

Beginning July 1, 2007 McKendree College will make the transition from Illinois' oldest college to its newest university.

McKendree University will be comprised of McKendree College of Arts and Sciences and three professional schools offering undergraduate and graduate degrees in Business, Education, Nursing and Health Professions. The 2007–2008 catalog reflects our current status as McKendree College and will be updated to reflect the full transition to university status for the year 2008–2009.

Accreditations and Memberships

- --The North Central Association of Colleges and Secondary Schools North Central Association Commission on Institutions of Higher Education, 30 North LaSalle St., Suite 2400 Chicago, IL 60602 Ph. 1-800-621-7440
- --Illinois State Board of Education (accredited teacher education programs) – American Association of Colleges for Teacher Education (AACTE)
- --National League for Nursing Accrediting Commission (approved nursing program), 61 Broadway, New York, New York 10006 (800-669-1656)
- --Commission on Accreditation of Athletic Training Education (CAATE)
- --Illinois and Kentucky State Approving Agencies (veterans' education benefits)
- --The National Association of Schools and Colleges of the United Methodist Church
- --The Council of Independent Colleges
- --The Association of American Colleges and Universities
- --The Associated Colleges of Illinois
- --Servicemembers' Opportunity Colleges
- --Illinois Campus Compact

McKendree College is an affirmative action/equal opportunity employer and admits students of any sex, race, color, national and ethnic origin and age with all rights, privileges, programs, and activities generally accorded its students. In conformance with state and federal regulations, McKendree College does not discriminate on the basis of sex, race, color, religion, disability, national and ethnic origin, or age in the administration of its educational policies, admission policies, scholarship and loan programs, athletic, and other school administered programs. Students, employees, and faculty who believe they may have been discriminated against may contact the Compliance Officer at the College's address or telephone (618) 537-6990. Services of the substance abuse prevention program administered by the Athletic Department are available to all officers, employees, and students of McKendree College. McKendree College is authorized under Federal Law to enroll nonimmigrant alien students.

Policies stated in this catalog are subject to change as required and as the institution deems appropriate. The statements contained herein are not to be regarded as an offer to contract.

about

McKendree University is a leader among today's educational institutions. Founded in 1828, the historically significant campus exemplifies a classic and caring tradition that is combined with a contemporary curriculum.

While maintaining its reputation for delivering a high quality undergraduate education, McKendree has expanded its academic course offerings to include graduate degree programs in education, business administration, nursing, and professional counseling. In its academic program, McKendree has added ten new majors, five new minors and two additional study abroad opportunities. To the athletic program, the college has recently added ice hockey, wrestling and bowling. McKendree's athletic program boasts coach Harry Satham, the most successful coach in the history of four-year college basketball.

An enhanced academic reputation for the college has accompanied its growth. The college has become more highly selective, attracting more academically talented students, and the student body is more diverse, representing 22 different states and 19 countries.

McKendree offers a wide variety of co-curricular opportunities, including music, band, athletic teams, debate teams, honor societies, student research opportunities and academic programs that have resulted in a spirited college environment. In November 2006 the college dedicated the Russel E. and Fern M. Hettenhausen Center for the Arts. The “Hett”, as the new center is known, is home to the music and theater departments. It offers the campus community a state-of-the-art facility in which to enjoy a wide variety of performances and special events.

Along with the many advances at the institution, one thing remains constant: McKendree College continues to provide a nurturing environment, offering students opportunities and challenges that lead to unmatched personal and professional growth.

Academic Calendar 2007 – 2008

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|------|----|-----|--|
| Aug | 23 | THU | -New Student Orientation – All First Year students must attend |
| | 24 | FRI | Registration Check In – Returning students |
| | 26 | SUN | Registration Check-In – Returning students |
| | 27 | MON | -Fall semester classes begin on Lebanon campus |
| Sept | 3 | MON | -Labor Day; no classes on Lebanon campus or at off-campus centers |
| Oct | 18 | THU | 1st half semester ends |
| | 19 | FRI | Fall Break; no classes on Lebanon campus |
| | 22 | THU | 2nd half semester begins |
| | 27 | SAT | Homecoming |
| Nov | 20 | TUE | Thanksgiving recess begins, 10:00 p.m. |
| | 26 | MON | Thanksgiving recess ends, 8:00 a.m. |
| Dec | 7 | FRI | Last day of fall semester classes |
| | 10 | MON | Reading Day – No classes |
| | 11 | TUE | Final examination period begins |
| | 14 | FRI | Final examination period ends |
| Jan | 11 | FRI | Registration Check In – All students |
| | 13 | SUN | Registration Check In – All students |
| | 14 | MON | Spring semester classes begin on campus |
| | 21 | MON | -Martin Luther King Day – No Classes on Lebanon campus |
| Mar | 9 | SAT | Spring recess begins, 10:00 p.m. |
| | 16 | MON | Spring recess ends, 8:00 a.m. |
| | 21 | FRI | -Good Friday – No Classes (Saturday classes meet on Saturday) |
| Apr | 18 | FRI | Honors Convocation |
| May | 1 | THU | Last day of spring semester classes |
| | 2 | FRI | Reading Day – No classes |
| | 5 | MON | Final examination period begins |
| | 8 | THU | Final examination period ends |
| | 9 | FRI | Baccalaureate |
| | 10 | SAT | Commencement |

McKendree College has a commitment to produce graduates with the critical thinking, leadership, problem-solving and communication skills necessary to succeed in today’s world. We uphold a tradition of providing a broad-based, liberal arts oriented education.

The uniqueness of the college is its philosophy which reflects concern for individual development of its students and its commitment to personalized education. The curriculum includes an opportunity for students to gain knowledge and values from the traditional disciplines while also encouraging students to develop skills in preparation for a career or graduate studies.

The co-curricular program is also of great concern, as students participate in community service, voluntary spiritual development, athletics and a wide variety of clubs and organizations meeting student needs and interests.

All of the above is accomplished in a context that recognizes personal growth as a lifelong process and encourages students to continue their development. Our programs accent intellectual inquiry in conjunction with development of responsible citizenship.

I know this catalog will answer many of your questions about our college and assist you in planning your course of study. I want you to know that the entire McKendree family stands ready to help you in any way possible to insure a successful college career.

Best wishes,

James M. Dennis
President of the College

What McKendree College Offers

Conscious of a rich past, McKendree is prepared for a challenging future. The College takes seriously its responsibility as a comprehensive college dedicated to preparing purposeful, effective adults whose intellectual, career, and social skills will make them able contributors in the work place – persons filled with a spirit of free inquiry and a moral commitment to truth. To these ends, McKendree offers 39 undergraduate academic majors, 4 graduate programs leading to the MAED, MSN, MAPC, and MBA degrees as well as several professional programs, with numerous academic and job-related support facilities designed to make each student's learning experience successful and enriching.

The College Mission

The mission of McKendree is to provide a high quality educational experience to outstanding students. We guide our students in the pursuit of academic excellence which will prepare them for leadership roles in our society. To achieve this end we encourage broader vision, enriched purpose, engagement with community, commitment to responsible citizenship, openness to new ideas and dedication to lifelong learning. In keeping with our history and traditions, we provide our students with a rigorous, broadly based liberal arts curricula joined with specialization in a specific discipline.

We cherish our historical relationship with the United Methodist Church and its tradition of Judeo-Christian ideals. Therefore, we encourage an atmosphere of open dialogue, free inquiry, and mutual respect, conducted among students from diverse backgrounds.

Purposes

1. -To offer undergraduate, graduate, and professional programs to develop our students' knowledge, analytical abilities, research capabilities, creativity, and sense of identity.
2. -To help our students develop an appreciation and understanding of human diversity by providing knowledge of and opportunity for experience with multiple ethnicities, cultures, and societies.
3. -To create an intellectual and technological environment supportive of innovative and effective teaching, research, assessment and communication, excellent writing and oral skills, and decision making.
4. -To attract and maintain an excellent faculty and staff committed to teaching, to research, and to service to McKendree and the greater community while also attracting and retaining an outstanding student body.
5. -To create a culture of campus life that includes experiences beyond the classroom that allow for the development of the whole person.

The Tradition

Established in 1828 by pioneer Methodists, McKendree is the oldest college in Illinois, and the oldest in the nation with continuous ties to the United Methodist Church. First called Lebanon Seminary, the school opened in two rented sheds for 72 students. In 1830, Bishop William McKendree, the first American-born bishop of the Methodist Church, permitted the Board of Trustees to change the institution's name to McKendree College. Later Bishop McKendree deeded 480 acres of rich land in Shiloh Valley, Illinois, to help support the College.

Reverend Peter Akers, in 1833, was the first president of the newly named college. He was three times president of McKendree College and received its first degree, an honorary Doctorate of Divinity.

In 1835, the College received one of the first charters granted to independent church colleges by the Illinois legislature. The institution still operates under the provisions of a second, more liberal charter obtained in 1839.

McKendree's students have included many who were to pioneer in industry and business, who became senators and governors and career public servants, who were distinguished military leaders, and who filled pulpits and teaching appointments across the land.

The Setting

McKendree College is located in Lebanon, Illinois, a charming community of about 3,700 people with a downtown business district in easy walking distance of the campus.

McKendree's location is a blend of the rural and the urban. The 100-acre main campus is within 25 minutes of downtown St. Louis to the west and equally close to the popular Carlyle Lake outdoor recreation area to the east. McKendree students thus get the best of both worlds: the serenity and security of a small town – and the advantages of a large metropolitan area – career opportunities, cultural events and institutions, shopping, professional sports, and entertainment.

Facilities

McKendree's facilities blend well the past and the present. Two buildings – Old Main and Stevenson House, the official residence of the College president – are included in the National Register for Historical Buildings. Several other venerable campus buildings have been renovated in recent years to accommodate increased academic and administrative needs. A modern library, science building, residence hall complex, dining hall, and student center complement the architectural style of the 19th century buildings.

The Marion K. Piper Academic Center, with state-of-the-art, technologically equipped classrooms and offices, opened for classes in May 2000. Other recent additions to the campus include a fitness center and the Leemon football/track and field complex. These facilities, along with the

Melvin Price Convocation Center, support an enthusiastic and growing athletic program. New classroom/office buildings at Radcliff and Louisville, Kentucky, serve McKendree's off-campus program in Kentucky. The McKinley Center in downtown Belleville is a facility for classes offered by the nursing program and the McKendree Center at Scott program. The newest addition to the college, the Russel E. and Fern M. Hettenhausen Center for the Arts, opened in Fall 2006.

Holman Library

Holman Library, located at the heart of the campus in front of Fountain Plaza, provides outstanding library services and information resources to serve the constantly changing and evolving information needs of the McKendree Community. The three floors of the Library house a growing collection of more than 80,000 book volumes in open stacks, along with more than 100,000 other items including government documents, DVDs, videos, CD-ROMs, audio CDs, ebooks, audio cassettes, microforms, and the Dillard, Grauel and Benson Wood special collections. Our electronic databases provide full text and citations to millions of scholarly research articles and other resources for every discipline taught at the College. In addition, our online catalog (I-Share) contains the holdings of Holman Library as well as 65 major academic libraries in Illinois. More than 30 million items are available to our campus community through online requests and delivered via courier service.

The dedicated Library faculty and staff offer individual and group instruction at the Library and in any classroom across McKendree's campuses. The Library's WebPages, <http://www.mckendree.edu/library/> provide access to electronic and instructional resources 24 hours per day from offices, homes and residence halls.

The distinctive Bishop McKendree window overlooking campus beckons visitors to the Library. Faculty, students, staff, alumni and the Lebanon community use Holman Library for research and quiet study, as well as for leisurely browsing of books, journals and videos, or just relaxing with a current newspaper.

The Curriculum

A thorough education includes a broad exposure to the classical and modern disciplines which are the foundation stones upon which all specialized career training is built. McKendree's curriculum builds this foundation with its required core of liberal arts studies. Core courses strengthen reasoning and quantitative skills, develop oral and written communication, and open students to new perspectives by exposing them to the sciences, sociology, history, philosophy, religion, art, language, politics, economics, psychology, and physical education. The variety of courses in the core provides students with many perspectives on their choices of careers and major concentrations for more advanced study.

By the end of the sophomore year, most students have chosen a major field and perhaps a minor field as well. Interdepartmental combinations such as political science and journalism, management and computer information systems, history and philosophy, or marketing and commercial art are only a few of the possibilities available. Faculty advisers consult at length with students about their academic and career choices.

Academic Placement

A full academic placement program is provided for McKendree students. The goal of this placement is to promote students' success in achieving academic and career goals by identifying their skill levels in such areas as writing, reading and mathematics. Advisers then help place students in appropriate classes and design an appropriate sequence of courses to assure every student the opportunity to succeed.

Residence Requirement

Degree-seeking students at the McKendree College Lebanon Campus must earn a minimum of 64 hours in residence.

All upper-division hours required for the major and minor must be earned in residence.

The major or minor department, on a case-by-case basis, may give credit for upper-division courses prior to matriculation and may pre-approve required upper-division courses to be taken out of residence.

Once students matriculate at McKendree, all courses taken for subject or hourly credit in the Fall and Spring semesters must be taken in residence. Only transfer work that appears on the transfer institution's transcript for a summer term will be accepted.

In rare circumstances, exceptions to this Fall and Spring enrollment policy and approval to take specific courses out of residence may be granted in advance by the student's major department or, for undeclared students, by the Provost. If permission to take courses out of residence is granted, the major (or minor) department must pre-approve use of the courses for the major (or minor), and use of the courses and use of the courses to fulfill any other requirements must be pre-approved following the usual approval process for transfer courses. Courses to be used as electives must be pre-approved by the closest equivalent department at McKendree. Any such approval must be conferred in writing and must follow the procedures outlined on the Request for Exception to Residence form.

After completion of 64 college level hours applicable to the undergraduate degree, no more than 9 additional hours may be allowed for transfer credit.

Hours earned in overseas studies programs approved by the Provost and in courses approved by consortial or other institutional agreements are considered to be taken in residence.

For students with their first bachelor's degree from McKendree, 32 hours applicable to the degree beyond the number of hours required for the first McKendree bachelor's degree must be completed in residence.

For students with their first bachelor's degree from another institution, the second bachelor's degree requires 48 hours applicable to the degree completed in residence.

Faculty Advising

Each student is assigned a faculty adviser to provide guidance in developing a course plan that meets curriculum requirements and nurtures the student's own interests and goals. For freshmen, this adviser may or may not be from the field of a student's declared interest; but as a major focus develops, a student may choose a new adviser from among faculty members in the appropriate division. A change of advisers is accomplished by completing the appropriate form available from the Office of Academic Records.

McKendree places the relationship between advisers and students at the heart of the college experience, and students seek the guidance of their advisers frequently as they plan course and career choices. However, the ultimate responsibility for proper completion of all academic requirements rests with the student, not the faculty adviser.

Career Services

The office of the Director of Career Services provides a variety of services to acquaint students with career options. Individual career counseling, interest and personality assessment, and career exploration workshops offer students the opportunity to examine possible majors and careers. The Career Services Resource Center provides access to computer-based information, as well as books, magazines and brochures dealing with career planning, job search and interview skills. Information and applications for graduate school admission examinations are available as well. Workshops and individual counseling also provide assistance with resume preparation, job search correspondence, and interview skills. There are career information days and job fairs to introduce students to available fields of work and to prospective employers. Students and alumni are encouraged to register with College Central Network, the McKendree College online job board.

Internships

The internship program links academic life to the challenges of the world of work. The internship experience complements traditional coursework by providing students the opportunity to apply classroom theory and knowledge in the work environment.

Through the Office of Career Services, students with senior standing may arrange an academic internship once they have completed at least 15 hours of the major requirements with a GPA consistent with major requirements for graduation. In addition, students must not have been on academic probation in the last academic year. Students must register for at least three credit hours during a given semester, with eight credit hours being the total number of allowed credit hours for the program. Students must work a total of 45 hours during the semester and complete required assignments for each credit hour granted. Student interns work with the close supervision of faculty members, on-site supervisors, and the Director of Career Services.

Internship credit applied to a major or minor may not exceed the equivalent of one course (three to four semester hours).

Learning Resource Center

The Learning Resource Center offers assistance to all students in organizing written work, improving skills in reading and study methods, and reviewing mathematics. Free tutoring in all subjects is also available through the center, as are credit courses in basic reading and study skills. The Learning Resource Center is located in Clark Hall 302. Information can be obtained by calling the Coordinator of the Learning Resource Center at 537-6850.

Services for Students with Disabilities

The College maintains a strong commitment to make all services, programs and activities equally available to students with disabilities. To the greatest extent possible, students who have disabilities are integrated into the total student population, regular programs and normal services.

Persons with disabilities who apply are considered for admission in the same manner as non-disabled persons. Since information about disability is not solicited during the admission process, students with disabilities must identify themselves to obtain assistance. This information is totally voluntary and confidential.

Academic support services are provided through the Learning Resource Center and other departments in order that this element of the student population may obtain the maximum academic, social and cultural benefit within the college community. The Coordinator of the Learning Resource Center is responsible for program implementation and coordination of many of the programs, activities and services for students with disabilities. The coordinator offers guidance and counseling along with referrals to related offices and departments. The coordinator also provides assistance in obtaining specialized equipment, supplies, support sessions and special accommodations.

Further information can be obtained from the Coordinator of the Learning Resource Center, Clark Hall, Room 302, Tel: (618) 537-6850.

Writing Resource Center

The Writing Resource Center (WRC) is located in Clark Hall 201. Experienced peer and faculty tutors provide a full range of services to students, staff, and faculty on an appointment or walk-in basis. The Writing Resource Center offers assistance with all aspects of the writing process and research and documentation. The WRC also offers in-class seminars for instructors and supports faculty who are teaching courses designated as Writing Intensive (W). Appointments may be made by calling 537-6858. Current hours are listed on the webpage at http://www.mckendree.edu/writing_center.

Center for Public Service

The Center for Public Service supports the development of curricular programs that link community service to academic coursework. The goals of the Center are to contribute to the intellectual development, sense of social responsibility, and active citizenship of students. These goals are pursued by engaging students in meaningful and academically sound service experiences which enhance the understanding of each discipline, provide an opportunity to practice skills specific to the various disciplines, foster personal growth as an active member of a community of learners, and cultivate the intellect and spirit of persons who care for one another and for the world in which they live and work.

Admission to the College

McKendree College welcomes applications from students who seek a challenging college experience in a stimulating and friendly environment. Academic opportunities exist for emphasis in the liberal arts as well as for professional studies. All courses of study provide a foundation for a well-rounded education. Applicants are considered on an individual basis without regard to sex, race, disability, nationality, or religion.

General Information

High school students may apply for admission at the completion of their junior year. Transfer students may apply at any time prior to the semester in which they plan to enroll.

The same admission requirements apply to all degree-seeking applicants, whether full or part-time. Students may apply to take individual courses without becoming candidates for a degree. Such students may be admitted with non-degree status.

The College may require an interview as part of the admission process.

Application Procedure

Students seeking admission to McKendree College must apply through the Office of Admission. To be considered for admission, an applicant must complete the following steps:

1. ---Complete and return the application for admission with a \$40 non-refundable application fee. The fee is waived for students using the online application at www.mckendree.edu;
2. ---Submit an official high school or GED transcript and official scores on the American College Testing (ACT) examination or the Scholastic Aptitude Test (SAT) if not posted on the official high school transcript; and
3. ---Submit official copies of transcripts for all post-secondary institutions attended.

Admission to McKendree is selective. Decisions are based on high school records, including rigor of curriculum, test scores, recommendations and evidence of student leadership. McKendree selects students who demonstrate potential and desire to succeed in a rigorous academic environment.

Application for Re-admission

Students who previously attended McKendree College and are seeking re-admission must complete the admission application form and supply up-to-date transcripts if they have been out of school for one year or have attended another institution since they were last enrolled at McKendree College.

Transfer Students

To be considered for admission as a transfer student, a student must have a minimum cumulative grade point average of 2.0 for all college classes taken. (Credit awarded in transfer for post-secondary work completed elsewhere is determined by the Registrar according to policies stated in the Academic Programs and Policies section of this catalog under Transfer Credit.)

Enrolling for Classes

To enroll for classes, a student must:

1. -Be admitted to the College;
2. -Complete all admission procedures;
3. -Undergo a physical examination before classes begin and supply the record thereof;

This applies to all first year students and transfer students taking more than five credit hours per semester at McKendree College. A State public health law requires that the immunization portion of the physical be

completed and signed by a physician and that all updates of necessary immunizations be noted. The law does not apply to students born before 1957. Students will not be permitted to attend classes until this requirement is met.

4. --Take an English placement examination if lacking college credit for English composition;

5. --Submit non-refundable deposits as follows:

Commuter: \$200 tuition deposit

Resident: \$400 tuition and housing deposit

Students who have been re-admitted to the College must meet these same requirements.

Students admitted for the Fall Term may enroll for classes for the preceding Summer Term at McKendree College. The Office of Admission must be notified prior to summer enrollment.

No student will be permitted to enroll for classes for a second term unless admission and academic files are complete, including the final official high school transcript verifying graduation from that institution, official GED transcripts if applicable,

official transcripts from all post-secondary institutions attended if applicable, and all medical and immunization records. (Please note that official transcripts are those that are mailed from institution to institution.)

Admission to Specific Programs

Nursing program

McKendree College offers an upper level BSN program for registered nurses. The program is accredited by the National League for Nursing Accrediting Commission. Admission to the College does not automatically guarantee admission to the Nursing Program. Details regarding admission to the Nursing Program are discussed in the Courses of Study Section of this catalog under Nursing.

Teacher education

McKendree College offers a teacher education program in both elementary and secondary education. Admission to the College does not automatically guarantee admission to the teacher education program. Requirements for admission to the various programs in teacher education are stated in the Courses of Study Section of this catalog under Education. For teacher certification purposes, no individual may present more than 9 semester hours of professional education credit from junior and community colleges.

Honors program

McKendree College offers an honors program for exceptionally able students. Requirements for admission to this program are presented in the Special and Off-Campus Programs section of this catalog under Honors Program.

Athletic training

McKendree College offers an athletic training program for students interested in pursuing a career as certified athletic trainers. The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Admission to the College does not automatically guarantee admission to the Athletic Training Program. Details regarding admission to the Athletic Training Program are discussed in the Courses of Study Section of this catalog under Athletic Training.

International Student Admission

McKendree College welcomes applications for admission by international students.

We believe that these students contribute positively to the campus environment.

A student applying for admission as an international student must submit the following documents:

1. -Application for admission; \$40.00 application fee. This fee is required for completed paper applications. There is no fee if application is made at www.mckendree.edu;

2. -Supplemental Application for International Students. This application is needed for proper issuance of I-20 documents;

3. -All official secondary transcripts. If you have attended any secondary school or high school, official secondary transcripts are required. All transcripts must be translated into English;

4. -All postsecondary transcripts. If you have attended any college or university after completing your secondary school education, official postsecondary transcripts are required. All transcripts must be translated into English. Postsecondary transcripts from institutions within the United States will be evaluated for credit by McKendree College. All postsecondary transcripts from international institutions must be evaluated by a credential evaluation agency in order for the admissions process to be completed. Please contact Educational

Credential Evaluators, Inc. at www.ece.org or (414) 289-3400 or World Education Services at www.wes.org or (800) 937-3895 for more information. Fees may range from \$0-\$200 for a complete credential evaluation. Please allow three to six weeks for the evaluation;

5. -An official TOEFL score report (Test of English as a Foreign Language). This exam is required for all students whose native language is not English. Exceptions may be made for those whose native language is not English, yet have completed secondary studies in English. Students may learn more about registering for this test at www.act.org or by calling (609) 771-7100;

6. -An official SAT I or ACT score report (Scholastic Aptitude Test/ American College Testing). Only one of these exams is required of all first-year international students. You may learn more about registering for these tests by visiting www.act.org or by calling (319) 337-1270 for the ACT, and www.collegeboard.com or by calling (609) 771-7600 for the SAT;

7. -A letter from your bank. This document will verify that the student has the financial ability to fund his or her education for one year. An amount equal to the cost of attendance, less any institutional aid awarded to the student, must be provided in the letter. The cost of attendance for a campus resident is \$30,830 for the 2007-2008 academic year. This letter must be on official bank letterhead;

8. -A completed medical form. This document must be filled out by the applicant and his or her medical doctor. Required information is needed from the student's medical history, which should include immunizations and a recent physical examination;

9. -Letters of recommendation from teachers and coaches. These letters are not required, but are encouraged from all students.

In addition to these documents, F-1 transfer students from other U.S. colleges must also provide a copy of their current I-20 form.

Please send all required materials to:

McKendree College
Office of Admission
701 College Road
Lebanon, Illinois 62254-1229

For more information about International Admissions, please contact: Christine Thomas, International Student Counselor, cethomas@mckendree.edu, (800) 232-7228, ext. 6408. For more information about International Student Services, please contact: Dr. Todd Reynolds, International Student Services, treynold@mckendree.edu, (800) 232-7228, ext. 6857.

Home Schooling Admissions Policy

McKendree College welcomes applications from home-schooled students.

If you are completing your high school education under the aegis of a diploma-granting organization, you will need to submit evidence of the coursework completed and performance evaluation. For those not completing their diploma with an organization, we require a detailed portfolio of the work you have completed to assess your level of preparation for college-level work at McKendree. This portfolio should include descriptions of books and other curricular material used and mastered in preparation for college-level courses, transcripts from community colleges or other courses, scores from Advanced Placement tests, recommendations from qualified tutors or teachers, examples of independent research, or evidence of completed units in science English or other academic subjects. We also strongly encourage home-schooled students to provide a sample of their writing.

All McKendree applicants must submit either an ACT or SAT score with their application. These tests are administered independently of school systems and are open to anyone.

Letters of recommendation are particularly important for applicants. Your referees should be qualified to evaluate you not only as a student but also as an individual and member of the community.

If you have additional questions about the McKendree College admissions process, please contact our office.

The McKendree Intellectual Experience

A McKendree College education combines liberal arts and career directions by cultivating the intellect and spirit of persons who care for one another and for the world in which they live. The College promotes the highest level of academic, ethical, civic, and career development possible for all students. All students are capable of intellectual and personal growth within a college environment that encourages them to be active members of a community of learners. The College therefore makes its program of study available to all qualified students,

encouraging persons at many levels of experience to continue their development through the challenge of further education in the arts and sciences. More specifically, the College aims, through its liberal arts and disciplinary curricula, for all students to achieve the McKendree College Intellectual Experience that includes:

1. -Oral, written, literary, and creative expression;
2. -Analytical, quantitative and scientific exploration;
3. -Ethical implications of knowledge and social responsibility;
4. -Diversity of culture within the global community; and
5. -Intensive understanding of a major area of knowledge that integrates:
 - a.) Critical reasoning
 - b.) Information Literacy
 - c.) Student Engagement

For more information about the Intellectual Experience and General Education see <http://faculty.mckendree.edu/on-lineassessment>

General Education Program

McKendree College requires all students to fulfill general education requirements through a liberal arts foundation. The general education program is designed to provide students with skills which are essential to effective learning and scholarship, and to stimulate them to examine their own values and the values of society through a variety of subjects outside their program of study. These requirements are consistent with the College's mission—to assist students to develop critical and constructive thinking and intellectual sophistication through scholarly activity.

The objectives of the general education program are for all students to be able to demonstrate the following:

1. -Oral, written and creative expression.
2. -Analytical reasoning and scientific exploration.
3. -Awareness of diverse individuals and cultures.
4. -Personal, social, ethical and civic understanding.

Students must complete the general education requirements by taking the specified number of courses in each of the four areas listed below. Any course applied toward the completion of one general education requirement may not be used to fulfill another general education requirement, but may be used to fulfill major or minor requirements. In addition to these general education requirements, prior to graduation all students must successfully complete two "writing-intensive" courses (marked with a "W" in the course listings) and the McKendree Writing Proficiency Exam (see section b under General Education Areas of Study for specific WPE requirements).

General Education Areas of Study

I. ORAL, WRITTEN AND CREATIVE EXPRESSION

a. -Requirements: Six credit hours of First Year English

All students must demonstrate achievement of general goals for ENG 111 and ENG 112 regardless of where First Year English is taken. General Goal information may be accessed at the Language, Literature and Communication (LLC) webpage available through the McKendree College website.

b. --McKendree Writing Proficiency Examination (WPE) and Continuing Writing Check (CWC) Continuing Writing Check

Writing Proficiency Examination (WPE)

Every student must pass a Writing Proficiency Examination (WPE) in order to graduate from McKendree College. Students taking the WPE are given up to three hours to write an essay. This allows sufficient time to write a rough draft and a final copy for grading.

Students who are enrolled in or have completed English II (ENG 112) are eligible to take the WPE. All students are required to take the WPE within one semester of completing ENG 112 (unless an extension has been granted by the WPE coordinator). Students who do not fulfill this requirement are subject to restrictions on registration for other courses.

Grades are assigned by the Writing Proficiency Committee as pass, fail, or recommend. A pass satisfies the writing proficiency requirement. A recommend satisfies the requirement but may include a referral for a continuing writing check (CWC). A student referred for a CWC is required to work further on his or her writing through the Learning Resource Center or Writing Resource Center until the Director, in consultation with the WPE coordinator, determines that the student has adequately overcome the designated problem(s) in writing.

A student who has completed both required semesters of English composition (ENG 111 and ENG 112) but fails the Writing Proficiency Examination must register for a two credit-hour course, ENG 114 (or an approved equivalent), in the next semester of enrollment, or registration will be restricted. English 114 is designed to give the student further practice in the basic writing skills required to pass the WPE. Upon completing ENG 114 or equivalent, the student must retake the WPE. Should the student fail the examination a second time, he or she would not be required to enroll again in ENG 114 (unless the student fails ENG 114, in which case he or she would be required to take that course as a repeat-delete). Instead, the student would be required to get extensive tutoring (verified by the Learning Resource Center) before taking the examination for the third (and final) time. A student who fails the WPE a second time must take the exam a third time within one calendar year of the second failure. A third failure of the WPE will entail dismissal from McKendree College.

All students applying for transfer credit equivalent to ENG 111 and ENG 112 must take the WPE within the first semester of enrollment. Students failing to do so will be restricted in registering for courses until the requirement is met. Transfer students who fail the WPE must follow the procedure outlined above. Any student within 32 credit hours of graduation who has not passed the WPE would be classified as a non-degree student until the proficiency requirement is met.

The purpose of the evaluation of the writing proficiency examination is to provide the college at large and the individual student the assurance that those students who have received credit for the English requirement at McKendree College have at least a basic command of written English. In other words, the committee, in evaluating examination papers, will not fail those that have an occasional flaw or a minor weakness but only those which, taken as a whole, show that the writers need additional study and practice in order to achieve the minimum proficiency in writing expected of college students and of college graduates. Each examination will be rated on a scale of one to four by each reader; thus, the total scores for each paper, ranging from two through eight, will fall into the following categories:

1. --Papers with a score of 5 (3 + 2) or higher with a differential of only one: automatic pass.

2. -Papers with a score of 4 (2 + 2): student is strongly recommended, but not required, to take ENG 114. The student has only marginally acceptable skills and should have additional training in writing.

3. -Papers with a score of 3 or papers with a score of 5 or less, with a differential of 2 or more (e.g., 3 + 1): paper will be read by a third reader to determine the outcome.

4. -Papers with a score of 2: failing paper; the student is required to take ENG 114 or its equivalent and to take the WPE again. The student has failed to demonstrate that he or she has acceptable command of standard written English and the principles of written composition.

To view the Descriptive Scale used in grading the WPE and samples of essays, visit:
www.mckendree.edu/writing_center/default.htm.

Continuing Writing Check (CWC)

All McKendree students are subject to continuing writing checks by the faculty. A faculty member who judges a student's writing to be below the standard acceptable for a McKendree graduate may refer the student to the Learning Resource Center for either assistance only or a Continuing Writing Check (CWC). This is accomplished by completing the referral form available in the faculty secretaries' offices.

A student who is referred to the Learning Resource Center will be tutored to correct writing deficiencies. Referral for assistance only does not affect the student's status for graduation. A referral for a CWC, however, will be noted by the faculty member on the midterm or final grade sheet. The student cannot graduate until the referral has been cleared. A referral may be cleared only by the Writing Proficiency Committee after evaluation of samples of the student's writing. A student cleared of a previous referral remains subject to future referrals.

c. -Completion of two "writing-intensive" courses (designated with a "W").

These courses are to be completed after successful completion of six hours of first year english (students must successfully pass the WPE prior to enrollment in a 2nd writing-intensive course). The purpose of a writing-intensive requirement is to insure that students continue to practice and develop the writing, reading, and critical thinking skills they learned in the first-year composition courses, and to insure that they learn to use the conventions of discourse and research methodologies of their major discipline.

To meet this requirement, a course should include at least the following elements:

- -A minimum of 5,000 words (around twenty typed pages) of assigned writing over the course of the semester.
- -A mix of formal and informal writing exercises. Formal writing would include research papers, essays, position papers, and reports that have gone through more than one draft before being presented in the finished form. Informal writing would include study questions, in-class responses, journals, heuristic exercises, and essay examinations.
- -A process-oriented approach to the teaching of writing. Simply defined, this means that the writing of a finished product is divided into stages, with oral or written feedback at each stage.
- -Additional recommendations may be located at:

www.mckendree.edu/writing_center/default.htm

d. -Speech: Three credit hours of Speech

Students will develop public speaking skills, applying critical thinking to the processes of researching, organizing and delivering speeches.

Approved Courses

SPC 100 FUNDAMENTALS OF SPEECH COMMUNICATION
SPC 210 ARGUMENTATIVE COMMUNICATION
SPC 220 PUBLIC SPEAKING
SPC 310 BUSINESS AND PROFESSIONAL PRESENTATIONS
SPC 391 PERSUASION

e. -Aesthetic Expression: Three credit-hours of

Art, Music, Theater, Fine Arts or Creative Writing

Students will develop an appreciation of the processes and be able to apply aesthetic principles of artistic creation either through the study of historic developments in an arts discipline or through acquiring the creative skills of an arts discipline. Students will understand and use the basic vocabulary of art, music, theater or creative writing. Students will exercise individual perception and judgment in evaluating creative works, either their own or those of recognized masters. Finally, students will demonstrate an awareness of the role of creative expression in the social development of individuals and cultural groups.

Approved Courses

Any ART, MUS, THE, or FA except education methods courses, THE 215 (Theater Practicum), THE 250 (Dramatic Literature), and MUS 210 (Rhythms and Dance). In addition, the following creative writing courses may be taken for core credit: ENG 205 (Introduction to Writing Poetry), ENG 206 (Introduction to Writing Fiction and Drama), ENG 305 (Advanced Writing of Poetry), ENG 306 (Advanced Writing of Fiction and Drama).

II. Analytical Reasoning and Scientific Exploration

a. -Mathematical Reasoning: Three credit hours of Mathematics

Students will develop the basic analytical skills that relate to solving practical mathematical problems, and gain skills in the use of mathematics common to work in areas where mathematical methods are employed.

Approved Courses

MTH 142, 210, 220, or 310

b. -Computer Competency: Courses from CSI 115-125 (inclusive)

for a total of three credit hours

Students will gain familiarity with the basics of computer terminology and operation. Through learning the use of certain specialized software packages having wide applicability in the modern work place the student will develop the confidence to master other software tools necessary for his/her personal and professional growth.

Approved Courses

CSI 120 INTRODUCTION TO COMPUTERS

CSI 121 -INTRODUCTION TO INFORMATION
AND COMMUNICATION TECHNOLOGY

c. -Science and Nature: Seven credit hours of Science

(preferably from two different departments),

including at least one course with a laboratory requirement

Students will gain familiarity with the language and terminology of science, the use of the scientific method, and be exposed to various techniques used in data collection. Their skills in problem solving and forming critical judgments will be enhanced by a variety of means including the examination of experimental data, identifying the path between cause and effect, and the manipulation of basic theoretical principles. In this way students will gain in understanding and appreciation of the living universe and the forces underlying it.

Approved Courses

BIO 101 Introductory Biology

BIO 106 Introduction to Plant Biology

BIO 110 Principles of Biology I*

BIO 111 Principles of Biology II*

BIO 250 Introduction to Environmental Science

BIO 307 Human Anatomy and Physiology*

CHE 100 Chemistry in the Modern World

CHE 101 Forensic Chemistry

CHE 102 Chemistry in the Modern World Lab

CHE 105 College Chemistry I*

CHE 106 College Chemistry II*

ES 105 Earth Science

PHY 101 Astronomy

PHY 211 General Physics I*

PHY 212 General Physics II*

SCE 205 Earth and Astronomical Science

SCE 210 Concepts in Science

* -These are primarily majors courses, but may be taken for general education credit, if desired.

III. Awareness of Diverse Individuals and Cultures

a. -Philosophy or Religion: Three credit hours

of Philosophy or Religious Studies

Students who take a course in Philosophy or Religious Studies will learn more about the diverse beliefs and value systems held by individuals and societies. Students will come to understand why others hold beliefs or values different from their own, and will be encouraged to evaluate their own beliefs and values. Students will also become familiar with the methods used by modern scholars to investigate human beliefs and values. Finally, students will have numerous opportunities to improve their skills in reading, writing, and critical thinking.

Approved Courses

Any PHI or REL course except PHI and REL courses

which satisfy the Ethics requirement and which are listed below

and REL 367 (Music of the Church).

b. -History: Three credit hours of History

Students will develop skills in using historical methodologies to understand historical developments. By studying History students will be able to think chronologically, and use historical categories (political, economic, social, cultural), in analyzing causes or outcomes of historical events. Students will develop skills in interpreting primary source documents, and in interpreting historical problems from multiple perspectives, while developing sensitivity to human values in their own and other cultures.

Approved Courses

| | |
|-------------|---------------------------------------|
| HIS 161 | WORLD CIVILIZATION TO 1450 |
| HIS 162 | WORLD CIVILIZATION SINCE 1450 |
| HIS 163 | TWENTIETH CENTURY WORLD HISTORY |
| HIS 261 | UNITED STATES HISTORY TO 1865 |
| HIS 262 | UNITED STATES HISTORY SINCE 1865 |
| HIS 272/371 | UNITED STATES WOMEN'S HISTORY |
| HIS 276/376 | MINORITIES IN THE AMERICAN EXPERIENCE |
| HIS 277/377 | AFRICAN AMERICAN HISTORY |
| HIS 311 | ANCIENT CIVILIZATIONS |

c. -Cross Cultural Studies: Three credit hours of Cross Cultural Studies

Cross Cultural studies provide students with an opportunity to investigate non-Western cultures and societies in a comparative manner with either other non-Western societies or with Western society. Students will examine either historical or contemporary cultural diversity in order to better understand our increasingly interdependent world.

Approved Courses

| | |
|-------------|--|
| ANT 149 | INTRODUCTION TO CULTURAL ANTHROPOLOGY |
| ANT 345 | MARRIAGE AND THE FAMILY – CROSS CULTURALLY |
| ENG 253 | LITERATURE OF POST – COLONIAL CULTURES |
| ENG 254 | AFRICAN AMERICAN LITERATURE |
| ENG 309 | WORLD LITERATURE I |
| ENG 310 | WORLD LITERATURE II |
| FRE 351 | LANGUAGE EXPERIENCE IN FRANCE |
| FRE 380-389 | TOPICS IN FRENCH LANGUAGE AND CULTURE |
| GER 351 | LANGUAGE EXPERIENCE IN GERMANY |
| GER 380-389 | TOPICS IN GERMAN LANGUAGE AND CULTURE |
| HIS 161 | WORLD CIVILIZATION TO 1450 |
| HIS 162 | WORLD CIVILIZATION SINCE 1450 |
| HIS 163 | TWENTIETH CENTURY WORLD HISTORY |
| HIS 343 | HISTORY OF LATIN AMERICA |
| HIS 363 | HISTORY OF THE MIDDLE EAST |
| MGT 340 | INTERNATIONAL BUSINESS |
| MKT 340 | INTERNATIONAL BUSINESS |
| MUS 265 | MUSIC IN WORLD CULTURES |
| NSG 345 | TRANSCULTURAL ASPECTS OF HEALTHCARE |
| PSI 210 | INTRODUCTION TO WORLD POLITICS |
| PSI 220 | INTRODUCTION TO COMPARATIVE POLITICS |
| PSY 304 | CROSS CULTURAL PSYCHOLOGY |
| REL 320 | RELIGIONS OF THE WORLD |
| SOC 240 | CROSS CULTURAL PRACTICUM |
| SPA 351 | LANGUAGE EXPERIENCE IN SPAIN |
| SPA 380-389 | TOPICS IN SPANISH LANGUAGE AND CULTURE |
| SPC 353 | INTERCULTURAL COMMUNICATION |

d. -Literature: Three credit hours of Literature

The study of literature speaks both to the knowledge and understanding of the Western Tradition and to Global Awareness, or the understanding of other cultures. In addition, literature courses focus on critical analysis and reasoning. All literature Courses require a prerequisite of Eng 111 and Eng 112 (or equivalents).

Students must take one literature course from either the Literature and Culture cluster or the Literary Genres and Topics cluster.

Literature and Culture (Choose one of the following courses)

| | |
|---------|----------------------|
| ENG 235 | GENDER IN LITERATURE |
|---------|----------------------|

ENG 236 YOUNG AMERICAN LITERATURE
ENG 252 ETHNIC LITERATURE
ENG 253 LITERATURE OF POSTCOLONIAL CULTURES
ENG 309 WORLD LITERATURE I
ENG 310 WORLD LITERATURE II
ENG 280-289 TOPICS IN LITERATURE
ENG 380-389 TOPICS IN LITERATURE

or

Literary Genres and Topics (Choose one of the following courses)

ENG 247 THE MODERN NOVEL
ENG 250 DRAMATIC LITERATURE
ENG 261 POETRY
ENG 271 SHORT FICTION
ENG 301 SHAKESPEARE'S COMEDIES AND HISTORIES
ENG 302 SHAKESPEARE'S TRAGEDIES AND ROMANCES
ENG 280-289 TOPICS IN LITERATURE
ENG 380-389 TOPICS IN LITERATURE

Students who are not English majors, English minors, or Elementary Education majors (with English concentration) must obtain the permission of the instructor to take English 390 Major Authors. Other 300 level literature courses require the consent of the instructor and the student's adviser to be taken for the General Education Core requirement. Note: ENG 301, 302, 309, 310 will have some English majors in them, but they are not designed exclusively for English majors.

IV. Personal, Social, Ethical and Civic Understanding

a. -Recreational Activities: Two different activity courses

(one to two credit hours)

The recreational activities requirement affords students the opportunity to recognize the importance of the role of physical activity in maintaining an optimal level of physical and emotional wellness. By engaging in a variety of recreational activities, students develop skills needed to participate in recreational activities over a lifetime and learn ways to incorporate physical activities into their lifestyle.

Recreational activity courses are required of on-campus students who have not yet reached their 23rd birthday as of their matriculation at McKendree and all students in the Teacher Education Program.

Approved Courses

PED 105 BEGINNING RIDING
PED 107 BEGINNING TUMBLING
PED 109 YOGA
PED 114 GOLF
PED 115 BOWLING
PED 116 BADMINTON
PED 117 TENNIS
PED 118 VOLLEYBALL
PED 119 SOFTBALL
PED 120 ARCHERY
PED 121 PHYSICAL FITNESS
PED 122 SOCCER
PED 123 BASKETBALL
PED 124 AEROBICS
PED 130 SELECTED RECREATIONAL ACTIVITIES
PED 141 BASIC SCUBA SKILLS

Students who have been advised by a licensed health care provider that they should not participate in the available recreational activities courses may substitute HPE 158 (Health) for this requirement. Participation in varsity sports does not fulfill the recreational activities requirement. Recreational activities courses may not be completed by way of independent studies or directed studies courses or proficiency examination.

b. -Ethics: Three credit hours of Ethics

Students who take a course in Ethics can expect to become more sensitive to the ethical implications of human actions. Students will learn to recognize the diversity of approaches to moral decision-making, including the similarities and differences among these approaches, and to apply ethical theories to a variety of practical

problems. Students will also be challenged to critically evaluate their own approaches to moral and ethical issues. Finally, students will have numerous opportunities to improve their skills in reading, writing, and critical thinking.

Approved Courses

| | |
|---------|---|
| CSI 369 | SOCIAL, LEGAL AND ETHICAL ISSUES OF COMPUTING |
| MGT 424 | BUSINESS ETHICS AND SOCIAL RESPONSIBILITY |
| MKT 424 | BUSINESS ETHICS AND SOCIAL RESPONSIBILITY |
| NSG 405 | ETHICAL/LLEGAL ISSUES IN NURSING |
| PHI 206 | INTRODUCTION TO ETHICS |
| PHI 332 | ETHICAL THEORY |
| PHI 390 | ETHICS AND PUBLIC POLICY |
| PHI 391 | BIO-MEDICAL ETHICS |
| REL 205 | ETHICS IN THE WORLD'S RELIGIONS |
| REL 335 | CHRISTIAN ETHICS |

c. -Economics/Psychology/Sociology/Political Science:

Nine credit hours divided among three of the four disciplines Economics, Political Science, Psychology, and Sociology

By completing this section, students will become more aware of how they influence and are influenced by other individuals and the larger society. Students will also develop the skills to critically analyze themselves and the society of which they are a part.

Approved Courses

| | |
|---------|--------------------------------|
| ECO 211 | PRINCIPLES OF MICROECONOMICS |
| NSG 405 | HEALTH POLICIES AND ECONOMICS |
| PSI 101 | AMERICAN GOVERNMENT – NATIONAL |
| PSI 102 | STATE AND LOCAL GOVERNMENT |
| PSY 153 | INTRODUCTION TO PSYCHOLOGY |
| SOC 150 | PRINCIPLES OF SOCIOLOGY |
| SOC 270 | SOCIAL PROBLEMS |

Only teacher education majors who leave the Education program may substitute EDU 210, Foundations of American Public Education, for one of the above.

Courses of Study

Accounting

Christopher K. Dussold, Ph.D., C.F.A., Assistant Professor of Accounting and Economics/Finance;
ckdussold@mckendree.edu; (618) 537-6988; Piper Academic Center 107

Terese Kasson, C.P.A., M.S.B.A., Instructor of Accounting; mtkasson@mckendree.edu; (618) 537-6893; Piper Academic Center 104

Sandra S. Lang, Ph.D., C.P.A., C.F.E., Assistant Professor of Accounting; Chair, Division of Business;
sslang@mckendree.edu; (618) 537-6892; Piper Academic Center 102

Because the accountant plays a key role in management decisions, the accounting field is one of the fastest growing in education and business. The accounting program is designed to prepare the student for a professional career in industrial, public, or government accounting.

Accounting students are instructed in using the accounting model and developing the balance sheet, the income statement, the statement of changes in owners' equity, and the cash flow statement. This basis will enable students to make decisions about the presentation of financial data, the analysis of managerial and cost data, auditing and the reliability of data, and the preparation of personal and simple business tax returns.

To be effective in these activities, students will develop their oral and written communication skills, their critical thinking skills, and their quantitative skills.

Students who plan to sit for the CPA examination are required to have 150 credit hours. This is 22 credit hours beyond McKendree's graduation requirements. Three of these 22 hours must be in a non-accounting business elective. The other 19 hours can be in any classes of the student's choosing. Students taking the additional credits at McKendree have the option of completing a second major, beginning the MBA Program, or taking relevant courses.

To receive a Bachelor of Business Administration degree in Accounting, the student must successfully complete the business core and the major requirements listed below. The student must complete all work applied to the major with a minimum cumulative grade point average of 2.25. Any business course outside of the business core may be applied toward the completion of requirements for only one business major or minor. The Pass/C-/D/Fail option may not be chosen for a course fulfilling a major or minor requirement.

| | |
|--|-----------|
| ACCOUNTING MAJOR: | 63 crs. |
| Business core requirements | (39 crs.) |
| ACC 261 PRINCIPLES OF ACCOUNTING I | (4) |
| ACC 262 PRINCIPLES OF ACCOUNTING II | (4) |
| ECO 211 PRINCIPLES OF MICROECONOMICS | (3) |
| ECO 212 PRINCIPLES OF MACROECONOMICS | (3) |
| BUS 303 BUSINESS LAW I | (3) |
| or | |
| BUS 304 BUSINESS LAW II | (3) |
| FIN 308 PRINCIPLES OF BUSINESS FINANCE | (3) |
| BUS 310 QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS | (3) |
| MTH 310 STATISTICS | (4) |
| MGT 204 PRINCIPLES OF MANAGEMENT | (3) |
| MKT 205 PRINCIPLES OF MARKETING | (3) |
| BUS 410 MANAGEMENT INFORMATION SYSTEMS | (3) |
| or | |
| ACC 321 ACCOUNTING INFORMATION SYSTEMS | (3) |
| MGT450 BUSINESS STRATEGY AND POLICY | (3) |

| | |
|------------------------------------|---------|
| Accounting Major Requirements | 24 crs. |
| ACC 301 INTERMEDIATE ACCOUNTING I | (3) |
| ACC 302 INTERMEDIATE ACCOUNTING II | (3) |
| ACC 303 COST ACCOUNTING I | (3) |
| ACC 304 COST ACCOUNTING II | (3) |
| ACC 341 INTRODUCTION TO AUDITING | (3) |
| ACC 352 FEDERAL INCOME TAX | (3) |
| ACC 401 ADVANCED ACCOUNTING | (3) |
| ACC 431 ACCOUNTING THEORY | (3) |

ACCOUNTING MINOR: 23 crs.
 The minor in Accounting is available to students in any major. To receive a minor, the student must complete the required courses listed below and a minimum of six credit hours of accounting electives at the 300-400 level. The student must complete work applied to the minor with a minimum of a 2.25 cumulative grade point average.

| | |
|--|-----|
| ACC 261 PRINCIPLES OF ACCOUNTING I | (4) |
| ACC 262 PRINCIPLES OF ACCOUNTING II | (4) |
| ACC 301 INTERMEDIATE ACCOUNTING I | (3) |
| ACC 303 COST ACCOUNTING I | (3) |
| ACC 304 COST ACCOUNTING II | (3) |
| Plus at least six hours in additional 300/400 level accounting electives | (6) |

ACC 261 PRINCIPLES OF ACCOUNTING I (4)
 An introductory course emphasizing financial accounting principles and concepts. Areas studied include information processing and accounting for assets, liabilities, revenue, expenses, and owner's equity. Annually, Fall and as needed.

ACC 262 PRINCIPLES OF ACCOUNTING II (4)
 A continuation of Accounting I. Topics covered include bonds, investments, corporate equity, cash flow, and analysis of statements. The course also includes an introduction to the managerial accounting topics of budgets, cost systems, product costing, cost-volume-profit analysis, and performance evaluation. Prerequisite: ACC 261. Annually, Spring.

ACC 301 INTERMEDIATE ACCOUNTING I (3)

An in-depth expansion of fundamental accounting processes and an introduction to accounting theory followed by an analysis of all current accounts and long term assets excluding investments. Cash, temporary investments, receivables, inventories, current liability accounts, plant assets and intangibles are studied in detail. Prerequisite: ACC 262. Annually, Fall.

ACC 302 INTERMEDIATE ACCOUNTING II (3)

Accounting for long term debt, stockholders equity, earnings per share, investments, pensions, leases, income taxes, accounting changes, financial reporting under changing prices, as well as preparation of the statement of cash flows and the statement of changes in equity. Prerequisite: ACC 301. Annually, Spring.

ACC 303 COST ACCOUNTING I (3)

Fundamental principles and practices developed in accounting for costs of production. Types of cost systems in current use for planning and controlling business operations, cost-volume-profit analysis, budgets, standards, and variance analysis are emphasized. Prerequisite: ACC 262. Annually, Fall.

ACC 304 COST ACCOUNTING II (3)

A study of special concerns of the management accountant with emphasis on internal control, the performance evaluation and reporting process and plan revisions. The controller's role in budget preparation, cost analysis and performance measurement is stressed. Problems and authentic case studies are used to complement textbook assignments. Prerequisite: ACC 303. Annually, Spring.

ACC 321 ACCOUNTING INFORMATION SYSTEMS (3)

Provides a conceptual foundation in accounting systems and control. Emphasis on business process, using accounting applications and information technology. Topics include transaction cycles, use of AIS applications, internal control, and information technology. Hands-on experience in the creation, modification and utilization of electronic spreadsheets and accounting system software. Prerequisites: ACC 262 and either CSI 102, 120 or 121. As needed.

ACC 341 INTRODUCTION TO AUDITING (3)

Principles, procedures and techniques used by independent certified accountants and internal auditors in analysis and verification of accounting records and financial statements, financial and administrative internal controls, working papers, audit reports, auditing standards and professional ethics. Prerequisite: ACC 302. Annually, Spring.

ACC 352 FEDERAL INCOME TAX (3)

An overview of federal income tax for both individuals and businesses. Course covers the calculation of taxable income for individuals, proprietorships, partnerships, and corporations. Distinctions between ordinary income and capital gains and between deductible and nondeductible expenses are emphasized. Prerequisite: ACC 262. Annually, Fall.

ACC 380-389 TOPICS IN ACCOUNTING (3)

As needed.

ACC 401 ADVANCED ACCOUNTING (3)

Theory and problems involved in preparation and interpretation of consolidated statements and may include additional topics such as trusts, estates, and partnerships. Also included are segmental and interim financial reports and accounting for multinational firms and foreign transactions. Prerequisite: ACC 302. Annually, Fall.

ACC 431 ACCOUNTING THEORY (W) (3)

A study of the evolution of accounting theory emphasizing the work of the Financial Accounting Standards Board. The influence of government taxing and regulatory bodies on accounting theory and practice is considered. The course also includes current developments in accounting. Prerequisite: ACC 302. Annually, Spring.

ACC 440A SEMINAR IN PROFESSIONAL EXAMINATIONS (1)

This seminar investigates the professional designations for accounting professionals and their related examinations. The requirements to earn these designations are discussed as are the professional expectations related to each. Prerequisite: ACC 262. As needed.

ACC 440B SEMINAR IN GOVERNMENTAL ACCOUNTING (1)

This course is designed to present an overview of the unique accounting and financial reporting principles that have evolved for government organizations. Prerequisite: ACC 262. As needed.

ACC 440C SEMINAR IN FRAUD INVESTIGATION (1)

This seminar is designed to establish a classification system to explain fraud schemes used by employees, owners, managers, and executives to defraud their companies. How to spot "red flags" of fraud, and develop and implement effective preventative measures are major topics of discussion. Prerequisite: ACC 262. As needed.

ACC 440D SEMINAR IN FINANCIAL STATEMENT ANALYSIS (1)

This course looks at how to calculate the various financial statement analyses available and how to apply them to informed, directed decision-making. Prerequisite: ACC 262. As needed.

ACC 440E SEMINAR IN ANNUAL REPORT ANALYSIS (1)

This course provides an overview of the basic tools, methods and techniques used in the interpretation of annual reports of publicly held corporations. The reporting differences among industries, including manufacturing, retailing, service firms, regulated and non-regulated industries are examined. Prerequisite: ACC 262. As needed.

ACC 440F -SEMINAR IN ACCOUNTING FOR NOT-FOR-PROFIT ORGANIZATIONS

(1)

This course provides an overview of the accounting and reporting requirements for colleges and universities, hospitals, healthcare organizations and other similar entities. Prerequisite: ACC 262. As needed.

ACC 440G SEMINAR IN BALANCED SCORECARD

(1)

This course explores techniques for using nonfinancial as well as financial performance measures as an integrated means of supporting the organization's overall strategies. Nonfinancial performance is evaluated from four perspectives: financial, customer satisfaction, internal processes, and learning and growth. Prerequisite: ACC 262. As needed.

ACC 440H SEMINAR IN BUDGET PLANNING AND CONTROL

(1)

This seminar studies how budgets can be used as a tool for planning and for control. Other topics considered include management compensation as it relates to the budget and participatory and authoritative budgeting processes. Prerequisite: ACC 262. As needed.

ACC 440I SEMINAR IN ACCOUNTING FOR PARTNERSHIPS

(1)

This seminar examines the characteristics of general partnerships, limited partnerships, and joint ventures. The drawing and capital accounts are explained as are various methods of allocating partnership net income. Prerequisite: ACC 262. As needed.

ACC 440J CASES IN COST ACCOUNTING

(2)

This course focuses specific attention on problem solving in the business context through cases depicting a variety of business situations. Techniques learned in prior cost accounting classes are applied to management issues requiring students to go "beyond the numbers" in their analyses. Prerequisite: ACC 262. As needed.

ACC 470 INTERNSHIP IN ACCOUNTING

(3-8)

ACC 480 INDEPENDENT STUDY IN ACCOUNTING

(1-4)

ACC 490 SEMINAR IN ACCOUNTING

(1-4)

Aerospace Studies

Contact: Cindy Mobley, (314) 977-8227

Participation in AFROTC is not required to take Aerospace Studies courses.

Lower Division (The General Military Course)

The lower division curriculum consists of basic courses (AES 101 and AES 202) designed to acquaint students with the United States Air Force and the opportunities available as an officer. Grades earned in these courses will be computed in the student's overall grade point average but credit hours for these courses will not be included in the total hours for graduation.

AES 101-102 -THE FOUNDATIONS OF THE UNITED STATES AIR FORCE

(2)

A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets, and it complements this course by providing students with followership experiences. Classroom activity, two hours per week. Leadership Laboratory, two hours per week. Each semester.

AES 201-202 THE EVOLUTION OF USAF AIR AND SPACE POWER

(2)

Survey course designed to facilitate the transition from Air Force ROTC cadet to Air Force ROTC candidate. Featured topics include: Air Force heritage, Air Force leaders, Quality Air Force, an introduction to ethics and values, introduction to leadership, group leadership problems, and continuing application of communication skills. Leadership Laboratory is mandatory for Air Force ROTC cadets, and it complements this course by providing cadets with their first opportunity for applied leadership experiences discussed in class. Classroom activity, two hours per week. Leadership Laboratory, two hours per week. Each semester.

Upper Division (The Professional Officer Course)

The upper division curriculum consists of advanced courses (AES 301 and AES 402) designed to improve communication and management skills required of Air Force Officers. Credit hours of these courses may be included in the hours needed for graduation at the discretion of individual departmental chairpersons.

AES 301-302 AIR FORCE LEADERSHIP STUDIES

(3)

The study of leadership and quality management fundamentals, professional knowledge, Air Force doctrine, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory leadership laboratory complements this course by providing advanced leadership experiences in officer-type

activities, giving students the opportunity to apply leadership and management principles of this course. Classroom activity, three hours per week. Leadership Laboratory, two hours per week. Each semester.

**AES 401-402 -NATIONAL SECURITY AFFAIRS/
PREPARATION FOR ACTIVE DUTY (3)**

Examines the national security process, regional studies, advanced leadership ethics, Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. An additional Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply leadership and management principles of this course. Classroom activity, three hours per week. Leadership Laboratory, two hours per week. Each semester.

Anthropology

Murella Bosse, Ph.D., Professor of Psychology; Chair, Division of Social Sciences;
mbosse@mckendree.edu; Carnegie Hall 201; (618) 537-6882

Anthropology is the empirical study of human behavior from cross-cultural, evolutionary, historic, and pre-historic perspectives. Through a relativistic, critical, and comparative examination of cultures and the people who share them both currently and in the past, anthropology provides a holistic analysis of major behavioral, cognitive, and emotional arenas of life. The Anthropology minor will provide students with an intellectual overview of the discipline of Anthropology.

To minor in Anthropology the student must complete 18 hours as indicated below.

Minor Requirements

| | | |
|---------|--|-----|
| ANT 149 | INTRODUCTION TO CULTURAL ANTHROPOLOGY | (3) |
| ANT 152 | ARCHAEOLOGY AND HUMAN EVOLUTION | (3) |
| ANT 345 | MARRIAGE AND THE FAMILY CROSS-CULTURALLY | (3) |

| | | |
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| In addition, two of the three following courses must be taken: | | (6) |
| ENG 253 | THE LITERATURE OF POSTCOLONIAL CULTURES | (3) |
| MUS 265 | MUSIC IN WORLD CULTURES | (3) |
| REL 320 | RELIGIONS OF THE WORLD | (3) |

ANT 149 INTRODUCTION TO CULTURAL ANTHROPOLOGY (3)

An introduction to the study of cultures and societies examining kinship, the family, child-rearing, marriage, psychology and culture, political organization, economics and subsistence, religion, law, social groups, and cultural change in comparative perspective. Each semester.

ANT 152 ARCHAEOLOGY AND HUMAN EVOLUTION (3)

An examination of human evolution and prehistory, exploring the eight-million-years long evolution of humans and our ancestors and a discussion of the evolution of human societies across the globe. Alternate years, Spring '07.

ANT 345 MARRIAGE AND THE FAMILY CROSS-CULTURALLY (W) (3)

An examination of marital practices, relationships, and child-rearing methods cross-culturally. Issues concerning the cultural constructions of children, romantic love, child development, and evolutionary considerations, among others, will be covered. Extended research paper and other writings required. Prerequisite: ANT 149. Alternate years, Fall '07.

ANT 460 CURRENT ISSUES IN ANTHROPOLOGY

A seminar in current research and concerns in anthropological study, including independent student research projects. Course topics will vary. Prerequisite: ANT 149. Alternate years, Fall '08.

Army ROTC

Contact: Major Porch, (618) 650-2500; Fax (618) 650-3168

MSC 101 INTRODUCTION TO MILITARY SCIENCE (2)

Introduction to contemporary military issues and role of the U.S. Army in national defense systems. Review of time management, goal setting, and motivational leadership.

MSC 102 INTRODUCTION TO MILITARY OPERATIONS (2)

Study of the modern battlefield and its relationship to leadership, team building, and stress management. Individual communication skills and group dynamics are stressed.

- MSC 122 SURVIVOR TRAINING (2)
Students learn survival and leadership skills to include: finding food/water, shelter construction, land navigation, climate adjustment, first aid, rappelling, and water survival.
- MSC 201 APPLIED MILITARY SKILLS (3)
Detailed instruction and practical exercises in military writing, briefing, and decision making. Extensive instruction and practice in map reading and use of a compass.
- MSC 202 SMALL UNIT LEADERSHIP (3)
Basic background in first aid and individual field-movement skills. Instruction in use of analytical aids in planning, organizing, and controlling a changing environment.
- MSC 222 THE ART OF WAR (3)
Covers the history and evolution of warfare from the ancient Greeks to Operation Desert Storm. Key military leaders and campaigns will be analyzed using the US Army 'Principles of War' and 'Principles of Leadership.'
- MSC 301 ADVANCED LEADERSHIP AND MANAGEMENT (3)
Review of skills, techniques, and concepts required by the small-unit combat leader: troop-leading procedures, land navigation skills, tactical organization, and offensive tactics.
- MSC 302 SMALL-UNIT TACTICS (3)
Review of skills, techniques, and concepts required by the small-unit combat leader: troop-leading procedures, fire-control skills, tactical analysis, and defensive tactics.
- MSC 401 LEADERSHIP AND MANAGEMENT (3)
Examination of organization, responsibilities, administration, and management of the military unit staff. Explores practical aspects of military law and how it influences leadership.
- MSC 402 OFFICERSHIP (3)
Development of interpersonal skills required for effective management with particular emphasis on the military environment. Reviews various roles of the newly commissioned Army officer.

All MSC courses include a leadership laboratory once per week.

Art

James R. Drake, M.F.A., Professor of Art;
jdrake@mckendree.edu; (618) 537-6986; BWAB

David L. Ottinger, M.F.A., Professor of Art;
dottinge@mckendree.edu; (618) 537-6987; BWAB

Students may earn a Bachelor of Fine Arts Degree with a major in art. Art majors are offered a broad range of courses to prepare them for commercial production in design, layout, illustration and photography, as well as preparation for teaching and graduate school studies in fine arts. Many options are possible through a balanced selection of courses within the requirements listed.

The curriculum in Art is intended to develop an appreciation of how the human creative process can ultimately be translated into a work of art, while providing hands-on experience in the various forms of art with participation in the studio process as a medium. It is also intended to develop a solid understanding of the major developments in Art History and the role of individual artists in influencing significant artistic movements. For art majors the curriculum is geared towards developing functional skills in all primary media, including drawing, painting, printmaking, sculpture, photography, and design.

Work in progress, or completed assignments, are subject to critique by the instructor individually or in a class forum. This process provides the students with developmental instruction and comparative information. Work can benefit from both the information derived from comparison and the degree of development between works. Student sensitivities also benefit by involvement in the process to which all artists are subject, and from which constructive benefits, in terms of growth, are achieved. At the end of each semester student works are exhibited at a central location on campus, completing the process of the creative work emerging from the studio to be placed on display.

Each student majoring in art must complete a minimum of six semester hours of a single foreign language or equivalent (calculated at two semesters of high school language equal to one semester of college language) and must meet with an art adviser each semester for planning and approval of art courses appropriate to the student's goals and interests.

A grade better than D is required in all courses required for the major. The College has the right to retain one example of the student's work from any class, suitably framed and matted by the student.

Art majors with a marketing minor may substitute MTH 310 (Statistics) for the foreign language requirement.

To minor in art the student must complete 18 credit hours to include ART 111, 112, 101 or 122, and 9 credits in one category (such as photography or ceramics). The 9 credits in the chosen category must include a minimum of 6 credit hours of upper level work. A grade of C or better is required in all courses required for the minor.

| | |
|---|---------|
| ART MAJOR REQUIREMENTS: | 45 crs. |
| ART 101 BEGINNING DRAWING | (3) |
| ART 111 SURVEY OF ART HISTORY (WESTERN ART – BEGINNING TO END OF GOTHIC) | (3) |
| ART 112 SURVEY OF ART HISTORY (WESTERN ART – RENAISSANCE TO PRESENT) | (3) |
| ART 122 BEGINNING FIGURE | (3) |
| ART 231 SCULPTURE I | (3) |
| ART 232 CERAMICS I | (3) |
| ART 241 DESIGN AND LAYOUT I | (3) |
| ART 242 DESIGN AND COLOR II | (3) |
| ART 251 BEGINNING PAINTING | (3) |
| ART 321 ADVANCED DRAWING | (3) |
| ART 331 SCULPTURE II | (3) |
| ART 341 MODERN ART HISTORY AND PAINTING | (3) |
| ART 343 DESIGN III – ELEMENTS (3-DIMENSIONAL) | (3) |
| ART 350 ADVANCED PAINTING | (3) |
| ART 360 PRINTS | (3) |

All studio courses may be repeated for additional credit.

Art Education

Irwin Halfond, Ph.D., Professor of History; Chair, Division of Humanities;
ihalfond@mckendree.edu; (618) 537-6891; Carnegie Hall 103

Students may complete coursework leading to an Initial Special Certificate in Visual Arts, which permits the holder to teach art in grades K-12.

To major in art education the student must complete a total of 48 credits, at least 30 of which must be upper level. The student must complete all the requirements for the major in art plus EDU 402 Methods of Art Education (K-12).

General education and other professional education requirements must also be met for certification. These are listed under "Initial Special K-12 Certificate" in the Courses of Study Section of this catalog under Education.

All studio courses may be repeated for additional credit.

ART 101 BEGINNING DRAWING (3)

Introduction to the practice and techniques of drawing with a design emphasis. Concepts explored include space-figure-ground relationships, mass-form relationships, positive-negative space, tensions, equilibrium, stasis, color relativity, imaginative organization of relationships, illusion in line, form and space. A prerequisite for all art majors and others who wish an introduction to the practice and nature of art. Annually, Fall.

ART 111 -SURVEY OF ART HISTORY (WESTERN ART – BEGINNING TO END OF GOTHIC) (3)

An introduction to the history of Western art. The interrelationship of art with the fabric of the cultural background of mankind through its function, techniques, materials and subject matter is stressed. This is presented through the most representative work of each age. Annually, Fall.

ART 112 -SURVEY OF ART HISTORY (WESTERN ART – RENAISSANCE TO PRESENT) (3)

Critical and historical analysis of art in Europe and America. The art periods known as the Early and High Italian Renaissance, Northern Renaissance, Baroque, Rococo, 19th and 20th Century are discussed and analyzed. Annually, Spring.

ART 122 BEGINNING FIGURE (3)

Explores the figure through action sketching, contour knowledge, modeling, fore-shortening, anatomy, and the effects of memory and observation. Drawing with charcoal, ink, collages, and other media is explored. Each Semester.

- ART 231 SCULPTURE I** (3)
Organized as a workshop space where a student is encouraged to branch out into various sculptural media as they become relevant to his/her personal growth. Activities from modeling, carving, lamination, welding, fabrication, etc., to ceramics take place, dictated by growth of students' work as they become acquainted with simpler techniques of object making. Prerequisites: ART 101, 122, or consent of instructor. Annually, Spring.
- ART 232 CERAMICS I** (3)
Techniques in ceramics with a sculptural emphasis. This will stress idea development, not production pottery. Techniques of hand-building, mold-making, the wheel, glazing, and a variety of other finishing and structural materials will be introduced, with experimentation encouraged. Each semester.
- ART 241 DESIGN AND LAYOUT I** (3)
This course deals with the fundamentals of graphic design and layout as applied to fine art, industry and advertising. Emphasis will be placed upon the process of applying graphic symbolism to printed work. The use of materials and equipment appropriate to the printed work will be investigated through the production of advertising designs which will be developed to the point of camera readiness. Annually, Fall.
- ART 242 DESIGN AND COLOR II** (3)
The relativity of color in its figure-ground relationships will be stressed. Students will be introduced to the relevance of psychology, physiology, and structural awareness of color in the act of seeing. The study of balance, emphasis, mood, gesture, lighting, tonal quality and composition will give students new insight into objects as they translate their own feelings and experiences into color-form relationships. The physics of light and the chemistry of pigments as they relate to visual processes will also be studied as well as the use of color in communication and package media. Annually, Spring.
- ART 245 PHOTOGRAPHY I** (3)
The use of the camera will be studied as well as the development and processing of black and white film. In addition, composition and subject will be discussed with special attention paid to detail and print quality. A brief look at the history of black and white photography and commercial usage will also be discussed. Students will be required to furnish their own cameras, film, paper, and some small darkroom tools. Each semester.
- ART 251 BEGINNING PAINTING** (3)
Beginning course in representational painting in oil. The students work from the model, still-life, nature, and imagination as necessary for their development. Prerequisites: ART 101, 122, or consent of instructor. Each semester.
- ART 280-289 TOPICS IN ART** (3)
As needed.
- ART 304 ARTS AND CRAFTS** (3)
This course is arranged as an open studio offering. The student may schedule a variety of media including watercolor and illustration, stained glass, woodworking and other craft media within the means and facilities of the art department. Annually, Fall.
- ART 311 THE HISTORY OF FILM AND PHOTOGRAPHY** (3)
This course is designed to develop a general knowledge and appreciation of the history of film-making and photography from inception to present day. Prerequisite: ART 245 or permission of the instructor. Alternate years, Spring '08.
- ART 314 SURVEY OF AMERICAN ART (W)** (3)
A survey of American art, this course is designed as an introduction to architecture, painting, sculpture, prints, from the 18th century to the present with the possible inclusion of American film and photography. As needed.
- ART 321 ADVANCED DRAWING** (3)
Research by advanced students emphasizing formal structure and composition through a variety of media. Prerequisites: ART 101, 122, or equivalent. Each semester.
- ART 331 SCULPTURE II** (3)
After completing one year of beginning sculpture, students may sign up for further work in media of their choice for in-depth work. Prerequisite: ART 231. Annually, Spring.
- ART 332 CERAMICS II** (3)
After one year of beginning ceramics, an in-depth involvement of student and instructor in ideas and advanced techniques on an individual basis is emphasized. Here the calculation and development of clay bodies and glazes are learned by the student. Design and fabrication of kilns are introduced. Prerequisite: ART 232. Annually, Spring.
- ART 341 MODERN ART HISTORY AND PAINTING (W)** (3)
Organized as a lecture workshop. The study is guided by a pre-established lesson plan in order to better understand the philosophy and methods of selected modern painters. Activities will require the acquisition of drawing and painting materials similar to studio painting. Prerequisites: Art 111, 251. Annually, Spring.
- ART 343 DESIGN III – ELEMENTS (3-DIMENSIONAL)** (3)
Design problems move into the realities of forms, colors, spaces, and their structural inter-relationships. Prerequisites: ART 241, 242, or consent of instructor. Annually, Fall.

- ART 345 ADVANCED PHOTOGRAPHY (3)
 Advanced photography will concentrate on the refinement of 35mm and large format black and white photography, camera usage, print quality and the ethics of photography as an art form. Color photography and its process will be covered at the discretion of the instructor (based on student portfolio). Those pursuing color will explore E-6, cibachrome, gum printing, etc. The use of camera and darkroom techniques will be stressed as well as their fine art and or commercial usage. The student will provide his or her own 35mm camera, film and paper. Lab fees will be charged for chemicals. Students may repeat this course for cumulative credit. Prerequisite: ART 245. Each semester.
- ART 350 ADVANCED PAINTING (3)
 Oil painting emphasized. Encouragement and motivation with other media (watercolor, acrylic, experimental, etc.) as personal complex color-structures become more meaningful in the student's involvement with his/her art. Prerequisite: ART 251. Each semester.
- ART 360 PRINTS (3)
 Intaglio, woodcuts, silkscreen, and lithography are introduced as primary means of expression. Basic technical and esthetic consideration conducive to student's total involvement as a developing printmaker is emphasized. Prerequisite: ART 101, 122, 251. Each semester.
- ART 380-389 TOPICS IN ART (1-3)
 As needed.
- ART 470 INTERNSHIP IN ART (3-8)
- ART 480 INDEPENDENT STUDY IN ART (1-4)
- ART 490 SEMINAR IN ART (1-4)

Athletic Training

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Jay E. Noffsinger, M.D., Medical Director/Team Physician, Clinical Instructor

Lawrence N. Stein, M.D., Team Physician, Clinical Instructor

Current students and prospective students are encouraged to visit the Athletic Training website at www.mckendree.edu/athletictraining.

McKendree College's Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Athletic Training is recognized by the American Medical Association as an allied healthcare profession. As such, athletic trainers may work in a variety of settings which can include: secondary schools, colleges and universities, hospitals, sports medicine clinics or other athletic healthcare settings. The athletic trainer works in cooperation with the team physician or other allied healthcare professional to provide complete care for athletes and/or patients. As specialists in prevention, recognition and rehabilitation of injuries, athletic trainers administer immediate emergency care and provide follow-up care to develop a treatment program based on medical, exercise, and sports sciences. A Bachelor of Science with a major in athletic training can prepare a student to enter graduate study in preparation for a career in teaching or to pursue professional fields such as exercise physiology or physical therapy. Students are encouraged to seek a teaching certification, which will require a

second major and may require an additional year of study. Students who choose to participate in intercollegiate athletics will be on a five year curriculum plan.

Mission Statement

The mission of the McKendree College Undergraduate Athletic Training major is to provide a comprehensive, progressive educational and clinical foundation to prepare the multi-skilled professional for a career in athletic training.

The educational program encompasses current research and formal instruction in the prevention, recognition, evaluation, and rehabilitation of the physically active. This preparation along with successfully passing the BOC certification examination will qualify students for entry-level careers in athletic training.

In order to become certified athletic trainers, students must show proficiency in twelve different content areas. Within each content area are specific tasks students must be able to perform. These tasks comprise cognitive and psychomotor competencies as well as clinical proficiencies which provide students with opportunities to show expert correctness and facility at combining skills in “real life” and simulated scenarios. Through advisement, coursework, and clinical experiences, students are provided with the necessary exposure for successful completion of these tasks.

Associated Program and Educational Learning Outcomes for all students:

1. -Build a strong foundation on which all students can grow cognitively through the development of critical reasoning skills.
2. -Provide an environment for all students which fosters autonomous learning.
3. -Demonstrate psychomotor skills required of an entry-level athletic trainer.
4. -Practice personal reflection pertaining to the discipline of athletic training.
5. -Preparation to meet the needs of a diverse population including the needs of those engaged in everyday activity.
6. -Demonstration of effective verbal and written communication skills.
7. -Demonstrate learning over time through clinical proficiencies.
8. -Establish research skills to encourage continued growth over the course of the student’s professional career.
9. -Provide comprehensive learning experiences.
10. -Graduates will be adequately prepared to pass the Board of Certification (BOC) Examination and become certified athletic trainers.

The overall health of the student must be adequate to enable the student to demonstrate the specific cognitive, psychomotor, foundational behaviors and clinical proficiencies required by the NATA Education Council in order to enter and complete the program. After acceptance into the program all students must undergo a physical examination sponsored by the college. The exam will include, but may not be limited to: vision, height, weight, blood pressure, past and present medical history, documentation of immunizations for measles, mumps, rubella and tetanus vaccination, orthopedic and general medical evaluation. Every student will have the opportunity to undergo HBV testing sponsored by the college after acceptance into the program.

Students who are considering application are directed to read the “Technical Standards” provided within the application packet for admission to the Athletic Training program.

Procedures for acceptance in the athletic training program:

Deadline for application for admission to the program is April 1. Students generally enter as sophomores; however transfer student admission is possible. Students wishing to transfer to McKendree College and the Athletic Training Program must apply for the program and submit to the same selection process as other candidates. Transfer students must have their transcript evaluated by the Registrar and the Program Director. Acceptance of transfer pre-requisite coursework is subject to the approval of the Program Director pending review of content (appropriate syllabus, proficiencies, etc.). Students interested in admission as transfer students should review the Transfer Policy located on the McKendree College Athletic Training website.

Application pre-requisites:

1. -Application form.
2. -3 recommendations: 2 from faculty who have had the student in class (non ATEP faculty) and 1 personal recommendation (not immediate family).
3. -Current GPA of 2.75 and an accumulative GPA of 2.50.
4. -Complete the following four courses with a grade of C or better: HPE 158 Health, PED 206 First Aid (all applicants must provide a copy of CPR/PR card as well as First Aid card), ATH 208 Principles of Athletic Training, and BIO 307 Human Anatomy and Physiology.
5. -Complete 50 hours of directed observation through ATH 100 (applicants must provide a copy of BPT card).

6. -Complete a comprehensive written exam prior to admittance and pass with a minimum of 80%.
(Examination given last Friday in April)

7. -Complete an interview with the Athletic Training Selection Committee.

Acceptance into the program is selective and based on the above criteria and space available in the program. Each of the above items is weighted separately. Students are accepted on total points achieved and their chronological ranking of total points in relationship to space available in the program.

ALL APPLICANTS WILL BE NOTIFIED IN WRITING BY JUNE 1st (postmarked) REGARDING ACCEPTANCE INTO THE PROGRAM.

All students who receive acceptance into the program are accepted provisionally until a background check is completed. The process is completed online through www.certifiedbackground.com (domestic students) or Castlebranch (international students). Costs are incurred by students for this process. For complete policy information visit the athletic training education program website.

Procedures to remain in the athletic training program:

1. --All students must maintain a minimum of 2.50 grade point average and grades of C or better in the major and supplementary courses (hours may be restricted if GPA is below 2.50).

2. --All students must renew their Red Cross CPR/PR yearly.

3. --All students must obtain a total of 1200 clinical hours. These hours are obtained through the following clinicals: ATH 308 or 309, 250A, 251A, 315, 402 and a non-academic rotation. Students are encouraged to participate in clinical experiences outside of McKendree College requirements by working sport camps, sport tournaments, State Game Competitions, etc. (a maximum of 200 hours may be used to fulfill the 1200 hours required by the program; however, all hours must be under the direct supervision of a BOC ATC and the student must receive approval from the Program Director prior to the event).

4. --All students are encouraged to become members of the NATA at least one year prior to taking the certification examination.

5. --All students must complete a minimum of 3 mock practical exams with a minimum of 70%. Exams will begin in the fall of the 2nd Professional Year. Each student must participate in a minimum of 1 exam per semester (3 total attempts allowed).

| ATHLETIC TRAINING MAJOR REQUIREMENTS | | 66 crs. |
|--------------------------------------|--|---------|
| ATH 100 | DIRECTED OBSERVATION | (.5) |
| PED 121 | PHYSICAL FITNESS | (.5) |
| HPE 158 | HEALTH | (3) |
| LIB 200 | FUNDAMENTALS OF INFORMATION LITERACY | (1) |
| PED 206 | FIRST AID | (2) |
| ATH 208 | PRINCIPLES OF ATHLETIC TRAINING | (3) |
| HPE 220 | NUTRITION | (3) |
| ATH 250 | EVALUATION AND ASSESSMENT OF LOWER EXTREMITY AND LUMBAR SPINE | (3) |
| ATH 250A | EVALUATION AND ASSESSMENT I CLINICAL | (2) |
| ATH 251 | EVALUATION AND ASSESSMENT OF UPPER EXTREMITY, HEAD AND C-SPINE | (3) |
| ATH 251A | EVALUATION AND ASSESSMENT II CLINICAL | (2) |
| ATH 261 | THERAPEUTIC MODALITIES | (4) |
| ATH 262 | THERAPEUTIC REHABILITATION | (4) |
| ATH 300 | CASE STUDIES IN ATHLETIC TRAINING | (2) |
| BIO 307 | HUMAN ANATOMY AND PHYSIOLOGY | (5) |
| ATH 306 | OFF-SITE FIELD EXPERIENCE | (3) |
| or | | |
| ATH 307 | OFF-SITE FIELD EXPERIENCE | (3) |
| or | | |
| ATH 308 | OFF SITE FIELD EXPERIENCE | (3) |
| or | | |
| ATH 309 | OFF SITE FIELD EXPERIENCE | (3) |
| ATH 315 | GENERAL MEDICAL/PATHOLOGY CLINICAL | (1) |
| PED 318 | MOTOR LEARNING | (3) |
| ATH 349 | PHYSIOLOGY OF EXERCISE | (3) |
| ATH 353 | PHARMACOLOGY FOR ATHLETIC TRAINERS | (3) |
| ATH 357 | ADMINISTRATION AND DEVELOPMENT | (3) |

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| | -OF PHYSICAL EDUCATION AND ATHLETIC TRAINING PROGRAMS AND CURRICULA | |
| ATH 402 | FOOTBALL CLINICAL | (3) |
| PED 403 | KINESIOLOGY | (3) |
| ATH 404 | RESEARCH TOPICS IN ATHLETIC TRAINING | (3) |
| ATH 490 | SEMINAR IN ATHLETIC TRAINING | (3) |

| | | |
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| | Supplementary requirements | 11-12 crs. |
| PSY 153 | INTRODUCTION TO PSYCHOLOGY | (4) |
| MTH 310 | STATISTICS | (4) |
| PSY 311 | STRESS MANAGEMENT | (3) |
| or | | |
| PSY 322 | PSYCHOLOGY AND SOCIOLOGY OF HUMAN AGING | (4) |
| or | | |
| PSY 401 | SOCIAL PSYCHOLOGY | (3) |
| or | | |
| PSY 402 | ADULT DEVELOPMENTAL PSYCHOLOGY | (3) |

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|---------|----------------------|-----|
| | Recommended Courses | |
| CHE 105 | COLLEGE CHEMISTRY I | (5) |
| CHE 106 | COLLEGE CHEMISTRY II | (5) |
| HPE 212 | DRUG EDUCATION | (3) |
| PHI 391 | BIOMEDICAL ETHICS | (3) |
| PHY 211 | GENERAL PHYSICS I | (4) |
| PHY 212 | GENERAL PHYSICS II | (4) |

ATH 100 DIRECTED OBSERVATION IN ATHLETIC TRAINING (.5)

Designed to give students the opportunity to directly observe the components involved in the field of Athletic Training. Assignment includes a minimum of 1 hour of observation per week in one of the college athletic training rooms and 2-3 week rotation with various athletic teams. Students accumulate a maximum of 50 hours. All students are under the direct supervision of a certified athletic trainer. All students applying to the athletic training program must complete ATH 100. Each Semester.

ATH 208 PRINCIPLES OF ATHLETIC TRAINING (3)

This course provides the foundation for those students pursuing a career in athletic training as well as for those students seeking a coaching minor. Fundamental information regarding prevention, recognition, taping, rehabilitation and modalities appropriate in the care of athletic injuries will be discussed. Laboratory work in the classroom and athletic training room is required. Annually, Spring.

ATH 250 -EVALUATION AND ASSESSMENT OF LOWER EXTREMITY AND LUMBAR SPINE (3)

The first of two courses designed to teach student athletic trainers proper injury evaluation techniques. Students will study the lower half of the body (lumbar spine, gait and lower extremities). This course is taken concurrently with ATH 250A. Clinical work in the classroom, sports setting and athletic training room will involve: anatomy, biomechanics, muscle testing, special tests and taping. Prerequisites: PED 158, 206, ATH 208, BIO 307 and admission to the Athletic Training Program. Annually, Fall.

ATH 250A EVALUATION AND ASSESSMENT I CLINICAL (2)

Clinical experience involving evaluation and identification of athletic injuries of the lower body. Supervision by ACI. This course is taken concurrently with ATH 250. Annually, Fall.

ATH 251 -EVALUATION AND ASSESSMENT OF UPPER EXTREMITY, HEAD AND C-SPINE (3)

The second of two courses designed to teach student athletic trainers proper injury evaluation techniques. Students will study the upper half of the body (head, cervical and thoracic spine and upper extremities). This course is taken concurrently with ATH 251A. Clinical work in the classroom, sports setting and athletic training room will involve: anatomy, bio-mechanics, muscle testing, special tests and taping. Prerequisite: ATH 250. Annually, Spring.

ATH 251A EVALUATION AND ASSESSMENT II CLINICAL (2)

Clinical experience involving evaluation and identification of athletic injuries of the upper body. Supervision by ACI. This course is taken concurrently with ATH 251. Annually, Spring.

ATH 261 THERAPEUTIC MODALITIES (4)

A study of the principles and effects of different modalities used in treatment of athletic injuries. Physiological effects, rationale and application of different modalities in the care of athletes will be discussed. Practical examination. Includes lab. Prerequisite: enrolled in ATH 250 and ATH 250A and/or consent of instructor. Annually, Fall.

ATH 262 THERAPEUTIC REHABILITATION (W) (4)

A study of the principles and effects of different rehabilitation techniques used in the treatment of athletic injuries. Biomechanics, physiological effects, rationale and application of exercise techniques and devices. Practical examination. Includes lab. All students are required to write one in-depth rehabilitation program. Prerequisite: ATH 250, 250A, enrolled in 251, 251A and/or consent of instructor. Annually, Spring.

ATH 280-289 SPECIAL TOPICS IN ATHLETIC TRAINING (1-4)
As needed.

ATH 300 CASE STUDIES IN ATHLETIC TRAINING (2)
This course provides students with in depth synthesis and evaluation in the areas of ethics, law, assessment and counseling specific to the field of athletic training. Annually, Fall.

ATH 306 OFF-SITE FIELD EXPERIENCE (3)
Clinical experience in a physician's office working with a physician extender. Supervision by ACI. Prerequisite: Junior or Senior standing and consent of Program Director. Students are not allowed to participate in intercollegiate athletics while completing this course. Each semester.

ATH 307 OFF-SITE FIELD EXPERIENCE (3)
Clinical experience in an off-site College/University setting. Supervision by ACI. Prerequisite: Junior or Senior standing and consent of Program Director. Students are not allowed to participate in intercollegiate athletics while completing this course. Each semester.

ATH 308 OFF-SITE FIELD EXPERIENCE (3)
Clinical experience in an off-site clinic/high school setting. Supervision by ACI. Prerequisite: Junior or Senior standing and consent of Program Director. Students are not allowed to participate in intercollegiate athletics while completing this course. Each semester.

ATH 309 OFF-SITE FIELD EXPERIENCE (3)
Clinical experience in an off-site high school setting. Supervision by ACI. Prerequisite: Junior or Senior standing and consent of Program Director. Students are not allowed to participate in intercollegiate athletics while completing this course. Each semester.

ATH 315 GENERAL MEDICAL CLINICAL (1)
Clinical experience focusing on general medical conditions as well as medical history, taking vital signs, use of stethoscope, otoscope and chemstrip and breathing patterns. Weekly involvement with one of the team physicians and supervision of ACI. Prerequisite: ATH 250, 250A, 251, 251A. Each semester.

ATH 349 PHYSIOLOGY OF EXERCISE (3)
An examination of the effects of physical activity on the various systems of the body. Special emphasis on nutrition, energy expenditure, training, performance, environmental stress and body composition. Students will be required to design and perform various exercise prescription techniques. Prerequisite: BIO 307. Same as PED 349. Annually, Fall.

ATH 353 PHARMACOLOGY FOR ATHLETIC TRAINERS (3)
Introduction to the general principles of pharmacology. Prescription and non-prescription drug indications, contraindications, dose information, allergies, precautions of use, and adverse side effects as they relate to the physically active person. Students will also discuss and debate the issues surrounding drug testing. Practical examination. Same as PED 353. Prerequisite: BIO 307. Annually, Fall.

ATH 357 -ADMINISTRATION AND DEVELOPMENT OF PHYSICAL EDUCATION AND ATHLETIC TRAINING PROGRAMS AND CURRICULA (3)
Theory, practice and examination of the administrative requirements of the physical educator, athletic administrator and athletic trainer relative to organizational structure, facility design, budget, risk management, human resources and curriculum. Same as PED 357. Annually, Spring.

ATH 365 -EVALUATION AND ASSESSMENT I TEACHING PRACTICUM (2)
Clinical teaching experience working with ATH 250A students. Supervision by ACI. Prerequisite: Senior standing, minimum major GPA of 3.0 and consent of Program Director. Annually, Fall.

ATH 366 -EVALUATION AND ASSESSMENT II TEACHING PRACTICUM (2)
Clinical teaching experience working with ATH 251A students. Supervision by ACI. Prerequisite: Senior standing, minimum major GPA of 3.0 and consent of Program Director. Annually, Spring.

ATH 367 THERAPEUTIC MODALITIES TEACHING PRACTICUM (1)
Clinical teaching experience working with ATH 261 students. Supervision by ACI. Prerequisite: Senior standing, minimum major GPA of 3.0 and consent of Program Director. Annually, Fall.

ATH 368 THERAPEUTIC REHABILITATION TEACHING PRACTICUM (1)
Clinical teaching experience working with ATH 262 students. Supervision by ACI. Prerequisite: Senior standing, minimum major GPA of 3.0 and consent of Program Director. Annually, Spring.

ATH 402 FOOTBALL CLINICAL (3)

Clinical experience in the daily operation and care of football athletes throughout the season. Supervision by ACI. Students are not allowed to participate in intercollegiate athletics while completing this course. Prerequisite: ATH 250, 250A, 251, 251A, 261 and 262. Annually, Fall.

ATH 404 RESEARCH TOPICS IN ATHLETIC TRAINING (W) (3)

Study of research methods and design applicable to research in athletic training. Students will be expected to organize, write and complete a proposal before the end of the semester. Prerequisite: MTH 310 and Senior standing. Annually, Fall.

ATH 455 CONCEPTS OF RESISTANCE TRAINING (4)

Study of the application of principles of anatomy, physiology and exercise physiology in the recommendation of resistance exercises for the improvement in health and athletic performance. This course also serves as preparation for those students interested in sitting for the CSCS exam given by the NSCA Certification Commission. Same as PED 455. Prerequisite: BIO 307, ATH 349 and senior standing. Annually, Spring.

ATH 460 FIRST AID/CPR/AED INSTRUCTOR (3)

Designed to train individuals to become Red Cross Instructors who can teach FirstAid/CPR/AED courses. Completion of Fundamentals of Instructor (FIT) through this course or possession of a current national Health and Safety Instructor Authorization is required. Prerequisite: Minimum age 17 and successful completion of a pre-course session including a written exam (pass 80% or better) and demonstrated competency in the pre-course skills evaluation. Annually, Fall.

ATH 480 INDEPENDENT STUDY (1-4)

ATH 490 SEMINAR IN ATHLETIC TRAINING (3)

A capstone course in Athletic Training focusing on reviewing and integrating athletic training knowledge into real life scenarios. Prerequisites: ATH 306, 307, 308 or 309, 315, 250A, 251A, and 402. Annually, Spring.

Biochemistry

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Biochemistry is the study of life processes at the molecular level through structural and functional relationships. Biochemical research provides insights into the deeper understanding of living systems at the most fundamental level, and allows our culture to manipulate this knowledge towards the betterment of humanity. A strong background in biochemistry is of utmost importance to those students who go on to the medical and other health related fields. The biochemistry minor aims to prepare these students for their future careers through a well-balanced curriculum of interdisciplinary courses.

Students majoring in Biology or Chemistry may elect to have a minor in Biochemistry by completing the following courses according to degree plan:

Biology majors seeking a BS degree, general track, should complete the second option listed under supplementary requirements. Also they must complete BCH 305, BCH 306, and CHE 300 beyond their biology major requirements. Biology majors seeking a BS degree, pre-professional track, should complete BCH 306, CHE 300 beyond their biology major requirements. Biology majors seeking a BA degree must complete CHE 205, CHE 206, BCH 305, BCH 306, and CHE 300 in addition to their biology major requirements. If two minors (Chemistry and Biochemistry) are declared, BCH 305 cannot be counted towards the Chemistry minor. Chemistry majors must complete BIO 110, BCH 305, BCH 306, and BCH 313L beyond their chemistry major requirements. The same requirement regarding minimum cumulative grade point average and the Pass/C-/D/Fail option that apply to the major apply to the minor.

| BIOCHEMISTRY MINOR REQUIREMENTS | | 36 crs. |
|---------------------------------|-------------------------|---------|
| BIO 110 | PRINCIPLES OF BIOLOGY I | (4) |
| CHE 105 | COLLEGE CHEMISTRY I | (5) |
| CHE 106 | COLLEGE CHEMISTRY II | (5) |
| CHE 205 | ORGANIC CHEMISTRY I | (5) |
| CHE 206 | ORGANIC CHEMISTRY II | (5) |
| CHE 300 | ANALYTICAL CHEMISTRY | (5) |
| BCH 305 | BIOCHEMISTRY I | (3) |
| BCH 306 | BIOCHEMISTRY II | (3) |
| BCH 313L | CELL BIOLOGY LAB | (1) |

RECOMMENDED ELECTIVES

BCH 380-389 SPECIAL TOPICS IN BIOCHEMISTRY (1-3)

BCH 305 BIOCHEMISTRY I: Structure and Function (3)

In-depth study of the structure and function of relationships of biological molecules in eukaryotic cells, including carbohydrates, proteins, lipids, and nucleic acids. Different types of catalytic, regulatory and membrane transfer mechanisms will be investigated in reference to the type and outcome of the reaction process. Three hours lecture. Prerequisite: CHE 150 and CHE 151 or CHE 205 and CHE 206. Annually, Fall.

BCH 306 BIOCHEMISTRY II: Chemical Metabolism (3)

In-depth study of intermediary metabolism, both catabolic and anabolic, in eukaryotic cells including carbohydrate, protein, and lipid metabolisms in reference to the known molecular/genetic disorders of human metabolism. The course focuses on the overall integration of metabolism through the study of inter-regulatory factors at the molecular level. Three hours lecture. Prerequisites: BCH 305. Alternate years, Spring '09.

BCH 313L CELLULAR BIOLOGY LAB (1)

This course includes only the laboratory portion of BIO 313 Cellular Biology which is a 4 credit-hour course. The laboratory emphasizes the use of a variety of techniques, methods, and equipment as powerful tools for examining cell structure and function. Three-hour lab each week. Prerequisites: BIO 110. Alternate years, Spring, '09.

BCH 380-389 SPECIAL TOPICS IN BIOCHEMISTRY (1-3)

Detailed investigation of specific topics in biochemistry. Alternate years, Fall '07.

Biology

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Within the Division of Science and Mathematics, our primary mission is to develop a community of lifelong learners dedicated to scholarship in which the search for and discovery of truth are primary objectives. We seek to provide a broad-based education joined with a specialization in a major field of study that prepares graduates to be scientifically and mathematically knowledgeable, with research/analytical abilities, an understanding of social responsibilities, and the capability to be professionally successful.

As a biology department, our mission to provide students with an integrative knowledge of content, an understanding of the practice of science, the ability to communicate scientific knowledge to a broader community, and professional awareness of the opportunities that await them. More specifically, we have established the following goals for our graduates:

- -Content: Graduates should understand major biological concepts and integrate that understanding across levels of biological organization from cellular and molecular biology, to organismal biology, to ecology, and evolutionary biology.
- -Practice: Graduates should understand the process of scientific inquiry and develop the ability to independently design and conduct scientific investigations.
- -Communication: Graduates should be able to access existing scientific knowledge and effectively communicate their own work to a broader community.
- -Professional and Social Awareness: Graduates should develop personal and professional goals, the tools to achieve these goals, and an understanding of professional and social responsibilities.

Biology is presently one of the most exciting and active areas of scientific advancement. Rapid advances in genetic and cellular biology, and the development of biotechnology, have led to improved crops, new medical treatments, and a wealth of new information that will drive continuing advances. Ecological studies continue to elucidate the myriad, and often unsuspected, links between ecosystems on the Earth and will prove essential if we are to better understand global climate change and its likely effects. Evolutionary biology not only continues to inform us about the history of life, but has also proven essential in the battle against drug resistance in microbes. In short, the biological sciences are rapidly advancing and are central to many of societies most pressing problems and debates.

The biology major at Mckendree is designed to provide majors a broad-based education, but still allow students room for some specialization. A major in biology prepares students for work in many different areas, including conservation, or wildlife biology, biological education, research in government, business, or academia, laboratory work in the medical setting or work in biotechnology. Graduates are also prepared to enter graduate school in preparation for careers in research or teaching or to pursue professional studies in fields such as medicine, pharmacy, dentistry, optometry, or veterinary science. Students interested in majoring in biology and

pursuing professional studies in the aforementioned fields after graduation should refer to the Bachelor of Science: Pre-Professional Track program of study in this section of the catalog. A similar option also exists for students interested in majoring in chemistry.

Students may earn a bachelor of arts (BA), a bachelor of science (BS), or a minor in biology. The required courses, elective requirements, and supplementary courses for these options are given below. Both majors are designed to provide students flexibility to take a number of different elective courses in the major. Therefore, students are given the option of concentrating their studies in one or more areas of biology. To graduate, the student must maintain a minimum 2.50 cumulative grade point average in the courses required for the major. No course, including supplementary courses, taken to satisfy a major requirement may be taken using the Pass/C-/D/Fail grading option. A maximum of 20 credit hours from lower division courses in biology may be applied toward the credit hour total in the major.

To obtain a minor in biology, the student must complete the following courses: BIO 110, 111, 303, and eight additional credit hours of biology courses at the 300 or 400 level. Students pursuing a minor should pay close attention to prerequisite requirements for courses at the 300 or 400 level. Many have a chemistry prerequisite in addition to a biology prerequisite. The same requirements regarding minimum cumulative grade point average and the Pass/C-/D/Fail grading option that apply to the major apply to the minor.

McKendree College is a member of the Reis Biological Station Consortium and strongly encourages its biology students to enroll in a field station course during their undergraduate careers. The Reis Biological Station, operated by Saint Louis University, is located in the northern Ozark Mountains near Steelville, Missouri.

Students seeking secondary certification to teach biology must fulfill all of the requirements for Science Education: Biology Emphasis. These requirements are listed in the Courses of Study section of this catalog under Science Education. General Education and other professional education requirements must also be met for certification and are listed in the section entitled "Initial Secondary Certificate" in the Courses of Study section of this catalog under Education, Health, and Human Performance.

| | |
|---|---------|
| BACHELOR OF ARTS MAJOR REQUIREMENTS: | 39 crs. |
| BIO 110 PRINCIPLES OF BIOLOGY I | (4) |
| BIO 111 PRINCIPLES OF BIOLOGY II | (4) |
| BIO 211 GENETICS | (4) |
| BIO 220 EVOLUTION | (3) |
| BIO 303 ECOLOGY | (4) |
| BIO 313 CELLULAR BIOLOGY | (4) |
| BIO 451 READINGS IN BIOLOGY | (2) |
| Additional Electives | (14) |

-Students must take elective courses from biology or biochemistry that satisfy each of the following three areas: cell/molecular, organismal, ecology/evolution. Courses

that satisfy these areas are indicated below in the course descriptions under biology and biochemistry. Students are free to take additional elective courses as long as the minimum requirements for elective courses are met.

| | |
|---|---------|
| BACHELOR OF ARTS SUPPLEMENTARY REQUIREMENTS: | 20 crs. |
| CHE 105 COLLEGE CHEMISTRY I | (5) |
| CHE 106 COLLEGE CHEMISTRY II | (5) |
| CHE 150 PRINCIPLES OF ORGANIC CHEMISTRY | (4) |
| CHE 151 PRINCIPLES OF ORGANIC CHEMISTRY LAB | (1) |
| LIB 200 FUNDAMENTALS OF INFORMATION LITERACY | (1) |
| MTH 310 STATISTICS | (4) |

| | |
|--|---------|
| BACHELOR OF SCIENCE MAJOR REQUIREMENTS: | |
| General Track | 41 crs. |
| BIO 110 PRINCIPLES OF BIOLOGY I | (4) |
| BIO 111 PRINCIPLES OF BIOLOGY II | (4) |
| BIO 211 GENETICS | (4) |
| BIO 220 EVOLUTION | (3) |
| BIO 303 ECOLOGY | (4) |
| BIO 313 CELLULAR BIOLOGY | (4) |
| BIO 460 SENIOR THESIS I, II, & III | (4) |
| Additional Electives | (14) |

-Students must take elective courses from biology or biochemistry that satisfy each of the following three areas: cell/molecular, organismal, and ecology/evolution. Courses that satisfy these areas are indicated below in the course descriptions under biology and biochemistry.

Students

are free to take additional elective courses as long as the minimum requirements for elective courses are met.

BACHELOR OF SCIENCE SUPPLEMENTARY REQUIREMENTS:

| | |
|--|------------|
| General Track | 31-33 crs. |
| CHE 105 COLLEGE CHEMISTRY I | (5) |
| CHE 106 COLLEGE CHEMISTRY II | (5) |
| LIB 200 FUNDAMENTALS OF INFORMATION LITERACY | (1) |
| MTH 210 CALCULUS I | (4) |
| MTH 310 STATISTICS | (4) |
| PHY 211 PHYSICS I | (4) |

Complete one of the two following options:

Option 1:

| | |
|---|-----|
| CHE 150 PRINCIPLES OF ORGANIC CHEMISTRY | (4) |
| CHE 151 PRINCIPLES OF ORGANIC CHEMISTRY LAB | (1) |
| BCH 305 BIOCHEMISTRY I | (3) |

Option 2:

| | |
|------------------------------|-----|
| CHE 205 ORGANIC CHEMISTRY I | (5) |
| CHE 206 ORGANIC CHEMISTRY II | (5) |

BACHELOR OF SCIENCE MAJOR REQUIREMENTS:

| | |
|------------------------------------|---------|
| Pre-Professional Track | 41 crs. |
| BIO 110 PRINCIPLES OF BIOLOGY I | (4) |
| BIO 111 PRINCIPLES OF BIOLOGY II | (4) |
| BIO 211 GENETICS | (4) |
| BIO 220 EVOLUTION | (3) |
| BIO 303 ECOLOGY | (4) |
| BIO 313 CELLULAR BIOLOGY | (4) |
| BIO 460 SENIOR THESIS I, II, & III | (4) |
| Additional Biology Electives | (14) |

-Students must take elective courses from biology that

satisfy each of the following three areas: cell/molecular, organismal, and ecology/evolution. Courses that satisfy these areas are indicated below in the course descriptions under biology and biochemistry. Students are free to take additional elective courses as long as the minimum requirements for elective courses are met.

Recommended Electives:

| | |
|--|-----|
| BIO 307 HUMAN ANATOMY AND PHYSIOLOGY | (5) |
| BIO 311 MICROBIOLOGY | (5) |
| BIO 330 INVERTEBRATE BIOLOGY | (4) |
| BIO 340 DEVELOPMENTAL BIOLOGY | (3) |
| BIO 370 PATHOPHYSIOLOGY | (4) |
| BIO 410 ANIMAL PHYSIOLOGY | (4) |
| BIO 420 COMPARATIVE VERTEBRATE ANATOMY | (5) |

BACHELOR OF SCIENCE SUPPLEMENTARY REQUIREMENTS:

| | |
|--|---------|
| Pre-Professional Track | 40 crs. |
| BCH 305 BIOCHEMISTRY I | (3) |
| CHE 105 COLLEGE CHEMISTRY I | (5) |
| CHE 106 COLLEGE CHEMISTRY II | (5) |
| CHE 205 ORGANIC CHEMISTRY I | (5) |
| CHE 206 ORGANIC CHEMISTRY II | (5) |
| LIB 200 FUNDAMENTALS OF INFORMATION LITERACY | (1) |
| MTH 210 CALCULUS I | (4) |
| MTH 310 STATISTICS | (4) |
| PHY 211 PHYSICS I | (4) |
| PHY 212 PHYSICS II | (4) |

ADDITIONAL RECOMMENDED ELECTIVES:

| | |
|-------------------------|-----|
| BCH 306 BIOCHEMISTRY II | (3) |
| MTH 211 CALCULUS II | (4) |

- BIO 101 INTRODUCTORY BIOLOGY (4)**
This course is intended for the non-science major. The principle objectives are to prepare students to be scientifically literate citizens and to introduce them to major themes in the biological sciences. This includes principles of genetics and inheritance, the impact of biotechnology on society, mechanisms of evolutionary change, and principles of ecology and the connectedness of life. This course meets for three hours of lecture each week and one three-hour laboratory each week. Annually, Fall.
- BIO 106 INTRODUCTION TO PLANT BIOLOGY (4)**
This course is intended for the non-science major. It will introduce students to major themes of plant biology and prepare scientifically literate students across the curriculum. This includes principles of plant form and function, unique aspects of their development, and plant ecology/evolution. This course meets for three hours of lecture each week and one three-hour laboratory each week. Alternate years, Fall '08.
- BIO 110 PRINCIPLES OF BIOLOGY I (4)**
This is the first course in a two-semester sequence designed to introduce the student to biology and prepare them for further investigation. It will emphasize basic principles of cellular and molecular biology, including the biochemical basis of life, cellular structure and function, metabolism, and genetics, as well as principles of evolution. The course meets for three hours of lecture each week and one three-hour laboratory each week. Prerequisite: one year of high school biology. Annually, Fall.
- BIO 111 PRINCIPLES OF BIOLOGY II (4)**
This is the second course in a two-semester sequence designed to further introduce the student to biology. It will emphasize basic principles of organismal and population biology including animal and plant structure and function, evolutionary principles and mechanisms, the diversity of life, and ecology. This course meets for three hours of lecture each week and one three-hour laboratory period each week. Prerequisites: BIO 110 or equivalent or consent of instructor. Annually, Spring.
- BIO 211 GENETICS (4)**
Genetics is the study of DNA, the information-bearing material of inheritance, as well as related molecules and processes. This course will examine how DNA is organized, how its information is transmitted from one generation to the next, and how the information it bears is utilized. The study of genetics is foundational to many other biological fields, and this course will provide students with the background they need to go on in such diverse topics as development, physiology, and evolution. This course meets for three hours of lecture each week and one three-hour laboratory period each week. Prerequisites: BIO 110, 111 and CHE 105, 106, or consent of instructor. Annually, Fall.
- BIO 220 EVOLUTION (W) (3)**
This course introduces the major principles of evolutionary biology. Specific topics include a brief history of evolutionary thought, concepts of evolutionary genetics, adaptation and natural selection, origins of biological diversity, and paleobiology and macroevolution. This course meets for three hours of lecture each week. Prerequisites: BIO 110, 111 and CHE 105, 106, or consent of instructor. Annually, Spring.
- BIO 250 INTRODUCTION TO ENVIRONMENTAL SCIENCE (3)**
The major topics of concern in the multifaceted discipline of environmental science will be examined. Emphasis will be placed on the understanding of environmental problems from the societal, biological, economic, and ecological points of view and the potential or actual solutions to these problems. This course meets for three hours of lecture each week. This course satisfies the ecology/evolution elective area. Alternate years, Spring '08.
- BIO 280-289 SPECIAL TOPICS IN BIOLOGY (1-3)**
As needed.
- BIO 299 PRACTICUM IN BIOLOGY (1-3)**
For students at the sophomore level or above who wish to arrange a practicum in the laboratory or other appropriate direct-experience learning situation in biology. Prerequisites: 15 hours of related coursework, grade point average consistent with biology program graduation requirements, and permission of the instructor. No more than eight credit hours combined total for this practicum and any internship may be counted as credit toward the major. As needed.
- BIO 303 ECOLOGY (W) (4)**
Ecology is the study of the diverse interactions between organisms and their environment, both living and non-living. These interactions drive the organization of life at many levels from individuals to ecosystems. This course examines the connection between ecological interactions and the organization of life, including the evolutionary responses of organisms, population dynamics, energy and nutrient cycling in ecosystems, community structure and global ecology. There will be a required field trip early in the semester. The class meets for three hours of lecture each week and one three-hour laboratory period each week. Prerequisites: BIO 110, 111 and CHE 105, 106, or consent of instructor. Annually, Fall.
- BIO 307 HUMAN ANATOMY AND PHYSIOLOGY (5)**
This course is an integrated study of basic human anatomy and physiology involving concurrent study of structure and function of human organ systems. Lectures emphasize physiological aspects of organ system function within the context of basic anatomy. Laboratories concentrate on anatomy with an emphasis on dissections and some physiological experimentation. This course satisfies either the cell/molecular or organismal elective area. This course meets for three hours of lecture each week and two two-hour laboratory periods each week. Prerequisites: BIO 101 or 110 or equivalent or consent of instructor. Annually, Spring.
- BIO 311 MICROBIOLOGY (5)**

This course deals with the morphology, genetics, physiology, and ecology of bacteria and other microbes. In the laboratory microbiological techniques and applications are stressed. This course meets for three hours of lecture each week and two two-hour laboratory periods per week. This course satisfies either the cell/molecular or organismal elective area. Prerequisites: BIO 110, 111 and CHE 105, 106, or consent of instructor. Alternate years, Fall '08.

BIO 313 CELLULAR BIOLOGY (4)

This course is an introduction to the biology of all cells with an emphasis placed on eukaryotic cells. Organelles will be studied with attention to their composition, organization, and function. Additional topics to be covered are protein structure/function, bioenergetics, protein sorting, cell communication, and regulation of the cell cycle. The laboratory will emphasize various methods used by cell biologists as powerful tools for examining cell function. This course meets for three hours of lecture each week and one three-hour laboratory period each week. Prerequisites: BIO 110, 111 and CHE 105, 106 and junior standing, or consent of instructor. Annually, Spring.

BIO 325 FIELD BOTANY (4)

This course is an introduction to the biology of local flora. Lectures will emphasize the taxonomy, ecology, and evolution of the vascular plants. Laboratory periods will be used to acquaint students with plant species and communities in the area and to give them experience with plant identification. This course satisfies either the organismal or ecology/evolution elective area. Prerequisites: BIO 110, 111, or consent of instructor. Alternate years, Fall '07.

BIO 330 INVERTEBRATE BIOLOGY (4)

This course provides an in-depth investigation of the morphology, physiology, phylogeny, taxonomy and natural history of the invertebrate animals, more than 95% of animal species. Lectures will highlight the distinctive features of animal phyla with an emphasis on major innovations in the evolution of animal life. Laboratories will examine the structure, function and identification of invertebrates. Students will be required to prepare an insect collection. This course meets for three hours of lecture and one three-hour laboratory period each week. This course satisfies either the organismal or ecology/evolution elective area. Prerequisites: BIO 110, 111 and CHE 105, 106, or consent of instructor. Alternate years, Spring '09.

BIO 340 DEVELOPMENTAL BIOLOGY (3)

This course focuses on the fundamental events of embryonic development, with an emphasis on genetic and molecular approaches used in modern experimental embryology. As modern developmental biology employs information and techniques from many different fields of biology, this course provides the challenge of learning and integrating diverse topics in biology, including cell biology, genetics, molecular biology, biochemistry, and evolution. We explore the common features of development that are shared by different kinds of organisms and emphasize how diverse organisms use the same signaling and regulatory molecules during embryogenesis. This course meets for three hours of lecture each week. This course satisfies either the cell/molecular or organismal elective area. Prerequisites: BIO 110, 111 and CHE 105, 106, or consent of instructor. Alternate years, Spring '08.

BIO 350 ANIMAL BEHAVIOR (3)

This course will examine the evolutionary (ultimate) and mechanistic (proximate) underpinnings of animal behavior in a number of contexts, including foraging, fighting, learning, mating, parental care, and social behavior. Throughout this course students will also examine principles and methods of scientific investigation, and will delve into the scientific literature to better understand scientific communication. This course meets for three hours of lecture each week. This course satisfies either the organismal or ecology/evolution elective area. Prerequisites: BIO 110 and 111. Alternate years, Spring '08.

BIO 370 PATHOPHYSIOLOGY (4)

This course is an introduction to the causes and mechanisms of disease. Symptomatic recognition and treatment of disease is discussed in reference to underlying biochemical, genetic, and metabolic malfunctions. Topics covered include diseases at the cellular level, neoplasms, inflammation and repair, hematologic and cardiovascular disorders, disorders of immunity, respiratory, and renal pathology, and diseases of the nervous, muscular, and endocrine systems. The course meets for four hours of lecture per week. This course satisfies either the cell/molecular or organismal elective area. Prerequisites: BIO 307 or equivalent. Same as NSG 370. As needed.

BIO 380-389 SPECIAL TOPICS IN BIOLOGY (1-3)

As needed.

BIO 408 PLANT PHYSIOLOGY (4)

This course provides an introduction to the physiology of plants. Topics will include water relations, photosynthesis, as well as light, hormonal and electrical signals involved in plant growth and development. In addition, the student will be introduced to a number of classic and modern techniques used by researchers studying the physiology of plants. The course meets for four hours of lecture per week. This course satisfies the organismal elective area. Prerequisites: BIO 110, 111 and CHE 105, 106, or consent of instructor. CHE 205 recommended. Alternate years, Fall '07.

BIO 410 ANIMAL PHYSIOLOGY (4)

This course provides an introduction to the structure and function of physiological systems in animals. The primary emphasis is on vertebrates, with comparisons drawn from the entire animal kingdom. Topics include a general introduction to principles of physiology, an overview of physiological processes, and the integration of physiological systems. This course meets for three hours of lecture and one three-hour laboratory session each week. This course satisfies the organismal elective area. Prerequisites: BIO 110, 111 and CHE 105, 106, or consent of instructor. CHE 205 recommended. Alternate years, Fall '08.

BIO 420 COMPARATIVE VERTEBRATE ANATOMY (5)

This course examines the anatomical and physiological adaptations of vertebrates from an evolutionary perspective using lectures and laboratory exercises. Vertebrate diversity is studied from examining all major living clades. An organ systems approach is used to illustrate general structural and functional patterns across different vertebrates. The laboratory portion of the course requires of dissection several representative vertebrates. This

course meets for three hours of lecture and for two two-hour laboratory sessions each week. This course satisfies either the organismal or ecology/evolution elective area. Prerequisites: BIO 110, 111 and CHE 105, 106, or consent of instructor. Alternate years, Fall '07.

BIO 430 ADVANCED GENETICS (4)

Modern genetic techniques have revolutionized the biological sciences, and an understanding of genetics is essential to most fields of biology, from wildlife and conservation biology, to biotechnology and medical research. This course builds upon students' basic understanding of genetics to develop new molecular genetic skills, a better understanding of experimental approaches in genetics, and the ability to access and organize genetic information from the burgeoning bioinformatics databases. The class meets for two three-hour periods each week that will be divided between lecture and laboratory work. In addition, students may be required to work in the laboratory outside of scheduled class time, depending on the nature of the experiments conducted. This course satisfies the cell/molecular elective area. Prerequisites: BIO 110, 111, 210 and CHE 105, 106. Recommended: CHE 205. Alternate Years, Spring '09.

BIO 451 READINGS IN BIOLOGY (2)

This course is a guided reading course that allows students to explore a variety of topics and discuss their understanding and interpretation of biological subjects with their peers. The goal of this course is to allow students to pursue specific topics in more detail, and to develop the skills necessary to critically evaluate and discuss technical literature in biology. The course may be taken up to two times for credit towards the major requirements. This course meets for one two hour discussion period each week Annually, Spring.

BIO 460A SENIOR THESIS I (1)

The senior thesis sequence provides students with the opportunity to carry out guided research, in consultation with one or more faculty members. In this first course (typically taken in the Spring of the junior year), students are expected to develop the research proposal. The proposal should provide the necessary background to the work, identify the questions that will be addressed, and present a fully developed experimental or observational design. The class meets for one hour each week. Prerequisites: BIO 110, 111 and CHE 105, 106 and junior standing. Annually, Spring.

BIO 460B SENIOR THESIS II (2)

The senior thesis sequence provides students with the opportunity to carry out guided research, in consultation with one or more faculty members. This course (typically taken in the Fall of the senior year) is a continuation of BIO 460A. Students will carry out their proposed research in collaboration with one or more faculty members. Students will meet regularly with faculty advisors to evaluate their progress. Prerequisite: BIO 460A. Annually, Fall.

BIO 460C SENIOR THESIS III (W) (1)

The senior thesis sequence provides students with the opportunity to carry out guided research, in consultation with one or more faculty members. This course (typically taken in the Spring of the senior year) is a continuation of BIO 460B. Students will complete their analysis of their data and prepare a manuscript based on their work. Students will also be expected to present their work to the broader academic community through an oral presentation or poster. The class meets for one hour each week. Prerequisite: BIO 460B. Annually, Spring.

BIO 461A HONORS SENIOR THESIS I (1)

Same as BIO 460A. Annually, Spring.

BIO 461B HONORS SENIOR THESIS II (2)

Same as BIO 460B. Annually, Fall.

BIO 461C HONORS SENIOR THESIS III (W) (1)

Same as BIO 460C. Annually, Spring.

BIO 470 INTERNSHIP IN BIOLOGY (3-8)

No more than four hours of internship may be counted toward a major in biology. As needed.

BIO 480 INDEPENDENT STUDY (1-4)

Business Administration

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The major in business administration is the most flexible program offered within the business division. It is intended for students whose careers are well-established and who desire to add business knowledge to their professional credentials. Students may choose their required electives from accounting, business, economics, management, or marketing. This allows a student, with the assistance of an adviser, to design a program of study to prepare for a career in business, industry, or government. The major also provides a broad foundation for those preparing for graduate school in one of the business areas.

Business administration students focus on general skills which make them flexible practitioners in the job market. Students in this major should choose their electives from no more than two of the functional areas of business (Accounting, Marketing, Management, and Economics/Finance).

To receive a Bachelor of Business Administration degree in Business Administration, the student must successfully complete the business core and the major requirements listed below. The student must complete all work applied to the major with a minimum cumulative grade point average of 2.25. Any business course outside of the business core may be applied toward the completion of requirements for only one business major or minor. The Pass/C-/D/Fail option may not be chosen for a course fulfilling a major or minor requirement.

BUSINESS ADMINISTRATION MAJOR: 54 crs.

Business core requirements 39 crs.

ACC 261 PRINCIPLES OF ACCOUNTING I (4)

ACC 262 PRINCIPLES OF ACCOUNTING II (4)

ECO 211 PRINCIPLES OF MICROECONOMICS (3)

ECO 212 PRINCIPLES OF MACROECONOMICS (3)

BUS 303 BUSINESS LAW I (3)

or

BUS 304 BUSINESS LAW II (3)

FIN 308 PRINCIPLES OF BUSINESS FINANCE (3)

BUS 310 QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS (3)

MTH 310 STATISTICS (4)

MGT 204 PRINCIPLES OF MANAGEMENT (3)

MKT 205 PRINCIPLES OF MARKETING (3)

BUS 410 MANAGEMENT INFORMATION SYSTEMS (3)

or

ACC 321 ACCOUNTING INFORMATION SYSTEMS (3)

MGT 450 BUSINESS STRATEGY AND POLICY (3)

Business Administration major requirements 15 crs.

MGT 334 Human Resources Management (3)

Plus four electives from accounting, business, economics, management, or marketing. At least one half of the elective credits must be at the 300-400 level. (12)

BUSINESS ADMINISTRATION MINOR: 29 crs.

The minor in business administration is available only to students majoring in a non-business area other than Computer Information Systems. To receive a minor, the student must complete the required courses listed below and four electives from no more than two of the functional areas of business (Accounting, Marketing, Management, and Economics/Finance).

ACC 261 PRINCIPLES OF ACCOUNTING I (4)

ACC 262 PRINCIPLES OF ACCOUNTING II (4)

ECO 211 PRINCIPLES OF MICROECONOMICS (3)

ECO 212 PRINCIPLES OF MACROECONOMICS (3)

MGT 204 PRINCIPLES OF MANAGEMENT (3)

MKT 205 PRINCIPLES OF MARKETING (3)

BUS 303 BUSINESS LAW I (3)

or

BUS 304 BUSINESS LAW II (3)

MGT 334 HUMAN RESOURCES MANAGEMENT (3)

MGT450 BUSINESS STRATEGY AND POLICY (3)

BUS 303 BUSINESS LAW I (3)

An introduction to the historical background of business law that includes the topics of common law, a study of agency, and the origin of modern contract law and its effect on modern business. Each semester.

BUS 304 BUSINESS LAW II (3)

An examination of the law related to property and sales, and negotiable instruments of finance. It also considers the forms of business organization, and the relative merits of the sole proprietorship, partnership, and corporation as a business entity. Each semester.

BUS 310 QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS (3)

A course designed to provide the student with the quantitative tools necessary to make effective business decisions. Areas of study will include: statistical and operations research techniques for decision making and predictive modeling. Prerequisite: MTH 310. Each semester.

BUS 380-389 TOPICS IN BUSINESS ADMINISTRATION (3)

As needed.

| | | |
|--|--|-------|
| BUS 410 | MANAGEMENT INFORMATION SYSTEMS | (3) |
| Provides an overview of management information systems. MIS explores the structure of information systems needed to support routine processes and major organizational functions, and to make informed management decisions. It emphasizes the digital integration of the firm through enterprise applications, i.e., supply chain management, customer relations, enterprise systems, and the development of knowledge. Prerequisite: MGT 204 and CSI 121 or equivalent. As needed. | | |
| BUS 470 | INTERNSHIP IN BUSINESS ADMINISTRATION | (3-8) |
| BUS 480 | INDEPENDENT STUDY IN BUSINESS ADMINISTRATION | (1-4) |

Business, Marketing and Computing Education (Secondary)

The Business, Marketing and Computing Education Major prepares a student for a career in teaching at the secondary school level in grades 9-12. The Business, Marketing and Computing Education core must be completed with a minimum of a 2.25 cumulative grade point average. The Pass/C-/D/Fail option may not be chosen for a course fulfilling a major or minor requirement.

| | | |
|---------------------------------------|--|------------|
| BUSINESS EDUCATION MAJOR REQUIREMENTS | | 48-54 crs. |
| ACC 261 | PRINCIPLES OF ACCOUNTING I | (4) |
| ACC 262 | PRINCIPLES OF ACCOUNTING II | (4) |
| BUS 303 | BUSINESS LAW I | (3) |
| FIN 306 | CONSUMER FINANCE | (3) |
| FIN 308 | PRINCIPLES OF BUSINESS FINANCE | (3) |
| BUS 410 | MANAGEMENT INFORMATION SYSTEMS | (3) |
| ECO 211 | PRINCIPLES OF MICROECONOMICS | (3) |
| ECO 212 | PRINCIPLES OF MACROECONOMICS | (3) |
| EDU 376 | METHODS OF TEACHING BUSINESS (SECONDARY) | (3) |
| MGT 314 | ORGANIZATIONAL BEHAVIOR | (3) |
| MGT 354 | MANAGEMENT COMMUNICATIONS | (3) |
| MKT 205 | PRINCIPLES OF MARKETING | (3) |
| MTH 310 | STATISTICS | (4) |

Additionally, a minimum of one of the concentrations listed below must be completed. To teach any of the specific subjects below, however, the courses listed for that area of instruction must be fulfilled.

CONCENTRATIONS

Accounting 3 crs.

| | | |
|---------|---------------------------|-----|
| ACC 301 | INTERMEDIATE ACCOUNTING I | (3) |
| or | | |
| ACC 303 | COST ACCOUNTING I | (3) |

| | |
|---------------------------------|--------|
| Basic Business | 3 crs. |
| MGT OR MKT upper level elective | (3) |

| | | |
|--|--------------------------------|-----|
| Business Computer Programming/Systems | 9 crs. | |
| CSI 130 | INTRODUCTION TO COMPUTING I | (4) |
| CSI 230 | INTRODUCTION TO COMPUTING II | (4) |
| and one additional course selected from the following: | | |
| ACC 321 | ACCOUNTING INFORMATION SYSTEMS | (3) |
| CSI 320 | DATA PROCESSING MANAGEMENT | (3) |
| BUS 410 | MANAGEMENT INFORMATION SYSTEMS | (3) |

| | | |
|-----------------------------|---------------------------|-----|
| Marketing | 9 crs. | |
| MKT 320 | PERSONAL SELLING | (3) |
| or | | |
| MKT 330 | PRINCIPLES OF RETAILING | (3) |
| MKT 354 | ADVERTISING AND PROMOTION | (3) |
| MKT upper division elective | (3) | |

General education and other professional education requirements must also be met for certification and are listed in the section entitled "Initial Secondary Certificate" in the Courses of Study section of this catalog under Education, Health, and Human Performance.

Chemistry

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Within the Division of Science and Mathematics, we seek to provide a broad-based education that prepares graduates to be scientifically and mathematically literate, socially responsible, and professionally successful.

The major program goal in chemistry is to make students competent in the following areas.

- -Content: Graduates should have a mastery of the core concepts of chemistry and be able to integrate them across the major areas of chemistry.
- -Practice: Graduates should comprehend the process of scientific inquiry and have the skills and ability to undertake and conduct original research in chemistry.
- -Communication: Graduates should be able to conduct searches of the chemical literature and to communicate their work to the larger chemical community. They should also be able to communicate the value of chemistry and its applications to the citizenry in general.
- -Professional and social awareness: Graduates maintain professional awareness by engaging in activities such as attendance at professional meetings and participation in workshops designed to keep them current in the discipline and social awareness by promoting appreciation of the role of chemistry in our society and economy.

Majors in chemistry complete a curriculum designed to prepare them for employment in laboratory work upon graduation or for graduate school. Prior to graduation, qualified students have an opportunity for internships with local companies and/or for summer research fellowships nationwide, earning academic credit while gaining experience in the field of chemistry. Pre-medical students acquire the background in chemistry required for applying to medical school. The same is true for other pre-professional programs such as dentistry, pharmacy, or veterinary science. A course is offered in forensic chemistry for those having an interest in forensic science or criminal justice.

Students majoring in chemistry may elect a minor in biochemistry. (See the description of this minor under Biochemistry.)

The chemistry curriculum also serves the needs of majors in related fields such as biology. Students not majoring in science may complete Chemistry 100 and 102 toward fulfillment of general education requirements.

To major in chemistry, the student must complete the requirements listed below for the bachelor of science degree, maintaining a 2.25 cumulative grade point average for the chemistry, mathematics, and physics components. No course, including support courses, taken to satisfy a major requirement or number of hours requirements may be taken using the Pass/C-/D/Fail grading option.

To minor in chemistry the student must complete CHE 105, 106, 205, 206, and two additional courses: CHE 300 and either CHE 303 or BCH 305. Students majoring in Chemistry may elect a Biochemistry minor. (See the description of this minor under Biochemistry.) The same requirement regarding minimum cumulative grade point average and the Pass/C-/D/Fail grading option which applies to the major applies to the minor.

Students seeking secondary certification to teach chemistry must fulfill all of the requirements for the Science Education Major: Chemistry Emphasis. These requirements are listed in the Courses of Study section of this catalog under Science Education. General education and other professional education requirements must also be met for certification and are listed in the section entitled "Initial Secondary Certificate" in the Courses of Study section of this catalog under Education, Health and Human Performance.

| CHEMISTRY MAJOR REQUIREMENTS | | 42 crs. |
|------------------------------|--|---------|
| CHE 105 | COLLEGE CHEMISTRY I | (5) |
| CHE 106 | COLLEGE CHEMISTRY II | (5) |
| CHE 205 | ORGANIC CHEMISTRY I | (5) |
| CHE 206 | ORGANIC CHEMISTRY II | (5) |
| CHE 300 | ANALYTICAL CHEMISTRY/CHEMICAL ANALYSIS | (5) |
| CHE 305 | PHYSICAL CHEMISTRY I | (5) |
| CHE 306 | PHYSICAL CHEMISTRY II | (5) |
| CHE 491 | JUNIOR SEMINAR IN CHEMISTRY (W) | (2) |

CHE 493A SENIOR RESEARCH IN CHEMISTRY A (3)
 CHE 493B SENIOR RESEARCH IN CHEMISTRY B (2-4)

Supplementary requirements 24 crs.
 LIB 200 FUNDAMENTALS OF INFORMATION LITERACY (1)
 MTH 210 ANALYTIC GEOMETRY AND CALCULUS I (4)
 MTH 211 ANALYTIC GEOMETRY AND CALCULUS II (4)
 MTH 213 VECTOR FUNCTIONS AND MATRICES (4)
 MTH 391 MULTIVARIABLE CALCULUS (3)
 PHY 211 GENERAL PHYSICS I (4)
 PHY 212 GENERAL PHYSICS II (4)

Courses recommended as electives 10 crs.
 BCH 305 BIOCHEMISTRY I (3)
 BCH 306 BIOCHEMISTRY II (3)
 CHE 380-389 SPECIAL TOPICS IN CHEMISTRY (1-3)

Chemistry Major Requirements: Pre-professional track

Students who are interested in pursuing professional studies in fields such as medicine, pharmacy, dentistry, optometry, or veterinary science upon graduation are strongly advised to enroll in the Pre-professional Track program. Students majoring in Chemistry who are enrolled in the pre-professional track program should complete

the required courses listed below. Students majoring in Biology should refer to the Pre-Professional Track program of study in Biology section of this catalog.

PRE-PROFESSIONAL TRACK 42 crs.
 Major Requirements: Same as Chemistry Major Requirements

PRE-PROFESSIONAL TRACK
 Supplementary Requirements: 35 crs.
 In addition to Chemistry Supplementary requirements:
 BIO 110 PRINCIPLES OF BIOLOGY I (4)
 BIO 111 PRINCIPLES OF BIOLOGY II (4)
 BCH 305 BIOCHEMISTRY I (3)

PRE-PROFESSIONAL TRACK
 Recommended Electives: 9-10 crs.
 BCH 306 BIOCHEMISTRY II (3)
 BCH 380 SPECIAL TOPICS IN BIOCHEMISTRY (2-3)
 BIO 410 ANIMAL PHYSIOLOGY (4)

CHE 100 CHEMISTRY IN THE MODERN WORLD (3)
 A course in the fundamentals of chemistry intended for students in non-science majors. Applicable toward the core curriculum requirement in "Science and Nature." Meets for three one hour lectures each week. Each semester.

CHE 101 FORENSIC CHEMISTRY (4)
 This course deals with methods of detecting and investigating criminal activities through the use of chemistry, and with collection and analysis of data by physical and chemical methods. The course is designed to acquaint law enforcement officers with the crime laboratory. It is not intended to train crime laboratory chemists. Three lectures and one two-hour laboratory each week. Does not satisfy core curriculum laboratory science requirement. As needed.

CHE 102 CHEMISTRY IN THE MODERN WORLD: LABORATORY (1)
 Intended for students enrolled in CHE 100 who need laboratory credit to satisfy the core curriculum requirement in "Science and Nature." Meets for one three hour period per week. Prerequisite: CHE 100 which may be taken concurrently. Annually, Fall.

CHE 105 COLLEGE CHEMISTRY I (5)
 Topics covered in this course are: atomic theory and the electronic structure of atoms, molecules and ions; the periodic table, chemical bonding; molecular geometry and molecular orbitals; physical properties in relation to structure; chemical formulas and equations; the ideal gas law and its uses; elementary kinetic theory; solutions (concentration units, principles of solubility); and reactions in aqueous solution (acid-base, precipitation, and redox reactions). Laboratory work is integrated with topics covered in lecture. Four lectures and one three-hour laboratory period per week. Prerequisite: a minimum of one and a half years of high school algebra and one year of a high school laboratory physical science (chemistry or physics). Annually, Fall.

- CHE 106 COLLEGE CHEMISTRY II (5)**
 Topics covered in this course are: thermochemistry, spontaneity and entropy, chemical equilibrium; kinetics; acid-base equilibria; solubility equilibria; liquids and intermolecular forces; phase behavior; and physical properties of solutions. Laboratory work is integrated with topics covered in lecture. Four lectures and one three-hour laboratory period per week. Prerequisite: CHE 105 or equivalent with a grade of C or better. Annually, Spring.
- CHE 150 PRINCIPLES OF ORGANIC CHEMISTRY (4)**
 This course is concerned with the properties and uses of compounds belonging to the major organic chemical families. The functional group approach is used with an emphasis on those of importance in biochemistry. Four one hour lectures per week. Prerequisites: CHE 105, 106. Annually, Fall. Note: If you are planning to take CHE 151, you should take it concurrently with this course.
- CHE 151 PRINCIPLES OF ORGANIC CHEMISTRY LABORATORY (1)**
 In this course students learn routine techniques involved in working with simple organic compounds. They also carry out basic syntheses and investigate the chemistry of functional groups. Designed to complement CHE 150 Principles of Organic Chemistry. Annually, Fall.
- CHE 205 ORGANIC CHEMISTRY I (5)**
 This course is a study of the structure and nomenclature, and the physical and chemical properties of the hydrocarbons and their derivatives. Four lectures and one four-hour laboratory period per week. Prerequisites: CHE 105 and 106 or equivalent. Annually, Fall.
- CHE 206 ORGANIC CHEMISTRY II (5)**
 This course is a continuation of Chemistry 205 with inclusion of special topics as time permits. IR and NMR methods of analysis are covered. Four lectures and one four-hour laboratory period per week. Prerequisite: CHE 205 with a grade of C or better. Annually, Spring.
- CHE 280 SPECIAL TOPICS IN CHEMISTRY (1-3)**
 As needed.
- CHE 299 PRACTICUM IN CHEMISTRY (1-3)**
 For students at the sophomore level or above who wish to arrange a practicum in a laboratory or other appropriate direct-experience learning situation in chemistry. Prerequisites: 15 hours of related coursework, grade point average consistent with departmental graduation requirements, and permission of the instructor. No more than eight credit hours combined total for this practicum and any internship may be counted as credit toward the major. As needed.
- CHE 300 ANALYTICAL CHEMISTRY/CHEMICAL ANALYSIS (5)**
 Classical and instrumental methods are applied to chemical analysis. Classical methods are gravimetric, volumetric, and chromatographic. Instrumental methods are spectroscopic (IR, UV/VIS, and laser methods), chromatographic (HPLC), and electrochemical (conductometry, potentiometry, and polarimetry). Four lectures and one four hour laboratory period per week. Prerequisites: CHE 105 and 106. Alternate years, Spring '09.
- CHE 303 PRINCIPLES OF PHYSICAL CHEMISTRY (4)**
 This course is designed to give an overview of the fundamental concepts and theories of thermodynamics, equilibrium, kinetics, and quantum mechanics. Four one-hour lectures per week. Prerequisites: CHE 106,106, and MTH 211 or concurrent enrollment. Alternate years, Fall '08.
- CHE 305 PHYSICAL CHEMISTRY I (5)**
 A course which develops in detail many of the fundamental concepts used in chemistry. Topics include the study of gases, thermodynamics, thermodynamic properties of liquids and solids, the nature of electrolytes, phase equilibria, and chemical equilibria. Four lectures and one four hour laboratory period per week. Prerequisite: CHE 105, 106, MTH 211, MTH 391, PHY 211, 212 or concurrent enrollment. Alternate years, Fall '07.
- CHE 306 PHYSICAL CHEMISTRY II (5)**
 A continuation of Chemistry 305 discussing theories of chemical bonding and molecular structure, spectroscopy, chemical kinetics, quantum mechanics, and molecular energies. The laboratory component includes laser methods to confirm the predictions of quantum mechanics about chemical bonding and molecular energy levels. Four lectures and one four hour laboratory period per week. Prerequisite: CHE 305, MTH 212 or concurrent enrollment. Alternate years, Spring '08.
- CHE 380-389 SPECIAL TOPICS IN CHEMISTRY (1-3)**
 Prerequisite: Consent of instructor. Annually, Spring.
- CHE 470 INTERNSHIP IN CHEMISTRY (3-8)**
- CHE 480 INDEPENDENT STUDY IN CHEMISTRY (1-4)**
- CHE 491 JUNIOR SEMINAR IN CHEMISTRY (W) (2)**
 Students develop scientific reasoning and critical thinking skills required for writing, presenting and editing research papers. They complete a multifaceted research project using an on-line virtual lab to provide them with the experience of developing their own research project proposals. After choosing their thesis topic and completing a full literature review, they present their proposed senior thesis projects both in written and oral form with justification of their hypothesis. This course meets for one 2-hour presentation/discussion period. Prerequisites: Chemistry major, junior standing, LIB 200 or concurrent enrollment. Annually, Spring.

CHE 493A SENIOR RESEARCH IN CHEMISTRY I (W) (3)

Students design, setup, and carry out laboratory-based research in chemistry on the senior research projects they proposed in the previous semester under the guidance of a faculty member. They report and present both written and oral weekly progress reports on their experimental projects. Prerequisite: CHE 491. The class meets for one 3-hour period. Annually, Fall.

CHE 493B SENIOR RESEARCH IN CHEMISTRY II (W) (2)

This course is a continuation of CHE 493A so that students have an opportunity to complete their research projects that they have started the previous semester. They write a research paper based on analysis and interpretation of their experimental results under the guidance of a faculty member. Consideration is given to possible submission to a journal in the field. Oral presentations to the campus community may be given as opportunities arise. Class meets for one 2-hour period. Prerequisite: CHE 493A. Annually, Spring.

Computer Science and Computer Information Systems

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The Division of Computer Science and Computer Information Systems, provides students with an opportunity to obtain the knowledge of computing necessary to succeed in today's increasingly technical world. The division's curriculum focuses on both theoretical knowledge and practical applications that enrich analytic, creative and research capabilities essential to success in various computing fields. Our curriculum provides students the opportunities to pursue individual interests through special topic courses, internships and projects that further enhance their learning experience outside the traditional classroom setting. Introductory courses in various computer-related topics are offered for non-major students.

Students may obtain a Bachelor of Science degree with a major in Computer Science (CS) or Computer Information Systems (CIS). These two majors focus on the scientific and business views of computing, respectively. Students in both majors develop the skills essential to become quality programmers. In addition, the upper-division requirements and supplementary courses available to each of the two majors provide the necessary specialized knowledge and skills. The division also offers a Bachelor of Science degree in Information Technology Management (ITM) described later in the catalog. The ITM program is only available on the Radcliff and Louisville external campuses.

Computer Science majors are provided with the systems programming and problem solving skills commonly expected in technical positions at employers that require strong analytical and interpersonal skills. In addition, they obtain the necessary theoretical background required to pursue further education and advanced degrees. Majors in Computer Science should expect employment in both the industrial sector and scientific lab environments.

Computer Information Systems majors study a variety of business-related topics in addition to their programming skills and formal course work in database management, networking, and systems analysis. The supplementary course work ensures that the students obtain a thorough view of the modern business world and the impact of information technology on modern business practices. CIS majors are prepared for further education in a graduate program or for employment in one of many jobs such as Database Administration, Network Administration, or Applications Programming.

Students within both majors experience a variety of programming environments including many microcomputer systems as well as multi-user environments. Students are exposed to a number of modern programming languages appropriate to their selected majors and gain valuable experience with a wide-selection of computer hardware and resources. This variety of resources coupled with elective courses allows students to personalize the specialized knowledge they wish to obtain.

Majors in both CIS and CS must be completed with a minimum of a 2.25 cumulative grade-point average in courses required for the major. In addition, all courses taken as major requirements or for a minor must have a

grade of C- or greater. No courses required for the major (including supplementary requirements) may be taken with the Pass/C-/D/Fail grading option.

The division also offers minors in both CIS and CS. Students who complete the required courses for the minor can expect to obtain programming skills and general computing knowledge.

COMPUTER SCIENCE

For a minor in Computer Science, the student must complete the following 20 credit hours: CSI-130, CSI-230, CSI-300, CSI-330, CSI-345 and CSI-450.

COMPUTER SCIENCE MAJOR REQUIREMENTS 41 crs.

| | | |
|---------|--|-----|
| CSI 130 | INTRODUCTION TO COMPUTING I | (4) |
| CSI 230 | INTRODUCTION TO COMPUTING II | (4) |
| CSI 300 | COMPUTER ORGANIZATION AND ARCHITECTURE | (3) |
| CSI 330 | DATA STRUCTURES AND ALGORITHMS | (3) |
| CSI 335 | ANALYSIS OF ALGORITHMS | (3) |
| CSI 345 | THE STRUCTURE OF OPERATING SYSTEMS | (3) |
| CSI 410 | SOFTWARE ENGINEERING | (3) |
| CSI 450 | COMPUTER NETWORKING AND COMMUNICATIONS | (3) |
| CSI 465 | COMPILER DESIGN | (3) |
| CSI 490 | SENIOR SEMINAR IN | (3) |

COMPUTER INFORMATION SYSTEMS

ADDITIONAL UPPER LEVEL CSI ELECTIVES (9)

FROM CSI 366, CSI 369, CSI 415, CSI 420, CSI 430, CSI 440, CSI 435, CSI 470, CSI 380-399

Supplementary requirements 25 crs.

| | | |
|-------------|-----------------------------------|-----|
| MTH 210 | ANALYTIC GEOMETRY AND CALCULUS I | (4) |
| MTH 211 | ANALYTIC GEOMETRY AND CALCULUS II | (4) |
| MTH 310 | STATISTICS | (4) |
| MTH 213 | VECTOR FUNCTIONS AND MATRICES | (4) |
| MTH 375 | DISCRETE STRUCTURES | (3) |
| or | | |
| MTH/CSI 235 | MATHEMATICS OF COMPUTING | (3) |
| ENG 360 | TECHNICAL WRITING | (3) |
| PHY 212 | PHYSICS II | (4) |

Electives in major

| | | |
|---------|---|-------|
| CSI 366 | NUMERICAL ANALYSIS | (3) |
| CSI 369 | SOCIAL, LEGAL, AND ETHICAL ISSUES OF COMPUTING | (3) |
| CSI 415 | DATABASE MANAGEMENT SYSTEMS | (3) |
| CSI 420 | THEORY OF PROGRAMMING LANGUAGES | (3) |
| CSI 430 | COMPUTER GRAPHICS AND USER INTERFACE DESIGN | (3) |
| CSI 435 | FORMAL LANGUAGES AND AUTOMATA | (3) |
| CSI 440 | ARTIFICIAL INTELLIGENCE | (3) |
| CSI 470 | INTERNSHIP IN COMPUTING AND INFORMATION SYSTEMS | (3-8) |

COMPUTER INFORMATION SYSTEMS

For a minor in Computer Information Systems, a student must complete the following 23 credit hours: CSI 130, CSI 230, CSI 150, CSI 250, CSI 295, CSI 315, CSI 415.

COMPUTER INFORMATION SYSTEMS MAJOR REQUIREMENTS 44 crs.

| | | |
|---------|--|-----|
| CSI 130 | INTRODUCTION TO COMPUTING I | (4) |
| CSI 150 | COBOL PROGRAMMING I | (3) |
| CSI 230 | INTRODUCTION TO COMPUTING II | (4) |
| CSI 250 | COBOL PROGRAMMING II | (3) |
| CSI 295 | SYSTEMS ANALYSIS | (3) |
| CSI 300 | COMPUTER ORGANIZATION AND ARCHITECTURE | (3) |
| CSI 315 | SYSTEMS DESIGN | (3) |
| CSI 330 | DATA STRUCTURES AND ALGORITHMS | (3) |
| CSI 345 | THE STRUCTURE OF OPERATING SYSTEMS | (3) |
| CSI 415 | DATABASE MANAGEMENT SYSTEMS | (3) |

| | | |
|---------|--|-----|
| CSI 450 | COMPUTER NETWORKING AND COMMUNICATIONS | (3) |
| CSI 490 | SENIOR SEMINAR IN CIS | (3) |
| | ADDITIONAL UPPER LEVEL CSI ELECTIVES | (6) |
| | FROM CSI 320, CSI 369, CSI 430, CSI 440, CSI 470 CSI 380-CSI 399 | |

| | | |
|-------------|------------------------------|---------|
| | Supplementary requirements | 27 crs. |
| ECO 211 | PRINCIPLES OF MICROECONOMICS | (3) |
| ACC 261 | PRINCIPLES OF ACCOUNTING I | (4) |
| ACC 262 | PRINCIPLES OF ACCOUNTING II | (4) |
| BUS 303 | BUSINESS LAW I | (3) |
| | or | |
| BUS 304 | BUSINESS LAW II | (3) |
| ENG 360 | TECHNICAL WRITING | (3) |
| MGT 204 | PRINCIPLES OF MANAGEMENT | (3) |
| MTH/CSI 235 | MATHEMATICS OF COMPUTING | (3) |
| MTH 310 | STATISTICS | (4) |

| | | |
|---------|--|-------|
| | Electives in major | |
| CSI 320 | INFORMATION TECHNOLOGY MANAGEMENT | (3) |
| CSI 325 | ELECTRONIC COMMERCE | (3) |
| CSI 335 | ANALYSIS OF ALGORITHMS | (3) |
| CSI 369 | SOCIAL, LEGAL, AND ETHICAL ISSUES OF COMPUTING | (3) |
| CSI 430 | COMPUTER GRAPHICS AND USER INTERFACE DESIGN | (3) |
| CSI 440 | ARTIFICIAL INTELLIGENCE | (3) |
| CSI 470 | INTERNSHIP IN COMPUTER INFORMATION SYSTEMS | (3-8) |

The department suggests that majors consider the following courses when selecting courses to meet the McKendree College Core Curriculum Requirements.

| | | |
|---------|--------------------------------------|-----|
| | Beliefs and Values – Requirement (a) | |
| PHI 204 | LOGIC | (4) |
| | or | |
| PHI 345 | PHILOSOPHY OF SCIENCE (W) | (3) |

| | | |
|---------|--|-----|
| | Oral and Written Communication – Requirement (b) | |
| SPC 220 | PUBLIC SPEAKING | (3) |
| | or | |
| SPC 310 | BUSINESS AND PROFESSIONAL PRESENTATIONS | (3) |

| | | |
|---------|-----------------------------|-----|
| | Mathematical and Scientific | |
| CSI 121 | INTRODUCTION TO INFORMATION | (3) |
| and | COMMUNICATION TECHNOLOGY | |
| PHY 211 | PHYSICS I | (4) |

CSI 101 INTRODUCTION TO WORD PROCESSING (1)
The fundamentals of word processing will be presented. Different sections will be offered providing students with the opportunity to learn word processing. As needed.

CSI 102 INTRODUCTION TO ELECTRONIC SPREADSHEETS (1)
The fundamentals of electronic spreadsheets will be presented. Different sections will be offered providing students with the opportunity to learn the use of spreadsheets. As needed.

CSI 103 INTRODUCTION TO DESKTOP PUBLISHING (1)
The fundamentals of desktop publishing will be presented. Different sections will be offered providing students with the opportunity to learn desktop publishing techniques. As needed.

CSI 104 INTRODUCTION TO PRESENTATION GRAPHICS (1)
The fundamentals of presentation graphics will be presented. Different sections will be offered providing students with the opportunity to learn presentation graphic production with different software packages. As needed.

CSI 105 INTRODUCTION TO DATABASE MANAGEMENT (1)
The fundamentals of database systems will be presented. Different sections will be offered providing students with the opportunity to learn a database software package. As needed.

- CSI 106 INTRODUCTION TO OPERATING SYSTEMS (1)**
The fundamentals of operating system use will be presented. Different sections will be offered providing students with the opportunity to learn the use of an operating system with different computer systems such as Windows 95, UNIX, and the Macintosh. As needed.
- CSI 107 INTRODUCTION TO COMPUTER NETWORKS (1)**
The fundamentals of accessing and using computer networks will be presented. Topics may include software and tools for electronic mail, file transfer, terminal access, web browsing, web page creation, and real-time computer communication. As needed.
- CSI 108 INTRODUCTION TO STATISTICS SOFTWARE (1)**
The fundamentals of using computer statistical software packages will be presented. Different sections will be offered providing students with the opportunity to learn different statistical packages such as Minitab, SAS, and SPSS. As needed.
- CSI 109 SPECIAL TOPICS IN COMPUTER USE (1-3)**
This course addresses topics related to the use of specific software packages and/or systems to explore issues related to a variety of academic disciplines. As needed.
- CSI 110 ADVANCED SPSS (1)**
This course will review basic SPSS analyses including t-tests, correlations, and ANOVAs. Regressions, factor analyses, reliability analyses, and other analyses will be introduced. Students will engage in hypotheses testing and statistical analyses with various data sets. Prerequisite: CSI 108. As needed.
- CSI 111 WEB DESIGN USING MS FRONTPAGE (1)**
The fundamentals of Web Page design are presented using MS FrontPage software. Students will master the basic fundamentals of web site creation and web page design suitable for personal and professional use, as well as how to publish and manage a web site accessible by the Internet. Prerequisites: Consent of Instructor. As needed.
- CSI 120 COMPUTER CONCEPTS AND APPLICATIONS (3)**
This course is intended to provide students with a general perspective on computers and their role and other technology related areas. The course provides an introduction to various common software packages (for example, word processors, spreadsheets and presentation graphics), a history of computers, basic hardware components, commonly used number systems, logic, and algorithmic development. The course includes a required 2 hour laboratory component. NOTE: If you intend to be a business, computer science or computer information systems, or science major, please check the description for CSI 121 below. Students cannot receive credit for both CSI120 and CSI 121. Each semester.
- CSI 121 -INTRODUCTION TO INFORMATION AND COMMUNICATION TECHNOLOGY (3)**
This course is intended to provide students with a general perspective on computers and their role in other technology related areas. Topics covered include: an introduction to basic communications technologies and the Internet, basic hardware components, an introduction to information systems and software development, security, privacy and ethical issues, and emerging technologies. The required two hour laboratory will focus on in-depth coverage of Excel and Access, popular and useful software tools in business and science, as well as a short introduction to programming. NOTE: This course is strongly recommended to students who intend to have a business, computer science or computer information systems, or science major. Students cannot receive credit for both CSI121 and CSI120. Each semester.
- CSI 130 INTRODUCTION TO COMPUTING I (4)**
An introduction to the basic concepts of computing, programming and problem solving. Topics to be discussed include data types, basic machine organization, procedural abstraction, control structures and software design techniques. Primary emphasis is on programming in a high level language. This course includes a required 2 hour lab meeting each week. Each semester. Prerequisite: MTH 131 or equivalent.
- CSI 140 INTRODUCTION TO PROGRAMMING USING JAVA (4)**
This course focuses on an intense introduction to the practice of programming. Topics discussed include problem solving strategies, algorithmic development, quality programming practices, and the implementation of algorithms using the Java programming language. Constructs of the Java language covered include but are not limited to loops, decision statements and classes. Prerequisite: CSI 121 and MTH 131 or equivalent. As needed.
- CSI 150 COBOL PROGRAMMING I (3)**
The rules for writing programs in the COBOL programming language are introduced. Students will learn a structured approach of program design and will write programs from coding charts that they prepare. Prerequisite: CSI 130. Annually, Fall.
- CSI 220 INTRODUCTION TO PROGRAMMING LANGUAGE (3)**
This course will introduce and explore the syntactic rules and essential concepts necessary for writing programs in a selected programming language. Specific languages will vary depending upon demand and perceived importance in the fields of computing. Prerequisite CSI 130. As needed.
- CSI 230 INTRODUCTION TO COMPUTING II (4)**
An introduction to software design techniques necessary for writing programs of moderate complexity. Topics to be discussed include introductory data structures, sorting, searching, and top-down design strategies. Primary emphasis is on programming in a high level programming language. This course includes a required 2 hour lab component. Prerequisite: CSI 130. Each semester.

- CSI 235 MATHEMATICS OF COMPUTING (3)**
 This course covers mathematical topics necessary for understanding concepts in computer science. Topics include sets, relations, functions, Boolean algebras, switching circuits, number theory, induction, recursion, solving recurrences, introduction to pseudo-code, probability, elementary counting techniques, and graphs. May not be taken for credit towards a major in mathematics.
 Prerequisite: MTH 131, Annually, Spring.
- CSI 240 INTRODUCTION TO COMPUTER SYSTEMS (4)**
 The course focuses on the operation and administration of the computer and its role in information systems. The course introduces topics common to all operating systems such as CPU scheduling, memory management, and virtual memory. This course covers an introduction to computer architecture and organization including memory organization, processor architecture and instruction sets. This course cannot be used for credit in CS or CIS. Prerequisite: CSI 250 or 230 or 140 or equivalent, and CSI 121. As needed.
- CSI 250 COBOL PROGRAMMING II (3)**
 Advanced COBOL language concepts are studied such as file manipulations and sorting. Students write programs for business-related applications. Prerequisite: CSI 150. Annually, Spring.
- CSI 260 EVENT DRIVEN PROGRAMMING 3)**
 This course is an introductory course in event-driven programming. It focuses on designing programs and systems that contain effective Graphical User Interfaces for computer users. Platforms for development will include the use of tools such as Visual Basic, web based html forms, or the Java Abstract Windowing Toolkit. Prerequisite: CSI 140. As needed.
- CSI 280-289 -SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS (3)**
 As needed.
- CSI 295 SYSTEMS ANALYSIS (W) (3)**
 The course presents the concepts, methodologies, and tools required for the successful analysis of information systems. It covers the first half of the systems development life cycle, from determining the systems requirements through selecting the best alternative design strategy. Prerequisite: CSI 250 or 230 or 140 or equivalent and ENG 360 (or concurrently). Annually, Spring.
- CSI 299 PRACTICUM IN COMPUTING (1-3)**
 For students at the sophomore level or above who wish to arrange a practicum in a laboratory or appropriate business learning environment in computer science. Prerequisites: 15 hours of related coursework, grade point average consistent with departmental graduation requirements, and permission of the instructor. Note: No more than 9 credit hours combined total for this practicum, any internship, or any independent study may be counted toward the major.
- CSI 300 COMPUTER ORGANIZATION AND ARCHITECTURE (3)**
 This course concentrates on the relationship between computing hardware and machine language instruction sets as well as introductory digital electronics. The course examines logic gates, machine language and assembly language. Students will also study digital electronics, computer circuit design with small and medium scale integrated circuits. Several computer systems and microprocessors are used as examples. Prerequisite: CSI 230. Annually, Fall.
- CSI 315 SYSTEMS DESIGN (3)**
 This course continues the discussion of the systems development life cycle begun in CSI 295, and covers the concepts, methodologies, techniques and tools required for the effective development and implementation of information systems. Prerequisite: CSI 295. Annually, Fall.
- CSI 320 INFORMATION TECHNOLOGY MANAGEMENT (3)**
 This course emphasizes special management considerations as they relate to data processing environments. Types of data processing organizations and options for their internal structure will be addressed. Internal functions and related aspects of data processing from planning through the life cycle of an automated facility are addressed. Prerequisite: CSI 295 and MGT 204. As needed.
- CSI 325 ELECTRONIC COMMERCE (3)**
 This course offers a practical review of e-commerce and e-business issues. It covers the infrastructure, alternative business models, opportunities, challenges, and pitfalls. Both the relevant technologies and business issues will be discussed and amply exemplified. Prerequisite: CSI 295 and MGT 204. As needed.
- CSI 330 DATA STRUCTURES AND ALGORITHMS (3)**
 A study of common and useful data structures such as lists, stacks, queues, trees, graphs and variations of these structures along with the essential and necessary algorithms to manipulate these structures. Algorithms to be covered will include searching, and sorting techniques, data traversals, graph algorithms, numerical algorithms, string algorithms and hashing. Prerequisite: CSI 230 and CSI 235 or MTH 375. Annually, Fall.
- CSI 335 ANALYSIS OF ALGORITHMS (3)**
 This course introduces the student to tools and techniques necessary in the analysis of algorithms. The course includes a systematic study of algorithms and their complexity with application to searching and sorting, pattern matching, geometric and graph algorithms, NP-complete and intractable problems. The student will study mathematical concepts including summations, recurrence relations, introductory number theory, binomial coefficients, and generating functions. Prerequisite: CSI 230 and CSI 235. Alternate years, Fall '08.
- CSI 345 THE STRUCTURE OF OPERATING SYSTEMS (3)**

The hardware and software requirements for modern operating systems is studied. Topics include operating system services, file systems, CPU scheduling, deadlock, memory management, virtual memory, disk scheduling, and concurrent programming. Prerequisite: CSI 300 and CSI 330. Annually, Spring.

CSI 366 NUMERICAL ANALYSIS (3)

An introductory course in numerical methods, including computational techniques for locating roots of equations, interpolation, differentiation, integration, approximation, and systems of linear equations; to include detection, prediction and control of computational errors. Problem solving using mathematical software and the design of algorithms is stressed. Prerequisite MTH 212 and CSI 230; Same as Math 366. As needed.

CSI 369 -SOCIAL, LEGAL AND ETHICAL ISSUES OF COMPUTING (W) (3)

This course addresses the ethical, legal and social issues which affect those involved in modern computing. specific topics will vary from semester to semester but general topics will include issues of privacy, security and crime as they relate to computing. Prerequisite: Minimum of 12 hours of completed units in CSI or permission of the instructor. Alternate Years, Fall '08.

CSI 380-399 -SPECIAL TOPICS IN COMPUTING AND INFORMATION SYSTEMS (3)

As needed.

CSI 410 SOFTWARE ENGINEERING (W) (3)

This course provides students with an opportunity to work on large-scale, group programming projects. Topics will include tools for large-scale design, documentation techniques, programming paradigms (e.g. Object Oriented Programming) and portability issues. Prerequisites: Senior Status and CSI 330. Alternate years, Fall '07.

CSI 415 DATABASE MANAGEMENT SYSTEMS (3)

Database concepts, design, languages, implementation and administration are addressed. Topics will include the hierarchical, network and relational models. Students will explore various operations including creation, retrieval and updates of data. Prerequisite: CSI 295. Annually, Fall.

CSI 420 THEORY OF PROGRAMMING LANGUAGES (3)

This course examines the organization of programming languages, with emphasis on design concepts such as language definition structures, semantics, procedural, functional, object-oriented and logic programming. The major features of several programming languages will also be discussed. Prerequisite: CSI 330. As needed.

CSI 425 WEB PROGRAMMING (3)

This course will investigate the use of programming tools that are useful in developing web-based applications. A portion of the course will examine client side scripting using tools such as JavaScript or Java applets. However, the focus will be on server side tools such as Java servlets, Perl cgi programs or php scripts. The student will study how to use these programs to interact with a database system. Standard encryption methods for web-based applications such as the use of SSL, the secure socket layer, will also be presented. Students will develop various projects that illustrate these points throughout the semester. Prerequisite: CSI 260, CSI 325, and CSI 415. As needed.

CSI 430 COMPUTER GRAPHICS AND USER INTERFACE DESIGN (3)

This course will introduce the student to programming techniques necessary for the production of programs which produce graphical images and/or use a graphical interface. Students will produce programs which use interactive graphics and will study the necessary theory which underlies modern graphical programming. Topics will include drawing algorithms, matrix manipulations, 2D and 3D rendering techniques, color models, user interface concepts, interactive graphics and animation techniques. Prerequisite: CSI 330. Alternate years, Spring '09.

CSI 435 FORMAL LANGUAGES AND AUTOMATA (W) (3)

This course examines the fundamental limitations and properties of computation. Students will explore various models of computation including regular expressions, finite state machines, context-free grammars, push-down automata and Turing machines. Classes of languages including regular languages, context-free languages, recursive languages and RE languages will also be explored. Same as MTH 435. Prerequisite: CSI 330, MTH 375, ENG 360. As needed.

CSI 440 ARTIFICIAL INTELLIGENCE (3)

A study of the techniques and issues related to the study of Artificial Intelligence. Software design techniques and algorithms specific to AI will be covered including neural networks, decision trees, game trees, probabilistic algorithms, rule-based systems, and search strategies. Applications are examined in game playing, pattern recognition, robotics, machine perception, expert systems, natural language understanding and machine learning. Prerequisite: CSI 330. As needed.

CSI 450 COMPUTER NETWORKING AND COMMUNICATIONS (3)

This course concentrates on typical hardware interfaces, programming methods, and communication protocols. Topics considered in detail include electrical interfaces, data transmission, protocol basics, LAN's, WAN's, bridged networks, interworking, and application support. Prerequisite: CSI 345. Annually, Fall.

CSI 451 BUSINESS DATA COMMUNICATIONS (3)

This course presents a survey of fundamental data communications concepts from a business management perspective. Topics covered include networking, distributed applications, network management, security, and the use of the Internet, intranets, and extranets. Prerequisite: BUS 410 and CSI 121. As needed.

- CSI 465 COMPILER DESIGN (3)
The analysis of source code, generation of object code, and the techniques of syntax analysis, symbol table construction, and error checking are considered. Students will work on a semester project to produce a high level language compiler. Prerequisite: CSI 345. Alternate years, Spring, '08.
- CSI 470 -INTERNSHIP IN COMPUTING AND INFORMATION SCIENCE (3-8)
No more than three hours of this course may be applied towards the major.
- CSI 480 -INDEPENDENT STUDY IN COMPUTING AND INFORMATION SCIENCE (1-3)
No more than three hours of this course may be applied toward the major.
- CSI 490 -SENIOR SEMINAR IN COMPUTING AND INFORMATION SCIENCE (3)
Current topics in computing and information science are presented. Readings involve textbook references and computer science journals and periodicals. Each student is expected to make a researched formal presentation, lead a class discussion and carry out a term project. Prerequisites: Senior standing in computing and information science and instructor permission. Annually, Spring.

Earth Science

Robb D. VanPutte, Ph.D., Associate Professor of Biology;
Chair, Division of Science and Mathematics;
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- ES 105 INTRODUCTION TO EARTH SCIENCE (4)
This course is an introduction to the Earth in space, the structure of the Earth, the geological processes which control the development of the Earth's surface, and weather and climate. The class meets for three one-hour lectures and one two hour laboratory per week. Annually, Fall.

Economics and Finance

Eric Abrams, Ph.D., Assistant Professor of Economics;
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Christopher K. Dussold, Ph.D., C.F.A.,
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Frank Spreng, Ph.D., C.M.A, J.D, Professor of Economics,
Director of the MBA Program;
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Economics and Finance students focus on the study of the allocation of resources with an emphasis on community, business and financial resources. In particular, students will be able to develop and interpret operating budgets, capital budgets, investment portfolios, and develop and manage capital structure. After studying economics, students will be able to use tools like opportunity costs, supply, demand, marginal analysis, the equation of exchange, and the theory of trade. To be effective in these activities, students will develop their oral and written communication skills, their critical thinking skills, and their numerical skills.

The major in Economics and Finance provides a solid academic base and opens a number of career options. Such career options include positions in commercial banking, the securities business, financial planning, government agencies, and financial consulting. The major also provides a sound foundation for post graduate studies in finance, economics and business administration.

To receive a Bachelor of Business Administration degree in Economics and Finance, the student must successfully complete the business core and the major requirements listed below. The student must complete all work applied to the major with a minimum cumulative grade point average of 2.25. Any business course outside of the business core may be applied toward the completion of requirements for only one business major or minor. The Pass/C-/D/Fail option may not be chosen for a course fulfilling a major or minor requirement.

ECONOMICS & FINANCE MAJOR: 60 crs.

Business core requirements 39 crs.

ACC 261 PRINCIPLES OF ACCOUNTING I (4)

ACC 262 PRINCIPLES OF ACCOUNTING II (4)

ECO 211 PRINCIPLES OF MICROECONOMICS (3)

ECO 212 PRINCIPLES OF MACROECONOMICS (3)

BUS 303 BUSINESS LAW I (3)

or

BUS 304 BUSINESS LAW II (3)

FIN 308 PRINCIPLES OF BUSINESS FINANCE (3)

BUS 310 QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS (3)

MTH 310 STATISTICS (4)

MGT 204 PRINCIPLES OF MANAGEMENT (3)

MKT 205 PRINCIPLES OF MARKETING (3)

BUS 410 MANAGEMENT INFORMATION SYSTEMS (3)

or

ACC 321 ACCOUNTING INFORMATION SYSTEMS (3)

MGT450 BUSINESS STRATEGY AND POLICY (3)

Economics and Finance major requirements 21 crs.

ECO 309 MONEY AND BANKING (3)

ECO 353 MANAGERIAL ECONOMICS (3)

FIN 360 FINANCIAL MANAGEMENT-APPLICATIONS & CASES (3)

Plus four Economics and Finance electives (12)

at least two of which must be at the 300-400 level.

ECONOMICS MINOR: 22 crs.

The minor in Economics is available to students in any major. To receive a minor, the student must complete the required courses listed below and a minimum of six credit hours of economics (ECO) electives at the 300-400 level. The student must complete work applied to the minor with a minimum of a 2.25 cumulative grade point average.

ECO 211 PRINCIPLES OF MICROECONOMICS (3)

ECO 212 PRINCIPLES OF MACROECONOMICS (3)

ECO 309 MONEY AND BANKING (3)

ECO 353 MANAGERIAL ECONOMICS (3)

MTH 310 STATISTICS (4)

and two additional upper level Economics courses (6)

FINANCE MINOR: 22 crs.

The minor in Finance is available to students in any major. To receive a minor, the student must complete the required courses listed below and a minimum of six credit hours of finance (FIN) electives at the 300-400 level. The student must complete work applied to the minor with a minimum of a 2.25 cumulative grade point average.

ACC 261 PRINCIPLES OF ACCOUNTING I (4)

ECO 211 PRINCIPLES OF MICROECONOMICS (3)

FIN 308 PRINCIPLES OF BUSINESS FINANCE (3)

FIN 355 INVESTMENTS (3)

FIN 360 FINANCIAL MANAGEMENT – APPLICATIONS & CASES (3)

and two additional upper level Finance courses. (6)

ACC 262 is recommended for students completing this minor.

ECONOMICS AND FINANCE ELECTIVES

ACC 352 FEDERAL INCOME TAX (3)

ECO 350 CURRENT ECONOMIC ISSUES (3)

ECO 351 LAW AND ECONOMICS (3)

ECO 352 LABOR ECONOMICS (3)

ECO 380 TOPICS IN ECONOMICS (3)

ECO 470 INTERNSHIP IN ECONOMICS (3)

ECO 480 INDEPENDENT STUDY IN ECONOMICS (1-3)

FIN 306 CONSUMER FINANCE (3)

| | | |
|--|---|-------|
| FIN 355 | INVESTMENTS | (3) |
| FIN 380 | TOPICS IN FINANCE | (3) |
| FIN 470 | INTERNSHIP IN FINANCE | (3) |
| FIN 480 | INDEPENDENT STUDY IN FINANCE | (1-3) |
| | | |
| ECO 211 | PRINCIPLES OF MICROECONOMICS | (3) |
| Analysis of individual decision making and the firm's decision making regarding the allocation of resource inputs and pricing of outputs. Each semester. | | |
| ECO 212 | PRINCIPLES OF MACROECONOMICS | (3) |
| Introduction to major areas of macroeconomic theory and policy. Topics include national income, fiscal policy, monetary policy, international trade and economic growth. Prerequisite: ECO 211. Each semester. | | |
| ECO 309 | MONEY AND BANKING | (3) |
| An introduction to monetary standards and theories, commercial banking structure and operations, monetary and fiscal policy implementation, central banking and the Federal Reserve System. Prerequisites: ECO 211 and 212. Same as FIN 309. Annually, Fall. | | |
| ECO 350 | CURRENT ECONOMIC ISSUES (W) | (3) |
| Focus on the role of markets in guiding human behavior. Emphasis will be on the market viewpoint of selected issues. Prerequisites: ECO 211 and 212. As needed. | | |
| ECO 351 | LAW AND ECONOMICS | (3) |
| The focus of this course is the intersection between principles of economics and the role of law as a guiding force for human behavior. The approach is to consider various legal topics from a microeconomic point of view. Legal topics are selected from among regulation of markets, legal procedure, tort, criminal, property, contract, tax, and corporate law. Prerequisite: Econ 211. As needed. | | |
| ECO 352 | LABOR ECONOMICS | (3) |
| Modern labor issues like labor markets, wages and fringe benefits, human capital, income distribution, labor unions and collective bargaining are studied. Prerequisite: ECO 211. As needed. | | |
| ECO 353 | MANAGERIAL ECONOMICS | (3) |
| Application of microeconomics to managerial and organizational decision making. Strong emphasis is placed on student problem solving and case analysis. Prerequisites: ECO 211 and 212. It is desirable for students to have completed MGT 204 and MTH 310. Annually, Fall.. | | |
| ECO 380-389 | TOPICS IN ECONOMICS | (3) |
| As needed. | | |
| ECO 470 | INTERNSHIP IN ECONOMICS | (3-8) |
| ECO 480 | INDEPENDENT STUDY IN ECONOMICS | (1-3) |
| FIN 306 | CONSUMER FINANCE | (3) |
| A basic course in personal finance. Topics include: financial planning, establishing credit, purchasing a home and planning an insurance program. Open to all majors. Prerequisite: ECO 211. As needed. | | |
| FIN 308 | PRINCIPLES OF BUSINESS FINANCE | (3) |
| Basic financial management of the business firm involving procurement, allocation and control of funds with the objective of maximizing shareholder wealth. Prerequisites: ACC 262 and ECO 211. Each semester. | | |
| FIN 309 | MONEY AND BANKING | |
| An introduction to monetary standards and theories, commercial banking structure and operations, monetary and fiscal policy implementation, central banking and the Federal Reserve System. Prerequisites: ECO 211 and 212. As needed. Same as ECO 309. As needed. | | |
| FIN 355 | INVESTMENTS (W) | (3) |
| This course studies financial assets and their allocation in efficient portfolios with emphasis on equities and fixed income securities. Major topics include financial asset valuation, risk and return, market efficiency and asset allocation. Prerequisite: FIN 308. As needed. | | |
| FIN 360 | FINANCIAL MANAGEMENT-APPLICATIONS & CASES | (3) |
| Application of basic financial techniques and principles in financial administration, policy, and decision making. The case-study method is used. Prerequisites: FIN 308, MTH 310. Annually, Spring. | | |
| FIN 380-389 | TOPICS IN FINANCE | (3) |
| FIN 470 | INTERNSHIP IN FINANCE | (3-8) |
| FIN 480 | INDEPENDENT STUDY IN FINANCE | (1-3) |

Education, Health and Human Performance

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Yancy C. von Yeast, Ph.D., Assistant Prof. of Special Education; Clark Hall LL6

Illinois Certification Testing Annual Report

As required by law, McKendree College hereby reports the 2002-2003 and 2005-2006 results of the Illinois Certification Testing of its teacher education students.

| 2002-2003 Number Test Field/Category | 2005-2006 Number Tested | 2002-2003 Number Tested | 2005-2006 Number Passed | 2002-2003 Pass Passed | 2005-2006 Pass Rate | Rate |
|--|-------------------------------|-------------------------------|-------------------------------|-----------------------------|---------------------------|------|
| Basic Skills | | | | | | |
| Basic Skills Test | 85 | 83 | 85 | 83 | 100% | 100% |
| Aggregate | 85 | 83 | 85 | 83 | 100% | 100% |
| Professional Knowledge / Pedagogy | | | | | | |
| 102 APT: Grades K-9 | — | 40 | — | 40 | — | 100% |
| 103 APT: Grades 6-12 | — | 34 | — | 34 | — | 100% |
| 104 APT: Grades K-12 | — | 11 | — | 11 | — | 100% |
| Aggregate | — | 85 | — | 85 | — | 100% |
| Academic Content Areas | | | | | | |
| 03 Elementary/Middle Grades (K-9) | 44 | 1 | 43 | — | 98% | — |
| 23 History | 3 | — | — | — | — | — |
| 24 Social Science | 8 | 1 | — | — | — | — |
| 25 English | 4 | — | — | — | — | — |
| 35 Biological Science | 4 | — | — | — | — | — |
| 36 Mathematics | 4 | — | — | — | — | — |
| 48 Art (K-12) | — | — | — | — | — | — |
| 50 Physical Education (K-12) | 12 | — | 12 | — | 100% | — |
| 53 Physical Education (6-12) | 2 | — | — | — | — | — |
| 105 Science: Biology | — | 2 | — | — | — | — |
| 106 Science: Chemistry | — | 1 | — | — | — | — |
| 110 Elementary/Middle Grades | — | 39 | — | 39 | — | 100% |
| 111 English Language Art | — | 4 | — | — | — | — |
| 114 Social Science: History | — | 12 | — | 12 | — | 100% |
| 115 Mathematics | — | 4 | — | — | — | — |
| 143 Music | — | 1 | — | — | — | — |
| 144 Physical Education | — | 9 | — | — | — | — |
| 145 Visual Arts | — | 1 | — | — | — | — |
| Aggregate | 81 | 76 | 79 | 76 | 98% | 100% |
| Other Content Areas | | | | | | |
| 047 Business/Marketing Management | 4 | 2 | — | — | — | — |
| 142 Health Education | — | 1 | — | — | — | — |

| | | | | | | |
|---|----|----|----|----|-----|------|
| 171 -Business, Marketing, and Computer Education | — | 5 | — | — | — | — |
| Aggregate | 4 | 8 | — | — | — | — |
| Summary Totals & Pass Rate | 86 | 85 | 84 | 85 | 98% | 100% |

Students interested in a teaching career enjoy working with children or young people, and look forward to the professional opportunity of helping them learn and grow as individuals. Successful teaching candidates show an enthusiastic interest in their own learning, and the willingness and patience to relate to persons of varying abilities and backgrounds.

The Teacher Education Program at McKendree College offers applicants the opportunity to prepare for teaching certification in the State of Illinois. Applicants may choose to major in Elementary Education, or may elect a major in Business, Marketing and Computing, English Language Arts, Mathematics, Physical Education, Science (Biology Emphasis or Chemistry Emphasis), Social Science (History Emphasis [May be completed as a major in History or a major in Social Sciences] Political Science Emphasis, Psychology Emphasis) or Visual Arts to teach at the Secondary level. Applicants majoring in Art, Music and Physical Education may choose to complete the specialist program for certification at grade levels K-12.

Because the Teacher Education Program at McKendree assumes that the education of teachers occurs most successfully in the context of a liberal arts program, a broad background of courses in general education is required of all majors. The Teacher Education Unit also believes that candidates who are interested in a teaching career must develop the necessary skills of teaching through a sequence of professional education courses in theory and methodologies. A series of clinical experiences in a variety of diverse school settings, help candidates transfer college classroom instruction into practical teaching skills.

Although different program areas are offered within the Teacher Education Unit, one Conceptual Framework document guides all programs. The faculty of the College and the educational community served by McKendree College are engaged in continuing discussions concerning the conceptual framework, including consideration of changes and modifications to the curriculum and programs. Accordingly, as this group works together to articulate the conceptual framework, one framework emerges which embraces the aspects related to the knowledge base, skills, and dispositions valued and promoted within each program.

Teacher Education Unit Mission, Candidate Dispositions and Vision:

It is the mission of the Teacher Education Unit at McKendree College to prepare teachers and other education professionals as lifelong learners, caring practitioners, and knowledgeable professionals.

The mission of the Teacher Education Unit at McKendree College is linked and inspired by the mission and purpose of the College. The dispositions of a candidate completing the program also are grounded in the mission of McKendree College.

As Lifelong Learners, teacher candidates are “developing an intellectual interesting life” and developing those skills that are “essential to critical and constructive thinking.”

As Caring Practitioners, teacher candidates practice professional ethics which are mirrored in McKendree College’s tradition of Christian values. Through knowledge of and experience with other cultures, teacher candidates also “develop an appreciation and understanding of diversity.”

Knowledgeable Professionals “support academic excellence and bring broader vision and enriched purpose.” The College instills in its teacher candidates the ability to “recognize that constructive citizenship includes vocational life to which both general education and study in a field of concentration may contribute.”

Supported by the mission of the unit, it is the vision of the Teacher Education Unit at McKendree College that in its preparation of educators who are knowledgeable professionals, caring practitioners, and lifelong learners, the Unit will provide the leadership to enable graduates to meet the ever-changing diverse demands placed upon the schools in the region it serves.

Teacher Education Unit Philosophy, Core Beliefs, Purpose and Outcomes:

The philosophy of the Teacher Education Unit at McKendree College encompasses the basic concepts of many educational philosophies. However, traditions and approaches found within the Teacher Education Unit find their roots primarily in a progressivist experience with teaching and learning that is based upon the approach of John Dewey. The teacher education program at McKendree College uses an experiential approach that enables teacher candidates to increase their ability to grow and adapt to a constantly changing and dynamic society. The Teacher Education Unit believes that educators it prepares:

1. -Have a strong foundation in content knowledge.
2. -Acquire and use specific skills used to enhance teaching and learning.
3. -Apply the use of current technology to teaching and learning.
4. -Are effective communicators.
5. -Are prepared to teach within a diverse society.
6. -Exhibit dispositions appropriate to the profession.
7. -Practice personal reflection on their teaching.
8. -Are collaborative professionals.
9. -Are active members of the community.

In light of these beliefs, it is the philosophy of the program to use an approach that prepares educators who are professionals with a strong foundation in knowledge, practice the profession in a caring manner, and consider learning to be a basic foundation to their lifelong experience.

Thus, primary purposes and goals of the Unit are to: (1) prepare educators for P-12 public, private and parochial schools as identified in the units conceptual framework, (2) who display the characteristics identified in dispositions, (3) who are prepared in proficiencies identified by the Unit which meet the expectations of state and national standards. With the addition of graduate studies in education, the purpose of the Unit is further expanded to develop these dispositions and proficiencies as they relate to the professional development of experienced teachers, and through advanced level programs. Thus, as stated in the vision for the Unit, the goal of the McKendree College Teacher Education Unit is that it will prepare educators who are able to address the educational needs of the region it serves at all levels. In light of this, the Unit purpose and goal is to prepare candidates who meet these outcomes and proficiencies:

Knowledgeable Professional

- -Possess content and pedagogical knowledge. (INTASC/IPTS 1,4,7 IL-CCS 1,4 ISLLC 1,2)
- -Create learning experiences that make content meaningful to all learners. (INTASC/IPTS 1,2,3,4,5,6,7,8,10,11 IL-CTECH 3 IL-CCS 1,2,3,4,5,6,8,9 ISLLC 1,2,3)
- -Integrate theory and practice in design and delivery of lessons. (INTASC/IPTS 1,4,7,8 IL-CLA 1,2 IL-CTECH 3 IL-CCS 1,3,4 ISLLC 2)
- -Understand instructional planning and designs and delivers instruction based on the discipline, student needs, community expectations, and curricular goals. (INTASC/IPTS 1,2,3,4,5,6,7,8,10,11 IL-CLA 1,3 IL-CTECH 2,3,6 IL-CCS 1,2,3,4,5,6,8,9 ISLLC 1))
- -Understand formal and informal assessment and utilizes them to support student development. (INTASC/IPTS 2,3,4,6,8 IL-CAS 3 IL-CCS 2,3,4,5 ISLLC 3)
- -Apply appropriate technology, media, and materials in instructional design and practice. (INTASC/IPTS 4,6,8 IL-CTECH 1,3,5,6,8 IL-CCS 3,4 ISLLC 3)

Caring Practitioner

- -Respect cultures, values, beliefs, and talents of all people. (INTASC/IPTS 2,3,5,6,7,8,9 IL-CTECH 4 IL-CCS 2,3,4,5,6,7 ISLLC 2,4,5,6)
- -Understand that self-esteem influences achievement. (INTASC/IPTS 2,5,6,7,8,9,11 IL-CCS 2,3,4,5,6,7 ISLLC 1,2,5)
- -Recognize and address cultural differences in communication. (INTASC/IPTS 2,3,5,7,8,9,11 IL-CLA 1,2,3,5 IL-TECH 6 IL-CCS 2,3,5,7 ISLLC 2,4,6)

- -Establish communication and productive relationships with students, parents, colleagues, and other community members. (INTASC/IPTS 3,5,6,7,8,9,10,11 IL-CLA 3 IL-CTECH 5,6 IL-CCS 3,4,5,6,7,8,9 ISLLC 1,2,3,4)
- -Exhibit appreciation of the responsibility of educators. (INTASC/IPTS 8,10,11 IL-CCS 3,7,8 ISLLC 2,5)
- -Apply pedagogical theory to diverse educational settings. (INTASC/IPTS 2,3,5,6,8 IL-CCS 2,3,5 ISLLC 1,3)
- -Use technology as a tool to meet the diverse needs of students. (INTASC/IPTS 3,5,6,9 IL-CTECH 1,2,3,4,5,8 IL-CCS 5,7 ISLLC 3)
- -Practice professional ethics which are mirrored in McKendree College's tradition of Christian values. (INTASC/IPTS 11 ISLLC 2,5,6)

Lifelong Learner

- -Understand, apply, and integrate research into teaching and learning. (INTASC/IPTS 4,10 IL-CCS 4,7,8,9 ISLLC 2,3)
- -Use various resources and technology as tools for professional growth. (INTASC/IPTS 4,10 IL-CTECH, IL-CAS IL-CCS 4,7 ISLLC 2, 3)
- -Possess knowledge of schools as a social and political system. (INTASC/IPTS 5, 9 ISLLC 1,5 IL-CCS 7,8,9 ISLLC 2,3,4,6)
- -Illustrate a commitment to teaching, learning, and service through professional development. (INTASC/IPTS 10, IL-CAS IL-CCS 7,8,9 ISLLC 2,6)
- -Recognize that careers in education require lifelong reflection. (INTASC/IPTS 10, IPTS 11 IL-CCS 7 ISLLC 2,5,6)
- -Recognize the contextual and interactive roles between the profession and the community. (INTASC/IPTS 9 IL-CCS 7,8,9 ISLLC 2,3,4,6)

Assessment Process

The McKendree College Teacher Education Unit created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The Unit's Conceptual Framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. A screening step takes place as candidates apply to the program. Candidates are required to meet screening criteria successfully and subsequently pass through program assessment points that define their progression through the program.

There are four assessment points or Gates for candidates in the undergraduate program leading to initial certification as required by Illinois Administrative Rules.

Gate 1 -Admission to the Teacher Education Program — Minimum requirements are verified by the Field Experience/Certification Office before submission for approval by the Council on Teacher Education (COTE). Candidates also complete a technology competency assessment (CAT 1) administered by the college during enrollment in EDU 115. The CAT 1 technology assessment is a web-based technology assessment and tutorial based upon International Society for Technology in Education standards. The certificate awarded upon successful completion of the assessment is inserted as an artifact within the portfolio. Before admission to the McKendree College Teacher Education Program, each applicant must complete the requirements listed below:

1. -Pass the Illinois Test of Basic Skills.
2. -Have a minimum cumulative 2.75 G.P.A. for all coursework attempted.
3. -Complete ENG 111, ENG 112 with a grade of C or higher.
4. -Complete two Mathematics courses, one must be at least at the level of Finite Math, with a grade of C or higher.
5. -Complete EDU 210 (Foundations of American Education) and EDU 115 (Technology in the Classroom) or MUED 200 (Music Classroom Technology), both with a grade of C or higher.
6. -Successfully complete a criminal background check in all states of residence for the past seven years and submit results of TB TINE Test.
7. -Portfolio Evaluation and Dispositions Evaluations by instructor of EDU 210 and the applicant's Education Advisor. If the applicant's instructor is also the advisor, the second evaluation will be conducted by another faculty member within the Teacher Education Unit. (Completed evaluation submitted to Field Experience/Certification Office and advisor)
8. -Complete the Application for Admission in LiveText.
9. -Successfully complete faculty review process.*

- 10. -Receive an affirmative vote by the COTE to admit to the program. Candidates may be permitted to continue in selected professional education courses with conditions for one semester.

Gate 2 -Pre-Student Teaching Assessment — Prior to enrolling in Student Teaching each Candidate is assessed a second time. The following assessments are completed by the appropriate evaluators listed below and submitted to the Field Experience/Certification Office with a recommendation to continue, continue with conditions, or removal from the teacher education program:

- 1. -Maintain minimum 2.75 G.P.A. in all coursework attempted (Advisor)
- 2. -Pass appropriate Illinois Content Area Examination (Field Exp. Office)
- 3. -Complete Professional Education courses with a grade of C or higher (Advisor)
- 4. -Portfolio Evaluation and Dispositions Evaluations (Course Instructor)
- 5. -Complete application for Student Teaching at least one year in advance
- 6. -Successfully complete faculty review process
- 7. -Approval by COTE to permit or not permit candidate to enroll in Student Teaching

Gate 3 -(Required by Illinois State Board of Education): Completion of Student Teaching — Upon completion of Student Teaching Candidates are assessed by the Cooperating Teacher and College Supervisor. The assessment is conducted using the Pathwise Framework for Teaching Observation System, and is aligned with the Conceptual Framework and Illinois Professional Teaching Standards. The proficient level must be attained by the candidate in all domains assessed. The evaluation is submitted to the Field Experiences Office via LiveText and becomes part of the Candidate's file.

Gate 4 -Prior to Entitlement for Certification and Program Completion — Candidates undergo a final assessment prior to recommendation for entitlement by the College. The following assessments are completed by the appropriate evaluators listed below and submitted to the Field Experience/ Certification Office with a recommendation to either submit for entitlement or not submit for entitlement:

- 1. -Maintain minimum 2.75 G.P.A. in all coursework attempted (Advisor)
- 2. -Pass Illinois Assessment of Professional Teaching Examination (Field Experience Office)
- 3. -Complete all Professional Education courses with a grade of C or higher
- 4. -Portfolio evaluation and Dispositions Evaluations (College Supervisor and Advisor)
- 5. -Approval by COTE to permit or not permit candidate for entitlement

-All recommendations for applying conditions, recommending removal from teacher education, or denial of permission for student teaching or entitlement are reviewed by the Director of Teacher Education. The Director of Teacher Education will present the recommendations to the Council on Teacher Education for action if sufficient evidence appears to exist to warrant conditions to be placed upon a Teacher Candidate for admission or continued enrollment in the program. If a Candidate is recommended for removal from teacher education, denial of student teaching, or denial of entitlement, the Director shall convene an impartial hearing panel consisting of the following members:

- 1. -The Director of Teacher Education – Chair of Hearing Panel (votes only in the case of a tie)
- 2. -A Faculty member outside of Teacher Education
- 3. -The Candidate's Advisor (unless the Advisor is making the recommendation, then another member of the Teacher Education faculty shall serve)
- 4. -A Practicing Teacher
- 5. -A Teacher Candidate seeking the same certification level

The Teacher Candidate is afforded due process rights with this administrative hearing. Upon hearing the testimony and evidence from both sides, the panel shall make a decision to support the recommendation for removal or denial, or apply conditions to allow the candidate to continue, or allow the candidate to continue without conditions.

*Faculty Review Process

One week following the deadline for application to the teacher education program or student teaching program, a list of candidates seeking admission to the teacher education program or student teaching program shall be distributed to the faculty of the College (full- or part-time) for review, comment and challenge. If a candidate's application for admission is challenged by three or more members of the faculty, that candidate's application must be reviewed by the Admissions Sub-committee of the COTE and a recommendation made to the Council on Teacher Education for consideration before that candidate can be admitted. If a candidate receives any challenge to admission, that information shall be included with the materials submitted to the Council on Teacher Education, and the Director of Teacher Education or his/her designee will counsel the candidate on the challenge and the ramifications it may have on the candidate's admission.

Reasons for challenging a candidate's admission to the program include but are not limited to:

- -Evidence of issues of moral turpitude
- -Weak oral and/or written communication skills
- -Unethical behavior, including plagiarism
- -Poor classroom attendance
- -Dispositions inappropriate to teaching
- -Performance in the content field

If a candidate's admission is challenged, the Director of Teacher Education will ask each of the faculty members involved to submit supporting documentation or evidence. The Admissions Sub-committee of the COTE will review the materials submitted, and may ask the candidate and faculty members involved to meet with them to clarify or gather additional information. The committee will then make a recommendation to the Council on Teacher Education to admit, admit with conditions, or not admit the candidate to the teacher education program.

Criteria for Dispositions Evaluations:

The dispositions of a candidate completing the program are grounded in the mission of McKendree College.

A graduate of McKendree College's education program:

1. Respects cultures, values, beliefs, and talents of all people.
2. -Believes that all students can learn.
3. Values the importance of diversity in an ever changing world.
4. Values the use and application of technology in teaching and learning.
5. Appreciates the responsibility of educators to motivate and affect student learning.
6. -Reflects professional ethics that are mirrored in McKendree College's tradition of Christian values.
7. -Believes that professional development is essential for growth in teaching, learning, and service.
8. -Is committed to a career in education that is based upon lifelong reflection.
9. -Values the contextual and interactive roles between the profession and the community.
10. Believes that educators must be effective oral and written communicators.

Supported by the mission of the unit, it is the vision of the Teacher Education Unit at McKendree College that in its preparation of educators who are knowledgeable professionals, caring practitioners, and lifelong learners, the Unit will provide the leadership to enable graduates to meet the ever changing diverse demands placed upon the schools in the region it serves.

Background Check Procedure

Before any education student participates in a field experience, they must submit to the Field Experience/Certification office an "Affidavit of Moral Character", a "Request for Criminal Records Check and Authorization", a fingerprint card administered by an appropriate official, and the background check fee. All candidates for admission to the teacher education program shall have passed a criminal background check conducted in all states of residence for the past seven years as a prerequisite requirement.

TB/Tine Test Policy

Proof of a negative TB/Tine test is required before any education student participates in a field experience. This test may be taken and the results read at any private physician's office or at a public health office. A form signed by the healthcare professional who administered the test stating the date and the result of the test must be given to the Field Experience Coordinator.

Teacher Education Portfolio

All teacher candidates are required to maintain a developmental portfolio in electronic format throughout the program of study. The portfolio contains artifacts that show evidence of each teacher candidate meeting required Illinois Professional, Content, Technology and Core Language Arts Standards in alignment with the McKendree College Conceptual Framework, and accreditation standards.

Portfolios are maintained using the LiveText web-based portfolio and course development program. A McKendree College Portfolio Template is located on the web site and is to be used for the developmental portfolio since it meets McKendree College requirements and needs. The portfolio template may be modified to meet an individual's particular program needs by adding pages or sections, but template items may not be deleted.

Instructors for each Professional Education course will indicate required items to be included in the portfolio as artifacts. It is the responsibility of the teacher candidate to add artifacts showing that appropriate Content Area standards have been met. In addition, candidates may add other artifacts as desired. The portfolio is to be "shared" with the candidate's advisor, field supervisor, instructors and cooperating teacher as a Reviewer, not as an editor or viewer. Failure to share the portfolio may result in lowered or incomplete grades resulting from an inability to review and assess the portfolio contents.

The Portfolio is developed by the candidate throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of candidates' academic work in a systematic way. The purpose of the Teacher Development program portfolio is to evaluate the achievement of the intended learning standards as established by the division. It is a method of assessment that allows the candidate to demonstrate breadth of knowledge on the program standards. Additional goals of the portfolio include assisting the candidate to understand his/her own learning and to celebrate the achievement of learning.

The Portfolio is assessed at least four times throughout the program in accordance with the Conceptual Framework Assessment Policy. At each assessment point a decision will be made regarding continued enrollment in the program based upon the portfolio and other evidence.

Upon program completion, the teacher candidate should make a copy of the portfolio and revise it to be a Professional Portfolio to be used for employment purposes.

Procedure for admission to student teaching

One year prior to the semester of student teaching, the student will apply to the Teacher Education Unit for admission to student teaching and must complete the following requirements prior to beginning student teaching:

1. -Submit an application to be accepted into Student Teaching. Deadlines for submitting applications are: October 1 for student teaching the following fall and March 1 for student teaching the following spring. These should be submitted to the Field Experience Coordinator.
2. -Students must have a GPA of 2.75 or better in all coursework attempted. Students who do not meet this GPA requirement may petition the Council on Teacher Education for special consideration.
3. -Complete, prior to Student Teaching, the courses noted below that provide professional background considered necessary before a student receives a student teaching assignment. These courses are:
 - a) -For EDU 495, Student Teaching (Elem.): EDU 115, 210, 401, 309, 329, 350, 358, 360, 430, 441, 442, 445, 446, and PSY 406.
 - b) -For EDU 496, Student Teaching (Sec.): EDU 115, 210, 310, 350, 358, 412, content methods course, and PSY 406.
 - c) -For EDU 497, Student Teaching (Spec.): EDU 115, 210, 311, 350, 358, 412, all methods courses required in major, and PSY 406.
4. -Any referral for a Continuous Writing Check (CWC) must be cleared by the Writing Proficiency Committee in the semester preceding student teaching. (Refer to section of catalog stipulating Writing Proficiency Requirement.)
5. -Satisfy any grade point requirements for the major.
6. -All student teachers must have taken and passed the appropriate Illinois Content Area Test prior to beginning the student teaching experience.
7. -Successfully complete the faculty review process without challenges.
8. -Receive a majority vote of the Council on Teacher Education for acceptance into Student Teaching.

Student teaching carries 14 credits and must be taken with EDU 498 (1 hour). These 15 hours will be considered a full-time course load. Transfer students must have completed at least 24 credits of work at McKendree, including a teaching methods course and a field experience, prior to student teaching. Unless exceptional circumstances prevail, no other courses will be taken with student teaching, and then only with the Education Unit's knowledge and approval.

Student Teaching is to be considered a full-time commitment by teacher candidates in the same manner as though it were full-time employment. Teacher Candidates enrolled in student teaching are required to follow the schedule of the respective school and cooperating teacher. This includes the specified workday, required activities beyond the school day, planning, preparation, grading, conferences, etc. Thus, teacher candidates are not permitted to participate in any college or employment related activity that interferes with the requirements of student teaching. If any extra-curricular activities or responsibilities interfere with a student teacher's abilities to fulfill student teaching obligations in a satisfactory manner, the student teacher will be given the option of ceasing participation in the extra-curricular activities or postponing student teaching until a later semester when the student teacher can devote the required time and energy. Teacher education candidates participating in any intercollegiate activities such as athletic teams, non-athletic teams, band, etc., are advised to arrange for the student teaching semester to take place when the activity is not in season. Candidates who are unable to arrange schedules for student teaching to take place outside of the season of the sport or activity may student teach only with the permission of the Council of Teacher Education (COTE). If permission is granted, it is required that the candidate follow all policies of student teaching and thus may not leave the school site early for any reason related to the sport or activity to include competition, practice or travel. Candidates may not make any individual arrangements with cooperating teachers or college supervisors regarding this policy. If participation in the sport or activity with permission is negatively impacting student teaching performance, the candidate may be removed from the student teaching assignment.

Student Teaching will take place in schools selected by the McKendree College Teacher Education Unit based upon a number of factors that include, but are not limited to, contractual arrangement, distance, quality of experience, compliance with the Unit's Conceptual Framework and availability of qualified cooperating teachers. Except in extreme circumstances beyond the control of the teacher candidate, student teaching must take place in Illinois within a 25-mile radius of the College. Exceptions to this policy require the approval of the Director of Teacher Education.

Teacher Candidates are not permitted to complete any intensive field experience in a school where relatives of the first or second degree are attending or employed. Teacher Candidates also may not complete any intensive field experience in a school or school district where a relative of the first or second degree is in a position of authority over cooperating clinical teachers (i.e., principal, superintendent, or member of the board of education).

Note: A relative of the first or second degree by consanguinity or affinity includes:

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| Parent | Grandparent | Spouse's Grandchild |
| Sibling | Uncle or Aunt | Sibling's Spouse |
| Spouse | Spouse's Parent or Sibling | Parent's Spouse |
| Child | Spouse's Child | Grandparent's Spouse |
| Grandchild | Spouse's Grandparent | Grandchild's Spouse |

Teaching Certificate Requirements

McKendree College teacher education students who complete an approved teacher education program and meet all of the requirements established by the State Board of Education may qualify for an Initial Certificate in the areas of Elementary Education, Secondary Education, and Special K-12 (Art, Music and Physical Education).

Teacher education students completing an approved Illinois teacher education program qualify for an Initial Certificate by passing the Illinois Test of Basic Skills, the Illinois Assessment of Professional Teaching and the appropriate test(s) of subject matter knowledge. Each Initial Certificate shall be endorsed according to the approved program completed, the coursework presented, and/or the applicable examination(s) passed. A remediation plan will be individually developed for any candidate who has not passed one or more of the required tests. This plan will be developed by the candidate and advisor and may include, as examples, additional courses, tutoring, referral to the writing center, etc. Candidates who do not pass the tests are also advised to seek assistance through the McKendree Academic Support Center for the area(s) of the test with low scores.

All Initial (Elementary, Secondary and Special K-12) Certificates shall be valid for four (4) years of teaching and are nonrenewable. Upon completion of four (4) years of teaching within eight (8) years after the issue date of that certificate, individuals may qualify for a comparable Standard (Elementary, Secondary, and Special K-12) Certificate valid for five (5) years and renewable with proof of continuing education or professional development. These individuals may qualify for a comparable Standard Certificate by successfully passing the required Standard Certificate requirements and completing other requirements established by the Illinois State Board of Education. (NOTE: "Four (4) years of teaching experience means the equivalent of four (4) years of full-time employment.")

Students who qualify for the Initial Elementary and Secondary Certificates and who wish to teach in departmentalized grade five (5) through grade eight (8) may obtain a Middle School Endorsement by completing the required coursework as specified in the section titled Middle School Endorsement.

Students may wish to elect a minor in coaching which is available to individuals seeking any of the Initial Teaching Certificates offered through the teacher education program. Refer to the section on the coaching minor listed under Physical Education in the Courses of Study section of this catalog.

Initial Elementary Certificate (Type 03)

The Initial Elementary Certificate is valid for four (4) years of teaching in the kindergarten and the lower nine (9) grades in the public schools and is nonrenewable. The certificate may be issued by entitlement to any graduate of McKendree College with a bachelor's degree who presents certified evidence, accompanied by the Registrar's recommendation of having successfully completed the requirements noted below. All candidates for certification are required to successfully pass state-mandated examinations in basic skills, subject matter specialty and the Assessment of Professional Teaching before certification is granted. It is required that students pass the Illinois Test of Basic Skills prior to admission to the Teacher Education Program, and pass the subject matter exam before the student teaching semester. It is required that students pass the Assessment of Professional Teaching exam for program completion. Registration booklets and study guides for the examinations are available on the Illinois State Board of Education web site (www.isbe.net).

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| A. General Education | 57-63 crs. |
| 1. Basic Skills | 9-11 crs. |
| FRESHMAN ENGLISH (ENG 111 & 112) | (6-8) |
| SPEECH (SPC 220) | (3) |
| 2. Mathematics and Science | 16-17 crs. |
| (2) MATH COURSES (MTH 142 or higher.) | (6) |
| SCIENCE -(Both biological and physical science must be represented. One class must be a lab class.) | (7-8) |
| COMPUTER SCIENCE (EDU 115) | (3) |
| 3. Humanities | 18-20 crs. |
| LITERATURE | (3-4) |
| PHILOSOPHY or RELIGION | (3-4) |
| ETHICS | (3) |
| ART, MUSIC, THEATER or DANCE | (5-6) |
| (Coursework must be in at least two of the four areas of visual and performing arts) | |
| U.S. HISTORY | (3) |
| 4. Social Sciences | 9-10 crs. |
| AMERICAN GOVERNMENT – NATIONAL (PSI 101) | (3) |
| INTRODUCTION TO PSYCHOLOGY (PSY 153) | (3-4) |
| CROSS CULTURAL STUDIES | (3) |
| 5. Health and Physical Development | 3-4 crs. |
| HEALTH (HPE 158) | (2-3) |
| RECREATIONAL ACTIVITIES | (1) |
| (2 different activities – All teacher candidates must complete this requirement) | |
| 6. Area of Specialization | 18 crs. |
| In addition to the above requirements, students will choose an 18 hour area of specialization, at least 9 hours of which must be taken at the 300 level or above. These concentrations may include: ART, BIOLOGY, CHEMISTRY, ENGLISH, FRENCH, GENERAL SCIENCE, GERMAN, HISTORY, LITERATURE, MATHEMATICS, MUSIC, PHILOSOPHY, PSYCHOLOGY, POLITICAL SCIENCE, SOCIAL SCIENCES (coursework in two or more areas – Anthropology, Economics, Geology, History, Political Science, Psychology, Sociology) SOCIOLOGY, and SPANISH. All work in a single area must be in addition to any coursework already required by that area to meet General Studies requirements. | |
| B. PROFESSIONAL EDUCATION (Elementary) | 54 crs. |
| EDU 115 TECHNOLOGY IN THE CLASSROOM | (3) |
| (fulfills General Studies requirement) | |
| EDU 210 FOUNDATIONS OF AMERICAN EDUCATION | (3) |
| EDU 309 METHODS OF TEACHING | (3) |

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| | IN THE ELEMENTARY SCHOOL (ELEM.) | |
| EDU 329 | CHILDREN'S LITERATURE | (3) |
| EDU/PSY 350 | EDUCATIONAL PSYCHOLOGY | (3) |
| EDU 358 | TESTS AND MEASUREMENTS | (3) |
| EDU 360 | MOVEMENT CONCEPTS FOR ELEMENTARY TEACHERS | (2) |
| EDU 401 | METHODS OF TEACHING IN FINE ARTS (ELEM.) | (3) |
| EDU 430 | METHODS OF TEACHING READING (ELEM.) | (3) |
| EDU 441 | METHODS OF TEACHING MATHEMATICS (ELEM.) | (3) |
| EDU 442 | METHODS OF TEACHING SCIENCE (ELEM.) | (3) |
| EDU 445 | METHODS OF TEACHING LANGUAGE ARTS (ELEM.) | (3) |
| EDU 446 | METHODS OF TEACHING SOCIAL SCIENCE (ELEM.) | (3) |
| PSY 406 | PSYCHOLOGY OF THE EXCEPTIONAL CHILD | (4) |
| EDU 495 | STUDENT TEACHING (ELEM.) | (14) |
| EDU 498 | PORTFOLIO ASSESSMENT | (1) |

(NOTE: A student must receive a grade of C or better in all professional education courses.)

C. ELECTIVES

Additional credits are electives and must be enough to reach a total of 128 hours (the number required for a degree). This includes additional credits which may be required by the State that are not met by those listed under Parts A and B above.

Initial Secondary Certificate (Type 09)

and Initial Special K-12 Certificate (Type 10)

The Initial Secondary Certificate is valid for four (4) years of teaching in grades six (6) through twelve (12) in the public schools and is nonrenewable. The Initial Special K-12 Certificate is valid for four (4) years of teaching in grades kindergarten through grade twelve (12) in public schools in the designated areas of Art, Music and Physical Education and is nonrenewable.

The certificates may be issued by entitlement to any graduate of McKendree College with a bachelor's degree who presents certified evidence, accompanied by the Registrar's recommendation of having successfully completed the requirements listed below. All candidates for certification are required to successfully pass state-mandated examinations in basic skills, subject area specialty, and the Assessment of Professional Teaching test before certification is granted. It is required that students pass the basic skills exam prior to admission to the Teacher Education Program, and pass the subject matter exam before the student teaching semester. It is required that students pass the Assessment of Professional Teaching test for program completion. Registration booklets and study guides for the examinations are available on the Illinois State Board of Education web site (www.isbe.net).

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|---|------------|
| A. GENERAL EDUCATION | 54-60 crs. |
| 1. Basic Skills | 9-11 crs. |
| FRESHMAN ENGLISH (ENG 111 & 112) | (6-8) |
| SPEECH (SPC 220) | (3) |
| 2. Mathematics and Science | 18 crs. |
| (2) MATH COURSES (MTH 142 or higher) | (6) |
| SCIENCE | (7-8) |
| (Both biological and physical science must be represented. One class must be a lab class.) | |
| COMPUTER SCIENCE (EDU 115 or MUED 200) | (3) |
| 3. Humanities | 15-17 crs. |
| LITERATURE | (3-4) |
| PHILOSOPHY or RELIGION | (3-4) |
| ETHICS | (3) |
| ART, MUSIC, or FINE ARTS | (3-4) |
| U.S. HISTORY | (3) |
| 4. Social Sciences | 9-10 crs. |
| AMERICAN GOVERNMENT – NATIONAL (PSI 101) | (3) |
| INTRODUCTION TO PSYCHOLOGY (PSY 153) | (3-4) |
| CROSS CULTURAL STUDIES course | (3) |

5. Health and Physical Development 3-4 crs.
 HEALTH (HPE 158) (2-3)
 RECREATIONAL ACTIVITIES (1)
 (2 different activities –
 All teacher Candidates must complete this requirement)

6. Completion of Major Requirements

B. PROFESSIONAL EDUCATION (Secondary) 40 crs.
 EDU 115 TECHNOLOGY IN THE CLASSROOM (3)
 or
 MUED 200 MUSIC CLASSROOM TECHNOLOGY (3)
 (fulfills General Studies requirement)
 EDU 210 FOUNDATIONS OF AMERICAN EDUCATION (3)
 EDU 310 METHODS OF TEACHING (3)
 IN THE SECONDARY SCHOOL (SEC.)
 or
 EDU 311 METHODS OF TEACHING IN SPECIAL AREAS (K-12) (3)
 EDU/PSY 350 EDUCATIONAL PSYCHOLOGY (3)
 EDU 358 TESTS AND MEASUREMENTS (3)
 PSY 406 PSYCHOLOGY OF THE EXCEPTIONAL CHILD (4)
 SPECIAL METHODS IN AREA OF TEACHING MAJOR (3)
 EDU 412 READING IN THE CONTENT AREA (3)
 EDU 496 STUDENT TEACHING (SEC.) OR EDU 497 (SPE.) (14)
 EDU 498 PORTFOLIO ASSESSMENT (1)

(NOTE: A student must receive a grade of C or better in all professional education courses.)

C. ELECTIVES

Additional credits are electives and must be enough to reach a total of 128 hours (the number required for a degree). This includes additional credits which may be required by the State that are not met by those listed under Parts A and B above.

D. TEACHING MAJOR

The teaching major must include a minimum of 32 credits and must be from one of the state-approved teaching areas identified below. The 32 credits must be distributed within the selected teaching major area according to the degree requirements for that major stated in the Courses of Study section of this catalog.

1. -Business, Marketing and Computing
2. -English Language Arts
3. -Health Education
4. -Mathematics
5. -Music
6. -Physical Education
7. -Science (Biology Emphasis or Chemistry Emphasis)
8. -Social Science (History Emphasis [May be completed as a major in History or a major in Social Sciences], Political Science Emphasis, Psychology Emphasis)
9. -Visual Arts

Initial Special K-12 Certificate (Type 10)

The Initial Special K-12 Certificate is valid for four (4) years of teaching in grades kindergarten through grade twelve (12) in public schools and is nonrenewable.

McKendree College has been approved by the Illinois State Board of Education and the Teacher Certification Board to offer courses leading to the Initial Special K-12 Certificates in the areas of Visual Arts, Music and Physical Education. This certification entitles individuals to teach in grades kindergarten through grade twelve (12) in their major area of concentration (Visual Arts, Music or Physical Education). Physical Education majors have the option of completing the program requirements for both the Initial Secondary Certificate (Type 09) and the Initial Special K-12 Certificate (Type 10).

The Initial Special K-12 Certificate may be issued by entitlement to any graduate of McKendree College with a bachelor's degree who presents evidence, accompanied by the Registrar's recommendation, of having completed the requirements for the teaching major as stated in the Course of Study section of this catalog. All

candidates for certification are required to successfully pass state-mandated examinations before certification is granted. It is required that students pass the basic skills exam prior to admission to the Teacher Education Program, and pass the subject matter exam before the student teaching semester. Registration booklets and study guides for the examinations are available on the Illinois State Board of Education web site (www.isbe.net) and in the Field Experience/Certification Office.

The general education and professional education course programs leading to the Initial Special K-12 Certificate are identical with those delineated in the requirements for an Initial Secondary Certificate except for the following differences:

1. -In lieu of the ordinary methods courses, appropriate methods courses must be completed on elementary and secondary levels. The required methods course for Art is EDU 402. The required methods course for Physical Education is EDU 451. The required methods courses for Music Education are MUED 353, MUED 423, and MUED 424.
2. -Students seeking special certification in physical education and art education are required to take EDU 115, 210, 311, 412, 497 and 498. Students seeking special certification in music education are required to take MUED 200, EDU 210, 311, 412, 497 and 498. All field experiences are done at both the elementary and secondary levels.
3. -In addition to item one above, the requirements for the teaching majors in Visual Arts, Music and Physical Education are those outlined in the Courses of Study section of this catalog under Art Education, Music Education and Physical Education.
4. -The student must be sure to obtain enough additional credits to get the 128 hours required for graduation, and any other degree requirements not met by certification requirements above.
5. -Physical Education majors fulfill the core curriculum recreational activities requirement through the professional program.

Major in elementary education

In order to graduate with a major in elementary education, the student must complete EDU 115, 210, 309, 329, 350, 358, 360, 401, 430, 441, 442, 445, 446, 495, 498 and PSY 406 with a cumulative grade point average of at least 2.75. A student must receive a grade of C or better in all professional elementary education courses.

The sequence of courses for the major in elementary education

once the student is admitted into the Teacher Education Program is as follows:

First Semester: EDU 309 and 358, Second Semester: EDU 441 and 442,

Third Semester: EDU 430, 445 and 446, Fourth Semester: EDU 495 and EDU 498.

Certification in secondary education

In order to graduate with certification in secondary or Special (K -12) education, the student must complete EDU 115, 210, 310 (Sec.) or 311 (Spe.), 350, EDU 358, Content Methods in Area of Teaching Major, EDU 412, 496 (Sec.) or 497 (K-12), 498 and PSY 406 with a cumulative grade point average of at least 2.75. A student must receive a grade of C or better in all professional education courses.

Middle school endorsement (Grades 5-8)

Teachers with either elementary or secondary education certificates who wish to teach in departmentalized grade 5 through grade 8 must complete additional coursework in the nature and needs of early adolescents and middle school philosophy, curriculum and instructional methods.

The Minimum Requirements for Teachers of Middle Grades are:

1. -Eighteen (18) semester hours in the subject matter area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music, etc.). Where a middle grade teacher is assigned to a position equally divided between delivering instruction in two areas (e.g., English and Social Science, or Mathematics and Science) the teacher shall meet the requirements of this section for one area and not less than 9 semester hours in the other area.

In addition:

2. -The equivalent of 3 semester hours of specific coursework in the middle school philosophy, middle school curriculum, and instruction and instructional methods for designing and teaching developmentally appropriate programs in middle schools including content area reading instruction. (EDU 403. Middle School: Philosophy and Practices)
3. -The equivalent of 3 semester hours of specific coursework in educational psychology focusing on the developmental characteristics of early adolescents, the nature and needs of early adolescents, and the advisory role of the middle grade teacher in assessing, coordinating and referring students to health and social services. (EDU/PSY 404. Early Adolescents and Schooling)

Driver's Education Endorsement

In order to receive an endorsement in Driver's Education the following courses must be completed: EDU/PSY 350 Educational Psychology or EDU 650 Advanced Educational Psychology, HPE 158 Health Education, a course in Sociology (3 hours), a course in Methods of Teaching (3 hours) EDY 413/513 Safety Education/Crash Prevention, EDU 414/514 Introduction to Driver Education, and EDU 415/515 Advanced Driver Education. A student must receive a grade of C or better in all professional education courses.

Educational Studies

This major is especially appropriate for students with a broad interest in educational matters; in educational departments of hospitals, correctional institutions, museums, zoos, mental institutions, and churches; or for those with a specialization in one of the disciplines with an obvious relationship to a particular career, e.g., art history or biology and outdoor education. The major is independently based and the student with his/her advisor will develop a course of study which emphasizes course work appropriate to the academic/professional goals of the student for a career as an educator in a non-school setting.

The program is not intended to have a narrow vocational focus. Rather, it is designed with the recognition that the liberal arts can be related to the real world of informed citizenship as well as can provide the context within which numerous careers in education are developed.

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| A. General Education | 57-63 crs. |
| 1. Basic Skills | 9-11 crs. |
| FRESHMAN ENGLISH (ENG 111 & 112) | (6-8) |
| SPEECH (SPC 220) | (3) |
| 2. Mathematics and Science | 16-17 crs. |
| (2) MATH COURSES (MTH 142 or higher.) | (6) |
| SCIENCE -(Both biological and physical science must be represented. One class must be a lab class.) | (7-8) |
| COMPUTER SCIENCE (EDU 115) | (3) |
| 3. Humanities | 18-20 crs. |
| LITERATURE | (3-4) |
| PHILOSOPHY or RELIGION | (3-4) |
| ETHICS | (3) |
| ART, MUSIC, THEATER or DANCE | (6) |
| (Coursework must be in at least two of the four areas of visual and performing arts) | |
| U.S. HISTORY | (3) |
| 4. Social Sciences | 9-10 crs. |
| AMERICAN GOVERNMENT – NATIONAL (PSI 101) | (3) |
| INTRODUCTION TO PSYCHOLOGY (PSY 153) | (3-4) |
| CROSS CULTURAL STUDIES | (3) |
| 5. Health and Physical Development | 3-4 crs. |
| HEALTH (HPE 158) | (2-3) |
| RECREATIONAL ACTIVITIES | (1) |
| (2 different activities – All teacher candidates must complete this requirement) | |
| 6. Area of Specialization | 18 crs. |
| In addition to the above requirements, students will choose an 18 hour area of specialization, at least 9 hours of which must be taken at the 300 level or above. These concentrations may include: ART, BIOLOGY, CHEMISTRY, ENGLISH, HISTORY, LITERATURE, MATHEMATICS, MUSIC, PHILOSOPHY, PSYCHOLOGY, POLITICAL SCIENCE and SOCIOLOGY. | |
| All work in a single area must be in addition to any coursework already required by the state in that area. | |
| B. PROFESSIONAL EDUCATION | 27 crs. |
| EDU 115 TECHNOLOGY IN THE CLASSROOM | (3) |
| (fulfills General Studies requirement) | |
| EDU 210 FOUNDATIONS OF AMERICAN EDUCATION | (3) |

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| EDU 309 | METHODS OF TEACHING IN THE ELEMENTARY SCHOOL | (3) |
| EDU 329 | CHILDREN'S LITERATURE | (3) |
| EDU/PSY 350 | EDUCATIONAL PSYCHOLOGY | (3) |
| EDU 360 | MOVEMENT CONCEPTS FOR ELEMENTARY TEACHERS | (2) |
| EDU 401 | METHODS OF TEACHING IN FINE ARTS (ELEM.) | (3) |
| PSY 406 | PSYCHOLOGY OF THE EXCEPTIONAL CHILD | (4) |
| EDU 494 | INTERNSHIP IN EDUCATIONAL SERVICES | (3) |

C. ELECTIVE COURSES 24-28 crs.

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|---------|--|-------|
| ACC 261 | PRINCIPLES IN ACCOUNTING I | (4) |
| BIO 299 | PRACTICUM IN BIOLOGY | (1-3) |
| CSI 120 | INTRODUCTION TO COMPUTERS (WORD, ACCESS, EXCEL) | (3) |
| ECO 211 | PRINCIPLES IN MICROECONOMICS | (3) |
| HPE 214 | INTRODUCTION TO HEALTH CONCEPTS | (3) |
| HPE 312 | PROGRAMS IN COMMUNITY HEALTH | (3) |
| JRN 237 | INTRODUCTION TO MASS COMMUNICATION | (3) |
| JRN 251 | NEWSPAPER WRITING | (3) |
| JRN 272 | NEWSPAPER DESIGN AND LAYOUT | (3) |
| MGT 204 | PRINCIPLES OF MANAGEMENT | (3) |
| MGT 334 | HUMAN RESOURCES MANAGEMENT | (3) |
| MGT 354 | MANAGEMENT COMMUNICATION | (3) |
| ENG 360 | TECHNICAL WRITING | (3) |
| MUS 350 | MUSIC AND THE DEVELOPING CHILD | (3) |
| MUS 367 | MUSIC OF THE CHURCH | (3) |
| PSY 259 | CHILD AND ADOLESCENT PSYCHOLOGY | (4) |
| SOC 190 | INTRODUCTION TO SOCIAL WORK | (3) |
| SOC 279 | COMMUNITY ACTION/ORGANIZATION | (3) |
| PSY 405 | INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY | (3) |
| SPC 310 | BUSINESS AND PROFESSIONAL PRESENTATION | (3) |
| SPC 351 | ORGANIZATIONAL COMMUNICATION | (3) |
| SPC 370 | TRAINING AND DEVELOPMENT | (3) |
| SPC 375 | GENDER AND COMMUNICATION | (3) |

Other courses may be substituted with approval of the advisor, Chair of the Division of Education, Health and Human Performance, and Provost.

This major requires a minimum of 30 upper level hours (9 in the area of specialization and 21 in professional education).

With the exception of EDU 115, EDU 210, EDU 329, and EDU 350, admission to the Teacher Education Program is a prerequisite for all courses listed below. A student must have a GPA of at least 2.75 in all coursework attempted to register for any of the Professional Education courses with the exception of EDU 115, 210 and EDU 329.

EDU 115 TECHNOLOGY IN THE CLASSROOM (3)

This course provides an overview of computer applications and models of educational technology uses for the classroom. Students will be able to integrate the use of technology in the K-12 curriculum. Course activities include the use of word processing, spreadsheet, and presentation programs, educational software, and Internet research. This course includes two lecture and two lab hours. This course fulfills the general studies technology requirement only for teacher education students. Each semester.

EDU 210 FOUNDATIONS OF AMERICAN PUBLIC EDUCATION (W) (3)

This course is an introduction to the foundations of American education and the profession of teaching. School organization, history and philosophy of education, and legal issues are explored through classroom discussion and direct observation in K-12 school settings. This course includes a 24 hour eight-week field component that requires weekly observations in assigned school settings. Prerequisite: Sophomore standing and completion of ENG 112. Each semester.

EDU 309 -METHODS OF TEACHING IN ELEMENTARY SCHOOLS (ELEMENTARY) (3)

This course prepares elementary school teachers with strategies to organize classes and foster learning. These include effective teaching models, classroom management strategies, teacher expectations, research, inquiry learning, learning and teaching styles, development of lessons and strategies to meet the Illinois Goals and Assessment Program, parent involvement strategies, and conflict resolution models. A 36 hour six-week field experience is a course requirement. Prerequisite: Admission to Teacher Education. Prerequisite or Corequisite: Concurrent enrollment in EDU 358. Each semester.

- EDU 310 -METHODS OF TEACHING
IN SECONDARY SCHOOLS (SECONDARY) (3)**
This course prepares middle and secondary school teachers with strategies to organize classes and foster learning. These include effective teaching models, classroom management strategies, teacher expectations, research, inquiry learning, learning and teaching styles, development of lessons and strategies to meet the Illinois Goals and Assessment Program, parent involvement strategies, and conflict resolution models. A 36 hour six-week field experience is a course requirement. Prerequisite: Admission to Teacher Education. Prerequisite or Corequisite: Concurrent enrollment in EDU 358. Each semester.
- EDU 311 -METHODS OF TEACHING
IN SPECIAL AREAS (SPECIAL K-12) (3)**
This course prepares teachers in Special K-12 content areas with strategies to organize classes and foster learning. These include effective teaching models, classroom management strategies, teacher expectations, research, inquiry learning, learning and teaching styles, development of lessons and strategies to meet the Illinois Goals and Assessment Program, parent involvement strategies, and conflict resolution models. A 36 hour six-week field experience is a course requirement. Prerequisite: Admission to Teacher Education. Prerequisite or Corequisite: Concurrent enrollment in EDU 358. Each semester.
- EDU 329 CHILDREN'S LITERATURE (3)**
A study of the types of children's literature and their uses as a foundation for literacy and curriculum in the elementary classroom. Students learn to critically read, analyze, and interpret literature; to use a reader response approach to engage children with literature; and to use a wide variety of print and electronic resources to find information about books, authors, illustrators, and curriculum applications. Many examples of literature are read and responded to with particular emphasis on books that have received the Newbery, Caldecott, Coretta Scott King, or other significant awards. Authors and illustrators from culturally and ethnically diverse backgrounds are included in these studies. Corequisite: Concurrent enrollment in EDU 210. Each semester.
- EDU 350 EDUCATIONAL PSYCHOLOGY (3)**
An examination of the major theories of teaching, learning, classroom management strategies, assessing student variability and cultural diversity. Students explore the practical applications of the major theories at the elementary, middle school and secondary school levels. Same as PSY 350. Prerequisite for all majors: PSY 153 and junior standing. Each semester.
- EDU 355 PSYCHOLOGY OF INSTRUCTIONAL STRATEGIES (3)**
An examination of a variety of instructional strategies, the purposes they serve, and the psychological foundations on which they were formulated. There is an emphasis on the way in which these strategies interact with cognitive thinking, personality preferences, course content, and learning styles. Same as PSY 355. As needed.
- EDU 358 TESTS AND MEASUREMENTS (3)**
Classroom application of theory relating to the foundations of testing and measurement. Includes instructional objectives, cognitive taxonomy, test construction, analysis and reporting of test results, basic educational statistics, and performance-based assessment and the use of tests and assessments in education. Strategies to meet the needs of the culturally different student will be addressed. Corequisite: Concurrent enrollment in EDU 309/310/311. Each semester.
- EDU 360 MOVEMENT CONCEPTS FOR ELEMENTARY TEACHERS (2)**
This course provides elementary education majors with exposure to movement and physical fitness concepts as well as to types of individual and team activities which help elementary students develop active life styles and an improved quality of life. Prerequisite: Admission to the Teacher Education Program. Each semester.
- EDU 380-389 TOPICS IN EDUCATION (1-3)**
This course addresses special topics in education that are not ordinarily covered by other courses offered by the division. Courses offered may include current issues in education such as assessment, evaluation, gifted education, multi-cultural diversity, etc. Prerequisite: Admission to the Teacher Education Program or consent of the instructor. As needed.
- EDU 401 METHODS OF TEACHING FINE ARTS (ELEMENTARY) (3)**
This course prepares students with the understanding, concepts, techniques and materials of the visual arts, music, drama and dance. Students understand the cultural dimensions of the arts and the interrelationships among the art forms. Students are given the tools to promote artistic development, appreciation and performance. Students will be able to use various tools, including technology, to create, analyze and perform works of art. Prerequisite: EDU 309, Completion of General Studies Fine Arts Requirement and Admission to the Teacher Education Program. Each semester.
- EDU 402 METHODS OF ART EDUCATION (SPECIAL K-12) (3)**
This course is designed to introduce the prospective art teacher to the methods and materials used in art instruction in grades K-12. Sequential development of skills in various media and appreciation of artistic expression is emphasized. Teaching strategies and behavior management programs will be shared. Ways to approach instruction for the culturally diverse student and exceptional child are discussed and demonstrated. This course should be taken during the semester preceding student teaching. Prerequisite: EDU 311, Admission to the Teacher Education Program. Fall semester.
- EDU 403 MIDDLE SCHOOL: PHILOSOPHY AND PRACTICES (3)**
Examines ideas and practices pertaining to middle school teachers. Required course for the Illinois middle school endorsement on elementary and/or secondary certificate. Focuses on middle school philosophy, curriculum and instruction, and current practices. Includes instructional methods for designing and teaching developmentally appropriate content programs in middle schools including content area reading instruction. Examines organization and scheduling procedures as well as team teaching components. Complements knowledge acquired from methods courses and examines their application to middle school ideas and practices or upper elementary grades and junior high schools. Scheduled visits to area middle schools may be included as part of the course activities. Prerequisite: Admission to the Teacher Education program. Each semester.

- EDU 404 EARLY ADOLESCENTS AND SCHOOLING (W)** (3)
Focuses on the developmental characteristics of early adolescents, the nature and needs of early adolescents. Includes the advisory role of the middle grade (5-8) teacher in providing appropriate guidance as well as in assessing, coordinating and referring students to health, social services and other related services. Study the development of youth of the middle school grades (5-8) and ages (10-14). Required course for the Illinois middle school endorsement on elementary and/or secondary certificate. Complements the knowledge acquired from Education 350 Educational Psychology and Psychology 406 Psychology of the Exceptional Child. Same as PSY 404. Prerequisite for Education majors: Admission to the Teacher Education Program, PSY 153, and junior standing. Each semester. (NOTE: EDU 404 meets one of the two I.S.B.E. requirements for the Middle School Endorsement. PSY 404 may be applied as part of a psychology major or concentration. This cross-listed course cannot be counted for both areas.)
- EDU 407 WORKSHOPS** (1)
An intensive course for 5 days (or equivalent) presented by guest instructors and regular staff members. Does not count toward a major. As needed.
- EDU 412 -METHODS OF TEACHING READING IN THE CONTENT AREA (SECONDARY/SPECIAL K-12)** (3)
This course focuses on methods to enable interaction with content texts. Emphasis is on strategies for teaching vocabulary, concepts, comprehension, reasoning, and organization in specialty subject areas at the secondary and special (K-12) levels. Prerequisite: Admission to the Teacher Education Program. Corequisite: Concurrent enrollment in appropriate content area teaching methods course.
- EDU 417 SAFETY EDUCATION/CRASH PREVENTION** (3)
This course is designed to examine safety issues in modern society. Various safety considerations will be discussed with emphasis given to vehicle safety issues and crash prevention. Prerequisite: Admission to the Teacher Education Program. Summer.
- EDU 418 INTRODUCTION TO DRIVER EDUCATION** (3)
This course will present the content for the classroom phase of Driver Education as well as materials and methods for instruction. Prerequisite: Admission to the Teacher Education Program and EDU 413. Summer.
- EDU 419 ADVANCED DRIVER EDUCATION** (2)
This course will have a 15 hour behind-the-wheel (BTW) observation requirement with a qualified driver education instructor. Methods for BTW instruction using dual control vehicle in variety of driver training lessons. Prerequisite: Admission to the Teacher Education Program and EDU 414. Summer.
- EDU 430 METHODS OF TEACHING READING (ELEMENTARY) (W)** (3)
This course is designed to familiarize future teachers with the theoretical background, research base, and practical information needed to provide for a balanced perspective in the teaching of reading. Students will learn and practice the major approaches to reading instruction and assessment. Emergent literacy and content area reading strategies will be included. Methods for adapting instruction for the exceptional, disadvantaged and culturally different child will be included. A field experience is required for this course. Prerequisite: Admission to the Teacher Education Program and EDU 309. Corequisite: Concurrent enrollment in EDU 445/446 block. Each semester.
- EDU 441 METHODS OF TEACHING MATHEMATICS (ELEMENTARY)** (3)
Students will learn and practice the basic techniques of teaching mathematics to children in grades K-6. Diagnostics, remediation, and sequential development of concepts will be stressed. Effective use of instructional materials, including the computer and calculator, will be emphasized. Methods of teaching mathematics to the exceptional, disadvantaged, and culturally different child will be included. Prerequisite: Admission to the Teacher Education Program and EDU 309. Corequisite: Concurrent enrollment in EDU 442. Each semester.
- EDU 442 METHODS OF TEACHING SCIENCE (ELEMENTARY)** (3)
Students will examine the basic areas of physical and biological science through inquiry, experimentation and demonstrations that can be used in the elementary classroom to explore scientific concepts. Methods of teaching science to the exceptional, disadvantaged, and culturally different child will be included. Prerequisite: Admission to the Teacher Education Program and EDU 309. Corequisite: Concurrent enrollment in EDU 441. Each semester.
- EDU 445 METHODS OF TEACHING LANGUAGE ARTS (ELEM)** (3)
This course acquaints teacher candidates with the theory and practice of the elementary language arts through exploration of instructional strategies for communication skills: listening, speaking, reading, and writing. An emphasis on developing certain strategies for oral and written language across the curriculum through theme cycles is emphasized. Technology, and multicultural infusion are stressed. Strategies for teaching these subject areas to the exceptional, disadvantaged and culturally different child are included. Prerequisite: Admission to the Teacher Education Program and EDU 309. Corequisite: Concurrent enrollment in EDU 446 and EDU 430. A 48 hour eight-week field experience for the EDU 445/446 block is a course requirement. Each semester.
- EDU 446 METHODS OF TEACHING SOCIAL SCIENCE (ELEM)** (3)
This course is designed to introduce teacher candidates to social science education in the elementary school. Through a variety of models, with an emphasis on the discovery methods, candidates will explore various techniques of teaching social sciences. Candidates will discover strategies for problem solving using guided research, technology, questioning processes, and trial and error methods by exploring a social or community issue. Prerequisite: Admission to the Teacher Education Program and EDU 309. Corequisite: Concurrent enrollment in EDU 445 and EDU 430. A 48 hour eight-week field experience for the EDU 445/446 block is a course requirement. Each semester.
- EDU 451 METHODS OF TEACHING PHYSICAL EDUCATION (K-12)** (3)

Physical Education candidates develop knowledge and skills for planning, implementing and evaluating appropriate effective physical education progressions and programs for grades K-12. The course will focus on knowledge skills related to effective instructional strategies, efficient management and organizational principals, and motivational techniques specific to teaching physical education. Does not count toward a major in Physical Education. This course is to be taken concurrently with EDU 312 Methods of Teaching Reading (SEC), preferably during the semester preceding student teaching. A 48 hour eight-week field experience is a course requirement. Prerequisite: EDU 311, Admission to the Teacher Education Program. Corequisite: Concurrent enrollment in EDU 412 Methods of Teaching Reading in the Content Area (Secondary/Special K-12). Annually, Fall.

EDU 452 METHODS OF TEACHING SCHOOL HEALTH (6-12) (3)

An introduction to current teaching methods, strategies, and materials for use in grades 6-12 health education. Instructional strategies appropriate for the exceptional, disadvantaged, and culturally different learner are included. A 48 hour eight-week field experience is a course requirement. Prerequisite: HPE 158, Admission to the Teacher Education Program. Alternate years, Fall '05.

EDU 471 -METHODS OF TEACHING SOCIAL STUDIES (SECONDARY) (3)

A discussion of current methods, trends and concepts in teaching the social sciences. Emphasis is given to the development of appropriate objectives and to reviewing curricular and instructional materials for teaching of the disciplines of the social sciences. Required of all teaching majors in history and social science. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner will be included. Knowledge of and appreciation for cultural diversity is stressed. Does not count toward a major, and cannot be used to satisfy a core curriculum requirement. This course should be taken during the semester preceding student teaching. A 48 hour eight-week field experience is a course requirement. Prerequisite: EDU 310, Admission to the Teacher Education Program. Concurrent enrollment in EDU 412 Methods of Teaching Reading in the Content Area (Secondary/Special K-12). Annually, Fall.

EDU 472 METHODS OF TEACHING SCIENCE (SECONDARY) (3)

A review of current teaching methods and strategies of science programs at the secondary level. Emphasis is placed upon inquiry approaches and appropriate curricular and instructional materials. Required of all teaching majors in Science Education. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. Does not count toward a major in the sciences or the core curriculum requirement in science. This course is to be taken concurrently with EDU 312 Methods of Teaching Reading (SEC), preferably during the semester preceding student teaching. A 48 hour eight-week field experience is a course requirement. Prerequisite: EDU 310, Admission to the Teacher Education Program. Concurrent enrollment in EDU 412 Methods of Teaching Reading in the Content Area (Secondary/Special K-12). Annually, Fall.

EDU 473 METHODS OF TEACHING MATHEMATICS (SECONDARY) (3)

An introduction to current methods, concepts and curricular materials appropriate for use in secondary mathematics. Required of all teaching majors in mathematics. Instructional methods appropriate for the exceptional, disadvantaged and culturally different learner are included. Does not count toward a mathematics major. May not be used as a core curriculum requirement for graduation. This course should be taken during the semester preceding student teaching. A 48 hour eight-week field experience is a course requirement. Prerequisite: EDU 310, Admission to the Teacher Education Program. Concurrent enrollment in EDU 412 Methods of Teaching Reading in the Content Area (Secondary/Special K-12). Annually, Fall.

EDU 474 METHODS OF TEACHING MATHEMATICS (GRADES 6-8) (3)

Introduction to and practice of current methods, concepts, and curricular materials appropriate for use in middle school mathematics. Emphasis is placed on implementing goals of the NCTM Standards. Includes use of calculators, computers, and manipulatives as tools for learning mathematics. Methods of instructing the exceptional, disadvantaged, and culturally different child are also included. Required for a Middle School Mathematics endorsement, but does not count toward a major or area of specialization and cannot be used for meeting core curriculum requirements. Prerequisite: EDU 309, Admission to the Teacher Education Program. Annually, Fall.

EDU 475 METHODS OF TEACHING ENGLISH (SECONDARY) (3)

A survey of appropriate methods and materials useful in teaching English in the secondary schools including: evaluation of written compositions and an introduction to current approaches to literary analysis. The students will develop at least one teaching unit. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. Required of all teaching majors in English. Does not count toward the English major, and may not be used to satisfy a core curriculum requirement. This course should be taken during the semester preceding student teaching. A 48 hour eight-week field experience is a course requirement. Prerequisite: EDU 310, Admission to the Teacher Education Program. Concurrent enrollment in EDU 412 Methods of Teaching Reading in the Content Area (Secondary/Special K-12). Annually, Fall.

EDU 476 -METHODS OF TEACHING BUSINESS AND MARKETING (SECONDARY) (3)

Special emphasis on current methods, problems, and trends in teaching business, as evidenced in current journals and appropriate curricula, and on instructional materials. Required of all teaching majors in business education. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. This course should be taken during the semester preceding student teaching. A 48 hour eight-week field experience is a course requirement. Prerequisite: EDU 310, Admission to the Teacher Education Program. Concurrent enrollment in EDU 412 Methods of Teaching Reading in the Content Area (Secondary/Special K-12). As needed.

EDU 480-489 TOPICS IN EDUCATION (1-3)

This course addresses special topics in education that are not ordinarily covered by other courses offered by the division. Courses offered may include current issues in education such as assessment, evaluation, gifted education, multi-cultural diversity, etc. Prerequisite: Admission to the Teacher Education Program or consent of the instructor. As needed.

EDU 494 INTERNSHIP IN EDUCATIONAL SERVICES (3)

Practical experience applying professional field work skills in an appropriate work environment. Limited to Educational Studies majors. Must be taken during the final semester of the program. Each semester.

EDU 495 STUDENT TEACHING (ELEMENTARY) (14)

Field experience in a selected classroom of local elementary schools under the guidance and supervision of an experienced teacher and clinical supervisor. Full-time student teaching for fall or spring session (16 weeks). Prerequisite: Completion of all coursework and admission to Student Teaching. Each semester.

EDU 496 STUDENT TEACHING (SECONDARY) (14)

Field experience in a selected classroom of local secondary schools under guidance and supervision of an experienced teacher and the clinical supervisors. Full-time student teaching for fall or spring session (16 weeks). Prerequisite: Completion of all coursework and admission to Student Teaching. Each semester.

EDU 497 -STUDENT TEACHING (SPECIAL: ART, MUSIC or PHYSICAL EDUCATION) (14)

Field experience in selected schools under the guidance and supervision of experienced teachers and clinical supervisors. Full-time student teaching for the fall or spring session with time divided equally between elementary and secondary schools (8 weeks each). Prerequisite: Completion of all coursework and admission to Student Teaching. Each semester.

EDU 498 PORTFOLIO ASSESSMENT (1)

Candidates submit the final teacher education portfolio. Materials are reviewed in light of required McKendree University and Illinois standards for initial teaching certification. Concurrent enrollment: EDU 495, 496, or 497. Each semester.

English

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The faculty in English offer a wide range of courses in literature and writing to prepare students for graduate study and careers in teaching and other professions. English is recognized as an excellent pre-professional major in such fields as law, medicine, business, federal service, and publishing. The skills in writing, critical thinking, and analysis learned by the English major provide a solid preparation for the prospective writer, editor, lawyer, teacher, public relations worker, and advertising or business executive.

English majors take a variety of courses in writing, literature, and language—all of which are designed to enhance students' skills in oral and written communication. Literature courses help students develop the ability to read and interpret literature critically as well as the ability to appreciate literature and respond to it intellectually, aesthetically, and affectively. The study of literature will help students understand their own cultural heritage as well as the cultural heritage of others. Language and writing courses will enhance students' sensitivity to and understanding of language as well as improve their skills in written communication: invention, drafting, revising, editing, and polishing.

To major in English the student must complete between 42 and 45 credit hours in English (depending on the track and excluding ENG 111 and 112) of which at least 24 credit hours must be taken at McKendree. Students majoring in English may elect one of the following three tracks: Literature Track; Literature/Writing Track; or English/Secondary Education Track. At least 21 hours of the English major (all tracks) must be taken from courses numbered 300 or above. Students must earn at least a 2.25 average in the major with no course grades below a C-. In addition, students must complete a minimum of two semesters of a foreign language or equivalent (foreign language in high school is computed on the basis of one year equals one semester of college language). Thus majors must complete the equivalent of 102 (second semester) of whichever language they chose.

To minor in English a student must include at least 22 credits in the area (excluding ENG 111 and 112); at least 15 of these hours have to be at the 300 level or above. The 22 credit hours must include ENG 303 or 304 (American Literature), ENG 311, 315 or 316 and 317, 318, or 319 (English Literature), ENG 301 or 302 (Shakespeare), and ENG 390 (Major Authors). A student must earn at least a 2.25 average in the minor with no course grades below a C-.

To minor in writing, a student must complete 21 hours selected from the following courses: ENG 205, ENG 206, ENG 212, ENG 220-229, ENG 300, ENG 305, ENG 306, ENG 307, ENG 320-329, ENG 360, JRN 251, JRN 352. Students must earn at least a 2.25 average in the minor with no course grades below a C-.

In addition to the courses required for the English/secondary education track it is also recommended that students in secondary education take one or more journalism courses as journalism is considered part of the English Language Arts certificate. In addition, it is recommended that secondary education English majors with an interest in teaching drama and theater take English 250 Dramatic Literature and/or any Theater course as electives as well as participate in the college's theater productions. General education and professional education requirements must also be met for certification. These are listed in the section titled "Initial Secondary Certificate" in the Courses of Study section of this catalog under Education.

Students who are considering graduate school in English should make an effort to take as many of the following courses as possible: ENG 303, ENG 304, ENG 311, ENG 315, ENG 316, ENG 317, ENG 318, and ENG 319. These courses should enhance students' performance on the English Graduate Record Examination.

ENG 111 and ENG 112, or permission of the instructor, are PREREQUISITES for all ENGLISH COURSES NUMBERED 200 AND HIGHER. Students should check the general education portion of the catalog to determine which English courses will satisfy the general education core literature requirement and the core cross cultural requirement.

ENGLISH MAJOR REQUIREMENTS: Literature Track 42 crs.

ENG 290 INTRODUCTION TO LITERARY THEORY (W) (3)

ENG 390 MAJOR AUTHORS (3)

ENG 490 SEMINAR IN ENGLISH (4)

ENG 301 SHAKESPEARE'S COMEDIES AND HISTORIES (3)

or

ENG 302 SHAKESPEARE'S TRAGEDIES AND ROMANCES (3)

ENG 303 AMERICAN LITERATURE TO 1900 (4)

ENG 304 AMERICAN LITERATURE FROM 1900 TO PRESENT (4)

ENG 300 THE NATURE OF LANGUAGE (3)

or

ENG 307 ENGLISH GRAMMAR (3)

Four of the following English literature courses (one must be taken from 311,315, and 316, and one must be taken from 317, 318, and 319.)

ENG 311 MEDIEVAL AND RENAISSANCE ENGLISH LITERATURE (3)

ENG 315 17TH CENTURY ENGLISH LITERATURE (3)

ENG 316 18TH CENTURY ENGLISH LITERATURE (3)

ENG 317 ROMANTIC ENGLISH LITERATURE (3)

ENG 318 VICTORIAN ENGLISH LITERATURE (3)

ENG 319 TWENTIETH CENTURY ENGLISH LITERATURE (3)

Additional English electives as needed

Literature/Writing Track: Literature Requirements 42 crs.

ENG 290 INTRODUCTION TO LITERARY THEORY (W) (3)

ENG 390 MAJOR AUTHORS (3)

ENG 490 SEMINAR IN ENGLISH (4)

ENG 301 SHAKESPEARE'S COMEDIES AND HISTORIES (3)

or

ENG 302 SHAKESPEARE'S TRAGEDIES AND ROMANCES (3)

ENG 303 AMERICAN LITERATURE TO 1900 (4)

or

ENG 304 AMERICAN LITERATURE FROM 1900 TO PRESENT (4)

One from the following:

ENG 311 MEDIEVAL AND RENAISSANCE ENGLISH LITERATURE (3)

ENG 315 17TH CENTURY ENGLISH LITERATURE (3)

ENG 316 18TH CENTURY ENGLISH LITERATURE (3)

One from the following:

- ENG 317 ROMANTIC ENGLISH LITERATURE (3)
- ENG 318 VICTORIAN ENGLISH LITERATURE (3)
- ENG 319 TWENTIETH CENTURY ENGLISH LITERATURE (3)

Writing requirements. Twelve hours from the following courses:

(ENG 300 or 307 must be included.)

- ENG 205 INTRODUCTION TO WRITING POETRY (3)
- ENG 206 INTRODUCTION TO WRITING FICTION AND DRAMA (3)
- ENG 212 ADVANCED COMPOSITION (3)
- ENG 220-229 TOPICS IN WRITING, LANGUAGE AND RHETORIC (3)
- ENG 300 THE NATURE OF LANGUAGE (3)
- ENG 305 ADVANCED WRITING OF POETRY (3)
- ENG 306 ADVANCED WRITING OF FICTION AND DRAMA (3)
- ENG 307 ENGLISH GRAMMAR (3)
- ENG 320-329 TOPICS IN WRITING, LANGUAGE AND RHETORIC (3)
- ENG 360 TECHNICAL WRITING (3)
- ENG 361 WRITING PEDAGOGY (3)
- JRN 251 NEWSPAPER WRITING (3)
- JRN 352 ADVANCED NEWSPAPER WRITING (3)
- JRN 380-389 SPECIAL TOPICS IN JOURNALISM (3)

Additional English electives as needed

English/Secondary Education track:

44-45 crs.

- ENG 290 INTRODUCTION TO LITERARY THEORY (W) (3)
- ENG 301 SHAKESPEARE'S COMEDIES AND HISTORIES (3)
- or
- ENG 302 SHAKESPEARE'S TRAGEDIES AND ROMANCES (3)
- ENG 303 AMERICAN LITERATURE TO 1900 (3)
- or
- ENG 304 AMERICAN LITERATURE FROM 1900 TO PRESENT (4)
- ENG 390 MAJOR AUTHORS (W) (3)
- ENG 490 SEMINAR IN ENGLISH (W) (4)

One from the following:

- ENG 311 MEDIEVAL AND RENAISSANCE ENGLISH LITERATURE (3)
- or
- ENG 315 17TH CENTURY ENGLISH LITERATURE (3)
- or
- ENG 316 18TH CENTURY ENGLISH LITERATURE (3)

One from the following:

- ENG 317 ROMANTIC ENGLISH LITERATURE (3)
- or
- ENG 318 VICTORIAN ENGLISH LITERATURE (3)
- or
- ENG 319 20TH CENTURY ENGLISH LITERATURE (3)

Multicultural requirements: One from the following three:

- ENG 252 ETHNIC LITERATURE (3)
- ENG 253 POSTCOLONIAL LITERATURE (3)
- ENG 254 AFRICAN AMERICAN LITERATURE (3)

- ENG 309 WORLD LITERATURE I (3)
- or
- ENG 310 WORLD LITERATURE II (3-4)
- ENG 236 YOUNG ADULT LITERATURE (3)

Writing and Language requirements: all of the following:

- ENG 212 ADVANCED COMPOSITION (W) (3)

- ENG 300 THE NATURE OF LANGUAGE (3)
ENG 307 ENGLISH GRAMMAR (3)
ENG 361 WRITING PEDAGOGY (W) (3)

* -Unless otherwise noted, ENG 111 and ENG 112, or permission of the instructor, are prerequisites for all English courses numbered 200 and higher.

ENG 109 BASIC WRITING (2)

This course requires extensive writing, revision, reading, and discussion about the cultural and linguistic conventions practiced by those living in the United States. Individual and group conferences help students formulate, structure, and communicate ideas effectively. Because problems with essay structure and with grammatical and mechanical errors vary widely from person to person, each student will work individually with the teacher to learn to recognize and correct his or her particular error patterns. This course does not fulfill any part of the 6 hr. English core curriculum requirement. Students who successfully complete English 109 may enroll in English 111. (Note: Students must earn a grade of C- or better in this course in order to be eligible to take Eng 111.) Annually, Fall or as needed.

ENG 111 ENGLISH I (4)

English 111 is a process-oriented writing course designed to introduce students to college writing. During the course students will develop their ability to respond critically and creatively to theme-based class readings in a variety of disciplines, including literature, developing analytical thinking and knowledge of the conventions of written academic discourse. Students will engage successfully in pre-writing techniques, to revise and reorganize both the content and structure of their essays, and to edit and polish their own work. Students will also be introduced to the use of library resources and will develop basic research skills. Each semester.

ENG 112 ENGLISH II (4)

English 112, which follows English 111 in the first-year composition sequence, is a process-oriented writing course designed to further develop students' abilities to engage in extensive pre-writing, writing, revising, editing, and polishing. Using theme-based readings, this course emphasizes expository and persuasive analytical writing assignments and offers students further opportunities to strengthen their skills as critical thinkers, readers, and writers in response to readings in literatures as well as other disciplines. Students continue to develop their abilities to use library resources, applying research techniques to a research paper. Prerequisite: ENG 111. Each semester.

ENG 114 ELEMENTS OF COMPOSITION (2)

This course is designed to assist those students needing extra help in sentence structure and composition to pass the Writing Proficiency Examination. It concentrates on the skills necessary for writing complete sentences and unified paragraphs with sufficient content development. The WPE is the final examination for the course. Pass/C-/D/Fail only. As needed.

ENG 205 INTRODUCTION TO WRITING POETRY (3)

This is a workshop course designed to help students develop an understanding of the basic artistic principles involved in poetry writing and to give them the opportunity to apply these principles in writing several poems. Annually, Spring or as needed.

ENG 206 INTRODUCTION TO WRITING FICTION AND DRAMA (3)

This is a workshop course designed to help students develop an understanding of the basic artistic principles involved in fiction and play writing and to give them the opportunity to apply these principles in writing short fiction and plays. Annually, Fall or as needed.

ENG 212 ADVANCED COMPOSITION (W) (3)

This course presents advanced rhetorical strategies for the development of successful written communication, especially in regard to the argumentative, persuasive, and problem-solving modes. In addition, the course content will reflect the individual needs of the students based on their chosen fields of study. Annually, Spring.

ENG 220-229 TOPICS IN WRITING, LANGUAGE, AND RHETORIC (W) (3)

These courses are fieldwork practicums which examine a particular subject not ordinarily treated in detail in other writing or language courses offered regularly by the department. Course topics might include areas such as: gender and writing, autobiographical and biographical writing, tutoring in writing, or an introduction to rhetorical theory. As needed.

ENG 235 GENDER IN LITERATURE (3)

A study of the literary presentation of women and men in fiction, drama, and/or poetry. This course examines gender as it relates to authors, readers, and the literary canon. Focusing predominantly, but not exclusively, on literature by women, the course explores the ways women and men are represented. Attention is paid to traditional depictions of women and to those reflecting contemporary changes as well as to social, political and psychological contexts. Annually, Fall.

ENG 236 YOUNG ADULT LITERATURE (3)

This course is designed to teach students how to select, analyze, and teach young adult literature. Students will develop bibliographies, write critical essays, and may interact with young adult readers and teachers. The course is required for all English secondary education majors. Alternate years, Spring '09, as needed.

ENG 247 MODERN NOVEL (3)

The course examines the development of the novel in the twentieth century. In addition to the modern period, novels from the post-modern and contemporary periods may be studied as well. Novels are selected on the basis of their literary merit as well as their impact on the form, content, and development of the novel. Alternate years, Spring, '08.

ENG 250 DRAMATIC LITERATURE (3)

A survey of the world's dramatic masterpieces tracing the evolution of the theater from the Greeks to the contemporary theater. Emphasis is on dramatic literature in performance, and the survey includes the development of the theater as a historical institution. Same as THE 250. Annually, Fall.

ENG 252 ETHNIC LITERATURE (3)

A representative number of works by authors representing the diversity of American society are read. African-American, Asian-American, Jewish-American, and Native-American authors are among those investigated. Works by foreign authors may also be read in translation. Annually, Fall.

ENG 253 THE LITERATURE OF POSTCOLONIAL CULTURES (3)

Representative works from post-colonial Africa, Asia, Australia/New Zealand, the Caribbean, and/or Latin America, occasionally in conjunction with colonial works, are studied in their cultural contexts. Class discussion and written work focus on social, political, religious, and historical issues reflected in the literature. Annually, Spring.

ENG 254 AFRICAN AMERICAN LITERATURE (3)

This course will examine African American novels, short stories, essays, music, and poetry written from the mid-eighteenth century to the present. Themes discussed may include constructions of racial identity, social consciousness, and race, class, and gender relations. Writers may include the following: Frederick Douglass, Nella Larsen, Langston Hughes, Ralph Ellison, James Baldwin, Gwendolyn Brooks, Michael Harper, and Toni Morrison. Alternate Years, Spring '08.

ENG 261 POETRY (3)

Works of early to contemporary poets are studied. Discussion focuses on how the poet's vision finds expression through poetic form and language, as well as on how the various poetic forms have developed through history. Annually, Spring.

ENG 271 SHORT FICTION (3)

The works of some of the major writers of short stories and short novels are studied. Class discussions will focus on gaining a critical understanding of the works and their influence on the development of short fiction. Annually, Fall.

ENG 280-289 TOPICS IN LITERATURE (3)

Topics courses examine a particular topic, genre, or subject in literature not ordinarily treated in detail in other literature courses offered regularly by the department. As needed.

ENG 290 INTRODUCTION TO LITERARY THEORY (W) (3)

The purpose of this course is to introduce English majors to the principal approaches to literature. Primary emphasis will be given to the application of current critical approaches to selected works as well as to research methods within the discipline. Secondary emphasis will be given to selected topics currently under debate in the field. For English majors/minors. NOTE: The course does NOT count as a general education course fulfilling literature core requirement. Annually, Fall.

ENG 300 THE NATURE OF LANGUAGE (3)

This course is an introduction to the structure, meaning, and history of language, with an emphasis on semantics. Additional topics include language acquisition, dialects, dictionaries, communication, and language and society (the language of politics, advertising, and gender, as well as taboo words, jargon and more). Alternate years, Fall, '07.

ENG 301 SHAKESPEARE'S COMEDIES AND HISTORIES (3)

This course consists of a study of representative comedies and histories of Shakespeare. Emphasis is on reading and understanding Shakespearean language, as well as on the theatrical and cultural contexts of the plays. Alternate years, Spring, '08.

ENG 302 SHAKESPEARE'S TRAGEDIES AND ROMANCES (3)

This course consists of the study of representative tragedies and late romances of Shakespeare. Emphasis is on reading and understanding Shakespearean language, as well as on the theatrical and cultural contexts of the plays. Alternate years, Spring '09.

ENG 303 AMERICAN LITERATURE TO 1900 (4)

The course includes a survey of early American writers from the Puritan period to the end of the nineteenth century. Emphasis is placed on the growth of Romanticism and the development of realism and naturalism in American literature. Annually, Fall.

ENG 304 AMERICAN LITERATURE FROM 1900 TO PRESENT (4)

The course is designed to help students appreciate some of the major American writers of the twentieth century. Besides discussing the works individually, the class analyzes some of the important historical and literary movements that influenced their content and form. Annually, Spring.

ENG 305 ADVANCED WRITING OF POETRY (3)

This is a workshop course designed for students who have had previous course work in poetry writing, or other comparable experience and who wish substantial additional training in poetry writing beyond the introductory level. Pre-requisite: English 205, or approved equivalent. English 205 and 305 will be offered concurrently. Annually, Spring or as needed.

ENG 306 ADVANCED WRITING OF FICTION AND DRAMA (3)

This is a workshop course designed for students who have had previous course work in fiction writing and play writing, or other comparable experience and who wish substantial additional training in fiction writing and play writing beyond the introductory level. Pre-requisite English 206, or approved equivalent. English 206 and 306 will be offered concurrently. Annually, Fall or as needed.

ENG 307 ENGLISH GRAMMAR (3)

This course is a study of English phonology (sound system), morphology (word structure), and syntax (sentence structure) with an emphasis on structural and transformational grammars. Alternate years, Fall, '08.

ENG 309 WORLD LITERATURE I (4)

This course surveys literature (primarily but not exclusively western) from the ancient period, the medieval period, and the Renaissance. The course emphasizes historical and cultural contexts, as well as major literary texts. Alternate years, Fall, '08.

ENG 310 WORLD LITERATURE II (3)

This course surveys literature (primarily but not exclusively western) from the following literary periods and movements: Enlightenment, Romanticism, realism and naturalism, modernism, and post-modernism. The course emphasizes historical and cultural contexts, as well as major literary texts. Alternate years, Fall, '07.

ENG 311 MEDIEVAL AND RENAISSANCE ENGLISH LITERATURE (3)

This course surveys major works of poetry, prose, and drama from pre- and post- Norman Conquest England through the death of Elizabeth I. Authors and works may include Beowulf, Sir Gawain and the Green Knight, Chaucer, cycle and morality plays, Sidney, Spenser, and Marlowe. Emphasis is placed on cultural and historical contexts, as well as the texts themselves. Alternate years, Fall, '07.

ENG 315 SEVENTEENTH CENTURY ENGLISH LITERATURE (3)

This course surveys major literary works in poetry, prose and drama of the Jacobean period through the English Civil War and Restoration. Authors may include Donne, Jonson, Herbert, Marvell, Philips, Milton, Dryden, Wycherley and Behn. Emphasis is placed on cultural and historical contexts, as well as the texts themselves. Alternate years, Fall '08.

ENG 316 EIGHTEENTH CENTURY ENGLISH LITERATURE (3)

This course surveys major literary works in poetry, fiction, and drama of the Eighteenth Century and examines topics such as satire and the rise of the novel. Authors may include Swift, Pope, Defoe, Johnson, Richardson, Fielding, Sheridan and Sterne, among others. Emphasis is placed on cultural and historical contexts, as well as the texts themselves. Alternate years, Spring '09.

ENG 317 ROMANTIC ENGLISH LITERATURE (3)

This course surveys literature of the English Romantic Period (1790-1832) in the major genres, of poetry, non-fiction prose, and prose fiction. Authors may include Wollstonecraft, Burns, Blake, Wordsworth, Coleridge, DeQuincey, Byron, Percy and Mary Shelley, Keats, Austen, and the Brontes, among others. Emphasis is placed upon cultural and historical contexts as well as on the texts themselves. Alternate years, Spring '09.

ENG 318 VICTORIAN ENGLISH LITERATURE (3)

This course surveys literature of the English Victorian Age (1832-1901) in the major genres of poetry, non-fiction prose, drama, and prose fiction. Authors may include Carlyle, Dickens, J.S. Mill, Tennyson, Robert and Elizabeth Barrett Browning, Arnold, Dante and Christina Rossetti, Swinburne, Morris, Wilde, George Eliot, and Hardy, among others. Emphasis is placed upon cultural and historical contexts as well as on the texts themselves. Alternate years, Spring, '08.

ENG 319 TWENTIETH CENTURY ENGLISH LITERATURE (3)

This course surveys selections of English and Irish literature from 1900 to the present. Authors include, but are not limited to, Yeats, Joyce, Eliot, Lawrence, and Woolf. Emphasis is placed on cultural and historical contexts as well as on texts. Alternate years, Spring, '08

ENG 320-329 TOPICS IN WRITING, LANGUAGE, AND RHETORIC (W) (3)

These theoretically-informed courses examine a particular subject not ordinarily treated in detail in other writing or language courses offered regularly by the department. Course topics might include areas such as the construction of gender in writing, pedagogical theory and writing, or classical or contemporary rhetorical theory. As needed.

ENG 360 TECHNICAL WRITING (W) (3)

Emphasizes the strategies and formats required for effective written communication in professional and technical fields. The course requires clear, concise writing in various formats (memos, reports, etc.) geared to appropriate audiences as well as the use of graphics. Each semester.

ENG 361 WRITING PEDAGOGY (W) (3)

This course will introduce students to writing pedagogy from both a theoretical and practical perspective. Students will trace historical changes in writing pedagogy from classical to contemporary and will develop a teaching philosophy grounded in pedagogical theory and individual tutoring experience. Students will practice responding to student writing, and designing effective assignments for a writing course. Required for English/Secondary Education track. Alternate Years, Spring '09, as needed.

ENG 380-389 TOPICS IN LITERATURE (3)

This course examines a particular theme, genre or subject in literature, not ordinarily treated in detail in other literature courses offered regularly by the department. Courses offered include such topics as Women in Literature, Gothic and Mystery Literature and Film, Science Fiction, and The Comic Tradition. As needed.

ENG 390 MAJOR AUTHORS (W) (3)

This course is an intensive study of one major author (or in some cases two closely connected authors). Students will examine a substantial body of the work of the author selected and may examine biographical and critical materials as well. A literary research paper is required. Because the author varies from year to year, ENG 390 may be taken more than once for credit. Students who are not English majors, English minors, or Elementary Education majors (with English concentration) must obtain permission of the instructor to take English 390 Major Authors. Annually, Spring, as needed.

ENG 470 INTERNSHIP IN ENGLISH (3-8)
Prerequisite: Consent of the instructor. No more than three hours may be counted toward the required total for the major.

ENG 480 -INDEPENDENT STUDY IN ENGLISH LANGUAGE AND LITERATURE (1-4)
Prerequisite: Consent of the instructor.

ENG 490 SEMINAR IN ENGLISH (W) (4)
Research approaches, resources and methods in literature and criticism are taught in connection with a selected topic. Prerequisite: Permission of instructor. Annually, Fall, as needed.

Ethnic Studies

The Ethnic Studies minor complements McKendree's more traditional liberal arts majors as well as its professional courses of study. This minor benefits students in professional programs seeking knowledge to enhance a selected career path just as much as students in traditional liberal arts contemplating graduate study in their fields. Students from all majors would thrive with an Ethnic Studies minor. Individuals who complete this program will gain comparative insight into how scholars from different disciplines-including history, religion, sociology, literature, writing, communication, and psychology-pose and answer questions about race and ethnicity.

Students who minor in Ethnic Studies will enroll in a variety of courses designed to help them understand the construction and functioning of ethnicity both in the United States and in a global context. By the end of their studies, students should be able to

- (a) analyze diverse ethnic communities in a sympathetic and even-handed manner;
- (b) explain how racial/ethnic heritage can influence the way people understand and relate to the world around them;
- (c) discuss the effects of racial/ethnic prejudice in American society, including their own lives;
- (d) function more effectively as citizens in our increasingly pluralistic society; and
- (e) relate more empathetically to people from diverse racial/ ethnic backgrounds.

To minor in Ethnic Studies:

1. -Students must take six courses for a total of eighteen credit hours. Students must also earn a cumulative GPA of 2.25 or better in courses applied to the minor.
2. -All students in Ethnic Studies will be required to take HIS 276 or HIS 376, Minorities in the American Experience, for a total of three hours.
3. -For the remaining fifteen hours, students will select among eight standing courses in the Departments of English, History, Nursing, Religion, and Sociology. The faculty advisor for the program will also apprise students each semester of any approved topics courses. ANT 149 Cultural Anthropology; ANT 345 Marriage and the Family Cross Culturally; ENG 252 Ethnic Literature; ENG 253 The Literature of Post-Colonial Cultures; HIS 277/377 African-American History;MGT 340/MKT 340 International Business; MUS 265, Music in World Cultures; NSG 345 Transcultural Nursing; PSI 210 Introduction to International Relations; PSI 220 Comparative Government; REL 312 Religion and Race; REL 320 Religions of the World; SOC 360 Race and Ethnic Relations.
4. -Students can take no more than six hours from any one discipline.
5. -At least six hours must be at the upper division level.
6. -Relevant internship hours may be substituted for three hours of the minor requirements.

Fine Arts

FA 202 INTRODUCTION TO THE FINE ARTS (3)
This course is designed to develop a general knowledge and appreciation of the arts without consideration of more technical phases. Attention is given to the history and development of architecture, music, painting and sculpture. Special emphasis is given to the place of the arts in man's social development.
It is suggested that HIS 162 be taken prior to this course, but it is not required. As needed.

FA 280-289 SPECIAL TOPICS IN FINE ARTS (1-3)
As needed.

Foreign Language Special Topics

Betsy Gordon, Ph.D., Associate Professor of Speech Communication;
Chair, LLC Division;

begordon@mckendree.edu; (618) 537-6889; Carnegie Hall 114

FLS 180-189 FOREIGN LANGUAGE SPECIAL TOPICS (3-4)

FLS 280-289 FOREIGN LANGUAGE SPECIAL TOPICS (3-4)

FLS 380-389 FOREIGN LANGUAGE SPECIAL TOPICS (3-4)

Special topics in foreign language, such as Latin or other languages that are not ordinarily offered through minor programs, are offered under this heading. Offerings for such topics are dependent on student demand and instructor availability. As needed.

French Language and Culture

Betsy Gordon, Ph.D., Associate Professor of Speech Communication;
Chair, LLC Division;

begordon@mckendree.edu; (618) 537-6889; Carnegie Hall 114

In order to prepare students for a world that is becoming more economically interdependent and culturally diverse, the study of foreign language may afford students opportunities to communicate with persons from other cultures as well as foster students' understanding and appreciation of cultures other than their own. Foreign language courses emphasize learning grammar and vocabulary, improving conversation skills, and improving students' ability to read another language. Because learning a foreign language necessitates the rigorous study of grammar, it may enhance students' overall language awareness and understanding of the grammar of English.

To minor in French language and culture the student must complete a minimum of 16 credit hours in French language and culture courses. Students seeking a teaching endorsement in a language need the following: 18 hours of the language for an endorsement to teach middle school and 24 hours of the language to teach secondary school. 18 hours of a language may also be used as an area of concentration for elementary school teachers. Up to 8 credit hours of CLEP or Advanced Placement Examination credit will be accepted toward the 16 hour minor requirement or the 18 and 24 hour teaching endorsements. (cf. Transfer of Credit section of this catalog). Students may apply up to 8 hours of CLEP or AP credit toward the 16 hour minor or the teaching endorsement requirements. Students who have successfully completed two years of high school French and who are allowed to waive FRE 101 and 102 based on criteria other than the CLEP or AP tests may complete the 16 hour minor with 11 additional credit hours. To complete the teaching endorsements, students must have 18 (middle school) or 24 (secondary) hours of college credit in the language, up to 8 of which may come from the CLEP or AP examinations.

FRE 101 FRENCH LANGUAGE AND CULTURE I (4)

An introduction course designed for the student with no knowledge of the French language. Emphasis is placed on the development of listening, speaking, and writing skills. The student is introduced to French culture and history. Annually, Fall.

FRE 102 FRENCH LANGUAGE AND CULTURE II (4)

A continuation of FRE 101. The course emphasizes speaking and understanding of conversational French with a continued development of writing and vocabulary skills. Prerequisite: FRE 101 or placement test. Annually, Spring.

FRE 201 FRENCH LANGUAGE AND CULTURE III (3)

This course focuses on developing the student's skills to an intermediate level of proficiency. Emphases are placed on the development of the spoken language, original composition, and a knowledge of the culture through readings in French and in translation. Prerequisite: FRE 102 or placement test. Annually, Fall.

FRE 202 FRENCH LANGUAGE AND CULTURE IV (3)

A continuation of FRE 201. The course provides a development of oral and written skills in the French language. Consideration is given to correct French usage in business affairs. The: FRE 201 or placement test. Annually, Spring.

FRE 351 LANGUAGE EXPERIENCE IN FRANCE (3-4)

A six to eight week period of intensive language and cultural study during a summer session in French or other French-speaking country. Credit is determined through arrangement with the instructor for projects in French history and culture.

FRE 380-389 TOPICS IN FRENCH LANGUAGE AND CULTURE (2-3)

The focus on this course will be development of speaking competency. The course will be taught in the French language; various methodologies will be used to further social and linguistic interaction in the classroom. Students should realize an appreciable growth in oral comprehension and expression in the language. Prerequisite: FRE 202 (or concurrent enrollment). As needed.

FRE 480 INDEPENDENT STUDY IN FRENCH (1-4)

Prerequisite: Consent of instructor and academic advisor. As needed.

Gender Studies

Brenda Boudreau, Ph.D., Associate Professor of English;
bdboudre@mckendree.edu; (618) 537-6971; Carnegie Hall 213

The Gender Studies minor complements McKendree's more traditional liberal arts majors as well as its professional courses of study. This minor benefits students in professional programs seeking knowledge to enhance a selected career path just as much as students in traditional liberal arts contemplating graduate study in their fields. Students from all majors would thrive with a Gender Studies minor. Individuals who complete this program will gain comparative insight into how scholars from different disciplines — including history, sociology, literature, writing, communication, and psychology — pose and answer questions about gender.

Students who minor in Gender Studies will enroll in a variety of courses designed to help them understand the multiple experiences and viewpoints of women and men in contemporary society and in history, the gendered constructions of power in America and in the world, the representations of gender in literature, and the psychology and sociology of gender. As a result of this focused study, students should be able to (a) describe the varied and complex relations among social ideology, social structures/hierarchies, gender roles, and sexuality in various cultures; (b) identify the presence and effects of gender discrimination in the United States and other societies; (c) analyze cultural artifacts and texts using the interdisciplinary methods of gender criticism; (d) summarize the basic elements of a feminist critique of Western society, including its political implications; (e) evaluate various theories about the inherent similarities and differences among and between women and men; (f) recover the long-neglected history and viewpoints of women in various cultures around the world; and (g) relate more effectively to individuals of the other gender in their social and professional lives.

To minor in Gender Studies:

1. -Students must take six courses for a total of eighteen credit hours. Students must also earn a cumulative GPA of 2.25 or better in courses applied to the minor.

2. -All students in Gender Studies will be required to take HIS 271/371 U.S. Women's History for a total of three hours.

3. -The remaining fifteen hours are selected from among the following courses.

No more than six (6) hours can be taken from any one discipline. Six hours must be at the upper division level:

SOC 260 Sociology of Families

SOC 350 Sociology of Gender

ENG 235 Gender in Literature

PSI 315 Gender and International Relations

PSY 265 Psychology of Gender

PSY 370 Psychology of Human Sexuality

REL 212 Religion and Gender

SPC 375 Gender and Communication

Other courses as announced each semester. Refer to the course catalog.

4. -Relevant internship hours may be substituted for three hours of the minor requirements.

German Language and Culture

Betsy Gordon, Ph.D., Associate Professor of Speech Communication;
Chair, LLC Division;
begordon@mckendree.edu; (618) 537-6889, Carnegie Hall 114

In order to prepare students for a world that is becoming more economically interdependent and culturally diverse, the study of foreign language may afford students opportunities to communicate with persons from other cultures as well as foster students' understanding and appreciation of cultures other than their own. Foreign language courses emphasize learning grammar and vocabulary, improving conversation skills, and improving students' ability to read another language. Because learning a foreign language necessitates the rigorous study of grammar, it may enhance students' overall language awareness and understanding of the grammar of English.

To minor in German language and culture the student must complete a minimum of 16 credit hours in German language and culture courses. Students seeking a teaching endorsement in a language need the following: 18 hours of the language for an endorsement to teach middle school and 24 hours of the language to teach secondary school. 18 hours of a language may also be used as an area of concentration for elementary school teachers. Up to 8 credit hours of CLEP or Advanced Placement Examination credit will be accepted toward the 16 hour minor requirement or the 18 and 24 hour teaching endorsements. (cf. Transfer of Credit section of this catalog). Students may apply up to 8 hours of CLEP or AP credit toward the 16 hour minor or the

teaching endorsement requirements. Students who have successfully completed two years of high school German and who are allowed to waive GER 101 and 102 based on criteria other than the CLEP or AP tests may complete the 16 hour minor with 11 additional credit hours. To complete the teaching endorsements, students must have 18 (middle school) or 24 (secondary) hours of college credit in the language, up to 8 of which may come from the CLEP or AP examinations.

GER 101 GERMAN LANGUAGE AND CULTURE I (4)
An introduction course designed for the student with no knowledge of the German language. Emphasis is placed on the development of listening, speaking, and writing skills. The student is introduced to German culture and history. Annually, Fall.

GER 102 GERMAN LANGUAGE AND CULTURE II (4)
A continuation of GER 101. The course develops writing and vocabulary skills while emphasizing the speaking and understanding of conversational German. Prerequisite: GER 101 or placement test. Annually, Spring.

GER 201 GERMAN LANGUAGE AND CULTURE III (3)
This course focuses on developing the student's skill to an intermediate level of proficiency. The student is expected to gain a knowledge of the customs and culture of Germany through readings in German and in translation. Prerequisite: GER 102 or placement test. Annually, Fall.

GER 202 GERMAN LANGUAGE AND CULTURE IV (3)
The continued development of the written and oral language skills learned in GER 201. The student's appreciation of German culture is enhanced through readings in German literature. Prerequisite: GER 201 or placement test. Annually, Spring.

GER 351 LANGUAGE EXPERIENCE IN GERMANY (3-6)
A six to eight week period of intensive language and cultural study during a summer session in Germany. Credit is determined through arrangement with the instructor for projects in German history and culture.

GER 380-389 TOPICS IN GERMAN LANGUAGE AND CULTURE (2-3)
The focus of this course will be development of speaking competency. The course will be taught in the German language; various methodologies will be used to further social and linguistic interaction in the classroom. Students should realize an appreciable growth in oral comprehension and expression in the language. Prerequisite: GER 202 (or concurrent enrollment). As needed.

GER 480 INDEPENDENT STUDY IN GERMAN (1-4)
Prerequisite: Consent of instructor and academic advisor. As needed.

Gerontology

Linda Hurt, Ph.D., Assistant Professor of Psychology;
lehurt@mckendree.edu; (618) 537-6886; Carnegie Hall 204

The minor in gerontology is designed to give a minimal background for those who wish to enter positions that deal with meeting the needs of the elderly. To minor in gerontology a student must complete 20 hours in gerontology courses, including GRN 322.

PSY 321 and PSY 302 may be included as electives toward the gerontology minor. If PSY 321 and PSY 302 are used toward a psychology major or psychology minor, they may not also be counted toward meeting the 20-hour requirement for a gerontology minor.

For a course to be accepted toward a gerontology minor, a grade of better than D is required. A student majoring in psychology may concentrate his/her studies in courses which reflect a gerontological emphasis. For specifics on this alternative, see the requirements in the Courses of Study section of this catalog under Psychology.

PSY 321 PSYCHOLOGY OF DEATH AND DYING (4)
Annually, Fall.

GRN 322 PSYCHOLOGY AND SOCIOLOGY OF HUMAN AGING (4)
Prerequisite: PSY 153. Same as PSY 322. Annually, Fall.

GRN 419 HUMAN AGING: PHYSICAL AND MENTAL HEALTH (4)
Prerequisite: PSY 153. Same as PSY 419. As needed.

GRN 470 INTERNSHIP IN GERONTOLOGY (3-8)
Same as PSY 470 except that the following prerequisites are required in addition to those required for PSY 470: PSY 321 and 322. Depending on arrangements that can be made and student's interests, internships will take place in mental health clinics, state mental hospitals, medical hospitals, nursing homes, day care centers, government, senior centers, retirement homes, etc.

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| GRN 480 | INDEPENDENT STUDY IN GERONTOLOGY | (1-4) |
| GRN 490 | SEMINAR IN GERONTOLOGY | (1-4) |
| As needed. | | |
| GRN 495 | SENIOR ESSAY IN GERONTOLOGY | (3-4) |
| As needed. | | |

Greek of The New Testament

Duane Olson, Ph.D., Associate Professor of Religion;
dolson@mckendree.edu; (618) 537-6961; Carnegie Hall 216

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| GRK 370 | NEW TESTAMENT GREEK I | (4) |
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An introductory course designed for the student with no knowledge of the Greek language. Primary attention is given to learning the grammar and vocabulary of biblical (Koine) Greek, in order to prepare the student for working independently in the Greek New Testament. As needed.

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| GRK 371 | NEW TESTAMENT GREEK II | (4) |
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A continuation of GRK 370. This course completes the formal study of Greek grammar and vocabulary, and gives increasing attention to translation and study of the Greek New Testament. As needed.

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| GRK 375 | READINGS IN NEW TESTAMENT GREEK | (1-4) |
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A guided study of specific texts from the New Testament in the original Greek. Students will develop their ability to work in the Greek New Testament through extensive translation of individual passages. Advanced elements of grammar and syntax will also be covered. Prerequisites: GRK 370, 371. As needed.

Health Promotion and Wellness

Karan L. Onstott, Rh.D., Assistant Professor of Health and Human Performance;
klonstot@mckendree.edu; (618) 537-6932; VS120A

Deanne Riess, Ph.D, Assistant Professor of Health and Human Performance;
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Health and wellness issues pose great challenges to each individual, our nation, and the world. Developing a sense of personal responsibility for one's wellbeing, an understanding of the basic principles of health and wellness, an awareness of the multidimensionality of health and wellness, and the importance of the interrelationship of those dimensions is critical to addressing health and wellness concerns. The disciplines in health and wellness draw from biological, social, and behavioral sciences to foster knowledge, create awareness, and facilitate healthy lifestyle changes. The degree programs in Health Promotion and Wellness prepare students to become knowledgeable and skillful professionals, who are able to cultivate an understanding of critical health and wellness concepts that support healthy lifestyles and behavioral change. There are two degree options within the Health Promotion and Wellness program.

The Health Education major prepares students to be effective teachers and health and wellness advocates in secondary education facilities. Students in the major also develop skills in planning, programming, implementation, and evaluation, preparing them to work successfully in the school setting and other venues and to assist with wellness planning and developing coordinated school health programs. Health Education majors seeking teacher education certification must complete the requirements for the Illinois Initial Secondary (Type 09) Certificate which can be found in the Education, Health and Human Performance section of this catalog.

The Health and Wellness major offers students coursework designed to prepare them to successfully deliver health and wellness information to a diverse group of learners in a variety of settings while serving as health and wellness advocates. Their preparation includes skill development in planning, programming, implementation, and evaluation. The internship requirement within the Health and Wellness degree affords students an opportunity to apply professional skills and knowledge in a related work environment while gaining practical experience.

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| HEALTH EDUCATION MAJOR REQUIREMENTS | | 37 hrs. |
| HPE 158 | HEALTH | (3) |
| PED 206 | FIRST AID | (2) |
| HPE 212 | DRUG EDUCATION | (3) |
| HPE 214 | -PRINCIPLES & FOUNDATIONS OF HEALTH EDUCATION AND WELLNESS | (3) |

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| HPE 220 | HUMAN NUTRITION | (3) |
| BIO 307 | HUMAN ANATOMY AND PHYSIOLOGY | (5) |
| PSY 311 | STRESS MANAGEMENT | (3) |
| HPE 400 | THE SCHOOL HEALTH PROGRAM | (3) |
| HPE 410 | EVALUATION IN HEALTH EDUCATION AND WELLNESS | (3) |
| HPE 460 | CURRICULUM DEVELOPMENT IN HEALTH EDUCATION | (3) |
| PSY 370 | PSYCHOLOGY OF HUMAN SEXUALITY | (3) |
| Electives from HPE courses | | (3) |

Minor:

To complete a minor in Health Education, the student must complete 24 hours from the Health Major offerings including HPE 158, PED 206, HPE 210, 212, 214, 220, 400.

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| HEALTH AND WELLNESS MAJOR REQUIREMENTS | | 58 hrs. |
| HPE 158 | HEALTH | (3) |
| PED 206 | FIRST AID | (2) |
| HPE 210 | TECHNOLOGY IN HEALTH AND WELLNESS | (3) |
| HPE 212 | DRUG EDUCATION | (3) |
| HPE 214 | -PRINCIPLES & FOUNDATIONS OF HEALTH EDUCATION AND WELLNESS | (3) |
| HPE 220 | HUMAN NUTRITION | (3) |
| BIO 307 | HUMAN ANATOMY AND PHYSIOLOGY | (5) |
| PSY 311 | STRESS MANAGEMENT | (3) |
| HPE 410 | EVALUATION IN HEALTH EDUCATION AND WELLNESS | (3) |
| HPE 420 | -PLANNING AND IMPLEMENTATION IN HEALTH PROMOTION AND WELLNESS | (3) |
| HPE 450 | PROGRAMS IN COMMUNITY HEALTH | (3) |
| PSY 370 | PSYCHOLOGY OF HUMAN SEXUALITY | (3) |
| HPE 470 | INTERNSHIP IN HEALTH PROMOTION AND WELLNESS | (8) |
| Electives (determined by work setting or area of interest) | | (15) |

HPE 158 HEALTH AND WELLNESS (3)

A survey of the concepts of health and wellness, the related lifestyle behaviors that promote wellness and prevent disease throughout the lifespan, and the ways in which those behaviors can be integrated into one's lifestyle. Each semester.

HPE 210 TECHNOLOGY IN HEALTH AND WELLNESS (3)

An overview of computer applications and models in health education and wellness promotion appropriate for use in teaching, lifestyle, and other health and wellness assessments. Basic computer and internet research skills will be presented. Students will learn how to integrate the use of technology in tracking student progress or lifestyle behaviors. Each semester.

HPE 212 DRUG EDUCATION (3)

Examines a variety of teaching strategies and materials appropriate to the teaching of drug and alcohol use and abuse information in grades 6-12. An examination of the drug abuse from psychological, historical, and legal perspectives. The effects of drug use on the health and social function of the individual will be reviewed as well as drug abuse programs, teaching curricula, drug testing, and other related issues. Prerequisite: HPE 158. Alternate years. Spring '09.

HPE 214 -PRINCIPLES AND FOUNDATIONS OF HEALTH EDUCATION AND WELLNESS (3)

An introduction to the theories and concepts of health, health education, and wellness that guide the practice of professionals in the field. Also examines the role of the professional in a variety of health and wellness work settings. Prerequisites: HPE 158, HPE 210 or EDU 115. Alternate years. Fall '07.

HPE 220 HUMAN NUTRITION (3)

An examination of basic principles of nutrition, the role of nutrients in maintaining health and wellness, the relationship of nutrition to diseases and disorders, as well as consumer issues such as using nutritional tools (i.e. guidelines, recommendations, and food labels) and integrating healthy nutritional practices into the lifestyle. Prerequisites: HPE 158, HPE 210 or EDU 115. Every Spring.

HPE 281 HUMAN DISEASES (3)

A study of key communicable and non-communicable diseases and related disease agents that are of concern to health educators in a variety of settings. In addition, the course will examine the history of disease, the principles of disease occurrence, and human defense mechanisms against disease. Prerequisites: HPE 158, HPE 214 or consent of instructor.

HPE 301 ADVANCED HUMAN NUTRITION (3)

Incorporates the basic principles of nutrition to explore nutritional practices and recommendations across the lifespan, specific nutritional concerns (i.e. weight management, cultural and lifestyle nutritional differences), food safety, and global hunger issues. Prerequisites: HPE 158, HPE 220.

HPE 325 SUPPLEMENTS AND SPORTS NUTRITION (3)

The course will review the role of food constituents in the body, especially as it relates to active people. In this course we will examine the relationships among energy production, nutrient utilization, and various types of supplements and their effects or lack thereof. The course will also provide the opportunity to examine hydration issues, functional foods, nutraceuticals, ergogenic aids, and other current nutritional trends. Prerequisites: HPE 158, HPE 220.

HPE 370 HEALTH CARE IN THE U.S. (3)

This course will examine the history of health care in the United States, as well as how the health care system is organized and financed. Issues regarding delivery of care, access to care, and types of care will be discussed. Contemporary topics such as treatment versus disease prevention, research, pharmaceuticals, and reimbursement systems will be explored. Prerequisites: HPE 158, HPE 214.

HPE 375 THE BRAIN AND LEARNING (3)

This course will be an introduction to understanding the brain by investigating the structures and related functions of the brain, how learning and memory is established in the brain, and the effects of various health, wellness, and lifestyle behaviors on learning and brain function. Prerequisite: HPE 158.

HPE 380-389 -SPECIAL TOPICS IN HEALTH PROMOTION AND WELLNESS (1-3)

Consent of Instructor. As needed.

HPE 400 THE SCHOOL HEALTH PROGRAM (3)

An examination of the role of the health educator in the school setting regarding the delivery of health education curriculum, health services, a safe and healthy environment, liaison strategies, and other related responsibilities to support coordinated school health programs and wellness planning. Prerequisites: HPE 158, HPE 214.

HPE 410 EVALUATION IN HEALTH EDUCATION AND WELLNESS (3)

This course will investigate assessment and evaluation techniques used to measure the impact of health education and wellness strategies in a given sample or population. Discussion will include selection and development of valid and reliable measures, use of appropriate statistical procedures for school and community settings and evaluation tools currently used in health and wellness disciplines. Prerequisites: HPE 158 and HPE 214. Alternate years, Spring '07.

HPE 420 -PLANNING AND IMPLEMENTATION IN HEALTH PROMOTION AND WELLNESS (3)

This course will prepare the health and wellness professional to plan and implement effective health programs for diverse populations and settings. Aspects of program planning and implementation including intervention strategies, identifying needs of the targeted population, development of the program and related materials, marketing the program, delivering and implementing the program, and assessing the outcomes of the program will be addressed. Prerequisites: HPE 158, HPE 214, HPE 410.

HPE 430 HEALTH AND WELLNESS COACHING (3)

This course will present a review of theories of health behavior and behavior change and introduce theories of counseling to examine how they might be used to support health and wellness-related lifestyle modifications. Strategies for decision-making and problem-solving will also be examined. Prerequisites: HPE 158, HPE 214.

HPE 435 READINGS IN HEALTH PROMOTION AND WELLNESS (3)

This course is designed to offer students an opportunity to explore current, controversial, or other issues of interest in depth. Students will be encouraged to draw upon previously learned material and concepts to further examine and analyze the issues. Prerequisites: HPE 158, HPE 214, and consent of instructor.

HPE 450 PROGRAMS IN COMMUNITY HEALTH (3)

Organization and administration in local, state, and national official and non-official health agencies, their purposes, functions, and an overview of methods for meeting community health needs and for solving community health problems.. Prerequisites: HPE 158, HPE 214, HPE 410, HPE 400 or HPE 420. Alternate years, Spring '08.

HPE 460 CURRICULUM DEVELOPMENT IN HEALTH EDUCATION (3)

This course is designed to prepare the health educator to be able to plan and implement content, as well as achieve a basic understanding in the evaluation of health and wellness curricula. A historical approach to theoretical models of curriculum development in Health Education will be explored, as well as current policies and legislation that affect health and wellness instruction and programming. Prerequisites: HPE 158, HPE 214, HPE 400 and HPE 410. Alternate years, Fall '08.

HPE 470 INTERNSHIP IN HEALTH PROMOTION AND WELLNESS (8)

Enrollment in this course will provide an opportunity to apply professional skills and knowledge in a related work environment while gaining practical experience. The internship is limited to Health Promotion and Wellness majors and minors and must be taken during the final semester of the program. Prerequisites: HPE 158, HPE 214, HPE 410, HPE 420 or 460, HPE 450 and consent of instructor.

HPE 480 INDEPENDENT STUDY IN HEALTH EDUCATION (1-3)

HPE 490 SEMINAR IN HEALTH EDUCATION (3)

History

Irwin Halfond, Ph.D., Professor of History;
Chair, Division of Humanities;
ihalfond@mckendree.edu; Carnegie Hall 103, (618) 537-6891

Patrick A. Folk, Ph.D., Professor of History;
Deneen Professor of Early American History;
pfolk@mckendree.edu; (618) 537-6988; Carnegie Hall 102

History is clearly the broadest and most inclusive of all the academic disciplines, since it properly includes the development of all other areas of study. The study of history is a solid preparation for life in an increasingly unpredictable modern world. Its study sharpens abilities to analyze and evaluate information critically, to interpret relationships, to translate ideas into different forms, to apply concepts to varying situations, to synthesize new concepts from given information, and to evaluate alternate courses of action or interpretations of historical data. A history major will also develop strong writing and research capabilities, leading in the senior year to a major original research paper based on primary source materials. History has proven to be an outstanding preparation for successful careers in law, teaching, business, writing, and other fields.

Social Science secondary education students who are interested in procuring a history concentration may pursue a B.S. in History Education. The requirements for this degree include 27 history hours that are prescribed plus an additional 6 upper level hours in history, 3 of which must be in American history and 3 of which must be in either European or world history. This degree, while not as comprehensive as the traditional History B.A., will nevertheless enable the holder to compete for teaching positions outside of the state of Illinois, seek a variety of business and non-profit professional careers in which the traditional liberal arts are valued, and pursue graduate studies in history.

Students seeking the traditional B.A. in history must complete at least 40 hours, with a minimum of a 2.5 cumulative grade point average and all grades better than D in the major. At least 18 credit hours must be completed at the 300 level or above. All history majors must take six hours of European history at the upper division level and six hours of American history at the upper division level. History majors must also complete six semester hours of a single foreign language or equivalent (calculated at two semesters of high school language equal to one semester of college language).

Students seeking a minor in history must complete at least 20 credit hours in history, at least 12 hours of which must be at the 300 level or above. Required courses include either HIS 161 and 162, or HIS 261 and 262. Students must complete the minor with a minimum of a 2.5 cumulative grade point average and all grades better than D in the minor.

The History Education major may be selected by students interested in teaching at secondary or middle schools as well as by those students who may wish to pursue advanced degrees in History. At least 18 of the 55 required hours in Social Science must be at the 300 level or above. For a course to be accepted towards the major a grade of C- or better is required.

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| B.S. HISTORY EDUCATION MAJOR REQUIREMENTS | | 55 crs. |
| HIS 161 | WORLD CIVILIZATION TO 1450 | (3) |
| HIS 162 | WORLD CIVILIZATION SINCE 1450 | (3) |
| HIS 163 | TWENTIETH CENTURY WORLD HISTORY | (3) |
| HIS 261 | UNITED STATES HISTORY TO 1865 | (3) |
| HIS 262 | UNITED STATES HISTORY SINCE 1865 | (3) |
| HIS 309 | HISTORICAL METHODS AND REGIONAL INQUIRY (W) | (3) |
| HIS 372 | AMERICAN ECONOMIC HISTORY | (3) |
| HIS 373 | HISTORICAL GEOGRAPHY | (3) |
| HIS 376 | MINORITIES IN THE AMERICAN EXPERIENCE | (3) |
| or | | |
| HIS 371 | U.S. WOMEN'S HISTORY | |
| Additional History electives | | (6) |
| SOCIAL SCIENCE REQUIREMENTS | | 22crs. |
| ANT 149 | INTRODUCTION TO CULTURAL ANTHROPOLOGY | (3) |
| SOC 150 | PRINCIPLES OF SOCIOLOGY | (3) |
| ECO 212 | PRINCIPLES OF MACROECONOMICS | (3) |
| PSI 101 | AMERICAN POLITICS | (3) |
| PSI 102 | STATE AND LOCAL GOVERNMENT | (3) |

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| PSI 210 | INTRODUCTION TO INTERNATIONAL RELATIONS | (3) |
| PSY 153 | GENERAL PSYCHOLOGY | (4) |

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| B.A. HISTORY MAJOR REQUIREMENTS | | 38 crs. |
| HIS 161 | WORLD CIVILIZATION TO 1450 | (3) |
| HIS 162 | WORLD CIVILIZATION SINCE 1450 | (3) |
| HIS 163 | TWENTIETH CENTURY WORLD HISTORY | (3) |
| HIS 261 | UNITED STATES HISTORY TO 1865 | (3) |
| HIS 262 | UNITED STATES HISTORY SINCE 1865 | (3) |
| HIS 309 | HISTORICAL METHODS AND REGIONAL INQUIRY (W) | (3) |
| HIS 310 | SEMINAR IN HISTORICAL RESEARCH | (1) |
| HIS 410 | SENIOR THESIS IN HISTORY (W) | (3) |
| Additional History electives | | (18) |

Recommended elective courses. The history faculty recommends that students majoring in history consider the following elective courses.

ART 111

or

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|---------|---|-----|
| 112 | SURVEY OF ART HISTORY | (3) |
| PHI 363 | HISTORY OF PHILOSOPHY: GREEK AND MEDIEVAL | (4) |
| PHI 364 | HISTORY OF PHILOSOPHY: RENAISSANCE AND MODERN | (4) |
| PSI 101 | AMERICAN POLITICS | (3) |
| PSI 230 | INTRODUCTION TO POLITICAL THEORY | (3) |
| ANT 149 | INTRODUCTION TO CULTURAL ANTHROPOLOGY | (3) |

HIS 161 WORLD CIVILIZATION TO 1450 (3)

A comparative survey of early civilizations in Asia, Africa, and Europe from prehistory to the fifteenth century. Annually, Fall.

HIS 162 WORLD CIVILIZATION SINCE 1450 (3)

A comparative survey of world civilization from the fifteenth century to the outbreak of World War I. Annually, Spring.

HIS 163 TWENTIETH CENTURY WORLD HISTORY (3)

A comparative history of world civilizations from World War I to the present. Each semester.

HIS 242 AFRICAN CIVILIZATIONS (3)

A survey of African history and cultures from prehistory to recent developments in modern Africa. As needed.

HIS 261 UNITED STATES HISTORY TO 1865 (3)

A survey of American history from prehistory through the Civil War. Every semester.

HIS 262 UNITED STATES HISTORY SINCE 1865 (3)

A survey of American history from the Civil War to the present. Every semester.

HIS 271/371 UNITED STATES WOMEN'S HISTORY (3)

The course examines the way in which women have shaped the American past and the ways in which large historical forces have influenced women's lives. (Those students taking the course as HIS 371 will be required to write a major research paper, in addition to other required writings. Students may elect to take it at one level, but not both.) Annually, Spring.

HIS 276/376 MINORITIES IN THE AMERICAN EXPERIENCE (3)

A survey of minorities in American history, this course will compare and contrast the histories of the various ethnic groups that make up the American population. (Students taking this course as HIS 376 will be required to write a major research paper in addition to other required writings. Students may elect to take this course at one level, but not both.) Annually, Fall.

HIS 277/377 AFRICAN AMERICAN HISTORY (3)

An introduction to the study of African American History, including the history and culture of Western Africa, the Atlantic slave trade, slavery and its effects, as well as the roles, lifestyles, problems and accomplishments of African Americans from the Colonial period until the present. The course will focus on the African American community analyzing major political, social, economic, religious, cultural, and intellectual trends, patterns, and leaders. (Those students taking the course as HIS 377 will be required to write a major research paper, in addition to other required writings. Students may elect to take this course at one level, but not both.) Alternate years, Spring '08.

HIS 280-284 TOPICS IN AMERICAN HISTORY (1-3)

Studies in specialized areas of American History. This course will cover topics or areas not included in the regular curriculum. As needed.

HIS 285-289 TOPICS IN WORLD HISTORY (1-3)

This course will be of a topical nature or cover regions or nations not included in the regular curriculum. As needed.

HIS 309 HISTORICAL METHODS AND REGIONAL INQUIRY (W) (3)

This course is designed to acquaint students with the various research methodologies used to write about the past. It merges these practical skills with the study of local and regional history. Attention will be given to Illinois history and the study of particular localities. Additionally, the course will consider key regions in the United States: New England and the Northeast, the Midwest, the South, and the West. Students will use the methodological skills gained in the course to write a research paper. Annually, Spring.

HIS 310 SEMINAR IN HISTORICAL RESEARCH (1)

Students will define individual topics for their senior research paper after completing a historiographical survey on the proposed topic and identifying major research sources available. This course will lead to the writing of a research proposal to be carried-out in HIS 410. Required of all history majors. Annually, Spring.

HIS 311 ANCIENT CIVILIZATIONS (W) (3)

A study of the ancient civilizations of the Near East, Greece, and Rome from prehistory to the fall of the Roman Empire. Alternate years, Fall '08.

HIS 312 MEDIEVAL HISTORY (W) (3)

A study of the period between the fall of the Roman Empire and the Renaissance with a major emphasis on the analysis of primary source materials. Alternate years, Spring '08.

HIS 313 EARLY MODERN EUROPE: 1450-1815 (W) (3)

A study of the development of European civilization from the Renaissance through the Napoleonic Era. Annually, Fall.

HIS 314 MODERN EUROPE: 1815-1945 (W) (3)

A study of European civilization from the Congress of Vienna to 1945. Annually, Spring.

HIS 321 AMERICAN COLONIAL HISTORY (W) (3)

A study of Colonial America from its origins in North American pre-history and European expansion through the English Colonies to about 1770. Prerequisite: HIS 261 or consent of instructor. Alternate years, Fall '07.

HIS 322 THE NEW NATION: 1781-1801 (W) (3)

A study of the early development of the United States from the Confederation Period, through the adoption of the Constitution, to the Presidencies of George Washington and John Adams. Prerequisite: HIS 261 or consent of instructor. Alternate years, Fall '08.

HIS 323 DIVISION AND REUNION: 1836-1890 (3)

A study of Manifest Destiny, rising sectional tensions, the Civil War, and the Reconstruction Era. Alternate years, Spring '09.

HIS 324 THE EMERGENCE OF MODERN AMERICA: 1890-1945 (3)

A study of the emergence of modern America as a major industrial and world power from the end of Reconstruction to the outbreak of World War I. Alternate years, Fall, '08.

HIS 326 AMERICA SINCE 1945 (3)

A study of the history of the United States from the end of World War II to the present. Alternate years, Fall '07.

HIS 327 REVOLUTIONARY AMERICA: 1763-1783 (W) (3)

A study of the revolutionary period from the Treaty of Paris in 1763 through the repeated crises with Britain, the Revolutionary War, the Treaty of Paris of 1783. Prerequisite: HIS 261 or permission of instructor. Alternate years, Spring '08.

HIS 328 THE DEMOCRATIC REPUBLIC: 1800-1836 (W) (3)

A study of the development of the United States from the election of Thomas Jefferson through the Jacksonian period. Prerequisite: HIS 261 or permission of instructor. Alternate years, Spring '09.

HIS 329 HISTORY OF THE VIETNAM WAR (3)

This course will examine the long-term causes and consequences of the Vietnam War from a political and a diplomatic perspective. It will also assess the social and cultural turmoil wrought by the war on the American homefront. Alternate years, Spring '08.

HIS 343 HISTORY OF LATIN AMERICA (3)

A survey of Latin American history from precolonial Indian cultures to recent developments in modern Latin America. As needed.

HIS 357 HISTORY OF RUSSIA (W) (4)

A survey of Russian history from prehistory to the Russian Revolution of 1917. As needed.

HIS 358 HISTORY OF THE SOVIET UNION (W) (3)

A history of Russian from the Bolshevik seizure of power until present times. As needed.

HIS 363 HISTORY OF THE MIDDLE EAST (3)

A study of the Middle East from earliest times to the present, with major attention being given to the Islamic era. As needed.

HIS 372 AMERICAN ECONOMIC HISTORY (3)

This course surveys the economic history of the United States from the colonial era to the present. Among the topics to be considered are the mercantile economy of British North America, the economics of slavery, the Industrial Revolution, the cycles of boom and bust, the rise of the service economy in the information age, and the globalization of American economic influence. Annually, Spring.

HIS 373 HISTORICAL GEOGRAPHY (3)

This interdisciplinary course explores employs the methodologies of Human Geography and History to study the manner in which place had influenced human development in past societies. The emphasis will be place on North America, but examples from the rest of the world will be studied. Annually, Fall.

HIS 374 INTRODUCTION TO PUBLIC HISTORY (3)

This course introduces students to the diverse field of public history, which includes career option in the following areas: archives management, museum studies, and oral history. Students will gain both theoretical instruction and hands-on practice with each of these topics. Alternate years, Spring '09.

HIS 380-84 TOPICS IN AMERICAN HISTORY (1-4)

Studies in specialized areas of American History. This course will cover topics or areas not included in the regular curriculum. As needed.

HIS 385-89 TOPICS IN WORLD HISTORY (1-4)

This course will be of a topical nature or cover regions or nations not included in the regular curriculum. As needed.

HIS 410 SENIOR THESIS IN HISTORY (W) (3)

This course focuses on the writing of a professional quality research paper based on primary source materials. Students will also be involved in a seminar situation requiring scholarly criticism of each other's papers on a chapter by chapter basis. Completed papers will be presented orally before the campus community. Prerequisite HIS 110 & HIS 310. Required of all history majors. Annually, Fall.

HIS 480 INDEPENDENT STUDY IN HISTORY (1-4)

Individual research in specialized topic areas. Offered only to advanced students on a contractual basis, with consent of history faculty.

Honors Program

John Greenfield, Ph.D., Professor of English; Director, Honors Program;
jgreenfi@mckendree.edu; (618) 537-6890; Carnegie Hall 205

The McKendree Honors Program is comprised of two parts. The first is an integrated, interdisciplinary series of courses organized around a broad theme. The second is a thesis based on research activity or a creative product in the student's major field completed during the junior and senior years.

All students in the program are required to enroll in the honors courses each semester except in unusual circumstances as approved by the Honors Council. Every effort should be made to take the designated Honors course for that semester in the first and second years, but it is acknowledged that various circumstances of scheduling or prior course credits may preclude students from doing that in every case. A student may stay in the program as long as he or she takes at least one of the sophomore level courses. Each honors seminar will require extensive reading coupled with frequent writing assignments and active discussion participation.

**ENG 111H -HONORS ENGLISH I:
CULTURE AND THE INDIVIDUAL, A (4)**

This course fulfills the same purpose as English I, but uses as the basis for writing assignments a specific topic examined from the point of view of two or more disciplines, usually within the humanities. The topic concerns a particular aspect of culture or a number of aspects of a particular culture. Reading and writing assignments are directed toward improving the student's ability to think analytically and creatively and to write accurate and effective prose. Students will also be introduced to the use of library resources and will develop basic research skills. Annually, Fall.

**ENG 112H -HONORS ENGLISH II:
CULTURE AND THE INDIVIDUAL, B (4)**

This course fulfills the same purpose as English II, with a similar emphasis on reading and writing about literature. The topic of the course concerns some aspect of the relationship of individual persons to culture. The topic is examined through literature and from the point of view of at least one other discipline. Reading and writing assignments are directed toward improving the student's ability to read critically, to discuss varying points of view, and to write effective critical essays. Students continue to develop their abilities to use library resources, applying research techniques to a research paper. Annually, Spring.

**HON 211 -HONORS SEMINAR I:
THE PHYSICAL WORLD AND CULTURE (3)**

This seminar will examine the influence of the environment and of technology on social structures and values. Readings and discussion will focus on examples of the interdependencies of society, culture, technology and the natural environment. The role of political, social, and economic systems within cultures may also be explored. Annually, Fall.

HON 212 -HONORS SEMINAR II:
THE PHYSICAL WORLD AND THE INDIVIDUAL (3)

This seminar will examine the influence of scientific developments and other elements of the physical world on individual identity. Readings and discussion will focus on particular examples of the impact of science upon the individual, culture, and society. Annually, Spring.

Upper level honors courses include:

HON 301 -HONORS SEMINAR III:
INTRODUCTION TO RESEARCH METHODS (1)

Students develop annotated bibliographies relating to a research topic in their field of interest. Annually, Fall.

HON 302 -HONORS SEMINAR IV:
THESIS PROPOSAL DEVELOPMENT (1)

Students develop a thesis proposal for their chosen research topic. Same as senior thesis course within the major field where acceptable. Annually, Spring.

HON 400 HONORS THESIS (2-4)

The student may enroll in up to four hours of thesis research for which a grade will be assigned upon completion of the thesis. This course may be the same as a thesis course designated within the major field. With concurrence of the discipline involved, credit hours for HON 400 may be counted toward the total required for a major. The transcript title will be listed as Honors Thesis in (Major). Annually, Fall.

HON 402 THESIS PRESENTATION (1)

Each student will make an oral presentation of the thesis project in a public forum at a designated time. Annually, Spring.

The Honors Program extends through the junior and senior years with a series of seminar courses which afford the student an opportunity to develop a research or creative project in his or her chosen field, working with a faculty mentor in that field.

The second major part of the program consists of the completion of a thesis based on research activity or a creative product in the major field of each student. Requirements for this thesis project differ according to major, but each project must be approved in advance by the major adviser and the director of the McKendree Honors Program. Each student will select a faculty mentor from his/her field and submit a thesis proposal to that mentor by the close of the second semester of the junior year.

Honors Program students have the option of earning credit in their major (or minor) for HON 302 and HON 400. Students seeking to earn credit in major for HON 302 HONORS SEMINAR IV: THESIS PROPOSAL DEVELOPMENT (1) should sign up for 480 Independent Study (1) in their major. The course will be designated as [major] 480/HON 302 (example: ENG 480/HON 302). (Exceptions to this are Biology and Chemistry, which already have courses equivalent to HON 302: BIO 461A and CHE 493A [Note: Honors students should list CHE 493A as CHE 493A/HON302]). In addition, BIO 461C HONORS THESIS III (W) counts as equivalent to HON 402. To earn credit in major the course must be approved by the faculty mentor in the major (or minor) who is supervising the student's research. In certain majors, such as English, where the Honors Thesis may be completed during a research course (e.g. Eng 490), HON 301 and HON 302 may be waived. In such cases, the Thesis Proposal would be completed as part of the research course. Divisions may exercise discretion in awarding major credit for Honors 302.

Similarly, students may earn credit in major (or minor) for HON 400 HONORS THESIS (2-4). Certain majors have research course requirements, which may be taken for credit to complete the Honors Thesis: for example, ENG 490 Seminar in English and HIS 410 Senior Thesis in History. Students may enroll in these courses for major credit and HON 400 credit by designating them ENG 490/HON 400 or HIS 410/HON 400. Or students may earn credit hours in their majors by enrolling in [major]/480/HON 400 or another course in the major as appropriate (e.g. PSI 490/HON 400). (Again, Biology and Chemistry already have equivalent courses for HON 400: BIO 461B (2) and CHE 493B (2-4). [Note: Honors students should list CHE 493B as CHE 493B/HON 400.]) To earn course credit in major for HON 400 the research project must be appropriate for the course and is subject to the approval of the faculty mentor and the instructor of the course if the course is a regular course other than 480. In addition to courses in Biology and Chemistry already mentioned, the following courses have been identified as possible of being used for HON 400 credit: HIS 410, ENG 490, SOC 495, PSI 490, and PSY 465. Students may check with faculty mentors in their majors and the Director of the Honors Program to find out if additional courses may count as HON 400 credit.

Students who do not wish to earn major credit for Honors courses but who still wish to do an Honors Thesis should enroll in the appropriate Honors courses (HON 302, HON 400, and HON 402). (Education majors do not have the option of earning credit in Education with an Honors project.)

Information Literacy

LIB 200/300 INFORMATION LITERACY

(1-3)

Students will gain in-depth experience in the critical thinking and technological skills needed to become full participants in our information society. The course provides opportunities for formulating research questions and for accessing, evaluating, and incorporating information resources into research projects that require critical thinking abilities in using the resources found in libraries and on the Internet. As needed.

Information Technology Management*

Kian Pokorny, Ph.D., Associate Professor of Computer Science/
Computer Information Systems; Chair, Division of Computer Science/
Computer Information Systems;
kpokorny@mckendree.edu; (618) 537-6440; Clark Hall TA202

Information technology plays an increasingly important role in most organizations, and there is a growing need for people with both technical and management skills. This program prepares the student in the implementation of information technology while enhancing knowledge and tools of business management and organizational theory. It is both a theoretical and practical program, which prepares the student for careers in computer management and management of information technology personnel. It also offers the professional skills required by a wide variety of computer-related positions in business, government, and industry.

*This is only offered on the Radcliff and Louisville external campuses.

INFORMATION TECHNOLOGY MANAGEMENT

MAJOR REQUIREMENTS

44 crs.

| | | |
|---------|--|-----|
| CSI 121 | INTRODUCTION TO COMPUTERS | (3) |
| CSI 140 | INTRODUCTION TO PROGRAMMING USING JAVA | (4) |
| CSI 240 | INTRODUCTION TO COMPUTER SYSTEMS | (4) |
| CSI 260 | EVENT DRIVEN PROGRAMMING | (3) |
| CSI 295 | SYSTEMS ANALYSIS (W) | (3) |
| CSI 315 | SYSTEMS DESIGN | (3) |
| CSI 320 | INFORMATION TECHNOLOGY MANAGEMENT | (3) |
| CSI 325 | ELECTRONIC COMMERCE | (3) |
| CSI 369 | SOCIAL, LEGAL, AND ETHICAL ISSUES OF COMPUTING (W) | (3) |
| CSI 415 | DATABASE MANAGEMENT SYSTEMS | (3) |
| CSI 425 | WEB PROGRAMMING | (3) |
| CSI 451 | BUSINESS DATA COMMUNICATIONS | (3) |
| CSI 490 | SENIOR SEMINAR IN COMPUTING and INFORMATION SCIENCE | (3) |

ADDITIONAL UPPER LEVEL ELECTIVES

ANY 3XX-4XX CSI COURSE NOT LISTED ABOVE.

BUS 303 BUSINESS LAW I

or

BUS 304 BUSINESS LAW II,

BUS 310 QUANTITATIVE ANALYSIS,

ACC 321 COMPUTERIZED ACCOUNTING METHODS

Supplementary requirements

33 crs.

| | | |
|---------|--------------------------------|-----|
| ACC 261 | PRINCIPLES OF ACCOUNTING I | (4) |
| ACC 262 | PRINCIPLES OF ACCOUNTING II | (4) |
| BUS 410 | MANAGEMENT INFORMATION SYSTEMS | (3) |
| ECO 211 | PRINCIPLES OF MICROECONOMICS | (3) |
| ENG 360 | TECHNICAL WRITING | (3) |
| MGT 204 | PRINCIPLES OF MANAGEMENT | (3) |
| MGT 314 | ORGANIZATIONAL BEHAVIOR | (3) |
| MGT 334 | HUMAN RESOURCE MANAGEMENT | (3) |
| MTH 142 | FINITE MATHEMATICS | (3) |
| MTH 310 | STATISTICS | (4) |

The department suggests that majors consider the following courses when selecting courses to meet the McKendree College Core Curriculum Requirements.

| | | |
|--|---|-----|
| Beliefs and Values – Requirement (a) | | |
| PHI 204 | LOGIC | (4) |
| or | | |
| PHI 345 | PHILOSOPHY OF SCIENCE (W) | (3) |
| Oral and Written Communication – Requirement (b) | | |
| SPC 220 | PUBLIC SPEAKING | (3) |
| or | | |
| SPC 310 | BUSINESS AND PROFESSIONAL PRESENTATIONS | (3) |
| Science and Nature | | |
| PHY 211 | PHYSICS I | (4) |

Journalism

Gabriel Shapiro, M.A., Assistant Professor of Journalism;
gishapiro@mckendree.edu; (618) 537-6946; Carnegie Hall 104

The journalism minor prepares academically sound, technically proficient, and professionally responsible graduates for a variety of mass communication careers. Courses included in the minor cover human communication theory and legal rights and ethical responsibility in mass media as well as newspaper writing and editing and design and layout.

Experience in the classroom is broadened by voluntary participation on the staff of the school newspaper, The McKendree Review, and an internship program for “hands-on-training” in journalism.

The journalism minor, combined with majors in political science, history, natural science, business, and others, builds strengths in observing, interviewing, critical thinking, and writing that will enhance career opportunities.

Students will develop the ability to write articles that conform to standard journalistic standards, to interview persons using appropriate journalistic methodology, to design print media, to know and understand the basic theory of human and mass communication, and to know and understand the ethical implications of journalism.

| | | |
|------------------|-------------------------------------|---------|
| Journalism minor | | 24 crs. |
| JRN 237 | INTRODUCTION TO MASS COMMUNICATIONS | (3) |
| JRN 251 | NEWSPAPER WRITING | (3) |
| JRN 272 | NEWSPAPER DESIGN AND LAYOUT | (3) |
| JRN 470 | INTERNSHIP IN JOURNALISM | (3) |
| ART 245 | PHOTOGRAPHY I | (3) |
| PHI 390 | ETHICS AND PUBLIC POLICY | (3) |
| PSI 102 | STATE AND LOCAL GOVERNMENT | (3) |
| SPC 401 | FREEDOM OF SPEECH | (3) |

JRN 237 INTRODUCTION TO MASS COMMUNICATIONS (3)

Background of print and non-print media. Includes analysis of the philosophy and direction of first generation and electronic media. Introduction to human communication theory and to mass communication and its effect on society. Lecture, media experiences, guest speakers. Annually, Fall.

JRN 251 NEWSPAPER WRITING (3)

Introduction to news, features, and editorial writing. Introduction to news values and sources, news story structure, interviewing skills. Prerequisite: ENG 111 and ENG 112. Annually, Spring.

JRN 272 NEWSPAPER DESIGN AND LAYOUT (3)

Preparation of news copy, pictures, and other graphic material for publication; evaluation of news; page layouts; newspaper make-up; analysis of existing newspapers. Annually, Fall.

JRN 280-289 SPECIAL TOPICS IN JOURNALISM (3)

To include such topics as magazine writing, magazine editing, magazine layout and design, industrial or corporate editing, interpretive reporting, government and the news media, press and society, critical writing and reviewing. Prerequisite: JRN 237 and consent of instructor. As needed.

JRN 352 ADVANCED NEWSPAPER WRITING (3)

Writing specialized news stories, copy editing, headline writing. Introduction to investigative reporting and continued development of editorial and feature writing. Prerequisites: ENG 111 and 112, and JRN 251. As needed.

JRN 380-389 SPECIAL TOPICS IN JOURNALISM (3)

To include such topics as magazine writing, magazine editing, magazine layout and design, industrial or corporate editing, interpretive reporting, government and the news media, press and society, critical writing and reviewing. Prerequisite: JRN 237 and consent of instructor. As needed.

JRN 470 INTERNSHIP IN JOURNALISM (3-8)

Each student minoring in journalism will serve as an intern with one of the newspapers, radio stations, or other appropriate organizations in the area. Such training will increase the student's potential for employment after graduation and provide practical experience in writing, editing and producing communications material for print or broadcasting media. Prerequisite: consent of instructor. Each semester.

JRN 480 INDEPENDENT STUDY IN JOURNALISM (1-3)

Individual research in specialized topic areas. Offered only to advanced students on a contractual basis, with consent of journalism faculty.

Learning Resource Center

Clarissa Melvin, M.A., Coordinator, Learning Resource Center;
(618) 537-6850; Clark Hall 302

LRC 101 READING SKILLS DEVELOPMENT (1)

Provides practice in basic reading skills of comprehension and vocabulary development. Instruction is planned according to students' individual needs as determined by placement testing and ongoing performance. The attainment of a 10.5 grade level in comprehension or a gain of three grade levels from entry into the course is required for a passing grade. This course is offered on a Pass/C-/D/Fail basis only. Each semester.

LRC 102 STUDY SKILLS DEVELOPMENT (1)

A practical review of successful learning methods including techniques of time management, note-taking, reading comprehension and examination performance. Each semester.

Management

Jean M. Sampson, D.Mgt., Assistant Professor of Management;
jmsampson@mckendree.edu; (618) 537-6884; Piper Academic Center 105

Peter C. Will, Ph.D., Assistant Professor of Management;
pcwill@mckendree.edu; (618) 537-6939; Piper Academic Center 103

Management skills are necessary in every organization. Study of the four major management functions of planning, organizing, leading, and controlling prepares students to succeed in a variety of personal and professional pursuits—businesses, government, and non-profit organizations. Management students examine management decision making at various levels of the organization, from high-level strategic decisions to day-to-day operations and human resource issues.

The management curriculum comprises the study of both management theory and application. Students gain knowledge of the broad concepts concerning how individuals and organizations function, and some of the decision-making tools that managers use in business settings. Team-building, effective communications, and how to deal with cross-cultural challenges are topics which bridge several courses. Students who are approaching the completion of their course work may choose to further their knowledge through internships in which they participate in the actual operation of a commercial organization.

To receive a Bachelor of Business Administration degree in Management, the student must successfully complete the business core and the major requirements listed below. The student must complete all work applied to the major with a minimum cumulative grade point average of 2.25. Any business course outside of the business core may be applied toward the completion of requirements for only one business major or minor. The Pass/C-/D/Fail option may not be chosen for a course fulfilling a major or minor requirement.

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|--------------------------------------|---------|
| MANAGEMENT MAJOR: | 60 crs. |
| Business core requirements | 39 crs. |
| ACC 261 PRINCIPLES OF ACCOUNTING I | (4) |
| ACC 262 PRINCIPLES OF ACCOUNTING II | (4) |
| ECO 211 PRINCIPLES OF MICROECONOMICS | (3) |
| ECO 212 PRINCIPLES OF MACROECONOMICS | (3) |
| BUS 303 BUSINESS LAW I | (3) |

or

| | | |
|---------|--|-----|
| BUS 304 | BUSINESS LAW II | (3) |
| FIN 308 | PRINCIPLES OF BUSINESS FINANCE | (3) |
| BUS 310 | QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS | (3) |
| MTH 310 | STATISTICS | (4) |
| MGT 204 | PRINCIPLES OF MANAGEMENT | (3) |
| MKT 205 | PRINCIPLES OF MARKETING | (3) |
| BUS 410 | MANAGEMENT INFORMATION SYSTEMS | (3) |
| or | | |
| ACC 321 | ACCOUNTING INFORMATION SYSTEMS | (3) |
| MGT450 | BUSINESS STRATEGY AND POLICY | (3) |

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|--|---------|
| Management major requirements | 21 crs. |
| MGT 314 ORGANIZATIONAL BEHAVIOR | (3) |
| MGT 334 HUMAN RESOURCES MANAGEMENT | (3) |
| MGT 376 OPERATIONS MANAGEMENT | (3) |
| Plus four management electives, at least two of which must be at the 300/400 level. | (12) |

MANAGEMENT MINOR: 18 crs.

The minor in Management is available to students in any major. To receive a minor, the student must complete the required courses listed below and a minimum of six credit hours of Management electives at the 300-400 level. The student must complete work applied to the minor with a minimum of a 2.25 cumulative grade point average.

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|--|----------------------------|-----|
| Management Minor requirements | | |
| MGT 204 | PRINCIPLES OF MANAGEMENT | (3) |
| MGT 314 | ORGANIZATIONAL BEHAVIOR | (3) |
| MGT 334 | HUMAN RESOURCES MANAGEMENT | (3) |
| MGT 376 | OPERATIONS MANAGEMENT | (3) |
| Plus two management electives at the 300/400 level | (6) | |

MANAGEMENT ELECTIVES

| | | |
|-------------|---|-------|
| MKT 315 | MARKETING CHANNELS | (3) |
| ECO 350 | CURRENT ECONOMIC ISSUES | (3) |
| or | | |
| ECO 352 | LABOR ECONOMICS | (3) |
| or | | |
| ECO 353 | MANAGERIAL ECONOMICS | (3) |
| MGT 340 | INTERNATIONAL BUSINESS | (3) |
| MGT 350 | SMALL BUSINESS MANAGEMENT | (3) |
| MGT 354 | MANAGEMENT COMMUNICATIONS | (3) |
| MGT 380-389 | TOPICS IN MANAGEMENT | (3) |
| MGT 424 | BUSINESS ETHICS AND SOCIAL RESPONSIBILITY | (3) |
| MGT 470 | INTERNSHIP IN MANAGEMENT | (3) |
| MGT 480 | INDEPENDENT STUDY IN MANAGEMENT | (1-4) |
| MGT 490 | SEMINAR IN MANAGEMENT | (1-4) |

MGT 204 PRINCIPLES OF MANAGEMENT (3)

A study of successful management and supervisory behaviors of planning, organizing, staffing, leading, and controlling in the business setting. Issues of authority, leadership, decision making, motivation, productivity and corporate values are explored. Each semester.

MGT 314 ORGANIZATIONAL BEHAVIOR (3)

A review and analysis of psychological and sociological theories, employing a (skills based) approach, and how they relate to organizational settings. Topics include self awareness, creativity, motivation, power, conflict, communication, and stress in the corporate world. Prerequisite: MGT 204. Each semester.

MGT 334 HUMAN RESOURCES MANAGEMENT (3)

Principles and procedures relating to human resource management, including staffing, appraisal, training, compensation and other programs for business and other organization. Prerequisite: MGT 204. Each semester.

MGT 340 INTERNATIONAL BUSINESS (3)

This class examines how cultural and social values influence management and marketing practices throughout the world. Work related activities, norms, standards, and expectations of the U.S. are compared with those of other countries. Cross cultural business ventures are examined with particular reference to potential influences of the ventures on the cultures involved. Prerequisites: MGT 204 or MKT 205. Same as MKT 340. Each semester.

MGT 350 SMALL BUSINESS MANAGEMENT (3)
Application of the principles of marketing and management to the small business environment. This course includes the development of a business plan for a small business startup. Prerequisites: MKT 205 and MGT 204. Same as MKT 350. As needed.

MGT 354 MANAGEMENT COMMUNICATIONS (W) (3)
An in-depth analysis of communication systems in business. The objective is to develop written, oral and listening skills within the context of acquiring and holding a job. Other topics include resume format, cover letters, and interviews. Prerequisite: MGT 204. As needed.

MGT 376 OPERATIONS MANAGEMENT (3)
A survey of the primary decision areas critical to the production of goods and services within organizations. Topics include product and process design, quality control, inventory management, logistics. The differences between operations management requirements of manufacturing and service operations are examined. Prerequisite: MGT 204, BUS 310. As needed.

MGT 380-389 TOPICS IN MANAGEMENT (3)
As needed.

MGT 424 BUSINESS ETHICS AND SOCIAL RESPONSIBILITY (W) (3)
This course addresses the importance of ethical considerations in business decisions. Topics include schools of ethical thought, the impact of competing stakeholder groups, and the creation of ethics enforcement systems. Students will refine their personal ethical standards and learn to apply ethical decision models to the resolution of business dilemmas. Prerequisite: MGT 204 and MKT 205 or consent of instructor. Same as MKT 424. Each semester.

MGT 450 BUSINESS STRATEGY AND POLICY (3)
A capstone course designed to further develop the business student's decision making ability through the use of case studies, exercises, and simulations. Students are asked to identify problems, develop alternative solutions, and present the results. Prerequisites: Completion of the Business Core and senior status or consent of the instructor. Each semester.

MGT 470 INTERNSHIP IN MANAGEMENT (3-8)

MGT 480 INDEPENDENT STUDY IN MANAGEMENT (1-4)

MGT 490 SEMINAR IN MANAGEMENT (1-4)
As needed.

Marketing

Roger Smalley, D.B.A., Associate Professor of Marketing;
rsmalley@mckendree.edu; (618) 537-6894; Piper Academic Center 108

The American Marketing Association defines marketing as "the process of planning and executing the conception, pricing, promotion and distribution of goods, services, and ideas to create exchanges that satisfy individual and organizational objectives." The McKendree College marketing curriculum is based on a customer satisfaction model known as the marketing concept that is consistent with this definition. Business core courses provide students with the necessary foundation studies in economics, accounting, finance, management, and business strategy. Specialty courses in the marketing major focus on specific topics in marketing such as marketing research, advertising, personal selling, and distribution through channels. This curriculum is designed to prepare students for careers in marketing that include eventual marketing management responsibilities.

Students who successfully complete the curriculum for this major will have developed skills in the application of marketing theory and achieved the general education objectives of competence in critical thinking, quantitative analysis, and oral and written communication. Careers in marketing include personal selling and marketing management in retail and commercial environments, new product planning in manufacturing firms and service providers, and marketing research for large advertisers, research firms, and advertising agencies.

To receive a Bachelor of Business Administration degree in Marketing, the student must successfully complete the business core and the major requirements listed below. The student must complete all work applied to the major with a minimum cumulative grade point average of 2.25. Any business course outside of the business core may be applied toward the completion of requirements for only one business major or minor. The Pass/C-/D/Fail option may not be chosen for a course fulfilling a major or minor requirement.

MARKETING MAJOR:

60 crs.

| | |
|--|---------|
| Business core requirements | 39 crs. |
| ACC 261 PRINCIPLES OF ACCOUNTING I | (4) |
| ACC 262 PRINCIPLES OF ACCOUNTING II | (4) |
| ECO 211 PRINCIPLES OF MICROECONOMICS | (3) |
| ECO 212 PRINCIPLES OF MACROECONOMICS | (3) |
| BUS 303 BUSINESS LAW I | (3) |
| or | |
| BUS 304 BUSINESS LAW II | (3) |
| FIN 308 PRINCIPLES OF BUSINESS FINANCE | (3) |
| BUS 310 QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS | (3) |
| MTH 310 STATISTICS | (4) |
| MGT 204 PRINCIPLES OF MANAGEMENT | (3) |
| MKT 205 PRINCIPLES OF MARKETING | (3) |
| BUS 410 MANAGEMENT INFORMATION SYSTEMS | (3) |
| or | |
| ACC 321 ACCOUNTING INFORMATION SYSTEMS | (3) |
| MGT 450 BUSINESS STRATEGY AND POLICY | (3) |

| | |
|---|---------|
| Marketing major requirements | 21 crs. |
| MKT 305 CONSUMER BEHAVIOR | (3) |
| MKT 310 MARKETING RESEARCH | (3) |
| MKT 354 ADVERTISING AND PROMOTION | (3) |
| Plus four marketing electives, at least two of which must be at the 300/400 level. | (12) |

MARKETING MINOR: 18 crs.
The minor in Marketing is available to students in any major. To receive a minor, the student must complete the required courses listed below and a minimum of six credit hours of Marketing electives at the 300-400 level. The student must complete work applied to the minor with a minimum of a 2.25 cumulative grade point average.

| | |
|--|-----|
| Marketing minor requirements | |
| MKT 205 PRINCIPLES OF MARKETING | (3) |
| MKT 305 CONSUMER BEHAVIOR | (3) |
| MKT 310 MARKETING RESEARCH | (3) |
| MKT 354 ADVERTISING AND PROMOTION | (3) |
| Plus two 300/400 level marketing electives | (6) |

| | |
|---|-------|
| Marketing electives | |
| ECO 350 CURRENT ECONOMIC ISSUES | (3) |
| or | |
| ECO 353 MANAGERIAL ECONOMICS | (3) |
| MGT 334 HUMAN RESOURCES MANAGEMENT | (3) |
| MKT 305 CONSUMER BEHAVIOR | (3) |
| MKT 315 MARKETING CHANNELS | (3) |
| MKT 320 PERSONAL SELLING | (3) |
| MKT 330 PRINCIPLES OF RETAILING | (3) |
| MKT 340 INTERNATIONAL BUSINESS | (3) |
| MKT 350 SMALL BUSINESS MANAGEMENT | (3) |
| MKT 380-389 TOPICS IN MARKETING | (3) |
| MKT 424 BUSINESS ETHICS AND SOCIAL RESPONSIBILITY | (3) |
| MKT 470 INTERNSHIP IN MARKETING | (3) |
| MKT 480 INDEPENDENT STUDY IN MARKETING | (1-4) |
| MKT 490 SEMINAR IN MARKETING | (1-4) |

MKT 205 PRINCIPLES OF MARKETING (3)
The course focuses on an analysis of the four strategic elements of marketing – product, price, promotion, and distribution – and the environmental factors that affect the market. The basic theories and examples of marketing practices which this course comprises will prepare the student for further study in marketing and other business fields. Each semester.

| | |
|--------------------------------------|--|
| MKT 305 CONSUMER BEHAVIOR (3) | |
|--------------------------------------|--|

This course examines the purchase decision situation and the processes that influence it. Basic concepts from the field of cognitive psychology form the theoretical foundation of the course. Applications of the theories to the practice of marketing are developed. Prerequisite: MKT 205. Annually, Fall.

MKT 310 MARKETING RESEARCH (W) (3)

The course introduces the scientific method as it is applied in marketing. Quantitative and qualitative research methods are studied and an original research project is undertaken. Students gain experience in developing research questions, selecting appropriate methods, using analytical tools, and interpreting and presenting research findings. Prerequisite: MKT 205, MTH 310. Annually, Spring.

MKT 315 MARKETING CHANNELS (3)

The course focuses on the network of intermediaries that producers use to make their products available to consumers and industrial users. Among the business entities studied are wholesale and retail intermediaries and other firms that support the distribution function. Prerequisite: MKT 205. As needed.

MKT 320 PERSONAL SELLING (3)

This course examines the personal selling communication process: how information is used to persuade and to satisfy individual needs. Emphasis is placed on preparation for a sale, presentation, closing, handling objections, and follow-up after the sale. Opportunity is provided to study different types of sales environments. Prerequisite: MKT 205. As needed.

MKT 330 PRINCIPLES OF RETAILING (3)

This course introduces the student to the basic concepts of retail store management. Topics covered include facility and financial management, staffing, location, merchandising, strategies, inventory controls, pricing, and promotion in the retail environment. Prerequisite: MKT 205. As needed.

MKT 340 INTERNATIONAL BUSINESS (3)

This class examines how cultural and social values influence management and marketing practices throughout the world. Work related activities, norms, standards, and expectations of the U.S. are compared with those of other countries. Cross cultural business ventures are examined with particular reference to potential influences of the ventures on the cultures involved. Prerequisites: MGT 204 or MKT 205. Same as MGT 340. Each semester.

MKT 350 SMALL BUSINESS MANAGEMENT (3)

Application of the principles of marketing and management to the small business environment. This course includes the development of a business plan for a small business startup. Prerequisites: MKT 205 and MGT 204. Same as MGT 350. As needed.

MKT 354 ADVERTISING AND PROMOTION (3)

A course focusing on the communications functions of marketing. Topics include public relations, merchandising, sales promotion, advertising management, and marketing communications theory and research. Prerequisite: MKT 205. Annually, Spring.

MKT 380-389 TOPICS IN MARKETING (3)

As needed.

MKT 424 BUSINESS ETHICS AND SOCIAL RESPONSIBILITY (W) (3)

This course addresses the importance of ethical considerations in business decisions. Topics include schools of ethical thought, the impact of competing stakeholder groups, and the creation of ethics enforcement systems. Students will refine their personal ethical standards and learn to apply ethical decision models to the resolution of business dilemmas. Prerequisite: MGT 204 and MKT 205 or consent of instructor. Same as MGT 424. Each semester.

MKT 470 INTERNSHIP IN MARKETING (3-8)

MKT 480 INDEPENDENT STUDY IN MARKETING (1-4)

MKT 490 SEMINAR IN MARKETING (1-4)

Mathematics

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Within the Division of Science and Mathematics, we seek to provide a broad-based education that prepares graduates to be scientifically and mathematically literate, socially responsible, and professionally successful.

Within the program in mathematics, we have established the following goals for our graduates:

- -Content: Graduates should have a broad-based understanding of core mathematical concepts as well as an understanding of concepts and techniques specific to their specialization.
- -Practice: Graduates should be able to formulate and solve problems relevant to their area of specialization.
- -Communication: Graduates should be able to access existing mathematical knowledge and effectively communicate their own work to a broader community.
- -Professional Awareness: Graduates should develop personal and professional goals, the tools to achieve these goals, and an understanding of professional responsibilities.

An undergraduate degree in mathematics prepares a student for a wide variety of career opportunities. Besides pursuing graduate degrees or teaching, graduates may be employed by government agencies and private industries. Moreover, an increasing number of employers are hiring mathematics majors for careers not usually considered mathematical because the problem solving skills developed by the mathematics student can be applied to other areas.

The mathematics major may seek a Bachelor of Arts or a Bachelor of Science degree in the general or secondary education track, or a Bachelor of Science degree with a finance/actuary concentration. For the Bachelor of Arts degree, the student must complete the mathematics, computer and/or economics courses listed below. For the Bachelor of Science degree, the student must satisfy these same requirements and must, in addition, complete either four science courses from two science areas, or a sequence of business courses. The student must complete all major requirement courses with a minimum cumulative grade point average of 2.25 and with no grade lower than C-.

No course, including support courses, taken to satisfy a major requirement or number of hours requirements may be taken using the Pass/C-/D/Fail grading option.

The general concentration is designed for students interested in mathematics for graduate school or computing (with computer science as a second major).

Students seeking secondary school certification should pursue the secondary education track and, in addition, complete the general and professional education components. These are listed in the section entitled "Initial Secondary Certificate" in the Courses of Study section of this catalog under Education. If student teaching conflicts with one of the required mathematics courses, another course may be substituted with approval of the student's advisor and the Provost. The education track is specifically designed to meet both the requirements of the State of Illinois and the standards set by the National Council of Accreditation of Teacher Education (NCATE), in conjunction with the National Council of Teachers of Mathematics (NCTM).

Students interested in mathematical finance, or in taking actuarial exams, should pursue the finance/actuary track. Students have the option of either a senior seminar or an internship as a capstone experience. Upon finishing the track, a graduate should be prepared to immediately seek employment with a variety of companies and/or to take the first three actuarial exams.

To obtain a minor in mathematics, the student must complete MTH 210, 211, 213, and an additional six credits in mathematics from courses numbered 300 or higher, excluding MTH 310. The same requirement regarding minimum cumulative grade point average and the Pass/C-/D/Fail grading option which applies to the major applies to the minor. Students majoring in Accounting or Economics and Finance may obtain a minor in actuarial sciences by taking mathematics courses 210 Calculus I, 211 Calculus II, 320 Financial Mathematics, 340 Introduction to Probability, 341 Applied Statistics, and 342 and by satisfying the Actuarial Track Supplementary requirements. The same requirement regarding minimum cumulative grade point average and the Pass/C/D/Fail grading option which applies to the major applies to the actuarial sciences minor.

BACHELOR OF ARTS MAJOR REQUIREMENTS:

| | |
|---------------------------------------|------------|
| General track | 42-44 crs. |
| MTH 210 CALCULUS I | (4) |
| MTH 211 CALCULUS II | (4) |
| MTH 213 VECTOR FUNCTIONS AND MATRICES | (4) |
| MTH 300 SET THEORY | (3) |
| MTH 360 LINEAR ALGEBRA | (3) |
| MTH 391 MULTIVARIATE CALCULUS | (3) |
| MTH 392 INTRODUCTION TO ANALYSIS | (3) |
| MTH 393 MODERN ALGEBRA I | (3) |
| MTH 490 SEMINAR IN MATHEMATICS | (3) |
| CSI 130 INTRODUCTION TO COMPUTING I | (4) |
| CSI 230 INTRODUCTION TO COMPUTING II | (4) |

Two additional courses selected from:

| | | |
|---------|--|-----|
| MTH 301 | COLLEGE GEOMETRY | (3) |
| MTH 330 | COMPLEX ANALYSIS | (3) |
| MTH 340 | PROBABILITY AND MATHEMATICAL STATISTICS I | (3) |
| MTH 341 | PROBABILITY AND MATHEMATICAL STATISTICS II | (3) |
| MTH 350 | INTRODUCTION TO ACTUARIAL MODELS | (3) |
| MTH 366 | NUMERICAL ANALYSIS | (3) |
| MTH 370 | DIFFERENTIAL EQUATIONS | (3) |
| MTH 375 | DISCRETE STRUCTURES | (3) |
| MTH 376 | GRAPH THEORY | (3) |
| MTH 394 | MODERN ALGEBRA II | (3) |

Recommended elective

| | | |
|---------|-------|-----|
| PHI 204 | LOGIC | (4) |
|---------|-------|-----|

BACHELOR OF ARTS MAJOR REQUIREMENTS:

| | | |
|---------------------------|---|------------|
| Secondary Education Track | | 41-43 crs. |
| MTH 210 | CALCULUS I | (4) |
| MTH 211 | CALCULUS II | (4) |
| MTH 213 | VECTOR FUNCTIONS AND MATRICES | (4) |
| MTH 300 | SET THEORY | (3) |
| MTH 301 | COLLEGE GEOMETRY | (3) |
| MTH 340 | PROBABILITY AND MATHEMATICAL STATISTICS I | (3) |
| MTH 370 | DIFFERENTIAL EQUATIONS AND MODELING | (3) |
| MTH 375 | DISCRETE STRUCTURES | (3) |
| MTH 391 | MULTIVARIATE CALCULUS | (3) |
| MTH 393 | MODERN ALGEBRA I | (3) |
| MTH 490 | SEMINAR IN MATHEMATICS | (3) |
| CSI 130 | INTRODUCTION TO COMPUTING I | (4) |

Two additional courses selected from:

| | | |
|---------|--|-----|
| MTH 330 | COMPLEX ANALYSIS | (3) |
| MTH 341 | PROBABILITY AND MATHEMATICAL STATISTICS II | (3) |
| MTH 350 | INTRODUCTION TO ACTUARIAL MODELS | (3) |
| MTH 360 | LINEAR ALGEBRA | (3) |
| MTH 366 | NUMERICAL ANALYSIS | (3) |
| MTH 376 | GRAPH THEORY | (3) |
| MTH 392 | INTRODUCTION TO ANALYSIS | (3) |
| MTH 394 | MODERN ALGEBRA II | (3) |

BACHELOR OF SCIENCE MAJOR REQUIREMENTS:

| | | |
|-----------------------|--|------------|
| Finance/Actuary Track | | 56-60 crs. |
| MTH 210 | CALCULUS I | (4) |
| MTH 211 | CALCULUS II | (4) |
| MTH 213 | VECTOR FUNCTIONS AND MATRICES | (4) |
| MTH 300 | SET THEORY | (3) |
| MTH 320 | FINANCIAL MATHEMATICS | (3) |
| MTH 340 | PROBABILITY AND MATHEMATICAL STATISTICS I | (3) |
| MTH 341 | PROBABILITY AND MATHEMATICAL STATISTICS II | (3) |
| MTH 342 | SEMINAR FOR EXAM P/1 | (3) |
| MTH 391 | MULTIVARIATE CALCULUS | (3) |
| MTH 440 | ACTUARIAL MODELS I | (3) |
| MTH 470 | INTERNSHIP IN MATHEMATICS | (3-8) |
| or | | |
| MTH 490 | SEMINAR IN MATHEMATICS | (3) |
| CSI 130 | INTRODUCTION TO COMPUTING I | (4) |

Supplementary requirements

| | | |
|---------|--------------------------------|---------|
| | | 20 crs. |
| ACC 261 | PRINCIPLES OF ACCOUNTING I | (4) |
| ACC 262 | PRINCIPLES OF ACCOUNTING II | (4) |
| ECO 211 | PRINCIPLES OF MICROECONOMICS | (3) |
| ECO 21 | PRINCIPLES OF MACROECONOMICS | (3) |
| FIN 308 | PRINCIPLES OF BUSINESS FINANCE | (3) |

FIN 355 INVESTMENTS (3)

Recommended Elective

CSI 230 INTRODUCTION TO COMPUTING II (3)

BACHELOR OF SCIENCE MAJOR REQUIREMENTS 52-60 crs.

Same as above for Bachelor of Arts with one of the following two options in addition;

1. -Four science courses from at least two of the following sciences: biology, chemistry (except CHE 100 and CHE 101) and physics (except PHY 101).

2. -Four business courses including ACC 261, ECO 211, but not including BUS 310.

MTH 105 INTERMEDIATE ALGEBRA (3)

This course is for students who have had no more than one year of high school algebra or who have not had mathematics for some time. The course consists of a review of elementary algebra and additional work in linear and quadratic equations, factoring, exponents, polynomials, graphing and linear systems. Students may not apply credit for both MTH 105 and MTH 111 toward fulfillment of the core curriculum requirements. Each semester.

MTH 111 MATHEMATICS FOR EDUCATORS (3)

Elementary topics and fundamental concepts studied from a modern point of view. Real number system developed carefully. This course is designed to be a review for the Illinois Basic Skills Test required for admission to the Teacher Education Program. Each semester.

MTH 131 COLLEGE ALGEBRA (3)

A course beginning with the fundamentals of the real numbers and sets which are used to develop a logical system of algebra including the study of linear equations, radicals, quadratic equations, inequalities, permutations and probability. Prerequisites: One and one-half units of entrance algebra and one unit of geometry or MTH 105 or consent of instructor. Each semester.

MTH 132 TRIGONOMETRY (3)

Study of trigonometric functions, identities, addition formulas, solution of triangles, inverse functions, logarithms. May be taken the same term as MTH 131. Prerequisite: MTH 131 or consent of instructor. Each semester.

MTH 142 FINITE MATHEMATICS (3)

Introduction to elementary combinatorial mathematics. Topics to be discussed include logic, sets, relations and functions, number systems, matrices, finite probability, mathematics of computer computation, and linear programming. Prerequisites: One and one half units of algebra and one unit of geometry or MTH 105 or consent of the instructor. Each semester.

MTH 210 CALCULUS I (4)

The calculus of single variable algebraic, exponential, logarithmic, and trigonometric functions culminating in the Fundamental Theorem of Calculus. Prerequisite: MTH 132 or consent of the instructor. Each semester.

MTH 211 CALCULUS II (4)

Techniques of integration, applications of integration, parametric equations, polar coordinates, and infinite sequences and series. Prerequisite: MTH 210. Each semester.

MTH 213 VECTOR FUNCTIONS AND MATRICES (4)

A study of the calculus of vector functions and elementary matrix algebra. Prerequisite: MTH 211. Annually, Fall.

MTH 220 SURVEY OF CALCULUS (3)

An introductory survey of the essential ideas of calculus. Topics are drawn from the differential, integral, and multivariate calculus. Historical considerations are discussed as appropriate. This course is appropriate for elementary education majors concentrating in mathematics, but does not fulfill the calculus requirement for mathematics majors in any track. Prerequisite: College algebra or consent of the instructor. May not be taken for major credit. Annually, Fall, or as needed.

MTH 280-289 SPECIAL TOPICS IN MATHEMATICS (1-3)

As needed.

MTH 300 TRANSITION TO ADVANCED MATHEMATICS (3)

Introduction to the methods of proof through the study of sets, logic, relations, mappings, cardinality, and elementary structures. Prerequisite: MTH 210 or consent of the instructor. Annually, Fall.

MTH 301 COLLEGE GEOMETRY (3)

The study of geometry including a review of elementary geometry, Euclidean, non-Euclidean, and transformational geometries. Prerequisite: MTH 210 or MTH 220. Annually, Fall.

MTH 310 STATISTICS (4)

This is an introductory course in descriptive and inferential statistics, approached through intuition, algebra, and problem solving. Understanding of central concepts and methods is stressed. Practical applications in the fields of social and physical sciences are studied. Real-world problems are solved through use of statistical computer packages such as SPSS, SAS, or MINITAB. Prerequisites: MTH 105 and computer literacy. Each semester.

MTH 320 FINANCIAL MATHEMATICS (3)
Interest rate measurement, annuities, loan repayment, bond valuation, measuring rate of return of investment, term structure of interest rates, cashflow duration and immunization, and other topics as found on Actuarial Exam FM/2. Prerequisite: MTH 211. Alternate years, Fall '07

MTH 330 COMPLEX ANALYSIS (3)
Introduction to the study of holomorphic functions of one complex variable. Cauchy-Riemann equations, elementary functions, Laurent series, integral theorems, mappings, applications. Prerequisite: MTH 213. As needed.

MTH 340 INTRODUCTION TO PROBABILITY AND STATISTICS (3)
Probability axioms, basic statistical measures including mean, variance, and standard deviation, commonly used discrete and continuous distribution, transformations, moment generating functions, and multivariate distributions as well as the multivariate calculus necessary to work with the multivariate distributions. Annually, Fall.

MTH 341 APPLIED STATISTICS (3)
Regression analysis (least square estimates of parameters, single and multiples linear regression, hypothesis testing) and time series (linear time series models, moving average, autoregressive and/or ARIMA models, estimation, data analysis and forecasting with time series models, forecast errors and confidence intervals). Prerequisite: MTH 213 or consent of the instructor. Alternate years, Spring '08 or as needed.

MTH 342 SEMINAR FOR EXAM P/1 (3)
Probability, commonly used discrete and continuous distributions, and multivariate distributions with emphasis on applications to insurance and the actuarial sciences phrased in the language of those fields. Prerequisite: MTH 340 or consent of instructor. Alternate years, Spring '08.

MTH 360 LINEAR ALGEBRA (3)
An introduction to the techniques of linear algebra. Topics include vector spaces, linear independence, basis, dimension, linear transformations, eigenvalues, and eigenvectors. Prerequisite: MTH 213 and MTH 300 or permission of the instructor. Alternate years, Spring '08 or as needed.

MTH 366 NUMERICAL ANALYSIS (3)
An introductory course in numerical methods, including computational techniques for locating roots of equations, interpolation, differentiation, integration, approximation, and systems of linear equations; to include detection, prediction, and control of computational errors. Problem solving using mathematical computer programs and computer programming of algorithms is stressed. Prerequisite: MTH 213 and CSI 230; same as CSI 366. As needed.

MTH 370 DIFFERENTIAL EQUATIONS AND MODELING (3)
An introductory course in the solution of elementary differential equations and of their applications in a variety of real world contexts. A general study of mathematical modeling is included. Prerequisite: MTH 211 or consent of instructor. Annually, Spring.

MTH 375 DISCRETE STRUCTURES (3)
An introduction to the methods of discrete mathematics. Topics may include logic, sets and mappings, recurrence relations, graphs, techniques and applications of group theory and linear algebra, finite automata, algorithms, and computational complexity. Prerequisite: MTH 210 or consent of the instructor. Annually, Spring.

MTH 376 GRAPH THEORY (3)
Introductory concepts and definitions, trees, planar graphs, chromatic numbers, matchings, and Ramsey theory. Prerequisite: MTH 211. Fall '07, or as needed.

MTH 380-389 SPECIAL TOPICS IN MATHEMATICS (1-3)
As needed.

MTH 391 MULTIVARIATE CALCULUS (3)
Limits, derivatives, and integrals of functions of several variables. Vector fields, line and surface integrals; the theorems of Green, Gauss, and Stokes. Prerequisite: MTH 213. Annually, Spring.

MTH 392 INTRODUCTION TO ANALYSIS (3)
Introduction to analysis on the real line with emphasis on careful development of limits, continuity, and differentiation. Prerequisite: MTH 212 and MTH 300. Alternate years or as needed. Spring '09.

MTH 393 MODERN ALGEBRA I (3)
Prerequisite: MTH 300. Alternate years, or as needed. Fall '06, with MTH 394 an introduction to the basic notions of modern algebra. Topics covered include: the integers, groups, rings, fields, homomorphisms, and related notions. Annually, Fall, or as needed.

MTH 394 MODERN ALGEBRA II (3)
A continuation of MTH 393. Prerequisite: MTH 393. Annually, Spring, or as needed.

| | | |
|---|----------------------------------|-------|
| MTH 440 | ACTUARIAL MODELS I | (3) |
| Survival and severity models, frequency models, compound (aggregate) models, and life contingencies. Prerequisite: MTH 340 & MTH 342, or consent of instructor. Alternate years, Fall, '08. | | |
| MTH 441 | ACTUARIAL MODELS II | (3) |
| Construction of empirical models, construction and selection of parametric models, credibility, interpolation and smoothing, and simulation Prerequisite: MTH 441 or consent of instructor. Alternate years, Spring, '09. | | |
| MTH 470 | INTERNSHIP IN MATHEMATICS | (3-8) |
| MTH 480 | INDEPENDENT STUDY IN MATHEMATICS | (1-4) |
| MTH 490 | SEMINAR IN MATHEMATICS | (3) |
| Topics drawn from a variety of advanced topics in mathematics. Prerequisite: Permission of the instructor. Annually, Fall. | | |

Medical Technology

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 Chair, Division of Science and Mathematics;
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Medical technologists work in a hospital-based or other clinical environment, assisting in the analysis and diagnosis of various human pathologies, and in the monitoring of the treatment and recovery of individuals through blood and other tissue samples. Medical technologists work hand in hand with the attending physician and other medical professionals providing the accurate information on patient status necessary for proper medical care.

To receive the Bachelor of Science in Medical Technology, the student must complete the science and mathematics courses listed below, in addition to the core curriculum requirements, and a year of study at a hospital-based school of Medical Technology approved by the Council on Medical Education of the American Medical Association, the American Society of Cultural Pathologists and McKendree College. These courses must be completed before the student is eligible for admission to an affiliation with St. Elizabeth's School of Medical Technology for the fourth (clinical) year of the program. Students must meet the admission requirements of St. Elizabeth's (or other medical technology school) in order to be accepted into the clinical program. McKendree College cannot guarantee acceptance by St. Elizabeth's or other schools of medical technology. The clinical year includes student labs, group lectures, seminars, independent study and small group activities. Successful completion of the clinical year at St. Elizabeth's (or other medical technology school) may be counted as 32 credit hours toward graduation requirements at McKendree College.

The following McKendree courses are required prior to the clinical year at the hospital. No course, including support courses, taken to satisfy a major requirement or number of hours requirements may be taken using the Pass/C-/D/Fail grading option.

| | | |
|---------------------------------------|--|---------|
| MEDICAL TECHNOLOGY MAJOR REQUIREMENTS | | 50 crs. |
| BIO 110 | PRINCIPLES OF BIOLOGY I | (4) |
| BIO 111 | PRINCIPLES OF BIOLOGY II | (4) |
| BIO 307 | HUMAN ANATOMY AND PHYSIOLOGY | (5) |
| BIO 311 | MICROBIOLOGY | (4) |
| CHE 105 | COLLEGE CHEMISTRY I | (5) |
| CHE 106 | COLLEGE CHEMISTRY II | (5) |
| CHE 205 | ORGANIC CHEMISTRY I | (5) |
| CHE 206 | ORGANIC CHEMISTRY II | (5) |
| CHE 300 | ANALYTICAL CHEMISTRY/CHEMICAL ANALYSIS | (5) |
| MTH 310 | STATISTICS | (4) |

And one of the following:

| | | |
|---------|-------------------|-----|
| BIO 221 | GENETICS | (4) |
| BIO 370 | PATHOPHYSIOLOGY | (4) |
| BIO 410 | ANIMAL PHYSIOLOGY | (4) |

Recommended electives

| | | |
|---------|------------------|-----|
| MTH 131 | COLLEGE ALGEBRA | (3) |
| MTH 132 | TRIGONOMETRY | (3) |
| BIO 313 | CELLULAR BIOLOGY | (4) |
| BIO 370 | PATHOPHYSIOLOGY | (4) |

| | | |
|---------|-------------------|-----|
| BIO 410 | ANIMAL PHYSIOLOGY | (4) |
| BIO 221 | GENETICS | (4) |

COURSES OFFERED AT ST. ELIZABETH'S SCHOOL
OF MEDICAL TECHNOLOGY

32 crs.

| | | |
|---------|-----------------------------------|-----|
| MET 400 | CLINICAL CHEMISTRY I | (5) |
| MET 405 | CLINICAL CHEMISTRY II | (4) |
| MET 410 | CLINICAL HEMATOLOGY | (5) |
| MET 415 | CLINICAL HEMOSTASIS | (1) |
| MET 420 | CLINICAL IMMUNOHEMATOLOGY | (3) |
| MET 425 | CLINICAL IMMUNOLOGY | (3) |
| MET 430 | CLINICAL MICROBIOLOGY I | (5) |
| MET 435 | CLINICAL MICROBIOLOGY II | (4) |
| MET 440 | SPECIAL TOPICS | (1) |
| MET 445 | CLINICAL MANAGEMENT AND EDUCATION | (1) |

MET 400 CLINICAL CHEMISTRY I (5)

Clinical Chemistry I involves the study of the qualitative and quantitative analysis of the various blood constituents including the principles of manual and automated methods, metabolic reactions and the interpretation of test results in the context of normal and abnormal physiology. In addition, the course includes the theory of operation, components and applications of various types of equipment in the clinical laboratory. Laboratory mathematics and statistics as they apply to solution preparation, result determination and quality control data are also included.

MET 405 CLINICAL CHEMISTRY II (4)

Clinical Chemistry II involves the study of the physical and chemical examination of urine, special chemistry tests for drugs and endocrine function, radioimmunoassay and body fluid analysis. Theory, clinical significance and result interpretation as each relates to the above procedures are addressed.

MET 410 CLINICAL HEMATOLOGY (5)

Clinical Hematology involves the study of the origin, development, morphology, physiology and pathophysiology of the formed elements of the blood. Manual and automated methods of cell counting, differentiation and other special hematological procedures on blood and body fluids used in disease diagnosis are included.

MET 415 CLINICAL HEMOSTASIS (5)

Clinical Hemostasis involves the study of the platelet, vascular, coagulation and fibrinolytic systems. Testing procedures and the application of the principles of hemostasis as relates to disease states and therapeutic monitoring are also addressed.

MET 420 CLINICAL IMMUNOHEMATOLOGY (3)

Clinical Immunohematology involves the study of red cell antigen- antibody systems, antibody screening and identification, compatibility testing and immunopathologic conditions. Also included are donor requirements and blood component preparation and therapy.

MET 425 CLINICAL IMMUNOLOGY (3)

Clinical Immunology involves the study of the principles of the protective and adverse aspects of the cellular and humoral immune responses. The theory and performance of test procedures based on antigen-antibody reactions as well as clinical significance of test results are included.

MET 430 CLINICAL MICROBIOLOGY I (5)

Clinical Microbiology I involves the isolation and identification of pathogenic bacteria and mycobacteria in clinical specimens through cultures, morphology, biochemical and/or serological reactions and their drug susceptibility. The relation of clinical testing to disease states is also included.

MET 435 CLINICAL MICROBIOLOGY II (4)

Clinical Microbiology II involves the isolation and identification of fungi, parasites, rickettsia and viruses utilizing morphological, cultural, biochemical and serologic methods. The relation of clinical testing to disease states and epidemiology as it applies to microbiology is also included.

MET 440 SPECIAL TOPICS (1)

Special Topics will include an overview of medical ethics, patient approach, the theory and practice of phlebotomy techniques, laboratory safety and application of laboratory computer systems.

MET 445 CLINICAL MANAGEMENT AND EDUCATION (1)

Clinical Management and Education includes a basic introduction to the principles and theory of management and education as relates to the clinical laboratory. The special job responsibilities of the clinical laboratory scientist in management and education are addressed.

Music

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Nancy S. Ypma, D. Mus., Professor of Music, Director of Music;
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The Bachelor of Arts degree with a major in music is a program designed for qualified students who wish to complete a concentrated study of music within a liberal arts curriculum. In addition, students who pursue a bachelor's degree in music will receive an appropriate background for graduate study not only in music but in related fields in the arts and humanities. For a description of the Bachelor of Music Education degree leading to a special teaching certificate in music, see Music Education. For a description of the Bachelor of Arts degree in Music Business, see Music Business.

The music curriculum currently offers the Bachelor of Arts degree in Music in four different areas of emphasis. Qualified students of piano, organ, voice, brass, woodwind or percussion may choose an emphasis in performance; a jazz performance emphasis is also available to students of trumpet, trombone, saxophone, guitar, string bass or piano. Students with an interest in religion and directing music in a church may choose a church music emphasis. The music history emphasis includes advanced courses in music research and analytical writing, in addition to opportunities to perform in ensembles and to take applied lessons.

Students must earn at least a 2.5 grade point average in courses applied toward the major with no course grades below a C-. No course taken to satisfy a major requirement, including performance ensembles, may be taken using the Pass/C-/D/Fail grading option. Music majors must earn at least 30 hours of music credits at McKendree College.

There are two music minor tracks. One is designed for the traditional music minor and the other is specifically designed for the Elementary Education majors. (Elementary Education majors may choose either track.) The student completing a minor in music must complete the required course work with a minimum of 8 credits at the 300-400 level and must participate in a McKendree ensemble for 4 semesters. Minors must complete the required course work with a minimum of 2.25 grade point average in music, and must enroll in performance ensembles for a grade.

Degree requirements

All music majors are expected to participate in at least one performing ensemble each semester of enrollment at McKendree and to attend concerts and recitals as determined by the music faculty. Music majors are also required to fulfill the Division of Humanities foreign language requirement.

All music majors must complete the theory and history core of 30 hours as follows:

| | | |
|----------|-----------------------|-----|
| MUS 255 | MUSIC THEORY I | (3) |
| MUS 255L | THEORY LAB I | (2) |
| MUS 256 | MUSIC THEORY II | (3) |
| MUS 256L | THEORY LAB II | (2) |
| MUS 355 | MUSIC THEORY III | (3) |
| MUS 355L | THEORY LAB III | (1) |
| MUS 356 | MUSIC THEORY IV | (3) |
| MUS 356L | THEORY LAB IV | (1) |
| MUS 364 | MUSIC HISTORY I (W) | (4) |
| MUS 365 | MUSIC HISTORY II (W) | (4) |
| MUS 366 | MUSIC HISTORY III (W) | (4) |

Additional requirements for emphasis in Music History: 19 crs.

Total hours in major: 49

| | | |
|---------|---|-----|
| MUS 464 | RESEARCH METHODS (W) | (2) |
| MUS 465 | SENIOR THESIS (W) | (2) |
| | Applied lessons on a primary instrument | (4) |
| | Applied lessons on a secondary instrument | (2) |
| | Elective credits in music | (9) |

Additional requirements for emphasis in Solo Performance: 22-25 crs.

(available in brass, woodwinds, percussion, organ, piano or voice)

Total hours in major: 52-55

One upper level course in specialized music literature

| | |
|--|------|
| (MUS 303, 305, 307, 317, 327, or 334) | (3) |
| One upper level course in specialized pedagogy (MUS 304, 306, 308, 318, 329, 335) | (3) |
| One course in vocal diction (vocal majors only) (MUS 328) | (3) |
| Applied music in primary instrument (2 cr. per semester) | (16) |

All performance majors are required to perform a junior recital and a senior recital.

All vocal performance majors are required to pass a piano proficiency exam.

| | |
|---|---------|
| Additional requirements for emphasis in Church Music: | 21 crs. |
| Total hours in major: 51 | |
| MUS 322 INTRODUCTION TO CONDUCTING | (2) |
| MUS 358 SACRED CHORAL LITERATURE | (3) |
| MUS 367 MUSIC OF THE CHURCH | (3) |
| MUS 372 ARRANGING | (3) |
| MUS 422 ADVANCED CHORAL CONDUCTING | (2) |
| Applied lessons | (8) |

Students majoring in Church Music are required to take REL 230 to fulfill the General Education Religion requirement and are also required to pass a piano proficiency exam.

| | |
|---|---------|
| Requirements for emphasis in Jazz Performance | 25 crs. |
| MUS E58 JAZZ ENSEMBLE (every semester) | (0) |
| MUS 258 JAZZ COMBO (every semester) | (0-1) |
| One upper level course in specialized music literature (MUS 303, 305, 307, 309, 317) | (3) |
| One upper level course in specialized pedagogy (MUS 304, 306, 308, 310, 318) | (3) |
| MUS 369 HISTORY OF JAZZ | (3) |
| Applied music in primary instrument (2 hours per semester) | (16) |

Jazz performance majors are strongly encouraged to also participate in Concert Band each semester.

All jazz performance majors are required to perform a junior and a senior recital.

Students who elect to complete the traditional minor in music must complete the following requirements, for a total of 22 hours in music:

| | |
|--|-----|
| MUS 255 MUSIC THEORY I | (3) |
| MUS 255L THEORY LAB I | (2) |
| MUS 256 MUSIC THEORY II | (3) |
| MUS 256L THEORY LAB II | (2) |
| 2 consecutive semesters of Music History (MUS 364-365-366) | (8) |
| 4 consecutive semesters of applied music in voice or one instrument | (4) |

All music minors are required to participate in a performing ensemble for at least four semesters and to attend concerts and recitals as determined by the music faculty. Minors must take a minimum of 8 music credits at the 300-400 level at McKendree.

Students majoring in Elementary Education may choose to complete a music minor specifically designed for Elementary Education majors and must complete the following requirements, for a total of 21 hours.

| | |
|------------------------------------|-----|
| MUS 110 FUNDAMENTALS OF MUSIC | (3) |
| MUS 165 MUSIC APPRECIATION | (3) |
| MUS 265 MUSIC AND WORLD CULTURES | (3) |
| MUS 322 INTRODUCTION TO CONDUCTING | (2) |
| MUS 353 MUSIC AND THE CHILD | (3) |
| MUS 357 DEVELOPING THE VOICE | (3) |

- Four semesters of applied music
in voice or one instrument (4)
(one semester must be at the 300 level)
Participation in an ensemble for at least four semesters. (0)
- MUS E56 MARCHING BAND (0)**
The Marching Bearcat Band marches and performs at all home regular season and playoff season football games and special events. The MBB provides a wide variety of entertainment including performances with guest artists. Music performed ranges from pop, rock, country, Broadway, jazz, and classical. Must be taken P/C-/D/F. Annually, Fall.
- MUS E57 VOCAL JAZZ ENSEMBLE (0)**
This ensemble performs standard vocal jazz arrangements as well as pop vocal arrangements with and without instrumental accompaniment. Concert opportunities include performing in on-campus concerts, at special events and occasionally off-campus. Must be taken P/C-D/F. Each semester.
- MUS E58 JAZZ ENSEMBLE (0)**
This ensemble performs standard jazz arrangements as well as the newest contemporary jazz publications. Performance opportunities include concerts, tours, and special events. The ensemble also performs with the jazz faculty and/or special guest artists two or three times a year. Must be taken P/C-/D/F. Each semester.
- MUS 101 CLASS PIANO I (1)**
A practical course for elementary education majors and other students who have had little or no keyboard instruction. The student will be introduced to basic keyboard skills, including the ability to read notes, rhythms, fingering, dynamics and other musical terms and symbols needed to play simple piano pieces. Each semester.
- MUS 102 CLASS PIANO II (1)**
A continuation of MUS 101. Skills include a survey of MUS 101 with emphasis on harmonization of folk popular, patriotic and children's songs for the purpose of accompanying classroom or group singing. Also covered are basic knowledge and notational skills in music and the ability to write and build chords and scales. Prerequisite: MUS 101 or consent of instructor. Each semester.
- MUS 103 CLASS PIANO III (1)**
A continuation of MUS 102 including more advanced piano literature, ensemble playing, score reading, accompanying, and advanced transposition and sight reading. Prerequisite: MUS 102 or consent of instructor. Each semester.
- MUS 104 CLASS VOICE (1)**
This course is designed for the development of confidence and strength in the young adult voice. Both male and female students will work with the instructor through small groups and individual instruction. Students meet once a week to learn singing techniques and improve sight reading skills. Students are encouraged to sing together and for one another in class, but no solo performance is required. Each semester.
- MUS 107 ADVANCED KEYBOARD SKILLS I (2)**
Practical instruction for passing the proficiency exam in piano which is required of vocal performance and church music majors. Skills to be acquired include harmonization, scales, sight-reading, transposition, and repertoire for solo and ensembles. Same as MUED 107. Annually, Fall.
- MUS 108 ADVANCED KEYBOARD SKILLS II (2)**
A continuation of the skills begun in MUS 107. In addition, the course material will include open score-reading and various accompanying styles. Same as MUED 108. Prerequisite: MUS 107. Annually, Spring.
- MUS 110 FUNDAMENTALS OF MUSIC (3)**
Fundamentals of music is designed to cover basic music theory. It includes scales, intervals, keys, triads, and simple harmony. Each semester.
- MUS 115-116 APPLIED PIANO (1-2; 1-2)**
115-116A Piano
115-116B Jazz piano
For each credit of applied piano, the student will receive one half-hour private lesson each week of the semester. Prerequisite: Consent of instructor. First Semester, 115; second semester, 116. Each semester.
- MUS 125-126 APPLIED VOICE (1-2; 1-2)**
For each credit of applied voice, the student will receive one half-hour private lesson each week of the semester. Voice students are encouraged to participate in a choral ensemble simultaneously with the private study of voice. Prerequisite: Consent of instructor. First semester, 125; second semester, 126. Each semester.
- MUS 131-132 APPLIED ORGAN (1-2; 1-2)**
For each credit of applied organ, the student will receive one half-hour private lesson each week of the semester. Prerequisite: Consent of instructor. First semester, 131; second semester, 132. Each semester.
- MUS 138-139 APPLIED STRINGS (1-2;1-2)**

- 138-139A Guitar
- 138-139B String Bass
- 138-139C Jazz Guitar
- 138-139D Jazz String Bass

For each credit of applied strings, the student will receive one half-hour private lesson each week of the semester. Prerequisite: Consent of instructor. First semester, 138; second semester, 139. Each semester.

MUS 140-141 APPLIED PERCUSSION (1-2; 1-2)

- 140-141A Percussion
- 140-141B Jazz Drum Set

For each credit of applied percussion, the student will receive one half-hour lesson each week of the semester. Prerequisite: Consent of instructor. First semester 140; second semester 141. Each semester.

MUS 142-143 APPLIED BRASS (1-2; 1-2)

- 142-143A Trumpet
- 142-143B French horn
- 142-143C Trombone
- 142-143D Tuba/Euphonium
- 142-143E Jazz Trumpet
- 142-143F Jazz Trombone

For each credit of applied brass, the student will receive one half-hour lesson each week of the semester. Prerequisite: Consent of instructor. First semester 142; second semester 143. Each semester.

MUS 147-148 APPLIED WOODWINDS (1-2; 1-2)

- 147-148A Flute
- 147-148B Clarinet
- 147-148C Oboe
- 147-148D Bassoon
- 147-148E Saxophone
- 147-148F Jazz Saxophone

For each credit of applied woodwind, the student will receive one half-hour lesson each week of the semester. Prerequisite: Consent of instructor. First semester 147; second semester 148. Each semester.

MUS 151-152 APPLIED HARPSICHORD (1-2; 1-2)

For each credit of applied harpsichord, the student will receive one half-hour private lesson each week of the semester. Prerequisite: Consent of instructor. First semester, 151; second semester, 152. Each semester.

MUS 154 MCKENDREE COLLEGE CONCERT CHOIR (1 or non-credit)

Open to all students. Programs are chosen from the best in choral literature. Each semester the choir performs both on and off campus, and prepares a major work which is performed with an instrumental ensemble. Limit of three credits toward core General Education requirements. Additional credits may be used for elective requirements. Each semester.

MUS 156 MCKENDREE COLLEGE CONCERT BAND (1 or non-credit)

- MUS 156A Winds
- MUS 156B Percussion

Students who play brass, woodwind, and percussion instruments are invited to join this ensemble. The band will give a concert each semester and perform at special events on and off campus. Limit of three credits toward General Education requirements. Additional credits may be used for elective requirements. Each semester.

MUS 157 PERCUSSION ENSEMBLE (1 or non-credit)

Open to all percussion students. Programs will include selected music from large and small percussion ensemble literature. Prerequisite: Permission of the instructor. As needed.

MUS 158 CHAMBER MUSIC ENSEMBLES (1 or non-credit)

- 158A Brass Ensemble
- 158B Woodwind Ensemble
- 158C Brass/Woodwind Ensemble
- 158D Piano Trio/Quartet/Quintet

This course offers experience in a brass, woodwind, mixed wind or piano ensemble. Pre-requisite: Permission of the instructor. As needed.

MUS 165 MUSIC APPRECIATION (3)

An introduction to music, this course will enable students with various backgrounds in music to listen to music more intelligently. Students will learn about the historical-cultural aspects of music as an art and its development in the great style periods, along with the lives of the leading figures and the world they inhabited. There will be an emphasis on musical styles, forms and media. This course will encompass music from the medieval period through the twentieth century. Each semester.

MUS 180-189 SPECIAL TOPICS IN MUSIC (1-2; 1-2)

This course will cover topics or areas not included in the regular curriculum. As needed.

MUS 210 RHYTHMS AND DANCE (2)
Same as PED 210. Annually, Spring.

MUS 215-216 APPLIED PIANO (1-2; 1-2)
215-216A Piano
215-216B Jazz piano
Prerequisite: MUS 116 and consent of instructor. First semester, 215; second semester, 216. Each semester.

MUS 225-226 APPLIED VOICE (1-2; 1-2)
Prerequisite: MUS 126 and consent of instructor. First semester, 225; second semester, 226. Each semester.

MUS 231-232 APPLIED ORGAN (1-2; 1-2)
Prerequisite: MUS 132 and consent of instructor. First semester, 231; second semester, 232. Each semester.

MUS 238-239 APPLIED STRINGS (1-2;1-2)
238-239A Guitar
238-239B String Bass
238-239C Jazz Guitar
238-239D Jazz String Bass
Prerequisite: MUS 139 and consent of instructor. First semester, 238; second semester, 239. Each semester.

MUS 240-241 APPLIED PERCUSSION (1-2; 1-2)
240-241A Percussion
240-241B Jazz Drum Set
Prerequisite: MUS 141 and consent of instructor. First semester, 240; second semester, 241. Each semester.

MUS 242-243 APPLIED BRASS (1-2; 1-2)
242-243A Trumpet
242-243B French horn
242-243C Trombone
242-243D Tuba/Euphonium
242-243E Jazz Trumpet
242-243F Jazz Trombone
Prerequisite: MUS 143 and consent of instructor. First semester, 242; second semester, 243. Each semester.

MUS 247-248 APPLIED WOODWINDS (1-2; 1-2)
247-248A Flute
247-248B Clarinet
247-248C Oboe
247-248D Bassoon
247-248E Saxophone
247-248F Jazz Saxophone
Prerequisite: MUS 148 and consent of instructor. First semester, 247; second semester, 248. Each semester.

MUS 251-252 APPLIED HARPSICHORD (1-2; 1-2)
Prerequisite: MUS 152 and consent of instructor. First semester, 251; second semester, 252. Each semester.

MUS 254 CHAMBER CHOIR (0-1)
This is a 12-16 voice choral ensemble that specializes in a cappella performance. The course content consists of building the skills required to perform music without instrumental accompaniment, in styles that include sacred works, secular madrigals, spirituals and jazz. A limit of 3 credits may be used to fulfill the General Education Fine Arts requirement. Additional credits may be used for elective requirements. Pre-requisite: permission of the instructor. Each semester.

MUS 255 MUSIC THEORY I (3)
This course reviews the fundamentals of music including the study of intervals, scales, and keys; it continues with extensive reading and writing of rhythm, melody, triads, and the beginning of functional harmony and part-writing.
Prerequisite: MUS 110 or consent of instructor. Annually, Fall.

MUS 255L THEORY LAB I (2)
To be taken concurrently with Theory I, this performance skills lab provides concentrated practice in sight-singing, melodic and rhythmic dictation and keyboard skills as reinforcement for concepts given in lectures. Annually, Fall.

MUS 256 MUSIC THEORY II (3)
This is a continuation of Theory I, including common practice voice leading in four parts, harmonic dictation, and analysis of primary and secondary progressions. Prerequisite: MUS 255. Annually, Spring.

- MUS 256L THEORY LAB II** (2)
To be taken concurrently with Theory II. This lab will include melodic and harmonic dictation, advanced sight singing and a continuation of the development of keyboard skills. Annually, Spring.
- MUS 257 WIND ENSEMBLE** (0-1)
Students who play woodwind, brass and percussion instruments may audition for this ensemble. This advanced ensemble will present concerts and perform at special events both on and off-campus. The literature to be performed will include advanced collegiate and professional literature. Prerequisite: audition for instructor. As needed.
- MUS 258 JAZZ COMBO** (0-1)
258A Jazz Combo I
258B Jazz Combo II
258C Jazz Combo III
Students who play brass, woodwind, and percussion instruments or sing are invited to join a jazz combo. This ensemble will focus on the fundamentals of improvisation and will perform small group jazz literature including blues, swing, bebop, cool, hard bop, fusion, and alternative jazz. Prerequisite: Permission of the instructor. Each semester.
- MUS 259 JAZZ IMPROVISATION** (1)
Students will learn to improvise in a non-performance based setting through employing scale and chord studies, learning patterns in jazz, applying ear training exercises related to jazz, playing written transcriptions of solos, transcribing solos from an audio recording, and improvising during class. Prerequisite: Basic performance skills as a vocalist or instrumentalist. Each semester.
- MUS 265 MUSIC IN WORLD CULTURES** (3)
An introduction to the diversity of musical cultures found in Africa, North and South America, Eastern Europe, Asia and the Pacific. Each semester.
- MUS 280-289 SPECIAL TOPICS IN MUSIC** (1-3)
Each semester.
- MUS 301 INTRODUCTION TO MUSIC BUSINESS** (3)
An introduction to the music business industry, this course will include discussion of career opportunities, copyright issues, publishing, the recording industry and media elements of the music industry. As needed.
- MUS 303 WOODWIND LITERATURE** (3)
A study of the music of all woodwind instruments from the baroque period to present day and its relationship to general music history. Literature studied will include orchestral excerpts, woodwind ensemble and quintet music and solo literature. As needed.
- MUS 304 WOODWIND PEDAGOGY** (3)
A survey of methods and music materials which may be used at the beginning and intermediate levels of woodwind study. Observation, participation in and evaluation of individual and group instruction required. As needed.
- MUS 305 BRASS LITERATURE** (3)
A study of the music of all brass instruments from the baroque period to present day and its relationship to general music history. Literature studied will include orchestral excerpts, brass ensemble and quintet music and solo literature. As needed.
- MUS 306 BRASS PEDAGOGY** (3)
A survey of methods and music materials which may be used at the beginning and intermediate levels of brass study. Observation, participation in and evaluation of individual and group instruction required. As needed.
- MUS 307 PERCUSSION LITERATURE** (3)
A study of the history of percussion instruments from their origin to the present and its relationship to general music history. Literature studied will include ethnic and world percussion literature, orchestral excerpts, percussion ensemble music and solo literature. As needed.
- MUS 308 PERCUSSION PEDAGOGY** (3)
A survey of various methods and music materials which may be used at the beginning and intermediate levels of percussion study. Observation, participation in and evaluation of individual and group instruction required. As needed.
- MUS 309 BASS AND GUITAR LITERATURE** (3)
A general study of the music of bass and guitar from the baroque period to the present day and its relationship to general music history. Literature studied will include general orchestral excerpts, solo literature, and standard jazz literature in both small and large ensemble setting. Participation in a small music ensemble is required during the semester the student is enrolled in this course. As needed.
- MUS 310 BASS AND GUITAR PEDAGOGY** (3)
A survey of methods and music materials which may be used at the beginning and intermediate levels of bass and guitar study. Observation, participation in and evaluation of individual and group instruction is required. As needed.
- MUS 315-316 APPLIED PIANO** (1-2; 1-2)
315-316A Piano

315-316B Jazz piano

Prerequisite: MUS 216 and consent of instructor. First semester, 315; second semester, 316. Each semester.

MUS 317 PIANO LITERATURE (3)

A study of piano literature from the eighteenth century to the present and its relationship to the general music history. As needed.

MUS 318 PIANO PEDAGOGY (3)

A survey of methods and music materials to be used at the beginning and intermediate levels of piano study. Observation, participation in and evaluation of individual and group instruction included. As needed.

MUS 322 INTRODUCTION TO CONDUCTING (2)

Study and practice in the basic techniques of leading choral and instrumental ensembles, including discussion of rehearsal procedures, concert preparation and baton technique. Annually, Fall.

MUS 325-326 APPLIED VOICE (1-2; 1-2)

Prerequisite: MUS 226 and consent of instructor. First semester, 325; second semester, 326. Each semester.

MUS 327 VOCAL LITERATURE (3)

This course will provide a survey of settings for solo voice, including selections from classical and contemporary styles, with special consideration of how to select repertoire for teaching, performing, auditioning, and strengthening musicianship and technique. As needed.

MUS 328 VOCAL DICTION (3)

This course is an intensive study of the physiological processes of vowel and consonant production, their interaction with breathing and phonation, and their representation by standard International Phonetic Alphabet (IPA) symbols. Students will apply the IPA in the study of Italian, German, and French pronunciation as well as English. As needed.

MUS 329 VOCAL PEDAGOGY (3)

This course will cover the theory and technique of healthy voice development for children and youth, as well as use of the adult voice. It will include methods of correcting faulty or insecure singing habits, application of teaching strategies in group and individual lesson settings, and some literature selection. As needed.

MUS 331-332 APPLIED ORGAN (1-2; 1-2)

Prerequisite: MUS 232 and consent of instructor. First semester, 331; second semester, 332. Each semester.

MUS 334 ORGAN LITERATURE (3)

A study of the music of the organ from the renaissance to the present and its relationship to general music history. Will include discussion of the tonal properties of the organs of each period. As needed.

MUS 335 ORGAN PEDAGOGY (3)

A survey of methods and music materials to be used at the beginning and intermediate levels of organ study. The course includes observation, participation in and evaluation of individual instruction. As needed.

MUS 338-339 APPLIED STRINGS (1-2;1-2)

338-339A Guitar

338-339B String Bass

338-339C Jazz Guitar

338-339D Jazz String Bass

Prerequisite: MUS 239 and consent of instructor. First semester, 338; second semester, 339. Each semester.

MUS 340-1 APPLIED PERCUSSION (1-2; 1-2)

340-341A Percussion

340-341B Jazz Drum Set

Prerequisite: MUS 241 and consent of instructor. First semester, 340; second semester, 341. Each semester.

MUS 342-343 APPLIED BRASS (1-2; 1-2)

342-343A Trumpet

342-343B French horn

342-343C Trombone

342-343D Tuba/Euphonium

342-343E Jazz Trumpet

342-343F Jazz Trombone

Prerequisite: MUS 243 and consent of instructor. First semester, 342; second semester, 343. Each semester.

MUS 347-348 APPLIED WOODWINDS (1-2; 1-2)

347-348A Flute

347-348B Clarinet

347-348C Oboe

347-348D Bassoon
347-348E Saxophone
347-348F Jazz Saxophone

Prerequisite: MUS 248 and consent of instructor. First semester, 347; second semester, 348. Each semester.

MUS 351-352 APPLIED HARPSICHORD (1-2; 1-2)

Prerequisite: MUS 252 and consent of instructor. First semester, 351; second semester, 352. Each semester.

MUS 353 MUSIC AND THE CHILD (3)

This course explores some of the ways children develop their skills in musical creativity. Lecture, discussion, anecdotal observation, and direct participation in creative activities will lead the student to an understanding of the cognitive and affective processes at work in imaginative play and the value of those processes in overall development. As needed.

MUS 355 MUSIC THEORY III (3)

This course introduces the study of form and analysis, more advanced studies in part-writing and dictation and the study of all tertian and seventh chords. The study of orchestration and advanced aural skills will be included. Prerequisite: MUS 255-256 sequence or consent of instructor. Annually, Fall.

MUS 355L THEORY LAB III (1)

To be taken concurrently with Theory III, this lab includes advanced sight-singing, three- and four-voice dictation and score reading. Pre-requisite: MUS 256L or consent of the instructor. Annually, Fall.

MUS 356 MUSIC THEORY IV (3)

The continuation of writing and analysis skills, this course will include quartal, "stacked", and other 20th century materials, as well as appropriate practice in aural and keyboard applications. An introduction to the composition of counterpoint will also be included. Prerequisite: MUS 355 or consent of instructor. Annually, Spring.

MUS 355L THEORY LAB IV (1)

To be taken concurrently with Theory IV. A continuation of Theory Lab III. Prerequisite: MUS 355L or consent of the instructor. Annually, Spring.

MUS 357 DEVELOPING THE VOICE (3)

The course explores how young people may develop their singing voices and their musical abilities within the classroom environment. Students will learn various techniques, and become familiar with resources and materials, which will be helpful for effective vocal teaching. As needed.

MUS 358 SACRED CHORAL LITERATURE (3)

This course is a survey of sacred choral literature, including liturgical and concert literature, from the middle ages to the twentieth century. Note: This class will not fulfill the General Education Religion/Philosophy requirement. As needed.

MUS 364 MUSIC HISTORY I (W) (4)

An examination of the music of the Western World from the Greek period through the Renaissance, including the study of music's relationship with the other arts, the lives of its leading figures and the world they inhabited, and the materials and structural elements by which a musical work is fashioned. Special attention is paid to the development of clear stylistic concepts through the use of scores and recordings. This course will include lectures and supervised listening exercises. Pre-requisite: MUS 256 or consent of instructor. Annually, Fall.

MUS 365 MUSIC HISTORY II (W) (4)

A continuation of Music History I. This course will focus upon music and styles of the Baroque and Classical period. Pre-requisite: MUS 256 or consent of instructor. Annually, Spring.

MUS 366 MUSIC HISTORY III (W) (4)

A continuation of Music History II. This course will focus upon the musical styles of the 19th, 20th and 21st centuries. Prerequisite: MUS 365 Annually, Fall.

MUS 367 MUSIC OF THE CHURCH (3)

A study of the music of the Church focusing on the history of hymnody, this course will explore the relationship between hymns and the history of the church and its theology. Important major works written for the church by composers such as Bach, Mozart, Beethoven, Brahms and Schubert will also be studied. Same as REL 367. Note: This course does not fulfill the general core Religion/Philosophy requirement. As needed.

MUS 369 HISTORY OF JAZZ (3)

This course will cover the history of jazz from its inception through current artists. Specific time periods will include blues, ragtime, Dixieland, swing, bebop, cool, hard bop, fusion, smooth, and alternative jazz. Specific artists will include Louis Armstrong, Miles Davis, Charlie Parker, Count Basie, John Coltrane, Dizzy Gillespie and others integral to the history of jazz. As needed.

MUS 372 ARRANGING (3)

This course involves the application of theory and score reading skills to the task of adapting a piece of music for various combinations of voices and instruments. The study of orchestration will also be included. Prerequisite: MUS 356 or consent of instructor. As needed.

- MUS 375 HISTORY OF THE AMERICAN MUSICAL (3)**
This course will explore the European roots of the musical and trace its development in America and on Broadway. The focus will be on musical developments within the form as well as on how each musical reflects societal issues. As needed.
- MUS 376 BROADWAY: A REFLECTION OF AMERICA (3)**
This course will explore how the musicals of Broadway reflect the history, the people and social development of America. Discussion regarding compositional techniques and how musicals are unified through musical motives will also be discussed. This course is a continuation of MUS 375. Students are encouraged, but not required, to take MUS 375 before enrolling in this course. As needed.
- MUS 380-389 SPECIAL TOPICS IN MUSIC (1-4)**
As needed.
- MUS 400 INTRODUCTION TO THE RECORDING STUDIO (3)**
A general introduction to the recording studio, this course will include learning about recording, editing and mastering, production and graphic design. This course will also include a one hour of lab; the student will work with personnel who oversee College concerts. Pre-requisite: MUS 300. As needed
- MUS 402 ADVANCED MUSIC TECHNOLOGY (3)**
A computer applications course directed to the musician/composer/teacher. The course will go beyond the technology taught in MUS 356 (Theory IV) and will include learning programs such as Finale, Band in a Box, MIDI and specialized programs for multimedia production. Prerequisite: MUS 356 or consent of instructor. As needed.
- MUS 415-416 APPLIED PIANO (1-2; 1-2)**
415-416A Piano
415-416B Jazz piano
Prerequisite: MUS 316 and consent of instructor. First semester, 415; second semester, 416. Each semester.
- MUS 422 ADVANCED CHORAL CONDUCTING (2)**
A study of advanced choral conducting, including advanced techniques, rehearsal procedures, historical style, performance practices, and programming. Prerequisite: MUS 322 or consent of instructor. As needed.
- MUS 425-426 APPLIED VOICE (1-2; 1-2)**
Prerequisite: MUS 326 and consent of instructor. First semester, 425; second semester, 426. Each semester.
- MUS 431-432 APPLIED ORGAN (1-2; 1-2)**
Prerequisite: MUS 332 and consent of instructor. First semester, 431; second semester, 432. Each semester.
- MUS 438-439 APPLIED STRINGS (1-2;1-2)**
438-439A Guitar
438-439B String Bass
438-439C Jazz Guitar
438-439D Jazz String Bass
Prerequisite: MUS 338 and consent of instructor. First semester, 438; second semester, 439. Each semester.
- MUS 440-1 APPLIED PERCUSSION (1-2; 1-2)**
440-441A Percussion
440-441B Jazz Drum Set
Prerequisite: MUS 341 and consent of instructor. First semester, 440; second semester, 441. Each semester.
- MUS 442-443 APPLIED BRASS (1-2; 1-2)**
442-443A Trumpet
442-443B French horn
442-443C Trombone
442-443D Tuba/Euphonium
442-443E Jazz Trumpet
442-443F Jazz Trombone
Prerequisite: MUS 343 and consent of instructor. First semester, 442; second semester, 443. Each semester.
- MUS 447-448 APPLIED WOODWINDS (1-2; 1-2)**
447-448A Flute
447-448B Clarinet
447-448C Oboe
447-448D Bassoon
447-448E Saxophone
447-448F Jazz Saxophone
Prerequisite: MUS 348 and consent of instructor. First semester, 447; second semester, 448. Each semester.

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| MUS 451-452 | APPLIED HARPSICHORD | (1-2; 1-2) |
| Prerequisite: MUS 352 and consent of instructor. First semester, 451; second semester, 452. Each semester. | | |
| MUS 464 | RESEARCH METHODS (W) | (2) |
| This course is a preparation for Senior Thesis in music history; it will include techniques of data collection, primary source analysis, and critical writing as applied to musicological research. As needed. | | |
| MUS 465 | SENIOR THESIS (W) | (2) |
| This course is to be the capstone project for the music major with music history emphasis; it will include extended application of the skills and principles learned in MUS 464. Prerequisite: MUS 464 or consent of instructor. As needed. | | |
| MUS 470 | INTERNSHIP IN MUSIC BUSINESS | (3-6) |
| MUS 480-89 | SPECIAL TOPICS IN MUSIC PERFORMANCE | (1-2) |
| As needed. | | |
| MUS 490 | SEMINAR IN MUSIC | (1-4) |

Music Business

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Sandra Lang, , Ph.D., C.P.A., Assistant Professor of Accounting;
 Chair, Division of Business;
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All Music Business majors are expected to participate in at least one performing ensemble each semester and to attend concerts and recitals as determined by the Music faculty. Music Business majors are not required to fulfill the Division of Humanities foreign language requirement.

This bachelor of arts degree in Music Business is designed to prepare students for a variety of career opportunities in the music business. Students must complete the core requirements of the music major, a core of business courses recommended by the business faculty and courses which blend the two fields, including an internship.

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| Music Requirements: | 50-53 crs. |
| MUS 255 Theory I | (3) |
| MUS 255L Theory I Lab | (2) |
| MUS 256 Theory I | (3) |
| MUS 256L Theory II Lab | (2) |
| MUS 355 Theory III | (4) |
| MUS 356 Theory IV | (4) |
| MUS 364 Music History I | (4) |
| MUS 365 Music History II | (4) |
| MUS 366 Music History III | (4) |
| MUS 300 Advanced Music Technology | (3) |
| Applied lessons on primary instrument | (8) |
| Participation in an ensemble each semester | (0) |
| MUS 301 Introduction to the Music Business | (3) |
| MUS 400 Introduction to the Recording Studio | (3) |
| MUS 470 Internship in Music Business | (3-6) |
| Business requirements: | 29 crs. |
| ACC 261 Principles of Accounting I | (4) |
| ACC 261 Principles of Accounting II | (4) |
| ECO 211 Principles of Microeconomics | (3) |
| ECO 212 Principles of Macroeconomics | (3) |
| BUS 303 Business Law I | (3) |
| FIN 308 Principles of Business Finance | (3) |
| MGT 204 Principles of Management | (3) |
| MKT 205 Principles of Marketing | (3) |
| MGT 405 Business Strategy and Policy | (3) |

Music Education

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The bachelor's degree in Music Education reaches beyond the core skills and understandings of the music major to address the full scope of competencies required by the Illinois Content Area Standards in Music. Students who successfully complete the music education curriculum will be eligible to receive the Initial Special K-12 Certificate in Music, qualifying them to teach both instrumental and vocal music in elementary and secondary schools. Please refer to the Education, Health and Human Performance section of this catalog for the Teacher Education Conceptual Framework and the specific requirements for admission to the Teacher Education Program. The Bachelor of Music Education degree course of study is a five-year program.

The following section lists specific course requirements for the Special K-12 Certificate in Music. A cumulative grade point average of 2.75 must be maintained in all coursework attempted, with no grade lower than a C in Education and Music Education courses.

All Music Education majors are expected to participate in at least one performing ensemble each semester and to attend concerts and recitals as determined by the Music faculty.

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| A. GENERAL EDUCATION | 43-48 crs. |
| 1. Basic Skills | 9-11 crs. |
| ENGLISH (ENG 111 & 112) | (6-8) |
| SPEECH (SPC 220) | (3) |
| 2. Mathematics and Science | 10 crs. |
| MATHEMATICS (MTH 142 recommended) | (3) |
| SCIENCE (1 laboratory science) | (4) |
| COMPUTER SCIENCE (MUED 200) | (3) |
| 3. Humanities | 12-13 crs. |
| LITERATURE | (3) |
| ETHICS | (3) |
| PHILOSOPHY or Religion | (3-4) |
| U. S. History(3) | |
| 4. Social Sciences | 9-10 crs. |
| AMERICAN GOVERNMENT – NATIONAL (PSI 101) | (3) |
| PSYCHOLOGY (PSY 153) | (3-4) |
| CROSS CULTURAL STUDIES (MUS 265) | (3) |
| 5. Health and Physical Development | 3-4 crs. |
| HEALTH (HPE 158) | (2-3) |
| RECREATIONAL ACTIVITIES (2 different activities) | (1) |
| B. COMPLETION OF MAJOR REQUIREMENTS | 66 crs. |
| MUS 255 MUSIC THEORY I | (5) |
| MUS 256 MUSIC THEORY II | (5) |
| MUS 322 INTRODUCTION TO CONDUCTING | (2) |
| MUS 355 MUSIC THEORY III | (4) |
| MUS 356 MUSIC THEORY IV | (4) |
| MUS 365 MUSIC HISTORY II | (4) |
| MUS 366 MUSIC HISTORY III | (4) |
| MUS 372 ARRANGING | (3) |
| APPLIED LESSONS – PRIMARY INSTRUMENT | (8) |
| MUED 107 ADVANCED KEYBOARD SKILLS I | (2) |
| MUED 108 ADVANCED KEYBOARD SKILLS II | (2) |
| MUED 304 METHODS OF TEACHING WOODWINDS | (3) |
| MUED 306 METHODS OF TEACHING BRASS | (3) |
| MUED 308 METHODS OF TEACHING PERCUSSION | (2) |

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| MUED 310 | METHODS OF TEACHING STRING INSTRUMENTS | (2) |
| MUED 353 | METHODS OF TEACHING GENERAL MUSIC | (3) |
| MUED 357 | CLASSROOM VOCAL METHODS | (2) |
| MUED 410 | BAND AND CHOIR ORGANIZATION | (3) |
| MUED 423 | CHORAL CONDUCTING AND SECONDARY METHODS | (2) |
| MUED 424 | INSTRUMENTAL CONDUCTING AND SECONDARY METHODS | (2) |
| MUED 499 | SENIOR RECITAL PROJECT | (1) |

All students must pass a piano proficiency exam, must demonstrate proficiency in band instrument repair and complete a senior recital on their primary instrument.

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| ADDITIONAL REQUIREMENTS FOR THE CHORAL TRACK | | 5 crs. |
| MUS 215 | APPLIED PIANO | (1) |
| MUS 216 | APPLIED PIANO | (1) |
| MUS 328 | VOCAL DICTION | (3) |
| MUS 154 | CONCERT CHOIR (each semester) | (0) |
| MUS 254 | CHAMBER CHOIR (4 semesters) | (0) |
| MUS E56 | MARCHING BAND (1 semester) | (0) |

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| ADDITIONAL REQUIREMENTS FOR THE INSTRUMENTAL TRACK | | 6 crs. |
| SECONDARY INSTRUMENT (WIND OR PERCUSSION) | | (3) |
| MUED 336 | MARCHING AND JAZZ BAND TECHNIQUES | (3) |
| MUS E56 | MARCHING BAND (every fall) | (0) |
| MUS E58 | JAZZ ENSEMBLE (1 semester) | (0) |
| MUS 156 | CONCERT BAND (each semester) | (0) |
| MUS 157 | PERCUSSION ENSEMBLE (1 semester) | (0) |
| MUS 258 | JAZZ COMBO (1semester) | (0) |
| MUS 154 | CONCERT CHOIR (2 semesters) | (0) |
| or | | |
| MUS 254 | CHAMBER CHOIR (2 semesters) | (0) |

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| C. PROFESSIONAL EDUCATION | | 34 crs. |
| EDU 210 | FOUNDATIONS OF AMERICAN EDUCATION | (3) |
| EDU 311 | METHODS OF TEACHING IN SPECIAL AREAS (K-12) | (3) |
| EDU/PSY 350 | EDUCATIONAL PSYCHOLOGY | (3) |
| EDU 358 | TESTS AND MEASUREMENTS | (3) |
| PSY 406 | PSYCHOLOGY OF THE EXCEPTIONAL CHIL | (4) |
| EDU 412 | METHODS OF TEACHING READING IN THE CONTENT AREA | (3) |
| EDU 497 | STUDENT TEACHING (SPE) | (15) |

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| MUED 107 | ADVANCED KEYBOARD SKILLS I | (2) |
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Practical instruction for passing the proficiency exam in piano which is required for all music education majors. Skills to be acquired include harmonization, scales, sight-reading, transposition, and repertoire for solo and ensembles. Same as MUS 107. Annually, Fall.

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| MUED 108 | ADVANCED KEYBOARD SKILLS II | (2) |
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A continuation of the skills begun in MUED 107. In addition, the course material will include open score-reading and various accompanying styles. Same as MUS 108. Prerequisite: MUED 107. Annually, Spring.

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| MUED 200 | MUSIC CLASSROOM TECHNOLOGY | (3) |
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A computer applications course directed to the music teacher, including the use of word processing, databases, spreadsheets, and specialized applications for music education and multimedia production. Required for admission to the Teacher Education Program. Prerequisite: declaration of Music Education Major. As needed.

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| MUED 304 | METHODS OF TEACHING WOODWIND INSTRUMENTS | (3) |
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Group instruction on each instrument, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument. Prerequisite: Admission to the Teacher Education Program. Annually, Fall.

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| MUED 306 | METHODS OF TEACHING BRASS INSTRUMENTS | (3) |
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Group instruction on each instrument, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument. Prerequisite: Admission to the Teacher Education Program. Annually, Fall.

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| MUED 308 | METHODS OF TEACHING PERCUSSION INSTRUMENTS | (2) |
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Group instruction on each instrument, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument. Prerequisite: Admission to the Teacher Education Program. Annually, Spring.

MUED 310 METHODS OF TEACHING STRINGED INSTRUMENTS (2)

Group instruction on each instrument, including pedagogical principles and playing techniques. Individuals will be expected to demonstrate basic proficiency on each instrument. Prerequisite: Admission to the Teacher Education Program. Annually, Spring.

MUED 336 MARCHING AND JAZZ BAND TECHNIQUES (3)

Explores teaching materials, techniques of teaching, and organizational systems as they relate to marching and jazz ensembles. The course emphasizes the fundamental development of the teacher candidate as both a performer and teacher through application of teaching techniques in a controlled environment. Prerequisite: Admission to the Teacher Education Program. As needed.

MUED 353 METHODS OF TEACHING GENERAL MUSIC K-12 (3)

Introduces music as a curriculum area in primary and upper elementary grades, including knowledge and skills of using the various elements of music (melody, rhythm, harmony, form, texture/timbre) in musical activities such as reading, playing and singing melodies. Music is also addressed as a component of curriculum integration, enriching the learning experience in language development, social science, and mathematics. A 36-hour field experience is required. Co-requisite: Concurrent enrollment in EDU 311. Prerequisite: Admission to the Teacher Education Program. As needed.

MUED 357 CLASSROOM VOCAL METHODS (2)

Identifies the goals of the K-12 vocal music program and provides techniques and materials for effective vocal teaching. Attention is given to elementary, middle school, and high school choral groups as well as general classroom singing. Prerequisite: MUS 353 or consent of instructor and Admission to the Teacher Education Program. Annually, Fall.

MUED 410 BAND AND CHOIR ORGANIZATION (3)

Prepares the teacher candidate to administer and organize a music program. Topics will include, but not be limited to, booster organizations, fundraising, budgeting, and program development. Prerequisite: Admission to the Teacher Education Program. As needed.

MUED 423 CHORAL CONDUCTING AND SECONDARY METHODS (3)

Identifies the goals of choral musicianship in the school curriculum and develops techniques of conducting young singers in both large and small ensembles. Includes an in-depth survey of graded choral music appropriate for treble, male, and mixed voicing at the upper elementary through high school levels. A 32 or 48 hour field experience, dependent on the area of emphasis, is required. This course also includes a lab experience; students will conduct a college ensemble as part of their coursework. Co-requisite for choral emphasis candidates: EDU 412. Prerequisite: MUS 322 and admission to the Teacher Education Program. Annually, Fall.

MUED 424 - INSTRUMENTAL CONDUCTING AND SECONDARY METHODS (3)

Presents specific techniques for teaching and conducting instrumental ensembles, including a survey of literature appropriate for school bands and wind ensembles. The refining of teaching and conducting techniques associated with instrumental ensembles will be emphasized. Score study, transpositions, and rehearsal techniques are covered in depth. A 32- or 48-hour field experience, dependent on the area of emphasis, is required. This course also includes a lab experience; students will conduct a college ensemble as part of their coursework. Co-requisite for instrumental emphasis candidates: EDU 412. Prerequisite: MUS 322 and admission to the Teacher Education Program. Annually, Spring.

MUED 499 SENIOR RECITAL PROJECT (1)

This course meets the content area standards for Music Education. Course work includes preparing program notes for the recital, a theoretical analysis of a work presented on the recital and demonstration of all major and minor scales. The student will also perform a recorded jury and senior recital. Prerequisite: Completion of at least seven semesters of applied lessons on his/her primary instrument. To be taken concurrently with the student's final semester of applied lesson on his/her primary instrument. As needed.

Nursing

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The Division of Nursing offers a Bachelor of Science in Nursing (BSN) degree accredited by the National League for Nursing Accrediting Commission located at 61 Broadway, New York, New York 10006 (800-669-1656).

The BSN degree is offered exclusively as a baccalaureate completion program for graduates of associate degree or diploma nursing programs. Nursing courses are offered in various formats at the main campus, at off-campus sites in Illinois (John A. Logan College; Kaskaskia College; Lewis and Clark Community College; Olney Central College; Rend Lake College; Shawnee Community College; Southwestern Illinois College); in Kentucky (Louisville, Radcliff and Paducah), and at various healthcare institutions.

Nursing majors are prepared as generalists in nursing practice. The curriculum enhances registered nurses' previous education and enables them to be flexible practitioners in a dynamic health care environment. Nursing majors develop skills in clinical problem-solving and critical thinking to assess, plan and implement nursing care of individuals, families, and community groups. Students increase their ability to care for individual clients by broadening their knowledge of disease processes and therapeutic nursing interventions. Students acquire skills in holistic health assessments of individuals and families. Students integrate theory-based clinical knowledge with principles of health promotion to implement early detection and disease prevention strategies in a community setting. To be effective in these activities, students utilize nursing research, principles of leadership and management, and existing community resources.

Personal and professional development is realized through improved written and oral communication, cultural sensitivity, and analysis of ethical issues. The nursing major provides a sound foundation for those going on to graduate school in one of the nursing specialty areas.

Procedures for acceptance into the nursing program

The applicant must submit the following:

1. -Application for admission to the College as a transfer student (a maximum of 70 hours will be accepted from a community college);
2. -Application for admission to the Division of Nursing;
3. -Copy of active license as a registered nurse;
4. -Current CPR certification;
5. -Proof of immunizations against measles, mumps, rubella, and hepatitis B (influenza and DT vaccinations are recommended);
6. -TB skin test or chest x-ray results.

Applicants must meet the following prerequisites:

1. -An Associate Degree or Diploma in Nursing with a minimum 2.0 GPA.
2. -An active RN license.

Those awaiting results of examinations for licensure (NCLEX-RN) may be admitted on a conditional basis and enroll in non-clinical courses for one semester until notified of licensure.

Continued enrollment

Students must be in good standing within the nursing program to continue with nursing coursework. To remain in good standing, students must at all times have on file in the nursing office a copy of current RN license, yearly TB skin test or chest x-ray results, current CPR certification, and proof of required immunity/immunizations. A grade of C or better must be achieved in each nursing course required for the major. Any required nursing course for which a grade of C- or lower is received must be repeated. Required nursing courses may be repeated only one time.

Degree requirements

The Bachelor of Science Degree in Nursing will be awarded after completing the following Division of Nursing requirements:

1. -Complete a Degree Application (available in the Office of Academic Records) the semester prior to the anticipated graduation date;
2. -Complete a minimum of the final 32 credits from McKendree College;
3. -Complete a minimum of 40 credits at the junior/senior level (courses numbered 300 or above);
4. -Complete a minimum of 128 credit hours with a minimum cumulative grade point average (GPA) of 2.0;
5. -Complete all degree requirements within eight (8) years of matriculation; and
6. -Complete the following general education and nursing major requirements:

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| BEHAVIORAL SCIENCES | 6 crs. |
| GENERAL PSYCHOLOGY | (3) |
| PRINCIPLES OF SOCIOLOGY | (3) |

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| MATHEMATICS AND SCIENCE (in addition to pathophysiology) | 16 crs. |
| STATISTICS | (3-4) |
| COMPUTER SOFTWARE (3 SOFTWARE APPLICATIONS) | (3) |
| ANATOMY and PHYSIOLOGY, MICROBIOLOGY or COMPETENCY and, CHEMISTRY or COMPETENCY (INCLUDING ONE LAB COURSE) | (9-10) |

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| Ethics | 3 crs. |
| PHI 391 BIOMEDICAL ETHICS | (3) |
| or | |
| NSG 405 ETHICAL/LEGAL ISSUES IN NURSING | (3) |

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| Additional general education requirements | 24 crs. |
| FINE ARTS | (3) |
| PHILOSOPHY or RELIGION | (3) |
| HISTORY, ECONOMICS or POLITICAL SCIENCE | (3) |
| LITERATURE | (3) |
| ENGLISH I* | (3) |
| ENGLISH II* | (3) |
| or | |
| NSG 307 WRITING FOR NURSES | (3) |
| PSYCHOLOGY | (3) |
| SOCIOLOGY | (3) |

Speech communication competency will be achieved by integrating speech requirements across the nursing curriculum. Guidelines and criteria for the research, writing and delivery of presentations will be set by the Speech faculty.

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| NURSING MAJOR REQUIREMENTS | 31 crs. |
| NSG 301 NURSING THEORY AND RESEARCH (W) | (4) |
| NSG 320 EVIDENCE BASED PRACTICE | (2) |
| NSG 345 TRANSCULTURAL NURSING | (3) |
| NSG 350 HEALTH ASSESSMENT | (3) |
| NSG 370 PATHOPHYSIOLOGY | (4) |
| NSG 400 LEADERSHIP AND MANAGEMENT IN NURSING | (3) |
| NSG 420 FAMILY HEALTH NURSING | (3) |
| NSG 450 COMMUNITY HEALTH NURSING | (4) |
| NSG 470 CLINICAL PRACTICUM IN COMMUNITY HEALTH (W) | (4) |
| NURSING ELECTIVE | (1) |

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| NURSING ELECTIVES | 21-22 crs. |
| NSG 302 BODY FLUIDS AND ELECTROLYTES | (1) |
| NSG 303 INFECTIOUS DISEASES | (1) |
| NSG 304 ANTIMICROBIAL PHARMACOLOGY | (1) |
| NSG 305 CARDIOVASCULAR AND RENAL PHARMACOLOGY | (1) |
| NSG 306 CENTRAL NERVOUS SYSTEM PHARMACOLOGY | (1) |
| NSG 308 ANATOMY AND PHYSIOLOGY REVIEW | (1) |
| NSG 330 COUNSELING FOR HEALTH PROFESSIONALS | (3) |
| NSG 335 METHODS OF TEACHING IN NURSING PRACTICE | (3) |
| NSG 355 HEALTH POLICY AND ECONOMICS | (3) |

NSG 360 FRONTIER NURSING (1-2)
NSG 405 ETHICAL/LLEGAL ISSUES IN NURSING PRACTICE (3)
NSG 430 HISTORICAL DEVELOPMENT OF NURSING (3)

NSG 301 NURSING THEORY AND RESEARCH (W) (4)

This course introduces students to the use of a theoretical model in nursing practice and research. Students identify differences in selected nursing models. A special focus of this course is on the nurse as an intelligent consumer and evaluator of research. Students are able to describe basic research concepts and techniques and appreciate the ethics of nursing research. Evaluative skills are developed by critiquing current nursing research. Using peer reviewed research articles, students summarize nursing research on a selected topic. Prerequisite: MTH 310. Annually, Fall.

NSG 302 BODY FLUIDS AND ELECTROLYTES (1)

This course will be accepted for competency in chemistry. The focus in this web-based course is on the chemistry of fluid, electrolyte, and acid-base balance. Students identify basic physiological processes responsible for maintaining balance. Major causes and signs and symptoms of imbalance are included, as well as nursing assessment and management of persons with imbalances. As needed.

NSG 303 INFECTIOUS DISEASES (1)

This course will be accepted for competency in microbiology. In this web-based course students focus on the identification, treatment, and control of selected infectious diseases using microbiology as a basis. Students explore a variety of both commonly occurring as well as infrequently occurring communicable diseases in mankind. As needed.

NSG 304 ANTIMICROBIAL PHARMACOLOGY (1)

In this web-based course students will engage in an in-depth study of commonly prescribed antimicrobials, their administration, and their implications for patient care in the treatment of bacterial, viral, fungal, and mycobacterial infections. Drug resistant pathogens and their treatment will also be examined. As needed.

NSG 305 CARDIOVASCULAR AND RENAL PHARMACOLOGY (1)

In this web-based course students will engage in an in-depth study of medications commonly prescribed for patients with alterations in renal and/or cardiovascular function. Emphasis is placed on nursing implications for administration of medications, care of patients receiving them and education of patients and families related to safe and effective use of these medications. As needed.

NSG 306 CENTRAL NERVOUS SYSTEM PHARMACOLOGY (1)

In this web-based course students will engage in an in-depth study of medications commonly prescribed for patients requiring pain management and/or those with disorders of CNS function. Emphasis is placed on the nursing implications for administration of medications, care of patients receiving them and education of patients and families related to safe and effective use of these medications. As needed.

NSG 307 WRITING FOR NURSES (3)

This online course is designed specifically for nursing majors to be the equivalent of English 112, which follows English 111 in the first year composition sequence. The class is a process-oriented writing course designed to further develop students' abilities to engage in extensive pre-writing, revising, editing and polishing. Using disciplinary readings in nursing and medicine, this course emphasizes expository and persuasive analytical writing assignments and offers students further opportunities to strengthen their critical thinking skills. Students develop their abilities to use library resources and apply research techniques to a paper related to a nursing topic. As needed.

NSG 308 ANATOMY AND PHYSIOLOGY REVIEW (1)

This course will be accepted for competency in anatomy and physiology. In this web-based course students focus on the structure and function of the human body using the systems model. Because nurses base much of their practice on the understanding of anatomy and physiology, practice related information will be explored.

NSG 320 EVIDENCE BASED PRACTICE (2)

This course enables students to investigate symptom perception, management, and outcome evaluation to human responses that impact client populations across the life span. In this course students will investigate therapeutic approaches to frequently encountered human responses, such as pain, grief, anxiety, and fatigue. Through an in depth critique of current research literature, students evaluate therapeutic nursing interventions pertaining to symptom experience and symptom management. Annually, Summer.

NSG 330 COUNSELING FOR HEALTH PROFESSIONALS (3)

In this course, students develop interpersonal communication techniques essential for the practice of nursing. Specifically, students practice active listening techniques to provide emotional care to clients in a variety of health care settings. As needed.

NSG 335 METHODS OF TEACHING IN NURSING PRACTICE (3)

A review of cognitive development will provide students in this web-based course with a basis for discussing the principles of teaching and learning. Students will develop skills in assessing learner readiness, writing behavioral objectives, and using basic presentation media. Students will prepare and present a teaching plan. Annually Spring, or as needed.

NSG 345 TRANSCULTURAL NURSING (3)

In this course, students develop cultural sensitivity by exploring and analyzing cultural beliefs, attitudes, and values of clients and health care providers. Students describe the health care practices of various cultures and subcultures and identify methods of delivering culturally competent care to clients of nursing. Annually, Summer. (Spring, Louisville/Radcliff).

NSG 350 -HEALTH ASSESSMENT

30 hours lecture and 30 hours clinical (clock) hours (3)

The health assessment course facilitates the student's development of the physical assessment techniques of inspection, palpation, auscultation, and percussion. Students will perform health assessments in a laboratory situation as well as on selected clients in a variety of clinical settings. This course meets for four clock hours per week. Annually, Spring. (Summer, Louisville/Radcliffe)

NSG 355 HEALTH POLICY AND ECONOMICS (3)

This web-based course introduces students to basic concepts and principles of health policy, healthcare economics, and healthcare delivery in the climate of managed care. Public and private funding of healthcare will be discussed. Students will examine the history and evolution of healthcare in America and the impact of the current system on cost, availability, access, and quality of healthcare. The United States system of healthcare delivery will be compared to those of other nations. Future trends in healthcare will be discussed. Annually, Fall and Spring. (Louisville-Summer)

NSG 360 FRONTIER NURSING (1-2)

This course explores the role of Mary Breckenridge in establishing the Frontier Nursing Service (FNS) in the Appalachian Mountains of Kentucky. The social changes that resulted from improved maternal-infant care to the families in Eastern Kentucky are identified. Students examine the past and current role of nurse midwives and family nurse practitioners as primary health care providers in rural areas of Eastern Kentucky. Students also identify common cultural mores that influence health practices of the Appalachian peoples. A field experience to Frontier Nursing Service in Hyden, Kentucky is required. Annually, Spring.

NSG 370 PATHOPHYSIOLOGY (4)

Pathophysiology introduces students to the causes and mechanisms of disease. Students will recognize the symptoms of diseases in relation to the underlying biochemical, genetic and metabolic malfunctions. Students will be able to describe the pathogenesis of neoplasms, inflammatory disorders, disorders of the immune system, and specific hematologic, cardiovascular, respiratory, renal, neurological, muscular, and endocrine disorders. Annually, Spring. January/February Louisville/Radcliffe

NSG 380-389 SPECIAL TOPICS IN NURSING (1-4)

Studies in current topics or specialized areas of nursing practice. Prerequisite: Admission to the nursing program or consent of instructor. As needed.

NSG 400 LEADERSHIP AND MANAGEMENT IN NURSING (3)

This course provides an opportunity for students to investigate theories of leadership and management. Using classroom exercises, students develop management skills in the areas of communication, time management, decision making, performance appraisal, risk management, resource allocation, and change. Students develop citizenship skills by participating in sociopolitical activities. Annually, Spring. (January Louisville/Radcliffe)

NSG 405 ETHICAL/LEGAL ISSUES IN NURSING (3)

In this course, students discuss legal issues impacting current nursing practice. Students explore historical and social factors influencing the development of ethics in nursing practice and analyze ethical problems inherent in contemporary practice of nursing. Students analyze emerging professional roles in nursing, paying particular attention to the advocate component of these roles. Annually, Summer. December Louisville/Radcliffe

NSG 420 FAMILY HEALTH NURSING (3)

The focus of this course includes family theory and assessment of the total family. Critical thinking skills are challenged as students analyze and synthesize family data to develop case management strategies for families at risk. Factors that influence family development are examined. The effects of social, cultural and economic factors that influence family health behaviors and health risks are studied. The Roy Adaptation Model and various family theories serve as a foundation for exploring strategies to facilitate family adaptation. Annually, Fall. September Louisville/Radcliffe

NSG 430 HISTORICAL DEVELOPMENT OF NURSING (3)

The focus of this web-based course is on analyzing historical events of the nursing profession and their relationship to current issues in nursing. Students will investigate the origins of the profession, the evolution of nursing practice, and the development of nursing education. Exploring historical perspectives will enable students to project future trends in the practice of nursing. Annually, Fall.

NSG 450 COMMUNITY HEALTH NURSING (4)

In this course, students differentiate primary, secondary, and tertiary levels of health care and, at each level, develop nursing interventions for managing the health care of groups in the community. Students identify methods of delivering culturally competent care to community groups. Students develop beginning level skills in epidemiological investigation, community assessment and community health education. By examining the health risks of a selected population group, students develop knowledge of health promotion and disease prevention concepts. Annually, Fall. October/November Louisville/Radcliffe

NSG 470 -CLINICAL PRACTICUM IN COMMUNITY HEALTH (W) (4)

120 clinical (clock) hours
This clinical course is designed to apply principles of community health nursing, case management, leadership and change in a community setting. Expanding upon current knowledge and experience base, students will participate in a variety of clinical activities in the community. Students will design, implement and evaluate a project focusing on community health. This project will challenge critical thinking skills as students analyze and synthesize data to develop nursing interventions for population groups. Annually, Spring. Prerequisite: NSG 301 and NSG 450. Pre- or co-requisite: NSG 400. (February/March Louisville/Radcliffe)

NSG 480 INDEPENDENT STUDY IN NURSING (1-4)

Occupational Therapy

Robb D. VanPutte, Ph.D., Associate Professor of Biology;
rdvanput@mckendree.edu; (618)-537-6930; Voigt Science Hall 223A

Occupational therapy is an applied social and biological science dedicated to assisting people in developing skills and attitudes to adapt to disabilities so that their lives become more productive and meaningful. McKendree College is affiliated with the Program in Occupational Therapy, Washington University school of Medicine, and offers students the opportunity to complete a Bachelor of Science (BS) degree with a major in Occupational Therapy from McKendree College, and a Masters of Science in Occupational Therapy from Washington University. The student completes three years at McKendree College, and transfers to Washington University for two years of work in Occupational Therapy. Admission to the Program in Occupational Therapy is competitive, and students pursuing this degree program should work with their McKendree adviser to plan an alternative major in case they are unsuccessful in obtaining admission to Washington University (*see suggested additional courses that students electing to major in either Biology or Psychology should complete during their first three years).

Students applying to the Washington University Program in Occupational Therapy must take the Graduate Record Examination (GRE), and must complete at least 30 hours of volunteer time in an occupational therapy practice setting. Proficiency in medical terminology and computers is also required. Applicants must have CPR certification when they apply, which may be obtained by enrolling in PED 206 (First Aid) or in a certified Red Cross CPR program. Transfer students to McKendree College must complete at least 45 credit hours at McKendree before being admitted to the Program in Occupational Therapy. The application deadline for admission to the Washington University Program in Occupational Therapy in the fall semester is February 15.

| OCCUPATIONAL THERAPY MAJOR REQUIREMENTS | | 49-51 crs. |
|--|---------------------------------------|------------|
| BIO 110 | PRINCIPLES OF BIOLOGY I | (4) |
| BIO 307 | HUMAN ANATOMY AND PHYSIOLOGY | (5) |
| BIO ELECTIVE | | (3-5) |
| (200-level or higher, BIO 211, 303, 311, 313, 370, 410, 420 recommended) | | |
| CHE 105 | COLLEGE CHEMISTRY I | (5) |
| MTH 310 | STATISTICS | (4) |
| PSY 153 | GENERAL PSYCHOLOGY | (4) |
| PSY 259 | CHILD AND ADOLESCENT PSYCHOLOGY | (4) |
| PSY 315 | ABNORMAL PSYCHOLOGY | (4) |
| PSY 302 | ADULT DEVELOPMENTAL PSYCHOLOGY | (3) |
| SOC 149 | INTRODUCTION TO CULTURAL ANTHROPOLOGY | (3) |
| or | | |
| SOC 150 | PRINCIPLES OF SOCIOLOGY | (3) |
| PSI 101 | AMERICAN GOVERNMENT – NATIONAL | (3) |
| or | | |
| ECO 211 | PRINCIPLES OF MICROECONOMICS | (3) |
| PHI 206 | INTRODUCTION TO ETHICS | (3) |
| or | | |
| PHI 332 | ETHICS | (3) |
| or | | |
| PHI 391 | BIOMEDICAL ETHICS | (3) |

Successfully complete (and transfer) 32 credit hours in Occupational Therapy coursework at Washington University. Students must have completed the McKendree College core curriculum requirements and at least 96 credit hours prior to entering the Washington University Program in Occupational Therapy.

* -Students planning to major in Biology if they do not enter the Washington University Program in Occupational Therapy should also complete BIO 111 and CHE 106 and either BIO 303 or BIO 313 during their first three years, while students planning to major in Psychology should complete PSY 450 and PSY 460.

Organizational Communication

Betsy Gordon, Ph.D., Associate Professor of Speech Communication;
Chair, LLC Division;

begordon@mckendree.edu; (618) 537-6889, Carnegie Hall 114

William A. Haskins, Ph.D., Professor of Speech Communication;
whaskins@mckendree.edu; (618) 537-6895; Carnegie Hall 106

One of the most widely sought skills in organizations today is the ability to communicate effectively. Meeting the communication challenges of organizations requires an understanding of an expanded body of knowledge related to individual behaviors, group behaviors and the organizational context within which these behaviors occur. Research reveals mastery of communication skills contributes to successful job performance. Students will develop a theoretical base on which to build problem-solving, organizational strategies, listening, rhetorical sensitivity, confidence, and presentational skills.

The major blends the traditional disciplines of business and speech communication to meet contemporary organizational communication needs. In its exploration of the interrelationship between organizations and communication, organizational communication represents one of the most rapidly expanding fields of study going into the twenty-first century. Experience in the classroom is broadened by an internship program that is designed to give “on-the-job” training.

The major consists of a core of five speech communication courses, one technical writing course, a sequence of three courses which emphasize marketing, management, or professional communication or human resources and three elective courses. A minimum of 45 credits is needed to complete the major, with at least 24 credits earned at McKendree College. Students must complete the major with a minimum of a 2.25 cumulative grade point average.

The minor consists of any six core courses and two elective courses. Students must complete the minor with a minimum of a 2.25 cumulative grade point average.

All organizational communication majors must complete a minimum of six semester hours of a single foreign language (calculated at two semesters of high school language equal to one semester of college language).

| | |
|---|---------|
| CORE COURSES: | 27 crs. |
| SPC 100 FUNDAMENTALS OF SPEECH COMMUNICATION | (3) |
| SPC 252 INTERPERSONAL COMMUNICATION | (3) |
| SPC 310 BUSINESS AND PROFESSIONAL PRESENTATIONS | (3) |
| SPC 351 ORGANIZATIONAL COMMUNICATION | (3) |
| MGT 204 PRINCIPLES OF MANAGEMENT | (3) |
| MGT 314 ORGANIZATIONAL BEHAVIOR | (3) |
| MKT 205 PRINCIPLES OF MARKETING | (3) |
| ENG 360 TECHNICAL WRITING | (3) |
| SPC 490 SEMINAR IN SPEECH COMMUNICATION | (3) |

Select one of the following sequences: 9 designated + 9 elective hrs.

A. MARKETING AND SALES COMMUNICATION

| | |
|---------------------------|-----|
| MKT 305 CONSUMER BEHAVIOR | (3) |
| MKT 320 PERSONAL SELLING | (3) |

or

| | |
|-----------------------------------|-----|
| MKT 330 PRINCIPLES OF RETAILING | (3) |
| MKT 354 ADVERTISING AND PROMOTION | (3) |

Electives must include at least two speech communication courses (9)

B. MANAGEMENT COMMUNICATION

| | |
|------------------------------------|-----|
| MGT 334 HUMAN RESOURCES MANAGEMENT | (3) |
| MGT 340 INTERNATIONAL BUSINESS | (3) |
| MGT 354 MANAGEMENT COMMUNICATIONS | (3) |

Electives must include at least two speech communication courses (9)

C. PROFESSIONAL COMMUNICATION

| | |
|-----------------------------------|-----|
| SPC 200 SMALL GROUP COMMUNICATION | (3) |
| SPC 370 TRAINING AND DEVELOPMENT | (3) |
| SPC 391 PERSUASION | (3) |

Electives must include at least two MKT/MGT courses (9)

D. HUMAN RESOURCES COMMUNICATION

| | |
|------------------------------------|-----|
| MGT 334 HUMAN RESOURCES MANAGEMENT | (3) |
| MGT 354 MANAGEMENT COMMUNICATIONS | (3) |
| SPC 370 TRAINING AND DEVELOPMENT | (3) |

| | | |
|--|----------------------------------|-----|
| Electives: Take three of the four classes listed below | | |
| SPC 200 | SMALL GROUP COMMUNICATION | (3) |
| PSY 405 | INDUSTRIAL PSYCHOLOGY | (3) |
| ECO 352 | LABOR ECONOMICS | (3) |
| MGT 376 | PRODUCTION/OPERATIONS MANAGEMENT | (3) |

Elective options

The student may select any of the above courses not previously chosen and/or any of the following courses:

| | | |
|-------------|------------------------------------|-----|
| SPC 220 | PUBLIC SPEAKING | (3) |
| SPC 380-390 | TOPICS IN SPEECH COMMUNICATION | (3) |
| SPC 470 | INTERNSHIP IN SPEECH COMMUNICATION | (3) |
| MKT 310 | MARKETING RESEARCH | (3) |
| MGT 376 | PRODUCTION/OPERATIONS MANAGEMENT | (3) |
| MGT 424 | BUS. ETHICS/SOCIAL RESPONSIBILITY | (3) |

Other courses may be substituted upon consultation with the adviser.

Philosophy

Kevin Zanelotti, Ph.D., Assistant Professor of Philosophy;
kzanelotti@mckendree.edu; (618) 537-6892; CAR 105

Philosophy, the oldest and most basic of the liberal arts disciplines, continues to provide the broad intellectual foundation essential to assuming leadership roles within a quickly changing society. Additionally, a major or minor in philosophy serves to balance the increasingly narrow specialization typical of many of today's majors in professional areas. The abilities to analyze and synthesize ideas are developed; one's critical thinking skills are sharpened; and moral and aesthetic sensitivities are given greater depth. A major in philosophy serves as a most appropriate pathway to law school, divinity school and various graduate programs in management and administration, as well as the graduate study of philosophy itself. A major or minor in philosophy, in tandem with a major in a narrower professional field, will serve the student well as career advancement comes to require flexibility of mind, and insight into the essentials of a situation, as well as technical skills.

Among specific objectives, the study of philosophy is intended to develop in the student familiarity with a basic philosophical vocabulary through which discussion of central questions has occurred, as well as an ability to recognize relationships between past philosophies and basic presuppositions of Western culture today, and an ability to analyze and discuss primary source material. Philosophy also seeks to develop the sensitivity to recognize philosophical issues and to critically assess the response of various individuals or schools to those issues, while developing empathic skills in entering the "mind set" of given thinkers after examining historical and intellectual settings. Majors will emerge with the tools and experience in diagnosing their own intellectual presuppositions and those of their culture, thus moving them to develop and express their own careful thinking about central philosophical questions.

To major in philosophy, the student must complete 32 credit hours in philosophy. (Only one course from PHI 206 and 332 and one from PHI 390 and 391 will count toward the major.) In addition, the student must complete a minimum of six semester hours of a single foreign language or equivalent (calculated at two semesters of high school language equal to one semester of college language). A student must earn a grade better than D in each of the required courses in the major as well as in each of the electives counted toward the minimum credit hours for the major.

To minor in philosophy, the student must complete 16 credit hours in philosophy to include PHI 201. (Only one course from PHI 390 and 391, and one course from PHI 206 and 332, will count toward the minor.) A student must earn a grade better than D in each of the required courses in the minor as well as in each of the electives counted toward the minimum credit hours for the minor.

It is suggested that the student consider a major or minor in a second field. The following courses, many of which also fulfill core curriculum requirements, are suggested but not required for the major in philosophy: ART 111 and/or 112; ECO 211 and/or 212; ENG 212; HIS 161, 162; PSI 202; PSY 153, 401; REL 320; SOC 149, 150, 407; SPC 210.

| | | |
|-------------------------------|---|---------|
| PHILOSOPHY MAJOR REQUIREMENTS | | 32 crs. |
| PHI 201 | INTRODUCTION TO PHILOSOPHY | (4) |
| PHI 204 | LOGIC | (4) |
| PHI 363 | HISTORY OF PHILOSOPHY: ANCIENT AND MEDIEVAL | (4) |

PHI 364 HISTORY OF PHILOSOPHY: RENAISSANCE AND MODERN (4)

And at least 16 credits from among the following:

PHI 206 INTRODUCTION TO ETHICS (3)
PHI 325 PHILOSOPHY OF RELIGION (3)
PHI 331 SOCIAL AND POLITICAL PHILOSOPHY (3)
PHI 332 ETHICAL THEORY (3)
PHI 333 METAPHYSICS AND HUMAN NATURE (3)
PHI 334 PHILOSOPHY OF ART (3)
PHI 336 EXISTENTIALISM (3)
PHI 345 PHILOSOPHY OF SCIENCE (3)
PHI 390 ETHICS AND PUBLIC POLICY (3)
PHI 391 BIOMEDICAL ETHICS (3)
PHI 480 INDEPENDENT STUDY IN PHILOSOPHY (1-4)
PHI 490 SEMINAR IN PHILOSOPHY (1-4)
any PHI topics course (1-4)

PHI 201 INTRODUCTION TO PHILOSOPHY (4)

This is an introductory course dealing with the purposes, problems and methods of philosophical thinking. It aims to lead students to organize their own world-view and life-view in the light of a critical examination of their own ideas and of typical philosophical positions. Each semester.

PHI 204 LOGIC (4)

The aim of this course is to give the student a general knowledge of the fundamental laws of correct deductive and inductive reasoning. Emphasis is placed on practical exercise and the detection of formal and informal fallacies. Annually, Spring.

PHI 206 INTRODUCTION TO ETHICS (3)

This course is an introduction to thinking about the ethical life from the perspective of philosophy. Ethical principles, virtues, and rights are linked to concrete situations of everyday moral decision-making. Each semester.

PHI 280-89 TOPICS IN PHILOSOPHY (1-4)

Studies in topical or specialized areas of Philosophy not included in the regular curriculum. As needed.

PHI 325 PHILOSOPHY OF RELIGION (W) (3)

This course explores traditional and recent, philosophical and theological thinking in such areas as arguments for the existence of God, the nature of religious knowledge, the problem of evil, the question of human destiny, and the nature of religious language, etc. Same as REL 325. Alternate years, Spring '07.

PHI 331 SOCIAL AND POLITICAL PHILOSOPHY (W) (3)

This course examines a number of critical issues at the intersection of ethical theory, political thought and social life. Among the subjects of special concern are the concepts of political freedom, the grounds of coercion, the acceptability of the "harm principle," the notion of legal rights, the concept of human rights and theories of social justice. Same as PSI 331. Alternate years, Fall '07.

PHI 332 ETHICAL THEORY (W) (3)

This course explores major questions in the area of ethical theory including ethical relativism and moral objectivism, what is intrinsically good, consequentialist and deontological thinking about right actions, virtue ethics, the relation of religion and ethics and other issues. Alternate years, Spring '08.

PHI 333 METAPHYSICS AND HUMAN NATURE (W) (3)

This course focuses upon some recent answers to the question "What is a human being?" noting questions about such concepts as 'person,' 'body,' 'freedom,' 'determinism,' 'causation' and matters such as the relation of mind and body, as these issues are raised in the thinking of prominent natural and social scientists.' Alternate years, Fall '07.

PHI 334 PHILOSOPHY OF ART (W) (3)

This course is an occasion for reflection on what it is one does when one 'does art.' It will focus on such issues as the nature of art, the relations of the various 'arts,' the relevance of such notions as 'expression,' 'creativity,' 'truth,' 'form,' to the doing of art and problems in interpreting and criticizing art. Alternate years, Spring '08.

PHI 336 EXISTENTIALISM (W) (3)

This course centers upon representative members of that group of modern philosophical thinkers called 'existentialists,' and upon the themes which these thinkers have made central to their work. As needed.

PHI 345 PHILOSOPHY OF SCIENCE (W) (3)

This course explores major philosophical problems raised by modern science including such issues as the distinction between science and non-science, the nature of scientific explanation, the confirmation and acceptance of hypotheses and the relevance of values to scientific inquiry. Fall '06.

- PHI 363 HISTORY OF PHILOSOPHY: GREEK AND MEDIEVAL (W) (4)**
 This course is a historical survey of the great movements of philosophic thought from the Greek period to Scholasticism. The great philosophers of history are studied from the point of view of their own particular philosophy and their influence on the thinking of their own and subsequent periods. Alternate years, Fall '06.
- PHI 364 -HISTORY OF PHILOSOPHY: RENAISSANCE AND MODERN (W) (4)**
 This course presents a survey of the period of thought from Scholasticism to modern critical philosophy. Special attention will be given to Descartes, Spinoza, Locke, Kant, Hegel, Schopenhauer, Nietzsche, Kierkegaard and major twentieth century thinkers. Alternate years, Spring '07.
- PHI 380-389 TOPICS IN PHILOSOPHY (W) (1-4)**
 Studies in topical or specialized areas of Philosophy not included in the regular curriculum. As needed.
- PHI 390 ETHICS AND PUBLIC POLICY (W) (3)**
 This course examines recent philosophical thinking about such fundamental ethical and social issues as racial and sexual discrimination, criminal punishment and the death penalty, civil disobedience, the morality of war, the enforcement of morals and abortion. Alternate years, Fall '07.
- PHI 391 BIOMEDICAL ETHICS (W) (3)**
 This course explores the ethical implications of recent developments in biological research and medical practice, including experimentation with human subjects, biological engineering, death, transplantation and resource allocation, behavior control, and health care delivery. Alternate years, Fall '06.
- PHI 480 INDEPENDENT STUDY IN PHILOSOPHY (1-4)**
- PHI 490 SEMINAR IN PHILOSOPHY (1-4)**
 Prerequisite: junior or senior standing as a philosophy major.

Physical Education

Betsy Kerghler, M.A., Instructor of Physical Education

Deanne Riess, Ph.D., Assistant Professor of Health and Human Performance;
driess@mckendree.edu; (618) 537-6983; CH 202B

Harry M. Statham, M.S., Assistant Professor
 of Health and Human Performance; Athletic Director;
hstatham@mckendree.edu; (618) 537-6871; MPCC 1st Floor

While studying for a career in physical education, the student will develop skills, knowledge and techniques required of contemporary physical educators. The development and continued well being of the human body also lies within the domain of physical education. Physical Education majors seeking teacher education certification must complete the requirements for both the Initial Secondary (Type 09) and the Initial Special K-12 (Physical Education) Certificate (Type 10). Upon completion of the required course work, the student is prepared for teaching physical education in elementary and secondary schools in the State of Illinois, as well as for a number of related activities outside of the teaching field.

The student must complete the major with a minimum of a 2.50 cumulative grade point average and grades of C- or better in the major courses. In addition, a student must complete all Physical Education recreational activity classes required in the major with a grade of "B" or better. These classes include: PED 107, 114-124. Those seeking a secondary and special certificate must also complete professional education requirements listed in the Education, Health and Human Performance section of this catalog.

Students not seeking teacher certification will complete the courses listed in the major and are encouraged to complete an internship in a physical education related setting.

| | |
|--|----------------|
| PHYSICAL EDUCATION MAJOR REQUIREMENTS | 41 crs. |
| PED 107 BASIC TUMBLING | (.5) |
| PED 114 | |
| -124 RECREATIONAL ACTIVITIES (.5 each) | (5-5.5) |
| -Golf, bowling, badminton, tennis, volleyball, softball, archery, physical fitness or aerobics, soccer, basketball | |
| PED 157 INTRODUCTION TO PHYSICAL EDUCATION | (2) |
| HPE 158 HEALTH | (2-3) |
| PED 206 FIRST AID | (2) |

| | | |
|---------|--|------------|
| PED 210 | RHYTHMS AND DANCE | (2) |
| BIO 307 | HUMAN ANATOMY AND PHYSIOLOGY (See following note) | (3-5) |
| PED 404 | MOTOR LEARNING | (3) |
| PED 348 | ADAPTIVE PHYSICAL EDUCATION FOR CHILDREN (W) | (3) |
| PED 352 | ACTIVITY TEACHING TECHNIQUES EDUCATION | |
| PED 357 | ADMINISTRATION AND DEVELOPMENT OF PHYSICAL EDUCATION AND ATHLETIC TRAINING PROGRAMS | (3) (3) |
| PED 403 | KINESIOLOGY (See following note.) (W) | (3) |

additional Physical Education, Health Education
or coaching electives as needed for 41 hours

(NOTE: For Physical Education majors who transfer in a course in human anatomy, 3-5 hours will be accepted to meet the prerequisite for PED 403. These students will complete additional hours of Physical Education/Health Education and/or coaching to total 41 credit hours.)

Minor

To complete a minor in Physical Education, the student must complete a minimum of 24 hours in Physical Education including the following: PED 114, 115, 116, 117, 121/124, 157, 210, and 403. The student must complete the minor with a minimum of a 2.50 cumulative grade point average in the minor courses.

Coaching minor

The coaching minor is designed for both physical education and non-physical education majors who plan to coach.

| | | |
|-----------------------------|---------------------------------|---------|
| COACHING MINOR REQUIREMENTS | | 19 crs. |
| PED 202 | PSYCHOLOGY OF COACHING | (3) |
| PED 206 | FIRST AID | (2) |
| ATH 208 | ESSENTIALS OF ATHLETIC TRAINING | (3) |
| PED 310 | BIOMECHANICAL BASES OF SPORT | (2) |

(See note below)

In addition, coaching minors must complete 3 of the following theory courses:

| | | |
|---------|------------------------|-----|
| PED 301 | TRACK AND FIELD THEORY | (3) |
| PED 302 | VOLLEYBALL THEORY | (3) |
| PED 303 | BASKETBALL THEORY | (3) |
| PED 304 | SOFTBALL THEORY | (3) |
| PED 305 | BASEBALL THEORY | (3) |
| PED 306 | FOOTBALL THEORY | (3) |
| PED 307 | SOCCER THEORY | (3) |

(NOTE: Students who complete PED 403, Kinesiology, may use it in place of PED 310.)

Recreational activity courses

No student may register for an activity physical education class unless a completed medical examination form is on file.

| | | |
|---|----------------|------|
| PED 107 | BASIC TUMBLING | (.5) |
| A half-semester course which covers basic tumbling skills as well as safety and spotting techniques. Annually, Fall. | | |
| PED 109 | YOGA I | (.5) |
| A half-semester recreational activity course in Hatha Yoga designed to introduce students to yoga and improve their physical well-being. Each semester. | | |
| PED 110 | YOGA II | (.5) |
| A half-semester second course in Hatha Yoga designed to follow PED 109. As needed. | | |
| PED 114 | GOLF | (.5) |
| A half-semester recreational activity class designed to provide students with fundamental skills and strategies of golf. A fee is charged for this course. Each semester. | | |
| PED 115 | BOWLING | (.5) |

A half-semester recreational activity class designed to provide students with fundamental skills and strategies of bowling. A fee is charged for this course. Each semester.

PED 116 BADMINTON (.5)

A half-semester recreational activity class designed to develop fundamental skills and strategies of badminton. Annually, Fall.

PED 117 TENNIS (.5)

A half-semester recreational activity class designed to develop fundamental skills and strategies of tennis. Each semester.

PED 118 VOLLEYBALL (.5)

A half-semester recreational activity class designed to develop basic skills employed in volleyball. Annually, Spring.

PED 119 SOFTBALL (.5)

A half-semester recreational activity class designed to develop basic skills and strategies employed in softball. Annually, Spring.

PED 120 ARCHERY (.5)

A half-semester recreational activity class designed to provide students with basic skills of target archery. Annually, Spring.

PED 121 PHYSICAL FITNESS (.5)

A half semester recreational activity course designed to introduce students to current techniques for the development of physical fitness and to improve personal fitness levels. Students will be required to learn safety issues and spotting techniques for all weight machines and free weights. Each semester.

PED 122 SOCCER (.5)

A half-semester recreational activity class designed to provide students with fundamental skills and knowledge. Annually, Fall.

PED 123 BASKETBALL (.5)

A half-semester recreational activity class designed to provide students with fundamental skills and knowledge. Annually, Fall.

PED 124 AEROBICS (.5)

A half-semester activity class designed to provide students with the opportunity to improve cardiovascular endurance and develop basic aerobic dance movements. Annually, Fall.

PED 130A-Z SELECTED RECREATIONAL ACTIVITIES (.5)

Special activities not given on a regular basis.

Courses in major

PED 157 INTRODUCTION TO PHYSICAL EDUCATION (2)

The student is provided opportunity to develop a concept of physical education in total. This survey course is directed toward a basic understanding of the function of physical education in public schools and the elements involved in the professional preparation of teachers. The function of physical educators in other professional settings will also be examined. Annually, Fall.

PED 202 PSYCHOLOGY OF COACHING (3)

Psychology concepts related to the field of coaching, including human development, motivation, values, personal and group dynamics. Special emphasis concerning techniques of coaches and responsiveness of athletes to varying coaching styles. Alternate years, Spring '08.

PED 206 FIRST AID (2)

This is an American Red Cross First Aid, Professional Rescuer and AED course the successful completion of which will result in the student qualifying to receive American Red Cross First Aid and Professional Rescuer & AED cards. Each semester.

PED 208 PRINCIPLES OF ATHLETIC TRAINING (3)

This course provides the foundation for those students pursuing a career in athletic training as well as for those students seeking a coaching minor. Fundamental information regarding prevention, recognition, rehabilitation and modalities appropriate in the care of athletic injuries. Same as ATH 208. Annually, Spring.

PED 210 RHYTHMS AND DANCE (2)

Designed to teach the student specific skills in a variety of elementary rhythms, folk dance, square dances, and social dances from a variety of cultures. Same as MUS 210. Annually, Spring.

PED 280-289 TOPICS IN PHYSICAL EDUCATION & COACHING (1-4)

As needed.

PED 301 TRACK AND FIELD THEORY (3)

Track and Field events are taught from the standpoint of preparing the student to coach track and field. Classes will utilize both theoretical and practical methodologies. Annually, Spring.

PED 302 VOLLEYBALL THEORY (3)

Theory and practice in the fundamentals and techniques of volleyball with emphasis on the execution of skills, theory and techniques of coaching volleyball. Alternate years, Fall '08.

PED 303 BASKETBALL THEORY (3)

For students interested in teaching and coaching basketball. Philosophy, style of play and strategy of selected coaches are studied. Annually, Fall.

PED 304 SOFTBALL THEORY (3)

Instruction in fundamental and advanced skills of softball with special reference to the coaching of softball. Alternate years, Fall '07.

PED 305 BASEBALL THEORY (3)

Theory and practice of the basic fundamentals, rules and training required for the coaching of baseball. Alternate years, Fall '08.

PED 306 FOOTBALL THEORY (3)

For students interested in coaching football. Philosophy, strategy, offensive concepts, defensive concepts, and kicking game strategy are covered. Annually, Spring.

PED 307 SOCCER THEORY (3)

This course is designed for students who would like to teach and coach soccer. Students will build their own coaching philosophies, styles of play, and learn strategies used by many successful coaches. Through lectures, research, and practical application of skill, the instructor aims to prepare students with the fundamental and technical knowledge necessary to teach and coach the game of soccer. Annually, Spring.

PED 310 BIOMECHANICAL/PHYSIOLOGICAL BASES OF SPORT (2)

An examination of biomechanical and physiological principles as they apply to sport performance; including analyses of performance, conditioning programs, and injury prevention. Alternate years, Fall '08.

PED 348 ADAPTIVE PHYSICAL EDUCATION (W) (3)

The student is provided the opportunity to develop concepts and activities for individuals with disabilities. Activities will provide methods to enable children and youth (k-12) to realize skills through the utilization of physical activities adapted to individual handicaps with a focus on inclusion. Examples of basic physical tests will be discussed and demonstrated. Students will "role play" physically impaired students to gain awareness of the kinesthetic and psychological problems of the physically impaired. Annually, Spring.

PED 349 PHYSIOLOGY OF EXERCISE (3)

An examination of the effects of muscular activity on the various systems of the body. Special emphasis on nutrition, energy expenditure, training, performance, environmental stress and body composition. Prerequisite: BIO 307. Same as ATH 349. Annually, Fall.

PED 352 ACTIVITY TEACHING TECHNIQUES (3)

Introduction to teaching strategies of selected sports and activities through participation, observation, and presentations. Prerequisite: PED 351. Annually, Spring.

PED 353 PHARMACOLOGY FOR ATHLETIC TRAINERS (3)

This course will introduce students to the general principles of pharmacology. Indications, contraindications, allergies, precautions of use, adverse side effects as they relate to physical exercise, dose information and information for prescription and non-prescription drugs will be addressed. Prerequisite: Junior or Senior Standing. Same as ATH 353. Alternate years, Fall '08.

PED 357 -ADMINISTRATION AND DEVELOPMENT OF PHYSICAL EDUCATION AND ATHLETIC TRAINING PROGRAMS (3)

Theory, practice and examination of the administrative requirements of the physical educator, athletic administrator and athletic trainer relative to organizational structure, facility design, budget, risk management, human resources and curriculum. Annually Spring – same as ATH 357.

PED 403 KINESIOLOGY (W) (3)

Analysis of human motion based on anatomic and mechanical principles and the application of these principles in the teaching of physical education activities, including body mechanics. Prerequisite: BIO 307. BIO 110 or equivalent is a required prerequisite to BIO 307, and PED 404. Annually, Fall.

PED 404 MOTOR LEARNING (3)

An examination of the process of motor skill acquisition from psychological, biomechanical, and physiological perspectives. Prerequisite: PED 403 beginning Fall '06. Annually, Fall.

PED 450 SOCIOLOGY OF SPORT (3)

A sociological examination of sports and sport-related behaviors as they occur in social and cultural contexts. Same as SOC 450. Alternate years, Spring '08.

PED/ATH 460 FIRST AID/CPR/AED INSTRUCTOR (3)

The course is designed to train individuals to become Red Cross Instructors who can teach First Aid/CPR/AED Programs courses. Completion of Fundamentals of Instructor Training (FIT) through this course or possession of a current national Health and Safety

Services Instructor Authorization is required. Prerequisite: Minimum age 17 and successful completion of a pre-course session including a written exam (pass 80% or better) and demonstrated competency in the pre-course skills evaluation. Annually, Fall.

PED 465 SPORTS AND HEALTH PSYCHOLOGY (3)

This course will cover primary theories and applications in sport and health behaviors. Theories will be drawn from social psychology, health psychology, cognitive psychology, exercise psychology, and sports psychology. Specific topics will include personality characteristics, motivation, goal-setting, attributions, concentration, imagery, aggression, group dynamics, communication and counseling techniques, research methodologies, and behavior modification. An extensive research paper, group presentation, and individual behavior modification project will be included in the course. Same as PSY 465. As needed.

PED 470 -INTERNSHIP FOR NONTEACHING PHYSICAL EDUCATION MAJORS (3-8)

PED 480 INDEPENDENT STUDY (1-4)

PED 490 SEMINAR IN PHYSICAL EDUCATION (1-4)

Physics

Robb D. VanPutte, Ph.D., Associate Professor of Biology;
Chair, Division of Science and Mathematics;
rdvanput@mckendree.edu; (618) 537-6930; Voigt Science Hall 223A

PHY 101 ASTRONOMY (4)

This is a basic course in astronomy dealing with the historical development of astronomy, the elements of positional astronomy, the solar system, stars and galaxies and cosmology. The course meets for three hours of lecture and one laboratory period per week. Annually, Fall.

PHY 211, 212 GENERAL PHYSICS (4,4)

These courses are introductory courses in mechanics, heat, and sound (PHY 211) and electricity, magnetism and optics (PHY 212). Each course meets for three one hour lectures and one two hour laboratory period per week. Prerequisite: MTH 131, 132. Alternating annually: 211, Fall '08; 212, Spring '09.

PHY 299 PRACTICUM IN PHYSICS (1-3)

For students at the sophomore level or above who wish to arrange a practicum in a laboratory or other appropriate direct-experience learning situation in physics. Prerequisites: 15 hours of related coursework, grade point average consistent with departmental graduation requirements, and permission of the instructor. No more than eight credit hours combined total for this practicum and any internship may be counted as credit toward the major.

Political Science/International Relations

Ann V. Collins, M.A., Instructor of Political Science;
avcollins@mckendree.edu; (618) 537-6897; PAC 203

Joseph Blasdel, M.A., Instructor of Political Science,
Director of the Forensics Program;
jblasdel@mckendree.edu; (618) 537-6815; Clark Hall 301

Brian Frederking, Ph.D., Associate Professor of Political Science;
bfrederk@mckendree.edu; (618) 537-6913, Piper Academic Center 204

The Political Science Department offers a major in political science and an interdisciplinary major in international relations. The department teaches courses that present competing perspectives on politics. Given the pervasive influence of politics on the daily lives of all citizens, it is indispensable for well-educated persons to gain an understanding of politics to enable them to critically analyze the world around them and to more effectively exercise their civic responsibilities.

Both the political science and international relations majors include introductory courses in each of the subfields of political science. Upper level courses build on the theory and framework provided by the 100 and 200-level courses. The major in international relations is interdisciplinary, requiring courses in a variety of disciplines. Both majors culminate with a capstone experience which provides students with the opportunity to do extensive research and present their findings in a seminar setting.

Degrees in political science and international relations are a strong foundation for careers in a number of areas, including local, state or national government, law, transnational governmental or non-governmental

organizations, labor and industrial relations, city management and urban planning, political consulting and campaign management, interest groups and social interest lobbying, and journalism.

The majors in political science and international relations require a minimum of 36 credit hours. At least 18 credit hours must be at the 300 level or higher. At least 18 credit hours must be taken at McKendree College. Only grades better than D in a major course will be accepted. The interdisciplinary requirements for the international relations major must include courses from at least two different departments.

The minor in political science requires a minimum of 21 credit hours, including three of the following: PSI 101, PSI 210, PSI 220, and PSI 230. At least 12 credit hours must be at the 300 level or higher. At least 12 credit hours must be taken at McKendree College. Only grades better than D in a minor course will be accepted.

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| POLITICAL SCIENCE MAJOR REQUIREMENTS | | 36 crs. |
| PSI 200 | RESEARCH METHODS | (3) |
| PSI 490 | SENIOR SEMINAR | (3) |

At least 9 credits from the following:

| | | |
|---------|--------------------------------------|-----|
| PSI 101 | AMERICAN GOVERNMENT | (3) |
| PSI 210 | INTRODUCTION TO WORLD POLITICS | (3) |
| PSI 220 | INTRODUCTION TO COMPARATIVE POLITICS | (3) |
| PSI 230 | INTRODUCTION TO POLITICAL THEORY | (3) |

At least 12 credits from among the following:

| | | |
|---------|---------------------------------|-----|
| PSI 102 | STATE AND LOCAL GOVERNMENT | (3) |
| PSI 300 | CONGRESS | (3) |
| PSI 301 | PRESIDENCY | (3) |
| PSI 305 | CONSTITUTIONAL LAW | (3) |
| PSI 307 | CAMPAIGNS AND ELECTIONS | (3) |
| PSI 308 | PARTIES AND INTEREST GROUPS | (3) |
| PSI 309 | PUBLIC POLICY | (3) |
| PSI 310 | TOPICS IN AMERICAN POLITICS | (3) |
| PSI 331 | SOCIAL AND POLITICAL PHILOSOPHY | (3) |
| PSI 339 | TOPICS IN POLITICAL THEORY | (3) |

At least 9 credits from among the following:

| | | |
|---------|------------------------------------|-----|
| PSI 311 | INTERNATIONAL ORGANIZATIONS | (3) |
| PSI 312 | INTERNATIONAL LAW | (3) |
| PSI 313 | INTERNATIONAL POLITICAL ECONOMY | (3) |
| PSI 314 | UNITED STATES FOREIGN POLICY | (3) |
| PSI 315 | GENDER AND INTERNATIONAL RELATIONS | (3) |
| PSI 319 | TOPICS IN INTERNATIONAL RELATIONS | (3) |
| PSI 329 | TOPICS IN COMPARATIVE POLITICS | (3) |

Supplementary requirements

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| FOREIGN LANGUAGE | (8) |
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| INTERNATIONAL RELATIONS MAJOR REQUIREMENTS | | 36 crs. |
| PSI 200 | RESEARCH METHODS | (3) |
| PSI 490 | SENIOR SEMINAR | (3) |

At least 9 credits from the following:

| | | |
|---------|--------------------------------------|-----|
| PSI 101 | AMERICAN GOVERNMENT | (3) |
| PSI 210 | INTRODUCTION TO WORLD POLITICS | (3) |
| PSI 220 | INTRODUCTION TO COMPARATIVE POLITICS | (3) |
| PSI 230 | INTRODUCTION TO POLITICAL THEORY | (3) |

At least 12 credits from among the following:

| | | |
|---------|------------------------------------|-----|
| PSI 311 | INTERNATIONAL ORGANIZATIONS | (3) |
| PSI 312 | INTERNATIONAL LAW | (3) |
| PSI 313 | INTERNATIONAL POLITICAL ECONOMY | (3) |
| PSI 314 | UNITED STATES FOREIGN POLICY | (3) |
| PSI 315 | GENDER AND INTERNATIONAL RELATIONS | (3) |
| PSI 319 | TOPICS IN INTERNATIONAL RELATIONS | (3) |

PSI 329 TOPICS IN COMPARATIVE POLITICS (3)

At least 9 credits in two different departments from among the following:

ENG 253 LITERATURE OF POST-COLONIAL CULTURES (3)

ENG 310 WORLD LITERATURE II (3)

HIS 329 HISTORY OF THE VIETNAM WAR (3)

HIS 343 HISTORY OF LATIN AMERICA (3)

HIS 363 HISTORY OF THE MIDDLE LEAST (3)

MGT 340 INTERNATIONAL BUSINESS (3)

REL 320 RELIGIONS OF THE WORLD (3)

SPC 353 INTERCULTURAL COMMUNICATION (3)

Supplementary requirements

FOREIGN LANGUAGE (8)

PSI 101 AMERICAN POLITICS (3)

A survey course focusing on the development, organization and dynamics of American political processes and institutions. This course examines how the public, interest groups, the media, political parties and the constitutional branches of government work together to produce public policies. Each semester.

PSI 102 STATE AND LOCAL GOVERNMENT (3)

Introductory course providing an understanding of the way in which state and local governments function and their place within the American political system. Annually, Spring.

PSI 200 RESEARCH METHODS (3)

This course provides an introduction to how political scientists study political phenomena. The course examines the philosophy of social science as well as a variety of qualitative and quantitative research methods, including single and comparative case studies, statistical analysis and survey research. This course is not intended as a substitute for MTH 310. Annually, Fall.

PSI 201 INTRODUCTION TO POLITICAL SCIENCE (3)

A comprehensive introduction to the discipline of political science, including political theory, American politics, comparative politics and international relations. Recommended for Social Science Education majors. Alternate years, Spring '09.

PSI 210 INTRODUCTION TO WORLDS POLITICS (3)

A study of the dynamics of the modern nation state in its relationships with other members of the international community. Annually, Fall.

PSI 220 INTRODUCTION TO COMPARATIVE POLITICS (3)

A comparative study of the organization and operation of both Western and non-Western governments. Alternate Years, Spring '09.

PSI 230 INTRODUCTION TO POLITICAL THEORY (3)

An introduction to the classical theorists, including Plato, Machiavelli, Hobbes, Locke, Mill and Marx. Alternate Years, Spring '08.

PSI 300 CONGRESS (W) (3)

A study of the organizational structure of Congress, the nature of its processes, and the behavior of its members. Specific topics include Constitutional powers, the role and importance of the committee and party systems, congressional decision making, and Congressional interaction with other parts of the political system. Prerequisite: PSI 101. Alternate years, Fall '07.

PSI 301 THE PRESIDENCY (W) (3)

This course examines the historical development, organizational structure, and function of the Presidency. Specific topics include presidential leadership in foreign and domestic policy and the relationship between the President and other political actors, including the public, the media, Congress and the bureaucracy. Prerequisite: PSI 101. Alternate years, Spring '08.

PSI 305 CONSTITUTIONAL LAW (3)

Analyzes the role of the judiciary by examining constitutional decisions about civil rights, civil liberties, federalism, contracts, property, and the relative power of the executive and legislative branches. Prerequisite: PSI 101. Alternate years, Fall '08.

PSI 307 CAMPAIGNS AND ELECTIONS (3)

This course examines the American electoral process for both Congress and the Presidency. Topics covered include voting behavior, public opinion, the nomination and general election process, and the role of interest groups, the media, and political parties in modern elections. Prerequisite: PSI 101. Alternate years, Fall '08.

PSI 308 POLITICAL PARTIES AND INTEREST GROUPS (3)

This course focuses on the origin, organization, and function of political parties and interest groups in American politics. The course will review the dynamics of their development, theories of party identification and interest group membership, and each actor's role in influencing elections and policy outcomes. Prerequisite: PSI 101. Alternate years, Fall '07.

PSI 309 PUBLIC POLICY (3)

Analyzes how American public policy is formulated and how public policies can be evaluated. Includes a series of case studies to show how the policy process works and to develop a fuller understanding of contemporary public policy issues. Examples of policy areas include the federal budget process, social security reform, welfare reform, education reform, environmental policies and criminal justice policies. Prerequisite: PSI 101. Alternate Years, Spring '09.

PSI 310 TOPICS IN AMERICAN POLITICS (3)
Offers specialized topics not covered in standing courses. As needed. Prerequisite: PSI 101.

PSI 311 INTERNATIONAL ORGANIZATIONS (W) (3)
A study of the attempt to construct "global governance" through international organizations. Focuses on the United Nations, the European Union, and non-governmental organizations. Prerequisite: PSI 210. Alternate years, Spring '08.

PSI 312 INTERNATIONAL LAW (3)
An analysis of contemporary international law. Specific topics include the laws of war, arms control treaties, human rights law, environmental law, and the global commons. Prerequisite: PSI 210. Alternate years, Fall '07.

PSI 313 INTERNATIONAL POLITICAL ECONOMY (W) (3)
Analyzes the relationship between states and markets, the nature of capitalism and globalization, international trade and finance regimes, international development and the problem of global inequality. Prerequisite: PSI 210. Alternate Years, Spring '09.

PSI 314 UNITED STATES FOREIGN POLICY (3)
An analysis of post-World War II United States foreign policy from a variety of perspectives, including international relations theory, domestic politics, and group decision making. Prerequisites: PSI 101. Alternate years, Fall '08.

PSI 315 GENDER AND INTERNATIONAL RELATIONS (3)
An analysis of feminist understandings of the major areas of international relations, including war and conflict resolution, globalization, development, and human rights. Prerequisite: PSI 210. Alternate years, Fall '07.

PSI 319 TOPICS IN INTERNATIONAL RELATIONS (3)
Offers specialized topics not offered in standing courses. Prerequisite: PSI 210. As needed.

PSI 329 TOPICS IN COMPARATIVE POLITICS (3)
Offers regional concentrations. Topics vary from Middle East Politics, African Politics, Latin American Politics, European Politics, etc. As needed. Prerequisite: PSI 220.

PSI 331 SOCIAL AND POLITICAL PHILOSOPHY (W) (3)
Same as PHI 331. Alternate years, Fall '07.

PSI 339 TOPICS IN POLITICAL THEORY (3)
Offers topics not covered in standing courses. Topics include American Political Thought, Contemporary Political Theory, and Critical/Postmodern Theory. Prerequisite: PSI 230. As needed.

PSI 470 INTERNSHIP IN POLITICAL SCIENCE (W) (3-8)

PSI 480 INDEPENDENT STUDY IN POLITICAL SCIENCE (W) (1-4)

PSI 490 SEMINAR IN POLITICAL SCIENCE (W) (3)
Selected topics to change yearly. Provides students with the capstone opportunity to do extensive research and present their findings in a seminar setting. Annually, Spring. Prerequisite: PSI 200.

Pre-Professional Studies

Robb D. VanPutte, Ph.D., Associate Professor of Biology;
Chair, Division of Science and Mathematics;
rdvanput@mckendree.edu; (618) 537-6930; Voigt Science Hall 223A

McKendree College offers a pre-professional studies curriculum in science-related areas such as medicine (this is not a pre-med degree), optometry, and veterinary medicine, and another in law. The curriculum for science-related areas also applies to the field of occupational therapy for which McKendree College has an articulation agreement with Washington University in St. Louis.

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| PRE-PROFESSIONAL CURRICULUM | | |
| IN SCIENCE-RELATED AREAS | | 68 crs. |
| Biology | | 20 crs. |
| BIO 110 | PRINCIPLES OF BIOLOGY I | (4) |
| BIO 111 | PRINCIPLES OF BIOLOGY II | (4) |
| BIO 211 | GENETICS | (4) |

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| BIO 313 | CELLULAR BIOLOGY | (4) |
| BIO 410 | ANIMAL PHYSIOLOGY | (4) |
| BIO 440 | GENETICS | (5) |

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| Chemistry | | 26 crs. |
| CHE 105 | COLLEGE CHEMISTRY I | (5) |
| CHE 106 | COLLEGE CHEMISTRY II | (5) |
| CHE 205 | ORGANIC CHEMISTRY I | (5) |
| CHE 206 | ORGANIC CHEMISTRY II | (5) |
| BCH 305 | BIOCHEMISTRY I | (3) |
| BCH 306 | BIOCHEMISTRY II | (3) |

Computer Science 3 crs.
Any three courses from CSI 101-125 inclusive
for a total of three credit-hours.

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| Mathematics 13 crs. | | |
| MTH 131 | COLLEGE ALGEBRA | (3) |
| MTH 132 | COLLEGE TRIGONOMETRY | (2) |
| MTH 210 | ANALYTIC GEOMETRY AND CALCULUS I | (4) |
| MTH 310 | STATISTICS | (4) |

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| Physics | | 8 crs. |
| PHY 211 | GENERAL PHYSICS I | (4) |
| PHY 212 | GENERAL PHYSICS II | (4) |

Recommended subjects – Science

Analytical chemistry, human anatomy and physiology, developmental biology, ecology, complete calculus series (two additional courses), computer programming classes appropriate to the subject.

Recommended subjects – Nonscience

General psychology, philosophy (logic, ethics, or philosophy of science), business, art (drawing, painting, ceramics).

Completion of major

After completing the core subjects in the sciences, all students should declare a major, selecting from chemistry, biology, or mathematics, or a double major combining any of the above areas.

Pre-professional curriculum in law

Professional law schools recommend a broad general liberal arts curriculum on the baccalaureate level with a strong concentration in writing skills. McKendree graduates with majors in English, business, history, philosophy, psychology and sociology have been accepted into schools of law.

Psychology

Murella Bosse, Ph.D., Professor of Psychology; Chair, Division of Social Sciences;
mbosse@mckendree.edu; Carnegie Hall 201; (618) 537-6882

Tami Eggleston, Ph.D., Associate Professor of Psychology;
tegglest@mckendree.edu; Carnegie Hall 202; (618) 537-6859

Linda Hurt, Ph.D., Assistant Professor of Psychology;
lehurt@mckendree.edu; Carnegie Hall 204; (618) 537-6886

J. L. Kemp, Psy. D., Associate Professor of Psychology;
jlkemp@mckendree.edu; Carnegie Hall 203; (618) 537-6580

Psychology is the scientific study of behavior and mental processes. It develops theories and discovers laws to understand, explain, predict, and change behavior. Students in psychology will develop the ability to express themselves in oral and written form and to think critically about human behavior, including causes, development, and outcomes. Also, students will gain a greater self-awareness, an understanding of others, and some fundamental skills relevant to behavior change. The degree prepares students to enter graduate school in psychology and other relevant areas (for example, Industrial Organization, School/Community, Child, Social,

Health Psychology, Counseling, Clinical social work, Occupational Therapy, Sport Psychology, Law, Divinity, and Criminal Justice.) Psychology majors go on to a variety of careers, including mental health clinics, crisis centers, substance abuse programs, social work agencies, eldercare facilities, human resources and personnel departments, criminal justice facilities, and the educational system. The psychology major offers three tracks:

1. -General – A broad overview of psychology oriented toward students who plan to attend graduate school or who have general career plans in the field.
2. -Gerontology – An emphasis on work with the elderly, a rapidly growing field in our society.
3. -Social Work – An overview of the field of social work with an emphasis on social service agencies and clinical social work.

To major in psychology, the student must complete PSY 153, 315, 440, 450, and 460 and an additional 16 credit hours in psychology for a total of 35 hours in psychology. Eighteen of the 35 credit hours required for the major must be upper division hours. No more than 4 credit hours of internship credit may be accepted toward a psychology major, including the psychology major with an emphasis in gerontological psychology or social work.

The psychology program also offers a minor which emphasizes current theoretical perspectives on the development of personality and personal growth. To minor in psychology, the student must complete 20 credit hours in psychology including PSY 153, PSY 315 and PSY 259 or 302. At least 9 of the 20 credits taken to meet minor requirements must be upper division credits. No more than four credit hours from EDU/PSY 350, EDU/PSY 355 and EDU/PSY 404 may be counted toward a psychology major or minor, including the psychology major with an emphasis in gerontological psychology or social work. For a course to be accepted toward a psychology major or minor, a grade better than D is required.

PSY 153 is a PREREQUISITE TO ALL PSYCHOLOGY COURSES.

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| PSYCHOLOGY MAJOR REQUIREMENTS: General Track | 35 crs. |
| PSY 153 INTRODUCTION TO PSYCHOLOGY | (4) |
| PSY 315 ABNORMAL PSYCHOLOGY | (4) |
| PSY 440 SENIOR SURVEY IN PSYCHOLOGY | (3) |
| PSY 450 COUNSELING AND CLINICAL PSYCHOLOGY | (4) |
| PSY 460 EXPERIMENTAL PSYCHOLOGY | (4) |
| additional Psychology electives | (16) |

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| Supplementary requirement | 5 crs. |
| MTH 310 STATISTICS | (4) |
| CSI 108 INTRODUCTION TO STATISTICS SOFTWARE | (1) |

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| Additional Courses strongly recommended for graduate school | 16 crs. |
| PSY 259 CHILD AND ADOLESCENT DEVELOPMENT | (4) |
| PSY 275 BIOPSYCHOLOGY | (3) |
| PSY 302 ADULT DEVELOPMENTAL PSYCHOLOGY | (3) |
| PSY 317 THEORIES OF PERSONALITY | (4) |
| PSY 321 PSYCHOLOGY AND SOCIOLOGY OF DEATH AND DYING | (4) |
| PSY 330 WRITINGS IN PSYCHOLOGY | (2) |
| PSY 401 SOCIAL PSYCHOLOGY | (3) |

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| PSYCHOLOGY MAJOR REQUIREMENTS: Gerontological Emphasis | |
| Requirements for the general track plus | 34 crs. |
| PSY 302 ADULT DEVELOPMENTAL PSYCHOLOGY | (3) |
| PSY 321 PSYCHOLOGY AND SOCIOLOGY OF DEATH AND DYING | (4) |
| PSY 322 PSYCHOLOGY AND SOCIOLOGY OF HUMAN AGING | (4) |
| PSY 419 HUMAN AGING: PHYSICAL AND MENTAL HEALTH | (4) |
| GRN 495 SENIOR ESSAY IN GERONTOLOGY | (3) |

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| Supplementary requirement | 5 crs. |
| MTH 310 STATISTICS | (4) |
| CSI 108 INTRODUCTION TO STATISTICS SOFTWARE | (1) |

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| PSYCHOLOGY MAJOR REQUIREMENTS: Social Work Track | |
| Requirements for the general track plus | 35-36 crs. |
| SOC 190 INTRODUCTION TO SOCIAL WORK | (3) |
| SOC 380 SOCIAL WORK PRACTICUM | (3) |
| SOC 390 SOCIAL WELFARE POLICY | (3) |

SOC 465 CURRENT ISSUES IN SOCIAL WORK (3)
PSY 259 CHILD AND ADOLESCENT PSYCHOLOGY (3-4)

or

PSY 302 ADULT DEVELOPMENT (3)
One additional course in Psychology

Required supplementary courses 8 crs.

MTH 310 STATISTICS (4)
SOC 270 SOCIAL PROBLEMS (3)
CSI 108 INTRODUCTION TO STATISTICS SOFTWARE (1)

Strongly recommended courses

PSI 102 STATE AND LOCAL GOVERNMENT (3)
PSY 321 PSYCHOLOGY AND SOCIOLOGY OF DEATH AND DYING (4)
PSY 322 PSYCHOLOGY AND SOCIOLOGY OF HUMAN AGING (4)

PSY 153 INTRODUCTION TO PSYCHOLOGY (4)

Principles and facts necessary for an introduction to the scientific understanding of human behavior on a biological and social-personal level. Provides an introduction to basic concepts necessary for specialization in the field. Each semester.

PSY 211 STRESS MANAGEMENT (3)

An introduction to psychological aspects of stress — the etiology and the physiological and psychological consequences of stress. Practical and theoretical experience in a variety of stress management techniques (stress management planning, progressive relaxation, autogenic training, hypnosis, systematic desensitization and implosive therapy). Annually, Fall.

PSY 259 CHILD AND ADOLESCENT PSYCHOLOGY (4)

A study of the development of the individual from infancy through adolescence with emphasis on major developmental theories, specifically as related to psychosexual, psychosocial, cognitive, moral, and physical development. Methodologies in child research are also explored. Requires systematic observation of children and adolescents. Each semester.

PSY 265 PSYCHOLOGY OF GENDER (3)

A psychological examination of the individual development of gender. Findings from psychological research on gender will be reviewed including: interpersonal relations, stereotypes of men and women, physical and mental health, media portrayals, educational biases, career decisions, and individual differences in abilities and personalities. Alternate years, Spring '07.

PSY 275 BIOPSYCHOLOGY (4)

This course is intended to provide an overview of physiological psychology. The course will cover the structure and function of neurons and the brain. The course will further explore the biological foundations of behavior and personality including such topics as genetics, brain damage, sensation and perception, eating, sex, sleep, drug addiction, memory, lateralization, emotions, stress, and mental health. Annually, Fall. (Note: Students who took PSY 280: Special Topics: Brain and Behavior cannot enroll in this course.)

PSY 280-289 SPECIAL TOPICS IN PSYCHOLOGY (1-4)

As needed.

PSY 302 ADULT DEVELOPMENTAL PSYCHOLOGY (3)

An exploration of the development of the adult over the following periods of adulthood: the young adult, middle adult years, maturity, and old age. The nature of stability and changes experienced across adulthood in physical, mental and social life will be examined. The influence of gender and cultural differences in adult developmental trajectories will also be considered. Each semester.

PSY 304 CROSS CULTURAL PSYCHOLOGY (3)

This course will provide an overview of the impact of cultural effects on human behavior by focusing on similarities and differences from a global perspective utilizing theories of personality. The purpose of this course is to enhance student sensitivity and awareness of diversity aimed at reducing ethnocentric thinking while sharpening critical thinking skills. Annually, Fall.

PSY 315 ABNORMAL PSYCHOLOGY (4)

A study of the development and characteristics of anxiety disorders, personality disorders, psychoses, psychosomatic disorders, and mood disorders. Various treatment modalities will also be considered. Each semester.

PSY 321 PSYCHOLOGY AND SOCIOLOGY OF DEATH AND DYING (4)

A study of death and dying which may include but is not limited to the following: death and self-concept, fear of death, death as becoming, care of the dying, grief, suicide, euthanasia, acceptance of death, funerals, children and death, the law and death and death education. Clinical approaches to dealing with death are also considered. Prerequisite: junior or senior standing or consent of instructor. Annually, Fall.

PSY 322 PSYCHOLOGY AND SOCIOLOGY OF HUMAN AGING (4)

A study of human aging with the goal of developing more fully-functioning persons. Consideration may be given to but not limited to the following: theories of aging; the psychological, sociological, and biological aspects of human aging; the effects of aging on work, intellectual and athletic achievements; personality and adjustment in old age; the psychopathology of human aging; research relating to

old age; human sexuality in old age; retirement, successful aging; leisure in old age; and the terminal stage of old age. Field study component is required. Prerequisite: junior or senior standing or consent of instructor. Same as GRN 322. Annually, Fall.

PSY 330 WRITINGS IN PSYCHOLOGY (W) (2)

This course focuses on writing scholarly papers, using content from the field of psychology. There are two major purposes: perfecting skills in writing scholarly papers using the APA style and learning new content from the discipline. Prerequisite: psychology major or minor and consent of instructor. Annually, Spring.

PSY 350 EDUCATIONAL PSYCHOLOGY (3)

Same as EDU 350. Each semester.

PSY 355 PSYCHOLOGY OF INSTRUCTIONAL STRATEGIES (3)

An examination of a variety of instructional strategies, the purposes they serve, and the psychological foundations on which they were formulated. There is an emphasis on the way in which these strategies interact with cognitive thinking, personality preferences, course content, and learning styles. Same as EDU 355. As needed.

PSY 370 PSYCHOLOGY OF HUMAN SEXUALITY (3)

An investigation of human sexual behavior, including but not limited to sexuality in its cultural, biological, and social contexts. Examined will be such topics as conception and contraception, physiological and anatomical factors, sexual dysfunction, and variations in sexual behavior. Annually, Spring.

PSY 375 PSYCHOLOGICAL TESTING AND MEASUREMENT (3)

This course will cover the basic theories relating to the foundations of testing and measurement. The purpose of this course is to help students understand the use of testing, reliability, validity, designing tests and surveys, and gaining an understanding of the many psychological tests currently used in counseling, education, and the workplace. Annually, Spring.

PSY 401 SOCIAL PSYCHOLOGY (3)

An examination of social interactions, the impact of the group on the individual and the impact of the individual on the group. Focus is on interpersonal behavior and feelings — liking, love, aggression, conformity, communications and attitude formation and change. Same as SOC 401. Annually, Spring.

PSY 404 EARLY ADOLESCENTS AND SCHOOLING (W) (3)

Same as EDU 404. Each semester.

PSY 405 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3)

The application of psychological methods and techniques to the solution of human problems in industry and business. Topics considered are behavior in organizations, environments and behavior, the organization complex, group behavior and individual adjustment, organizational climates, motivation and supervision of employees, and selection of and development of employees. Annually, Spring.

PSY 406 PSYCHOLOGY OF THE EXCEPTIONAL CHILD (4)

The identification and characteristics of the various classes of exceptional persons, including those with physical, mental, emotional and social conditions, as well as those of superior ability. Emphasis is placed upon the needs of exceptional persons, and attention is given to the modification of the environment and teaching techniques to meet those needs. The “culturally different” child is also studied. At discretion of instructor, a field study component is required observing exceptional children in the public or parochial schools. Each semester.

PSY 417 THEORIES OF PERSONALITY (4)

A systematic review of the major personality theories, emphasizing a study of the development and dynamics of personality and its measurement, specifically as related to the individual student. Prerequisite: PSY 315. Annually, Spring.

PSY 419 HUMAN AGING: PHYSICAL AND MENTAL HEALTH (4)

An in-depth study of the mental and physical health of the middle aged and old aged populations. Some areas studied are: functional disorders, organic brain disorders, racism, sexism, alcoholism, sexuality, general treatment principles, psychotherapy, illness patterns among the elderly, biomedical changes in the skin; changes in the skeletomuscular system, neurosensory system, gastrointestinal tract, cardiopulmonary system, urinary, endocrine and genital system, etc. Same as GRN 419. As needed.

PSY 440 SENIOR SURVEY IN PSYCHOLOGY (3)

This course is designed for psychology majors to prepare them for graduate school and also for the professional field. The course will include a review of the history of psychology, psychological theories, and current research in the field. There will be an emphasis on transfer of this knowledge to both the graduate school and the professional field. Prerequisite: Junior/Senior Standing. Annually, Fall.

PSY 450 COUNSELING AND CLINICAL PSYCHOLOGY (4)

Introduction to the various techniques of counseling. Course will include an overview of humanistic, psychoanalytic, behavior and cognitive therapy approaches. Prerequisites: PSY 315 and 8 additional credits in psychology. Each semester.

PSY 460 -EXPERIMENTAL PSYCHOLOGY AND RESEARCH METHODS (W) (4)

Research methods and laboratory experimentation in psychology with an emphasis on a senior thesis involving a research project that includes design, implementation and data analysis. Prerequisite: MTH 310. Concurrent enrollment in CSI 108 required and PSY 330 recommended. Each semester.

| | | |
|---|---------------------------------|-------|
| PSY 465 | SPORT AND HEALTH PSYCHOLOGY | (3) |
| This course will cover primary theories and applications in sport and health behaviors. Theories will be drawn from social psychology, health psychology, cognitive psychology, exercise psychology, and sports psychology. Specific topics will include personality characteristics, motivation, goal-setting, attributions, concentration, imagery, aggression, group dynamics, communication and counseling techniques, research methodologies, and behavior modification. An extensive research paper, group presentation, and individual behavior modification project will be included in the course. Same as PED 465. As needed. | | |
| PSY 470 | INTERNSHIP IN PSYCHOLOGY (W) | (3-8) |
| PSY 480 | INDEPENDENT STUDY IN PSYCHOLOGY | (1-4) |
| PSY 490 | SEMINAR IN PSYCHOLOGY | (1-4) |
| As needed. | | |
| PSY 495 | SPORT PSYCHOLOGY THESIS (W) | (1) |
| A capstone course for the minor. Students will be required to write an APA style research paper on a sport psychology topic, develop hypotheses, conduct a literature review, collect data (naturalistic observation, survey, content analyses), summarize the results, and draw conclusions. Prerequisites: PSY/PED 465 & (PSY 460 or SOC 400 or ATH 404 or BUS 310 or HIS 410 or PSI 200 or permission of the instructor). Annually, Fall. | | |

Religious Studies

Duane L. Olson, Ph.D., Associate Professor of Religious Studies;
ddolson@mckendree.edu; (618) 537-6961; Carnegie Hall 216

The discipline of Religious Studies analyzes the human relationship to what is conceived as ultimate reality or the highest reality. It studies the beliefs, practices, and behaviors that are expressions of this relationship, examining them in their individual and corporate, historical and contemporary forms.

Human history displays established patterns of the relationship to ultimate reality in the world's major religious traditions. Religious studies courses at McKendree explore the world's religions in all their diversity, while also focusing in a special way on the Christian tradition.

Students majoring in religious studies choose from two tracks. A) The General Studies track offers a broad examination of human religious experience. Students can use this degree in any career that values critical thinking and sensitivity to human motivation, and involves encounter with diverse communities of belief in our increasingly global society. It is also the major of choice for students intending to pursue a graduate degree in religious studies. B) The Christian Studies track offers a more focused examination of the Christian tradition. Students in this track are often preparing for seminary studies and/or a career in Christian ministry, but may also be interested simply in deepening their knowledge of the Christian tradition. Both tracks stress the development of skills in critical thinking, and oral and written communication. They involve the use and analysis of diverse methodological perspectives to understand the phenomenon of religion, and to interpret religious texts.

Both programs require 33-34 hours for completion. Students must obtain a grade better than D in all courses required for the major. Religious Studies majors must also fulfill the general Humanities requirement of six credit hours in a single foreign language. Students who took a foreign language in high school and earned at least a C in the highest course taken may be exempted from this requirement at the rate of three credit hours for every two semesters of high school work. Students in the "Christian Studies" track often elect to take New Testament Greek (GRK 370 and 371) to satisfy their language requirement.

To receive a minor in Religious Studies, a student must complete 18 credit hours of course work in the department (REL 200, REL 230, and four electives) and achieve a grade better than D in each course and a major GPA of 2.0 or higher. At least six credit hours must be taken at the 300 level or above.

| | |
|--|------------|
| GENERAL STUDIES TRACK | 33-34 hrs. |
| Major requirements | 30 hrs. |
| REL 200 INTRODUCTION TO RELIGION | (3) |
| REL 205 ETHICS IN THE WORLD'S RELIGIONS | (3) |
| REL 230 INTRODUCTION TO CHRISTIANITY | (3) |
| REL 320 RELIGIONS OF THE WORLD | (3) |
| REL 325 PHILOSOPHY OF RELIGION | (3) |
| Five other courses in Religious Studies (at least three must be 300 or 400 level) | (15) |
| Supplementary requirements | 3-4 hrs. |
| PHI 201 INTRODUCTION TO PHILOSOPHY | (4) |
| or | |
| Phi 333 METAPHYSICS AND HUMAN NATURE | (3) |

| | |
|---|-------------------|
| CHRISTIAN STUDIES TRACK | 33-34 hrs. |
| Major requirements | 30 hrs. |
| REL 200 INTRODUCTION TO RELIGION | (3) |
| REL 230 INTRODUCTION TO CHRISTIANITY | (3) |
| REL 330 HISTORY OF CHRISTIAN THOUGHT | (3) |
| REL 335 CHRISTIAN ETHICS | (3) |
| REL 340 OLD TESTAMENT | (3) |
| REL 345 NEW TESTAMENT | (3) |
| Four other courses in Religious Studies (at least two must be 300 or 400 level) | (12) |
| Supplementary requirements | 3-4 hrs. |
| PHI 201 INTRODUCTION TO PHILOSOPHY | (4) |
| or | |
| PHI 333 METAPHYSICS AND HUMAN NATURE | (3) |
| or | |
| REL 325 PHILOSOPHY OF RELIGION | (3) |
| | |
| REL 200 INTRODUCTION TO RELIGION | (3) |
| A cross-cultural examination of the similarities and differences in human religious expression. Topics to be covered include the meaning and purposes of religion for individuals and societies, the nature of religious belief and experience, the importance of stories in religion, the role of rituals, and the communal dimension of religion. Each semester. | |
| REL 205 ETHICS IN THE WORLD'S RELIGIONS | (3) |
| A comparative survey of the similarities and differences in the moral and ethical teachings of the major world religions. Students will read extensively in the scriptures and other writings of various religious traditions to uncover their understanding of human moral obligation and its relation to religious belief. Annually, Spring. | |
| REL 212 RELIGION AND GENDER | (3) |
| An exploration of the diverse experiences of women and men in a variety of religious traditions. Issues to be treated include beliefs about women and men in the major world religions; the role of religion in determining gender roles in human society; the relation between gender and spirituality; and the contemporary feminist challenge to male-dominated forms of religion. Annually, Fall. | |
| REL 215/315 RELIGION IN THE UNITED STATES | (3) |
| An overview of the history, character, and variety of religion in the United States. Elements of the course include summarizing historical developments in religion, analyzing constitutional issues regarding the separation of church and state, and examining the distinctive characteristics of denominational and religious groups, including the way they respond to important contemporary issues. Annually, Spring. | |
| REL 230 INTRODUCTION TO CHRISTIANITY | (3) |
| An overview of the Christian tradition, including its roots in Judaism and its growth and development through the centuries. Special attention is given to critical analysis of significant issues Christian churches face in the contemporary world. Annually, Fall. | |
| REL 280-89 TOPICS IN RELIGION | (3) |
| Focused study of a particular topic, theme, or issue in Religious Studies that is meant to be accessible to general education students. Topics will be announced in the course schedule each semester. As needed. | |
| REL 312 RELIGION AND RACE (W) | (3) |
| A broadly interdisciplinary study of the historic and contemporary relation between religion and racial ideologies in the United States and around the globe. The course will focus on the many ways in which religion has been used both to support and to combat racism in the modern world. Special attention will be given to the history of black-white relations in America and the rise of anti-Semitism in Europe. Alternate years, Spring '08. | |
| REL 320 RELIGIONS OF THE WORLD | (3) |
| A historical and comparative study of the world's living religions, including their beliefs, practices, literature, and influence in the world today. Annually, Spring. | |
| REL 325 PHILOSOPHY OF RELIGION | (3) |
| An exploration of traditional and recent philosophical and theological thinking in such areas as arguments for the existence of God, the nature of religious knowledge, the problem of evil, the question of human destiny, and the nature of religious language. Same as PHI 325. Alternate years, Spring '09. | |
| REL 330 HISTORY OF CHRISTIAN THOUGHT (W) | (3) |
| An examination of key thinkers and issues that have shaped Christian theology over the last two thousand years, including extensive reading in primary sources. Prerequisite: REL 230 or permission of instructor. Alternate years, Fall '07. | |

- REL 332 CONTEMPORARY CHRISTIAN THOUGHT (W) (3)
An examination of key thinkers and issues in Christian thought from the early twentieth century to the present. Includes thinkers such as Barth, Bultmann, Bonhoeffer, Tillich, Niebuhr, and issues in liberation theology, feminist theology, and pluralism. Alternate years, Spring '09.
- REL 335 CHRISTIAN ETHICS (3)
An investigation of the means by which Christians attempt to discern what is "right" and "wrong" for themselves and their society. Case studies are used throughout the course to illustrate and examine broader theoretical issues. Annually, Fall.
- REL 340 THE OLD TESTAMENT (3)
An introduction to the beliefs and practices of the ancient Hebrew people, as expressed in the literature of the Hebrew Bible/Old Testament. Annually, Fall.
- REL 345 THE NEW TESTAMENT (3)
An introduction to the literature of early Christianity, with special attention to the authors' ideas about Jesus of Nazareth and the life and problems of the earliest Christian communities. Annually, Spring.
- REL 367 MUSIC OF THE CHURCH (3)
A study of the music of the Christian church, including an examination of the history of hymnody and the relationship between hymns and the history of the church and its theology. Important works written for the church by composers such as Bach, Mozart, Beethoven, Brahms, and Schubert will also be studied. Same as MUS 367. As needed.
- REL 380-89 TOPICS IN RELIGION (3)
Focused study of a particular topic, theme, or issue in Religious Studies that should prove interesting to majors and serious general education students. Topics will be announced in the course schedule each semester. As needed.
- REL 450 RELIGION IN THE LOCAL COMMUNITY (3)
A "service-learning" course that explores the ways in which religious groups work to meet the practical needs of their communities. Classroom studies will be augmented by volunteer work in a local religious service organization to help students learn more about community service. Alternate years, Spring '09.
- REL 470 INTERNSHIP IN RELIGIOUS STUDIES (3-8)
Internships are arranged by the student in consultation with faculty and the Career Placement office. Prerequisites: Senior standing, 15 hours of Religious Studies course work, 2.0 overall GPA. Internships with a current employer must represent a change of duties. No more than 4 credit hours of internship may be applied toward a major or minor in Religious Studies.
- REL 480 INDEPENDENT STUDY IN RELIGION (1-4)
Individualized research in topic areas not covered in the regular curriculum. Prerequisite: 15 hours in Religious Studies, 3.0 GPA, permission of instructor.
- REL 490 SEMINAR IN RELIGIOUS STUDIES (W) (1-4)
Intensive study of a current topic in Religious Studies. Seminar topics will be announced in the course schedule as they are offered. Prerequisite: Major or minor in Religious Studies, or permission of instructor. As needed.

Science Education

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Feza Ozturk, Ph.D., Associate Professor of Chemistry;
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Myron C. Reese, Ph.D., Professor of Chemistry;
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Robb D. VanPutte, Ph.D., Associate Professor of Biology;
Chair, Division of Science and Mathematics;
rdvanput@mckendree.edu; (618) 537-6930; Voigt Science Hall 223A

This major prepares teachers for certificates to teach all introductory or first level science courses in the secondary schools of Illinois. Students completing the major with an emphasis in biology may teach advanced placement biology as well.

Science Education Major Requirements

To major in Science Education, the student must complete the science education core as listed below and the courses required for specialization in biology or chemistry. This major prepares teachers for certification to teach all introductory or first level science courses in the secondary schools of Illinois. Students completing the major

with an emphasis in biology may also teach advanced placement courses in biology. Students completing the major with an emphasis in chemistry may also teach advanced placement courses in chemistry. The student must receive a grade of C or higher in all courses required for the major. The student must complete the major with a minimum of a 2.75 grade point average.

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| Science Education Core Requirements | 32 crs. |
| BIO 110 PRINCIPLES OF BIOLOGY I | (4) |
| BIO 111 PRINCIPLES OF BIOLOGY II | (4) |
| CHE 105 COLLEGE CHEMISTRY I | (5) |
| CHE 106 COLLEGE CHEMISTRY II | (5) |
| PHY 211 GENERAL PHYSICS I | (4) |
| PHY 212 GENERAL PHYSICS II | (4) |
| SCE 205 EARTH AND ASTRONOMICAL SCIENCE | (3) |
| SCE 210 CONCEPTS IN SCIENCE | (3) |

Science Education Major Requirements:
Biology Emphasis 30 crs.

The core requirements plus the following:

| | |
|---------------------------|-----|
| BIO 221 GENETICS | (4) |
| BIO 303 GENERAL ECOLOGY | (4) |
| BIO 313 CELLULAR BIOLOGY | (4) |
| BIO 408 PLANT PHYSIOLOGY | (4) |
| or | |
| BIO 410 ANIMAL PHYSIOLOGY | (4) |

Biology Electives (6)

Supplementary Requirements:

| | |
|---|-----|
| CHE 150 Principles of Organic Chemistry | (4) |
| MTH 310 Statistics | (4) |

Science Education Major Requirements:
Chemistry Emphasis 33-34 crs.

The core requirements plus the following:

| | |
|--|-----|
| CHE 205 ORGANIC CHEMISTRY I | (5) |
| CHE 206 ORGANIC CHEMISTRY II | (5) |
| CHE 300 ANALYTICAL CHEMISTRY/CHEMICAL ANALYSIS | (5) |
| CHE 303 PRINCIPLES OF PHYSICAL CHEMISTRY | (4) |
| CHE 305 BIOCHEMISTRY I | (3) |

Supplementary Requirements

| | |
|---|-----|
| BIO 250 INTRODUCTION TO ENVIRONMENTAL SCIENCE | (3) |
| or | |
| BIO 303 GENERAL ECOLOGY | (4) |
| MTH 210 ANALYTIC GEOMETRY AND CALCULUS I | (4) |
| MTH 211 ANALYTIC GEOMETRY AND CALCULUS II | (4) |

SCE 205 EARTH AND ASTRONOMICAL SCIENCE (3)

This course will cover principles of modern geology and astronomy. Topics will include the origin and structure of the universe, as well as the origin of the solar system. Other topics will include plate tectonic theory, the geological history of the earth and the fossil records. This course counts as general education, non-lab science and nature credit. Three one hour lectures per week. Annually, Fall.

SCE 210 CONCEPTS IN SCIENCE (3)

This course will explore the major unifying concepts of all sciences and how these concepts relate to other disciplines. In addition, the course will investigate the accepted practices of science and their implications. Within this context the course will then discuss the interaction among science, technology, and society. This course counts as general education, non-lab science and nature credit. Three one hour lectures per week. Annually, Spring.

Social Science

Murella Bosse, Ph.D, Chair, Division of Social Sciences;

mbosse@mckendree.edu; Carnegie Hall 201; (618) 537-6882

The Social Science Divisional Major may be selected as a general social science option or secondary and middle school teaching certification option. Specific tracks exist for secondary education students who want a designation in a particular discipline. The general option may be selected by students who may later wish to pursue advanced degrees in areas such as social work, work with federal and state agencies, the law or divinity school. For a course to be accepted toward the major, a minimum grade of C or higher is required. Normally, this major will require ten semesters to complete.

SOCIAL SCIENCE MAJOR REQUIREMENTS 54-66 crs.

Common Core

48 crs.

| | | |
|-------------|---|------|
| ANT 149 | CULTURAL ANTHROPOLOGY | *(3) |
| ECO 212 | MACROECONOMICS | (3) |
| HIS 161 | WORLD CIVILIZATION TO 1450 | (3) |
| HIS 162 | WORLD CIVILIZATION, 1450 – 1914 | (3) |
| HIS 163 | TWENTIETH CENTURY WORLD | (3) |
| HIS 261 | U.S. HISTORY TO 1865 | (3) |
| HIS 262 | U.S. HISTORY SINCE 1865 | *(3) |
| HIS 271/371 | U.S. WOMEN'S HISTORY | (3) |
| or | | |
| HIS 276/376 | MINORITIES IN THE AMERICAN EXPERIENCE | (3) |
| HIS 309 | HISTORICAL METHODS AND REGIONAL INQUIRY (W) | (3) |
| HIS 373 | HISTORICAL GEOGRAPHY | (3) |
| PSI 101 | AMERICAN POLITICS | (3) |
| PSI 201 | INTRODUCTION TO POLITICAL SCIENCE | (3) |
| PSY 153 | GENERAL PSYCHOLOGY | *(4) |
| PSY 259 | CHILD AND ADOLESCENT PSYCHOLOGY | (4) |
| PSY 315 | ABNORMAL PSYCHOLOGY | (3) |
| SOC 150 | PRINCIPLES OF SOCIOLOGY | (3) |

General Social Science (Does not lead to teaching certification)

18 crs.

| | | |
|---------|----------------------------|-----|
| HIS 372 | AMERICAN ECONOMIC HISTORY | (3) |
| PSI 102 | STATE AND LOCAL GOVERNMENT | (3) |
| SOC 270 | SOCIAL PROBLEMS | (3) |
| SOC 380 | RACE AND ETHNIC RELATIONS | (3) |

History Emphasis

6 crs.

| | | |
|---------|----------------------------|-----|
| HIS 372 | AMERICAN ECONOMIC HISTORY | (3) |
| PSI 102 | STATE AND LOCAL GOVERNMENT | (3) |

Political Science Emphasis

15 crs.

| | | |
|---------|---|-----|
| PSI 210 | INTRODUCTION TO INTERNATIONAL RELATIONS | (3) |
| PSI 300 | CONGRESS | (3) |
| PSI 301 | THE PRESIDENCY | (3) |
| PSI 305 | CONSTITUTIONAL LAW | (3) |
| PSI 309 | PUBLIC POLICY | (3) |

Psychology Emphasis

15 crs.

| | | |
|---------|-----------------------------------|-----|
| PSI 201 | INTRODUCTION TO POLITICAL SCIENCE | (3) |
| PSY 275 | BIOPSYCHOLOGY | (4) |
| PSY 304 | CROSS CULTURAL PSYCHOLOGY | (4) |
| PSY 401 | SOCIAL PSYCHOLOGY | (4) |

*Also fulfills general education requirements.

SSC 100 MODEL UNITED NATIONS

(0.5 or non-credit)

This course provides students with opportunities to write policy papers in preparation for Model United Nations activities. For elective credit only. Consent of the instructor is required. May be repeated for up to 4 credits. Each semester.

SSC 280 – 289 TOPICS IN SOCIAL SCIENCE

(1-4)

As needed.

Sociology

Melissa Barfield, Ph.D., Assistant Professor of Sociology;
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Lyn Huxford, Ph.D., Professor of Sociology;
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Neil Quisenberry, Ph.D., Assistant Professor of Sociology;
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Students majoring in sociology develop a greater appreciation for how society influences individual behavior and an understanding of how societies are structured. Majors develop the skills to think more critically about their own lives and the many social issues confronting us in society today. A sociology major prepares students for graduate school in sociology, social work, and criminal justice in addition to law school and divinity school. Our graduates pursue many different career opportunities including social services, criminal justice, community organizing, health care administration, and urban planning, among others.

The sociology program offers a Bachelor of Arts degree in Sociology, within a liberal arts context, by providing three tracks that a student may follow:

1. -General Program: This is geared to students who have more general career plans and for those who plan to attend graduate school in sociology. It is also intended for those who wish to develop a general understanding of society.
2. -Criminal Justice Emphasis: This is for students who wish to pursue careers in the criminal justice field such as law enforcement, corrections, and court services. This program is designed to provide students with a broad knowledge of the workings of the agencies that make up the criminal justice system.
3. -Social Work Emphasis: This is for students who wish to pursue careers in the general area of social work. This program will provide students with a broad overview of the history, agencies, and philosophy of social work.

There are also three areas where a student may minor within the discipline. Each of these require ANT 149, SOC 150, SOC 395, SOC 400, and at least six upper level hours.

1. -General Sociology: Complete 19 credit hours in sociology.
2. -Sociology with an Emphasis in Criminal Justice: Complete SOC 150, 170, 220, 350 or 360, 371, 440 or 445, and 460.
3. -Sociology with an Emphasis in Social Work: Complete SOC 190, SOC 270, SOC 390, one SOC elective, ANT 345W, choice of SOC 350 or 360; SOC 395 and 400 are not required for this minor.

For a course to count toward a major or minor in sociology, a grade better than D is required. No more than four credits of cross listed courses may count toward a major or minor in sociology. In addition to any prerequisites listed, SOC 150 is a prerequisite for all 300 or 400 level sociology courses.

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|---|---------------------------------------|---------|
| SOCIOLOGY MAJOR REQUIREMENTS: General Track | | 38 crs. |
| ANT 149 | INTRODUCTION TO CULTURAL ANTHROPOLOGY | (3) |
| SOC 150 | PRINCIPLES OF SOCIOLOGY | (3) |
| SOC 395 | CLASSICAL SOCIAL THEORY | (3) |
| SOC 400 | METHODS OF SOCIAL RESEARCH | (4) |
| SOC 410 | CONTEMPORARY SOCIAL THEORY | (4) |
| SOC 495 | SOCIOLOGICAL ANALYSIS | (3) |
| | additional Sociology electives | (18) |

Supplementary requirements

| | | |
|---------|-------------------------------------|-----|
| MTH 310 | STATISTICS | (4) |
| CSI 108 | INTRODUCTION TO STATISTICS SOFTWARE | (1) |

It is recommended that students take both courses where options are offered.

SOCIOLOGY MAJOR REQUIREMENTS:

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| Criminal Justice Emphasis | | 37 or 38 crs. |
| Requirements for the general track except SOC 410 plus | | |
| SOC 170 | INTRODUCTION TO CRIMINAL JUSTICE | (3) |
| SOC 220 | JUVENILE DELINQUENCY | (3) |

| | | |
|---------|------------------------------------|-----|
| SOC 350 | SOCIOLOGY OF GENDER | (3) |
| | or | |
| SOC 360 | RACE AND ETHNIC RELATIONS | (3) |
| SOC 371 | SOCIOLOGY OF DEVIANCE | (3) |
| SOC 440 | POLICE AND URBAN SOCIETY | (3) |
| | or | |
| SOC 445 | CORRECTIONAL INSTITUTIONS | (3) |
| SOC 460 | CURRENT ISSUES IN CRIMINAL JUSTICE | (3) |
| | additional Sociology electives | (3) |
| | or | |
| CHE 101 | FORENSIC CHEMISTRY | (4) |

Supplementary requirements

| | | |
|---------|-------------------------------------|-----|
| MTH 310 | STATISTICS | (4) |
| CSI 108 | INTRODUCTION TO STATISTICS SOFTWARE | (1) |

It is recommended that students take both courses where options are offered.

SOCIOLOGY MAJOR REQUIREMENTS:

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| Social Work Emphasis | | 35-37 crs. |
| Requirements for general track except SOC 410 plus | | |
| SOC 190 | INTRODUCTION TO SOCIAL WORK | (3) |
| SOC 270 | SOCIAL PROBLEMS | (3) |
| SOC 279 | COMMUNITY ACTION/ORGANIZATION | (3) |
| SOC 350 | SOCIOLOGY OF GENDER | (3) |
| | or | |
| SOC 360 | RACE AND ETHNIC RELATIONS | (3) |
| SOC 380 | SOCIAL WORK PRACTICUM | (3) |
| SOC 390 | SOCIAL WELFARE POLICY | (3) |
| SOC 465 | CURRENT ISSUES IN SOCIAL WORK | (3) |

Supplementary requirements

| | | |
|---------|-------------------------------------|-----|
| MTH 310 | STATISTICS | (4) |
| CSI 108 | INTRODUCTION TO STATISTICS SOFTWARE | (1) |
| | additional Sociology elective | (3) |

Strongly recommended courses

| | | |
|---------|------------------------------------|-----|
| PSI 102 | STATE AND LOCAL GOVERNMENT | (3) |
| PSY 315 | ABNORMAL PSYCHOLOGY | (4) |
| PSY 450 | COUNSELING AND CLINICAL PSYCHOLOGY | (4) |
| SPC 200 | SMALL GROUP COMMUNICATION | (3) |

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|---------|-------------------------|-----|
| SOC 150 | PRINCIPLES OF SOCIOLOGY | (3) |
|---------|-------------------------|-----|

An introduction to sociology with an emphasis on basic concepts and theoretical perspectives, and their application to an understanding of social organization and social processes. Each semester.

| | | |
|---------|----------------------------------|-----|
| SOC 170 | INTRODUCTION TO CRIMINAL JUSTICE | (3) |
|---------|----------------------------------|-----|

An introduction to the criminal justice system with an emphasis on the structure and functioning of law enforcement agencies, the courts, and correctional institutions. Annually, Spring.

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|---------|-----------------------------|-----|
| SOC 190 | INTRODUCTION TO SOCIAL WORK | (3) |
|---------|-----------------------------|-----|

An overview of the historical development of social work in the United States. An introduction to the values and principles of social work along with the settings where social workers practice. Pre- or co-requisite SOC 150 or consent of instructor. Annually, Fall.

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|---------|----------------------|-----|
| SOC 220 | JUVENILE DELINQUENCY | (3) |
|---------|----------------------|-----|

An introduction to the study of juvenile delinquency and a survey of the history and operations of the juvenile justice system. Prerequisite: SOC 170, or consent of instructor. Annually, Fall.

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|---------|--------------------------|----------|
| SOC 240 | CROSS CULTURAL PRACTICUM | (1 or 3) |
|---------|--------------------------|----------|

An analysis of contemporary social issues through a combination of community service and classroom sessions. Students enrolled in this course must participate in an extended field experience. No more than four credit hours of credit for this class may be applied toward the major. Pass/Fail only. Prerequisite: Consent of instructor. As needed.

| | | |
|---------|-----------------------|-----|
| SOC 260 | SOCIOLOGY OF FAMILIES | (3) |
|---------|-----------------------|-----|

A study of the institutions of marriage and the family with an emphasis on the family in the U.S. Specifically, students will investigate the origin and evolution of the family, human sexuality, love and marriage, sex roles, parent/child interactions and the relationship between the family and other cultural institutions. Alternate years, Fall '08.

SOC 270 SOCIAL PROBLEMS (3)

A sociological analysis of the social problems confronting contemporary societies, particularly the United States, and the processes by which they become identified as social problems. Annually, Spring.

SOC 279 COMMUNITY ACTION/ORGANIZATION (3)

Macro social work deals with organizing the effective delivery of services, strengthening community life, and preventing social problems. An introduction to community organization, locality development, social planning, and social action models. Prerequisite: SOC 190 or consent of instructor. Alternate years, Fall '08.

SOC 280-289 SPECIAL TOPICS IN SOCIOLOGY (1-4)

Special topics courses allow offerings not regularly scheduled to be taught. These may be offered by the faculty or students may request courses in areas of their interest and faculty expertise. Depending on the subject matter, this may be cross listed with courses in other disciplines. As needed.

SOC 330 POPULAR CULTURE (3)

Pop-culture artifacts and practices are vital cultural spaces for the articulation of our social, political, and personal identities. Focusing on popular culture, the course will examine the communicative roles of cultural artifacts and practices. Sites of interrogation will include pop culture texts, locales, practices and actors. Prerequisite: SOC 150 or consent of instructor. As needed.

SOC 350 SOCIOLOGY OF GENDER (3)

A sociological examination of the social creation of gender and how that concept is transmitted and maintained. The implications of gender will be studied in relation to social, economic and political stratification. Prerequisites: Soc 150 or consent of instructor. Alternate years, Fall '07.

SOC 354 URBAN SOCIOLOGY (3)

An introduction to the study of urban areas. The history and development of urbanization, processes of urban change and conflict, and social and psychological effects of urban life will be examined. Prerequisite: SOC 150 or consent of instructor. Alternate years, Spring '07.

SOC 360 RACE AND ETHNIC RELATIONS (3)

A study of race and ethnic relations in the United States and other countries. The course examines the origins of ethnic conflict, the establishment of ethnic group stratification and the factors that perpetuate ethnic group conflict. Special emphasis will be given to the experience of African Americans. Prerequisite: SOC 150 or consent of instructor. Alternate Years, Fall '08.

SOC 371 SOCIOLOGY OF DEVIANCE (3)

An analysis of the sociological theories of deviant behavior. The social construction of deviance will be examined along with an analysis of some of the actions identified as deviant in our society. Prerequisite: SOC 150. Annually, Fall.

SOC 380 SOCIAL WORK PRACTICUM (3)

An introduction to social work practice through a combination of community service and classroom sessions. Extended field observation required. Consent of instructor required. Prerequisite: SOC 190 or consent of instructor. Alternate years, Spring '09.

SOC 390 SOCIAL WELFARE POLICY (3)

This course focuses on the process of social welfare policy formation at the state and federal level. Reviews the history of social welfare policy in the United States and the impact changing policy has on clients, social services and social work roles. Prerequisite: SOC 190, SOC 295 or consent of instructor. Alternate years, Fall '07.

SOC 395 CLASSICAL SOCIAL THEORY (W) (3)

An overview of the development of sociological theory with an emphasis on classical theory. This course is designed to cultivate in students the analytical skills they will need to be good social thinkers. Prerequisite: SOC 150. or consent of instructor. Annually, Spring.

SOC 400 METHODS OF SOCIAL RESEARCH (W) (4)

An introduction to social science writing and research skills. This course is designed to cultivate the student's skills in evaluating the significance of published research findings and in designing original research. Topics include the interdependence of theory and research, hypothesis formation, research design, sampling techniques, and various methods of observation. Prerequisite: Senior status. Annually, Fall.

SOC 401 SOCIAL PSYCHOLOGY (3)

Same as PSY 401. Prerequisite: consent of instructor. Annually, Spring.

SOC 410 CONTEMPORARY SOCIAL THEORY (W) (4)

A critical examination of the major developments in contemporary sociological theory. Prerequisite: SOC 150, SOC 295 or consent of instructor. As needed.

SOC 420 SOCIAL STRATIFICATION (3)

An examination of the relationship between inequality and the historical development of societies. Various theoretical perspectives on social stratification will be discussed, as will the concept of class conflict and the role of ideology in the maintenance of inequality. Prerequisite: SOC 150 or consent of instructor. Alternate years, Fall '07.

SOC 440 POLICE AND URBAN SOCIETY (3)

An examination of the social and historical origins of the police and the changing nature of police organizations in contemporary urban society. Prerequisite: SOC 170. Annually, Spring.

SOC 445 CORRECTIONAL INSTITUTIONS (3)

An examination and analysis of contemporary correctional systems. Consideration will be given to such issues as the goals of incarceration, prisoner's rights, prison violence, treatment and rehabilitation programs, and parole. Prerequisite: SOC 170 or consent of instructor. Annually, Fall.

SOC 450 SOCIOLOGY OF SPORT (3)

A sociological examination of sports and sport-related behaviors as they occur in social and cultural contexts. Same as PED 450. Prerequisite: SOC 150 or consent of instructor. Alternate years, Spring '08.

SOC 460 CURRENT ISSUES IN CRIMINAL JUSTICE (3)

A seminar in criminal justice, with independent student projects, focusing on selected topics. Prerequisite: SOC 170, MTH 310 and CSI 108 or consent of instructor. Annually, Spring.

SOC 465 CURRENT ISSUES IN SOCIAL WORK (3)

A seminar in current controversies and trends in social work theory and practice. Students will conduct intensive research. Specific course topics will change every year. Prerequisite: SOC 190, SOC 295, and SOC 310 and junior or senior status, or consent of instructor. Alternate years, Spring '08.

SOC 470 INTERNSHIP IN SOCIOLOGY (3-8)

SOC 480 INDEPENDENT STUDY IN SOCIOLOGY (1-4)

SOC 490 SEMINAR IN SOCIOLOGY (2-4)

Selected topics. Alternate years, Fall '08.

SOC 495 SOCIOLOGICAL ANALYSIS (3)

A senior capstone course for sociology majors focusing on a review and integration of sociological knowledge. Students will explore career and graduate school opportunities. Prerequisite: Senior status, SOC 400, MTH 310, and CSI 108. Annually, Spring.

Spanish Language and Culture

Betsy Gordon, Ph.D., Associate Professor of Speech Communication;
Chair, LLC Division;
begordon@mckendree.edu; (618) 537-6889; Carnegie Hall 114

In order to prepare students for a world that is becoming more economically interdependent and culturally diverse, the study of foreign language may afford students opportunities to communicate with persons from other cultures as well as foster students' understanding and appreciation of cultures other than their own. Foreign language courses emphasize learning grammar and vocabulary, improving conversation skills, and improving students' ability to read another language. Because learning a foreign language necessitates the rigorous study of grammar, it may enhance students' overall language awareness and understanding of the grammar of English.

To minor in Spanish language and culture, a student must complete a minimum of 16 credit hours in Spanish language and culture courses. Students seeking a teaching endorsement in a language need the following: 18 hours of the language for an endorsement to teach middle school and 24 hours of the language to teach secondary school. 18 hours of a language may also be used as an area of concentration for elementary school teachers. Up to 8 credit hours of CLEP or Advanced Placement Examination credit will be accepted toward the 16 hour minor requirement or the 18 and 24 hour teaching endorsements. (cf. Transfer of Credit section of this catalog). Students may apply up to 8 hours of CLEP or AP credit toward the 16 hour minor or the teaching endorsement requirements. Students who have successfully completed two years of high school Spanish and who are allowed to waive SPA 101 and 102 based on criteria other than the CLEP or AP tests may complete the 16 hour minor with 11 additional credit hours. To complete the teaching endorsements, students must have 18 (middle school) or 24 (secondary) hours of college credit in the language, up to 8 of which may come from the CLEP or AP examinations.

SPA 101 SPANISH LANGUAGE AND CULTURE I (4)

An introductory course designed for the student with no knowledge of the Spanish language. Emphasis is placed on listening, speaking, and writing skills as well as an introduction to Spanish culture and history. Annually, Fall.

- SPA 102 SPANISH LANGUAGE AND CULTURE II (4)
A continuation of SPA 101. The course emphasizes speaking and understanding of conversational Spanish with a continued development of writing and vocabulary skills. Prerequisite: SPA 101 or placement test. Annually, Spring.
- SPA 201 SPANISH LANGUAGE AND CULTURE III (3)
This course focuses on developing the students skills to an intermediate level of proficiency. Emphasis is placed on the development of the spoken language, original composition, and a knowledge of the culture through readings in Spanish and in translation. Prerequisite: SPA 102 or placement test. Annually, Fall.
- SPA 202 SPANISH LANGUAGE AND CULTURE IV (3)
A continuation of SPA 201. The course provides a development of oral and written skills in the Spanish language. Consideration is given to correct Spanish usage in business affairs. The student's appreciation of Spanish culture is enhanced through readings in Spanish literature. Prerequisite: SPA 201 or placement test. Annually, Spring.
- SPA 351 LANGUAGE EXPERIENCE IN SPAIN (3-6)
A six to eight week period of intensive language and cultural study during a summer session in Spain or other Spanish-speaking country. Credit is determined through arrangement with the instructor for projects in Spanish history and culture. As needed.
- SPA 380-389 TOPICS IN SPANISH LANGUAGE AND CULTURE (2-3)
The focus on this course will be development of speaking competency. The course will be taught in the Spanish language; various methodologies will be used to further social and linguistic interaction in the classroom. Students should realize an appreciable growth in oral comprehension and expression in the language. Prerequisite: SPA 202 (or concurrent enrollment). As needed.
- SPA 480 INDEPENDENT STUDY IN SPANISH (1-4)
Prerequisite: Consent of instructor and academic advisor. As needed.

Speech Communication

Betsy Gordon, Ph.D., Associate Professor of Speech Communication;
Chair, Division of LLC;
begordon@mckendree.edu; (618) 537-6889; Carnegie Hall 114

William A. Haskins, Ph.D., Professor of Speech Communication;
whaskins@mckendree.edu; (618) 537-6895; Carnegie Hall 106

Speech communication is the field of study for those who enjoy the challenge of communicating effectively with people. More than ever, the skills associated with speech communication are being emphasized in fields such as business, law, education, training and development, social services and religion. Students explore a wide range of communication topics and theories considered essential for competing successfully in today's world. Students will develop a theoretical base on which to build problem-solving, organizational strategies, listening, rhetorical sensitivity, confidence, and presentational skills.

Experience in the classroom is broadened by an internship program which is designed to give "on-the-job" training. The liberal arts, career-oriented curriculum at McKendree College further enriches the program.

To major in speech communication, a student must complete a minimum of 30 hours in speech communication courses and six semester hours of a single foreign language or equivalent (calculated at two semesters of high school language equal to one semester of college language). At least 12 hours in speech communication must be completed at the 300-400 level.

Students must complete the major with a minimum of a 2.25 cumulative grade point average. A student with a public relations emphasis must complete all required courses in that area with a minimum of a 2.25 cumulative grade point average. Speech Communication majors will take either SPC 100, Fundamentals of Speech Communication, or SPC 220, Public Speaking, as one of the required core courses in the major.

To minor in speech communication, students must complete a minimum of 18 credit hours in speech communication courses including SPC 100. At least 6 credits must be at the 300 level or above. Students must complete the minor with a minimum of a 2.25 cumulative grade point average.

SPEECH COMMUNICATION

| | |
|--|---------|
| MAJOR REQUIREMENTS: General Pattern | 30 crs. |
| SPC 100 FUNDAMENTALS OF SPEECH COMMUNICATION | (3) |
| or | |
| SPC 220 PUBLIC SPEAKING | (3) |
| SPC 200 SMALL GROUP COMMUNICATION | (3) |
| SPC 252 INTERPERSONAL COMMUNICATION | (3) |

| | | |
|---------|---------------------------------|------|
| SPC 391 | PERSUASION | (3) |
| SPC 490 | SEMINAR IN SPEECH COMMUNICATION | (3) |
| | additional Speech electives | (12) |

SPEECH COMMUNICATION

MAJOR REQUIREMENTS: Public Relations Emphasis 42 crs.

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| SPC 100 | FUNDAMENTALS OF SPEECH COMMUNICATION | (3) |
| | or | |
| SPC 220 | PUBLIC SPEAKING | (3) |
| SPC 200 | SMALL GROUP COMMUNICATION | (3) |
| SPC 252 | INTERPERSONAL COMMUNICATION | (3) |
| SPC 391 | PERSUASION | (3) |
| ART 241 | DESIGN AND LAYOUT I | (3) |
| ENG 212 | ADVANCED COMPOSITION | (3) |
| ENG 360 | TECHNICAL WRITING | (3) |
| JRN 237 | INTRODUCTION TO MASS COMMUNICATIONS | (3) |
| JRN 251 | NEWSPAPER WRITING | (3) |
| JRN 272 | NEWSPAPER DESIGN AND LAYOUT | (3) |
| MGT 204 | PRINCIPLES OF MANAGEMENT | (3) |
| | or | |
| MKT 205 | PRINCIPLES OF MARKETING | (3) |
| SPC 300 | COMMUNICATION THEORY | (3) |
| SPC 470 | INTERNSHIP IN SPEECH COMMUNICATION | (3) |
| | or | |
| JRN 470 | INTERNSHIP IN JOURNALISM | (3) |
| | (A 3 credit elective approved by the adviser can be substituted for an internship) | |
| SPC 490 | SEMINAR IN SPEECH COMMUNICATION | (3) |

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| SPC 100 | FUNDAMENTALS OF SPEECH COMMUNICATION | (3) |
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This course provides an introductory survey of communication topics such as nonverbal communication, interpersonal communication, small group communication and public speaking. The course is designed to help students understand and apply basic communication theories and skills. Each semester.

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| SPC 115 | FORENSIC ACTIVITIES | (.5 or non-credit) |
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Participation as a member of Forensic Team. Students may work with individual events, debate, or both. Students on team will research materials, prepare for competition, and practice performances/debates. Travel is required. Must have consent of instructor to enroll. Each semester.

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| SPC 200 | SMALL GROUP COMMUNICATION | (3) |
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Principles and practical application of group discussion processes, decision making, problem solving, and leadership techniques. Annually, Spring.

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| SPC 210 | ARGUMENTATIVE COMMUNICATION | (3) |
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Study of the principles and practice of argumentation as applied to debating issues within different communication contexts, such as interpersonal or public. Annually, Fall.

| | | |
|---------|-----------------|-----|
| SPC 220 | PUBLIC SPEAKING | (3) |
|---------|-----------------|-----|

Study of the research, organization, writing, delivery, and critical analysis of selected forms of public address. Each semester.

| | | |
|---------|---------------------------------|-----|
| SPC 252 | INTERPERSONAL COMMUNICATION (W) | (3) |
|---------|---------------------------------|-----|

Examination of person-to-person communication with specific emphasis on such daily communication aspects as self concept, perception, language, nonverbal communication, and listening. Annually, Fall.

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|-------------|--------------------------------|-----|
| SPC 280-289 | TOPICS IN SPEECH COMMUNICATION | (3) |
|-------------|--------------------------------|-----|

This course introduces topics or areas in Speech Communication that are not generally included in the regular curriculum. As needed.

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| SPC 300 | COMMUNICATION THEORY | (3) |
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Study of the many facets of human communication and how to best utilize them for personal and professional futures. Specific emphases will include the symbolic and motivational bases, functions, and contexts of communication. Alternate years, Fall '07.

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| SPC 310 | BUSINESS AND PROFESSIONAL PRESENTATIONS | (3) |
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This course provides students with knowledge of and practice in the varied presentational skills required in the workplace. Students gain experience in presenting briefings, proposals and group project reports. Prerequisite: SPC 220 or permission of instructor. Annually, Spring.

- SPC 351 ORGANIZATIONAL COMMUNICATION (W) (3)
Examines communication theories and principles as they relate to organizations. Communication rules, communication networks, managerial communication, organizational cultures and small group communication are some of the topics explored. Annually, Spring.
- SPC 353 INTERCULTURAL COMMUNICATION (3)
In this course, students will examine the influences between culture and communication upon human interaction. The course analyzes communication of people from different cultures and provides students with an analytical framework for understanding intercultural exchanges. Annually, Spring.
- SPC 370 TRAINING AND DEVELOPMENT (3)
Explores the role of communication in training and development. The nature of communication in organizations, characteristics of the adult learner, needs assessment, training programs, teaching models and ethical considerations in training and development are some of the areas examined. Alternate years, Fall '07.
- SPC 372 ETHICS AND COMMUNICATION (3)
Ethics and Communication explores the critical relationship between ethics and communication. Students are introduced to a variety of ethical perspectives and their relationship to different communication contexts. Students will explore these relationships, as well as assess them regarding their ethical choices when communicating. Alternate years, Fall '08.
- SPC 375 GENDER AND COMMUNICATION (3)
This course offers students the opportunity to explore the influence gender has on communication in various contexts. It traces the cultural communication patterns of males and females from birth, with special emphases on classroom and workplace settings. Alternate years, Fall '07.
- SPC 380-389 TOPICS IN SPEECH COMMUNICATION (3)
This course introduces topics or areas in Speech Communication that are not generally included in the regular curriculum. As needed.
- SPC 391 PERSUASION (3)
The theory and practical application of rhetorical skills as they relate to the motivation and change of individuals and groups. Annually, Spring.
- SPC 401 FREEDOM OF SPEECH (3)
Examines topics relevant to the right of free speech. Historical development of the First Amendment, communication models and freedom of expression, artistic freedom, academic freedom, provocation to anger and nonverbal acts of expression are some of the topics explored. Annually, Fall.
- SPC 470 INTERNSHIP IN SPEECH COMMUNICATION (3-8)
- SPC 480 INDEPENDENT STUDY IN SPEECH COMMUNICATION (1-4)
- SPC 490 SEMINAR IN SPEECH COMMUNICATION (3)
Special topics in speech communication will be developed in seminar fashion. Currently, only Organizational Communication majors are required to take SPC 490: Seminar in Speech Communication. It is recommended that this capstone course be a requirement for the Speech Communication major. Prerequisite: Senior standing or instructor consent. Annually, Spring.

Sport Psychology

Tami Eggleston, Ph.D. Associate Professor of Psychology;
tegglest@mckendree.edu; 618-537-6859; Carnegie Hall 202

Applied sport psychology is the study of the psychological and mental factors that influence and are influenced by participation and performance in sport, exercise, and physical activity. Applied sport psychology professionals are interested in how participation in sport, exercise, and physical activity may enhance personal development and well-being throughout the life span (Information from the Association for the Advancement of Applied Sport Psychology website – AAASP).

Although there are many specific concepts within applied sport psychology (e.g., stress management, teamwork, goal setting, concentration, relaxation, imagery), the general goal is to teach athletes the mental skills necessary to perform consistently in training and competition and to help them realize their potential as people and athletes. Sport psychology draws upon the following areas of research: Health Psychology, Performance Enhancement / Intervention, and Social Psychology.

Sport psychology is a growing field as a number of elite, amateur, and professional athletes are currently working with applied sport psychology professionals. Coaches also seek sport psychology professionals to work with their teams.

The sport psychology minor would be beneficial to students interested in occupations such as exercise specialists, athletic trainers, youth sport directors, or coaching. Moreover, students interested in pursuing graduate study in psychology, education, physical education, athletic training, or occupational therapy could benefit from this minor.

The sport psychology minor emphasizes current theoretical and applied research in the fast growing field of sport psychology. The courses are a combination of primarily psychology and physical education courses. To minor in sport psychology, the student must complete 20 credit hours of the approved courses. Please note that some of the courses may have prerequisites. 9 hours must be upper level credit hours. For a course to be accepted toward a sport psychology minor, a grade of C- or better is required.

To minor in Sport Psychology:

1. -Students must complete 20 credit hours and earn a cumulative GPA of 2.25 or better in courses applied to the minor.

2. -All students in the sport psychology minor will be required to take the following courses: (10-11 hours)

| | | |
|----------|-----------------------------|-------|
| HPE 158 | HEALTH | 3) |
| PSY 153 | INTRODUCTION TO PSYCHOLOGY | (3-4) |
| PSY 465/ | | |
| PED 465 | SPORT AND HEALTH PSYCHOLOGY | (3) |
| PSY 495 | SPORT PSYCHOLOGY THESIS (W) | (1) |

3. -The remaining 9-10 hours are selected from among the following courses. Six hours must be at the upper division level:

A student must take at least one course from each of the following clusters:

Biology/PED Cluster

| | | |
|----------|--|-------|
| BIO 101 | INTRODUCTORY BIOLOGY | (4) |
| BIO 307 | HUMAN ANATOMY AND PHYSIOLOGY | (5) |
| ATH 349/ | | |
| PED 349 | PHYSIOLOGY OF EXERCISE | (349) |
| PED 310 | BIOMECHANICAL/PHYSIOLOGICAL BASES OF SPORT | (2) |
| PED 403 | KINESIOLOGY (W) | |
| PED 202 | PSYCHOLOGY OF COACHING | |

Psychology/Sociology/Business Cluster

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|----------|--------------------|-----|
| MGT 381 | SPORT MANAGEMENT | (3) |
| PSY 211 | STRESS MANAGEMENT | (3) |
| PSY 401/ | | |
| SOC 401 | SOCIAL PSYCHOLOGY | (3) |
| SOC 450/ | | |
| PED 450 | SOCIOLOGY OF SPORT | (3) |

4. -Relevant internship hours (OR FIELD EXPERIENCE FOR THEIR MAJOR) hours may be substituted for three hours of the minor requirements (A student will need a written summary of the internship or field experience with approval from their advisor and the sport psychology minor coordinator)

Theater

Michelle Magnussen, M.F.A., Assistant Professor of Theater;
mlmagnussen@mckendree.edu; (618) 537-6586; Eisenmeyer Hall

The major in theater gives students background in acting, technical work, directing, and dramatic literature. The combination of practical and theoretical preparation forms a basis for graduate or professional work in theater or for high school drama coaching. Students in theater also participate in McKendree College Theater productions on campus, thus learning to apply the skills gained in course-work and gaining valuable experience. A theater major can help prepare the student for a variety of professions in the arts, education, and business.

Students will learn advanced techniques in acting, directing, and stage and lighting design and be able to apply those techniques in production. They will also know the major historical periods and genres of world drama and be able to analyze a script from both the performance and production perspective. Courses in the theater major build skills in movement, voice, interpretation, design, production, analysis, critical thinking, and writing.

To Major in Theater, students must complete a minimum of 44 hours in the major and six hours of a single foreign language or equivalent (calculated at two semesters of high school language equal to one semester of college language), and maintain at least a 2.25 cumulative grade point average,

To minor in theater, students must complete 22 hours and maintain at least at 2.25 cumulative grade point average.

All students pursuing the major or minor must complete a total of three (3) hours from THE 215 or THE 216.

| | |
|--|---------|
| THEATER MAJOR REQUIREMENTS: | 44 crs. |
| COURSES REQUIRED OF ALL MAJORS: | 32 crs. |
| THE 100 INTRODUCTION TO THEATER | (3) |
| THE 111 ACTING I | (3) |
| THE 215 TECHNICAL THEATER PRACTICUM | (1-2) |
| THE 216 ACTING PRACTICUM | (1-2) |
| THE 219 PLAY PRODUCTION-SET AND LIGHTS | (3) |
| THE 221 PLAY PRODUCTION-COSTUME AND MAKE-UP | (3) |
| THE 250 DRAMATIC LITERATURE | (3) |
| THE 320 DIRECTING | (3) |
| THE 350 THEATER HISTORY I | (3) |
| THE 351 THEATER HISTORY II | (3) |
| THE 390 JUNIOR PROJECT | (2-4) |
| or | |
| THE 490 SENIOR PROJECT | (2-4) |
| ENG 301 SHAKESPEARE'S COMEDIES AND HISTORIES | (3) |
| or | |
| ENG 302 SHAKESPEARE'S TRAGEDIES AND ROMANCES | (3) |

Electives—minimum of 12 credit hours

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|---|-------|
| THE 212 ACTING II | (3) |
| THE 280-289 SPECIAL TOPICS | (3) |
| THE 380-389 SPECIAL TOPICS | (3) |
| THE 480 INDEPENDENT STUDIES | (1-4) |
| MUS 375 HISTORY OF AMERICAN MUSICAL THEATER | (3) |
| PED/MUS 210 RHYTHMS AND DANCE | (2) |

Alternate courses listed under major requirements may be taken as electives.

Other courses may be applied as electives with the approval of major advisor.

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|---|---------|
| THEATER MINOR REQUIREMENTS | 22 crs. |
| THE 100 INTRODUCTION TO THEATER | (3) |
| THE 111 ACTING I | (3) |
| THE 215 TECHNICAL THEATER PRACTICUM | (1-2) |
| THE 216 ACTING PRACTICUM | (1-2) |
| THE 219 PLAY PRODUCTION – SET AND LIGHTING | (3) |
| THE 221 PLAY PRODUCTION – COSTUME AND MAKE-UP | (3) |
| THE 250 DRAMATIC LITERATURE | (3) |

Plus a minimum of four hours from among the following:

| | |
|---|-----|
| THE 212 ACTING II | (3) |
| THE 320 DIRECTING | (3) |
| ENG 301 SHAKESPEARE'S COMEDIES AND HISTORIES | (3) |
| ENG 302 SHAKESPEARE'S TRAGEDIES AND ROMANCES | (3) |
| MUS 284 SPECIAL TOPICS IN MUSIC: THE HISTORY OF AMERICAN MUSICAL THEATER | (3) |
| PED | |
| or | |
| MUS 210 RHYTHMS AND DANCE | (2) |

Other courses may be applied as electives with the approval of the minor advisor.

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| THE 100 INTRODUCTION TO THEATER | (3) |
|---------------------------------|-----|

An introductory course designed to acquaint the student with the basics of theatrical production. The course will cover the basics of acting, directing, technology, and design elements. This course is intended both for general education student and theater minors. Annually spring, as needed.

THE 111 ACTING I (3)

This introductory course explores the idea of acting, with work in the basics of voice, movement, and characterization. Students will do exercises, improvisations, monologues, and duet scenes. Annually, Fall.

THE 212 ACTING II (3)

This course is a continuation of Introduction to Acting, with more advanced work in voice, movement, and characterization, as well as some work with classic texts. Students will do exercises, improvisations, monologues, and duet scenes. Prerequisite: THE 111 or equivalent. Annually, Spring.

THE 215 TECHNICAL THEATER PRACTICUM (1-2)

Experience in set, lighting, sound, props design or stage management. The student will participate in the semester's theater production, receiving instruction within that framework. Additional work may be required, depending on number of hours and student's duties in the production. One credit hour per semester, two with consent of major advisor. No more than three hours may be applied. Does not fulfill any core requirement. This course is offered on a Pass/C-/D/Fail basis only. . Pre-requisite: THE 219 or THE 221. Each semester.

THE 216 ACTING PRACTICUM (1-2)

The student actor will further the development of his or her own acting craft through work on a role in the department's mainstage production. They will articulate, through the written work, the process of the development of a character from the beginning into full performance. One credit hour per semester, two with consent of major advisor. No more than three hours may be applied. Does not fulfill any core requirement. This course is offered on a Pass/C-/D/Fail basis only. Pre-requisite: THE 111. Each semester.

THE 219 PLAY PRODUCTION – SETS AND LIGHTING (3)

This course introduces students to the theory, technique, and practice of scene design and construction, lighting design, and stage electrics. Students may do some hands-on work in campus theater productions. Alternate years, Fall '08.

THE 221 PLAY PRODUCTION-COSTUME AND MAKEUP (3)

This course introduces students to the theory, technique, and practice of costume design and construction, and makeup design and execution. Students may do some hands-on work in campus theater productions. Alternate years, Spring 2009.

THE 250 DRAMATIC LITERATURE (3)

A survey of the world's dramatic masterpieces tracing the evolution of the theater from the Greeks to the contemporary theater. Emphasis is on dramatic literature in performance, and the survey includes the development of the theater as a historical institution. Same as ENG 250. Prerequisite: ENG 112 or equivalent. Alternate years, Fall '08.

THE 280-289 TOPICS IN THEATER (3)

This course introduces topics or areas in theater that are not generally included in the regular curriculum. As needed.

THE 320 DIRECTING (3)

This course introduces students to the directing process through observation and practice. Topics include script analysis, casting, production coordinating, and rehearsing with actors. Students will direct one, two, and/or three actor scenes. Prerequisite: THE 111. Alternate years, Spring '08.

THE 350 THEATER HISTORY I (3)

A study of the history of theater and its development as an art form. Course will discuss performance spaces, technical development, acting styles, playwriting, and how social and cultural dynamics have influenced theatrical performance from the beginnings of the art to the Renaissance. Annually, Fall.

THE 351 THEATER HISTORY II (3)

A study of the history of theater and its development as an art form. Course will discuss performance spaces, technical development, acting styles, playwriting, and how social and cultural dynamics have influenced theatrical performance from the Renaissance to the present. Annually, Spring.

THE 380-389 TOPICS IN THEATER (3)

This course introduces topics or areas in theater that are not generally included in the regular curriculum. As needed.

THE 390 JUNIOR PROJECT IN THEATER (2-4)

For this course individual students will conduct a major theater project from planning to completion and final review of the process. The requirements will include such assignments as creating and maintaining a project timeline, doing background research, conducting the project, completing a production notebook (or equivalent), and submitting a final paper assessing the process. Prerequisite: Consent of instructor and academic advisor. As needed.

THE 480 INDEPENDENT STUDY IN THEATER (1-4)

Prerequisite: Consent of instructor and academic advisor. As needed.

THE 490 SENIOR PROJECT IN THEATER (3-4)

For this course individual students will conduct a major theater project from planning to completion and final review of the process. The requirements will include such assignments as creating and maintaining a project timeline, doing background research, conducting

the project, completing a production notebook (or equivalent), and submitting a final paper assessing the process. Prerequisite: Consent of instructor and academic advisor. As needed.

Financial Information

Tuition (Flat Rate)

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| Campus — Undergraduate — Per Semester | \$9,750 |
|---------------------------------------|---------|

Tuition (Per credit hour)

UNDERGRADUATE

| | |
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| Campus – hours under 12 or over 18 | \$655.00 |
| Scott AFB Program | \$250.00 |
| Undergraduate Nursing Program | \$245.00 |
| Louisville Campuses | \$245.00 |
| Radcliff Campus | \$235.00 |
| Accelerated Instruction with McKendree (AIM) | \$295.00 |

GRADUATE

| | |
|--|----------|
| MA in Education | \$330.00 |
| Transition to Teaching | \$500.00 |
| Graduate Education — Nursing | \$330.00 |
| Graduate Education — Business Administration | \$330.00 |
| Graduate Education — Professional Counseling | \$330.00 |

Fees

Fees are itemized separately from tuition.

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|---|---------------------|
| Application Fee | \$40.00 |
| Audit fee (per credit hour) | 50% of tuition rate |
| Bad check fee (non-refundable, cash only) | \$25.00 |
| Credit-in-escrow fee (per credit hour) | 50% of tuition rate |
| Dark room fee (art) | \$65.00 |
| Education 697 — Action Research Project | \$50.00 |
| Education 699 — Action Research Thesis | \$200.00 |
| Graduation fee (non-refundable) | \$125.00 |
| Laboratory fee | \$75.00 |
| (per course unless stated otherwise in term schedule) | |
| Late registration fee | \$50.00 to \$100.00 |
| New student orientation fee | \$50.00 |
| New student tuition deposit (non-refundable) | \$200.00 |
| Returning Student Registration Deposit | \$100.00 |
| Private music instruction fee | \$165.00 |
| (per credit hour of enrollment in applied music) | |
| Proficiency for credit fee (per credit hour) | \$85.00 |
| Proficiency, non-credit fee (per credit hour) | \$70.00 |
| Replacement of I.D. card fee | \$25.00 |
| Replacement of parking permit fee | \$5.00 |
| Housing reservation deposit (returning students) | \$100.00 |

| | |
|---|-----------|
| Room damage deposit (new residents only) | \$200.00 |
| Student activity fee (per semester) | \$225.00 |
| Science Senior Thesis fee | \$75.00 |
| Student Health Services fee (each semester) | \$100.00 |
| Student teaching fee (per semester) | \$200.00 |
| Student teaching fee-out of area (25-50 miles) | \$675.00 |
| Student teaching fee-out of area (51-100 miles) | \$1175.00 |

Some expenses, such as, but not limited to, costs for textbooks and supplies, or costs associated with use of facilities in recreational activities courses, are in addition to tuition and fees. These vary from student to student and are, therefore, not included in the list of fees.

Room and Board

For the 2006-2007 academic year, room and board is charged per semester according to the following schedule:

ROOM

| | |
|------------------------|-----------|
| Barnett, Baker/Walton | \$2030.00 |
| Suites | \$2030.00 |
| McKendree West | \$2605.00 |
| Private Room Surcharge | \$635.00 |

BOARD

| | |
|--------------|-----------|
| 19-Meal Plan | \$1980.00 |
| 15-Meal Plan | \$1800.00 |
| 10-Meal Plan | \$1560.00 |

1. ----All students, without exception, who live in the residence halls and suites, and suite annex are required to board in the dining hall.
2. ----Rates listed are per person based on double occupancy. A \$200 room damage deposit payable in advance of registration is required of each new resident student.
3. ----The surcharge for a private room, if available, is \$635.00 for the term.

Payment of Financial Obligations

Prior to the commencement of classes, McKendree College students must pay all tuition, fees, and room and board charges. No student with an unpaid account will be permitted to enroll until the account is paid in full or satisfactory arrangements have been made with the Business Office.

Payment may be made by personal check, debit card, American Express, Mastercard, Discover, or Visa. Grants and scholarship awards may also be applied toward payment of financial obligations. Federal Subsidized Stafford Loans, Federal Unsubsidized Stafford Loans, or Federal Parent (PLUS) Loans, may be applied, provided the student has submitted the completed loan application before registration. Anticipated Perkins Loans also may be applied and must be signed over to McKendree College as soon as they are received after registration. Students expecting Veterans Administration (VA) benefits or Military Tuition Assistance (TA) should consult with the adviser for military assistance programs to make necessary financial arrangements for enrollment.

McKendree College cooperates fully with banks and other financial institutions that provide student financing. In addition, the College provides an option for interest-free payments on a monthly basis. This option is available through Tuition Management Systems. Payment may be spread over ten months from August 1 to May 1. The enrollment fee is \$60.

For students who register for less than a full term or for a single one-month session, the same minimum registration payment and requirements as set forth above will apply. In this case, however, payment of the balance is due at the beginning of the session for which the student has registered.

If payment is not made by the last day of registration, the College will charge interest at a rate of one and one-half percent (1.5%) per month from that day, and reserves the right to bar the student from classes, residence halls, the dining hall, and examinations until such payment is made. Furthermore, the College reserves the right to withhold grades or transcripts if the account is not paid in full by the end of the session for which the student has registered. The College will not allow students to participate in the graduation ceremony or have their degree

posted or verified in any way until their account is paid in full. Students with delinquent accounts are responsible to reimburse the College for all interest charges, late payment fees, collection fees and court costs resulting from any delinquency.

The Offices of Administration and Finance and Financial Aid will work with students in the event of problems associated with payment of financial obligations. Students anticipating a payment problem should make an appointment with the Business Office to ensure that the requirements of the payment policy are met.

McKendree College reserves the right to change tuition, fees, and room and board charges at any time.

Check Policy

Any check negotiated with the College which is not honored by the individual's bank will be subject to a penalty charge. The student must make payment in cash for the unredeemed check and the penalty charge within five (5) days of receipt of a bad check from the bank by the College.

Financial Aid

McKendree College offers financial aid in the form of grants, work-study, loans, scholarships, or some combination of these. Aid is awarded according to each individual's need in relation to educational costs. Specific awards include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Illinois Student Assistance Commission Monetary Award Program (MAP) grants, Federal Work-Study (FWS), Federal Stafford Loans, Federal PLUS Loans, and McKendree institutional scholarships.

Applying for Financial Aid

An application for financial aid cannot be considered until a student is admitted to the College and enrolled in a degree-seeking program. To apply for all federal and state financial aid funds, an admitted student must file a Free Application for Federal Student Aid (FAFSA) with the federal student aid program annually. This form is available from the McKendree Office of Financial Aid or on-line at www.fafsa.ed.gov. When the FAFSA has been processed, the student will receive a Student Aid Report (SAR). McKendree College (Title IV code number 001722) will receive the SAR electronically if McKendree College is listed as one of the schools on the FAFSA. Once the Office of Financial Aid receives this information, the student will be notified of aid eligibility.

A student may be selected for verification by the federal government. This requires that the student submit additional documentation. The Office of Financial Aid will notify a student of the documents that need to be provided. Verification must be completed before any financial aid is finalized and disbursed.

Grants

Federal Pell Grant

The Federal Pell Grant is a federally funded financial aid program that usually does not have to be repaid. It is designed to help students pay for their college education. The amount of aid a student may receive from a Federal Pell Grant is based upon financial eligibility, enrollment status (full-time, three-quarter, half-time, or less than half-time), and the level of federal funding. Students apply for a Federal Pell Grant by completing the Free Application for Federal Student Aid (FAFSA) annually as discussed above under Applying for Financial Aid.

Federal Supplemental Educational Opportunity Grants (FSEOG)

The Federal Supplemental Educational Opportunity Grant provides funds to students who have extreme financial need as determined by the FAFSA. FSEOG is gift aid and usually does not have to be repaid. Since funds are limited, priority is given to full-time campus students applying early who have the greatest need and receive a Federal Pell Grant.

Academic Competitiveness Grant (ACG)

This Academic Competitiveness Grant is a federally funded financial aid program. This grant will provide up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study to full-time students who are U.S. citizens, eligible for a Federal Pell Grant, and who have successfully completed a rigorous high school program of study as established by a state or local educational agency and recognized by the U.S. Secretary of Education. Second year students must have had at least a cumulative 3.0 grade point average (GPA) during their first year. The Academic Competitiveness Grant is awarded in addition to the student's Pell Grant award.

National Science and Mathematics Access to Retain Talent Grant (SMART)

The National SMART Grant is a federally funded aid program. This grant will provide up to \$4,000 for each of the third and fourth years of undergraduate study to full-time students who are U.S. citizens, eligible for a Federal Pell Grant, and majoring in physical, life, or computer sciences, mathematics, technology, engineering or in a foreign language determined critical to national security. The student must also maintain a minimum cumulative grade point average of 3.0 in coursework required for the major. The National SMART Grant is awarded in addition to the student's Pell Grant award.

ISAC Monetary Award Program (MAP)

The Illinois Student Assistance Commission Monetary Award Program (MAP) provides grants to eligible Illinois residents attending Illinois colleges. Illinois residents automatically apply for the Illinois Student Assistance Commission Monetary Award Program by filing the FAFSA annually. Filing deadlines are printed on the FAFSA.

Loans

Federal Perkins Loan

This is a long-term 5% interest student loan. Students must complete the FAFSA annually to determine eligibility. Funds are awarded based upon the financial need of the student and the availability of funds. Priority is given to full-time campus students.

Federal Stafford Loan (Subsidized and Unsubsidized)

This loan is made available by lending institutions that participate in the program. Students must complete the FAFSA annually to determine eligibility. Loans are only offered to those enrolled at least half-time. The interest rate is variable, but will not exceed 8.25%.

Federal Parent Loan Program For Undergraduate Students (PLUS)

This program allows parents to borrow up to the cost of attendance less other financial aid. Students must file their FAFSA annually to determine eligibility. The interest rate is variable, but will not exceed 9%.

Scholarships

Academic Scholarships may be awarded to qualified first year students and only apply to tuition costs. Students must be enrolled full-time to receive their award. The College uses endowed and gift scholarships to help fund these awards. Any student receiving the ISAC MAP Grant as well as an Academic Scholarship may not in combination receive more than the dollar value of tuition and mandatory fees per semester.

Transfer Scholarships are available for qualified students with a minimum of 30 transfer hours.

Athletic Scholarships may be awarded in varying amounts to selected men and women participating in intercollegiate athletics. The individual coaches select recipients.

The Bothwell Scholarship provides tuition assistance during the student's junior and senior year for men and women preparing for various forms of Christian ministry. Applications are available in the Office of Financial Aid.

McKendree College scholarships can only be used for direct costs incurred while enrolled. Information about other outside scholarships may be obtained from the Office of Financial Aid.

Satisfactory Academic Progress Policy

According to the United States Department of Education regulations, all students applying for federal and/or state financial assistance must maintain satisfactory academic progress in his/her course of study to receive these funds. These standards stipulate, but are not limited to, maintaining acceptable grades, completing a sufficient number of credit hours per semester, and completing the first bachelor's degree within a reasonable time frame. A student who does not meet these standards is not eligible to receive federally and/or state funded financial aid. All semesters of attendance are considered for satisfactory progress regardless of whether the student received aid. Adherence to these standards will be necessary for continued financial aid eligibility. Copies of McKendree's satisfactory academic progress policy are available in the Office of Financial Aid.

Withdrawals and Refunds

No student who is suspended or dismissed from the College by College authorities shall be entitled to any refund of tuition, room rent or board. Any student who desires a change in course or withdrawal from one or more classes must sign and date a Change of Course form and have the form signed by the student's Faculty Advisor, the Office of Financial Aid and the Office of Administration and Finance. This form must then be returned to and be validated by the Office of Academic Affairs. In the case of complete withdrawal from the College, the student must fill out a withdrawal form and must have this form approved by the Dean of the College, the

student's Faculty Advisor, the Office of Student Affairs, the Library, the Office of Financial Aid, the Office of Administration and Finance, and the Office of Academic Affairs. The date on which such written approval is received by the Office of Academic Records determines the amount of refund. Failure by the student to obtain written approval makes the student ineligible for any refund.

Withdrawing from one or more classes should be carefully considered in terms of graduation requirements as well as financial aid. Financial aid programs have varying rules, and students may make costly mistakes by failing to seek financial aid counseling when adding or dropping courses (particularly one-month sessions) after the term has begun. It is recommended that a student seek counsel from an academic adviser and the Office of Financial Aid before changing courses or withdrawing from one or more courses.

Tuition Refunds

Return of Title IV Funds Policy

The Higher Education Amendments of 1998 changed substantially the way funds paid toward a student's education are to be handled when a recipient of Title IV funds withdraws from school. Further details regarding the Return of Funds Policy are available in the Office of Financial Aid.

Semester courses

To the end of the fifth business day of class sessions, 100% of the tuition is refundable. From the sixth business day to the end of the tenth business day, 75% of the tuition is refundable. From the eleventh business day to the end of the twentieth day, 50% of the tuition is refundable. After the twentieth business day, tuition is no longer refundable.

Half-semester courses

To the end of the fifth business day of the half-semester session, 100% of the tuition is refundable. From the sixth business day to the end of the tenth business day of the half-semester session, 75% of the tuition is refundable. From the eleventh business day to the end of the fifteenth business day of the half-semester session, 50% of the tuition is refundable. After the fifteenth business day, tuition is no longer refundable.

If a student withdraws from a semester or a half-semester course after the 100% tuition refund privilege has expired and registers at the same time for another course in the same semester, a 100% tuition credit will be granted limited to the hours added. An adjustment will be made for the difference between the hours dropped and hours added. The adjustment percentage will be based on the aforementioned schedule. If the student later withdraws from the course added, adjustments will be made on a case-by-case basis.

One month courses

Prior to the third class, 100% of the tuition is refundable. After the third class and prior to the fourth class, 50% of the tuition is refundable. After the fourth class, tuition is no longer refundable.

Room Rent Refunds

Once a student has registered and is assigned to a room, payment of the full room rent is required. Consequently, there is no refund for withdrawal.

Board Refunds

There is no refund for temporary absence from the dining hall, including absence for disciplinary reasons. Students who are required to be off campus for athletic participation or instructional purposes such as student teaching or internships are not entitled to any meal refund but will receive box meals upon request for such food service when advance notice is received.

Student Life

McKendree College offers an extensive program of extracurricular activities. These activities include cultural, educational, recreational and social programs designed to provide students with opportunities to develop skills of leadership and to understand the responsibilities of campus citizenship. All students are governed by the rules and regulations of the College and are expected to abide by them at all times.

Student Housing Facilities

Housing facilities on campus consist of Baker Hall, Barnett Hall, Walton Hall, The Suites, and the McKendree West apartment complex. Baker, Barnett, and Walton Halls are three story, corridor-style facilities. All rooms are air-conditioned and equipped with a private telephone line, a MicroFridge (combination refrigerator/ freezer/ microwave unit), and a hookup for cable TV. In addition, each room has a network connection.

Each floor of Baker, Barnett, and Walton Halls has 12-18 double rooms, a common bathroom, and a utility room containing a large sink, and a washer and dryer. Each building also has a furnished lounge area with vending machines, a large microwave oven, cable TV and a VCR. Each of the twelve apartments comprising The Suites has three bedrooms, a common bath, and a living room.

McKendree West, one of the finest student residential facilities in higher education, is a multi-building complex located .4 mile from the main campus. Each building is comprised of twelve apartment-style units, with a living room, kitchen, two bedrooms, and two baths. The complex includes a clubhouse with a computer center, conference room, large-screen TV, fitness equipment, as well as laundry and kitchen facilities. Outside are a patio and a landscaped swimming pool. Priority for residing in McKendree West is given to upper classmen. Students are strongly urged to purchase renters insurance or to check their parent's homeowners policy. McKendree College is not responsible for damage to student personal property.

Housing Policy

It is the policy of the College to require students to reside in the residence halls unless one of the circumstances listed below applies. Primary goals for this policy are to extend the college educational experience for students and to create a residential community. Residence hall staffs work with students toward making the residence halls an attractive place to live in order to facilitate student growth and development. Each hall develops its own sense of identity and community spirit which becomes an integral part of the overall campus living environment.

To be exempt from the housing policy, the student, at the beginning of the term for which the exemption is desired, must be:

1. -21 years of age, or
2. -Of senior class status, or
3. -Married, or
4. -A veteran with at least two years active military duty, or
5. -Commuting from the permanent residence of a parent or legal guardian. Permanent residence must be within a 30-mile radius of the College.

Residence Hall contracts are on-going, continuous, and binding. Returning students are expected to request their rooming preference on an annual basis and should understand that until they are officially released from the on-campus living requirement they are bound by the provisions of their initial contract. Exemptions are cited above and require the student to file the official "Application to Waive On-campus Housing" form in the Dean of Students Office. Residents will not consider themselves released from this policy requirement prior to receiving written approval for the Dean of Students.

General rules and regulations governing residence on campus are included in the residence hall section of the Student Handbook, which is available on the McKendree web site. It is assumed that students submitting a residence hall contract understand and approve the rules and regulations which govern campus residency, particularly as they apply to McKendree's status as an alcohol-free campus and to its inter-hall visitation program.

Residence Contract and Room Deposit

A residence hall contract is available upon request from the Office of Residence Life. Students desiring residence hall accommodations must pay a \$200 room damage deposit. Returning students must pay a \$100.00 room reservation deposit each spring to be applied to their fall room charges. The Office of Residence Life will assign and reserve a room only after receipt of a completed residence hall contract, a housing contract, and confirmation of a paid room deposit and a paid damage deposit. Once a student is enrolled and the semester begins, the room reservation deposit is applied to the students room charges. The room damage deposit will be held until the end of the students residence at McKendree College when it will be refunded minus damages and/or fines that may occur during the course of the school year.

If a student in a residence hall decides to move off-campus during the school year, he or she must apply to be released from the housing contract. It will be left to the discretion of the Dean of Students or higher designate whether the student's room deposit (damage deposit) will be refunded in whole or part. Students who withdraw from school will not receive a refund. Students are also advised that their financial aid may be adjusted if they vacate campus residence.

Only students who are enrolled for 12 or more hours of academic credit at McKendree are eligible to live on-campus.

Cancellation of Housing Reservations

Students who have paid the room deposit and decide not to enroll, or who enroll and elect not to live in the residence halls, must notify the Office of Residence Life in writing before the following dates in order to secure a full refund:

Fall semester applicants

July 1, or 30 days after official admission to McKendree, whichever occurs later, but prior to the first day of classes.

Spring semester applicants

January 1, or 30 days after official admission to McKendree, whichever occurs later, but prior to the first day of classes.

Failure to submit written notice of cancellation by the dates mentioned above will result in forfeiture of the room deposit unless, in the judgment of the Dean of Students, circumstances justify a refund regardless of the cancellation date. Please see the Terms and Conditions of Housing and Meal Plan Contract for a more detailed explanation of the housing contract.

Religious Life Activities

Students are encouraged to participate in religious activities including Bible studies, discussion groups, chapel services, retreats, mission trips, and community service. All activities are ecumenical and designed to foster an open atmosphere of spiritual growth and discovery and thoughtful discipleship.

Counseling services (personal and ministry-related), scholarships, and church employment information are also available through the college Chaplain. The Chaplain, as an ordained member of the United Methodist clergy, provides a link from the college to the United Methodist denomination.

Health Services

McKendree College provides a Student Health Service operated by the Director of Health Services. The Health Service provides routine health and first aid treatment, retains student health records, and provides referrals. The Director of Health Services is a registered nurse who is on duty each weekday and is on-call 24 hours a day. The Director is responsible for scheduling appointments with local physicians and processing health insurance claims. (Students are covered for accidents through their student insurance policy only as a second pay policy.)

The College also retains a psychologist who is on campus in Clark LL2. Confidential counseling may be obtained for a wide range of concerns such as difficulties in relating to others, lack of motivation, stress, depression, lack of self-confidence, and personal conflicts. In addition, referrals can be made to outside agencies. Appointments with the psychologist may be made through the Director of Health Services.

Counseling Services

Students with vocational, social, or personal problems are encouraged to seek the aid of the Student Affairs or Health Services staff, who will help them through counseling or referral. Psychological counseling is available through the Student Health Services, as discussed above. For academic matters, the student's academic adviser, the staff of the Learning Resource Center, the staff of the Writing Center, the Registrar, and the Dean of the College are often in the best position to help.

Early Alert Program

The Early Alert Program was established at McKendree to help identify and assist students who might be experiencing academic problems. The program is designed to interact with the student when poor academic behaviors are initially exhibited in class. Having this centralized program allows the College to identify and track academic patterns in individual students. Faculty members are encouraged to initiate the process by contacting the program coordinator, who then provides follow-up with the student outside of class. The program coordinator refers the student to the appropriate College department, tutoring program, or adviser for assistance.

Student Governance

Students may participate in the governance and affairs of the College through involvement with groups such as the Student Government Association, Residence Hall Association, Faculty Committee on Student Affairs, Campus Judicial Board, and the Fine Arts Committee. Information about participating in student governance may be obtained from the Office of Student Affairs. The Inter-Greek Council (IGC) is a peer advisory board that helps oversee Greek affairs and activities.

Student Activities and Programming

The college offers clubs and organizations in a variety of interest areas. Students may choose to join organizations that are social in nature, service oriented or related to their academic pursuits. An involvement fair is held at the beginning of each new school year to help students become acquainted with the opportunities for involvement that are offered by the college.

Students are directly involved in planning and implementing campus events. The Campus Activities Board (CAB) offers students the chance to gain leadership skills while providing entertaining and enriching programs for their fellow students. Those involved acquire experience while interacting and networking with professional performers and agencies from across the country. Membership is open to all McKendree Students. Further information may be obtained from the Office of Student Affairs.

Greek Life

McKendree has a long and rich tradition of Greek life extending back to 1837. Throughout their history, Greek organizations have encouraged their members to cultivate skills in leadership, scholarship, character development and service to the community.

A variety of Greek organizations are available for students to join including fraternities, sororities, and co-ed organizations. Formal Rush, an opportunity to learn about each organization in the Greek system, occurs in the fall and spring semesters. Membership qualifications of individual organizations vary, but students who decide to pledge a Greek organization must meet the requirements of the Office of Greek Affairs and the Vice President for Student Affairs. Students can join in either national or local Greek Societies.

Multicultural Life

The McKendree College Office of Multicultural Affairs works in conjunction with the Office of Student Affairs to encourage all students to participate in campus events and leadership opportunities. The department implements cultural activities that are of interest to non-majority students. Special events such as the commemoration of Dr. Martin Luther King, Jr.'s birthday and Black History month are coordinated by the department with the help of student organizations. This office sponsors meetings and workshops that discuss issues of multiculturalism, diversity, leadership development, and academic skills enhancement. In addition, a mentoring program, consisting of McKendree's Multicultural Affairs Director, alumni, and current students, has been established to assist students of color.

International Students

The Office of Student Affairs serves the needs of international students through advocacy, support, intervention, advising, leadership and access opportunities. The office provides information and assistance to international students regarding SEVIS; passport and visa extensions; certificates of enrollment; and employment permission. Staff help international students make the adjustment to a new academic and new cultural environment and work towards promoting understanding on the McKendree campus.

If you are a prospective international student and have questions about McKendree College, contact Christine Thomas at our Admissions Office at cethomas@mckendree.edu; call at (800) 232-7228, ext. 6408; or write to: McKendree College, Admissions Office, 701 College Road, Lebanon, Illinois 62254-1229.

Student Academic Organizations

Extracurricular activities are available for students in a variety of academic areas. Student organizations exist for computer science, education, English, history, mathematics, psychology, natural science, political science, sociology and speech. Students with an interest in international affairs may join the McKendree Model UN Staff, a student organization which conducts the annual Model United Nations program. This program, which is held annually on campus, provides the opportunity for local high school students to learn about the functions and operations of the United Nations by participating in activities modeled on actual UN sessions. Another academic experience available to students through the co-curricular program is participation in the college debate team. The McKendree debate team competes in tournaments across the country and has established an outstanding reputation. Other special interest

organizations exist for students. To review the entire list of campus clubs and organizations consult the McKendree College website or stop by the Office of Student Affairs.

Honorary Societies

Alpha Psi Omega is the national honorary theater fraternity. McKendree's Alpha Theta cast is one of the oldest in the country. The fraternity exists to honor students who have contributed to the theater program at McKendree and to foster an awareness and appreciation of theater in all McKendree students. Students earn points towards induction by participating in productions as actors or technical crew.

Kappa Delta Pi is the international education honor society. Requirements for induction include enrollment in the Teacher Education Program, completion of at least 30 hours at McKendree, a minimum 3.5 cumulative GPA, junior status, outstanding performance in clinical work, and the recommendation of the education faculty.

Lambda Pi Eta is the national speech communication honorary society. The name represents the three modes of persuasion: logic, emotion and character credibility. All speech communication and organizational communication members are considered general members of the Alpha Upsilon Chapter of Lambda Pi Eta. To be a voting member or to hold office in the chapter, a student must be an honorary member. Honorary members must meet specific grade point and credit-hour requirements.

Nursing Honor Society has student, alumni and faculty membership. The society recognizes superior achievement and the development of leadership qualities, fosters high professional standards, encourages creative work, and strengthens commitment to the ideals and purposes of the nursing profession. Students are invited to join if they have completed at least 15 hours of the required nursing coursework, have a grade point average of at least 3.25 on a 4.0 point scale, and rank in the upper one-third of their class.

Phi Alpha Theta is the international honor society in history. All students who have completed the required number of history courses and are maintaining high standards in their college studies are eligible for membership. The society promotes the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians.

Phi Kappa Phi is the nation's oldest, largest, and most selective all-discipline honor society. Phi Kappa Phi differs from most other honor societies because it draws its members from all academic disciplines and represents the best and brightest from the community of scholars. Membership is by invitation and requires nomination and approval by the local Phi Kappa Phi chapter.

Pi Gamma Mu is the international honor society in social science. The society recognizes good scholarship and promotes excellence by enriching activities, service projects, publications, a scholarship program, and guest lectureship grants to chapters. Students may be invited or may petition to join an active chapter if they are juniors, seniors or graduate students; are in the upper 35% of their class; have at least 20 semester hours in one or more of the five core areas (history, political science, economics, sociology/anthropology, international relations), or such related disciplines such as social psychology, criminal justice or geography; and have a grade point average of "B" or better.

Sigma Beta Delta is an honor society for students pursuing a baccalaureate or master's degree in business, management, or administration. To be eligible for lifetime membership and national recognition, a student must rank in the upper 20% of the class.

Sigma Tau Delta is the international English honor society. Its purposes are to confer distinction for high achievement in English language and literature in undergraduate, graduate and professional studies; to promote interest in literature and the English language on local campuses and their surrounding communities; and to foster the discipline of English in all its aspects, including creative and critical writing.

Sigma Zeta is the national honorary science society. The society encourages and fosters the attainment of greater knowledge in the fields of science and mathematics. It also recognizes outstanding scholastic achievement in these fields through active, graduate, and honorary memberships. Students wishing to join this society must major in any of the natural sciences or mathematics, complete at least 15 semester hours in natural sciences or mathematics, have at least a 3.0 GPA in science and mathematics, and have at least a 2.75 GPA in all subjects including science and mathematics.

Community Service

The Center for Public Service sponsors multiple community service/volunteer programs for McKendree students or student groups. For more information about these organizations, contact the Office of Student Affairs. Community service projects are also sponsored by the Office of Campus Ministry, the Inter-Greek Council, and the Student Government Association to name a few.

Public Affairs Forum (PAF)

The Public Affairs Forum (PAF) was organized in 1947 as a non-partisan organization of "students and interested faculty members" to promote an appreciation of complex national and international affairs. From the outset, the PAF sponsored such events as "United Nations Week" and a variety of other outreach activities. In

recent years PAF members have been important contributors to McKendree's successful Model UN. PAF routinely holds voter registration drives on campus and sponsors debates and other campus-wide discussions on important contemporary issues.

Student Publications

Opportunities are available for students to participate in a number of on-campus journalistic and publication activities. The two major student publications are the newspaper, the McKendree Review, and the yearbook, the McKendreean. Literary works written by students are published annually in the Montage. Scholarly academic articles are printed in the on-line publication of Scholars: The McKendree College Journal of Undergraduate Research.

Intercollegiate Athletics

McKendree College belongs to the NAIA and is a member of the American Midwest Conference and of the Mid-States Conference. The College has a perennial record of success with both men's and women's intercollegiate athletic teams. Men's and women's teams compete in basketball, soccer, tennis, cross country, track and field, and golf. Men's teams also compete in baseball, football and wrestling. Women's teams compete in softball and volleyball. A club sport in men's ice hockey is also available for interested students. Additionally, the college sponsors men's and women's bowling teams. A mascot, a cheerleading squad, a dance team, a pep band and a marching band serve to promote school spirit at athletic events. Students are also encouraged to participate in the activities sponsored by "Team Bogey", the general student spirit club.

Intramural Athletics

The Intramural Sports at McK program is designed to offer each student, staff, faculty, and alumni member the opportunity to participate in organized and informal activities as regularly as his/her time and interest permit. The IM program is not in competition with, nor is it intended as a substitute for either the physical education program or the intercollegiate athletics program.

McKendree Study Abroad Program

McKendree College, in partnership with the Institute for Study Abroad, Butler University, Indianapolis, Indiana (www.ifsa-butler.org), offers students study abroad opportunities at approximately 80 colleges and universities in 11 countries. The McK Office of Study Abroad works in conjunction with IFSA-Butler staff to prepare students for the academic and cultural changes that await them. With offices around the world, they can provide on-site support to help students make the most of their study experiences, provide academic and personal support services, as well as assistance from the time students apply until the return.

Students from all disciplines can now have this enriching and eye-opening adventure, where learning extends to the world beyond the classroom walls. The Study Abroad Program is offered to any student who has accumulated 45 credit hours and has achieved a GPA of at least 2.75.

Special and Off-Campus Programs

Honors Program

The challenge

For the student with superior abilities and an inquiring, creative, flexible mind, the McKendree Honors Program offers an exciting challenge: a chance to explore new ways of looking at our past, present and future as human beings on this planet.

The McKendree Honors Program is designed to test the abilities and excite the imaginations of a selected group of students, to stretch their minds farther than would be possible in a conventional course of study. Combining the unique advantages of a close-knit, intimate campus community with wide-ranging study and a challenging intellectual atmosphere, the McKendree Honors Program sets high standards for its students and faculty. High expectations lead to the most rewarding educational experiences; the Honors Program is founded on this principle.

The program is not for every student. But for students who are excited by learning, who want to lead instead of follow, who feel that questioning and probing are the best ways to develop into educated, morally sensitive human beings, the McKendree Honors Program offers a unique opportunity.

Purpose and goals

The McKendree Honors Program is designed to enhance the undergraduate educational experience of exceptionally able students. It is a four-year interdisciplinary program for the gifted student—a challenging, unified, but diverse curriculum offering an opportunity to do independent work in one's major field. The goals of the program include:

1. --To provide gifted students with special opportunities to explore the liberal arts in greater depth and variety than is currently available in the core curriculum, to investigate the connections among the various disciplines, and to make the liberal arts an integral part of their development into thinking, feeling, knowledgeable and morally aware critical thinkers.
2. --To provide an environment that increases the quantity and quality of interaction with intellectual peers and faculty, and stresses the sharing of talents with all peers.
3. --To ensure that the atmosphere created ultimately benefits the entire college community through a revitalization of interest in the liberal arts, in learning for its own sake, in infusing knowledge and ideas into the everyday life of the College, and in sponsoring and attending cultural activities that can help enrich the education of all McKendree students.
4. --To provide gifted students with the opportunity to engage in independent research to better prepare them for graduate study or employment in their major fields.
5. --To develop leadership skills that will enhance the campus community and prepare students to assume leadership roles as interested and involved citizens of the local, state, national, and world communities.

Admission criteria

To qualify for admission to the McKendree Honors Program applicants must meet all three of the following criteria:

1. --Have a cumulative high school GPA of 3.6 or more (A=4.0);
2. --Rank in top 10% of high school graduating class;
3. --Have a composite ACT score of 27 or better (or a combined SAT score of 1200 or more).

Application procedure

High school seniors who meet all three of the above criteria and who are interested in participating in the McKendree Honors Program must submit a completed application for admission to the College. This application must include an official high school transcript and official test scores from ACT or SAT. Students who meet the three criteria listed above will be considered; in some cases, students who meet at least two of the above criteria may also be considered. Students will then receive an invitation from the Honors Program in the spring of their senior year in high school. Included in that invitation will be a response card indicating the student's interest in joining the program, as well as the deadline for returning the card. All interested Honors Program students will meet with the Director of the Honors Program or a professor who teaches in the Honors Program who will function as their academic adviser for their first two years in the program and then in conjunction with their major adviser(s).

High school guidance counselors may identify prospective students for the McKendree Honors Program by writing to the Dean of Admissions or the Director of the Honors Program. Students participating in the annual Presidential Scholarship competition may also request information about the Honors Program from the Admissions Dean or the Honors Program Director.

Although all students in the McKendree Honors Program must also be admitted to the College, admission to the College does not necessarily imply acceptance into the Honors Program.

A student entering the Honors Program and presenting advanced placement college credits may request that these credits be applied toward appropriate Core Curriculum requirements. However, all students enrolled in the Honors Program must take three of the first four courses (ENG 111H, ENG 112H, HON 211, and HON 212) unless otherwise exempted by the Director of the Honors Program. ENG 111H and ENG 112H fulfill the Core Curriculum requirements for first year English. In those cases where an Honors course is deemed to be equivalent to a Core course, the Honors course may be accepted as fulfilling that Core requirement. This acceptance will be at the recommendation of the Honors Council, subject to approval by the Dean of the College in consultation with the instructor(s). (For additional information see the listing on the Honors Program.)

With concurrence of the discipline involved, credit hours for HON 400, Honors Thesis, may be counted toward the total subject hours required for the major.

Continuation and completion

Students in the McKendree Honors Program are expected to maintain a GPA of 3.0 or better to remain in the program. Students who successfully complete all requirements in the program and who meet all other graduation requirements of McKendree College will be identified on their transcripts and diplomas as graduates of the McKendree Honors Program.

Credits in Escrow Program

The “credits-in-escrow” program enables academically talented high school students to enroll in McKendree College classes during their junior or senior year in high school and accrue credit to be applied toward a baccalaureate degree.

Students who are in the upper 25% of their class will be considered for admission to the program upon submission of an application to the admissions office, a high school transcript, and a letter of recommendation from the high school principal. The fee per credit hour is one-half the regular tuition.

Aerospace Studies

Curriculum

The Aerospace Studies curriculum (AFROTC) consists of the General Military Course (GMC) at the first year/sophomore level and the Professional Officer Course (POC) at the junior/senior level. The GMC covers two main themes: The Foundations of the United States Air Force and The Evolution of USAF Air and Space Power. The POC, which emphasizes the professional development of the future Air Force Officer, covers Air Force Leadership and Management and Preparation for Active Duty. Field trips to Air Force bases supplement classroom instruction and familiarize the student with Air Force operations and organizations.

Leadership laboratory

Leadership laboratory is taken two hours per week throughout the student’s enrollment in the AFROTC. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop each student’s leadership potential. The first two years of Leadership Laboratory include a study of Air force customs and courtesies, drill and ceremonies, issuing military commands, instructing, directing and evaluating the preceding skills, studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. The last two years of consist of activities classified as advanced leadership experiences. They involve the planning and controlling of military activities of the cadet corps, the preparation and presentation of briefings and other oral and written communications, and the providing of interviews, guidance, and information which will increase the understanding, motivation, and performance of other cadets.

Other courses

AFROTC cadets must also successfully complete supplemental courses to enhance their utility and performance as commissioned officers. These include university courses in English composition and mathematical reasoning. Specific courses are designed by the Professor of Aerospace Studies.

Field training

Field training provides leadership and officership training in a military environment, which demands conformity to high physical and moral standards. Within this structured environment, cadets are screened for officer potential as measured against field training standards. Motivation and professional development is achieved through various programs such as flight orientation, marksmanship, and survival training. Cadets in the four-year program participate in four weeks of field training. Cadets in the two or three year programs (exception for prior AF service) must attend the five week FT session, which is identical to the four week program plus 90 hours of the GMC curriculum. Field training is offered during the summer months at selected bases throughout the United States, usually between a student’s sophomore and junior years. Major areas of study include Air Force Orientation, Officer Training, aircrew/aircraft orientation, survival training, base functions and physical training.

Students applying for entry into the two or three year program must successfully complete five weeks of field training prior to enrollment in the Professional Officer Course. The major areas of study included in the five week Field Training program are essentially the same as those conducted at four-week Field Training, plus the academic curriculum of the General Military Course including Leadership Laboratory. No direct academic credit is awarded for Field Training.

Scholarships

Federal scholarships are available for “in-college” students and for high school seniors who apply prior to 1 December of their senior year. The Air Force has increased the number and dollar amounts of scholarships available, particularly for students already in college; in most cases, Air Force federal scholarships will cover all tuition for McKendree College. Contact the Unit Admissions Officer toll-free at 1-888-4AFROTC for more information.

Information

Further information about aerospace studies may be obtained by calling (314) 977-8311 or toll-free 1-888-4AFROTC.

Army ROTC

Army ROTC may be completed in several different ways as outlined below.

1. ---Four-year Option. Military Science is traditionally offered as a four-year option. It is best to start as a first year student, but special arrangements can be made for those who start as sophomores. The first two years of Military Science are voluntary without service obligation and are designed to give students a perspective on their leadership ability and what the Army can offer them. Students who decide to continue in ROTC and pursue a commission sign an agreement with the Department of the Army to accept a commission upon completion of the last two years of Military Science. In return, the Army agrees to provide a subsistence allowance (up to \$3000) and to provide all necessary uniforms and Military Science books.

2. ---Two-year Option. The two-year option is designed to provide greater flexibility in meeting the needs of students desiring commissions in the United States Army. McKendree students who do not participate in the four-year option or community college transfer students are eligible for enrollment. Basic prerequisites for the two-year option are as follows:

- a) --Students must be in good academic standing (minimum 2.0 GPA) and pass an Army medical examination.
- b) -Students must have two academic years of study remaining (undergraduate or graduate).

Undergraduate students must have junior status.

Students attend a six-week summer camp to obtain the knowledge acquired by students in the four-year option. Attendance at the basic camp DOES NOT obligate students in any way and is only intended to provide experience with Army life and its opportunities. Students earn up to 10 credit hours and are paid approximately \$750 for attendance at basic camp.

Simultaneous membership

Students who qualify for simultaneous membership (members of the Army Reserve or National Guard) can complete the military science program in two years and earn more than \$6,500 at the same time. Upon graduation, a student may request to stay in the reserve or select active duty.

Veterans

Veterans of any of the Armed Forces who are academically aligned may qualify for advanced placement and should contact the Military Science office for details.

The Center at Scott AFB

McKendree's Center at Scott AFB is located on Scott Air Force Base, Illinois.

The following six degrees may be earned through the Center at Scott AFB:

- Bachelor of Business Administration
- Bachelor of Business Administration in Accounting
- Bachelor of Business Administration in Management
- Bachelor of Business Administration in Marketing
- Bachelor of Science in Computer Science
- Bachelor of Science in Computer Information Systems

The Center at Scott AFB is designed to meet the needs of working adults. Students may receive academic advisement, register, and purchase textbooks in one convenient location. Most courses in the program are offered in an accelerated one-month format and meet three evenings per week for thirteen sessions each month. Some courses are offered in a six-week format. At least one course in each major is offered every month along with a required core curriculum course so that a student can complete all degree requirements at Scott AFB.

All courses offered at the Center at Scott AFB are approved for veterans' education benefits and military and company tuition assistance. Financial aid benefits are also available to students.

For additional information call the McKendree at Scott office at (618) 256-2006.

Servicemembers Opportunity College

McKendree College has been designated as an institutional member of Servicemembers Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary post-secondary education to members of the military throughout the world. As a SOC member, McKendree College recognizes the unique nature of the military lifestyle, and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the

Secretary of Defense and a consortium of thirteen leading national higher education association. It is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC).

The College may issue a SOC-type contract to non-military students whose employment requires them to relocate to an area from which pursuit of a McKendree degree would be unfeasible without such an arrangement.

Concurrent Admissions Program (ConAp)

ConAp is a joint program of the Army, Servicemembers Opportunity Colleges, and participating colleges to admit new soldiers to college at the time of enlistment. McKendree admits eligible soldiers on a full or provisional basis and defers enrollment until completion of active military service. The agreement is in effect for two years following completion of the initial enlistment for active duty soldiers or, for Army Reserve soldiers, two years after completing initial active duty for training.

Kentucky Campuses

The McKendree College Kentucky Campuses are located in Louisville and Radcliff. Programs are offered in convenient scheduling formats, geared to serve busy adults.

The following degrees are offered at the Kentucky Campuses:

- Associate of Science in Business Administration
- Bachelor of Business Administration
- Bachelor of Business Administration in Marketing
- Bachelor of Business Administration in Accounting
- Bachelor of Business Administration in Management
- Bachelor of Science in Nursing
- Bachelor of Arts in Organizational Communication
- Master of Business Administration
- Master of Business Administration – International Business Concentration
- Master of Science in Nursing – Management Concentration
- Master of Science in Nursing – Education Concentration
- Bachelor of Science in Information Technology

In addition to the above, a student may earn a minor in Management, Marketing, or Accounting.

Most courses for all undergraduate degrees except the Bachelor of Science in Nursing are offered in a one-month format and meet for twelve or thirteen sessions each month, depending upon the number of credit hours attempted. Classes are held during evenings or on Saturdays. Courses in the Bachelor of Science in Nursing Program meet one day per week in a traditional semester format.

Accreditations and memberships of the McKendree College Kentucky Campuses are listed on p. i of this catalog. The Kentucky Campuses are licensed by the Kentucky Council on Higher Education, and the programs offered are approved by the Kentucky State Approving Agency for Veterans Educational Benefits. Students enrolling in one three or four credit hour class each month are considered full-time for purposes of tuition assistance and veterans' benefits. A student may attempt to take more than one class per month only by permission of the Dean of Kentucky Campuses.

A personal interview is an integral part of the admissions process. During the interview, the prospective student receives an unofficial academic evaluation based upon high school and college transcripts. The student is also counseled in planning a degree program and is provided with information about the cost of attendance, financial aid, and application procedures. Criteria for admission are stated on p. 15 of this catalog. Exceptions to these criteria, particularly for adults who have not attended school for several years, may be considered on written appeal to the Provost or his designate.

Inquiries and requests for additional information should be addressed to one of the following:

McKendree College/Louisville
11850 Commonwealth Drive
Louisville, KY 40299
Tel (502) 266-6696
Fax (502) 267-4340

McKendree College/Radcliff
1635 W. Lincoln Trail Blvd.
Radcliff, KY 40160
Tel (270) 351-5003
Fax (270) 351-3888

Website: www.ky.mckendree.edu

Off-Campus Nursing Program

McKendree College offers a RN to BSN Completion program accredited by the National League for Nursing Accrediting Commission for graduates of diploma and associate degree nursing programs. The program is offered at the main campus, at the McKinley Education center in downtown Belleville, at various community college sites in southern Illinois and at Paducah, Louisville, and Radcliff, Kentucky. Requirements and procedures for admission to the program, as well as a description of the curriculum, may be found in the Courses of Study section of this catalog under Nursing.

The Washington Center for Internships and Academic Seminars

The Washington Center is an independent, non-profit organization for higher education. The Center offers internships and seminars in the Washington, D.C., area. These are designed to provide promising college students with opportunities to explore a possible career while establishing professional contacts and gaining work experience.

Internships, which last from 10 to 15 weeks, are offered in a variety of fields. A recent list included the fields of arts and humanities, business and economics, communications, politics, education, health and human services, international affairs, legal affairs, women's studies, and energy and the environment.

Seminars are focused primarily on leadership and political topics. Seminar activities include lectures, panel discussions, site visits, and briefings. Seminars, which are of one to three weeks duration, are scheduled during January, May, and August to coincide with break periods in the academic year.

Students interested in applying for either of these programs should contact the Office of Career Services for details. Academic credit for participation in the program is determined by McKendree College.

Harlaxton College

McKendree College participates in a program whereby students may apply for study at Harlaxton College. Harlaxton College is an extension campus of the University of Evansville located in England. The college is housed in a 100-room Victorian manor house in the English Midlands 110 miles north of London near Grantham. Approximately 150 college students, sophomores through seniors, attend Harlaxton each semester. The majority of them are from American colleges and universities. Students attending Harlaxton College pursue a unique interdisciplinary program integrating classroom work with travel. The aim of this program is to introduce the student to the broad development of British life and culture. Most students stay for one semester.

Study at Harlaxton College is open to all qualified students. Students wishing to apply to Harlaxton College should contact the McKendree College Office of Admissions.

Academic Programs and Policies

The Academic Calendar

McKendree College offers classes at a variety of sites around southern Illinois and Kentucky. At the Lebanon campus and the nursing centers, classes follow a normal semester pattern. At the other centers, classes are offered under a one-month accelerated program. For semester courses, the Fall term begins late in August and ends in mid-December while the Spring term runs from mid-January to early May. For classes on the accelerated program, the Fall term begins September 1 and ends December 31 during which time four one-month sessions are offered. The Spring term begins January 1 and ends May 31 and includes five one-month sessions. The Summer Term begins June 1 and ends August 31. Three one-month sessions are offered during this period along with other sessions of varying length depending on the courses offered. Other sessions of varying length are also offered in the Fall and Spring terms.

Degrees Offered

McKendree College awards the following baccalaureate degrees: BA – Bachelor of Arts, BS – Bachelor of Science, BBA – Bachelor of Business Administration, BFA – Bachelor of Fine Arts, B.M.E – Bachelor of Music Education, BSEd – Bachelor of Science in Education and BSN – Bachelor of Science in Nursing.

The Bachelor of Arts degree may be obtained in the major fields of biology, English, history, international relations, mathematics, music, music business, organizational communication, philosophy, political science, psychology, religious studies, social science, sociology, speech communication, and theater.

The Bachelor of Business Administration degree is offered in the major fields of accounting, business administration, economics/finance, management, and marketing.

The Bachelor of Fine Arts degree is offered in art and art education.

The Bachelor of Music Education degree is offered in music education.

The Bachelor of Science degree is offered with majors in athletic training, biology, chemistry, computer science, computer information systems, educational studies, health education, history education, mathematics, medical technology, occupational therapy and physical education.

The Bachelor of Science in Education degree is offered in the major fields of business education and elementary education.

The Bachelor of Science in Nursing degree is offered to registered nurses.

In addition to the degrees listed above, McKendree College offers an Associate in Science Degree in Business Administration at the Kentucky Centers and a Bachelor of Science Degree in Information Technology Management at the Kentucky and other off-campus centers.

McKendree College also offers Masters degrees in Education, Professional Counseling, Business and Nursing. Please see the Graduate Catalog for information on these degrees.

Degree Requirements

General

Degree Requirements:

1. --Students must declare their intent to graduate by completing a Degree Application (available in the Office of Academic Records) the semester prior to the anticipated graduation term.
2. --Complete a minimum of 128 credit hours with a minimum cumulative grade- point average (GPA) of 2.00;
3. --Complete all core curriculum requirements;
4. --Pass the writing proficiency examination and clear all continuing writing checks;
5. --Meet all requirements and performance standards for the major as contained in the catalog effective at time of matriculation. (Major requirements are presented in the Courses of Study section of this catalog under the appropriate discipline.) Students have the option to change to a subsequent catalog governing their degree requirements, but must meet all requirements of that catalog;
6. --Complete a minimum of 40 credits at the junior/senior level (courses numbered 300 or above);
7. --Degree seeking students on the Lebanon Campus must earn a minimum of 64 hours in residence. (Off-campus majors must earn a minimum of 32 hours in residence);
8. --Complete all degree requirements within eight (8) years of matriculation; and
9. --All outstanding transfer work must be received in the form of an official transcript by the college within 30 days of graduation. If the transcript is received after 30 days, the date of graduation will be changed to the next date of graduation following receipt of all outstanding transcripts.

Any course applied toward the completion of one major or minor may not also be applied toward the fulfillment of elective requirements in another major or minor. This does not apply to courses taken to fulfill a supplemental requirement of a major or minor.

Graduate level coursework from McKendree College or any other regionally accredited institution of higher education may not be applied towards an undergraduate degree at McKendree College.

Earning a second degree

Students seeking two baccalaureate degrees during a single period of attendance at McKendree College must complete all the requirements of each degree and accumulate an additional 32 McKendree College credits beyond the work taken to earn one degree. Therefore, a minimum of 160 hours would be required in order to receive two degrees. Students who have earned baccalaureate or masters degree(s) from any regionally accredited institution of higher education may earn another baccalaureate degree from McKendree College. The student must complete all core curriculum and major requirements in effect at the time of matriculation for the second degree. A minimum of 32 hours would be required.

Minor or another major after graduation

Students who wish to complete the requirements for a minor or another major after graduating from McKendree may do so and have that fact noted on their transcript if they complete the requirements within three (3) years of graduation and if all additional coursework after graduation applied to the minor or major is taken from

McKendree. The student must meet the major and/or minor requirements of the catalog for the year in which the additional course work begins.

Interruption of studies

If a student interrupts attendance at McKendree College for a period equaling or exceeding three consecutive calendar years, the student must re-enroll under the provisions of the catalog which is current at the time of his or her re-enrollment.

Students reentering McKendree after an absence of ten or more years may elect one of the following options:

1. --Treat all previous course work as transfer credit and retain only those courses with grades of C or better. The previous grade point average would not then be considered in determining academic standing.

2. --Retain all previous course work along with the grade point average.

The repeat/delete option may be used to improve the grade point average.

Declaration of Major

Students must officially declare a major area of study at the beginning of their Junior year. All students will be considered as having an undeclared major during their first year at McKendree and may declare a major at any point after their first year. Students transferring to McKendree College are advised to declare a major during their first semester so an academic adviser within their major area of study may be assigned. Students wishing to change a major or minor may do so by completing the appropriate form available in the Office of Academic Records.

Individually Designed Majors

A student may elect to participate in planning those courses which shall constitute his or her major field of concentration. The selection of these courses would reflect the student's educational and vocational objectives. It will be guided by the following policy.

1. -A student who feels that his or her goals can be more adequately served through an individually designed major rather than one of the standing majors will request his/her academic adviser to assist in the planning of that major.

2. -The student, in consultation with the academic adviser and the Dean of the College, will select another professor who will also assist in the planning of that major. At least one of the academic advisers must be from the core subject area.

3. -Once the major has been planned by the student and academic advisers, the Dean of the College and the academic advisers will meet as a group to grant or deny approval to the tentative program.

4. -The major will constitute a total of not fewer than 40 hours with a core of 24 hours in a given subject area. At least 50% of the coursework applied to the major must be taken at McKendree College.

5. -The proposal of what constitutes the major must be submitted for final approval to the Dean of the College not later than one year prior to anticipated graduation. Any amendments or changes in the proposal must have the approval of the academic advisers and the Dean of the College.

6. -Although students are encouraged to complete the procedures outlined above as early in the college career as possible, the individually designed major must be submitted prior to the accumulation of 92 hours either in residence or transfer.

Policies Governing Independent and Directed Study

1. -----In order to enroll for independent study, a student must have completed 15 credit hours of study in the subject area and have an overall cumulative GPA and subject area GPA of 3.0.

2. -----Outstanding underclassmen who may wish to pursue independent study must apply through their faculty adviser, the faculty mentor of the study, and the division chairperson.

3. -----In addition to the forms required for registration in independent study, an application form which will state the nature of the project for reading, a tentative outline, and bibliography will be required.

4. -----The request form must be submitted at the time of registration.

5. -----The approval of the faculty adviser, faculty mentor of the study, the division chairperson, and the Dean of the College is required.

6. -----No more than nine hours may be taken in independent study.

7. -----A rather extensive research paper or its equivalent will be required for independent study.

8. -----Students enrolled in independent study must meet with the faculty on a regular basis for a discussion of their study.

9. -----Directed Study is an option by which students can petition a qualified instructor to teach a standing course, at the discretion of the instructor, that is not offered in the schedule of classes in the current semester.

Such an option is intended to be used very sparingly and only in cases of a dire need to graduate on time, and every effort should be made by advisers to place students into the courses they need when they are offered. A student may not opt for more than one Directed Study (up to 4 hours) to count toward graduation. Directed Studies require the approval of the faculty member offering the course, the chair of the division in which the course is housed, and the Dean of the college.

Transfer of Credit

McKendree College will accept undergraduate work in transfer from regionally accredited institutions. For institutions without regional accreditation, transfer will be considered if the credibility of the institution can be supported by the “three letter rule,” which provides that it is the responsibility of the student to provide three letters from regionally accredited institutions certifying that they will accept credit from the institution from which the student is seeking the transfer. All transfer credits must meet the following criteria:

1. ----The student must have earned a grade equivalent to C or higher (2.0 on a 4.0 scale).
2. ----Credit will be awarded for prior learning when such learning can be directly equated to specific subject course areas that are regularly offered as part of the McKendree degree programs, and when transfer hours may be applied toward fulfillment of core curriculum, major or upper level requirements.
3. ----No more than 96 credit hours will be accepted toward a degree from any combination of transfer credit and prior learning assessment.
4. ----For degree seeking students on the Lebanon Campus no more than 64 semester hours may be accepted in transfer from the following combined sources: junior and community colleges offering only two-year degree programs; CLEP, PEP, NLN, APT, and DANTES examination programs; ACE-approved training programs, military or civilian; and credit for demonstrated proficiency at the first year or sophomore level. For all external, off-site program students, no more than 70 semester hours may be accepted in transfer from the above.
5. ----Scores at or above the 75th percentile on CLEP general examinations are accepted as elective credit, but will not fulfill any requirement. Elective credit will be awarded for CLEP general examinations when scores are submitted within the first semester of matriculation at McKendree College. CLEP general examinations will not be accepted as part of the last thirty two credit hours taken toward graduation. Elective credit will not be awarded at any time for CLEP subject examinations that either duplicate or precede courses taken in residence or transferred to McKendree College. Application of credit for CLEP subject examinations toward a major or minor is at the discretion of the appropriate division with each division determining the criteria for acceptance. A score at or above the 60th percentile is required.
6. ----Following matriculation, students are expected to take their coursework at McKendree. A student desiring to take a course at another institution for transfer to McKendree must request to do so by completing the appropriate form supplied by the Office of Academic Records. If the request is approved, the course may be transferred to McKendree within the limits of the College’s normal transfer policies (see 1–4 above).
7. ----Credit earned more than 15 years prior to matriculation at McKendree College will be subject to divisional evaluation to determine acceptability.
8. ----A student must complete 60 letter-graded hours at McKendree to be considered for Latin honors at graduation.
9. ----All postsecondary transcripts from international institutions (excluding institutions with whom McKendree has an established study abroad program) must be evaluated by a credential evaluation agency. Please contact Educational Credential Evaluators, Inc. at www.ecs.org or (414) 289-3400 or World Educational Services at www.wes.org or (800) 937-3895 for more information. Fees may range from \$0-\$200 for a complete credential evaluation. Please allow three to six weeks for the evaluation.

Quarter hours transferred to McKendree College will be converted to semester hours by multiplying by a factor of .67.

Letter grades earned at other institutions are not used in calculating a student’s grade point average at McKendree College.

Credit for Prior Learning

Credit is awarded for prior learning when such learning can be directly equated to specific subject areas that are regularly offered as part of the McKendree degree programs. The assessment processes described below are intended for use when students claim prior college-level learning that cannot be credited through the normal transfer process because it was not acquired in a college or university setting. These assessment processes, however, are not intended as a “credit for life experience” policy. McKendree does not award credit for life experience. Credit is given only for demonstrated, college-level learning in areas the faculty has judged appropriate as elements of a McKendree education.

Credit by standardized examination

The College recognizes several nationally accepted college level achievement examinations, including:

1. -Advanced Placement Examinations of the College Board;
2. -The College Level Examination Program (CLEP) of the Educational Testing Service;
3. -The Proficiency Examination Program (PEP) of American College Testing; and
4. -The Defense Activity for Nontraditional Education Support (DANTES) examinations.

These examination programs usually include both general and subject examinations, with the general examinations testing the student's background in a broad area of educational development, and the subject examinations testing mastery of a specialized field of knowledge. For most subject examinations, the faculty has approved the awarding of credit toward major field and liberal arts core requirements, as well as elective credit. For the general examinations, however, only elective credit is awarded.

Credit for approved training programs

Learning gained through military training and experience may be credited when the training experience for which the student seeks credit has been evaluated by the American Council on Education and listed in the Council's Guide to the Evaluation of Educational Experience in the Armed Services. Similarly, learning gained through training and experience in civilian work is creditable if it is listed by the Council's Program on Non-Collegiate Sponsored Instruction (PONSI). McKendree also grants up to 32 hours of credit for successful completion of the Certified Professional Secretary examination, provided that credit awarded for this certification is not duplicated by other academic credit the student may receive for study at McKendree or elsewhere.

Credit for demonstrated proficiency

Academic credit may also be awarded for successful completion of an examination or demonstration of proficiency in an area corresponding to a course listed in this catalog. Students wishing to apply for credit by this process must obtain the advance approval of the Dean of the College and a faculty examiner to be designated by the Dean in consultation with the appropriate Division Chair. Procedures and content for the examination or demonstration of proficiency will be determined by the faculty examiner, subject to the approval of the Dean. These procedures will vary somewhat depending on the field of study involved, but will usually include both a written and an oral examination or exercise. In some fields actual performances in real or simulated settings (concert halls for musicians, for example, or classrooms for education students) will also be required at the examiner's discretion. Examiners may also require letters of assessment from competent third parties who are familiar with the student's proficiency. Even a highly accomplished student seeking credit for demonstrated proficiency should therefore expect to spend several weeks, or as long as a semester, preparing a demonstration of proficiency. The following regulations and limitations apply:

1. -Students must complete all demonstrations of proficiency prior to accumulating 100 semester hours of credit toward a McKendree degree; demonstrations of proficiency are not admitted for academic credit after that time. No student is eligible for more than 64 credits for any combination of demonstrated proficiency, CLEP, PEP, Advanced Placement, and ACE-approved training programs.
2. -The faculty examiner assigns a letter grade to the demonstration of proficiency, and that letter grade is recorded on the student's transcript. Only demonstrations of proficiency graded at the level of B or higher are accepted as credit toward the degree.
3. -To receive the approval of the faculty examiner and the Dean of the College to attempt a demonstration of proficiency, the student should be prepared to provide grounds for expecting the demonstration to succeed at the B grade level or better. The Dean and the examiner may deny permission to attempt the demonstration when these grounds are not made clear.
4. -Permission to attempt a demonstration will not ordinarily be granted in cases in which a nationally standardized test (Advanced Placement, CLEP, PEP, DANTES) is available.
5. -Grades for demonstrations of proficiency are treated as if they were grades for courses transferred from other institutions, in that they are not counted when computing grade point average or completion of minimum College residency requirements.
6. -Since the demonstrated proficiency policy is intended primarily for experienced adult students, and since McKendree's physical education requirement does not apply to students over age 23, the College does not permit demonstrations of proficiency for academic credit in physical education activities courses. However, noncredit demonstrated proficiency is allowed for these courses (see next section).
7. -An assessment fee of \$80 per credit is charged for demonstrations of proficiency to defray the cost of faculty overtime required and the administrative cost of recording and monitoring credit for demonstrated proficiency. This fee is payable after permission to attempt a demonstration has been obtained and must be paid prior to the demonstration itself.

Noncredit proficiency demonstrations

Students may also be permitted to attempt a proficiency demonstration on a not-for-credit basis, for purposes of waiving coursework that would otherwise be required. The procedure for noncredit proficiency demonstrations is the same as for demonstrations for credit, with the following variations:

1. -The faculty examiner must certify that the student has demonstrated proficiency at a level equivalent to a grade of C or better.
2. -Noncredit proficiency demonstrations may be permitted in physical education activities courses.
3. -The assessment fee for noncredit proficiency demonstrations is \$65 per credit, based on the number of credits earned in the equivalent McKendree catalog course.

Class and Status

To be classified as full-time, a student must be registered for at least 12 credit hours of course work per term. For admission to the sophomore year, a student must have successfully completed 28 credits; to the junior year, 60 credits; to the senior year, 92 credits. Incoming students may be prevented from registering for classes for a second term if admission and academic files, including high school transcripts and transcripts of all coursework attempted at other institutions, are not complete.

Maximum Course Load

During the Fall or Spring session, a student may register for no more than 18 credit hours of coursework without the written permission of his or her academic adviser. Registering for more than 22 credits requires approval by the Provost of the College or, in Kentucky, by the Dean of the Kentucky Campuses. During the Summer term, a student may register for no more than 14 credit hours of coursework without the written permission of his or her academic adviser. Exceptions to these policies may be granted for students who have demonstrated excellence in prior academic work.

Course Deletions/Additions

Students may drop or add courses according to the schedules posted by the Office of Academic Records for each semester. Drops and adds are not effective until recorded by the Registrar. A course may not be added after one week from the first class meeting.

Withdrawals

Withdrawal from a course is not official until a drop/add form has been received by the Registrar. Students may withdraw from courses according to the following schedule.

Full terms

1. -Up to the end of the 5th business day of class sessions, students may withdraw from a class without any notation appearing on the permanent record.
2. -From the 6th day to the end of the 20th day, a grade of W will be recorded.
3. -From the 21st day to the end of the 50th day, the instructor will assign a grade of WP or WF.
4. -After the 50th day, a grade of WF will be recorded unless circumstances merit special consideration by the Dean of the College. For classes lasting for one half of the semester, the withdrawal schedule is adjusted accordingly.

One month or six-week classes

1. -Students may withdraw prior to the beginning of the third class without any notation appearing on the permanent record.
2. -From the third through the sixth class, the instructor will assign a WP or WF.
3. -After the seventh class, a grade of WF will be assigned unless circumstances merit special consideration by the Dean of the College.

Class Attendance

Students voluntarily absenting themselves from class meetings assume responsibility for sanctions imposed by the instructor. Each instructor has the responsibility of making clear to the students in writing what the attendance policy will be in each course. Unless otherwise stated, three hours of unapproved absence are the maximum allowable without academic penalty.

Severe Weather Policy

Under severe weather conditions, College officials will announce whether the College is open, closed, or on a snow schedule. Announcements will be made on KMOX radio (1120 AM) and KMOV television (Ch. 4.)

Snow schedule – Classes beginning at 8:00 a.m. and 9:00 a.m. are cancelled; 9:30 a.m. classes will begin at 10:00 a.m. Normal class schedule resumes beginning with 10:00 a.m. classes. All offices open at 10:00 a.m.

VA Policy on Class Attendance

According to the “Veterans Education and Employment Assistance Act of 1976,” veterans who are absent from a class for an excessive amount of time must be reported for non-attendance to the Veterans Administration. The veteran’s last date of attendance is determined by the instructor’s roll book.

A veteran or eligible person will receive no benefits for a course audited.

Academic Honesty

As a campus of scholars and learners, McKendree College promotes the highest standards of academic integrity for all members of the community—students, faculty, and staff. Specifically, students may not plagiarize: they may not appropriate the words (verbal or written), ideas, music, computer code, test answers, research, or any other work of any other person in any work submitted to McKendree College for informal or formal evaluation without full, complete, and proper citation. Plagiarism includes direct quotation, summary, or paraphrasing without full acknowledgement of the source of those words, ideas, and concepts. Plagiarism can occur with intent, and it can take place inadvertently; it is academic dishonesty regardless, and McKendree College does not tolerate such behaviors. Furthermore, students may not cheat on tests nor submit the same assignment for different classes; students may not submit the work of another student as their own. That is, students may not copy papers, test, exam, or quiz answers; they may not provide a substitute test-taker; they may not change already evaluated work for re-evaluation; they may not use “cheat sheets” or other unauthorized test, exam, or quiz grades. When those standards are violated by students, the College has in place serious consequences.

Consequences for academic dishonesty:

1. -First, when a faculty member suspects or learns of an instance of academic dishonesty on the part of a student, the faculty member may take any of the following steps at the discretion of the faculty member:
 - a) -The faculty member may allow the student to resubmit the assignment, or re-take the exam, test, or quiz for full credit.
 - b) -The faculty member may reduce the grade earned by the student for the specific assignment by whatever factor the faculty member deems appropriate.
 - c) -The faculty member may fail the student on the particular assignment.
 - d) -The faculty member may reduce the grade earned by the student for the course itself.
 - e) -The faculty member may fail the student for the course itself.
2. -Second, in addition to the academic consequences outlined as I.A-E, the faculty member may elect to bring the student in front of the Faculty Academic Integrity Committee (FAIC), consisting of three full-time faculty members and the Provost of the College. The faculty member will present to the FAIC all available evidence of serious or repeated plagiarism on the part of the student; the student will have the opportunity to explain, disprove, and otherwise answer charges of academic dishonesty. The FAIC, after thorough discussion, may impose any of the following sanctions on the student:
 - a) -The student will receive a disciplinary letter from the Provost, warning the student that continued academic dishonesty will not be tolerated by this College.
 - b) -Administrative removal from the class, with an automatic and irreversible “F” for the class. The student will not be permitted to take the class again and the student’s transcript will indicate that the “F” is the result of an internal judicial process demonstrating academic dishonesty.
 - c) -Suspension of the student from the College for at least one full academic semester following the adjudication of the student as academically dishonest.
 - d) -Expulsion of the student from College.

The Provost of the College will retain all files relating to faculty discussions of possible student academic dishonesty for a period of at least five years following the student’s graduation or dismissal from the College.

The FAIC will consist of three full-time faculty members, selected by the Academic Affairs Committee, and the Provost.

Grading System

McKendree College uses the following grading system:

A 4 quality points per credit hr.

| | |
|---|-----------------------------------|
| A- | 3.7 quality points per credit hr. |
| B+ | 3.3 quality points per credit hr. |
| B | 3 quality points per credit hr. |
| B- | 2.7 quality points per credit hr. |
| C+ | 2.3 quality points per credit hr. |
| C | 2 quality points per credit hr. |
| C- | 1.7 quality points per credit hr. |
| D | 1 quality point per credit hr. |
| F | 0 quality points per credit hr. |
| I — Incomplete | 0 quality points per credit hr. |
| W — Withdrawal without attempted credit | 0 quality points per credit hr. |
| WP — Withdrawal while passing | 0 quality points per credit hr. |
| WF — Withdrawal while failing | 0 quality points per credit hr. |
| P — Pass (C or better) | 0 quality points per credit hr. |
| AU — Audit | 0 quality points per credit hr. |
| WA — Administratively withdrawn | 0 quality points per credit hr. |
| WW — Withdrew without permission | 0 quality points per credit hr. |

Students may choose a Pass/C-/D/Fail grading system for courses other than the following: (1) ENG 111, (2) ENG 112, (3) any course taken to fulfill the requirements for a major or a minor, and (4) any course with a catalog description specifying that this system is not applicable. A student may take a maximum of three (3) courses using the pass/C-/D/Fail option during the course of their studies at McKendree. Courses for zero (0) or one (1) hour of credit are exempt from the three course limit.

A grade of Pass will indicate a letter grade of C or better but will not apply toward calculation of grade point average. Application for the Pass/C-/D/Fail grading option must be made prior to the last day of the add period and is irrevocable. Grades of C- or D are recorded as letter grades and are calculated in the student's grade point average.

A student who will not complete course requirements by the end of the semester may request a grade of Incomplete from the instructor prior to the final examination. A student receiving an incomplete has until the end of the next semester to finish the required work and to have a grade assigned. If no grade is assigned at the end of the next semester, the incomplete will revert to a grade of F.

Any student with an incomplete who has applied for graduation will have until the next date of graduation to complete the course requirements. If an extension is required, the date of graduation will be changed to the next date of graduation following completion of the requirement.

A student who officially withdraws from a course receives either no grade or a grade of W, WP, or WF depending upon the circumstances and timing of the withdrawal. (See section on withdrawals.) Grades of W and WP are not included in computation of the grade point average, but a grade of WF is included. A grade of WW indicates the student never officially withdrew from the course and is included in the computation of the grade point average. A grade of WW is permanent and cannot be changed.

Honors at Graduation

Students graduating from McKendree College may be awarded Latin honors. The criteria are (1) completion of 60 or more letter-graded hours at McKendree and (2) achievement of the required minimum cumulative grade point average (3.600 for cum laude, 3.750 for magna cum laude, and 3.950 for summa cum laude.)

During any term, students demonstrating outstanding academic achievement by completing at least 12 letter-graded hours with a GPA of 3.600 or better qualify for the Dean's List. Those completing at least 12 letter-graded hours with a GPA of 4.000 qualify for the President's List.

Repeat/Delete

A course taken at McKendree College may be repeated at McKendree College. No course may be taken under the repeat/delete provisions except at McKendree College. Refer to the section on financial aid for impact on level of aid received when repeating courses in which a passing grade was recorded. The following conditions apply:

1. -A course can be repeated no more than two (2) times.
2. -All grades will appear on the permanent record.
3. -For the purpose of computing grade point average and total hours earned, the student taking a repeat/delete will be credited with the highest grade earned for all attempts.

4. -If a course has dropped in credit level (for instance from 4 to 3 hours), the residue credit not covered by the repeat will be reflected on the transcript at the grade originally awarded and will be computed in the grade point average, unless extended credit is earned and awarded.

Grade Changes

No grade may be changed more than sixty (60) days after the end of the grading period in which that grade was assigned. A grade may be changed if, and only if, an error was made in the calculation of that grade, or in the recording of that grade, or as a result of a grade challenge.

Probation, Suspension, Dismissal

The measure of the student's academic performance will be reported to the Provost of the College upon the completion of the Fall Term, the Spring Term and the Summer Term. A student will be placed on academic probation when he or she fails to meet the minimum academic standards stated in the following schedule:

| | |
|----------------------------------|-------------------------------------|
| 12 – 27.9 credit hours attempted | 1.75 cumulative grade point average |
| 28 – 59.9 credit hours attempted | 1.9 cumulative grade point average |
| 60 – 91.9 credit hours attempted | 2.0 cumulative grade point average |
| 92 or above cr. hrs. attempted | 2.0 cumulative grade point average |

No student will be placed on probation who has attempted fewer than 12 hours at McKendree College.

During the probationary term a maximum course load of 12 hours may be attempted — a restriction which may affect the level of financial aid received. If a student fails to achieve a cumulative grade point average which satisfies the standards stated above, then he or she will be deemed not to be making satisfactory progress toward a baccalaureate degree and will be suspended for one term. A student who remains on probation for two (2) consecutive terms may be placed on suspension upon review of the Academic Standing Committee. Suspensions may not be served during the Summer Term.

If re-admitted following suspension, the student must then meet the standards posted above during the first reporting period subsequent to re-admission. Should the minimum cumulative grade point average not be satisfied, the student will be dismissed from McKendree College.

Any student whose semester grade point average for one reporting period is less than 1.0 may be subject to review and to action by the Academic Standing Committee. The College may suspend or dismiss a student for non-academic reasons.

Probationary and provisionally admitted students are required to enroll for a study skills class or participate in other programs of the Learning Resource Center. All students who score 10.5 or below on the California Reading Test must enroll in LRC 101.

Challenges to Academic Decisions

Students who think that their work has been improperly evaluated or who think that they have been unfairly treated in any academic decision may use the following grievance procedures:

1. --A student must first contact and hold a personal conference with the appropriate faculty member, administrator, or decision-making unit involved no later than twenty-one (21) calendar days after the first class day of the next semester (at the off-campus centers, twenty-one (21) days after grades are received) to see if the problem(s) can be resolved.
2. --If the problem cannot be resolved through action 1, and if the student wishes to proceed further, he or she must submit a written explanation of the problem to the chair of the appropriate division, who will attempt to assist the student and the faculty member, administrator, or decision-making unit in bringing the problem to a satisfactory conclusion. If the chair of the division is being named in the petition, the student shall proceed to step 3 of the process. This step shall be completed within fifteen (15) calendar days following the completion of step.
3. --If the problem cannot be resolved through action 2, and if the student wishes to proceed further, he or she must submit a written petition to the Dean of the College/or Designee, who will attempt to assist the student, the faculty member, administrator, or decision-making unit, and the chair of the division in bringing the problem to a satisfactory conclusion. This step shall be completed within fifteen (15) calendar days following completion of step 1 and/or step 2 as appropriate.
4. --If the problem cannot be resolved through action 3, and if the student wishes to proceed further, he or she must submit a written petition to the Faculty Committee on Academic Affairs through its chairperson, the Dean of the College/or Designee. The student submitting the petition has a right to appear before the Committee, as does the faculty member, administrator, or decision-making unit. The Faculty Committee on Academic Affairs will designate the time and place for the meeting. The student has the right of counsel at the hearing, including legal counsel, to act as an adviser, but the student must represent himself/herself. (An education major appealing a matter pertaining to the teacher education program may, however, be represented by legal counsel speaking on

behalf of the student.) This step shall be completed within thirty (30) calendar days following the completion of step 3. Records of these proceedings will be recorded as provided by the provisions stipulated in the McKendree College Student Handbook, section 2.00 Records.

A simple majority vote of the Faculty Committee on Academic Affairs will constitute a decision. The voting will be by secret ballot. The Dean of the College/or Designee, who serves as Chairperson of the Faculty Committee on Academic Affairs, chair of the division, and any member of the Faculty Committee on Academic Affairs who is named in the petition, shall not be entitled to vote on the matter. Parties involved in the dispute may not be in attendance whenever the Academic Affairs Committee discusses and votes on the complaint. Within five (5) calendar days of the meeting, the parties involved in the dispute shall receive written notification of the decision of the Faculty Committee on Academic Affairs.

Within fourteen (14) calendar days from the date that the parties involved are informed of the committee's decision, either party may appeal the committee's decision to the President of the College. The President has the authority to rule in favor of the appealing party or accept the committee's decision. However, if the President decides to rule in favor of the appealing party, the President shall schedule a meeting with the Faculty Committee on Academic Affairs to discuss the rationale for the ruling. The appealing party may be present at this meeting. This meeting shall take place before official notification of the President's decision is provided in writing to the parties involved. Within fourteen (14) calendar days the President shall provide the parties involved with official notification of the decision.

Every effort shall be made to expedite and complete this process according to the time frames established by this policy.

Family Educational Rights and Privacy

McKendree College accords all the rights under law to students. The College will not provide access to nor disclose any information from students' educational records without the written consent of students except as permitted by law within the institution, to other institutions at which students seek to enroll, to individuals or organizations which provide financial aid, to accrediting agencies carrying out their function, to comply with a judicial order, or in an emergency to protect the health and safety of individuals.

Within the McKendree community, only those members acting in the students' educational interest will be allowed access to students' educational records. These members include the Dean of the College, the Registrar, academic advisers, the Vice President for Financial Affairs, the Dean of Students, the Director of Admissions, the Coordinator of Financial Aid, the Director of Multicultural Affairs, and scholarship committees with a need to know.

Unless specifically requested otherwise in writing to the Registrar, the College may disclose Directory Information, which includes name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent educational institution attended, participation in activities and sports, and weight and height of members of athletic teams. Requests of non-disclosure of Directory Information must be submitted annually within two weeks of the start of the term.

Students have the right to review their educational records, to challenge contents thereof, to have hearings on challenges and to submit explanatory statements for inclusion in the record. Students who wish to review their records must make written request to the Registrar, who coordinates review procedures for educational records. With certain exceptions (financial hold), students may have copies made at their expense.

Students may not review financial information submitted by their parents.

Procedures to request a change in educational records are similar to those listed in this catalog under Challenges to Academic Decisions.

The Office of Academic Records can provide additional information on the Family Educational Rights and Privacy Act.

Continuing Writing Check

All McKendree students are subject to continuing writing checks by the faculty. A faculty member who judges a student's writing to be below the standard acceptable for a McKendree graduate may refer the student to the Learning Resource Center for either assistance only or a Continuing Writing Check (CWC). This is accomplished by completing the referral form available in the faculty secretaries' offices.

A student who is referred to the Learning Resource Center will be tutored to correct writing deficiencies. Referral for assistance only does not affect the student's status for graduation. A referral for a CWC, however, will be noted by the faculty member on the midterm or final grade sheet. The student cannot graduate until the referral has been cleared. A referral may be cleared only by the Writing Proficiency Committee after evaluation of samples of the student's writing. A student cleared of a previous referral remains subject to future referrals.

Writing Proficiency Examination

Every student must pass a Writing Proficiency Examination (WPE) in order to graduate from McKendree College. Students taking the WPE are given up to three hours to write an essay. This allows sufficient time to write a rough draft and a final copy for grading.

Students who are enrolled in or have completed English II (ENG 112) are eligible to take the WPE. All students are required to take the WPE within one semester of completing ENG 112 (unless an extension has been granted by the WPE coordinator). Students who do not fulfill this requirement are subject to restrictions on registration for other courses.

Grades are assigned by the Writing Proficiency Committee as pass, fail, or recommend. A pass satisfies the writing proficiency requirement. A recommend satisfies the requirement but may include a referral for a writing proficiency check. A student referred for a CWC is required to work further on his or her writing through the Learning Resource Center until the Director, in consultation with the WPE coordinator, determines that the student has adequately overcome the designated problem(s) in writing.

A student who has completed both required semesters of English composition (ENG 111 and ENG 112) but fails the Writing Proficiency Examination must register for a two credit-hour course, ENG 114 (or an approved equivalent), in the next semester of enrollment, or else registration will be restricted. English 114 is designed to give the student further practice in the basic writing skills required to pass the WPE. Upon completing ENG 114 or equivalent, the student must retake the WPE. Should the student fail the examination a second time, he or she would not be required to enroll again in ENG 114 (unless the student fails ENG 114, in which case he or she would be required to take that course as a repeat-delete). Instead, the student would be required to get extensive tutoring (verified by the Learning Resource Center) before taking the examination for the third (and final) time. A student who fails the WPE a second time must take the exam a third time within one calendar year of the second failure. A third failure of the WPE will entail dismissal from McKendree College.

All students applying for transfer credit equivalent to ENG 111 and ENG 112 must take the WPE within the first semester of enrollment. Students failing to do so will be restricted in registering for courses until the requirement is met. Transfer students who fail the WPE must follow the procedure outlined above. Any student within 32 credit hours of graduation who has not passed the WPE would be classified as a non-degree student until the proficiency requirement is met.

Foreign Language Requirements

Students pursuing a major that requires a foreign language must complete a minimum of two semesters of a single foreign language or equivalent (calculated at two semesters of high school language equal to one semester of college language). If high school foreign language courses are used to fulfill this requirement, then they must have been completed within the last five years, or alternatively the student may take an appropriate placement exam.

If a student wishes to use course-work completed before enrollment at McKendree College in order to meet part of the foreign language requirement, the requirement may be completed by taking any needed additional hours in a different foreign language if the courses taken previously are in a language not offered at McKendree. The total semester hours (or the equivalent as stated above) of the requirement would in such a case remain the same, but the stipulation that the work be in a single foreign language would be waived for such a student.

College-level foreign language study showing a grade of C or better in the most advanced course being transferred is acceptable in full or partial satisfaction of the foreign language requirement.

The phrase "or equivalent" as used above means that high school foreign language study showing a grade of C or better in the most advanced course being applied to waiver is acceptable in satisfaction of the foreign language requirement at the rate of one year of high school study for each semester of college study required.

Illinois Articulation Initiative

McKendree College is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed General Education Core Curriculum between participating institutions. Completion of the General Education Core Curriculum at any participating college or university in Illinois assures transferring students that general education requirements for an associate or bachelor's degree have been satisfied. This agreement is in effect for students entering an associate or baccalaureate degree-granting institution as a first-time student in summer 1998 and thereafter.

Students should be aware that individual colleges have specific courses within general classifications needed for satisfying core requirements for graduation. In keeping with the McKendree College mission, its status as a liberal arts college, and the 15 hours permitted under the IAI, these requirements are the following: Literature (3 hours), Computer Literacy (3 hours), Philosophy or Religion (3 hours), Cross Cultural Studies (3 hours), and History (3 hours). Students must also take two writing intensive (W) courses and must pass the Writing Proficiency Examination (WPE).

McKendree College strongly recommends that students use its core as a guide when selecting courses in social science and fine arts. (See the core curriculum requirements in this catalog.) (Note that McKendree

College stipulates history in the humanities rather than in social science.) Students seeking certification in education should see state requirements listed under Education in this catalog.

Research Institutional Review Board

The Institutional Review Board (IRB) at McKendree College has been established to review research involving human participants in order to assure adequate safeguards for those who voluntarily choose to engage in research projects. Any faculty members or students who conduct research using human participants should consult the IRB website for more information on the ethical use of human participants and applying for IRB approval.

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Assistant to Vice President of
Administration and Finance
B.S., Southern Illinois University
at Edwardsville

Shirley Jacob, M.S.
Director of Human Resources
B.S., McKendree College
M.S., Webster University

Edward M. Willett, B.A.
Director of Operations
B.A., McKendree College

Office of Institutional Advancement

Jerry K. Thomas, J.D.
Vice President for
Institutional Advancement
B.A., McKendree College
J.D., University of Tulsa

Scott L. Billhartz, M.B.A.
Director of Advancement Services
B.A., McKendree College
M.B.A., Southern Illinois University
at Edwardsville

Elizabeth A. Buehlhorn
Administrative Assistant
to the Vice President for
Institutional Advancement

Jeff R. Campbell, M.P.A.
Director of Alumni Relations
B.A., McKendree College

M.P.A., Southern Illinois University
at Edwardsville

Brian G. Dulski, B.A.
Director of Major Gifts
B.A., Allegheny College

Rev. B. Timothy Harrison, M. Div.
College Chaplain and
Director of Church Relations
B.A., Bethany College
M.Div., Emory University

Kim F. Lohring, M.A.
Director of Media Relations
A.A.B., Cincinnati Institute of Technology
A.A.S., Community College
of the Air Force
B.S., New School for Social Research
M.A., Webster University

Patricia S. Mesnard
Coordinator of Gift Entry

Kari B. Stephens, B.A.
Director of Annual Giving
B.A., Southern Illinois University
at Carbondale

Office of Student Affairs
Todd A. Reynolds, Ph.D.
Vice President for Student Affairs
and Associate Professor of History
B.A., M.A., Eastern Kentucky University
Ph.D., Ohio State University

Margaret A. White, M.A.
Director of Student Support Services
B.S., Southern Illinois University
at Carbondale
M.A., St. Louis University

Brent Reeves, B.A.
Director of Multicultural Affairs
B.A., Washington University

Craig Robertson, B.A.
Director of Campus Activities
B.A., Millikin University

Kentucky Campuses
Glenn Rodriguez, Ph.D.
Dean, Kentucky Campuses
BSIE, University of Puerto Rico
M.B.A., Marshall University
Ph.D., University of Louisville

Jennifer L. Atkisson, B.B.A.
Director of Admissions and Corporate
Learning for the Kentucky Campuses
B.B.A., McKendree College

Karen Gerstner, B.S.
Director of the Louisville Campus
& Academic Advising for the
Louisville Campus
B.S., Southern Illinois University
at Carbondale

David S. Kurtz, B.S.
Senior Coordinator of Information
Technology, Kentucky Campuses
B.S., McKendree College

Connie Redmon, M.A.E
Director of Radcliff Campus
B.S. Eastern Kentucky University
M.A.E., Western Kentucky University

Howard Rutledge, M.B.A.
Academic Advisor and Assistant
to the Director
B.B.A., McKendree College
M.B.A., Webster University

Academic Records

Deborah L. Larson, M.A.
Assistant Dean and Registrar
A.S., Christ for the Nations Institute
M.A., Covenant Theological Seminary

Jennifer R. Lerch, M.A.
Assistant Registrar
B.A., McKendree College
M.A.E.D., McKendree College

Athletics

Harry Statham, M.S.
Director of Athletics
and Men's Basketball Coach
Assistant Professor of Education
A.B., McKendree College
M.S., University of Illinois

Scott Cummings, B.S.
Sports Information Director
B.S., Union College

Career Services

Joni J. Mitchell, M.A.
Assistant Dean for Career Services
B.S., Illinois State University
M.A., Webster University

Jennifer Pickerell, M.A.
Director of Career Services
B. A., McKendree College
M.A., Webster University

Anne L. Dulski, M.A. Ed.
B.A., University of Mississippi
M.A., McKendree College

External Programs

Melissa Meeker, M.A. Ed.
Director of Student Services
for External Programs
B. S. Ed., McKendree College
M. A. Ed., McKendree College

Thomas A. Pawlow, M.S.
Associate Dean, McKendree at Scott
B.S., St. Louis University
M.S., North Dakota University

Pamela Chambers, B.S.
Assistant Director, McKendree at Scott
B.S., Eastern Illinois University

Debbie Sanders, B. S. Ed.
Student Services Specialist
B. S. Ed., McKendree College

Information Technology
Darren K. Robards, B.S.
Acting Director of
Information Technology
B.S., Eastern Illinois University

James R. Brierly
Information Technology Technician

Poorna Cherukuri, M.S.
Systems Analyst
B.S., M.S., Southern Illinois University
at Edwardsville

George N. Kriss, B.S.
Technology Support Specialist
B.S., McKendree College

Jill M. Weil
Assistant Director
of Information Technology

Instructional Media
John Graham, M.S.
Instructional Media Specialist
B.S., Troy University
M.S., Florida Institute of Technology

Learning Resource Center
Clarissa B. Melvin
B.A., M.A., Hampton University

Library
William C. B. Harroff, M.L.S.
Reference and Information
Technologies Librarian
B.A., Purdue University
M.L.S., Indiana University

Deborah J. Houk, M.L.S.
Technical Services Librarian
Instructor
A.A., Belleville Area College
B.A., McKendree College
M.L.S., University of Missouri

Safety and Security
Monte C. Lowrey
Superintendent, Safety and Security

Student Health Services
Mary Frances Daylor, R.N.
Director of Health Services

Robert Clipper, Ph.D., LMFT
College Psychologist
B.A., Southern Illinois University
at Edwardsville

M.A., University of Missouri
at Kansas City
Ph.D., St. Louis University

Emeriti administrators and faculty

David Ahola, Ph.D.

Professor Emeritus
of Political Science 2003
B.S., Mansfield State University
M.A.T., Brown University
Ph.D., Syracuse University

Ted Anderson, Ph.D.

Professor Emeritus of Biology 2004
B.A., University of Kansas
Ph.D., Saint Louis University

Ronald J. Black, Ph.D.

James M. Hamill Professor Emeritus
of English 2004
B.A., M.A., Ph.D.,
Wayne State University

Donald L. Holst, Ed.D.

Professor Emeritus of Education
B.S., Emporia State University
M.S., University of Missouri
Ed.D., Montana State University
Ed.Spec., Southern Illinois University
at Edwardsville

K. Jean Kirts, Ph.D.

Professor Emeritus of Health
and Human Performance
B.S., Lindenwood College
M.S., Indiana University
Ph.D., Southern Illinois University
at Carbondale

Philip W. Neale, Ph.D.

Professor Emeritus of Philosophy 2006
B.A., College of Wooster
B.D., Union Theological Seminary, NYC
M.A., Ph.D., Vanderbilt University

Eric Newton Rackham, Ph.D.

President Emeritus
Professor Emeritus of Education
and English 1975
A.B., Mount Allison University
M.A., Ph.D., University of Michigan

Roland Rice, Ph.D.

Professor Emeritus of Religion
and Philosophy 1970
A.B., Hamline University
S.T.B., Harvard Divinity School
Ph.D., Boston University

Curtis L. Trainer, Ed.D.

Professor Emeritus of Education
and Psychology 1977
B.S., Southern Illinois University
M.S., University of Illinois
Ed.D., Washington University

Grace R. Welch, M.S.
Associate Professor Emeritus of
Speech Communications
and English 1976
A.B., McKendree College
M.S., Northwestern University

Faculty

(Year of hiring in parentheses)

Eric Abrams, Ph.D. (2006)
Assistant Professor of Economics
B.S., Carnegie Mellon University
Ph. D., University of Iowa

Alan Alewine, Ph.D. (2002)
Assistant Professor of Mathematics
B.S., Furman University
M.S., Ph. D., Vanderbilt University

Melissa Barfield, Ph.D. (2006)
Assistant Professor of Sociology
B.A., Truman State University
M.S., Ph.D., Mississippi
State University

Sharon K. Beasley, PhD, RN (2006)
Associate Professor of Nursing,
Chair Division of Nursing
BSN., Southern Illinois
University – Edwardsville
MSN., Southern Illinois
University – Edwardsville
PhD., Southern Illinois
University – Carbondale

David G. Boggs, M.A. (2004)
Instructor of Music, Director of Bands
B.A., Tennessee Technological University
M.A., Indiana University

Sara S. Bolten, R.N., M.S. (1997)
Instructor of Nursing
B.S.N., Harding University
M.S.N., University of Cincinnati

Murella A. Bosse, Ph.D. (1973)
Professor of Psychology, Chair,
Division of Social Science
B.S., Indiana University
M.S., Southern Illinois University
at Edwardsville
Ph.D., Washington University, St. Louis

Brenda Boudreau, Ph.D. (1998)
Associate Professor of English
Director of Gender Studies
B.S., Framingham University
M.A., West Virginia University
Ph.D., West Virginia University

Ann V. Collins, M.A., Instructor
of Political Science (2007)

B.A., Texas State University –
San Marcos
M.A., Louisiana State University
M.A., Washington University

James R. Drake, M.F.A. (1975)

Professor of Art
B.F.A., University of Cincinnati
M.F.A., Southern Illinois University
at Edwardsville

Christopher Dussold, Ph.D. (2005)

Assistant Professor of Accounting,
Economics, and Finance
B.S.B.A., M.S., Southern Illinois
University at Edwardsville
Ph.D., University of Missouri

Heather Dye, Ph.D. (2007)

Assistant Professor of Mathematics
B.S., B.A., State University
of New York at Buffalo
M.S., University of Texas
Ph. D., University of Illinois at Chicago

Martha M. Eggers, M.Ed. (1984)

Assistant Professor of Education
B.S., University of Illinois
M.Ed., Wright State University

Tami J. Eggleston, Ph.D. (1996)

Associate Professor of Psychology
B.S., Morningside College
M.S., Ph.D., Iowa State University

James D. Feher, Ph.D. (2001)

Associate Professor of Computer Science/
Computer Information Systems
B.S., University of Illinois
M.S., Ph.D., University of Missouri
at Rolla

George J. Fero, Ed.D. (2001)

Professor of Education Chair,
Division of Education,
Health and Human Performance
B.M., Youngstown State University
M.A., Ohio State University
Ed.D., Northern Arizona University

Patrick A. Folk, Ph.D. (1978)

Professor of History
Occupant: The Samuel Hedding Deneen
and Charles Samuel Deneen Memorial
Professorship of Early American History
B.A., Tulane University
M.A., Ph.D., University of Toledo

Brian K. Frederking, Ph.D. (1998)

Associate Professor of Political Science
B.A., McKendree College
M.A., Ph.D., Syracuse University

Katy Gayford, M.S., ATC/L (2007)

Instructor of Athletic Training
B.S., Western Illinois University
M.S., Indiana State University

Betsy Gordon, Ph.D. (1990)

Associate Professor of Speech
Communication, Chair, Division
of Language, Literature,
and Communication

B.A., Huntingdon College

M.A., University of North Carolina

Ph.D., Louisiana State University

John R. Greenfield, Ph.D. (1984)

Professor of English

Director, Honors Program

Director, Writing Proficiency Examination

B.A., M.A., Ph.D., Indiana University

Irwin Halfond, Ph.D. (1988)

Professor of History, Chair,

Division of Humanities

B.A., New York University

M.A., Ph.D., Temple University

Dawn Michele Hankins, Ph.D. (1997)

Associate Professor of Athletic Training

B.A., Coe College, Cedar Rapids, IA

M.S., Southern Illinois University
at Carbondale

Ph.D., St. Louis University

William A. Haskins, Ph.D. (1985)

Professor of Speech Communication

A.A., Suffolk County Community College

B.A., State University of New York,

College at New Paltz

M.A., Colorado State University

Ph.D., University of Oregon

Carolyn Hoffman, P.D., RN, CPNP

Assistant Professor of Nursing

BSN – University of Louisville

MSN – Indiana University

Lyn J. Huxford, Ph.D. (1978)

Professor of Sociology

Coordinator, Center for Public Service

B.A., M.A., Ph.D., St. Louis University

David H. Jennings, Ph.D. (2005)

Assistant Professor of Biology

B.S., Kansas State University

M.S., Rutgers University

Ph.D., University of Colorado

Thomas O. Jewett, Ph.D. (2001)

Assistant Professor of Education

B.S., M.S., Southern Illinois University
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Ph.D., St. Louis University

Terese Kasson, M.S.B.A., C.P.A. (2004)

Instructor of Accounting

B.S., University of Notre Dame

M.S.B.A., Washington University,
St. Louis

J. L. Kemp, Psy. D. (2000)

Associate Professor of Psychology

A.A., Belleville Area College

B.A., McKendree College

Psy.D., Indiana State University

Brelinda Kern, M.S.N.

Instructor of Nursing
BSN – University of West Florida
MSN – Southern Illinois
University – Edwardsville

Sharon L. Lambert, R.N., D.N.S. (1998)

Associate Professor of Nursing
B.S.N., Incarnate Word College
M.S.N., D.N.S, University of
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Sandra S. Lang, C.P.A., Ph.D. (1999)

Assistant Professor of Accounting
B.S., Greenville College
M.A., Ph.D., Southern Illinois
University at Carbondale

Michelle Magnusson, M.F.A. (2006)

Assistant Professor of Theater
B.A., Carthage College
M.F.A., University of Louisville

Martha McDonald, R.N., D.N.S. (1983)

Associate Professor of Nursing,
Coordinator of Nursing Programs,
So. IL.
A.A.S., Kaskaskia College
B.S.N., M.S.N., University of Evansville
D.N.S., Indiana University

Jenny Mueller, Ph.D. (2002)

Assistant Professor of English
B.A., M.A., University of Chicago
M.F.A., University of Iowa
Ph.D., University of Utah

Irina Nueman, Ph.D (2003)

Assistant Professor of Computer
and Computer Information Systems
M.S., Ph.D., University of Rochester

Duane Olson, Ph.D. (2000)

Associate Professor of Religion
B.A., Trinity College
M.Div., Princeton Theological Seminary
Ph.D., University of Iowa

David L. Ottinger, M.F.A. (1978)

Professor of Art
B.F.A., Kansas City Art Institute,
Kansas City, MO
M.F.A., Washington University,
St. Louis, MO

Feza Ozturk, Ph.D. (1988)

Associate Professor of Chemistry
B.S., M.S., Ege University,
Izmir, Turkey
Ph.D., University of Florida

Brian Parsons, C.P.A., Ph.D. (2001)

Assistant Professor of Finance
B.A., University of Bristol
M.B.A, Ph.D., University of Chicago

Martha Patterson, Ph.D. (2004)

B.A., Carleton College
M.A., Ph.D., University of Iowa

Kian L. Pokorny, Ph.D. (2002)

Associate Professor of Computer
Science and Computer
Information Systems
Chair, Division of Computer
Science and Computer
Information Systems
B.S., M.S., Central Missouri
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Ph.D., Louisiana Tech

Neil Quisenberry, Ph. D, (2003)

Assistant Professor of Sociology
B.A., Western Kentucky University
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Myron C. Reese, Ph.D. (1968)

Professor of Chemistry
B.S., California State University
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Associate Professor of Education
B.A., St. Mary's University of Texas
M.Ed., University of Illinois
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Ph.D., Southern Illinois University
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Deanne Riess, Ph.D. (2003)

Assistant Professor of Physical Education
B.S., Eastern Illinois University
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Dennis Ryan, Ph.D. (1991)

Professor of Mathematics
Associate Dean of the College
B.S., M.S., Ph.D., University of Illinois
at Chicago

Jean Sampson, D.Mgt (2005)

B.B.A., McKendree College
M.A., D.Mgt., Webster University

Gabriel Shapiro, M.A. (2002)

Instructor in Journalism and English
B.A., State University of New York
at Binghamton
M.A., University of Missouri
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Roger D. Smalley, D.B.A. (1997)

Associate Professor of Marketing
B.A., M.B.A., Southern Illinois
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D.B.A., Southern Illinois University
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Frank Spreng,

C.M.A., C.P.A., Ph.D., J.D. (1987)
Professor of Economics

B.S., M.B.A., Duquesne University
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J.D., St. Louis University

Michèle Stacey-Doyle, Ph.D. (1986)
Professor of English
B.A., M.A., DePaul University
Ph.D., Southern Illinois University
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Harry M. Statham, M.S. (1966)
Assistant Professor
of Physical Education
Director of Athletics;
Men's Basketball Coach
B.A., McKendree College
M.S., University of Illinois

Nancy Stewart, M.A. (2003)
Instructor of Education
B.A., Asbury College
M.A., Washington University, St. Louis

Mary Ann Thompson, RN, MSN, DrPH
Associate Professor of Nursing
BA – Liberal Arts College
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MSN – Yale University School of Nursing
DrPH – Columbia University

Fred W. Underwood, M.S. (1986)
Assistant Professor of Computer
Science and Computer
Information Systems
B.A., Northwestern University
M.S., Kent State University

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Associate Professor of Biology;
Chair, Division of Science
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B.A., Wittenberg University
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Janet Wicker, Ph.D. (2004)
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B.A., Concordia University
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Janice M. Wiegmann,
R.N., Ph.D. (1982)
Associate Professor of Nursing
B.S.N., St. Xavier College
M.S.N., Ph.D., St. Louis University

Peter Will, Ph.D (2003)
Assistant Professor of Management
B.S., Northwest Missouri State
B.S., Thomas Edison State College
M.B.A., University of Phoenix
M.A., Farleigh Dickinson University
Ph.D., University of Missouri

Nancy S. Ypma, D. Mus. (1988)
Professor of Music
Director of Music

B.A., University of California
at Los Angeles
M.M, D. Mus., Northwestern University

Kevin Zanelotti, Ph.D., (2006)
Assistant Professor of Philosophy
B.A. Goucher College
M. A., University of Kentucky
Ph. D., University of Kentucky

Endowed Scholarships and Loan Funds

McKendree College is grateful
to the many alumni, parents
and friends of the College
who have provided gifts to
establish the following endowed scholarship funds.

Abbott Lab Nurses Scholarship
Given to a minority student pursuing
a degree in nursing.

Dorothy Dee Adair Scholarship
Given to a student in good standing with
the Clonian Literary Society.

**Beulah M. and
Milburn P. Akers Scholarship**
Given to a student who exhibits academic excellence.

Alton Foundation / Barth Scholarship
Given to a student from the Alton, IL area.

Edwin P. Baker Scholarship
Given to a student who carries a full
academic load for at least two consecutive semesters.

Michelle D. Barr Scholarship
Given to a student whose parent or
parents are deceased.

Endowed Scholarship Fund for Minority Students in Business (Belleville News Democrat)
Given to minority students who are pursuing degrees in business and who exhibit entrepreneurial spirit.

Shirley and Wayne Bise Scholarship
Given to a student athlete who participates in NAIA men's basketball or football.

Bertha Boettcher Trust
Given to a student who excels in music.

**Louis, Wilbur and
Clarence Bohm Scholarship**
Given to a student who exhibits financial need.

Bothwell Scholarship
Given to a student preparing for ministry.

Frieda Bowler Scholarship
Given to a student pursuing a degree
in education.

Ethelyn Draser Boyd
and Harry E. Boyd Scholarship
Given to a junior or senior who is
in good academic standing and exhibits financial need.

Rick Brinkman Memorial Scholarship
Given to a student athlete who exhibits
high moral character and evidence of
financial need.

Britton-Hughes Memorial Scholarship
Given to a student graduating from high school in Crawford, Effingham, and/or Pulaski counties in Illinois or in the school
district of Midland, MI.

Robert H. Brown Memorial
Social Science Scholarship
Given to a student pursuing a degree
in the social sciences.

John and Dorothy J. Budina Scholarship
Given to a student who is pursuing a degree in business administration.

Reta Smith Buford Memorial Scholarship
Given to a student preparing for ministry in the Methodist church.

Louis A. Butts Memorial
Athletic Scholarship
Given to a student athlete who exhibits high moral character and academic achievement.

Kenneth and Florence Dey
Campbell Scholarship
Given to a student who exhibits
financial need.

Carroll Scholarship
Given to a student who resides in the Southern Illinois area.

Alice D. Classen and
Russell Classen Scholarship
Given to students of high moral character who exhibit financial need.

Esther B. Clements Scholarship
Given to a student pursuing a major in the life sciences.

Dr. James E. Collie Scholarship
Given to a student athlete participating
in NAIA men's basketball or baseball.

Computer Science Scholarship
Given to a student pursuing a career
in computer science.

Coach L. Dale Cruse Scholarship
Given to a student athlete participating
in NAIA men's basketball or baseball.

Peggy Jackson Cruse Scholarship
Given to a student athlete participating in NAIA women's basketball or softball.

Doris and Margaret Ann
Cummings Scholarship
Given to a student who is a member of
Mt. Vernon First UMC (first preference)
or a Mt. Vernon High School graduate
(second preference) or a resident of Jefferson County (IL).

Charles L. and

Dorothy J. Daily Scholarship

Given to an incoming first year student with a GPA of 3.0 or better.

Dr. H. P. Dexheimer Scholarship

Given to a student pursuing a medical career, with a preference for Belleville or Southern Illinois residents.

Irving Dilliard Scholarship

Given to a student preparing for a career in journalism.

John and Margaret Dillinger Scholarship

Given to a first year student from St. Clair County, IL pursuing a career in education, business, or the arts.

Eldon Dittmore Memorial Scholarship

Given to a McKendree student of high moral character who has attended for one year, who is pursuing a degree in business or economics, and who exhibits financial need.

Loren and Irene Douthit Scholarship

Given to a student who exhibits financial need.

Luella C. Dueker Scholarship

Given to a male student preparing for ministry in the Methodist church.

Willford and

Thelma Foree Eckert Scholarship

Given to a volunteer firefighter or the child of a volunteer firefighter with preference given to the Lebanon, IL or O'Fallon, IL fire departments.

Elila Fields and

Isabella Fields Warren Scholarship

Given to a student pursuing a career in the field of music.

Fleming Associates Scholarship

Given to a student pursuing a career in the field of science.

Rayburn C. Fox Memorial Scholarship

Given to a Lebanon, IL student who graduates in the top 10% of his/her class and who exhibits financial need.

Kenneth C. Frazer Memorial Scholarship

Given to a student who is a member of the Ferox Social Service Society.

Sydney W. and Lenis Yargar Frey Memorial Scholarship

Given to a student who exhibits financial need.

Wiley B. Garvin Scholarship

Given to a student from Mascoutah High School.

Lulu Gaskill Scholarship

Given to a student who exhibits financial need.

Howard W. and

Alice Everett Gould Scholarship

Given to a student pursuing a degree in the field of science.

Admiral and
Marion Grandfield Scholarship
Given to a student who exhibits
financial need.

Walter E. and Mildred A. Landwehr Grauel Memorial Scholarship
Given to a student pursuing a degree in
education.

Estelle and Bart Greenwood Scholarship
Given to a student pursuing a degree in English or history.

Russell and Louise Greenwood Memorial Scholarship
Given to non-divinity students who exhibit financial need.

Ethel Mae Haas Scholarship
Given to a student pursuing a degree
in education.

Hake Science Scholarship
Given to a student pursuing a career
in the field of science.

William P. Hale
Memorial Scholarship Fund
Given to a student who is a member of First United Methodist Church of Collinsville or a member of another Illinois Great Rivers Conference church.

Eddie L. Hall Black Student Laureate Achievement Scholarship
Given to an African American student with the highest McKendree GPA in the previous semester.

Reverend Joseph Hall
Memorial Scholarship
Given to a student who is an active member of the Illinois Great Rivers Conference – UMYF or Sunday School program.

Hard–Plato Scholarship
Given to a student who exhibits
financial need.

David M. Hardy Scholarship
Given to a student from Monroe County, Illinois.

Dr. Cameron Harmon Scholarship
Given to a student who exhibits a keen desire to obtain an education.

Ernest H. Hartwig and
Dorothy W. Foley Scholarship
Given to a female student who exhibits financial need.

Lillian Hayes Scholarship
Given to a deserving student.

Dr. Lewis Nathaniel Head
Memorial Scholarship
Given to a student who is preparing for a Christian vocation.

Ron Herrin and Homer R. Herrin Memorial Scholarship
Given to a student athlete participating
in men's basketball who exhibits a strong work ethic.

Hodapp Scholarship Fund
Given to students pursuing a degree
in religion.

Loren Joseph Hortin Scholarship

Given to a student who exhibits financial need.

Arthur V. Huffman Scholarship

Given to full-time students taking courses in criminal justice or courses related to law enforcement and criminology.

Fred E. Huffstetler Scholarship

Given to a student pursuing a degree in mathematics.

Dr. Benjamin Murray

Hypes Scholarship

Given to a student who exhibits financial need.

Arthur Clarence and Zylphia May Jacobs Memorial Scholarship

Given to a worthy and qualified student.

Dale D. Jacobs

Memorial Endowed Scholarship

Given to a student athlete participating in men's or women's soccer or golf.

Zella Jones Scholarship

Given to a student who exhibits financial need.

Delmar and Harriet Koebel Scholarship

Given to students pursuing careers in education.

Mr. and Mrs. Theodore Korb Sr. Scholarship

Given to a Protestant student who exhibits financial need. Preference is given to those pursuing careers in ministry or in education.

Korte-Fertig Scholarship

Given to a student preparing for a career in education, with preference given to Lebanon residents.

Lloyd Bohm Kriege Memorial Scholarship

Given to a student entering the ministry of the United Methodist Church.

Eleanor A. Kuehn Memorial Scholarship

Given to a junior or senior participating in the music program at McKendree.

Louis Latzer Memorial Scholarship

Given to a student from Madison County, IL who exhibits financial need.

Patricia Leemon Scholarship

Given to a student from Marissa, IL.

Cecil C. and Agnes C. Lowe Scholarship

Given to a student who is pursuing a second career in the ministry (first preference) or a member of Kinmundy United Methodist Church (second preference) or a resident of Marion County, IL.

Consuello and

Homer Luttrell Scholarship

Given to a student who exhibits financial need.

Rachel Aidella Watson Martin Scholarship

Given to a student preparing for a Christian vocation.

Steven C. Marty Memorial Scholarship

Given to a student who already has a career in law enforcement and is working to complete a degree (first preference) or a junior or senior who is studying criminal justice.

Michael R. McAfee Scholarship

Given to a full-time student who is involved in extracurricular activities.

Standleigh Myron McClure Scholarship

Given to a student who exhibits financial need.

McKendree College Stalwarts

(1941 – 45) Scholarship

Given to a student in good academic standing.

L. Dean McKinley Scholarship

Given to a student pursuing the ministry.

Mercer Endowed Scholarship

Given to a student with financial need for whom the pursuit of a college education would not be possible if it were not for the assistance of this scholarship.

Monticello College

Foundation Scholarship

Given to outstanding female students majoring in business, computer science, or other professional programs.

Babs Anne Bowe Murray

Memorial Scholarship

Given to a student majoring in speech or English who exhibits financial need.

Stanley and Eleanor Oexemann Endowed Scholarship Fund for Business

Given to a student pursuing a degree in business administration.

Stanley Oexemann Endowed Scholarship Fund for Biology

Given as a merit scholarship for students majoring in biology.

Bobbie L. Oost Memorial Scholarship

Given to a student from the Kentucky campus who is a federal employee.

Pearl L. Osterhage Scholarship

Given to a student pursuing a career in Christian service who exhibits financial need. Preference is given to Monroe County (IL) students.

Otwell Family Scholarship

Given to a student who exhibits financial need.

Emerial L. Owen Jr. Memorial Psychology Scholarship

Given to a student pursuing a degree in psychology who exhibits high moral character, academic achievement, a passion for volunteer service, and financial need.

Parents' Association Scholarship

Given to a student who requires emergency financial assistance during the year.

A.W. and Frances Dotson Pitchford Memorial Scholarship

Given to a student from Clay or Wayne Counties in Illinois.

Philip H. Postel Memorial Scholarship

Given to a student from Mascoutah Community High School who exhibits high moral character and leadership qualities.

Irvin G. Pringle Scholarship

Given to a student preparing for ministry.

Malcom Randall Scholarship Fund

Given to a student who participates in intercollegiate football.

Regions Bank Scholarship

(formerly Union Planters Scholarship)

Given to a student who exhibits financial need.

Dr. Cal and Lois Ryan Scholarship

Given to a Methodist student preparing for a career in Christian service.

Saegesser-Church Scholarship

Given to a student who exhibits financial need.

Bill and Gladys Sanders Scholarship

Given to a student with an interest in journalism, public relations, or the insurance field, with a preference given to students from White County (IL).

Louise Schiek Scholarship

Given to a student from St. Clair County (IL).

William and Florence Schmidt Memorial Scholarship

Given to a student pursuing a degree in business, economics, or computer science.

Carrie Field Smith and

Emma Lee Foree Walkup Smith Memorial Scholarship

Given to the McKendree junior and sophomore who earned the highest GPA in the previous academic year.

Lieudell Smith Memorial Scholarship

Given to McKendree seniors who possessed highest and second highest GPA's as juniors.

Spencer Science Scholarship

Given to an upper classman who exhibits special scientific abilities.

Vada Statham Memorial Scholarship

Given to a student athlete participating in men's basketball who exhibits a strong work ethic.

Irene Darrow Steinheimer Scholarship

Given to a student who exhibits financial need.

Jeff "Doc" Sues and Todd Bruns Memorial Soccer Scholarship

Given to a soccer player who exhibits academic and athletic excellence.

Gerrit J. TenBrink Scholarship

Given to a student who is a professing Christian.

Edith Flint Thrall Scholarship

Given to a student in good standing with the Clonian Literary Society.

Throgmorton Endowment Fund

Given to a student who exhibits financial need.

Thelma Tschudy and

Clarence Tschudy Scholarship

Given to a student from Aviston or Clinton County (IL) who possesses a good academic record.

William C. Turner Scholarship

Given to a junior or senior student at McKendree pursuing a degree in business.

Vesley Memorial Scholarship

Given to a student athlete participating in NAIA men's basketball who exhibits high moral character, academic achievement, and promise for a bright future.

Walton Scholarship

Given to a female student who exhibits financial need.

Samuel F. Wehrly Memorial Scholarship

Given to a student with a sincere desire to obtain a college education.

Alexander Wildy Scholarship

Given to a student who exhibits financial need.

Faye and Bill Williams Scholarship

Given to a student who is a member of First Presbyterian Church in Carmi, IL (first preference) or a member of a church in Carmi, IL (second preference) or a resident of White County, IL.

Dorothy Faulkner Winterrowd Scholarship

Given to a student pursuing a degree in music or nursing.

Lewis A. Winterrowd

Athletic Scholarship

Given to a student athlete participating in men's or women's basketball.

Terry Lewis Winterrowd Scholarship

Given to a student in good academic standing who is pursuing a degree in science.

Dr. Joseph S. and Helen R. Koennecke Wolfram Memorial Scholarship

Given to a student pursuing a degree in nursing with preference given to Wesclin and Mater Dei high school graduates.

Jeanne Elaine Woodward

Memorial Scholarship

Given to a student who exhibits financial need.

Melvin J. and Suzannah Wright Memorial Fund

Given to a student who exhibits financial need.

Bruce Young Memorial Scholarship

Given to a student with high ethical standards who exhibits financial need.

Charles Young Family Scholarship

Given to a student who exhibits financial need.

Loren S. Young Scholarship

Given to a student pursuing a degree in science or math.

Roger L. Zeller Scholarship

Given to a student athlete participating in men's NAIA basketball who exhibits excellence on the court and in the classroom. Preference given to ROTC members.

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