 211  
 Out-of-Residence, Completing 188

**P**

Part-time/Special Status 182  
 Payment of Semester Charges 214

Pep Band (Blue Band) 198  
 Phi Beta Kappa 183  
 Philosophy Minor 145  
 Physical Education 64  
 Physical Therapy, preparation for 15  
 PHYSICS 148  
 Physiology 32  
 POLITICAL SCIENCE 151  
 Practicum in Sociology 179  
 Pre-law Minor 154  
 Presidents of the College 225  
 Probation 184  
 Professional Experience Programs 176  
 Psychological Counseling 202  
 PSYCHOLOGY 155  
 Publications 199  
 Public History 104  
 Public Safety 203

## Q

Quality Points 182

## R

Rambler 199  
 Re-admission 188  
 Refunds 214  
 Registration 188  
 Release of Information 193  
 Religion Minor 159  
 Religious Organizations 199  
 Repeat Courses 189  
 Residence Halls/Apartments 207  
 Residential Life 203  
 Returning Students 213  
 Room and Board 214

## S

Satisfactory Academic Progress (SAP) 184  
 Appeal Process 194  
 Financial Aid Good Standing 185  
 Notification 188  
 Probation Status 184  
 Re-Admission Without Financial Aid 188  
 Reinstatement 186  
 SAP Standards 184  
 Suspension Status 186  
 Transfer Students 188  
 Warning 186  
 Second Degrees 15  
 Service Fraternity 199  
 Service Learning 174  
 SOCIOLOGY 163  
 SPANISH 167  
 Special Interest Organizations 195  
 Sports 195  
 SPORTS MANAGEMENT 37, 169

Standardized Test Scores 210  
 Student Activities 195  
 Student Alumni Association (SAA) 201











